

STARTING WITH FOUNDATIONS B ASSESSMENT

Complete this assessment to determine whether your student is ready to begin Foundations B or should start with Foundations A.

Foundations is a skills-based program. If students do not have all the skills taught in Foundations A, they will struggle with Foundations B. This assessment is designed to help you determine if a student who has *not* completed Foundations A has mastered the skills needed to start Foundations B. The skills measured by this assessment are printed at the top of each page.

How to Use This Assessment

Pacing and Sequence

This assessment evaluates skills in five categories: phonemic awareness, systematic phonics, spelling, comprehension, and handwriting. All five sections of the assessment are needed to determine if a student can skip Foundations A. They should be completed in order, but they can be spread out over multiple sessions. Base your pace on the student's attention span and energy.

Scoring

After each activity, calculate the number of correct answers before going on, and see the scoring guide for how to proceed.

If the Student Struggles, Stop

The skills build in difficulty within each section and throughout the assessment, and the most foundational skills are tested first. If a student struggles on a section and the scoring guide indicates you should begin at Foundations A, stop there. Do not continue to assess other skills.

Student Pages

Pages 10, 12, 14, 16, 20, and 22 should be given to the student when you reach those sections of the assessment. You may want to print these pages separately beforehand.

If You Start at Foundations A

If the student has mastered some of the skills in this assessment but struggles with others, you may be able to move quickly through Foundations A, even completing multiple lessons per day in some cases. Focus on the skills the student struggles with and move at the student's pace.

Phonemic Awareness

Distinguish between two different consonant sounds.

Why is this important? Distinguishing between two sounds is a foundational phonemic awareness skill for both reading and spelling. Foundations A teaches students how to hear the differences between sounds and use this information for encoding and decoding.

Directions: Say the pair of sounds one time with a short pause between each sound. Ask the student if the sounds are the same or different. Do not repeat the sounds. Place a check in the box if the student answered correctly.

Model: I will say two sounds. Tell me if they are the same or different. For example: /k/ /m/. Different. The sounds /k/and /m/ are different.

Teacher	Student	Check if correct
/t/ /ch/	different	<input type="checkbox"/>
/s/ /z/	different	<input type="checkbox"/>
/s/ /s/	same	<input type="checkbox"/>
/m/ /n/	different	<input type="checkbox"/>
/p/ /p/	same	<input type="checkbox"/>

Number of Correct Answers

4+ Continue the assessment.

0-3 Begin with Foundations A.

Distinguish between two different vowel sounds.

Why is this important? Many students misspell the vowel sounds in CVC words. In Foundations A, students develop strong phonemic awareness skills and are able to distinguish between vowel sounds. These skills are the foundation to spelling words such as *him* and *hem* correctly.

Directions: Say each pair of sounds one time with a short pause between them. Ask the student if the sounds are the same or different. Do not repeat the sounds. Place a check in the box if the student answered correctly.

Pronunciation Key			
ă as in hăt	ā as in lāte	ě as in tĕn	ē as in mē
ĩ as in hĩm	ī as in pīne	ő as in hőt	ū as in cūte

Model: I will say two sounds. Tell me if they are the same or different. For example: /ǒ/ /ǒ/. Same. The sounds /ǒ/ and /ǒ/ are the same.

Teacher	Student	Check if correct
/ă/ /ā/	different	<input type="checkbox"/>
/ĩ/ /ě/	different	<input type="checkbox"/>
/ē/ /ē/	same	<input type="checkbox"/>
/ĩ/ /ĩ/	same	<input type="checkbox"/>
/ǒ/ /ū/	different	<input type="checkbox"/>

Number of Correct Answers

4+	Continue the assessment.
0-3	Begin with Foundations A.

Blend one-syllable CVC words from an auditory prompt.

Why is this important? Blending one-syllable CVC words from an auditory prompt is a precursor to reading CVC words. Students who complete Foundations A are also able to apply this skill to decoding one-syllable CVC words.

