

Name: \_\_\_\_\_

We recently completed assessments at the end of Unit 6 of Amplify Skills. Here is what your child was assessed on and how they performed.

### Part A: Letter Name Recognition

The following letter names have been introduced to your student in unit 6. The focus is on identifying the **names** of the following **lowercase letters**. Your child has mastered identifying the letter names with a check placed next to it.

letter	b	h	x	y	m	c
name	o	i	r	u	g	k

### Part B: Rhyming Words

The following word pairs were given to students and they had to identify if the words rhymed or not. A check is placed next to each word pair your student was able to correctly identify if they rhymed or not.

sun-fun	bed-big	hat-bat
net-pet	dog-bag	peach-beach

### Part C1: Word Recognition Assessment

This assessment provides teachers with a quick overview of students' ability to recognize words that contain spellings taught in the Amplify Kindergarten program in unit 5. The teacher read a word aloud and students had to circle the correct word.

Words teacher read aloud:

fit	plum	step	plan	drab
help	crank	swig	sad	spit

Your child's score: \_\_\_\_ **of 10**

For students that scored less than 8, a second assessment was administered one on one where students read the word to the teacher and were scored on the individual sounds they read correctly. Students were also scored on their ability to blend the word as a whole.

### Part C 2: Sound Isolation and Blending

Your child's score: \_\_\_\_ **out of 38** individual sounds

Your child

- 1) \_\_\_\_ needs additional support on blending individual sounds to read words.
- 2) \_\_\_\_ is doing good at blending sounds to words as a whole.

Name: \_\_\_\_\_

Follow the directions below to help your child work on hearing the individual sounds in words. After they write the words, practice reading them as whole words.

### Dictation with Words

- Have students take out a pencil and a piece of paper. Prior to writing each word, ask students to listen as you say the word and draw a line for each sound in the word. For example, students draw five lines for *swift* and then write one letter per line to spell the word.

**Note:** Select six to eight words for students to write during any given sitting.

1. swift	14. plants	27. jump	40. blast
2. gift	15. print	28. melt	41. drift
3. just	16. raft	29. pond	42. fast
4. nest	17. rust	30. dots	43. help
5. next	18. sand	31. bump	44. rest
6. stamp	19. grasp	32. hump	45. trust
7. test	20. soft	33. lips	46. grin
8. west	21. split	34. hunt	47. hints
9. band	22. text	35. maps	48. lost
10. drum	23. flint	36. strap	49. pants
11. twist	24. hand	37. went	50. tops
12. frost	25. belts	38. fist	
13. lift	26. huts	39. dust	