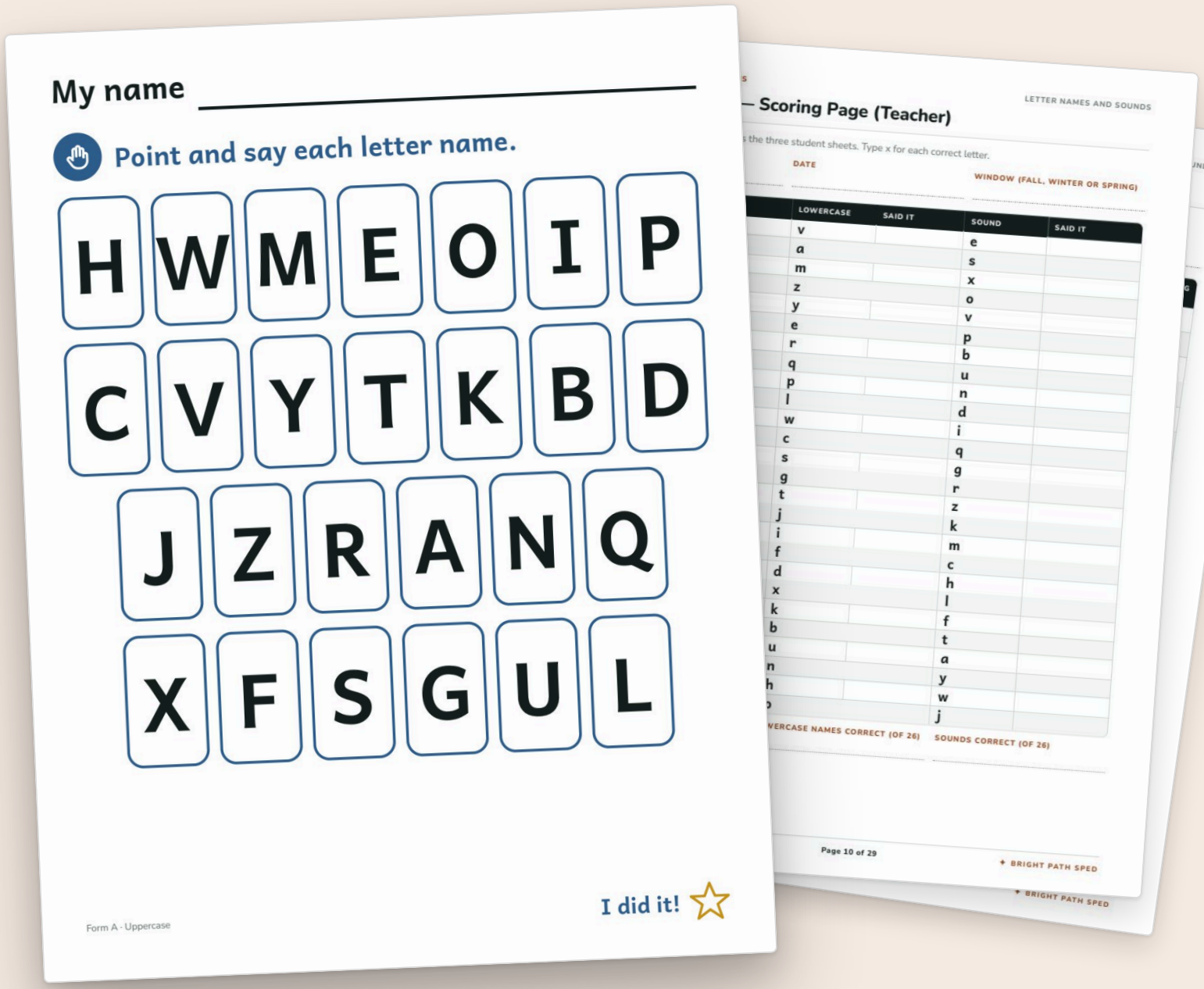
SPECIAL EDUCATION · LETTER ASSESSMENT

EDITABLE

Letter Names and Sounds Assessment



29 PAGES | 3 FORMS | FALL WINTER SPRING | FILLABLE PDF

✦ BRIGHT PATH SPED

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PREVIEW

REFERENCE

How the Assessment Works

1. **Choose the window and the form.** Many teachers use Form A in fall, B in winter and C in spring, so a child never sees the same order twice in a row. Any order works.
2. **Print the three student sheets** for that form: uppercase, lowercase and sounds. Nothing on them is for you; the directions are on this page.
3. **Give each sheet one-to-one.** Hand the student the sheet and read the directions out loud: “Point to each letter and tell me its name.” For the sounds sheet: “Point to each letter and tell me the sound it makes.”
4. **Mark the scoring page** (page 10 for Form A). Type an x in the box for each letter the student says correctly; leave a missed letter blank. Write each total at the bottom.
5. **Copy and compare.** Totals go on the student record (page 19) and the class record (page 22). The letters-known map (page 20) shows which letters come next.

YOUR TEAM’S RULES, WRITTEN ONCE

TIME LIMIT, IF YOUR TEAM USES ONE	STOP RULE, IF YOUR TEAM USES ONE	WHAT COUNTS AS CORRECT (YOUR DISTRICT’S RULE)

HOW THE TYPE-IN FIELDS WORK

- [ ] Open the PDF in a reader such as Acrobat Reader. Click a box and type.
- [ ] Press Tab to jump to the next box. Save As once per student so each file keeps its own marks.
- [ ] No account, no internet, no subscription. It is not a Google Docs or Sheets file and it does not calculate: you count the x marks and type the total.
- [ ] Rather use a pen? Print the page. Every page reads in black and white.

