

# A Four-Week Recovery Program in Schools 2021-2022

## Diagnostic Assessment CYCLE 1 and 2

## Letter Name and Sound

### General Notes:

*Kindly note that this part of the assessment is to be used in the group assessment since this is the best practice to get rapid results and a general overview of your students' Alphabet knowledge.*

### Teachers' Sheet

*Kindly find below the table of the name of the letters that the students will be tested on. Read the letter name twice and ask the students to circle the correct letter from the list. Please follow the sequence horizontally. ( left to right, top to bottom)*

C	A	D	O	P
S	F	B	L	T
H	K	R	M	N

*Kindly find below the table of the sound of the letters that the students will be tested on. Repeat the sound twice and ask the students to circle the correct letter from the list. Please follow the sequence horizontally. ( left to right, top to bottom)*

*Kindly refer to the emergent reader e-kit as references on proper letter sound pronunciation.*

/k/ or /s/	/ā/	/d/	/ō/	/p/
/s/	/f/	/b/	/l/	/t/
/h/	/k/	/r/	/m/	/n/



## Student's Sheet

### Letter Name and Sound-Small Letters and Sounds

1.

k	r	u	c
---	---	---	---

2.

a	p	o	j
---	---	---	---

3.

r	d	t	b
---	---	---	---

4.

h	o	n	q
---	---	---	---



5.

q	m	b	p
---	---	---	---

6.

c	s	n	x
---	---	---	---

7.

f	r	t	h
---	---	---	---

8.

p	b	h	r
---	---	---	---

9.

n	m	l	b
---	---	---	---



10.

t	y	x	d
---	---	---	---

11.

h	z	l	y
---	---	---	---

12.

c	k	e	b
---	---	---	---

13.

r	w	f	t
---	---	---	---

14.

l	g	m	t
---	---	---	---



15.

j	n	m	f
---	---	---	---

Total of correct letters: \_\_ /15

Letters that need reteaching: \_\_\_\_\_

Total of correct sounds: \_\_ /15

Sounds that need reteaching: \_\_\_\_\_



## Student's Sheet

### Letter Name-Capital Letters

1.

K	R	U	C
---	---	---	---

1.

A	P	O	J
---	---	---	---

2.

R	D	T	B
---	---	---	---

3.

H	O	N	Q
---	---	---	---



4.

Q	M	B	P
---	---	---	---

5.

C	S	N	X
---	---	---	---

6.

F	R	T	H
---	---	---	---

7.

P	B	H	R
---	---	---	---

8.

N	M	L	B
---	---	---	---



9.

T	Y	X	D
---	---	---	---

10.

H	Z	L	Y
---	---	---	---

11.

C	K	E	B
---	---	---	---

12.

R	W	F	T
---	---	---	---

13.

L	G	M	T
---	---	---	---



14.

J	N	M	F
---	---	---	---

Total of correct letters: \_\_ /15

Letters that need reteaching: \_\_\_\_\_

*If you want to learn more about specific students' reading performance, use the students' copy sheet below titled "Alphabetic Knowledge (Letter Name & Sound)" to interview students orally and individually, and to record their detailed results in the recording sheet.*



# Concepts of Print

## Directions:

Choose a book at one of the levels ..... for the administration of this assessment. The book should have distinct layout of print and illustrations, good spacing of words and multiple lines of text.

- If the answer is correct, write 1 next to the concept.
- If the answer is incorrect, write 0 next to the concept.

Prompts	Concepts	1 <sup>st</sup> Assessment	2 <sup>nd</sup> Assessment	3 <sup>rd</sup> Assessment
<b>1. Book Concepts</b>				
Begin by telling the student, <b><i>"I'm going to read you this story and I will be asking you some questions while reading. The name of the story is ..... Let's start"</i></b> • Hand the child the book, holding it vertically so that the spine faces the child. Ask: • <b><i>"Can you show me where the front of the book is?"</i></b>	Front Cover	$\frac{\quad}{/1}$	$\frac{\quad}{/1}$	$\frac{\quad}{/1}$
• <b><i>"Point with your finger to the title of the book."</i></b>	Title	$\frac{\quad}{/1}$	$\frac{\quad}{/1}$	$\frac{\quad}{/1}$
Point to the name of the author on the cover page and say: • <b><i>"The name of the author is ..... What does the author do?"</i></b>	Author	$\frac{\quad}{/1}$	$\frac{\quad}{/1}$	$\frac{\quad}{/1}$
<b>2. Directionality Concepts</b>				
Tell the student, <b><i>"Open the book to where the story begins."</i></b> With the book open to page 1, say: • <b><i>"Show me with your finger where I have to begin reading."</i></b>	Beginning of Text	$\frac{\quad}{/1}$	$\frac{\quad}{/1}$	$\frac{\quad}{/1}$
• <b><i>"Show me with your finger which way I go as I read this page."</i></b>	Left-to-right; Top-to-bottom	$\frac{\quad}{/1}$	$\frac{\quad}{/1}$	$\frac{\quad}{/1}$
<b>3. Reading Concepts</b>				
• <b><i>"Point to the words while I read the story."</i></b> (Read slowly, but fluently).	One-to-one match	$\frac{\quad}{/1}$	$\frac{\quad}{/1}$	$\frac{\quad}{/1}$



