Reading Assist Program Assessments

The Reading Assist Program Assessment is designed to be used prior to a student beginning the Reading Assist Intervention. It can also be used as a post test at the end of a school year or to help determine if a student is ready to exit the program. Repeating the intervention at mid-year or after a period of intervention may also help to evaluate a student's progress and plan for further instruction.

Use the Program Assessment Student Summary page to record scores for each part of the assessment. Then work through the questions on the Decision-making Flow Chart to determine an appropriate starting point in the intervention program. Other information including observational notes and/or End of Level (EoL) Assessments might also be used for this purpose.

Reading Assist Program Assessment Student Summary

Student_____ **Grade**_____

School_____

Dates: Pre_____ **Mid** _____ **Post**_____

Concepts		
Same/Different	_____	8/8
First/Last	_____	6/6
B/M/E	_____	9/9
Before/After	_____	8/8
Top/Bottom	_____	8/8

I. Alphabet Knowledge

Uppercase	_____	26/26
Lowercase	_____	26/26

II. Phonemic Awareness

Syllable Blending	_____	5/5
Syllable Segmenting	_____	5/5
Onset/Rime Blending	_____	5/5
Onset/Rime Segmenting	_____	5/5
Phoneme Blending	_____	5/5
Phoneme Segmenting	_____	5/5

III. Grapheme Knowledge

Consonants	_____	20/20
Short Vowels	_____	5/5
Digraphs	_____	5/5

Words and Sentences to Read

Lev 1A CVC	_____	5/5
Lev 1A CVC Sentences	_____	26/26
Lev 1A Digraphs	_____	5/5
Lev 1A Digraph Sentences	_____	32/32
Lev 1A Blends	_____	5/5
Lev 1A Blend Sentences	_____	27/27
Lev 1B Chunks	_____	5/5
Lev 1B Sentences	_____	37/37
Lev 2 VCe	_____	5/5
Lev 2 Sentences	_____	31/31
Lev 3 CV	_____	5/5
Lev 3 Sentences	_____	68/68
Lev 4 Vowel Teams	_____	5/5
Vowel-r	_____	5/5
Lev 4 Sentences	_____	64/64
Lev 5 Vowel Teams	_____	5/5
Consonant le	_____	5/5
Lev 5 Sentences	_____	76/76

1. **Concepts**

   A. Book and Text Concepts – use a book and the Student Record Sheet for Book and Text Concepts to assess each concept. Adapt as needed for remote administration.

   B. Comparison and Sequencing Concepts – use Concepts Flip Book and directions on the Student Record Sheet to assess Comparison and Sequencing Concepts.

   Record results for both on the Student Record Sheet for Concepts of Print.

2. **Alphabet**:

   A. Ask student to name letters presented in random order on the student pages for both uppercase and lowercase letters.

   B. As student touches and names each letter, record responses on corresponding record page.

3. **Phonological Awareness:** Auditory Administration

   A. Syllable Blending

   I am going to say a word one part or syllable at a time. Listen carefully. What word do these sounds make?

   - *cow - boy.* Student should respond *cowboy*.
   - If response is correct, start assessment.
   - If response is not correct, say the syllables cow and boy make *cowboy*. *Let's try another one: plas - tic.* Student responds *plastic*.
   - If response is correct, start assessment.
   - If response is not correct, restate syllables and say *plastic*.
   - Start assessment and continue until student misses 3 in a row.

   B. Syllable Segmentation

   I am going to say a word. You tell me the parts or syllables you hear in the word.

   - *Let's try one: see.* Student should respond *see.*
   - If response is correct, start assessment.

- If response is not correct, say: The parts or syllables in see are see. *Let's try another one, rainbow.* Student responds *rain - bow.*
- If response is correct, start assessment.
- If response is not correct, say *The parts or syllables in rainbow are rain and bow.*
- Start assessment and continue until student misses 3 in a row.

C. Onset-Rime Blending

I am going to say a word in parts. Listen carefully. What word do these sounds make?

- */t/ - /ake/.* Student should respond *take*.
- If response is correct, start assessment.
- If response is not correct, say the onset and rime /t/ and /ake/ make *take*.
- *Let's try another one*: */k/ - /ow/ (cow).* Student should respond *cow*.
- If response is correct, start assessment.
- If response is not correct, restate onset and rime and say *cow*.
- Start assessment and continue until student misses 3 in a row.

D. Onset-Rime Segmentation

I am going to say a word. You tell me the first sound and then the rest of the word.