IF AN AIDE OR A SUB GIVES IT

- [ ] Give them the scoring page, the student sheets and this page, nothing else.
- [ ] Read the directions out loud exactly as written, then say nothing that names a letter.
- [ ] A letter the student skips or cannot say stays blank. Do not guess for the student.
- [ ] Hand back the scoring page the same day.

SAY IT THIS WAY (YOUR TEAM CAN CHANGE THE WORDS)

- [ ] Names: “Point to each letter and tell me its name. If you do not know it, say ‘pass’ and we will go on.”
- [ ] Sounds: “Point to each letter and tell me the sound it makes.”
- [ ] When you are done: “Thank you. You worked hard.” Do not tell the student which letters were right or wrong during the check.

WHY THREE DIFFERENT ORDERS

Every sheet shows the 26 letters in a scrambled order, and each of the nine sheets is scrambled differently. The student reads letters rather than reciting the alphabet song, and a second window cannot be answered from memory of the first.

PREVIEW

My name _____



Point and say each letter name.

H	W	M	E	O	I	P
C	V	Y	T	K	B	D
J	Z	R	A	N	Q	
X	F	S	G	U	L	

PREVIEW

I did it! 

My name _____

Point and say each letter name.

v	a	m	z	y	e	r
q	p	l	w	c	s	g
t	j	i	f	d	x	
k	b	u	n	h	o	

PREVIEW

I did it!

LOG

Form A — Scoring Page (Teacher)

> Same letters, same order as the three student sheets. Type x for each correct letter.

STUDENT _____ DATE _____ WINDOW (FALL, WINTER OR SPRING) _____

#	UPPERCASE	SAID IT	LOWERCASE	SAID IT	SOUND	SAID IT
1	H		v		e	
2	W		a		s	
3	M		m		x	
4	E		z		o	
5	O		y		v	
6	I		e		p	
7	P		r		b	
8	C		q		u	
9	V		p		n	
10	Y		l		d	
11	T		w		i	
12	K		c		q	
13	B		s		g	
14	D		g		r	
15	J		t		z	
16	Z		j		k	
17	R		i		m	
18	A		f		c	
19	N		d		h	
20	Q		x		l	
21	X		k		f	
22	F		b		t	
23	S		u		a	
24	G		n		y	
25	U		h		w	
26	L		o		j	

