

Introduction

This worksheet is designed to assess the phonics and decoding skills of students aged 6-10 years old. The activities and questions are aligned with structured literacy approaches and aim to evaluate students' ability to recognize and read aloud phonetically regular words, identify and write uppercase and lowercase letters, and demonstrate understanding of basic phonemic awareness concepts.

Section 1: Multiple Choice

Choose the correct answer for each question.

1. Which of the following words is a phonetically regular word?

- a) cat
- b) dog
- c) xyz

2. What is the uppercase letter that corresponds to the lowercase letter "a"?

- a) A
- b) B
- c) C
- d) D

3. Which of the following words starts with the /k/ sound?

- a) cat
- b) dog
- c) kite
- d) sun

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4. What is the name of the letter that makes the /m/ sound?

- a) M
- b) N
- c) P
- d) Q

5. Which of the following words is a real word?

- a) cat
- b) dog
- c) xyz
- d) abc

Section 1: Multiple Choice (continued)

Choose the correct answer for each question.

6. What is the lowercase letter that corresponds to the uppercase letter "T"?

- a) t
- b) T
- c) d
- d) p

7. Which of the following words ends with the /t/ sound?

- a) cat
- b) dog
- c) hat
- d) sun

8. What is the name of the letter that makes the /s/ sound?

- a) S
- b) T
- c) P
- d) Q

9. Which of the following words has the same beginning sound as "cat"?

- a) dog
- b) cat
- c) hat
- d) sun

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10. What is the uppercase letter that corresponds to the lowercase letter "e"?

- a) E
- b) F
- c) G
- d) H

Section 2: Short Answer

Answer each question in complete sentences.

1. Write the uppercase and lowercase forms of the letter "a".

2. Read the following word aloud: "cat". What sound does the letter "c" make in this word?

3. Write a word that starts with the /m/ sound.

4. Identify the beginning sound of the word "dog".

5. Write a word that ends with the /t/ sound.

Section 3: Matching

Match the uppercase letter to its corresponding lowercase letter.

Uppercase Letter	Lowercase Letter
A	a
B	b
C	c
D	d

Match the word to its corresponding beginning sound.

Word	Beginning Sound
cat	/k/
dog	/d/
sun	/s/
hat	/h/

Section 4: Word Building

Use the letters below to build as many words as you can.

a, t, c, e, s, m, d, p

[Space for word building]

Section 5: Phonemic Awareness

Answer each question in complete sentences.

1. What is the first sound you hear in the word "cat"?

2. What is the last sound you hear in the word "dog"?

3. Can you think of a word that rhymes with "hat"?

Conclusion

This worksheet is designed to assess the phonics and decoding skills of students aged 6-10 years old. The activities and questions are aligned with structured literacy approaches and aim to evaluate students' ability to recognize and read aloud phonetically regular words, identify and write uppercase and lowercase letters, and demonstrate understanding of basic phonemic awareness concepts.

Assessment Rubric

Use the following rubric to assess student performance.

- Section 1: Multiple Choice (10 points)
- Section 2: Short Answer (10 points)
- Section 3: Matching (5 points)
- Section 4: Word Building (5 points)
- Section 5: Phonemic Awareness (5 points)

Total: 35 points

Teaching Tips

Use the following tips to inform instruction and adjust teaching strategies.

- Use the assessment results to inform instruction and adjust teaching strategies.
- Provide feedback to students on their strengths and areas of need.
- Use the assessment as a formative evaluation to monitor student progress and adjust instruction accordingly.
- Consider using technology, such as online quizzes or games, to supplement instruction and provide additional practice for students.

Differentiation Options

Use the following options to differentiate instruction for students with varying needs.

- For students with visual impairments:
 - Provide large print or braille versions of the assessment.
 - Offer assistive technology, such as text-to-speech software.
- For English language learners:
 - Provide a bilingual dictionary or glossary.
 - Offer additional time to complete the assessment.
- For students with learning difficulties:
 - Provide additional support and accommodations, such as a reader or scribe.
 - Offer a modified version of the assessment, with simplified language and questions.