- *Sit*. Student should respond */s/ - /it/.*
- If response is correct, start assessment.
- If response is not correct, say: The first sound in sit is /s/ and the rest of the word is /it/.
- *Let's try another one, gate.* Student should respond */g/ - /ate/.*
- If response is correct, start assessment.
- If response is not correct, say The first sound in gate is /g/ and the rest of the word is /ate/
- Start assessment and continue until student misses 3 in a row.

E. Phoneme Blending

I am going to tell you a word one small part at a time. Listen carefully and tell me what the word is.

- *Let's try one*: */n/ /o/.* Student responds *no*.
- If response is correct, start assessment.
- If response is not correct, restate sounds and say *no*.

- *Let's try another one: /c/ /u/ /p/.* Student responds *cup*.
- If response is correct, start assessment.
- If response is not correct, restate sounds and say *cup*.
- Start assessment and continue until student misses 3 in a row.

F. Phoneme Segmenting

I am going to tell you a word. You are going to tell me all the sounds you hear in the word.

- *Let's try one: be.* Student responds */b/ /e/.*
- If response is correct, start assessment.
- If response is not correct, say *be*. *The sounds in be are /b/ /e/.*
- *Let's try another one, cat.* Student responds */k/ /a/ /t/.*
- If response is correct, start assessment.
- If response is not correct, say *cat*. *The sounds in cat are /k/ /a/ /t/.*
- Start assessment and continue until student misses 3 in a row.

4. **Grapheme Knowledge**
    - Present student page with letters. Ask student to tell you the sound each letter makes.
    - For vowel sounds, students only need to give the short sound of the vowel.
    - Present all graphemes.
    - Use the assessor's chart to record what the student knows.

5. **Nonsense Words** (Words are grouped by Program Level and syllable type)
    - Present each set of five words to student. Ask student to read each word.

    - **Be mindful of targeted grapheme/concept for level. ONLY score correct if that target is read correctly. If other parts of word are incorrect, make note, but do not score as incorrect. (e.g. if target is digraph and student reads *thop* as *thap*. Count as correct as he read the digraph correctly, but make note that vowel sound was not correct)**

    - Count as correct:
      -any word accurately read as a whole word within 3 seconds.
      -self-corrections only if within 3 seconds.
    - Do not count as correct:
      - if student takes more than 3 seconds to read a word correctly.
      - sound by sound reading before reading as a whole word (i.e. /b/ /a/ /t/, bat)
      - inaccuracies unless self-corrected immediately.
    - Make notation if word read is read as a whole word but takes more than 3 seconds (NA for not automatic)
    - Write spelling of mispronounced words.
    - Discontinue testing when student misses 1 or more words in at least 2 levels.

Instructions and Student Record Sheet for Concepts of Print

Book and Text Concepts – use a book for this assessment

Front/Back

1. ___ Show me the front of this book
2. ___ Show me the back of this book.
3. ___ Show me the title/name of this book or story.
4. ___ Show me the name of the person who wrote the book.
5. ___ Point to the picture(s) on this page.
6. ___ Point to the words that tell the story.
7. ___ Show me where I would start reading. (should point to the first word on the page)
8. ___ Show me which way I go when I read this page. (looking for student to move L to R)
9. ___ When I get to the end of a line of words, where do I go next?
10. ___ Show me a word.
11. ___ Point to the words as I read this page. (looking for 1 to 1 correspondence)
12. ___ Point to the first letter in this word.
13. ___ Point to the last letter in this word.
14. ___ How many letters are in this word.

___ / 14

Comparison and Sequencing Concepts - Use the Concepts Assessment Flip Book

Same / Different ___ / 8

There are two shapes on this page.
Tell me if the shapes are the same color or different colors.

1. ___ same ___ 5. different
2. ___ different ___ 6. same
3. ___ same ___ 7. different
4. ___ same ___ 8. different

First / Last ___ / 6

1. On this page there are pictures.

   There is a fish....a house....and a car.

   Which picture is first?....the fish, the house or the car? Which picture is last?

   (Count as a correct response either naming the picture or pointing to the correct picture.)

   ___ **fish** ___ house ___**car**

2. Which picture is **last?** Which picture is **first?**

   ___ **chair** ___ apple ___cat ___**sun**

3. Which picture is **first?** Which picture is **last?**

   ___ **bus** ___ tree ___box ___pot ___**hat**

Beginning / Middle / End ____ / 9

Let's look at some more pictures.
(Count as a correct response either naming the picture or pointing to the correct picture.)