UPPERCASE NAMES CORRECT (OF 26) _____ LOWERCASE NAMES CORRECT (OF 26) _____ SOUNDS CORRECT (OF 26) _____

PREVIEW

My name _____



Point and say each letter name.

q	u	j	s	k	m	p
e	n	t	y	o	g	r
f	w	h	v	d	c	
z	b	i	l	x	a	

PREVIEW

I did it! 

LOG

Form B — Scoring Page (Teacher)

> Same letters, same order as the three student sheets. Type x for each correct letter.

STUDENT _____ DATE _____ WINDOW (FALL, WINTER OR SPRING) _____

#	UPPERCASE	SAID IT	LOWERCASE	SAID IT	SOUND	SAID IT
1	C		q		z	
2	N		u		s	
3	Y		j		q	
4	I		s		l	
5	G		k		p	
6	W		m		d	
7	H		p		i	
8	P		e		f	
9	B		n		r	
10	Q		t		k	
11	D		y		u	
12	R		o		w	
13	O		g		h	
14	M		r		a	
15	Z		f		v	
16	V		w		c	
17	L		h		n	
18	S		v		t	
19	J		d		j	
20	A		c		m	
21	X		z		b	
22	F		b		x	
23	T		i		o	
24	E		l		y	
25	U		x		e	
26	K		a		g	

UPPERCASE NAMES CORRECT (OF 26) _____ LOWERCASE NAMES CORRECT (OF 26) _____ SOUNDS CORRECT (OF 26) _____

PREVIEW

My name _____

Point and say each letter name.

b	e	v	l	j	d	t
q	y	o	w	h	p	s
i	a	c	u	z	r	
m	g	k	f	n	x	

PREVIEW

I did it!

LOG

Student Record: Fall, Winter, Spring

One student, one school year. Date and three scores for each window.

STUDENT _____ TEACHER _____ SCHOOL YEAR _____

WINDOW	DATE	FORM	UPPERCASE (OF 26)	LOWERCASE (OF 26)	SOUNDS (OF 26)	NOTES
Fall						
Winter						
Spring						

FALL: LETTERS TO TEACH NEXT

WINTER: LETTERS TO TEACH NEXT

SPRING: LETTERS TO TEACH NEXT

WHAT I NOTICED (LETTERS MIXED UP, SOUNDS SAID FOR NAMES, WHAT HELPED)

PREVIEW

Preview · Bright Path Sped

TRACKER

Growth Summary

The scores from the record page, three ways: a table, a bar to shade, and your words.

STUDENT ....

TEACHER ....

SCHOOL YEAR ....

SKILL	FALL	WINTER	SPRING	CHANGE, FALL TO SPRING
Uppercase names				
Lowercase names				
Letter sounds				

Uppercase: shade one box for each letter correct

Fall

Winter

Spring

Lowercase: shade one box for each letter correct

Fall

Winter

Spring

Sounds: shade one box for each letter correct

Fall

Winter

Spring

WHAT CHANGED, IN WORDS

....

....

....

....

....

....

PREVIEW

ROSTER

Small Group Planner

> Turn the class record into who sits together and which letters they get this window.

Read down the class record (page 22). Students missing the same letters sit together; write the letters here.

#	GROUP	STUDENTS (INITIALS)	LETTERS TO TEACH THIS WINDOW	DAYS AND TIME
1				
2				
3				
4				
5				
6				

PREVIEW

WHO TO CHECK AGAIN NEXT WINDOW

NOTES FOR THE TEAM

REFERENCE

Progress Note Phrase Bank

> Every line is a starter, not a finished sentence.

Starters for a progress note, a team meeting or a family email. Each one ends in a number or a letter from the pages in this file, never in a label for the student.

