

# PRESCHOOL



## Phonemic Awareness (PA) Orthographic Mapping (OM)

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Trina D. Spencer

### Benchmark Record Forms

School: \_\_\_\_\_ Name: \_\_\_\_\_  
Teacher: \_\_\_\_\_ Date of Birth: \_\_\_\_\_ Grade: \_\_\_\_\_



**BENCHMARKS: Beginning of Year**

Child Name/ID \_\_\_\_\_ Date \_\_\_\_\_

▶ **TARGET: Phoneme Segmentation****SCRIPT**

SAY: "Tell me all the sounds in 'to'."

If student clearly separates each sound in 'to', SAY: "OK. Let's do some more." **Begin the test** starting with 'so'.If student DOES NOT separate sounds in 'to', continue with script below.

SAY: "I'm going to say a word. After I say it, you tell me all the sounds in the word. For example, if I say 'stop', you will say /s/ /t/ /o/ /p/."

SAY: "Let's try one: Tell me all the sounds in 'map'."

If student clearly separates each sound in 'map', SAY: "That's right. The sounds in 'map' are /m/ /a/ /p/."

If student does not separate sounds, SAY: "The sounds in 'map' are /m/ /a/ /p/. Try it again. Tell me all the sounds in 'map'."

If student response is incorrect, STOP and go to Phoneme Blending.

SAY: "OK. Let's do some more." Begin the test, starting with 'so'.

Corrective Prompt (as needed): "Say all the sounds in the word, not the letter names." Mark as incorrect, then go to next word.

Prompt as necessary:  
"Tell me all the sounds in \_\_\_\_."

SCORING: Circle correct sounds /s/ /ō/ and put a ✓ in the number of segmented sounds said correctly for each word. If student doesn't respond within 3 seconds, mark incorrect, and go to next word.

EXAMPLE:

so /s/ /ō/ ① ②

so	/s/ /ō/	①	②	
key	/k/ /ē/	①	②	
pain	/p/ /ā/ /n/	①	②	③
dog	/d/ /o/ /g/	①	②	③
bought	/b/ /o/ /t/	①	②	③
gas	/g/ /a/ /s/	①	②	③
last	/l/ /a/ /s/ /t/	①	②	③ ④
spice	/s/ /p/ /ī/ /s/	①	②	③ ④
blame	/b/ /l/ /ā/ /m/	①	②	③ ④
pest	/p/ /e/ /s/ /t/	①	②	③ ④

PHONEME SEGMENTATION  
SCORE =  32**TARGET: First Sounds**Administer if benchmark was NOT met on Phoneme Segmentation OR Phoneme Blending above**SCRIPT**

SAY: "What is the first sound you hear in the word 'tap'."

If student says /t/, SAY: "OK. Let's do some more." **Begin the test** starting with 'boat'.If student DOES NOT say /t/, continue with script below.

SAY: "Listen to me say this word: 'mat'. The first sound you hear in that word is /mmm/. Say the first sound in 'mat' with me, /mmm/."

SAY: "Let's try another one. What is the first sound you hear in the word 'cow'?"

If student says /k/, SAY: "That's right, /k/ is the first sound in cow."

If student gives incorrect response, SAY: "The first sound in 'cow' is /k/. Try it again. What is the first sound you hear in the word 'cow'?" If student response is incorrect, STOP and go to Continuous Phoneme Blending.

SAY: "OK. Let's do some more." Begin the test, starting with 'boat'.

Corrective Prompt (as needed): "Remember to say the first sound in the word, not the letter name." Mark incorrect and go to next word.

Prompt as necessary:  
"What is the first sound you hear in the word \_\_\_\_?"

SCORING: Put a ✓ in the correct score for each word (see Scoring Key below). If student doesn't respond within 3 seconds, mark incorrect and go to next word.

