

Letter Recognition Test

Along with phonological awareness, the best indicator of how well students will do in a formal reading program is letter knowledge. Letter knowledge can be assessed in two major ways: identification or recognition. Letter identification requires that students name the letters they are shown and is assessed in the Letter Names Test. Letter recognition is somewhat easier. Given a choice of four letters, students point to the letter named by the teacher.

After putting the child at ease, explain the purpose of the test. Say, "I want to see how many letters you know, so I can plan lessons to help you become a good reader. Don't worry if you don't know the names of all the letters. Just tell me the names of as many as you can." Place a ruler or other marker under the first row of uppercase letters. Look at this row of letters. "Tell me the name of the letter that I say. Pointing to the letter M, say 'Tell me the name of this letter.'" Go to the next six rows and ask the student to point to these letters:

Row 1 M
Row 2 R
Row 3 P
Row 4 K
Row 5 L
Row 6 J
Row 7 O

For a second go-round, starting with row 1, assess the following letters:

Row 1 B
Row 2 X
Row 3 T
Row 4 C
Row 5 I
Row 6 U
Row 7 V

For the third go-round, starting with row 1, assess the following letters:

Row 1 A
Row 2 W
Row 3 E
Row 4 N
Row 5 F
Row 6 Q
Row 7 E

For the fourth go-round, starting with row 1, assess the following letters:

Row 1 S
Row 2 G
Row 3 H
Row 4 Z
Row 5 D
Row 6 Y
Row 7 G

Assess lowercase letters in the same way. However, do not assess lowercase letters unless the student was able to recognize at least five uppercase letters.

Row 1 m
Row 2 r
Row 3 p
Row 4 k
Row 5 l
Row 6 j
Row 7 o

For a second go-round, starting with row 1, assess the following letters:

Row 1 b
Row 2 x
Row 3 t
Row 4 c
Row 5 i
Row 6 u
Row 7 v

For the third go-round, starting with row 1, assess the following letters:

Row 1 a
Row 2 w
Row 3 e
Row 4 n
Row 5 f
Row 6 q
Row 7 e

For the fourth go-round, starting with row 1, assess the following letters:

Row 1 s
Row 2 g
Row 3 h
Row 4 z
Row 5 d
Row 6 y
Row 7 g

Record the student's performance. Place a check for a correct response and a check with a tail for an incorrect response next to a copy of the list of letters being tested. (If you use a check with a tail to record incorrect responses instead of an *x*, it is less obvious that you are marking a response as being incorrect.) There are 28 items in each test. The letter *e* and *g* are tested twice so that there will be four items in Row 7.

Interpretation: For pre-K, spring administration and kindergarten fall administration, the expected standard is ten or more upper- and lower-case letters. By end of K, students are expected to know all 26 upper- and lower-case letters. However, that standard is for identifying rather than simply recognizing letters.

Letter Recognition Test

Name _____ Date _____

Uppercase _____

Lowercase _____

- | | | | | |
|----|---|---|---|---|
| 1. | A | S | M | B |
| 2. | X | R | G | W |
| 3. | H | T | E | P |
| 4. | K | N | Z | C |
| 5. | I | D | L | F |
| 6. | J | Q | U | Y |
| 7. | V | O | E | G |

- | | | | | |
|----|---|---|---|---|
| 1. | a | s | m | b |
| 2. | x | r | g | w |
| 3. | h | t | e | p |
| 4. | k | n | z | c |
| 5. | i | d | l | f |
| 6. | j | q | u | y |
| 7. | v | o | e | g |