1. Show me the picture at the **beginning**.

   Which picture is in the **middle**?

   Which picture is at the **end**?

   ___ moon ___ cow ___ key

2. Show me the picture in the **middle**.

   Which picture is at the **end**?

   ___ cup ___ book ___ pencil

3. Show me the picture at the **end**.

   Which picture is at the **beginning**?

   ___ ant ___ dinosaur ___ purse

4. Show me the picture at the **beginning**.

   Which picture is in the **middle**?

   ___ bike ___ mittens ___ flower

Before / After ____ / 8

Here are more pictures.
Let's look at this first page and name each of the pictures. *Student names pictures in the row; teacher gives assistance where necessary.*

1. rocket, truck, pail, shoe (sneaker), bread, butterfly

What picture comes **before** the truck? ___ rocket

What picture comes **after** the bread? ___ butterfly

What picture comes **before** the pail? ___ truck

What picture comes **after** the rocket? ___ truck

2. lion, flag, fox, clock, squirrel, bed

What picture comes **after** the fox? ___ clock

What picture comes **before** the squirrel? ___ clock

What picture comes **before** the flag? ___ lion

What picture comes **after** the flag? ___ fox

Top – Bottom ____ / 8

1. This is a **ladder**.
Point to the **top** of the ladder. ___

Point to the **bottom** of the ladder. ___

2. This is a **slide**.
Point to the **bottom** of the slide. ___

Now point to the **top** of the slide. ___

3. Here are some **books**.
Point to the book on **top**. ___

Point to the book on the **bottom**. ___

4. These are **stairs**.
Point to the **top** of the stairs. ___

Now point to the **bottom**. ___

Student:_____ Grade:_____

Date: _____

Alphabet Knowledge Assessment

Letter Naming/Recognition – Upper Case and Lower Case

Materials: Student pages of uppercase and lowercase letters

Procedure: Ask student to name letters in each column. Record accuracy and automaticity. Student is considered automatic if response is made within 3 seconds.

Upper Case	Accuracy			Automaticity			Lower Case	Accuracy			Automaticity		
Date							Date						
O							e						
X							s						
E							a						
W							b						
M							o						
B							c						
L							l						
I							x						
S							r						
F							j						
H							g						
A							m						
J							y						
Y							d						
V							t						
R							q						
T							h						
N							u						
U							w						
C							v						
P							p						
Q							k						
G							i						
K							n						
D							z						
Z							f						

Upper Case Letter Recognition/Naming

STUDENT PAGE

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

Lower Case Letter Recognition/Naming

STUDENT PAGE

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

Phonological Awareness Assessment

Skill	**Date**	**Date**	**Date**
Syllable Blending T: What word do these sounds make? Says syllables. S: S*ays word.* Practice: Give feedback on student's response. cow-boy = cowboy plas-tic = plastic			
1. side-walk = sidewalk			
2. ro-bot = robot			
3. car-toon = cartoon			
4. fea-ther = feather			
5. ham-bur-ger = hamburger			
Syllable Segmentation T: Clap out syllables in this word. *Gives word.* S: *Claps while saying syllables* Practice: Give feedback on student's response. see (1) rain-bow (2)			
1. pencil: pen cil (2)			
2. clock: clock (1)			
3. spider: spi der (2)			
4. fantastic: fan tas tic (3)			
5. emergency: e mer gen cy (4)			
Onset-Rime Blending T: What word do these sounds make? Say onset, pause, rime S: Says word Practice items: T gives S feedback on his/her response. Practice: /t/ -/ake/ = take Practice: /c/ - /ow/ = cow			
1. /f/ - /un/ fun			
2. /d/ - /ish/ dish			
3. /b/ - /oat/ boat			
4. /n/ - /ame/ name			
5. /p/ - /eg/ peg			

