Section XI

Hearing and Recording Sounds

Rationale

This assessment helps teachers understand specifically what individual children know about hearing and recording sounds in words in order to establish instructional priorities for each child in the early stages of literacy development.

Assessing the child's recording of a dictated sentence can determine if the child hears individual sounds buried within words and represents sounds with appropriate written symbols. **Teachers' observations are crucial and critical factors informing their decisions about whom and when to assess.**

Definition

Hearing and recording sounds in words are behaviors that indicate the child's ability to hear individual phonemes and then record them as letters.

Assessment Guidelines

Materials

The directions and scoring guide for administering and assessing Hearing and Recording Sounds are needed. Choose lined or unlined paper for students to use. The choice of paper should reflect the developmental needs of the students and should be consistent with typical classroom practice.

Procedure

1. The assessment area should be quiet and free from major distraction. Students can be tested individually or in small groups. Teachers should select the most appropriate format.

2. Preview the instructions for Hearing and Recording Sounds.

3. Selected stories have equal value for assessing sounds. Issues of tense, person, and phonetic features have been considered.

4. Assess the student's ability to record sounds. *Note*: Do not score the child's writing and letter formation.

5. Any of the three stories may be used for repeated assessment.

6. Score one point for each correct response as demonstrated in the scoring guide.

7. Record any other observations, such as close approximations, significant comments made by the child, and how the child responds to print.

Analysis

Analysis of the student's performance on this assessment is useful for instruction when considered in relationship to the phonemic awareness assessment, the isolation of sounds, and symbolic representation in a writing sample.

Directions for Administering
Hearing and Recording Sounds in Words

Prompt:

I am going to read you a story. When I have read it through once, I will read it again very slowly so that you can write the words of the story. (Read through the sentences at normal speed.) **Some of these words you may not know. Say them slowly and think how you would write them.**

Dictate the sentences slowly, word by word. If the child has difficulty, say, **You say it slowly. How would you start to write it? What can you hear? What else do you hear?** If the child cannot complete the word, say **We'll leave that word. The next word is . . .**

1. <u>I</u> <u>s e e</u> <u>a</u> <u>b i g</u> <u>c a t</u> <u>i n</u> <u>t h e</u> <u>s u n</u>. <u>He</u> <u>is</u>
    1   2 3   4   5 6 7   8 9 10 11 12   13 14 15 16 17   18 19 20 21

   <u>p l a y i n g</u> <u>w i t h</u> <u>a</u> <u>r e d</u> <u>b a l l</u>.
   22 23 24   25 26 27   28 29 30   31 32 33   34 35 36

Scoring: Total Points 36

2. <u>I</u> <u>a m</u> <u>g o i n g</u> <u>t o</u> <u>r i d</u>e <u>t o</u> <u>s c h o o l</u>
    1   2 3   4 5 6 7 8   9 10   11 12 13   14 15   16 17

   <u>o n</u> <u>a</u> <u>y e l l o w</u> <u>b u s</u>. I <u>w i l l</u> <u>h a v</u>e
   18 19   20   21 22 23 24   25 26 27   28 29 30   31 32 33

   <u>f u n</u>!
   34 35   36

Scoring: Total Points 36

3. H i s   m o m   a n d   d a d   w i l l   g o   t o

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19

g e t   me   a   l i t t l e   fu zz y   d o g.

20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36

Scoring: Total Points 36

Scoring Guidelines

Score one point for each sound (phoneme) the child has recorded. Count only the numbered letters. Extra letters added by the child do not affect scoring. Since this task involves **sound** analysis, accept any letter(s) which represent the same phoneme; for example, accept the following kinds of substitutions even though the spelling is incorrect.

ce	**se**	**cee**	**kat**	**cun**	**plaing**	**plaeng**	**bal**
see	see	see	cat	sun	playing	playing	ball

scool	**skol**	**schul**	**yelow**	**wil**
school	school	school	yellow	will

hiz	**git**	**litl**	**fuzy**	**fuze**
his	get	little	fuzzy	fuzzy

Note: Be sensitive to the individual child's dialect.