

Beginning Consonant Correspondences

Beginning consonant correspondences can be assessed by simply having the student say the sound represented by the letter. Explain the purpose of the test. Say, “I am going to show you some letters. I want you to tell me the sounds of the letters. I want to see how many letter sounds you know, so that I can plan lessons that will help you to become a good reader.” Point to each letter, and ask: “What sound does this letter make?” For the letter G, accept /g/ or /j/. For C, accept /k/ or /s/. However, unless the student provides both sounds for each letter, ask them to tell what other sound the letter makes. If students give the name of the letter rather than the sound, remind them to tell you the sound that the letter makes. The letters *x* and *q* are not included because they do not have their own unique sounds but represent sounds represented by other letters or letter combinations. If the student does not respond within ten seconds, move on to the next letter. Then say, “Let’s try this one.”

Record student’s responses on a copy of the test. Cross out incorrect responses and write the student’s responses. If the student does not respond, simply cross out the letter.

Interpretation: By end of kindergarten, students should know all the initial consonant letter-sounds correspondences.

Name _____ Date _____ Score /19

Beginning Consonant Correspondences Test

S M B R G

W H T P K

N Z C D L

F J Y V