

Developing Sound Sense Benchmark Assessment

Phonological/Phonemic Awareness Assessor's Guide **FORM B**

SIGHTWORDS.com

General Instructions for Administering the Benchmark Assessment

1. READ THE FOLLOWING SPECIFIC INSTRUCTIONS COMPLETELY BEFORE BEGINNING THE ASSESSMENT. THIS IS CRITICAL!
2. This is NOT an assessment of intelligence, attention span, endurance or spelling! Therefore, you should repeat the practice items in each section to make sure the child understands what they are supposed to say or do before asking the "Get Ready" questions in each section.
3. If the child loses attention before you have finished the assessment or before reaching a ceiling, stop and continue at another time.
4. Put a check on the answer sheet to indicate a correct answer and a 0 to indicate an error. The child reaches a ceiling when they miss three items in the same section. Stop the assessment at that point.
5. The assessment should be administered one-on-one in an area that is quiet and free of distractions.
6. Seat the child at a table appropriate for the child's height and sit directly across from the child.
7. Information on interpreting a child's assessment results is at the end of this guide.

Materials needed: Pencil, assessment instructions, answer sheet, rubber band, two sets of sound counting cards printed out from K-5 materials on the website or eight counters of various colors.

SPECIFIC DIRECTIONS FOR ADMINISTERING THE ASSESSMENT

1. RHYMING:

Say to the child: "I am going to make some rhymes. I will do one first. Then it will be your turn."

PRACTICE ITEM: "I wish I had a little fish. Wish and fish rhyme. They sound the same at the end." **Be sure the child understands the concept of rhyming before presenting the test items.**

"Tell me a word that rhymes with the word I say louder in my sentences."

GET READY: "The sled is painted _____."

GET READY: "The rat is very _____."

GET READY: "Four boys sat on the classroom _____."

Say to the child: "I am going to play 'I spy' with you. I will give you a hint and you try to guess the word I spy."

PRACTICE ITEM: "I spy with my little eye a word that rhymes with rock. The word that I spy that rhymes with rock is sock."

"Tell me the word that rhymes with what I spy."

GET READY: "I spy a word that rhymes with band. What word?"

GET READY: "I spy a word that rhymes with dirt. What word?"

GET READY: "I spy a word that rhymes with hose. What word?"

2. SENTENCES AND WORD

Say to the child: “A sentence is a very little story with two parts. It has a “Who It’s About” part and a “What’s Happening” part. I’ll make a sentence with those two parts.”

PRACTICE ITEM: “Logan swims at the pool. Logan is the ‘who it’s about’ part and swims at the pool is the ‘what’s happening’ part.” **Be sure the child understands the concept of the two sentence parts before presenting the test items.**

“Now, I’ll say a sentence and you tell me who it’s about.”

GET READY: “The boy lost his ball. Who is my sentence about?”

GET READY: “His sister kissed her doll. What’s happening?” {Answer must not include the subject}

Say to the child: “This time I’m only going to say one part of the sentence. Tell me if the who it’s about part or the what’s happening part of the sentence is missing.” Then, fill in that part for me.”

GET READY: “The old lady_____. What part is missing: the who it’s about part or the what’s happening part? Fill in the missing part.” {Child must answer both items to get credit.}

GET READY: “_____ ate all the cake. What part is missing: the who it’s about part or the what’s happening part? Fill in the missing part.” {Child must answer both items to get credit.}

Say to the child: “Now, I want to see if you can count the number of words in my sentences. You can use your fingers to count.”

PRACTICE ITEM: “My phone is broken. My sentence has four words!

“Now, you count the number of words in this sentence: The man snores...”

Be sure the child understands the concept of counting words before presenting the test items.

GET READY: “His bike is blue. How many words did you count?”

GET READY: “The little fish swam away.” How many words did you count?”

3. COMPOUND WORDS

Say to the child: “Sometimes we can take two words, put them together fast, and make a brand-new word.”

PRACTICE ITEM: “foot...ball. Say it fast! Football.”

Be sure the child understands the concept of saying the two parts fast before presenting the test items.

“You try that with these words.”

GET READY: “hot...dog” Say it fast!”

GET READY: “grand...mother... Say it fast!”

Say to the child: “This time I’m going to say a word, and then say it again WITHOUT the LAST part.”

PRACTICE ITEM: “Lawnmower. Lawnmower without mower is LAWN.”

Be sure the child understands the concept of eliminating a part of a compound word before presenting the test items.

