Phonics Fundamentals Assessment

PLANIT TEACHERS

Student Name: _____	**Class:** _____
Student ID: _____	**Date:** _____

Assessment Details

Duration: 60 minutes	**Total Marks:** 100
Topics Covered:	• Letter Identification • Sound-Letter Relationship • Word Blending • Word Segmentation

Instructions to Students:

1. Read all questions carefully before attempting.
2. Show all working out - marks are awarded for method.
3. Use a pencil to fill in the answer spaces.
4. Write your answers in the spaces provided.
5. If you need more space, use the additional pages at the end.
6. Time management is crucial - allocate approximately 1 minute per mark.

Section A: Letter Identification [20 marks]

Question 1 [2 marks]

What is the name of the uppercase letter: A, B, C, or D?

Question 2 [2 marks]

Which of the following is a lowercase letter: a, b, c, or 1?

Question 3 [2 marks]

Write the uppercase and lowercase form of the letter "T".

Uppercase: _____

Lowercase: _____

Section B: Sound-Letter Relationship [30 marks]

Question 4 [3 marks]

What sound does the letter "M" make?

Question 5 [3 marks]

Identify the starting sound of each word:

• Cat: _____

• Dog: _____

• Sun: _____

Question 6 [4 marks]

Interactive Game: "Sound Scavenger Hunt"

Find the words that start with the /k/ sound:

• Cat

• Dog

• Sun

• Kid

• Fish

Section C: Word Blending [20 marks]

Question 7 [3 marks]

What word is formed when you blend the sounds /c/ /a/ /t/?

Question 8 [3 marks]

Which word is formed when you blend the sounds /s/ /u/ /n/?

Question 9 [4 marks]

Interactive Game: "Word Builder"

Use the letters to form a simple word: c-a-t

What word can you make? _____

Section D: Word Segmentation [10 marks]

Question 10 [5 marks]

Segment the word "cat" into individual sounds.

Question 11 [5 marks]

Interactive Game: "Sound Sorting"

Sort the words into categories based on their starting sounds:

• Cat

• Dog

• Sun

• Fish

• Bird

Marking Guide and Rubric

Letter Identification: 20 points

Sound-Letter Relationship: 30 points

Word Blending: 20 points

Word Segmentation: 10 points

Criteria	Excellent (4)	Good (3)	Fair (2)	Needs Improvement (1)
Letter Identification	Accurately identifies all letters	Accurately identifies most letters	Accurately identifies some letters	Fails to identify most letters
Sound-Letter Relationship	Consistently recognizes sound-letter relationships	Mostly recognizes sound-letter relationships	Sometimes recognizes sound-letter relationships	Rarely recognizes sound-letter relationships
Word Blending	Successfully blends sounds to form words	Mostly blends sounds to form words	Sometimes blends sounds to form words	Fails to blend sounds to form words
Word Segmentation	Accurately segments words into individual sounds	Mostly segments words into individual sounds	Sometimes segments words into individual sounds	Fails to segment words into individual sounds

Teaching Tips and Bloom's Taxonomy Alignment

Use multisensory approaches to teach phonics, incorporating visual, auditory, and kinesthetic activities.

Provide opportunities for students to practice phonics skills in isolation and in context.

Use explicit instruction and modeling to teach phonics concepts and skills.

Offer feedback that is specific, timely, and constructive, focusing on student progress and areas for improvement.

Use technology to support phonics instruction, such as interactive games and online resources.

Bloom's Taxonomy Alignment:

• Knowledge: Students will demonstrate knowledge of letter names, sounds, and phonics concepts.

• Comprehension: Students will demonstrate understanding of the relationship between sounds and letters.

• Application: Students will apply phonics skills to blend sounds and segment words.

• Analysis: Students will analyze words to identify individual sounds and sound-letter relationships.

• Synthesis: Students will use phonics skills to create new words and sentences.

• Evaluation: Students will evaluate their own progress and understanding of phonics concepts.

Multiple Intelligence Approaches and Clear Success Criteria

Linguistic intelligence: Students will use language to demonstrate phonics skills and understanding.

Logical-mathematical intelligence: Students will use logical reasoning to analyze and apply phonics concepts.

Spatial intelligence: Students will use visual and spatial skills to recognize and write letters and words.

Bodily-kinesthetic intelligence: Students will use hands-on activities and movement to practice phonics skills.

Musical intelligence: Students will use rhythm and rhyme to recognize and remember phonics patterns.

Interpersonal intelligence: Students will work with peers to practice and apply phonics skills.

Intrapersonal intelligence: Students will reflect on their own learning and understanding of phonics concepts.

Clear Success Criteria:

• Students will accurately identify uppercase and lowercase letters.

• Students will demonstrate an understanding of the relationship between sounds and letters.

• Students will successfully blend sounds to form simple words.

• Students will accurately segment words into individual sounds.

Evidence Collection Methods and Feedback Opportunities

Multiple-choice and short-answer questions

Interactive games and activities

Observation of student participation and engagement

Review of student work and assignments

Feedback Opportunities:

• Immediate feedback during interactive games and activities

• Timely feedback on student assignments and assessments

• Constructive feedback that focuses on student progress and areas for improvement

• Opportunities for students to reflect on their own learning and set goals for future instruction

Conclusion and Additional Activities

Thank you for completing the Phonics Fundamentals Assessment! Remember to review your results and reflect on your learning.

Use the teaching tips and strategies to improve your phonics skills and become a better reader and writer.

Good luck!

Additional Activities:

• Create a word search using phonics patterns

• Write a short story using phonics skills

• Create a phonics game to play with peers

• Reflect on your learning and set goals for future instruction

Glossary and References

Glossary:

• Phonics: The relationship between sounds and letters

• Blending: Combining sounds to form words

• Segmentation: Breaking down words into individual sounds

• Sound-letter relationship: The connection between sounds and letters

References:

• National Council of Teachers of English (NCTE)

• International Literacy Association (ILA)

• Phonics instruction and assessment resources

Appendix

Answer key

Scoring rubric

Phonics skills checklist

Teacher resources and support materials