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We will set all students on a path to success.

TN Foundational Skills
Curriculum Supplement
Sounds First Assessments
Pre-K

The following materials can also be found within the TN Foundational Skills Curriculum Supplement Unit Teacher Guides. They have been pulled out here as a separate set of materials in the event that users find it helpful to have the sounds-first activities published as an ancillary material.

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TN Phonemic Awareness Sequence: Assessment Overview

Introduction

With any essential foundational skill, it is important to know how well your students are mastering different aspects of the skill. This is true in phonemic awareness, where automaticity in perceiving, blending, segmenting, isolating, and manipulating phonemes are part of the bedrock for becoming successful readers. Speedy phonemic skill and successful decoding signal that students are well on their way to gaining automatic word recognition so their brains can be freed for all the other aspects of successful reading.

This program has been designed to be lively and fun every step of the way. It has also been designed to build accuracy and automaticity through a developmental progression that stretches from pre-K through 2nd grade.

To help you keep track of each of your student's progress, there are two different kinds of assessments available to you:

- 'Whip Around' Assessments
- Cumulative Assessment (one per year)

The Whip Around Assessments

There is a Whip Around Assessment to use during every Mastering week, which is the final week of focus for each skill when students are supposed to be fully automatic (throughout the program, 'automatic' is defined as responding accurately in less than two seconds). As the name 'Whip Around' implies, these are designed to be very fast so as not to interrupt teaching and learning too much. We recommend gathering your students in groups of 5 to be assessed lightning fast. Each student will get 3 chances to demonstrate speed and ability with just that one skill. The forms are easy to use, with simple directions and easy scoring. You should take a moment between groups to make notes on which students need follow-up, but still, you should easily be able to assess each group of 5 students in 6-7 minutes or less.

- **Pre-K** – There are 3 optional Whip Arounds to assess students' skill with rhyming. There is no expectation of mastery with any of the phonemic awareness skills during pre-K. The work children do here will pay off in speed and accuracy (and expanded vocabulary!) all the years to follow.
- **Kindergarten** – Students are asked to demonstrate mastery (speed and accuracy) with the 3 rhyming Whip Arounds and 6 phonemic awareness skills (total of 9).
- **First Grade** – Students are asked to demonstrate mastery (speed and accuracy) in Whip Arounds with 7 phonemic awareness skills.
- **Second Grade** – Students are asked to demonstrate mastery (speed and accuracy) in Whip Arounds with 6 phonemic awareness skills. Second graders also have extra time built in after the lesson sequences end (after 90 lessons) to gain mastery with any earlier skills they did not yet achieve.

Note: there a few weeks in K and 1st grade where two skills come to mastery the same week. Please feel free to adjust the timing of the Whip Around so you do no more than one in a week!

Cumulative Assessment (A 'rolling' process throughout the year)

There is a comprehensive assessment available for each grade. These will let you get a full picture of your students' progress in phonemic awareness up to 4 times during the year. Below is a sample assessment schedule to consider. However, you may already have well-established protocols for foundational skills assessment.

SAMPLE SCHEDULE	Baseline, beginning of year	Before second grading period	Before third grading period	Before final grading period
Pre-K				
Kindergarten				
First Grade				
Second Grade				

Pre-K, of course, has fewer skills to assess than the other grades, and mastery is not expected. Students in *any* grade assessed early in each school year will not yet have been exposed to all the skills taught and practiced in their grade. As a result, the comprehensive assessment should be given just for the skills you've already taught to mastery at the point of giving the assessment. If, however, you administer the full assessment, understand the results to be simply a snapshot of where the student is at that point in the year.

The assessment is designed to be cumulative. You will not re-test skills a student has already displayed mastery in. Because of this, the process of assessing your students 1:1 in the cumulative assessment will get lighter and faster each time.

The final assessment done each school year will ideally be shared with the students' next teachers so the skills can accumulate coherently across the 4 years of the program.

It is strongly recommended that 2nd grade teachers do a baseline assessment using the cumulative assessment as early in the school year as possible so that students who aren't automatic in skills from lower grades get the practice and exposure they need to the skills so they can attain mastery by the end of the year.

2nd graders are introduced to fewer skills in their advanced phonemic awareness sequence. This is by design so that second graders who need more practice with any of the skills to achieve mastery with them can continue to practice in small groups.

The ability to manipulate phonemes rapidly is essential. 2nd graders should ideally demonstrate mastery (speed and accuracy) with all skills in the sequence by the end of the year, and most will.

If phonemic awareness mastery is not achieved by the end of 2nd grade, older students should be supported in getting additional phonemic awareness skills practice until they too can speedily manipulate phonemes. That ability will carry over to greater decoding speed and accuracy as well as reading success!

