

Beginning Consonant Letter Sounds

Beginning consonant letter sounds 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 letter *x* is not included because it does not have its own unique sounds but represents sounds spelled by other letters or letter combinations: *box* /boks/, *exit* /egzit/. The blend *qu/kw/* however, is included as are the digraphs *ch*, *sh*, *th*, and *wh*. If the student does not respond within ten seconds, move on to the next letter. Then say, “Let’s try this one.” Record students’ performance on the Foundational Skills Screening Record. Cross out incorrect responses and write the student’s responses. If the student does not respond, cross out the letter.

Interpretation: Items are presented in the order in which they are taught in *Beginnings*. Students who know 15 or more consonant sounds should be assessed with the Phonics Inventory. The Phonics Inventory consists of 50 words that include most of the major word patterns found in single-syllable words. The Inventory indicates at what level students should be instructed: Level A, B, or C or whether they should be assessed at a higher level. If students are unable to identify 5 consonant sounds, assess them with the Letter Names Test. They should be able to identify 20 letters before being placed in *Beginnings*.

Beginning Consonant Letter Sounds

Name _____ Date _____

Mark the items as the student says or reads them. Circle those read correctly. Put a slash through those read incorrectly and write the student's response above it. Put a slash through items not attempted. Stop testing if student misses 5 items in a row.

| | | | | |
|----|----|----|---|----|
| S | M | T | C | R |
| N | H | B | F | P |
| J | D | L | W | G |
| K | Y | V | Z | QU |
| SH | CH | WH | | |

Estimated Placement

1-4 Retest with Letter Names Test

5-15 Place in *Beginnings*

16-23 Retest with Phonics Inventory

Consonant Letter Sounds Student Copy

Name _____ Date _____ Score _____/23

S M T C R

N H B F P

J D L W G

K Y V Z QU

SH CH WH