Introduction

This diagnostic assessment is designed to evaluate the phonics skills of 6-8 year old students in English Language Arts. The assessment focuses on four key areas: Letter Identification, Sound-Letter Relationship, Word Blending, and Word Segmentation.

Section 1: Letter Identification

Answer the following questions:

1. What is the name of the uppercase letter: A, B, C, or D?
2. Which of the following is a lowercase letter: a, b, c, or 1?
3. Write the uppercase and lowercase form of the letter "T".
4. Identify the uppercase and lowercase letters in the following words: cat, dog, sun
5. Match the uppercase letters to their corresponding lowercase letters:

Uppercase	Lowercase
A	
B	
C	
D	

Section 2: Sound-Letter Relationship

Answer the following questions:

1. What sound does the letter "M" make?
2. Identify the starting sound of each word: cat, dog, sun
3. Which letter makes the /k/ sound?
4. What sound does the letter combination "ch" make?
5. Complete the following sentences with the correct sound-letter relationship:

The letter "c" makes the _____ sound.

The letter "a" makes the _____ sound.

Section 3: Word Blending

Answer the following questions:

1. What word is formed when you blend the sounds /c/ /a/ /t/?
2. Which word is formed when you blend the sounds /s/ /u/ /n/?
3. Blend the following sounds to form a word: /m/ /a/ /n/
4. What word is formed when you blend the sounds /f/ /i/ /sh/?
5. Use the following letters to form a word: c-a-t

Section 4: Word Segmentation

Answer the following questions:

1. Segment the word "cat" into individual sounds.
2. Segment the word "dog" into individual sounds.
3. What are the individual sounds in the word "sun"?
4. Segment the word "fish" into individual sounds.
5. Use the following words to practice segmenting into individual sounds: cat, dog, sun, fish

Activity 1: Sound Scavenger Hunt

Group Task:

Find objects in the classroom that start with the following sounds:

- /k/
- /m/
- /s/
- /t/

Activity 2: Word Building

Use the following letters to build words: c-a-t, d-o-g, s-u-n

Activity 3: Sound Sorting

Sort the following words into categories based on their starting sounds:

- cat, dog, sun, fish
- car, bike, tree, house

Assessment Rubric

The assessment will be evaluated based on the following criteria:

- Letter Identification: Accuracy in identifying uppercase and lowercase letters (40 points)
- Sound-Letter Relationship: Ability to recognize the relationship between sounds and letters (30 points)
- Word Blending: Ability to blend sounds to form simple words (20 points)
- Word Segmentation: Ability to segment words into individual sounds (10 points)

Teaching Tips

Use the following strategies to teach phonics skills:

- 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.

Bloom's Taxonomy Alignment

The assessment aligns with the following levels of Bloom's Taxonomy:

- 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

The assessment incorporates the following multiple intelligence approaches:

- 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

The following criteria will be used to evaluate student success:

- 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

The following methods will be used to collect evidence of student learning:

- Multiple-choice and short-answer questions
- Interactive games and activities
- Observation of student participation and engagement
- Review of student work and assignments

Feedback Opportunities

The following opportunities will be provided for feedback:

- 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

This diagnostic assessment is designed to evaluate the phonics skills of 6-8 year old students in English Language Arts. The assessment focuses on four key areas: Letter Identification, Sound-Letter Relationship, Word Blending, and Word Segmentation. By using this assessment, teachers can identify areas of strength and weakness, inform instruction, and guide future lesson plans.