Skill	**Date**	**Date**	**Date**
Onset-Rime Segmentation T: Tell me the first sound (onset) and the rest of the word (rime) In these words. Say word. S: Says the onset and then the rime. Practice items: T gives feedback on student's response. sit = /s/ -/it/ gate = /g/ - /ate/			
1. sap = /s/ - /ap/			
2. fetch = /f/ - /etch/			
3. light = /l/ - /ight/			
4. pond = /p/ - /ond/			
5. tub = /t/ - /ub/			
Phoneme Blending T: What word do these sounds make? Say sounds. S: Says word. Practice items: *T gives feedback on student's response*. /n/ /o/ no /c/ /u/ /p/ cup			
1. /t/ /ea/ tea			
2. /m/ /a/ /t/ mat			
3. /b/ /i/ /n/ bin			
4. /sh/ /e/ /d/ shed			
5. /s/ /t/ /o/ /p/ stop			
Phoneme Segmenting Tell me all the sounds in these words. Say word) S: Says each sound. Practice items: T gives feedback on student's response. be: /b/ /e/ cat: /c/ /a/ /t/			
1. say: /s/ /ay/			
2. nut: /n/ /u/ /t/			
3. deep: /d/ /ee/ /p/			
4. log: /l/ /o/ /g/			
5. chin: /ch/ /i/ /n/			

Grapheme Knowledge Assessment Level 1A	**Date**	**Date**	**Date**
Ask student to tell you any sounds they know for each grapheme on the student pages. If they give the letter name, prompt: that's the name of the letter, what sound does it make in a word? If they still just give the letter name, do not count it as correct.			
a apple /ă/			
t table /t/			
p pig /p/			
m mitten /m/			
s sock /s/			
i itchy /ĭ/			
l leaf /l/			
d dog /d/			
f fish /f/			
n nest /n/			
b bat /b/			
o octopus /ŏ/			
z zipper /z/			
h house /h/			
r rabbit /r/			
k kite /k/			
u up /ŭ/			
g goat /g/			
e edge /ĕ/			
c cat /k/			
y yarn /y/			
j jam /j/			
w wig /w/			
v vest /v/			
x box /ks/			
qu queen /kw/			
sh ship /sh/			
ch chip /ch/			
th thin /th/ and that /<u>th</u>/			
wh whip /w/			

_____/31

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

Nonsense Word Assessment	**Date**	**Date**	**Date**
Tell student: These are not real words; they do not have any meaning. Tell me how they would sound if they were real words			
Level 1A CVC Closed Syllables			
fop			
dag			
nid			
kem			
sut			
Level 1A Digraphs			
thop			
chid			
whup			
pi**sh**			
ga**th**			
Level 1A Consonant Blends			
sli**st**			
cro**mp**			
fru**nd**			
spe**ft**			
bra**st**			
Level 1B Chunks, Digraphs, Trigraphs			
di**ff**			
ple**tch**			
fr**ang**			
sme**ck**			
j**onk**			
Level 2 VCe Silent e Syllable			
c**u**pe			
h**o**te			
m**e**be			
f**i**ke			
t**a**ve			
Level 3 CV Open Syllables			
f**o**			
r**i**			
s**u**			

j**e**			
l**a**			

Nonsense Word Assessment cont'd	**Date**	**Date**	**Date**
Level 4 VV Vowel Teams			
f**ee**p			
l**ea**m			
n**oa**k			
l**ai**b			
cl**ou**ch			
Level 4 r-controlled			
l**ur**f			
f**ir**d			
h**er**k			
m**ar**p			
k**or**t			
Level 5 VV Vowel Teams			
d**oi**l			
f**oy**			
r**ou**se			
pl**au**t			
z**ou**nd			
Level 5 Consonant le Syllables			
dir**ple**			
glac**kle**			
had**fle**			
brin**tle**			
zig**gle**			

Sentence Reading: Choose sentences for assessment that correspond to the highest level of nonsense words read entirely correctly (not just the target grapheme). Count words in sentence as correct if read accurately and without sounding out (words pronounced correctly within 3 seconds). Slash words read incorrectly. Circle words that the student sounded out or took more than 3 seconds to say. Red words are in red.

Level 1A Sentences CVC			
1. Gus quit his job at the pet shop.	/8	/8	/8
2. Ned said Bud ran to get on the bus.	/9	/9	/9
3. Tom and Hal had a map of the lot.	/9	/9	/9

Level 1A Sentences Digraphs			
1. Seth can chat with Josh on when to go on the path.	/12	/12	/12
2. They were with him when he was at the shed.	/10	/10	/10
3. Many of them did not rush to get any cash.	/10	/10	/10

Level 1A Sentences Blends			
1. The kids skip to the bench to have lunch.	/9	/9	/9
2. Fran is glad she can swim in the pond.	/9	/9	/9
3. Next, you must plan a trip to go west.	/9	/9	/9

Level 1B Sentences Chunks and Spelling Patterns			
1. Six red foxes ran fast on the grass to the den.	/11	/11	/11
2. I will yank the bell string and the bell will ring and clang.	/13	/13	/13
3. One fox slinks and then runs to the shed to catch the hen.	/13	/13	/13

