

Letter Recognition Assessment K-2

SECTION 2 · CHECK EVERY LETTER

LETTER RECOGNITION ASSESSMENT, K-2

CHECKLIST

Uppercase Letter Naming — Form 1 (A–M)

The first 13 uppercase letters, A through M. Point to each letter; write the name the student gives.

STUDENT

SCREENER

DATE

#	LETTER	NAME GIVEN (WRITE IT)	CORRECT?
1	A		☐ Y ☐ N ☐ NO
2	B		☐ Y ☐ N ☐ NO
3	C		☐ Y ☐ N ☐ NO
4	D		☐ Y ☐ N ☐ NO
5	E		☐ Y ☐ N ☐ NO
6	F		☐ Y ☐ N ☐ NO
7	G		☐ Y ☐ N ☐ NO
8	H		☐ Y ☐ N ☐ NO
9	I		☐ Y ☐ N ☐ NO
10	J		☐ Y ☐ N ☐ NO
11	K		☐ Y ☐ N ☐ NO
12	L		☐ Y ☐ N ☐ NO
13	M		☐ Y ☐ N ☐ NO

A QUICK CHECK, NEVER A NORM

This page counts how many of these 13 letters were named correctly today. It does not compare the count to an age, a grade, or any other student, and it is not a clinical or standardized tool.

SAY THIS BEFORE THE FORM

"I am going to point to some letters. Tell me the name of each one." Point to one letter at a time, in any order; a letter named from memory and a letter named after a long pause both count — write what actually happened if it matters to your team.

Letter Recognition Assessment: Full Alphabet Uppercase, Lowercase and Matching Quick-Check

Page 10 of 24

BRIGHT PATH SPED

LETTER RECOGNITION ASSESSMENT, K-2

Lower-to-Lower Matching — All 26 Letters

percentage in a shuffled order so the task checks matching and automaticity rather than

SCREENER

DATE

#	SHOWN	MATCH (WRITE IT)	CORRECT?
14	Z		☐ Y ☐ N ☐ NO
15	G		☐ Y ☐ N ☐ NO
16	U		☐ Y ☐ N ☐ NO
17	H		☐ Y ☐ N ☐ NO
18	X		☐ Y ☐ N ☐ NO
19	C		☐ Y ☐ N ☐ NO
20	N		☐ Y ☐ N ☐ NO
21	L		☐ Y ☐ N ☐ NO
22	F		☐ Y ☐ N ☐ NO
23	D		☐ Y ☐ N ☐ NO
24	O		☐ Y ☐ N ☐ NO
25	Y		☐ Y ☐ N ☐ NO
26	A		☐ Y ☐ N ☐ NO

SAY THIS BEFORE THE FORM

"I will show you an uppercase letter. Write or point to the lowercase letter that matches it." Show one letter at a time, in the order printed.

IF MATCHING LAGS BEHIND NAMING

Naming both cases well but matching poorly is a different pattern than struggling at naming itself — note which pattern you see on the caseload page (page 19) rather than one combined number.

Lowercase and Matching Quick-Check

Page 14 of 24

BRIGHT PATH SPED

CONTENTS

What Is Inside, and Where

24 pages: three sections, a worked example and a set of binder tabs.

