Placement

We begin our basic-skill assessments by asking students to say the names of the letters of the alphabet using the assessment created by Elizabeth Haughton, letter naming being a requisite skill for success in The Spell of Language. Automaticity compared to grade-level expectations provides a baseline.

Automaticity/Fluency (range 120/min – 150/min):
Grade Level end Kindergarten   –   end 4th grade
Range/min: 60+   –   100+

Timed performance provides a measure of how quickly students are able to recognize and produce letter names; it may reveal difficulty in letter naming, phonology, processing, and breath support for language for which we will plan to provide intervention.

If the (timed) 100-letter grid is too large to be achieved, the (untimed) accuracy check for reading letters will provide necessary information in determining a student's readiness for the program.

The Alphabet Board can be used when students have shortcomings in either timed or untimed letter recognition.

The first component skill of the program, learning sound/spelling correspondences for both consonants and vowels, is crucial to success. The development of this knowledge — especially vowels — requires accurate perception of speech sounds as an underlying skill. The informal assessment enables a teacher to determine knowledge and automaticity/fluency. The expected ranges for vowel rates and for consonant rates are the same.

Automaticity/Fluency (range 90/min – 120/min):
Grade Level: 1   2   3   4   5
Range/min: 40+   50+   60+   70+   80+

There is space to record this information on both the Student Baseline/Assessment Form and the Yearly Progress Tracker.