Directions: Say each sound with a pause in between. Ask the student to blend the sounds together and say the word.

Model: I will segment a word into its sounds. Blend the sounds together and tell me the word. For example, /k-ă-t/ — cat.

Teacher	Student	Check if correct
/p-ĭ-g/	pig	<input type="checkbox"/>
/m-ow-s/	mouse	<input type="checkbox"/>
/h-ă-t/	hat	<input type="checkbox"/>
/t-ă-p/	tap	<input type="checkbox"/>
/s-ĭ-t/	sit	<input type="checkbox"/>

Number of Correct Answers

5 Continue the assessment.

0-4 Begin with Foundations A.

Blend two consonants from an auditory prompt.

Why is this important? Blending two consonants from an auditory prompt is a precursor to reading words with consonant blends. Students who struggle with decoding words with consonant blends benefit from practicing the skill of blending two consonants from an auditory prompt in isolation before attempting to decode words with consonant blends.

Directions: Say each sound with a pause in between. Ask the student to blend the sounds together. Place a check in the box if the student answered correctly.

Model: I will say two sounds. Blend them together. For example: /n/ /d/. When I blend /n/ /d/, it sounds like /nd/.

Teacher	Student	Check if correct
/b/ /l/	bl	<input type="checkbox"/>
/t/ /r/	tr	<input type="checkbox"/>
/s/ /n/	sn	<input type="checkbox"/>
/m/ /p/	mp	<input type="checkbox"/>
/s/ /t/	st	<input type="checkbox"/>

Number of Correct Answers

4+	Continue the assessment.
0-3	Begin with Foundations A.

Blend one-syllable words with a consonant blend from an auditory prompt.

Why is this important? Blending one-syllable words with a consonant blend from an auditory prompt is a precursor to reading short vowel words with a consonant blend. By the end of Foundations A students are also able to apply this skill to reading one-syllable words with a short vowel and consonant blend.

Directions: Say each sound with a pause in between. Ask the student to blend the sounds together and say the word.

Model: I will segment a word into its sounds. Blend the sounds together and tell me the word. For example: /c-l-ă-p/ — clap.

Teacher	Student	Check if correct
/f-r-ŏ-g/	frog	<input type="checkbox"/>
/j-ŭ-m-p/	jump	<input type="checkbox"/>
/d-r-ĕ-s/	dress	<input type="checkbox"/>
/s-p-ĭ-n/	spin	<input type="checkbox"/>
/l-ă-m-p/	lamp	<input type="checkbox"/>

Number of Correct Answers

5	Continue the assessment.
0-4	Begin with Foundations A.

Systematic Phonics

Read ALL the sounds of the lowercase a-z phonograms, in the order of frequency, when shown each phonogram.

Why is this important? The 26 a-z phonograms say 33 different sounds. Knowing all the sounds of these phonograms is foundational to reading and spelling. Many programs do not teach all the sounds and leave many words as exceptions to be memorized as sight words. Foundations A introduces all of the sounds. Learning them in the order of frequency provides information about which sound is most likely in a given word. In Foundations the sounds in order of frequency are also the reference for a given phonogram and will be used in every lesson to read, spell, and analyze the spelling of words. Students who complete Foundations A are able to read most of the sounds of a-z in the order of frequency.

Read the sound of the multi-letter phonogram qu.

Why is this important? Foundations A teaches the multi-letter phonogram qu. In English Q always needs a U. U is not a vowel here. QU is a multi-letter phonogram which says /kw/.

Directions: Using the Basic Phonogram Flash Cards or writing the letters on the board, show the student each lowercase phonogram. Ask the student to say the sound or sounds. Mark the number of sounds said correctly. Place a check in the box if the student said the sounds in the order of frequency. Tally the score at the bottom by adding up the number of check marks in both columns.