Pre-Kindergarten

Whip Around Assessments

Ⓜ Date Administered: _____ **Whip Around Assessment - Rhyme Recognition**

Skill: Rhyme Recognition.

Directions: Use anytime during the Mastering Week. Prepare copies of this assessment ahead of time. Make sure every student is included in a group and each name is written above the column of 3 words to use. You will assess and record results for up to five students at a time. This is a quick process, designed to be stress-free for everyone! Scoring guidance is below the word list table.

Call up the first group. Explain to each group that you want to see how fast and well they recognize rhymes now that they've practiced it for a few weeks. Let them know they will do this with their eyes closed and they will need to keep their thumbs up (or down) until you say it's okay. You will assess all the students at once, so this will go very quickly. They will get 3 turns.

Warm-up models for the group. **T**: *Does it rhyme this time? Close your eyes and do 👍 (yes) or thumbs down 👎 (no) Flick, kick.*
S: 👍
T: *Does it rhyme this time? Close your eyes and do 👍 (yes) or thumbs down 👎 (no) Land, sea.*
S: 👎

<2	✔		<2	✔		<2	✔		<2	✔		<2	✔	
		say/dog			say/dog			say/dog			say/dog			say/dog
		clean/green			clean/green			clean/green			clean/green			clean/green
		dot/bought			dot/bought			dot/bought			dot/bought			dot/bought

Scoring and Next Steps:
Ⓜ If the student responds automatically (in less than a "1 one-thousand, 2 one-thousand" count), put a ✔ in the <2 box. If a student is automatic for 2 or more words, record that student as automatic for this skill.
□ If the student answers correctly, but takes more time, put a ✔ in the ✔ box. If the student is incorrect, leave the boxes blank. If the student is correct, but slower, the student needs more practice. Do more □ and Ⓜ practice in small groups with those students.
□ If the student can't do this skill at any speed, that student needs more experiencing time. Do more □ practice in small groups.

- **Write notes in the last box to record where each student is (this can be done after each group is assessed or soon after).**
- **Progress to the next lessons with everyone while supporting those students who need more time in small groups.**

Ⓜ Date Administered: _____ **Whip Around Assessment - Rhyme Judgment**

Skill: Rhyme Judgement (Listen Well, Can You Tell?).

Directions: Use anytime during the Mastering Week. Prepare copies of this assessment ahead of time. Make sure every student is included in a group and each name is written above the column of 3 words to use. You will assess and record results for up to five students at a time. This is a quick process, designed to be stress-free for everyone! Scoring guidance is below the word list table.

Call up the first group. Explain to each group that you want to see how fast and well they can judge rhymes now that they've practiced it for a few weeks. Let them know they will take turns responding and they should not help each other or talk when it's not their turn. They will each get 3 turns.

Warm-up models for the group. **T**: *Listen well, can you tell? Which word rhymes with son? Fat, ton.*
S: *ton*
T: *Which word rhymes with beach? Teach, brick.*
S: *teach*

<2	✔		<2	✔		<2	✔		<2	✔		<2	✔	
		say (dog, play)			dim (clock, slim)			fuss (cuss, fat)			cat (car, bat)			slot (dry, tot)
		bam (slam, kid)			clean (green, sat)			dot (nice, bought)			trot (not, fuzz)			sat (mat, cog)
		lot (sly, fought)			dot (cot, fast)			trim (lock, limb)			fuss (muss, fat)			lean (mean, fit)

Scoring and Next Steps:

Ⓜ If the student responds automatically (in less than a "1 one-thousand, 2 one-thousand" count), put a ✔ in the <2 box. If a student is automatic for 2 or more words, record that student as automatic for this skill.

□ If the student answers correctly, but takes more time, put a ✔ in the ✔ box. If the student is incorrect, leave the boxes blank. If the student is correct, but slower, the student needs more practice. Do more □ and Ⓜ practice in small groups with those students.

□ If the student can't do this skill at any speed, that student needs more experiencing time. Do more □ practice in small groups.

- **Write notes in the last box to record where each student is (this can be done after each group is assessed or soon after).**
- **Progress to the next lessons with everyone while supporting those students who need more time in small groups.**

Ⓜ Date Administered: _____ **Whip Around Assessment - Rhyme Production**

Skill: Rhyme Production.

Directions: Use anytime during the Mastering Week. Prepare copies of this assessment ahead of time. Make sure every student is included in a group and each name is written above the column of 3 words to use. You will assess and record results for up to five students at a time. This is a quick process, designed to be stress-free for everyone! Scoring guidance is below the word list table.

Call up the first group. Explain to each group that you want to see how fast and well they can make rhymes now that they've practiced it for a few weeks. Let them know they will take turns responding and they should not help each other or talk when it's not their turn. They will each get 3 turns. Nonsense words are correct responses as long as it matches the rhyme the teacher used!

