

# Letter/Sound Assessment

Uppercase

P	V	F	T	K	B
C	O	U	H	Y	M
G	S	X	A	Q	I
W	D	N	Z	R	E
L	J				

Lowercase

p	v	f	t	k	b
c	o	u	h	y	m
g	s	x	a	q	i
w	d	n	z	r	e
l	j				



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Name \_\_\_\_\_

## Letter/Sound Assessment

### Uppercase

Date					
P					
V					
F					
T					
K					
B					
C					
O					
U					
H					
Y					
M					
G					
S					
X					
A					
Q					
I					
W					
D					
N					
Z					
R					
E					
L					
J					
Total					

### Lowercase

Date					
p					
v					
f					
t					
k					
b					
c					
o					
u					
h					
y					
m					
g					
s					
x					
a					
q					
i					
w					
d					
n					
z					
r					
e					
l					
j					
Total					

### Sounds

Date					
p					
v					
f					
t					
k					
b					
c					
o					
u					
h					
y					
m					
g					
s					
x					
a					
q					
i					
w					
d					
n					
z					
r					
e					
l					
j					
Total					



Name \_\_\_\_\_

# Letters I Know

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write total  
here

52

50

46

42

38

34

30

28

24

20

16

12

8

4

Date

*Combine both upper- and lowercase*



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Name \_\_\_\_\_

# Sounds I Know

write total  
here

26

24

22

20

18

16

14

12

10

8

6

4

2

Date

*Combine both upper- and lowercase*

## **Letter/Sound Assessment—Directions**

Point to each uppercase letter and have the student name the letter. If the student accurately names the letter within 3 seconds, write a "+" on the recording sheet. If the letter is named incorrectly or if the student does not know the letter, record a "-".

Point to each lowercase letter and have the student name the letter. If the student accurately names the letter within 3 seconds, write a "+" on the recording sheet. If the letter is named incorrectly or if the student does not know the letter, record a "-".

To assess sounds, point to each lowercase letter and have the student say the letter sound only. Record a "+" if the student provided the correct letter sound and a "-" for an incorrect or unknown sounds.

Transfer the number of known letters and sounds onto the charts if desired.

*Reassess letters/sounds periodically to measure student growth as well as to guide targeted practice for unknown letters/sounds.*