Score

55+	Continue the assessment.
31-54	Review the lowercase a-z phonograms by teaching the sounds and practicing them using the games in the Starting with Foundations B lesson found at the beginning of the Foundations B Teacher's Manual. Be sure to practice all the sounds in the order of frequency. Continue the assessment to evaluate additional skills.
0-30	Begin with Foundations A.

Teacher shows	Student says	Check the number of sounds correct	Check if said in the correct order
a	/ă-â-ă/	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/>
b	/b/	<input type="checkbox"/>	
c	/k-s/	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/>
d	/d/	<input type="checkbox"/>	
e	/ě-ē/	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/>
f	/f/	<input type="checkbox"/>	
g	/g-j/	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/>
h	/h/	<input type="checkbox"/>	
i	/i-î-ē-y/	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/>
j	/j/	<input type="checkbox"/>	
k	/k/	<input type="checkbox"/>	
l	/l/	<input type="checkbox"/>	
m	/m/	<input type="checkbox"/>	
n	/n/	<input type="checkbox"/>	
o	/ö-ō-ö/	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/>
p	/p/	<input type="checkbox"/>	
qu	/kw/	<input type="checkbox"/>	
r	/r/	<input type="checkbox"/>	
s	/s-z/	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/>
t	/t/	<input type="checkbox"/>	
u	/ü-ū-ö-ü/	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/>
v	/v/	<input type="checkbox"/>	
w	/w/	<input type="checkbox"/>	
x	/ks-z/	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/>
y	/y-î-ē/	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/>
z	/z/	<input type="checkbox"/>	
Score		_____	+ _____ = _____

Recognize and match the lowercase a-z phonograms as they appear in a variety of fonts.

Why is this important? Due to the differences among handwritten letters and the large variety of computer fonts, students encounter many variations in the shapes of the lowercase letters. To read fluently, students must be able to recognize the various letters as they appear in handwritten and typed text. Foundations A teaches students the various forms of each of the lowercase letters.

Directions: Ask the students to draw a line to match the lowercase letters on the student page that are the same. Place a check in the box next to the letters that the student matched correctly.

Student	Check if correct
a	<input type="checkbox"/>
f	<input type="checkbox"/>
d	<input type="checkbox"/>
g	<input type="checkbox"/>
b	<input type="checkbox"/>
t	<input type="checkbox"/>

Number of Correct Answers

5+ Continue the assessment.

0-4 Begin with Foundations A.

Student Page

a

g

f

a

d

t

g

b

b

f

t

d

Decode CVC words that use only the first sound of each phonogram.

Why is this important? Students who complete Foundations A are able to decode one-syllable CVC words. CVC words are the simplest words to decode and provide a basis for students developing an understanding of how phonograms represent sounds in written English.

Directions: Ask the student to read the words on the student page. The student may take their time to sound out the word and then say the word. You should not provide any help sounding it out.

Show the student the word	Check if correct
pen	<input type="checkbox"/>
yes	<input type="checkbox"/>
box	<input type="checkbox"/>
dig	<input type="checkbox"/>
hat	<input type="checkbox"/>

Number of Correct Answers

4+	Continue the assessment.
0-3	Begin with Foundations A.

Student Page

pen

yes

box

dig

hat

Decode words with consonant blends that use only the first sound of each phonogram.

Why is this important? Students who complete Foundations A are able to decode one-syllable words with a consonant blend.

Directions: Ask the student to read the words on the student page. The student may sound out the word and then say the word. You should not provide any help sounding it out.

Show the student the word	Check if correct
belt	<input type="checkbox"/>
crab	<input type="checkbox"/>
jump	<input type="checkbox"/>
hint	<input type="checkbox"/>
went	<input type="checkbox"/>

Number of Correct Answers

4+	Continue the assessment.
0-3	Begin with Foundations A.

Student Page

belt

crab

jump

hint

went

Decode words with the multi-letter phonogram QU.

Why is this important? Students who complete Foundations A recognize that QU is a multi-letter phonogram. Recognizing multi-letter phonograms is key to reading more complex texts.