Before you begin

PAGES 4–5



**Start Here —
Three Steps**
START HERE **4**



**Binder Cover and
Divider Tabs**
SETUP **5**

01 Take a First Look

PAGES 7–8



**Ten-Item Quick
Form — One
Student, One Pass**
QUICK FORM **7**



**Whole-Class
Quick-Pass Screen**
ROSTER **8**

02 Check Every Letter

PAGES 10–15



**Uppercase Letter
Naming — Form 1
(A–M)**
CHECKLIST **10**



**Uppercase Letter
Naming — Form 2
(N–Z)**
CHECKLIST **11**



**Lowercase Letter
Naming — Form 1
(a–m)**
CHECKLIST **12**



**Lowercase Letter
Naming — Form 2
(n–z)**
CHECKLIST **13**



**Upper-to-Lower
Matching — All 26
Letters**
CHECKLIST **14**



**Letter-Sound
Spot-Check —
Optional Layer**
CHECKLIST **15**

03 Log, Report and Share

PAGES 17–22



**Letter Recognition
Data Log**
LOG **17**



**Letter Recognition
Progress Graph**
TRACKER **18**



**Caseload
Summary**
ROSTER **19**



**Classroom
Teacher
Observation
Checklist**
CHECKLIST **20**



**Family and Team
Update**
NOTES **21**



**Letter Recognition
Phrase Bank**
REFERENCE **22**

Worked example

PAGE 23



**A Full Alphabet
Check, Filled In —
Invented Student**
EXAMPLE **23**

THREE WAYS TO USE THIS FILE

A first look

The quick form (page 7), one student, five minutes.

Full alphabet coverage

The six full forms (pages 10–15), uppercase, lowercase and matching.

A class or caseload sweep

The quick-pass (page 8) and caseload summary (page 19).

☆ START HERE

Start Here — Three Steps

Ninety seconds of reading. The quick form takes about five minutes; all six full forms take about twenty-five.



1

Take a first look

Give the ten-item quick form (page 7) to one student, or the whole-class quick-pass (page 8) across a room, in one sitting.

Both pages count what was observed today; neither sets an age expectation or a cut score.



2

Check the full alphabet

For uppercase coverage, give Forms 1 and 2 (pages 10–11); for lowercase, Forms 1 and 2 (pages 12–13); for matching, the single 26-item form (page 14).

The letter-sound layer (page 15) is optional — a light check, not a replacement for this store's full five-skill Phonics Screener K-2.



3

Log, graph and share

Record each skill's count on the data log (page 17) the same day, and plot the combined score on the graph (page 18).

The caseload page (page 19), the family and team update (page 21) and the phrase bank (page 22) turn the counts into a conversation, ready to send or bring to a meeting.

WHAT THIS FILE IS

A fillable PDF. The fields are built into the document itself, so it works offline with no account or subscription and looks the same on every machine that opens it.

WHAT THIS FILE IS NOT

It is not a Google Sheets file, a Google Doc, or an Excel workbook, and it is not a standardized or norm-referenced test. It is a quick classroom check, observational only, never a clinical finding.

THE RULE EVERY PAGE IN THIS FILE FOLLOWS

A quick-check row records what was said or pointed to today, never a norm, a passing score, or a name for what a pattern means. Your team writes its own criteria for what a count means, on its own paperwork.

IF SOMETHING DOES NOT WORK

The text disappears when I close it. It was opened in something that fills fields but does not save them. Open it in Acrobat Reader and use Save As.

I need more sessions than the data log holds. Print the sheet again and number the pages; the log only needs the count from each session, not every letter.

Anything else — the **Ask a Question** tab on the product page. Every question is read, and a fix to the file is a free update.

CONFIDENTIALITY

A completed check is student information even though nothing on the page is a clinical term. Store, share and destroy it the way your school already handles any working data sheet.

QUICK FORM

Ten-Item Quick Form — One Student, One Pass

Two uppercase, two lowercase and two matching items, ten total. A first look before deciding which case or skill (pages 10–14) to check in full.

STUDENT

SCREENER

DATE

TOTAL CORRECT – /10

#	SKILL	SHOWN	WHAT THE STUDENT SAID OR WROTE (WRITE IT)	CORRECT?
1	Uppercase naming	A		☐ Y ☐ N ☐ NO
2	Uppercase naming	B		☐ Y ☐ N ☐ NO
3	Uppercase naming	N		☐ Y ☐ N ☐ NO
4	Uppercase naming	O		☐ Y ☐ N ☐ NO
5	Lowercase naming	a		☐ Y ☐ N ☐ NO
6	Lowercase naming	b		☐ Y ☐ N ☐ NO
7	Lowercase naming	n		☐ Y ☐ N ☐ NO
8	Lowercase naming	o		☐ Y ☐ N ☐ NO
9	Upper/lower matching	T		☐ Y ☐ N ☐ NO
10	Upper/lower matching	B		☐ Y ☐ N ☐ NO