“You try that with these words.”

GET READY: “Goldfish. Say goldfish without fish.”

GET READY: “Cowboy. Say cowboy without boy.”

GET READY: “Popcorn. Say popcorn without pop.”

GET READY: “Mailbox. Say mailbox without mail.”

4. SYLLABLES

Say to the child: {Use rubber band} “Sometimes words can be stretched like a rubber band {Stretch rubber band} and then said fast {release rubber band} so that they sound right.”

PRACTICE ITEM: (Stretch rubber band as you say} “sssspiiderrrrmannn. “Say it fast.” {Release rubber band as you say} “Spiderman.”

Be sure the child understands the concept of saying the parts fast before presenting the test items.

“You try that with this word.”

GET READY: {Stretch rubber band as you say} “ellleeeffannnt. Say it fast.” {Release rubber band}

Say to the child: “Sometimes we can break words into parts. I’m going to say a word and then break it into parts.”

PRACTICE ITEM: “Tremendous.” Tremendous has three parts. They are tre/men/dous.”

Be sure the child understands the concept of breaking words into parts before presenting the test items.

GET READY: “Popsicle. How many parts are in the word, popsicle?”

GET READY: “Thermometer. How many parts are in the word, thermometer?”

Say to the child: “This time I’m going to say a word and then say only the first part of the word.”

PRACTICE ITEM: “Lady. The FIRST part of lady is LAY.”

“Now you try that with this word.”

GET READY: “Pencil. What is the FIRST part of pencil?”

GET READY: “Fancy. What’s the FIRST part of fancy?”

Say to the child: “This time I’m going to say a word and then say only the LAST part of the word.”

PRACTICE ITEM: “Selfish. The LAST part of selfish is FISH.”

“You try this word.”

GET READY: “Donkey. What is the LAST part of donkey?”

5. WORD FAMILIES (Sounds in Words)

Say to the child: “I’m going to say a sound and then the rest of a word. See if you can guess the word.”

PRACTICE ITEM: “rrr...ug. What’s the word? RUG! Now you try some.”

GET READY: “sss...oap. What’s the word?”

GET READY: “www...ish. What’s the word?”

GET READY: “mmm...op. What’s the word?”

Say to the child: “Now, let’s make some rhymes. I’ll say the word we will rhyme with. Then I’ll say a sound we need to add to that word to make a rhyming word.”

PRACTICE ITEM: “Rhyming with ‘at’ ‘at’. Rhyming with ‘at’. mmmm....at. MAT. I rhymed with ‘at’. **Be sure the child understands the concept of adding a beginning sound to make a new word before beginning the test items.**

“Now, you try it.”

GET READY: “Rhyming with ‘ice’ ‘ice’. Rhyming with ‘ice’ mmmm _____.

GET READY: “Rhyming with ‘ad’ ‘ad’. Rhyming with ‘ad’ sssss _____.

GET READY: “Rhyming with ‘it’ ‘it’. Rhyming with ‘it’ ffff _____.

6. BEGINNING SOUNDS

Say to the child: "I'm going to say some words and see if you can tell me the sound they all start with. I'll do one first."

PRACTICE ITEM: "mud, milk, mad. Again, mud, milk, mad. They all start with mmm."

Be sure the child understands the concept of beginning sounds in words before presenting the test items. "Your turn to try some."

GET READY: "sat, seem, soup. What sound do they start with? sat, seem, soup."

GET READY: "go gum, gas. What sound do they start with? go, gum, gas."

Say to the child: "Now, let's do something different. I will say some words, and you tell me which one sounds different at the very beginning."

PRACTICE ITEM: "toy, tank, fire, top. Which one sounds different at the beginning: toy, tank, fire, top? Fire sounds different at the beginning. See if you can do some like that."

GET READY: "foot, fast, five, map. Which one sounds different at the beginning: "foot, fast, five, map?"

GET READY: "tap, rug, tie, tub. Which one sounds different at the beginning: "tap, rug, tie, tub?"

Say to the child: "Now, I want you to be a sound detective. Listen very closely to find the word hiding inside the word that I say."

PRACTICE ITEM: "fffeear, ffffeart. The word hiding inside fffeear is EAR." **Be sure the child understands the concept of finding hidden words before presenting the test items.**

"Your turn to try to find a word that is hiding inside the word I say."

GET READY: "ssseat. ssseat. What's the word hiding inside ssseat?"

