Nom: _____ Date:_____

This assessment is intended to be offered at the end of the second term. This is an oral assessment. Use this form to record student responses. Subtest 5 requires the use of a *Student View* handout.

3 This symbol indicates that if a response takes more than **3 seconds** move to the next question. After **3 consecutive incorrect responses** move to the next subtest.

1. Segmenting sentences into words - Segmenter les phrases en mots

Instructions - Teacher says:

- **Je vais te dire une phrase. Peux-tu me dire combien de mots sont dans la phrase?**
- **Par exemple: Le chien joue. Cette phrase a 3 mots.**
- **Combien de mots y a-t-il dans cette phrase _____?**

- Read the list below and record responses.

	Nombre de mots
Le papillon vole. (3 mots)	
Le chat est noir. (4 mots)	

2. Initial Sound Identification (Phonemic) - Identification du son initial

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.

3

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

3. Rhyme Recognition - Identification des rimes

Instructions - Teacher says:

- **Je vais te dire deux mots et tu vas me dire s'ils riment.**
- **Par exemple, mur/sur. Les mots mur et sur riment.**
- **Voici un autre exemple: papa/crayon. Papa et crayon ne riment pas.**

- Read the list below and record responses.

	Identification			Identification	
	Oui	**Non**		**Oui**	**Non**
lapin/sapin			chapeau/cheval		
chat/chien			mon/ton		
château/ bateau			fille/garçon		
grenouille/quenouille			fou/mou		

4. Blending - Fusion des syllabes

Instructions - Teacher says:

- **Je vais te dire un mot qui est divisé en syllabes. Tu dois fusionner les syllabes et dire le mot.**
- **Par exemple: jo-li - joli**

- Read the list below, pause between syllables, and record all responses.

	Fusion ✔		Fusion ✔
a-mi		cho-co-lat	
pan-ta-lon		man-teau	
cha-peau		hi-bou	

5. Segmenting - Segmentation de mots en syllabes

Instructions - Teacher says:

- **Je vais te dire un mot qui a différentes syllabes. Je veux que tu frappes dans tes mains pour compter chaque syllabe.**
- **Par exemple: a(clap) mi (clap) - ami**

③

- Read the list below and record responses.

	Segmentation ✔		Segmentation ✔
tableau	ta-bleau (2 claps)	autobus	au-to-bus (3 claps)
chat	chat (1 clap)	jeu	jeu (1 clap)
bonjour	bon-jour (2 claps)	éléphant	é-lé-phant (3 claps)

6. Letter Knowledge - Identification du nom des lettres

Part A - Instructions - place a copy of the *Student View,* Les lettres majuscules *(6A),* *Uppercase* in front of the student. Teacher says:

- **Quel est le nom de cette lettre en français?**

- Have students complete the full subtest regardless of the number of incorrect responses.
- Record all responses.

Part B - Repeat this process using the *Student View,* Les lettres minuscules *(6B)*

Part C -Teacher says:

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

- Assess letter sounds with lower cases only.
- Have students complete the full subtest regardless of the number of incorrect responses.
- Some letters make two different sounds(2). Record all responses.
- If the response is in English, indicate "Eng" beside the letter and mark it as an error.
- Record all substitutions (ex. T/F)
- Indicate, with this symbol (*) beside the letter, if students respond with the name of the letter instead of the sound.

6. Letter Knowledge - Identification du nom des lettres (Continued)

Lettres	PART A/PART B		PART C
	lettres majuscules	lettres minuscules	sons
Aa			
Mm			
Ss			(2) /
Tt			
Pp			
Ff			
Ii			
Nn			
Oo			(2) /
Dd			
Cc			(2) /
Uu			
Gg			(2) /
Bb			
Ee			(2) /
Kk			
Hh			
Rr			
Ll			
Ww			
Jj			
Yy			(2) /
Xx			
Qq			
Vv			
Zz			

Maternelle Critical Reading Targets	Requires targeted instruction	Needs practice to strengthen skills	On target
Phonological and Phonemic Awareness (Parts 1 to 5)			
The student can segment sentences into words.			
The student is able to identify the initial sounds in words.			
The student can identify words that rhyme.			
The student is able to blend 1 to 3 syllables into words.			
The student can segment words of 1-3 syllables.			
Phonics (Parts 6)			
The student is able to recognize and identify 26 letter names (uppercase and lowercase).			
The student is able to recognize and identify 32 letter sounds.			

Cues to seek further information

This assessment measures phonological awareness and letter knowledge. It does not assess language skills. If you have concerns in any of these areas, please talk to your school's SLP.

☐ difficulty following directions/routines
☐ difficult to understand (i.e. speech or language organization)
☐ immature grammar
☐ trouble answering/asking questions (slow to respond)
☐ speaks in short sentences or phrases
☐ limited vocab (non-specific vocabulary i.e. "stuff", "that", "there")