Scoring Key

First sound only	②
First two sounds together	①
Incorrect	①

boat	/b/	①	②
jet	/j/	①	②
cut	/c/	①	②
rot	/r/	①	②
net	/n/	①	②
pail	/p/	①	②
last	/l/	①	②
dump	/d/	①	②
stop	/s/	①	②
grub	/g/	①	②

FIRST SOUNDS  
SCORE =  20**TARGET: Continuous Phoneme Blending**Administer if benchmark was NOT met on First Sounds above**SCRIPT**

SAY: "I'm going to say a word the slow way and then I'm going to say it the fast way. Listen, /sssuuunnn/ 'sun'. (~2 seconds for each sound)"

SAY: "Now I'm going to say the word the slow way and you say it the fast way. Ready, /sssuuunnn/."

Student says 'sun'. Correct if necessary.

SAY: "Now I'm going to say some more words the slow way. You say the words fast." Begin the test, starting with 'ran'.

No Corrective Prompt.

SCORING: Put a ✓ in the correct score for each word (see Scoring Key below). If student doesn't respond within 3 seconds, mark incorrect, and go to next word.

Scoring Key

Entire word said quickly	②
Held 1 sound too long	①
Held 2+ sounds too long	①

Prompt as necessary:  
"I'm going to say the word the slow way. You say it the fast way."

ran	①	②
sin	①	②
moose	①	②
main	①	②
snow	①	②

CONTINUOUS PHONEME  
BLENDING SCORE =  10**Benchmark Scores**

Grade	Pre-K	Kindergarten	First Grade
Benchmark Period	EOY	BOY MOY EOY	BOY MOY EOY
Phoneme Segmentation	—	14 27 29 30 30 30	19 19 19
First Sounds	10	16 19 19 19 19 19	19 19 19
Continuous Phoneme Blending	6	7 10 10 10 10 10	10 10 10

**Response Pattern**

- ☐ Says first sound only  
☐ Says rhyming word  
☐ Repeats the word  
☐ Makes random errors  
☐ Adds sounds
- ☐ Makes consistent errors  
☐ Cultural/linguistic factors: \_\_\_\_\_  
☐ Speech sound errors: \_\_\_\_\_  
☐ Other/notes: \_\_\_\_\_

Child Name/ID \_\_\_\_\_ Date \_\_\_\_\_

## ▶ TARGET: Letter Names

## SCRIPT

Display Letter Names from benchmark student stimulus book.

SAY: "Letters have names." Point to the 'O'.

SAY: "The name of this letter is /ō/. Say /ō/."

SAY: "All these letters have names. I want you to tell me the names of these letters."

Point to the first letter 't'. SAY: "Go."

🕒 Start the 2 minute timer.

Corrective Prompt (2x max):

"Tell me the name of the letter."

**SCORING:** Put a slash ( / ) through incorrect letters. If student pauses for 3 seconds, say the letter, mark it incorrect, and point to the next letter. After 1 minute, place bracket ( ] ) after last letter name student says. **Do not score the letter 'O' used in the demo.** If student doesn't know any letter names in the first row, SAY: "Look at the rest of these letters and tell me the ones that you know."

<input type="checkbox"/> O	t	B	Z	I	z	j	w	7
l	o	r	f	A	x	g	p	15
e	F	R	M	q	N	H	h	23
n	G	u	V	D	C	U	Q	31
W	i	J	O	c	P	S	a	39
L	v	Y	M	y	X	b	s	47
E	K	d	k	T				

LETTER NAMES  
SCORE =  52

## TARGET: Letter Sounds

## SCRIPT

Display Letter Sounds from benchmark student stimulus book.

SAY: "Letters make sounds." Point to the 'M'.

"The sound this letter makes is /mmm/. Say /mmm/."

"Tell me the sound this letter makes." Point to the 'M'.

If student says /mmm/, SAY: "That's right. This letter says /mmm/."

If student gives a different response, SAY: "The sound this letter makes is /mmm/. Now you say the sound this letter makes." If student response is incorrect, STOP and do not administer Target 2 Letter Sounds.

SAY: "I want you to tell me the sounds these letters make. If you don't know a sound, that's OK. Just keep going."