A FIRST LOOK, NOT A FULL CHECK

Ten items, two each from uppercase naming, lowercase naming and matching. This page tells you where to look closer, not how a student compares to any norm — give the full forms (pages 10–14) for whichever skill looks shaky here.

WHERE EACH ITEM COMES FROM

Every item here is one of the first two items on the matching full form: uppercase naming (pages 10–11), lowercase naming (pages 12–13), and matching (page 14).



CHECKLIST

Uppercase Letter Naming — Form 1 (A–M)

The first 13 uppercase letters, A through M. Point to each letter; write the name the student gives.

STUDENT

SCREENER

DATE

#	LETTER	NAME GIVEN (WRITE IT)	CORRECT?
1	A		☐ Y ☐ N ☐ NO
2	B		☐ Y ☐ N ☐ NO
3	C		☐ Y ☐ N ☐ NO
4	D		☐ Y ☐ N ☐ NO
5	E		☐ Y ☐ N ☐ NO
6	F		☐ Y ☐ N ☐ NO
7	G		☐ Y ☐ N ☐ NO
8	H		☐ Y ☐ N ☐ NO
9	I		☐ Y ☐ N ☐ NO
10	J		☐ Y ☐ N ☐ NO
11	K		☐ Y ☐ N ☐ NO
12	L		☐ Y ☐ N ☐ NO
13	M		☐ Y ☐ N ☐ NO

A QUICK CHECK, NEVER A NORM

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SAY THIS BEFORE THE FORM

“I am going to point to some letters. Tell me the name of each one.” Point to one letter at a time, in any order; a letter named from memory and a letter named after a long pause both count — write what actually happened if it matters to your team.

 CHECKLIST

Upper-to-Lower Matching — All 26 Letters

All 26 letters, shown as uppercase in a shuffled order so the task checks matching and automaticity rather than alphabet-song recall.

STUDENT

SCREENER

DATE

#	SHOWN	MATCH (WRITE IT)	CORRECT?
1	T		☐ Y ☐ N ☐ NO
2	B		☐ Y ☐ N ☐ NO
3	M		☐ Y ☐ N ☐ NO
4	E		☐ Y ☐ N ☐ NO
5	W		☐ Y ☐ N ☐ NO
6	Q		☐ Y ☐ N ☐ NO
7	S		☐ Y ☐ N ☐ NO
8	J		☐ Y ☐ N ☐ NO
9	K		☐ Y ☐ N ☐ NO
10	V		☐ Y ☐ N ☐ NO
11	I		☐ Y ☐ N ☐ NO
12	P		☐ Y ☐ N ☐ NO
13	R		☐ Y ☐ N ☐ NO

#	SHOWN	MATCH (WRITE IT)	CORRECT?
14	Z		☐ Y ☐ N ☐ NO
15	G		☐ Y ☐ N ☐ NO
16	U		☐ Y ☐ N ☐ NO
17	H		☐ Y ☐ N ☐ NO
18	X		☐ Y ☐ N ☐ NO
19	C		☐ Y ☐ N ☐ NO
20	N		☐ Y ☐ N ☐ NO
21	L		☐ Y ☐ N ☐ NO
22	F		☐ Y ☐ N ☐ NO
23	D		☐ Y ☐ N ☐ NO
24	O		☐ Y ☐ N ☐ NO
25	Y		☐ Y ☐ N ☐ NO
26	A		☐ Y ☐ N ☐ NO

SHUFFLED ON PURPOSE

All 26 letters, shown in uppercase in a fixed shuffled order rather than A to Z, so a student who recites the alphabet to find a match scores no better than one who matches on sight.

