Date $\qquad$

Examiner $\qquad$

## Student Correctly Identifies Lower-Case Letters and Give Sounds

Using your Standard Sound Cards, point to letters and have student name each letter-keyword and sound. Provide an example, pointing to the letter c, say c-cat-/k/. Ask, "What is the letter, the keyword and sound?" If student is unable to do this, have student find letters. Say, "Find the letter a." Note if student can find letters but not yet name them.

| a | name $\square$ | sound $\square$ | r | name $\square$ | sound $\square$ | Z | name $\square$ | sound $\square$ | b | name $\square$ | sound $\square$ | g | name $\square$ | sound $\square$ |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| j | name $\square$ | sound $\square$ | k | name $\square$ | sound $\square$ | e | name $\square$ | sound $\square$ | 0 | name $\square$ | sound $\square$ | V | name $\square$ | sound $\square$ |
| Score: |  |  | out of 10 (Naming Letters) |  |  |  | out of 10 (Sounds) LCS |  |  |  |  |  |  |  |

Student Correctly Identifies Letter Corresponding to Sound
Using the student's Letter Board and Letter Tiles, say sound and have student point to corresponding letters. Ask, "What says $/ \mathrm{s} /$ ? $"$

| /s/ | $s$ | $\square$ |  | $n$ | - | // | $i$ | $\square$ | /kw/ | $q u$ | $\square$ | (f) | $f$ | $\square$ |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| /ŭ/ | $u$ | $\square$ | h/ | $h$ | $\square$ | N/ | $l$ | $\square$ |  | $p$ | $\square$ | /m/ | m | $\square$ |

Score: out of 10 SND

## Student Correctly Forms Lower-Case Letters

Using the student's Dry Erase Writing Tablet, dictate letters and have student write the lower-case letter. Say, "Write the letter $t$." Hold students accountable for correct letter formation.

| t | $\square$ | c | $\square$ | g | $\square$ | n | $\square$ | a | $\square$ |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| p | $\square$ | e | $\square$ | d | $\square$ | h | $\square$ | f | $\square$ |