Point to the first letter 'h'. SAY: "Go."

🕒 Start the 1 minute timer.

Corrective Prompt (2x max):

"Tell me the sound the letter makes."

**SCORING:** Put a slash ( / ) through incorrect or circle correct letter sounds. Any appropriate letter sounds are correct (e.g., long / short vowels, guh / juh for 'g'). After 1 minute, place bracket ( ] ) after last sound student says. If student pauses for 3 seconds, say the sound, mark it incorrect, and point to the next letter. **Do not score the letter 'M' used in the demo.** If student doesn't know any letter sounds in the first row, SAY: "Look at the rest of these letters. Tell me the sounds of the letters that you know."

<input type="checkbox"/> M	h	S	w	e	d	v	X	7
H	D	F	M	J	m	th	N	15
W	V	G	P	I	z	L	k	23
f	c	y	g	j	n	B	Y	31
Q	b	O	T	r	u	E	Z	39
i	p	s	C	x	a	q	R	47
o	l	K <sub>h</sub>	t	U	A	Sh	ph	55
ch	wh	C	Th	Qu	Wh			

LETTER SOUNDS  
SCORE =  61

## Benchmark Scores

Grade	Pre-K	Kindergarten			First Grade			Second Grade		
Benchmark Period	EOY	BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY
Letter Sounds	5	5	15	30	30	35	43			

## Response Pattern

- ☐ Makes random errors
- ☐ Makes consistent errors on specific letter(s)
- ☐ Says letter sound instead of letter name
- ☐ Doesn't track correctly
- ☐ Cultural/linguistic factors: \_\_\_\_\_
- ☐ Speech sound errors: \_\_\_\_\_
- ☐ Other/notes: \_\_\_\_\_



**BENCHMARKS: Middle of Year**

Child Name/ID \_\_\_\_\_ Date \_\_\_\_\_

▶ **TARGET: Phoneme Segmentation****SCRIPT**

SAY: "Tell me all the sounds in 'to'."

If student clearly separates each sound in 'to', SAY: "OK. Let's do some more." **Begin the test** starting with 'so'.If student DOES NOT separate sounds in 'to', continue with script below.

SAY: "I'm going to say a word. After I say it, you tell me all the sounds in the word. For example, if I say 'stop', you will say /s/ /t/ /o/ /p/."

SAY: "Let's try one: Tell me all the sounds in 'map'."

If student clearly separates each sound in 'map', SAY: "That's right. The sounds in 'map' are /m/ /a/ /p/."

If student does not separate sounds, SAY: "The sounds in 'map' are /m/ /a/ /p/. Try it again. Tell me all the sounds in 'map'."

If student response is incorrect, STOP and go to Phoneme Blending.

SAY: "OK. Let's do some more." Begin the test, starting with 'so'.

Corrective Prompt (as needed): "Say all the sounds in the word, not the letter names." Mark as incorrect, then go to next word.

Prompt as necessary:  
"Tell me all the sounds in \_\_\_\_."

SCORING: Circle correct sounds /s/ /ō/ and put a ✓ in the number of segmented sounds said correctly for each word. If student doesn't respond within 3 seconds, mark incorrect, and go to next word.

EXAMPLE:

so /s/ /ō/ ① ②

so	/s/ /ō/	①	②	
key	/k/ /ē/	①	②	
pain	/p/ /ā/ /n/	①	②	③
dog	/d/ /o/ /g/	①	②	③
bought	/b/ /o/ /t/	①	②	③
gas	/g/ /a/ /s/	①	②	③
last	/l/ /a/ /s/ /t/	①	②	③ ④
spice	/s/ /p/ /ī/ /s/	①	②	③ ④
blame	/b/ /l/ /ā/ /m/	①	②	③ ④
pest	/p/ /e/ /s/ /t/	①	②	③ ④

PHONEME SEGMENTATION  
SCORE =  32**TARGET: First Sounds**Administer if benchmark was NOT met on Phoneme Segmentation OR Phoneme Blending above**SCRIPT**

SAY: "What is the first sound you hear in the word 'tap'."