Level 2 Sentences Silent e Syllables			
1. Mike bumped into the wall and cracked his shin bone.	/10	/10	/10
2. She made a big mistake with the shipment of cakes.	/10	/10	/10
3. He was careful not to wake the kids in the tent.	/11	/11	/11

Level 3 Sentences CV Open Syllables			
1. She fell twice on the frozen ice and fell quickly into the cold pond.	/14	/14	/14
2. We are planning to visit when it gets sunny and windy so we can fly kites.	/16	/16	/16
3. The tall spruce tree is on this side of the old fence.	/12	/12	/12
4. Kevin got a smudge of fudge on his freshly washed pants.	/11	/11	/11
5. Holly left promptly at seven so she will not be late for shopping in the city.	/15	/15	/15

Level 4 Sentences Vowel Teams & r-controlled			
1. The goat has the thickest coat of wool to keep it warm in the winter.	/15	/15	/15
2. She feels helpless when she cannot understand what she must do.	/11	/11	/11
3. The farmer will harvest the crops when the growing season is over.	/12	/12	/12
4. At sundown, we need to turn on some lights in the house.	/12	/12	/12
5. The illness left the fellow weak and helpless; he mostly enjoyed soup and toast.	/14	/14	/14

Level 5 Sentences Vowel Teams and consonant le			
1. I got such a chuckle when I saw the raccoon steal my fish.	/13	/13	/13
2. In August we tried to go to the beach, but it was too rainy and chilly.	/16	/16	/16
3. They ate bread with peanut butter and grape jelly and had cookies for dessert.	/14	/14	/14
4. The turtle tried to cross the road, but was moving very slowly and cars were speeding by.	/17	/17	/17
5. The puzzle pieces were mostly all the same color and made it difficult to put together.	/16	/16	/16

L.1a CVC	**L.1a Digraphs**	**L.1a Blends**
fop	thop	slist
dag	chid	cromp
nid	whup	frund
kem	pish	speft
sut	gath	brast

L.1b	**L.2 VCe**	**L.3 CV**
diff	cupe	fo
pletch	hote	ri
frang	mebe	su
smeck	fike	je
jonk	tave	la

L.4 Vowel Teams	**L.4 R controlled**
feep	lurf
leam	fird
noak	herk
laib	marp
clouch	kort

L.5 Vowel Teams	**L.5 –cle**
doil	dirple
foy	glackle
rouse	hadfle
plaut	brintle
zound	ziggle

Level 1A Sentences - CVC

1. Gus quit his job at the pet shop.
2. Ned said Bud ran to get on the bus.
3. Tom and Hal had a map of the lot.

Level 1A Sentences – Digraphs

1. Seth can chat with Josh on when to go on the path.
2. They were with him when he was at the shed.
3. Many of them did not rush to get any cash.

Level 1A Sentences – Blends

1. The kids skip to the bench to have lunch.
2. Fran is glad she can swim in the pond.
3. Next, you must plan a trip to go west.

Level 1B Sentences

1. Six red foxes ran fast on the grass to the den.
2. I will yank the bell string and the bell with ring and clang.
3. One fox slinks and then runs to the shed to catch the hen.

Level 2 Sentences

1. Mike bumped into the wall and cracked his shin bone.
2. She made a big mistake with the shipment of cakes.
3. He was careful not to wake the kids in the tent.

Level 3 Sentences

1. She fell twice on the frozen ice and fell quickly into the cold pond.
2. We are planning to visit when it gets sunny and windy so we can fly kites.
3. The tall spruce tree is on this side of the old fence.
4. Kevin got a smudge of fudge on his freshly washed pants.
5. Holly left promptly at seven so she will not be late for shopping in the city.

Level 4 Sentences

1. The goat has the thickest coat of wool to keep it warm in the winter.
2. She feels helpless when she cannot understand what she must do.
3. The farmer will harvest the crops when the growing season is over.
4. At sundown, we need to turn on some lights in the house.
5. The illness left the fellow weak and helpless; he mostly enjoyed soup and toast.

Level 5 Sentences

1. I got such a chuckle when I saw the raccoon steal my fish.
2. In August, we tried to go to the beach, but it was too rainy and chilly.
3. They ate bread with peanut butter and grape jelly and had cookies for dessert.
4. The turtle tried to cross the road, but was moving very slowly and cars were speeding by.
5. The puzzle pieces were mostly all the same color and made it difficult to put together.