

ABOUT THIS ASSESSMENT

The Mondo Letter-Sound Correspondence Assessment helps teachers assess student understanding of decoding unknown words. This assessment is used as part of the placement screening for students in Grades 2 and above who are candidates for phonics intervention. Students read from a list of 45 nonsense words that increase in complexity as they read through the list.

Materials Needed

- Letter-Sound Correspondence Student Sheet (page 171)
- 1 copy of the Letter-Sound Correspondence Scoring Sheet for each student (page 172)

HOW TO ADMINISTER

1. Begin by giving a practice word to the student. Point to the word *fav* at the top of the student sheet.
2. Say: *This is a make-believe word. Listen to how I read this word: /f ➔ //ă ➔ //v ➔ / — fav. I can say the sound each letter stands for, /f ➔ //ă ➔ //v ➔ /, or I can read the whole word, fav. Try the next one.*
3. Show the student the practice word *dut*. Say: *Be sure you say all the sounds you know in the word.*
4. If student responds correctly, say: *Good job. The sounds are /d//ŭ ➔ //t/ — dut. Let's read some more make-believe words.* Give the student the Letter-Sound Correspondence student sheet and point to the first word.
5. If the student responds incorrectly to the practice word *dut*, say: *You can say the sound of each letter, /d/.../u/.../t/, or you can say the whole word, dut. Try it again.* (Point to *dut*.) After the student responds, say: *Okay. Let's read some more make-believe words.*
6. Point to the first word. Say: *Start here and read across the page. Put your finger under the first word and begin.*

SCORING AND ANALYZING

- ✓ Record the response to each word on the Letter-Sound Correspondence Scoring sheet. If a student reads the word as a whole word, underline the entire word. For example, *dut* read as a whole word is scored /d/ /u/ /t/.
- ✓ If the student gives the individual phonemes, underline each sound individually. For example, *dut* read in segmented phonemes is scored /d/ /u/ /t/.
- ✓ Strike over any incorrect responses with a slash (/). See the sample that follows.
- ✓ Award one point for each word identified correctly. Write the total points earned in the appropriate box on the scoring sheet.
- ✓ **Note:** Since the focus of the assessment is to determine letter-sound correspondence, a student is not penalized if all sounds are identified correctly but out of sequence, or if he or she overlaps sounds in a word. Nor is there any penalty for dialect or articulation mispronunciation.

IMPLICATIONS FOR PHONICS INTERVENTION

A score of 33/45 is the minimum standard for the end of Grade 2. Please refer to *Chart 3: Scoring and Placement on the Scope & Sequence* (page 13 and at right) to determine where on the phonics scope & sequence each student should begin intervention. Students with scores of 32 and above who have responded quickly to these assessment words are most likely not in need of phonics intervention. In the sample below, Paulo has received a score of 26, and will begin phonics intervention with Lesson 41.

Score on Letter-Sound Correspondence	Begin on Lesson #
<16	1
16–24	21
25–32	41
>32 (slow responses)	41
>32 (quick responses)	Probably no need for intervention

Key: < = less than; > = more than

LETTER-SOUND CORRESPONDENCE STUDENT SHEET

Practice Words: fav, dut

Assessment Nonsense Words:

nog	tiv
liff	dass
theg	pish
prog	spib
kest	hild
wape	tibe
jait	peab
lunded	selking
wippen	zubbit
goom	pight
jibble	zimple
depper	hinker
lonning	wapper
mided	tuping
zallied	hoffier

LETTER-SOUND CORRESPONDENCE SCORING SHEET

Student: Paulo Date: 9/9

Score one point for each complete word correctly identified, either by reading the whole word or by identifying individual sounds. Record what students do when they come to a word they do not know.

<u>/n/ /l/ /g/</u>	<u>/t/ /i/ /v/</u>	<u>/d/ /s/ /s/</u>	<u>/p/ /i/ /b/ /i/</u>	<u>3</u> /3	c-v-c word
<u>/l/ /i/ /f/</u>	<u>/d/ /s/ /s/</u>	<u>/w/ /o/ /t/ /u/</u>	<u>3</u> /3	Final consonant pair	
<u>/t/ /h/ /e/ /g/</u>	<u>/p/ /i/ /s/ /h/</u>	<u>/c/ /h/ /o/ /t/</u>	<u>3</u> /3	Consonant digraph	
<u>/p/ /r/ /o/ /o/ /l/</u>	<u>/h/ /i/ /l/ /d/</u>	<u>/b/ /i/ /t/ /i/ /n/</u>	<u>3</u> /3	Initial consonant blend	
<u>/h/ /i/ /t/ /e/ /t/</u>	<u>/b/ /i/ /t/ /i/ /d/</u>	<u>/m/ /o/ /t/ /e/ /t/</u>	<u>3</u> /3	Final consonant blend	
<u>/w/ /i/ /t/ /e/ /t/</u>	<u>/p/ /i/ /t/ /e/ /t/</u>	<u>/j/ /i/ /t/ /e/ /t/</u>	<u>3</u> /3	Final e marker	
<u>/u/ /o/ /i/ /t/ /e/ /t/</u>	<u>/s/ /e/ /t/ /u/ /t/ /i/ /n/ /g/</u>	<u>/m/ /i/ /t/ /e/ /t/</u>	<u>3</u> /3	Long vowel digraph	
<u>/w/ /i/ /t/ /e/ /t/</u>	<u>/z/ /i/ /t/ /e/ /t/</u>	<u>/m/ /i/ /t/ /e/ /t/</u>	<u>1</u> /3	Inflection	
<u>/p/ /o/ /o/ /l/</u>	<u>/p/ /i/ /t/</u>	<u>/p/ /o/ /o/ /l/</u>	<u>1</u> /3	Double Consonants	
<u>/p/ /i/ /t/ /e/ /t/</u>	<u>/z/ /i/ /t/ /e/ /t/</u>	<u>/p/ /o/ /o/ /l/</u>	<u>0</u> /3	igh or oo	
<u>/d/ /e/ /t/ /e/ /t/</u>	<u>/h/ /i/ /t/ /e/ /t/</u>	<u>/i/ /t/ /e/ /t/</u>	<u>1</u> /3	Syllabic -le	
<u>/i/ /t/ /e/ /t/ /e/ /t/</u>	<u>/w/ /i/ /t/ /e/ /t/</u>	<u>/m/ /i/ /t/ /e/ /t/</u>	<u>1</u> /3	Syllabic -er	
<u>/m/ /i/ /t/ /e/ /t/</u>	<u>/h/ /i/ /t/ /e/ /t/</u>	<u>/i/ /t/ /e/ /t/</u>	<u>1</u> /3	Consonant doubling	
<u>/z/ /i/ /t/ /e/ /t/</u>	<u>/h/ /i/ /t/ /e/ /t/</u>	<u>/i/ /t/ /e/ /t/</u>	<u>0</u> /3	Long vowel with inflection	
<u>/h/ /i/ /t/ /e/ /t/</u>	<u>/h/ /i/ /t/ /e/ /t/</u>	<u>/i/ /t/ /e/ /t/</u>	<u>0</u> /3	Changing y to i	

Total: 26 [45 words]