If student says /t/, SAY: "OK. Let's do some more." **Begin the test** starting with 'boat'.If student DOES NOT say /t/, continue with script below.

SAY: "Listen to me say this word: 'mat'. The first sound you hear in that word is /mmm/. Say the first sound in 'mat' with me, /mmm/."

SAY: "Let's try another one. What is the first sound you hear in the word 'cow'?"

If student says /k/, SAY: "That's right, /k/ is the first sound in cow."

If student gives incorrect response, SAY: "The first sound in 'cow' is /k/. Try it again. What is the first sound you hear in the word 'cow'?" If student response is incorrect, STOP and go to Continuous Phoneme Blending.

SAY: "OK. Let's do some more." Begin the test, starting with 'boat'.

Corrective Prompt (as needed): "Remember to say the first sound in the word, not the letter name." Mark incorrect and go to next word.

Prompt as necessary:  
"What is the first sound you hear in the word \_\_\_\_?"

SCORING: Put a ✓ in the correct score for each word (see Scoring Key below). If student doesn't respond within 3 seconds, mark incorrect and go to next word.

Scoring Key

First sound only	②
First two sounds together	①
Incorrect	①

boat	/b/	①	②
jet	/j/	①	②
cut	/c/	①	②
rot	/r/	①	②
net	/n/	①	②
pail	/p/	①	②
last	/l/	①	②
dump	/d/	①	②
stop	/s/	①	②
grub	/g/	①	②

FIRST SOUNDS  
SCORE =  20**TARGET: Continuous Phoneme Blending**Administer if benchmark was NOT met on First Sounds above**SCRIPT**

SAY: "I'm going to say a word the slow way and then I'm going to say it the fast way. Listen, /sssuuunnn/ 'sun'. (~2 seconds for each sound)"

SAY: "Now I'm going to say the word the slow way and you say it the fast way. Ready, /sssuuunnn/."

Student says 'sun'. Correct if necessary.

SAY: "Now I'm going to say some more words the slow way. You say the words fast." Begin the test, starting with 'ran'.

No Corrective Prompt.

SCORING: Put a ✓ in the correct score for each word (see Scoring Key below). If student doesn't respond within 3 seconds, mark incorrect, and go to next word.

Scoring Key

Entire word said quickly	②
Held 1 sound too long	①
Held 2+ sounds too long	①

Prompt as necessary:  
"I'm going to say the word the slow way. You say it the fast way."

ran	①	②
sin	①	②
moose	①	②
main	①	②
snow	①	②

CONTINUOUS PHONEME  
BLENDING SCORE =  10**Benchmark Scores**

Grade	Pre-K	Kindergarten			First Grade		
Benchmark Period	EOY	BOY	MOY	EOY	BOY	MOY	EOY
Phoneme Segmentation	—	14	27	29	30	30	30
First Sounds	10	16	19	19	19	19	19
Continuous Phoneme Blending	6	7	10	10	10	10	10

**Response Pattern**

- ☐ Says first sound only
- ☐ Says rhyming word
- ☐ Repeats the word
- ☐ Makes random errors
- ☐ Adds sounds

- ☐ Makes consistent errors
- ☐ Cultural/linguistic factors: \_\_\_\_\_
- ☐ Speech sound errors: \_\_\_\_\_
- ☐ Other/notes: \_\_\_\_\_

TARGET: Letter Names

SCRIPT

Display Letter Names from benchmark student stimulus book.

SAY: "Letters have names." Point to the 'O'

SAY: "The name of this letter is /ō/. Say /ō/."

SAY: "All these letters have names. I want you to tell me the names of these letters."

Point to the first letter 't'. SAY: "Go."

Start the 2 minute timer.

Corrective Prompt (2x max):

"Tell me the name of the letter."