Warm-up models for the group. **T**: *Say a word that rhymes with cat!*
S: *mat (any /at/ response is correct)*
T: *Say a word that rhymes with beach!*
S: *feech (any /each/ word is correct)*

<2	✔		<2	✔		<2	✔		<2	✔		<2	✔	
		dog			dim			fat			car			dry
		kid			keen			ice			pick			cog
		lot			cut			black			fuss			fit

Scoring and Next Steps:

Ⓜ If the student responds automatically (in less than a "1 one-thousand, 2 one-thousand" count), put a ✔ in the <2 box. If a student is automatic for 2 or more words, record that student as automatic for this skill.

□ If the student answers correctly, but takes more time, put a ✔ in the ✔ box. If the student is incorrect, leave the boxes blank. If the student is correct, but slower, the student needs more practice. Do more □ and Ⓜ practice in small groups with those students.

□ If the student can't do this skill at any speed, that student needs more experiencing time. Do more □ practice in small groups. Use the curve to stretch the rhyming sound.

- **Write notes in the last box to record where each student is (this can be done after each group is assessed or soon after).**
- **Progress to the next lessons with everyone while supporting those students who need more time in small groups.**

Pre-Kindergarten

Cumulative Assessment

Tennessee PA & APA Component
Pre-Kindergarten Assessment of Phonological Awareness (Optional)

Student: _____ Teacher:_____ Date:_____

Directions: Read each sentence, distinguishing sounds clearly to the student. Record the response. Please note if the student responded in fewer than 2 seconds by placing a ✔ in the automatic box for the item. You can stop testing a level once the student gives an automatic and correct response. If the student answered correctly but took two seconds or longer, place a ✔ in the 'no time limit' box for the item and continue assessing. If the student did not answer or answered incorrectly, do not place a check anywhere and continue assessing.

Note: Though students will of course vary, neither automatic speed levels nor absolute mastery are expected in these skills until kindergarten.

Tracking student progress: If the student was automatic with a skill, highlight the level (Lev) in green. The student has mastered this level! For prompts where the student was accurate but slow, highlight the level in yellow. The student needs more 'knowing' practice in these levels together with any classmates who scored similarly for those levels. For skills the student missed, highlight the level in orange. The student needs to return to 'experiencing' in these levels with any classmates who also scored similarly.

When you assess again, you will only assess items you have highlighted in yellow or orange. Pass any assessment data on to each students' kindergarten grade teacher.

Notes on scoring and interpretation:
No mastery (automatic response) is demanded in pre-K (items #1-17). Use of this instrument for pre-K is optional. There are not yet established norms for kindergarten with this instrument. Ideally, students would be automatic with these skills by the end of kindergarten/early first grade.

A student who responds to many prompts slowly and/or has many errors, definitely needs more experiences with those not-yet-mastered skills while still getting the full class lessons.

	Basic Phonemic Awareness			"One thousand one, one thousand two"	No Time Limit
	#	**Prompt:**	Correct Answer	Automatic	Untimed
	Rhyme Recognition				
Pre-Kindergarten Evaluation #1-17	1	"Do they rhyme this time? knee - bee"	*yes*		
	2	"Do they rhyme this time? sit – cat"	*no*		
	3	"Do they rhyme this time? bake – make"	*yes*		
	Rhyme Judgment				
	4	"Which word rhymes with kick? (ball – stick)"	*stick*		
	5	"Which word rhymes with mast? (cast – cot)"	*cast*		
	6	"Which word rhymes with mush? (crush -dot)"	*crush*		
	Rhyme Production (Note: Rhyming nonsense words are correct!)				
	7	"What rhymes with tad?"	*Varied -/ad/*		
	8	"What rhymes with moat?"	*Varied- /ote/-/oat/*		
	9	"What rhymes with slim?"	*Varied /im/*		
	Syllable Deletion - first syllable of compound word				
	10	"Say someone. Now say someone without /some/."	*-one*		
	11	"Say tiptoe. Now say tiptoe without /tip/."	*-toe*		
	Syllable Deletion - second syllable				
	12	"Say woodchuck. Now say woodchuck without /chuck/."	*wood-*		
	13	"Say airborne. Now say airborne without -borne/."	*air-*		
	Syllable Deletion - three syllable word, final syllable				
	14	"Say passageway. Now say passageway without -way."	*passage-*		
	15	"Say skywalker. Now say skywalker without -er."	*skywalk-*		
	Syllable Deletion - three syllable word, first syllable				
	16	"Say grandfather. Now say grandfather without /grand/."	*-father*		
	17	"Say handwriting. Now say handwriting without /hand/."	*-writing*		
Basic Phonemic Awareness: ___ (maximum 34 pts)					