Directions: Ask the student to read the words on the student page. The student may sound out the word and then say the word. You should not provide any help sounding it out.

Show the student the word	Check if correct
quit	<input type="checkbox"/>
quilt	<input type="checkbox"/>
quiz	<input type="checkbox"/>

Number of Correct Answers

- | | |
|-----|---|
| 3 | Continue the assessment. |
| 0-2 | Teach the multi-letter phonogram QU using the Starting with Foundations B lesson found at the beginning of the Foundations B Teacher's Manual. Continue the assessment to evaluate additional skills. |

Student Page

quit

quilt

quiz

Spelling

Spell CVC words that use only the first sound of each phonogram.

Why is this important? CVC words are the simplest words to spell in English. These words provide a foundation for encoding the sounds of English using the phonograms and rules which represent the sounds. In Foundations A students learn to spell one-syllable CVC words.

Directions: Say the word. Ask the student to write the word either on paper, on a whiteboard, or using letter tiles. If using tiles, provide the student with all the a-z tiles including two p tiles. Do not provide any hints.

Teacher says the word	Check if correct
bed	<input type="checkbox"/>
win	<input type="checkbox"/>
pop	<input type="checkbox"/>
hat	<input type="checkbox"/>
gum	<input type="checkbox"/>

Number of Correct Answers

4+ Continue the assessment.

0-3 Begin with Foundations A.

Spell words with consonant blends that use only the first sound of each phonogram.

Why is this important? Students who complete Foundations A are able to spell one-syllable words with a short vowel and a consonant blend.

Directions: Say the word. Ask the student to write the word either on paper, on a whiteboard, or using letter tiles. If using tiles, provide the student with all the a-z tiles including two t tiles. Do not provide any hints.

Teacher says the word	Check if correct
tent	<input type="checkbox"/>
flip	<input type="checkbox"/>
lump	<input type="checkbox"/>
plan	<input type="checkbox"/>
help	<input type="checkbox"/>

Number of Correct Answers

4+ Continue the assessment.

0-3 Begin with Foundations A.

Comprehension

Decode a one-syllable word independently and demonstrate understanding of its meaning.

Why is this important? Comprehending a word is foundational to comprehending sentences and paragraphs. In Foundations A students develop the ability to independently decode words and demonstrate comprehension of their meaning.

Directions: Ask the students to read the word and then draw a line to match it to the correct picture. Place a check in the box next to each word that is matched correctly.

Student	Check if correct
crab	<input type="checkbox"/>
frog	<input type="checkbox"/>
ant	<input type="checkbox"/>
skunk	<input type="checkbox"/>
nest	<input type="checkbox"/>

Number of Correct Answers

5 Continue the assessment.

0-4 Begin with Foundations A.

Student Page

crab



frog



ant



skunk



nest



Decode a phrase independently and demonstrate understanding of its meaning.

Why is this important? Comprehending a phrase is a stepping stone to comprehending sentences and paragraphs. Comprehending phrases shows that students understand that words are encoded with spaces between them. They are also able to recognize the meaning of individual words they have decoded and combine their meaning together. In Foundations A students develop the ability to independently decode phrases and demonstrate comprehension of their meaning.

Directions: Ask the students to read the phrase and then draw a line to match it to the correct picture. Place a check in the box next to each phrase that is matched correctly.

Student	Check if correct
dog and cat	<input type="checkbox"/>
big jump	<input type="checkbox"/>
stand on sand	<input type="checkbox"/>
dog in tub	<input type="checkbox"/>
fast swim	<input type="checkbox"/>

Number of Correct Answers

4+	Continue the assessment.
0-3	Begin with Foundations A.

dog and cat



big jump



stand on sand



dog in tub



fast swim



Handwriting

Accurately and consistently write the lowercase a-z phonograms.

