

Mondo Assessment Battery Instructions

When administering the following three assessments, Phonemic Awareness, Letter Recognition, and Letter-Sound Correspondence, there is an optional timed score component. Should you elect to use the timed option, a score is noted after one minute of administration and after the complete assessment. The total time needed to complete the assessment is recorded along with the total score. If not using the timed option, be sure to complete the assessment in a timely manner.

1. PHONEMIC AWARENESS—WORD SEGMENTATION

The Phonemic Awareness Assessment tests the ability to break or segment words into their smallest component sounds or phonemes. For example, *bat* contains the phonemic segments /b/ /a/ /t/.

The assessment includes 18 words with a total of 52 phonemes. The teacher says a word, and the student articulates all of its individual sounds. A variety of responses may occur, depending on student understandings, and it may take a bit of practice for teachers to hear and record all sounds accurately. The task becomes easier with experience.

Materials

- 1 copy of Phonemic Awareness Scoring Sheet for each student

How to Administer

1. Prompt: *I am going to say a word. After I say it, you tell me all the sounds you hear in the word. If I said dog, you would say /d/ /o/ /g/. Let's practice one together. Tell me the sounds you hear in ran.*
2. If the student gives the correct response (/r/ /a/ /n/), say, *Good job. Let's begin.* If the student offers any other answer, model the segmenting process again using *ran*. Then have the student repeat the sounds you model. Then say, *Good job. Let's begin.*
3. Say the first word for the student, and start the timer (timed option). If there is no response in 3 seconds, present the next word to the student.
4. Underline all segments of the reproducible scoring sheet exactly the way the student represents them. Put a slash (/) through any errors, but record all attempts, even incorrect ones. A later analysis of errors may indicate student needs or current understandings.
5. Place a bracket (]) after the last sound given in one minute, and continue administration until the assessment is completed.
6. If, after six words, a student is unable to perform the task, record a 0 on the scoring sheet and discontinue the assessment.
7. There is no penalty for adding a sound to a word, as long as it is separate from the other sounds in the word—for example, *sticks* for *stick* or *crib* for *rib*.
8. There is no penalty for articulation or dialect mispronunciations.

Scoring and Analyzing

- ✓ Use the guidelines on the scoring sheet to determine appropriate scoring for each student's response. For example, if the stimulus word is *last*, the maximum score possible would be 4 points because there are four individual sounds (phonemes) in the word.
- ✓ Tally the number of correct responses in one minute and for the complete assessment. Record scores and the total time taken (optional) in the appropriate boxes on the scoring sheet.

Type of Response	Student Response	Scoring Procedure	Score
All individual phonemes articulated separately	<i>l...a...s...t</i>	<u>/l/</u> /a/ /s/ /t/	4 points
Each sound elongated	<i>lllaaasssttt</i>	/l/ /a/ /s/ /t/	4 points
Incomplete segmenting	<i>la...st</i>	/l/ /a/ /s/ /t/	2 points
Overlapping segmentation	<i>la...ast</i>	/l/ /a/ /s/ /t/	2 points
Use of the schwa sound when articulating the consonant sound	/lu/ /a/ /su/ /tu/	/l/ /a/ /s/ /t/	4 points

Grade	Minimum Standard
End K	35
Early 1	45

Implications for Instruction

This important foundational skill facilitates sounding out and spelling words. Most students who are fluent in segmenting words into phonemes are also fluent in blending phonemes to create words. Students who are fluent at segmenting words learn to spell more easily. Students who are fluent at blending phonemes learn to sound out words more easily. In Kindergarten, these skills are addressed in Routines 4, 5, 6, and 7. Segmenting is specifically targeted in Routine 4 (isolating first sounds) and in Routine 7. In Grade 1, these skills are addressed in Routines 1 and 2, with Routine 2 being direct practice of segmenting spoken words into phonemes.

2. LETTER RECOGNITION

The Letter Recognition Assessment helps teachers identify which upper- and lowercase letters a student knows, as well as the student's preferred mode of identification (by naming the letter or by making its sound). Unknown letters or confusions should be noted so that instruction can focus on what students need to learn rather than on what they already know.

Materials

- Letter Recognition Student Sheet
- 1 copy of Letter/Sound Knowledge Scoring Sheet for each student
- Sheet of white paper or card to cover rows not yet tested

How to Administer

1. Show the student the letter chart and say, *What do you call these?*
2. Cover all but the first row of letters with the card or paper. Point to the first letter. Say, *What is this?* Start the timer (timed option). If there is no response in 3 seconds, point to the next letter. Do not ask for the letter names. Some students may know letters more by sounds than by names. This preferred way of knowing is valuable information.
3. Point to every letter, working across each line. Record all student responses with a check in the corresponding column (letter names or letter sound). Circle the last letter given in one minute and continue administration until the assessment is completed.
4. If a student demonstrates confusion between letters, record the error in the comment section—for example, *p/q* stands for “*said p instead of q.*” Note that the student chart reads across the rows while the scoring sheet reads down the columns. The order of letters is the same.

