

Assessment Directions for Teachers & Parents:

Literacy Resources, Inc. created this Letter Identification and Sounds Assessment, aligned to the Illinois Early Learning and Development Standards to assess a child’s progress with letter naming and sounds throughout the school year. The skills are labeled with the Early Learning Standards Preschool Benchmarks as well as the Common Core State Standards. The same assessment can be given as a pre-assessment and then as a post-assessment, or a second assessment has been provided to be used at the end of the school year.

Student assessment pages are included for Alphabet Recognition and Letter Sound Identification since students will be identifying letters and sounds of the graphemes.

Assessment Administration Guidelines:

The assessments are meant to inform your instruction. When using the provided student assessment pages (For Alphabet Recognition or Letter Sound Identification), you may use another piece of paper or a bookmark to cover most of the page, so that only one line of print is shown to the student when he or she is responding. Administration Directions are provided for each skill.

Assessment #1: Beginning of the School Year Administration			
Phonemic Awareness Skill	Pre-Developing	Developing	Age-Appropriate
Alphabet Recognition: Uppercase Letters:	0 correct	1-13 correct	14-26 correct
Alphabet Recognition: Lowercase Letters:	0 correct	1-13 correct	14-28 correct
Letter Sound Identification	0 correct	1-13 correct	14-26 correct

Assessment #2: End of the School Year Administration			
Skill	Pre-Developing	Developing	Age-Appropriate
Alphabet Recognition: Uppercase Letters:	0-5 correct	6-19 correct	20-26 correct
Alphabet Recognition: Lowercase Letters:	0-5 correct	6-19 correct	20-28 correct
Letter Sound Identification	0-5 correct	6-19 correct	20-26 correct

Overall Results: After the assessment has been given, the teacher identifies areas of strength and need for each child & records findings here.

Areas of Strength:

Areas of Need & Plan for Intervention:

Student Page for Skill 1: Letter Identification: Uppercase Letters

C

A

H

S

V

R

P

U

T

N

E

B

M

L

G

J

X

F

Z

W

I

Q

K

Y

O

D

Student Page for Skill 2: Letter Identification: Lowercase Letters

o n d y h

r p l e m

t k j f g

z w i x q

c v a s u

b a g

Student Page for Skill 3: Letter Sound Identification

e	l	s	r	u
p	d	o	v	b
j	n	t	c	x
z	w	k	g	q
m	a	f	i	h
y				

Letter Identification and Sounds Assessment

Student Name: _____

Date of Assessment: _____

Phonemic Awareness Skills	Results
Alphabet Recognition – Uppercase Letters Learning Standard 4.B.ECb Teacher Administration Directions: Point to the letter and say, “What letter is this?” Teacher circles the letters below that are incorrect and records score in the column.	
C A H S V R P U T N E B M L G J X F Z W I Q K Y O D	_____ /26
Alphabet Recognition – Lowercase Letters Learning Standard 4.B.ECb Teacher Administration Directions: Point to the letter and say, “What letter is this?” Teacher circles the letters below that are incorrect and records score in the column.	
o n d y h r p l e m t k j f g z w i x q c v a s u b a g	_____ /28
Letter Sound Identification Teacher Administration Directions: Point to the letter and say, “What sound does this letter make?” Teacher circles the letters below that are incorrect and records score in the column. <i>*Students are expected to provide the short vowel sounds and the hard sounds of c & g. If students reply with additional sounds of vowels/consonants, note the sound they gave and ask them if they know the other sound the letter makes.</i>	
e l s r u p d o v b j n t c x z w k g q m a f i h y	_____ /26