SAY THIS BEFORE THE FORM

“I will show you an uppercase letter. Write or point to the lowercase letter that matches it.” Show one letter at a time, in the order printed.

WHAT A CORRECT MATCH LOOKS LIKE

Count it correct whether the student writes, points to, or names the matching lowercase letter — pick one response mode as a team and keep it the same across sessions.

IF MATCHING LAGS BEHIND NAMING

Naming both cases well but matching poorly is a different pattern than struggling at naming itself — note which pattern you see on the caseload page (page 19) rather than one combined number.

 TRACKER

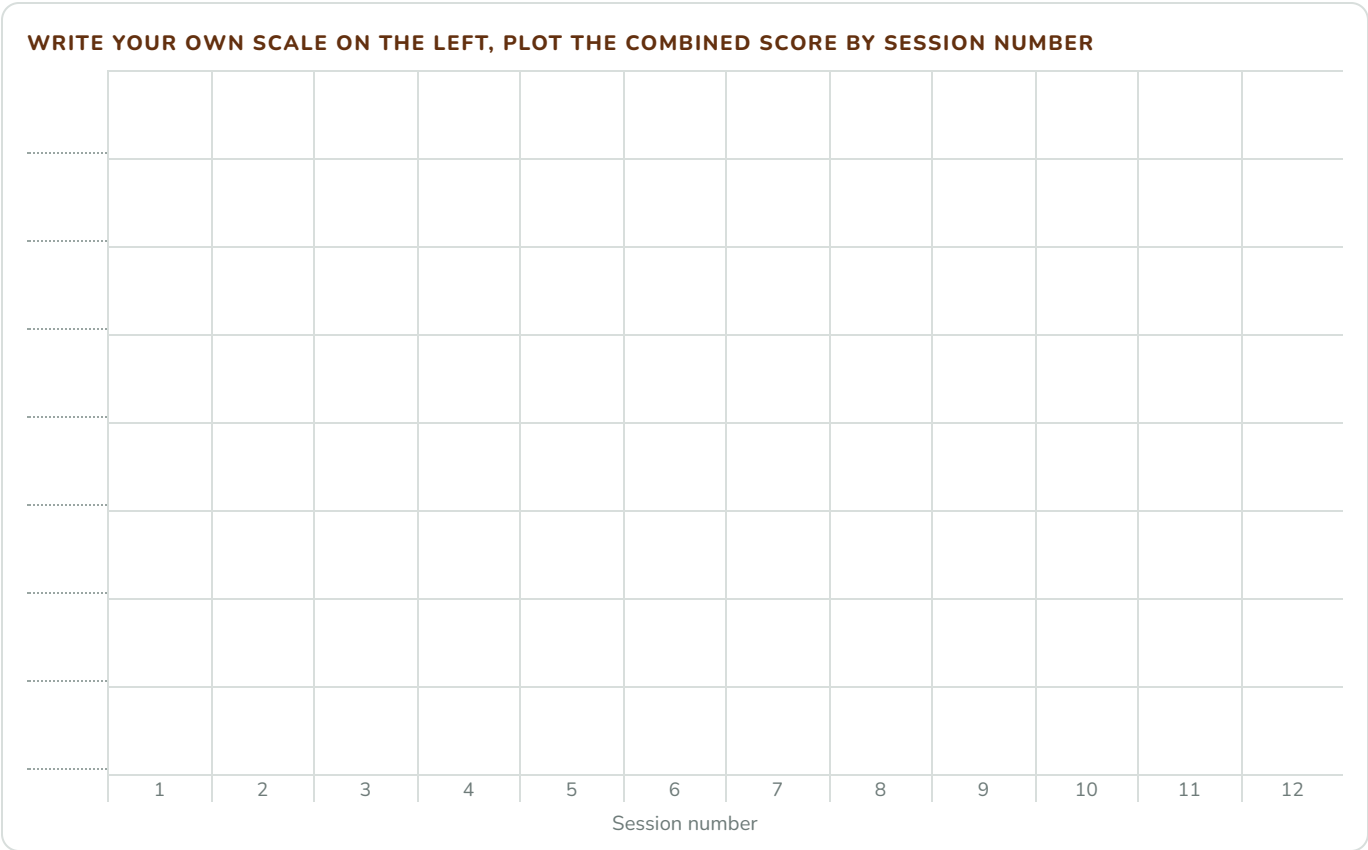
Letter Recognition Progress Graph

Plot the combined score (uppercase, lowercase and matching added together, 0–78) by session, and note which of the three sits furthest behind the other two.

STUDENT

COMBINED SCORE, OUT OF 78

HIGHER IS MORE CORRECT



SESSION	1	2	3	4	5	6	7	8	9	10	11	12
Date												
Combined score /78												
Skill furthest behind												

SKILL FURTHEST BEHIND, ON THE THIRD ROW

Write the skill with the lowest count that session (uppercase, lowercase, or matching), copied from the data log (page 17), so the trend and the skill driving it sit on the same x-axis.

WHEN THE COMBINED SCORE CLIMBS BUT ONE SKILL DOES NOT

A rising combined score with the same skill named every session on the third row is worth a second look — it may mean the other two skills are carrying the total. Bring both rows to the meeting, not the total on its own.

EXAMPLE

A Full Alphabet Check, Filled In — Invented Student

SAMPLE · INVENTED STUDENT

Diego R. is invented, and so is every mark, count and score on this page. Every number can be re-checked against the row above it.

Diego R., invented example (not a real student). Two sessions: 47/78 (baseline) and 69/78 (most recent), all three full forms both times.

