Letter and Sound Assessment: Teacher Form Student Name: Uncover one row at a time on the Student Form as the student names all of the capital and lowercase letters. Then, use the capital letter set to ask the sound that each letter makes. Highlight correct responses, using a different color each time the form is used. For each incorrect response, document what the student says. **Capital Letters** D Z Ε J W P Ι X V Ο Н C G Y U N T F M A S L В Q R K Date: _____ Correct: ____/26 Correct: ____/26 Date: _____ Correct: ____/26 Date: _____ Correct: ____/26 Date: _____ Lowercase Letters d j i p h 0 С u n g f t m a 1 b q Date: _____ Correct: ____/26 k r Correct: ____/26 Date: _____ Correct: ____/26 Date: _____ Correct: ____/26 Date: _____ **Isolated Sounds** D J Z E W P Ι X C V Ο Н Y U N G T F M Α S L В Q K Correct: ____/26 R Date: Correct: ____/26 Date: _____ Correct: ____/26 Date: _____ Date: _____ Correct: ____/26

^{© 2010} by Gretchen Owocki, from *The RTI Daily Planning Book*, K-6. Portsmouth, NH: Heinemann.

Letter and Sound Assessment: Student Form \mathbf{Z} D J E W P I \mathbf{X} \mathbf{V} O Η \mathbf{C} U \mathbf{N} \mathbf{G} \mathbf{Y} \mathbf{T} \mathbf{M} F A S L B Q R K j d Z e i \mathbf{X} \mathbf{W} p h 0 c \mathbf{V} u g y n f t m a 1 b S q \mathbf{k} r

^{© 2010} by Gretchen Owocki, from *The RTI Daily Planning Book*, K–6. Portsmouth, NH: Heinemann.

Letter and Sound Assessment: Class Chart After the assessment, place a check by each known uppercase letter and lowercase letter. Record the number of known sounds at the bottom. Use the results to track growth and group for instruction. List Children's Names u | 1 | u | 1 | u | 1 | u | 1 | u | 1 | u | 1 | u | 1 u | 1 | u | 1 u | 1 | u 1 u 1 u 1 u | 1 | u | 1 | Aa Bb Cc Dd Ed Ff Gg Hh Ii Jj Kk Ll Mm Nn Oo Pр Qq Rr Ss Tt Uu Vv $\mathbf{W}\mathbf{w}$ $\mathbf{X}\mathbf{x}$ Yy $\mathbf{Z}\mathbf{z}$ Total known letters Total known sounds

^{© 2010} by Gretchen Owocki, from *The RTI Daily Planning Book*, K–6. Portsmouth, NH: Heinemann.