GET READY: "/t/t/t/tin./t/t/t/tin. What's the word hiding inside /t/t/t/tin?"

7. ENDING SOUNDS

Say to the child: "I'm going to say some words and see if you can tell me the sound they all end with. I'll do one first."

PRACTICE ITEM: ball, tell, pill. "What sound do they end with: ball, tell, pill? They all end with /llll/. **Be sure the child understands the concept of ending sounds before presenting the test items.**

GET READY: "knife, roof, leaf. What sound do they end with: knife, roof, leaf?"

GET READY: "top, lip, map. What sound do they end with: top, lip, map?"

Say to the child: "Now, let's do something different. I will say some words, and you tell me which one sounds different at the end."

PRACTICE ITEM: "time, gym, sick, ram. Which one sounds different at the end: time, gym, sick, ram? SICK sounds different at the end. Your turn."

GET READY: "lane, jail, nine, rain. Which one sounds different at the end: "lane, jail, nine, rain."

GET READY: "cake, egg, rock, sack Which one sounds different at the end: "cake, egg, rock, sack?"

Say to the child: "Now, I want you to be a sound detective. Listen very closely to find the word hiding inside the word that I say."

PRACTICE ITEM: "herd. herd. The word hiding inside herd is HER. Your turn to try to find a word hiding inside the word I say."

GET READY: "road. road. What's the word hiding inside road?"

GET READY: "bean. bean. What's the word hiding inside bean?"

8. SPECIAL SOUNDS (DIGRAPHS)

Say to the child: “Sometimes, words have special sounds in them like /ch/ /sh/ /wh/ /th/. Again: /ch/ /sh/ /wh/ /th/. See if you can tell me which special sound you hear in my word. I’ll do one first.”

PRACTICE ITEM: “thin. thin. My word has a /th/ sound in it.” **Be sure the child understands the special sounds before presenting the test items.**

“Your turn.”

GET READY: “share. share. What special sound do you hear in share?”

GET READY: “chain. chain. What special sound do you hear in chain?”

GET READY: “wheel. wheel. What special sound do you hear in wheel?”

Say to the child: “This time I want you to tell me if a special sound is at the start or the end of my word. The special sounds are /ch/ /sh/ /th/ /wh/.”

PRACTICE ITEM: “tooth. tooth. Is the special sound at the start or the end of tooth? It’s at the END.”

“Your turn.”

GET READY: “shop. shop. Is the special sound at the start or the end of shop?”

GET READY: “catch. catch. Is the special sound at the start or the end of catch?”

GET READY: “bath. bath. Is the special sound at the start or the end of bath?”

9. CONNECTING SOUNDS

NOTE: The following questions are about counting and ordering sounds, **NOT** spelling! Use sound counting markers. An uppercase letter = a long vowel sound.

Say to the child: {Give child three sound counting markers.} “I’m going to say a word that has two sounds. You put a sound marker down for each sound I say. Then, say my sounds and tell me the word they make.”

PRACTICE ITEM: “nnn...O. Starting here (L to R) put a sound marker down for each of those sounds as I say them: nnn...O. You have two markers. Now say the sounds for those markers fast with me. What word? NO!” {Remove markers and give them to the child to use in next items.} **Be sure the child understands the concept of sound counting and ordering before presenting the test items.**

GET READY: “Put a sound marker down (L to R) for each sound as I say it. mmm...E. How many markers did you use? Say the sounds for those markers fast. What word?” {Return markers to the child.} **{Child must answer all items to get credit.}**

GET READY: “Put a sound marker down (L to R) for each sound as I say it E.../t/. How many markers did you use? Say the sounds for those markers fast. What word?” {Return markers to the child.} **{Child must answer all items to get credit.}**

Say to the child: {Give child eight sound markers} “This time, I’m going to say a word and you put a marker down {L to R} for each sound in the word. Then I’ll say another word and ask you some questions.”

GET READY: “rrr...aaa...nnn. Put a sound marker down for each sound you hear in rrr...aaa...nnn. Then, touch and say those sounds fast. What word? Now, put down a marker for each of the sounds you hear in aaa...nnn. Touch and say those sounds fast. What word? What sound did you take away from rrr...aaa...nnn to make aaa...nnn? Did that sound come off the beginning or the end of ‘ran’ to make ‘an’.” {Remove sound markers.} **{Child must answer all items to get credit.}**

Say to the child: {Give child eight sound markers} “Try this one.”

