

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.

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.

## 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/ |         |           | dans  | /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** - Instructions - place a copy of the *Student View*, Les lettres minuscules *Lowercase* 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 (incorrect and correct).

**Part B** Instructions - using the same *Student View*, 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 (incorrect and correct).

### In both Part A and B

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

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

- 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.

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

automne:

printemps:

| Lettres | PART A           | PART B           | PART A           | PART B           |
|---------|------------------|------------------|------------------|------------------|
|         | Nom de la lettre | Son de la lettre | Nom de la lettre | Son de la lettre |
| a       |                  |                  |                  |                  |
| m       |                  |                  |                  |                  |
| s (2)   |                  | (s) (z)          |                  | (s) (z)          |
| t       |                  |                  |                  |                  |
| p       |                  |                  |                  |                  |
| f       |                  |                  |                  |                  |
| i       |                  |                  |                  |                  |
| n       |                  |                  |                  |                  |
| o (2)   |                  | (o) (o)          |                  | (o) (o)          |
| d       |                  |                  |                  |                  |
| c (2)   |                  | (s) (k)          |                  | (s) (k)          |
| u       |                  |                  |                  |                  |
| g (2)   |                  | (j) (g)          |                  | (j) (g)          |
| b       |                  |                  |                  |                  |
| e (2)   |                  | (e) (è)          |                  | (e) (è)          |
| k       |                  |                  |                  |                  |
| h       |                  |                  |                  |                  |
| r       |                  |                  |                  |                  |
| l       |                  |                  |                  |                  |
| w       |                  |                  |                  |                  |
| j       |                  |                  |                  |                  |
| y (2)   |                  | (i) (y)          |                  | (i) (y)          |
| x       |                  |                  |                  |                  |
| q       |                  |                  |                  |                  |
| v       |                  |                  |                  |                  |
| Zz      |                  |                  |                  |                  |

## 4C. Complex Sounds - Les Sons Composés

Instructions - Place a copy of the *Student View, Les Sons Composés (4C)* in front of the student. Have students complete the full sub-test regardless of the number of incorrect responses. Teacher says:

- **Dis-moi le son de ces lettres ou de ces groupes de lettres.**

- Record all responses.

|     | automne | printemps |    | automne | printemps |
|-----|---------|-----------|----|---------|-----------|
| ou  |         |           | an |         |           |
| ch  |         |           | on |         |           |
| un  |         |           | ê  |         |           |
| é   |         |           | ô  |         |           |
| au  |         |           | en |         |           |
| oi  |         |           | ç  |         |           |
| eau |         |           | qu |         |           |
| è   |         |           | in |         |           |

## 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 |
|------|---------|-----------|-------|---------|-----------|
| je   |         |           | elle  |         |           |
| ma   |         |           | petit |         |           |
| tu   |         |           | est   |         |           |
| il   |         |           | gros  |         |           |
| une  |         |           | et    |         |           |
| ami  |         |           | j'ai  |         |           |
| mon  |         |           | dans  |         |           |
| chat |         |           | aime  |         |           |

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

Instructions - Choose a classroom book to complete the following tasks.

Teacher can ask, in French or in English, the following:

| Habiletés                                       | ✓ |
|-------------------------------------------------|---|
| 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 dernière lettre d'un mot          |   |
| Peux-tu me montrer le début d'une phrase?       |   |
| Peux-tu me montrer la fin d'une phrase?         |   |

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

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

**Automne**

## 1e année Critical Reading Targets

|                                                                                                                                                      | Requires<br>targeted<br>instruction | Needs<br>practice to<br>strengthen<br>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")

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**printemps**

## 1e année Critical Reading Targets

|                                                                               | Requires<br>targeted<br>instruction | Needs<br>practice to<br>strengthen<br>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><br><br><i>The student is not yet able to meet the Grade 1 Critical Reading Targets.</i> | <input type="checkbox"/> <b>Developing</b><br><br><i>The student demonstrates the ability to meet some of the Grade 1 Critical Reading Targets.</i> | <input type="checkbox"/> <b>Proficient</b><br><br><i>The student demonstrates the ability to <b>meet all the Grade 1 Critical Reading Targets.</b></i> |
|----------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------|