SCORING: Put a slash (/) through incorrect letters. If student pauses for 3 seconds, say the letter, mark it incorrect, and point to the next letter. After 1 minute, place bracket ( ) after last letter name student says. Do not score the letter 'O' used in the demo. If student doesn't know any letter names in the first row, SAY: "Look at the rest of these letters and tell me the ones that you know."

<div>O</div>	t	B	Z	I	z	j	w	7
l	o	r	f	A	x	g	p	15
e	F	R	M	q	N	H	h	23
n	G	u	V	D	C	U	Q	31
W	i	J	O	c	P	S	a	39
L	v	Y	M	y	X	b	s	47
E	K	d	k	T				

LETTER NAMES SCORE =  52

TARGET: Letter Sounds

SCRIPT

Display Letter Sounds from benchmark student stimulus book.

SAY: "Letters make sounds." Point to the 'M'.

"The sound this letter makes is /mmm/. Say /mmm/."

"Tell me the sound this letter makes." Point to the 'M'.

If student says /mmm/, SAY: "That's right. This letter says /mmm/."

If student gives a different response, SAY: "The sound this letter makes is /mmm/. Now you say the sound this letter makes." If student response is incorrect, STOP and do not administer Target 2 Letter Sounds.

SAY: "I want you to tell me the sounds these letters make. If you don't know a sound, that's OK. Just keep going."

Point to the first letter 'h'. SAY: "Go."

Start the 1 minute timer.

Corrective Prompt (2x max):

"Tell me the sound the letter makes."

SCORING: Put a slash (/) through incorrect or circle correct letter sounds. Any appropriate letter sounds are correct (e.g., long / short vowels, guh / juh for 'g'). After 1 minute, place bracket ( ) after last sound student says. If student pauses for 3 seconds, say the sound, mark it incorrect, and point to the next letter. Do not score the letter 'M' used in the demo. If student doesn't know any letter sounds in the first row, SAY: "Look at the rest of these letters. Tell me the sounds of the letters that you know."

<div>M</div>	h	S	w	e	d	v	X	7
H	D	F	M	J	m	th	N	15
W	V	G	P	I	z	L	k	23
f	c	y	g	j	n	B	Y	31
Q	b	O	T	r	u	E	Z	39
i	p	s	C	x	a	q	R	47
o	l	K <sub>h</sub>	t	U	A	Sh	ph	55
ch	wh	C	Th	Qu	Wh			

LETTER SOUNDS SCORE =  61

Benchmark Scores

Grade	Pre-K	Kindergarten			First Grade			Second Grade		
Benchmark Period	EOY	BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY
Letter Sounds	5	5	15	30	30	35	43			

Response Pattern

- ☐ Makes random errors
- ☐ Makes consistent errors on specific letter(s)
- ☐ Says letter sound instead of letter name
- ☐ Doesn't track correctly
- ☐ Cultural/linguistic factors: \_\_\_\_\_
- ☐ Speech sound errors: \_\_\_\_\_
- ☐ Other/notes: \_\_\_\_\_



**BENCHMARKS: End of Year**



Child Name/ID \_\_\_\_\_ Date \_\_\_\_\_

▶ **TARGET: Phoneme Segmentation****SCRIPT**

SAY: "Tell me all the sounds in 'to'."

If student clearly separates each sound in 'to', SAY: "OK. Let's do some more." **Begin the test** starting with 'so'.If student DOES NOT separate sounds in 'to', continue with script below.

SAY: "I'm going to say a word. After I say it, you tell me all the sounds in the word. For example, if I say 'stop', you will say /s/ /t/ /o/ /p/."

SAY: "Let's try one: Tell me all the sounds in 'map'."

If student clearly separates each sound in 'map', SAY: "That's right. The sounds in 'map' are /m/ /a/ /p/."

If student does not separate sounds, SAY: "The sounds in 'map' are /m/ /a/ /p/. Try it again. Tell me all the sounds in 'map'."

If student response is incorrect, STOP and go to Phoneme Blending.

SAY: "OK. Let's do some more." Begin the test, starting with 'so'.