GET READY: “/t/...aaa...nnn. Put a sound marker down (L to R) for each sound you hear in /t/...aaa...nnn. Touch and say those sounds fast. What word? Now, put down a marker for each of the sounds (L to R) you hear in /t/...aaa...nnn.../k/. Touch and say those sounds fast. What word? What sound did you add to /t/...aaa...nnn to make /t/...aaa...nnn.../k/? Did you add that sound to the beginning or the end of ‘tan’ to make ‘tank’?” {Remove sound markers.} **Child must answer all items to get credit.**

Say to the child: {Give child eight sound markers} “Try one more.”

GET READY: “aaa...nnn...ddd Put a sound marker down (L to R) for each sound you hear in aaa...nnn...ddd. Touch and say those sounds fast. What word? Now, put down a marker (L to R) for each of the sounds you hear in sss...aaa...nnn...ddd. Touch and say those sounds fast. What word? What sound did you add to turn aaa...nnn...ddd into sss...aaa...nnn...ddd? Did you add that sound to the beginning or the end of ‘and’ to make ‘sand’?” {Remove sound markers.} **Child must answer all items to get credit.**

Say to the child: “Here’s something new. I’ll say two words and you tell me if they sound the same in the middle.”

GET READY: “red, rod. Do they sound the same in the middle? What is the middle sound in red? What is the middle sound in rod?” **Child must answer all items to get credit.**

10. STICKY SOUNDS (CONSONANT BLENDS)

An uppercase letter = a long vowel sound. **Child must answer all items to get credit.**

Say to the child: {Give child six sound markers} “I’m going to say a word and you put a marker in order (L to R) for each sound you hear. Then you say the sounds for each marker and I’ll ask you some questions.”

GET READY: “Lid. Place the markers in order (L to R) for each sound you hear in ‘lid’. {Child should place 3 markers down.} New word: ‘slid’. Put new markers in order (L to R) for each sound you hear in ‘slid, slid. What sound did I add to the beginning of ‘lid’ to make ‘slid’? {Remove markers.} Let’s try another word.”

GET READY: {Give child six sound markers} “‘Sigh’. Place the markers in order (L to R) for each sound you hear in ‘sigh.’ New word: ‘spy’. Place new markers in order (L to R) for each sound you hear in ‘spy, spy. Tell me, what sound did I add to ‘sigh’ to make ‘spy’? {Remove markers.} Here’s a new one. It’s sneaky.”

GET READY: {Give child six sound markers} “Pray. Place the markers in order (L to R) for each sound you hear in ‘pray, pray. New word: ‘pay. Place new markers in order (L to R) for each sound you hear in ‘pay. Look at your markers and tell me what sound I took away from ‘pray’ to make ‘pay’? {Remove markers} Try this one.”

GET READY: {Give child eight sound markers} “‘Drug’. Place the markers in order (L to R) for each sound you hear in ‘drug, drug. New word: ‘dug. Place new markers in order (L to R) for each sound you hear in ‘dug, dug. Look at your markers and tell me what sound I took away from ‘drug’ to make ‘dug’? {Remove markers} Try another one. It’s pretty sneaky, too.”

GET READY: {Give child six sound markers} “‘So’. Place the markers in order (L to R) for each sound you hear in ‘so, so. New word: ‘snow. Place new markers in order (L to R) for each sound you hear in ‘snow, snow. Look at your markers and tell me

what sound I added to 'so' to make 'snow'? Point to your markers to show me where I added it. {Remove markers} Here's the very last one."

GET READY: {Give child six sound markers} "'Glow'. Place the markers in order (L to R) for each sound you hear in 'glow, glow'. New word: 'go'. Place new markers in order (L to R) for each sound you hear in 'go, go' Look at your markers and tell me what sound I took away from 'glow' to make 'go'? Point to your markers to show me where that sound was."

ASSESSMENT RESULTS INTERPRETATION

- Each sub-test is scored separately. A score of 5 or 6 is considered proficient.
- A score of 4 indicates that the child should start the curriculum at the Module and lesson in parenthesis to the right of the first item missed on the sub-test answer form. Example: If the child missed items **c** and **e** on 4. Syllables, start the child at (E2) Module E lesson 2 in the Developing Sound Sense curriculum.
- If the child scores 3 on a sub-test, stop the assessment and start the child at the first lesson in the matching curriculum Module.
- The answer sheet is designed for three assessments a year. However, you may choose to administer a subtest at the child's completion to a Module. Just be sure to record the date administered.