

1st, 2nd & 3rd Grade
Fall, Winter, Spring
Whole Group or Small Group

Hearing & Recording Sounds In Words

(Dictation Task Adapted from An Observation Survey of Early Literacy Achievement, p. 66-68)

Provide students with a *blank* piece of paper for this assessment.

Say:

I am going to read you a story. When I have read it through once, I will read it again slowly so you can write down the words in the story.

Read the test sentences at normal speed. Then say:

Some of the words may be hard. Say them slowly and write them the best way you can. Listen carefully as I read it again slowly.

Dictate slowly, word by word. DO NOT BREAK WORDS DOWN BY SOUNDS FOR THE STUDENTS. If a child has difficulty say:

*Try to say it slowly.
How would you start to write it?
What else can you hear?*

If a child cannot complete the word say:

Leave that word. You can draw a line to remind you that a word goes there. The next word in the story is...

Teacher should note:

Sequence errors
Omissions of sounds
Partially correct attempts
Unusual placement of letters within sounds

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Scoring Instructions For: Hearing & Recording Sounds In Words

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Sound Representation

Score as correct any accurate representation of letter/sound correspondence, including those substitutions that are not conventionally represented but are phonetically correct. For example, a student who records a k for the hard /c/ sound would be scored for that representation. Likewise, a student who represents the 'ed' ending with a 't', such as in the word walked, would also be scored correctly.

Additions and Omissions

If a sound is not represented or is incorrectly represented (a sound mismatch), the student is not scored. Should the student insert letters, this will not impact scoring as long as the sound is accurately represented by other letter(s) present. Thus, a child who writes 'todae' for 'today' is scored correctly for representing the /a/ sound in the second syllable.

Capital Letters

Although a teacher may observe and note the random or appropriate use of capital letters, the use or misuse will not effect the scoring of this assessment.

Changes in Letter Order

When the child represents all sounds, but reverses or scrambles the order of letters, score all sounds as represented and deduct 1 point for that word for the total score. 'ma' for 'am' would score 2 points for sound representation less 1 point for order error. 'gonig' for 'going' would score 5 points for sound representation less one point for order error.

Making Notes On Other Observations:

Although this assessment is focused on gathering data related to the child's ability to represent sounds in words, the teacher can also make note of many other writing behaviors including, but not limited to:

- **Use of space (Left to right, appropriateness of spacing, sense of return sweep, etc.)**
- **Sense of convention in terms of capitalizing at the beginning of sentences or use of punctuation.**
- **Letter formation, handwriting skills**
- **Consistent evidence of letter confusions or substitutions**