4. Concepts of Letters & Words				
With the book open to page 2, say: • <b><i>“Use your finger to show me the first word on this page.”</i></b>	First Word	$\frac{\_}{/1}$	$\frac{\_}{/1}$	$\frac{\_}{/1}$
• <b><i>“Use your finger to show me the last word on this page.”</i></b>	Last Word	$\frac{\_}{/1}$	$\frac{\_}{/1}$	$\frac{\_}{/1}$
Stop at the word that the student has shown you and say: • <b><i>“Show me the first letter in this word.”</i></b>	First Letter in a Word	$\frac{\_}{/1}$	$\frac{\_}{/1}$	$\frac{\_}{/1}$
• <b><i>“Show me the last letter in this word.”</i></b>	Last Letter in a Word	$\frac{\_}{/1}$	$\frac{\_}{/1}$	$\frac{\_}{/1}$
5. Punctuation Marks (Score one point only for either naming or demonstrating an understanding of what each punctuation mark means.)				
With the book open to page 2 or continue until you reach page 3, point to a period, tracing it with your pencil and ask: • <b><i>“What is this punctuation mark called?”</i></b> or <b><i>“What is this for?”</i></b>	Period	$\frac{\_}{/1}$	$\frac{\_}{/1}$	$\frac{\_}{/1}$
Point to a question mark, tracing it with your pencil and ask: • <b><i>“What is this punctuation mark called?”</i></b> or <b><i>“What is this for?”</i></b>	Question	$\frac{\_}{/1}$	$\frac{\_}{/1}$	$\frac{\_}{/1}$
<b>TOTAL</b>		$\frac{\_}{/12}$	$\frac{\_}{/12}$	$\frac{\_}{/12}$



### **1. Letter Names (Uppercase)**

Start first with the uppercase letter naming assessment. Finish all the listed uppercase letters of the alphabet before moving to the lowercase letter naming assessment.

For the uppercase letter naming assessment, give the student their copy and say: ***“Can you tell me the names of these uppercase letters?”*** Ask the student to point to the first letter on the line, name it and then continue with the rest of the letters horizontally one by one.

- If the answer is correct, put a ✓ next to the letter.
- If the answer is incorrect, put an X next to the letter.
- If the student cannot name three consecutive letters, say: ***“Look at all of the letters and tell me which ones you know”***.

### **2. Letter Names (Lowercase)**

Once done with the uppercase letter naming assessment, continue with the lowercase letter naming assessment. Give the student their copy and say: ***“Can you tell me the names of these lowercase letters?”*** Ask the student to point to the first letter on the line, name it and then continue with the rest of the letters horizontally one by one.

- If the answer is correct, put a ✓ next to the letter.
- If the answer is incorrect, put an X next to the letter.
- If the student cannot name three consecutive letters, say: ***“Look at all of the letters and tell me which ones you know”***.

### **3. Consonant Sounds**

Start first with the consonant sounds assessment. Finish all the listed consonant sounds before moving to the vowel sounds assessment.

For the consonant sounds assessment, give the student their copy and say: ***“Look at these letters. Can you tell me the sound each letter makes?”*** Ask the student to point to the first letter on the line, sound it out and then continue with the rest of the letters horizontally one by one. If the student names the letter instead of saying the sound, say: ***“That is the name of the letter. What sound does this letter make?”***

- If the answer is correct, put a ✓ next to the letter.
- If the answer is incorrect, put an X next to the letter.
- If the student cannot say the sound for three consecutive letters, say: ***“Look at all of the letters and tell me which sounds you know”***.

### **4. Vowel Sounds**

Once done with the consonant sounds assessment, continue with the vowel sounds assessment. Give the student their copy and say: ***“Look at these letters. Can you tell me the short and long sounds that each letter makes?”*** Ask the student to point to the first letter on the line, sound it out and then continue with the rest of the letters vertically one by one. If the student names the letter instead of saying the sound, say: ***“That is the name of the letter. What sound does this letter make?”***

- If the answer is correct, put a ✓ next to the letter.
- If the student names the letter, count it as the long vowel sound. Then ask: ***“Can you tell me the other short sound for the letter?”*** The student should name the short vowel sound.
- If the answer is incorrect, put an X next to the letter.



# Recording Sheet

Student's Name:

Grade Level:

Uppercase Letters	1 <sup>st</sup> Assessment	2 <sup>nd</sup> Assessment	3 <sup>rd</sup> Assessment	Lowercase Letters	1 <sup>st</sup> Assessment	2 <sup>nd</sup> Assessment	3 <sup>rd</sup> Assessment	Consonant and Vowel Sounds	1 <sup>st</sup> Assessment	2 <sup>nd</sup> Assessment	3 <sup>rd</sup> Assessment
C				c				/k/ or /s/			
A				a				/a/			
								/ā/			
D				d				/d/			
O				o				/o/			
								/ō/			
P				p				/p/			
S				s				/s/			
F				f				/f/			
B				b				/b/			
L				l				/l/			
T				t				/t/			
H				h				/h/			
K				k				/k/			
R				r				/r/			
M				m				/m/			
N				n				/n/			
I				i				/i/			
								or /ī/			
G				g				/g/			
E				e				/e/			
								/ē/			
J				j				/j/			
V				v				/v/			



U				u				/u/			
								/y ü/			
W				w				/w/			
Q				q				/kw/ or /k/			
Z				z				/z/			
Y				y				/y/			
X				x				/ks/ or /gz/			
TOTAL	_/26	_/26	_/26	TOTAL	_/26	_/26	_/26	TOTAL	_/31	_/31	_/31



Alphabetic Knowledge (Letter Name & Sound)  
Student Copy  
Capital Letters

D

N

S

A

L

T

E

H

O

M

R

P

F

I

B

C



G

K

J

V

U

W

Q

Z

y

x



Alphabetic Knowledge (Letter Name & Sound)  
Student Copy  
Small Letters

d n s a

l t e h

o m r p



f

i

b

c

g

k

j

v

u

w

q

z

y

x



# THANK YOU

USAID-funded program, managed by World Learning Inc.  
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