Why is this important? Foundations A teaches students how to write the lowercase letters without a visual reference. Students completing Foundations A are expected to be able to form most of the letters using large motor movement, such as writing the letters on a whiteboard or with a pointer finger. If the student has developed fine motor skills, the student will also be able to write the letter using a pencil and paper. Students should be able to write each letter using the same strokes each time. This demonstrates a level of muscle memory needed for fluent writing.

Directions: Show the bookface version of the letter and say the sounds. Take away the visual reference, so that the student cannot copy it. Ask the student to write the letter using a whiteboard and marker. Place a check in the first column if the letter is shaped properly. Mark the letter correct in the second column only if it is formed with the correct strokes (using the handwriting style taught to the student) without prompting. If a student struggles to write three or more of the letters, stop the assessment.

Score

52	Continue with Foundations B.
44-51	Reteach and practice writing the lowercase letters that the student missed.
0-43	If the student has passed the rest of the assessment, teach how to write one letter per day, as well as practicing the sounds. Play phonogram and handwriting games before beginning Foundations B.

Teacher shows	Teacher says	Letter is shaped properly.	Letter is formed with the correct strokes.
a	/ă-â-ä/	<input type="checkbox"/>	<input type="checkbox"/>
b	/b/	<input type="checkbox"/>	<input type="checkbox"/>
c	/k-s/	<input type="checkbox"/>	<input type="checkbox"/>
d	/d/	<input type="checkbox"/>	<input type="checkbox"/>
e	/ë-ē/	<input type="checkbox"/>	<input type="checkbox"/>
f	/f/	<input type="checkbox"/>	<input type="checkbox"/>
g	/g-j/	<input type="checkbox"/>	<input type="checkbox"/>
h	/h/	<input type="checkbox"/>	<input type="checkbox"/>
i	/î-î-ë-y/	<input type="checkbox"/>	<input type="checkbox"/>
j	/j/	<input type="checkbox"/>	<input type="checkbox"/>
k	/k/	<input type="checkbox"/>	<input type="checkbox"/>
l	/l/	<input type="checkbox"/>	<input type="checkbox"/>
m	/m/	<input type="checkbox"/>	<input type="checkbox"/>
n	/n/	<input type="checkbox"/>	<input type="checkbox"/>
o	/ö-ō-ö/	<input type="checkbox"/>	<input type="checkbox"/>
p	/p/	<input type="checkbox"/>	<input type="checkbox"/>
qu	/kw/	<input type="checkbox"/>	<input type="checkbox"/>
r	/r/	<input type="checkbox"/>	<input type="checkbox"/>
s	/s-z/	<input type="checkbox"/>	<input type="checkbox"/>
t	/t/	<input type="checkbox"/>	<input type="checkbox"/>
u	/ü-û-ö-ü/	<input type="checkbox"/>	<input type="checkbox"/>
v	/v/	<input type="checkbox"/>	<input type="checkbox"/>
w	/w/	<input type="checkbox"/>	<input type="checkbox"/>
x	/ks-z/	<input type="checkbox"/>	<input type="checkbox"/>
y	/y-î-î-ë/	<input type="checkbox"/>	<input type="checkbox"/>
z	/z/	<input type="checkbox"/>	<input type="checkbox"/>
Score		_____ +	_____ = _____

Additional Systematic Phonics Skills

Consonants and Vowels

In Foundations A students also begin to develop the following skills. If your student is ready to begin with Foundations B, teach or review these skills using the lessons found in the Starting with Foundations B section of the Foundations B Teacher's Manual.

- Demonstrate an understanding that vowels are sounds which can be sung AND can be controlled for volume, and that they are NOT blocked by the lips, tongue, or teeth.
- Demonstrate an understanding that consonants are sounds blocked by the lips, tongue, or teeth, and that they usually cannot be sung or controlled for volume.
- Sort the sounds of the single-letter phonograms into consonants and vowels.
- Identify the short vowel sounds of the six single-letter vowels.
- Read short vowel sounds marked with a breve.
- Identify the second vowel sound of the six single-letters vowels as a long sound.
- Read long vowel sounds marked with a macron.