

Learner: _____ Teacher: _____ Dates: _____

This screener is a formative tool to guide instruction. It is to be administered between October 1st-15th and again in the last week of January/early February to measure progress. This is an oral assessment. Make a note if the student requires English instructions. Use this form to record responses.

Letter Knowledge



This symbol indicates that if a response takes more than **3 seconds** move to the next prompt.

Part A - Uppercase Consonants

Instructions - Place a copy of the *Student View Letter Knowledge, Uppercase* in front of the student. Teacher points to the letter "M" and says:

- **Quelle est cette lettre en français?**

- If the students respond with the sound of the letter instead of the name, provide a prompt such as:

- **Tu m'as dit le son de la lettre, connais-tu le nom de cette lettre en français?**

-To ensure fluency of this task, if a student takes longer than three seconds to respond, move on and prompt the next letter. Have students complete the first row. Then continue to the second caterpillar. If the student has fewer than 3 letters correct in the first row, change your prompt:

- **Peux-tu toucher une lettre que tu connais sur la chenille? Quelle est cette lettre en français?**
- **Vois-tu une autre lettre que tu connais?**

- Continue until the student has identified all of the letters they know. Record all responses.
- If the response is in English, prompt them to say it in French. If they are unable to provide the answer in French, indicate "Eng" beside the letter and mark it as an error

Part B - Uppercase Vowels

- Repeat this process for uppercase vowels.

Part C - Lowercase Consonants

Instructions - Place *Student View Letter Knowledge, Lowercase* in front of the student.

- Repeat the process from Part A

Part D - Lowercase Vowels

- Repeat this process for lowercase vowels.

Letter-Sound Correspondence

3

Part A - Consonants

Instructions - Place *Student View Letter Knowledge*, lowercase back in front of the student.

Teacher points to the letter "M" and says:

- **Connais-tu le son de cette lettre en français?**

- If the students respond with the name of the letter instead of the sound, provide a prompt such as:

- **Tu m'as dit le nom de la lettre, connais-tu le son de cette lettre en français?**

- To ensure fluency of this task, if a student takes longer than three seconds to respond, move on and prompt the next letter. Have students complete the first row. Then continue to the second caterpillar. If the student has fewer than 3 letters correct in the first row, change your prompt:

- **Connais-tu sur l'autre chenille?**
- **Connais-tu d'autres sons des lettres sur la chenille?**

- Continue until the student has identified all of the sounds they know.
- Record all responses.

Part B - Vowels

- Repeat this process for vowels.

Learner: _____ Teacher: _____ Dates: _____

Initial Date:

Follow-Up Date:

Lettre	uppercase name	lowercase name	sound	uppercase name	lowercase name	sound
Ll						
Tt						
Dd						
Mm						
Jj						
Cc			(s) (k)			(s) (k)
Ss			(s) (z)			(s) (z)
Rr						
Nn						
Bb						
Vv						
Ff						
Pp						
Kk						
Gg			(j) (g)			(j) (g)
Hh						
Ww						
Zz						
Xx						
Qq						
Aa						
Ee			(e) (è)			(e) (è)
Uu						
Ii						
Oo			(o) (o)			(o) (o)
Yy			(i) (y)			(i) (y)

Initial Sound Identification (Phonemic)

3

Instructions - Teacher says:

- Je vais te dire un mot. Dis-moi le son que tu entends au début du mot.
- Par exemple, quel est le son au début du mot balle? Le premier son est /b/.
- Quel est le son au début du mot "maison"? /m/ est le premier son.
- Quel est le son au début du mot _____

- Read the list below and record all initial sound responses.

	Son initial ✓		Son initial ✓
lapin	/l/	voiture	/v/
avion	/a/	maman	/m/
chemise	/ch/	famille	/f/

Phoneme Segmentation

3

Instructions - Teacher says:

- Dans le mot "sac" on peut entendre - s/a/c
- Quels sons peux-tu entendre dans le mot "fil"? Prompt: f/i/l
- Je vais te dire un mot. Quels sons peux-tu entendre dans _____?

- Read the list below and record all responses.

Mot	Initial:			Follow-Up:		
	Initial	Medial	Final	Initial	Medial	Final
ami	/a/	/m/	/i/			
mal	/m/	/a/	/l/			
sur	/s/	/u/	/r/			
ici	/i/	/s/	/i/			