

Nom: \_\_\_\_\_

Date: \_\_\_\_\_

This is an oral assessment. Use this form to record student responses. Subtests 4A, 4B, 4C, 5A and 5B require *Student View* handouts.



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.

## 1A. Initial Sound (Phoneme) - L'isolation du son initial (phonème)

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 *maman*? Le premier son est /m/.
- Quel est le son au début du mot \_\_\_\_\_



- Read the list below and record all responses.

		automne	printemps			automne	printemps
je	/j/			dans	/d/		
ma	/m/			kiwi	/k/		
lapin	/l/			chapeau	/ch/		
avion	/a/			blanc	/b/		

## 1B. Final Sound (Phoneme) - L'isolation du son final (phonème)

Instructions - Teacher says:

- Je vais te dire un mot. Dis-moi le son que tu entends à la fin du mot.
- Par exemple, quel est le son à la fin du mot *fleur*? Le son à la fin est /r/.
- Quel est le son à la fin du mot \_\_\_\_\_



- Read the list below and record all responses.

		automne	printemps			automne	printemps
rat	/a/			bloc	/k/		
neuf	/f/			boîte	/t/		
mal	/l/			chaud	/o/		
souris	/i/			enfant	/an/		

## 2. Phoneme Blending - La fusion des phonèmes

Instructions - Teacher says:

- **Je vais te dire chaque son d'un mot. Dis-moi le mot.**
- **Par exemple, /ch/ /i/ /c/. Le mot est chic.**
- **/\_/\_/\_/ Dis-moi le mot.**

3

- Read the list below and record all responses.

		automne	printemps			automne	printemps
m-a	/ma/			l-u-ne	/lune/		
l-e	/le/			s-a-b-le	/sable/		
v-a-che	/vache/			d-r-ô-le	/drôle/		
r-ou-ge	/rouge/			f-l-eu-r	/fleur/		

## 3. Phoneme Segmentation - La segmentation des phonèmes

Instructions - Teacher says:

- **Je vais te dire un mot. Puis, tu vas segmenter le mot en sons.**
- **Par exemple, le mot est mal. Mal a les sons /m/ /a/ /l/.**

3

- Read the list below and record all responses.

		automne	printemps			automne	printemps
la	/l-a/			bras	/b-r-a/		
seau	/s-eau/			bloc	/b-l-o-c/		
il	/i-l/			glisse	/g-l-i-sse/		
lac	/l-a-c/			phrase	/ph-r-a-se/		

## 4. Letter Knowledge - Identification du nom des lettres

### Part A

- Place a copy of the *Student View*, Les lettres minuscule (4B), 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**

- Teacher says:

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

- 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.
- You have the option to also assess the "lettres majuscules" (4A)

## 4. Letter Knowledge - La connaissance du nom et du son des lettres (Continued)

automne:

printemps:

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

## 4C. Complex Sounds - Les Sons Composés

Instructions - Place a copy of the *Student View, Les Sons Composés (4C)* in front of the student. Teacher says:

- **Dis-moi le son des lettres.**

- Record all responses.

	automne	printemps		automne	printemps
ou			en		
ch			eau		
un			ph		
é			et		
an			qu (k)		
on			er (é)		
è			eu		
au			aï (é or è accepted)		
in			ui		

## 5A. Reading Nonsense Words - Les pseudo-mots

Instructions - Place a copy of the *Student View, les pseudo-mots (5)* in front of the student. Teacher says:

- **Voici des mots qui n'existent pas. Essaie de les lire.**

3

- Record all responses, including multiple attempts. When a student sounds out one letter at a time, letters can be separated with a dash (-).

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

	automne	printemps		automne	printemps
vo			firu		
al			bédu		
jac			gluto		

## 5B. Reading Words - Les mots fréquents

Instructions - Place a copy of the *Student View, Les mots fréquents (5B)* in front of the student.

Teacher says:

- **Essaie de lire ces mots.**

- Administer the first 5 words. If the student gets **all 5 incorrect**, stop the subtest.
- After the **first 5 words**, if the student gets **3 consecutive words incorrect**, stop the subtest.

	automne	printemps		automne	printemps
se			vite		
ma			joli		
tu			petit		
une			gros		
les			plage		
ami			parle		
ici			dans		
chat			maison		

## 6. Concepts of Print - Les concepts essentiels associés à l'écrit

Instructions - Choose a classroom book to complete the following tasks. Ask the student the following questions to confirm their overall understanding. If the student is struggling, stop the assessment and use the time as a teachable moment by changing the prompts from requests into skills to teach.

Teacher says:

Habilités	✓
Peux-tu me montrer la page couverture du livre?	
Montre-moi le titre du livre.	
Montre-moi le nom de l'auteur.	
Montre-moi un mot sur la page.	
Montre-moi la première lettre d'un mot.	
Montre-moi la la dernière lettre d'un mot	
Peux-tu me montrer le début d'une phrase?	
Peux-tu me montrer la fin d'une phrase?	

**automne**

## 1e année Critical Reading Targets

	Requires targeted instruction	Needs practice to strengthen skills	On target
<b>Phonological and Phonemic Awareness (Parts 1,2,3)</b>			
The student is able to identify the initial and final sounds in words.			
The student is able to blend 2 to 4 sounds into words.			
The student is able to segment words into 2 to 4 sounds.			
<b>Phonics (Part 4)</b>			
The student is able to recognize and identify 26 letter names (lowercase).			
The student is able to recognize and identify 32 letter sounds (lowercase).			
The student is able to recognize common complex sounds (ch, ou, on, oi, etc.)			
<b>Reading Words (Part 5)</b>			
The student is able to read a variety of nonsense and real words that contain phonics that have been taught in class.			
<b>Concepts of Print (Part 6)</b>			
The student demonstrates an awareness of how print carries meaning (ie. books have a title sentences are made up of words, letters and punctuation).			

### 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")



**printemps**

## 1e année Critical Reading Targets

	Requires targeted instruction	Needs practice to strengthen skills	On target
<b>Phonological and Phonemic Awareness (Parts 1,2,3)</b>			
The student is able to identify the initial and final sounds in words			
The student is able to blend 2 to 4 sounds into words			
The student is able to segment words into 2 to 4 sounds			
<b>Phonics (Part 4)</b>			
The student is able to recognize and identify 26 letter names (lowercase)			
The student is able to recognize and identify 32 letter sounds			
The student is able to recognize common complex sounds (ch, ou, on, oi, etc.)			
<b>Reading Words (Part 5)</b>			
The student is able to read a variety of nonsense and real words			

### Overall Proficiency

<input type="checkbox"/> <b>Emerging</b>	<input type="checkbox"/> <b>Developing</b>	<input type="checkbox"/> <b>Proficient</b>
<i>The student is not yet able to meet the Grade 1 Critical Reading Targets.</i>	<i>The student demonstrates the ability to meet some of the Grade 1 Critical Reading Targets.</i>	<i>The student demonstrates the ability to <b>meet all the Grade 1 Critical Reading Targets.</b></i>