UPPERCASE NAMING (PAGES 10–11): 24 OF 26 CORRECT AT THE MOST RECENT SESSION

Letters named incorrectly or not at all: Q, X.

LOWERCASE NAMING (PAGES 12–13): 22 OF 26 CORRECT AT THE MOST RECENT SESSION — THE SKILL FURTHEST BEHIND AT THIS SESSION

Letters named incorrectly or not at all: q, v, x, z.

MATCHING (PAGE 14): 23 OF 26 CORRECT AT THE MOST RECENT SESSION

Uppercase letters not matched correctly to their lowercase partner: Q, V, X.

OPTIONAL LETTER-SOUND LAYER (PAGE 15): 8 OF 10 CORRECT AT THE MOST RECENT SESSION

Letters whose sound was given incorrectly: c, h.
This layer is not part of the combined score above — it is a light check kept separate because sound production is this store's Phonics Screener K-2's job, not this file's.

DATA LOG (PAGE 17): BOTH SESSIONS, ALL THREE SKILLS

DATE	UPPERCASE /26	LOWERCASE /26	MATCHING /26	COMBINED /78
Session 1 (baseline)	18	15	14	47
Session 2 (most recent)	24	22	23	69

HOW THIS BECOMES THE CASELOAD ROW (PAGE 19)

Combined score moved from 47 at baseline to 69 most recently — up 22 points, a 47 percent increase. Every skill rose: uppercase +6, lowercase +7, matching +9. The skill furthest behind changed between sessions — matching at baseline, lower most recently — which is itself worth noting at the meeting rather than assuming the same skill stays lowest. On the caseload grid this is one row: baseline 47, most recent 69, skill furthest behind lower, next step for the team to write.

HOW EVERY NUMBER ABOVE CHECKS OUT

- ☐ Combined score each session is the sum of the three skill counts: baseline $18+15+14=47$; most recent $24+22+23=69$.
- ☐ Point change (most recent – baseline, ÷ baseline, × 100, rounded): $22 \div 47 = 47$ percent.
- ☐ Each skill count is 26 minus the letters listed as missed above: uppercase $26-2=24$, lowercase $26-4=22$, matching $26-3=23$.