

Kiz Phonics

Assessment Guide

Kindergarten to 2nd Grade Levels



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Kiz Phonics Level Words Tests



The objective of this assessment is to test a child's ability to read words (real and non-words). The words are chosen because children, who have studied our course properly, should not have difficulties reading them. The chosen words also require skills learned at earlier levels. It is therefore important for teachers to administer each level test only if they are sure they have taught all the contents of the level and previous courses. If teachers are only using this as a placement test, then the previous statement does not apply. When used as a final level test, the results should determine if a child repeats a level or needs intervention. When used as a placement test, the results are only used to help teachers gauge the level a child needs to be placed in. Please pay attention to the grading system below. A child is given two attempts to read the word, but allow flexibility for a third try depending on the situation.

Grading System Explained:

(Grading Codes – **E = 5 pts**, **VG = 4 pts**, **G = 3 pts**, **F = 2 pts**, **P = 1 pt.**)

*** 80% pass is required for real words test and 60% pass is required for non-word test.**

- a) **Excellent (E):** This is awarded when a child sounds out a word flawlessly in the first or second attempt. In this case, a child may first break up the word into its different phonemic pieces and then blends these pieces to read the word naturally. For example, a child might say, **st- o - p** separately in the first attempt, then '**stop**' as one word in the final attempt.
- b) **Very Good (VG):** Awarded when a child reads a word nearly naturally in the second attempt. In this case, the child may say the individual phonemes in a word correctly but blends and reads the final word with 80% smoothness in blending. For example, a child might say, **st- o - p** separately, then '**sto-p**' for the second attempt. Notice that the child pauses before the ending phoneme /p/. If a child pauses once between phonemes in the final attempt, this is still considered a very good attempt as long as all phonemes are sounded out correctly. Other good attempts for the final word could be '**st-op, s-top, sto-p**' – the dashes are for pauses). In some rare cases, a child may say the individual phonemes with 80% accuracy, but ends up reading the final word correctly. For example at the first attempt, the child may say '**s-t-o-b**' instead of '**s-t-o-p**' but in the final attempt, he or she self-corrects and reads the word '**stop**' correctly **without** a pause between phonemes.
- c) **Good (G):** Awarded when a child successfully sounds out the individual phonemic parts of a word, but blends the final word with two or more pauses. For example at the first attempt, a child may say '**s-t-o-p**', but in the final attempt they may say '**st-o-p**' with two pauses between the word. The child may also make a short pause between all phonemic parts of the word in the final attempt. This is considered good because the child only needs help with blending words more naturally. In some rare cases, a child may say the individual phonemes with 60-80% accuracy, but ends up blending the final word correctly. For example at the first attempt, the child may say '**s-k-o-b**' instead of '**s-t-o-p**' but in the final attempt, he or she self-corrects and reads the word '**stop**' correctly but **with** a pause or two between.

- d) **Fair (F):** Awarded when a child sounds out the individual phonemes in a word correctly but does not smoothly blend them to read the word naturally in the second attempt. For example, the child may say 's-t-o-p' correctly, but has trouble blending and saying the final word more naturally or simply doesn't attempt a natural blend. The second reason to award 'Fair' is when a child says the individual phonemes with about 80% accuracy. For example, the child may say 's-t-o-b' instead of 's-t-o-p'. Notice that the child has mistaken the ending consonant /p/ for /b/. In the second attempt, the child still does not blend naturally and repeats the same phonemic mistake.
- e) **Poor (P):** Awarded when a child fails in the first and second attempts at reading the word. If a child can only get 0% to 60% accuracy at sounding out the individual phonemes correctly, then this is a failed attempt. For example, the child may say 'st-a-b' instead of 's-t-o-p' and does not attempt to sound it out naturally the second time. Notice that in the word 'stop', there are 3 or 4 phonemic pieces /st/ /o/ /p/ or /s/ /t/ /o/ /p/. In this case, the child has only managed to sound out half of the word correctly.
- f) **Remarks:** The remarks section of our grading sheet is for teachers to write notes about students. For example, a teacher may make an observation about the kind of phonemes a child is having difficulties with. Let's say a student by the name John consistently cannot sound out words with the digraph 'ch', the teacher may write this in the notes section.
- g) **Results:** Each word is 5 points. **E** = 5 pts, **VG** = 4 pts, **G** = 3 pts, **F** = 2 pts, **P** = 1 pt. As you can see, a child is expected to earn more **E** and **VG** points to make it through each test.