Do *not* ask for both letter names and letter sounds in one sitting. Assessment of the modality that the student did not use is best done separately.

Scoring and Analyzing

- ✓ Tally the number of correct responses in one minute and for the complete assessment. Record scores and the total time taken (optional) in the appropriate boxes on the scoring sheet. Upon completion of the assessment, circle or highlight known items in the box provided on the scoring sheet.

Grade	Minimum Standard
K	44
Early 1	52

Implications for Instruction

It is critical that students are able to quickly recognize letters and distinguish those that look similar. In Kindergarten, this skill is directly addressed in Routines 8–10, in which letter names are taught and practiced. Letter sounds are taught in Routines 11–13 and reinforced in Routine 15. If a student has serious difficulty learning letter names, it may be prudent to focus on letter sounds. In Grade 1, this skill is reviewed quickly in Routine 3. Letter sounds are taught in Routine 4 and reinforced in Routine 7.

3. LETTER-SOUND CORRESPONDENCE

The Letter-Sound Correspondence Assessment helps teachers assess student understandings of letter-sound correspondences in unknown words. Students are asked to read from a list of 20 nonsense words made up of two or three sounds each.

Materials

- 1 copy of the Letter-Sound Correspondence Student Sheet for each student
- 1 copy of Letter-Sound Scoring Sheet for each student

How to Administer

1. Begin by giving a practice word to the student. Point to the word *fav* in the introduction box.
2. Say *This is a make-believe word. Listen to how I read this word: /f/ /a/ /v/ —fav. I can say the sound each letter stands for, /f/ /a/ /v/, or I can read the whole word, fav. You 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/ /u/ /t/—dut.*
5. If the student responds incorrectly to the practice word *dut*, say: *You can say the sounds of each letter, /d/ /u/ /t/, or you can say the whole word, dut. Try it again.* (Teacher points to *dut*.) After the student responds, say: *Okay. Let’s read some more make-believe words.*
6. Give the student the Letter-Sound Correspondence sheet and point to the first word. Say, *Start here and read across the page. Put your finger under the first word and begin.* Start the timer (timed option). If there’s no response in 3 seconds, point to the next letter.
7. 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/.
8. If the student gives the individual phonemes, underline each sound individually. For example, *dut* read in segmented phonemes is scored /d/ /u/ /t/.
9. Strike over any incorrect responses with a slash (/).

Scoring and Analyzing

- ✓ Use the guidelines in the table below to determine appropriate scoring for each student’s response.
- ✓ Since the focus of the assessment is to determine letter-sound correspondences, a student is not penalized if all sounds are identified correctly but out of sequence.

Grade	Minimum Standard
End K	20
Mid 1	40
End 1	50+

Implications for Instruction

Students need to be able to quickly say the most common sounds represented by single letters in order to sound out words easily and to spell. In Kindergarten, this skill is directly addressed in Routines 11–13. It is also reinforced by Routines 14, 15 and 16. In Grade 1, this skill is taught in Routine 4 and reinforced in Routines 4, 7, and 8.

4. WORD KNOWLEDGE

The Word Knowledge Assessment contains a sampling of high-frequency words typically found in books for young readers. A strong bank of high-frequency words is a vital support to students' growing skills as readers, as they are freed from problem-solving on each word while reading for meaning.

Materials

- 1 copy of the Word Knowledge Student Sheet
- 1 copy of Word Knowledge Scoring Sheet for each student
- Blank sheet of paper or card to cover unread words

How to Administer

Ask the student to read the list of words. If a student needs help focusing on one word at a time, mask the words not yet read with the blank paper or card.

Scoring and Analyzing

- ✓ Check off each word read correctly on the scoring sheet. Record all attempts in the same way one would record attempts to problem-solve words in a reading record. This provides valuable information on what strategies students use when problem-solving words out of context.
- ✓ Record the total number of words read correctly in the appropriate box on the scoring sheet.

Type of Response	Student Response	Scoring Procedure	Score
All individual letter sounds articulated separately	h...a...p	/h/ /a/ /p/	3 points
Complete word read correctly	hap	/h/ /a/ /p/	3 points
Overlapping sounds	ha...ap	/h/ /a/ /p/	3 points
All individual letter sounds articulated separately but out of order	p...a...h	/p/ /a/ /h/	3 points
Partially correct response	h...a	/h/ /a/ /p/	2 points
Partially correct response	p	/h/ /a/ /p/	1 point

Grade	Minimum Standard
End K	10 words
Mid 1	20 words

Implications for Instruction

Students need to be able to recognize high-frequency words quickly and easily. In Kindergarten, this skill is directly taught in Routines 17 and 18, and reinforced in Routines 19 and 20. In Grade 1, this skill is directly taught in Routines 9 and 10, and reinforced in Routines 13, 14, 15, and 16.