Corrective Prompt (as needed): "Say all the sounds in the word, not the letter names." Mark as incorrect, then go to next word.

Prompt as necessary:  
"Tell me all the sounds in \_\_\_\_."

SCORING: Circle correct sounds /s/ /ō/ and put a ✓ in the number of segmented sounds said correctly for each word. If student doesn't respond within 3 seconds, mark incorrect, and go to next word.

EXAMPLE:

so /s/ /ō/ ① ②

so	/s/ /ō/	①	②	
key	/k/ /ē/	①	②	
pain	/p/ /ā/ /n/	①	②	③
dog	/d/ /o/ /g/	①	②	③
bought	/b/ /o/ /t/	①	②	③
gas	/g/ /a/ /s/	①	②	③
last	/l/ /a/ /s/ /t/	①	②	③ ④
spice	/s/ /p/ /ī/ /s/	①	②	③ ④
blame	/b/ /l/ /ā/ /m/	①	②	③ ④
pest	/p/ /e/ /s/ /t/	①	②	③ ④

PHONEME SEGMENTATION  
SCORE =  32**TARGET: First Sounds**Administer if benchmark was NOT met on Phoneme Segmentation OR Phoneme Blending above**SCRIPT**

SAY: "What is the first sound you hear in the word 'tap'."

If student says /t/, SAY: "OK. Let's do some more." **Begin the test** starting with 'boat'.If student DOES NOT say /t/, continue with script below.

SAY: "Listen to me say this word: 'mat'. The first sound you hear in that word is /mmm/. Say the first sound in 'mat' with me, /mmm/."

SAY: "Let's try another one. What is the first sound you hear in the word 'cow'?"

If student says /k/, SAY: "That's right, /k/ is the first sound in cow."

If student gives incorrect response, SAY: "The first sound in 'cow' is /k/. Try it again. What is the first sound you hear in the word 'cow'?" If student response is incorrect, STOP and go to Continuous Phoneme Blending.

SAY: "OK. Let's do some more." Begin the test, starting with 'boat'.

Corrective Prompt (as needed): "Remember to say the first sound in the word, not the letter name." Mark incorrect and go to next word.

Prompt as necessary:  
"What is the first sound you hear in the word \_\_\_\_?"

SCORING: Put a ✓ in the correct score for each word (see Scoring Key below). If student doesn't respond within 3 seconds, mark incorrect and go to next word.

Scoring Key

First sound only	②
First two sounds together	①
Incorrect	①

boat	/b/	①	②
jet	/j/	①	②
cut	/c/	①	②
rot	/r/	①	②
net	/n/	①	②
pail	/p/	①	②
last	/l/	①	②
dump	/d/	①	②
stop	/s/	①	②
grub	/g/	①	②

FIRST SOUNDS  
SCORE =  20**TARGET: Continuous Phoneme Blending**Administer if benchmark was NOT met on First Sounds above**SCRIPT**SAY: "I'm going to say a word the slow way and then I'm going to say it the fast way. Listen, /sssuuunnn/ 'sun'."  
(~2 seconds for each sound)

SAY: "Now I'm going to say the word the slow way and you say it the fast way. Ready, /sssuuunnn/."

Student says 'sun'. Correct if necessary.

SAY: "Now I'm going to say some more words the slow way. You say the words fast." Begin the test, starting with 'ran'.

No Corrective Prompt.

SCORING: Put a ✓ in the correct score for each word (see Scoring Key below). If student doesn't respond within 3 seconds, mark incorrect, and go to next word.