- **Real Words Test** K1 & K2 – Minimum Passing Score 60/75 = 80%
- **Non-Words Test** K1 & K2 – Minimum Passing Score 45/75 = 60%

- **Real Words Test** 1st G1, 1st G2 & 2nd G1: Minimum Passing Score 80/100 = 80%
- **Non-Words Test** 1st G1, 1st G2 & 2nd G1: Minimum Passing Score 60/100 = 60%

Note - Native & Non-Native Speakers

* For native English speakers, please consider the influence of regional accents when grading a child. Do not fail a child for substituting a phoneme or two with his or her regional variation. For example, a child in or from New Zealand might say 'bid' instead of 'bed'. Some New Zealanders might sound out the short 'e' sound as short 'i'. This is acceptable in that context or for that child, but not for other native speakers who are not from that region.

Also notice that in some parts of the UK and Australia, the short 'a' might sound like an 'ar' which is the r-controlled sound of 'a'. Some children from these regions might for example say /p/ /ar/ /th/ instead of /p/ /a/ /th/. Equally, in some parts of the US, the word 'stop' might sound like 'stap' with the short 'o' taking on a short 'a' vowel sound. Teachers should consider these varieties in English when grading native English speakers.

The above rule does not apply to non-native speakers because they will be studying our course using materials that are recorded in a neutral American accent. Non-native English learners are also at a natural state of English learning, which means most words and sounds will be taught the first time. That said, if the child is a non-native speaker who is studying with a native English teacher that speaks with a slight variation in accent from what is used in our videos and audio materials, the child may be evaluated, based on the native English teacher's accent variety. (*This problem can be eliminated if native English teachers use our recorded audio and videos when teaching.*)

In most cases though, these variations in native English accents will only affect the sounding out of a few phonemes and not everything. If it affects too many sounds, be on the look out for something more sinister.

How to Administer Word Tests:

- Tests should be administered on a one-to-one basis (test administrator and student). There are two end of level word tests for students – a Real Word Test and a Non-Word Test
- For each test, you need two sheets as a teacher. A grading sheet for the level and a colorful sheet for use with student – printed in color.
- Administer the Real Word Test on the first day, Non-Word Test on another day. We also have a Sentence Reading Test for each level, which is the last. In fact, we have a total of 3 tests, but in this section, we are only talking about the word tests (see the instructions for sentence reading tests).
- You may use one colorful sheet with all students but make enough copies of grading sheets for each student you will be evaluating. Write the child's name above. You will need the grading sheets when making a final progress report for each student.
- Greet the child and make sure they are very relaxed. This is important because a nervous child might fail as a result of fear or other negative emotions. Do not evaluate an unhappy child – you will not get an accurate result.
- Tell the child, you are going to ask him or her to read a few words. When the child understands the instructions, show them the colorful paper.
- When starting to administer the test, reveal words in rows. Each row has 3 or 4 words depending on the level. Do this by blocking out the other words with a blank sheet of paper. Point to the first word on the row and ask the child to read. Allow for 2 or 3 attempts.
- When the first row of 3 or 4 words is read, move the blank sheet covering the other words such that it reveals the next row of words. This way, the child is not overwhelmed by seeing too many words at once.
- A child's progress is measured continuously throughout our program. Therefore, have a progress report file for each student.