DESCRIBING LETTER NAMES

- Named ____ of 26 uppercase letters on Form ____.
- Named ____ of 26 lowercase letters on Form ____.
- Letters named correctly every time: ____.
- Letters that were skipped or left blank: ____.

DESCRIBING SOUNDS

- Gave the sound for ____ of 26 letters on Form ____.
- Said the letter name when asked for the sound on ____ letters.
- Sounds said correctly every time: ____.
- Sounds still to teach: ____.

DESCRIBING GROWTH

- Uppercase went from ____ in fall to ____ in spring (record, page 19).
- Lowercase went from ____ to ____ since the last window.
- Sounds went from ____ to ____; the change is ____ letters.
- The letters known map (page 20) shows ____ letters still blank.

DESCRIBING NEXT STEPS

- Small group will work on these letters: ____.
- Will check again at the next window with Form ____ (class record, page 22).
- Home practice this month: ____.
- The team will look at this again on ____.

FOR A FAMILY CONVERSATION

- Your child can name these letters: ____.
- We are working on these sounds: ____.
- A good game to try this week is ____.
- Next time we check, we will look for ____.

DESCRIBING HOW THE STUDENT WORKED

- Pointed to each letter in order without help.
- Needed the letter pointed to by the adult on ____ letters.
- Said “pass” on ____ letters.
- Said the name of a different letter on ____ (list them): ____.

WHAT A STARTER IS NOT

Not a finding about the student. Every starter ends in a count or a letter that came off the scoring page.

PAIRING A STARTER WITH ITS PAGE

Name and sound counts come from the scoring pages (10, 14, 18); growth lines come from the record (page 19).

MY OWN STARTERS

PREVIEW

EXAMPLE

A Filled-In Record and Growth (Invented Student)

SAMPLE · INVENTED STUDENT

The same invented student across the year. Every change is the spring score minus the fall score.

STUDENT RECORD (PAGE 19, FILLED IN)

WINDOW	DATE	FORM	UPPERCASE	LOWERCASE	SOUNDS	NOTES
Fall	Sep 9	A	14	9	6	Started with the letters in her name.
Winter	Jan 13	B	20	15	12	Joined a small group in October.
Spring	May 12	C	25	22	19	Reads the whole uppercase page without help.

GROWTH SUMMARY (PAGE 21, FILLED IN)

SKILL	FALL	WINTER	SPRING	CHANGE, FALL TO SPRING
Uppercase names	14	20	25	+11
Lowercase names	9	15	22	+13
Letter sounds	6	12	19	+13

THE PROGRESS NOTE THIS RECORD PRODUCES

Maya (invented) named 14 of 26 uppercase letters in fall and 25 in spring, a change of +11. Lowercase went from 9 to 22 (+13) and sounds from 6 to 19 (+13). Every number is on the table above.

STILL TO TEACH AFTER THE SPRING WINDOW (FROM THE SPRING SCORING PAGE)

- [ ] Uppercase (1): Q
- [ ] Lowercase (4): g q v z
- [ ] Sounds (7): j q v w x y z

WHERE EACH NUMBER CAME FROM

- [ ] Each score is the count of x marks on that window's scoring page (page 26 shows fall).
- [ ] Fall used Form A, winter Form B, spring Form C.
- [ ] The change column is spring minus fall, nothing else.

WHAT THE TEACHER DID NEXT (INVENTED)

- [ ] Kept Maya in the small group for the letters still blank.
- [ ] Sent the family update home with two letters to find at home.
- [ ] Planned to check again with Form A next fall.

USING THIS PAGE WITH YOUR OWN STUDENT

- [ ] Score the window on the scoring page, then type the three totals on the record (page 19).
- [ ] Add the same three totals to the class record (page 22).
- [ ] After the spring window, subtract fall from spring in each row and write the change.

Maya is an invented student for this example. No real student's information is used.

PREVIEW