Scoring Key

Entire word said quickly	②
Held 1 sound too long	①
Held 2+ sounds too long	①

Prompt as necessary:  
"I'm going to say the word the slow way. You say it the fast way."

ran	①	②
sin	①	②
moose	①	②
main	①	②
snow	①	②

CONTINUOUS PHONEME  
BLENDING SCORE =  10**Benchmark Scores**

Grade	Pre-K	Kindergarten			First Grade		
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First Sounds	10	16	19	19	19	19	19
Continuous Phoneme Blending	6	7	10	10	10	10	10

**Response Pattern**

- ☐ Says first sound only
- ☐ Says rhyming word
- ☐ Repeats the word
- ☐ Makes random errors
- ☐ Adds sounds

- ☐ Makes consistent errors
- ☐ Cultural/linguistic factors: \_\_\_\_\_
- ☐ Speech sound errors: \_\_\_\_\_
- ☐ Other/notes: \_\_\_\_\_

Child Name/ID \_\_\_\_\_ Date \_\_\_\_\_

TARGET: Letter Names

SCRIPT

Display Letter Names from benchmark student stimulus book.

SAY: "Letters have names." Point to the 'O'

SAY: "The name of this letter is /ō/. Say /ō/."

SAY: "All these letters have names. I want you to tell me the names of these letters."

Point to the first letter 't'. SAY: "Go."

Start the 2 minute timer.

Corrective Prompt (2x max):

"Tell me the name of the letter."

SCORING: Put a slash (/) through incorrect letters. If student pauses for 3 seconds, say the letter, mark it incorrect, and point to the next letter. After 1 minute, place bracket ( ) after last letter name student says. Do not score the letter 'O' used in the demo. If student doesn't know any letter names in the first row, SAY: "Look at the rest of these letters and tell me the ones that you know."

<div>O</div>	t	B	Z	I	z	j	w	7
l	o	r	f	A	x	g	p	15
e	F	R	M	q	N	H	h	23
n	G	u	V	D	C	U	Q	31
W	i	J	O	c	P	S	a	39
L	v	Y	M	y	X	b	s	47
E	K	d	k	T				

LETTER NAMES SCORE = 52

TARGET: Letter Sounds

SCRIPT

Display Letter Sounds from benchmark student stimulus book.

SAY: "Letters make sounds." Point to the 'M'.

"The sound this letter makes is /mmm/. Say /mmm/."

"Tell me the sound this letter makes." Point to the 'M'.

If student says /mmm/, SAY: "That's right. This letter says /mmm/."

If student gives a different response, SAY: "The sound this letter makes is /mmm/. Now you say the sound this letter makes." If student response is incorrect, STOP and do not administer Target 2 Letter Sounds.

SAY: "I want you to tell me the sounds these letters make. If you don't know a sound, that's OK. Just keep going."

Point to the first letter 'h'. SAY: "Go."

Start the 1 minute timer.

Corrective Prompt (2x max):

"Tell me the sound the letter makes."

SCORING: Put a slash (/) through incorrect or circle correct letter sounds. Any appropriate letter sounds are correct (e.g., long / short vowels, guh / juh for 'g'). After 1 minute, place bracket ( ) after last sound student says. If student pauses for 3 seconds, say the sound, mark it incorrect, and point to the next letter. Do not score the letter 'M' used in the demo. If student doesn't know any letter sounds in the first row, SAY: "Look at the rest of these letters. Tell me the sounds of the letters that you know."

<div>M</div>	h	S	w	e	d	v	X	7
H	D	F	M	J	m	th	N	15
W	V	G	P	I	z	L	k	23
f	c	y	g	j	n	B	Y	31
Q	b	O	T	r	u	E	Z	39
i	p	s	C	x	a	q	R	47
o	l	K <sub>h</sub>	t	U	A	Sh	ph	55
ch	wh	C	Th	Qu	Wh			

LETTER SOUNDS SCORE = 61

Benchmark Scores

Grade	Pre-K	Kindergarten			First Grade			Second Grade		
Benchmark Period	EOY	BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY
Letter Sounds	5	5	15	30	30	35	43			

Response Pattern

- ☐ Makes random errors
- ☐ Makes consistent errors on specific letter(s)
- ☐ Says letter sound instead of letter name
- ☐ Doesn't track correctly
- ☐ Cultural/linguistic factors: \_\_\_\_\_
- ☐ Speech sound errors: \_\_\_\_\_
- ☐ Other/notes: \_\_\_\_\_