Kiz Phonics Sentence-Reading Level Test



*The objective of this assessment is to test a child's ability to read sentences with a basic level of comprehension. The sentences chosen include a few phonics words and sight words. Teachers should refer to the sentence reading grading sheet under each level for guidance. Kiz Phonics teaches sight words by throwing them in stories and sentences, so children learn to read them naturally. A sentence-reading test will determine if a child can naturally sound out phonics words in a sentence and if they can read sight words naturally in a sentence. Phonics words are words which can easily be read using the rules of phonics (ex. **cat, man, meet, plead, mouse**); while sight words are words that either do not follow the rules of phonics or are high-frequency words occurring regularly in sentences and are therefore best learned through memorization (ex. **the, I, me, you, my, they**).*

Grading System Explained:

(Grading Points – **Good – 20-30 pts,** **Average – 19-15 pts,** **Failed- 14-0 pts**)

*** 60% pass is required for sentence reading tests. The final test score is on 90. Minimum passing score 54/90.**

- a) **Good** : This is awarded when a child correctly sounds out all phonics words of a sentence. The child also needs to read out the sight words of the sentence with at least 70% accuracy. The child also answers the basic comprehension questions with at least 70% accuracy. The child is also expected to read the sentence smoothly with few pauses.
- b) **Average** : Awarded when a child correctly sounds out about 60-70% of the phonics words in the sentence. The child may fail to sound out the sight words correctly but if a close attempt is made, the child gets an 'Average' score. The child answers the comprehension questions with at least 50% accuracy. The child might pause for a short time between words when reading a sentence.
- c) **Failed** : Awarded when a child fails at reading up to 50% of phonics words and also fails at reading most sight words in the sentence. The child also fails to answer most of the basic comprehension questions. The child pauses too many times and for long periods than is normal, when reading a sentence; and often does not read the words correctly or attempt them at all.
- d) **Remarks**: The remarks section of our grading sheet is for teachers to write notes about a child's performance. Examples of things to include in remarks are – child struggles with sight words, still has difficulties reading phonics words in sentences, read all words correctly but too many pauses etc.

How to Administer Sentence Test:

- Tests should be administered on a one-to-one basis.
- For each test, you need two sheets as a teacher. A grading sheet for the level and a colorful sentences sheet for use with student – printed in color.
- Write the child's name and class above.
- Administer the sentence-reading test after doing the word tests. The sentence-reading tests are short sentences contained within short passages. There are picture clues to the right to help with comprehension questions.
- The sentence tests evaluate the following – Reading of Phonics Words in Sentences, Reading of Sight Words in Sentences & Basic Comprehension of short passages. We've sorted out the 3 categories for you in the grading sheet.
- After each passage is read, add points under each category and based on the aggregate, tick one of the yellow scores (Good, Average, Failed) and write the final score for that passage below the tick. For example, if a child scores 10/15 in reading phonics words, 9/10 in Sight Words, 5/5 in Comprehension, their score is 24 points for that sentence and that means you should tick 'Good' and write '24' below the tick. Do this for all 3 passages and add up all the points to write the final score on 90, above the page.
- The overall score per sentence reading test is 90 points.
- The student needs to score at least 60% in this section. In other words, 54/90 is the minimum passing score for this section.
- You may use one colorful sheet for use with all students but make enough copies of grading sheets for each student you will be evaluating. Write the child's name above. You will need the grading sheets when making a final progress report for each student.
- Greet the child and make sure they are very relaxed. This is important because a nervous child might fail as a result of fear or other negative emotions. Do not evaluate an unhappy child – you will not get an accurate result.
- Start by blocking the two short passages below and focusing on the first one only. Use a blank sheet of paper to do so. Revealing of all three passages at once might overwhelmed the child.
- When one short passage is read, grade the child accordingly and move on to the next.

Progress Report & Final Level Certificates

- After the sentence reading test has been administered, enter the score of all 3 tests in the progress report for that level (Real Word Test, Non-Word Test & Sentence-Reading Test)
- Students must pass in at least 2 tests to progress to the next level. If a student passes in two of the three tests, put a note on the progress report, so that the teacher of the next level will be aware of the child's strengths and weaknesses. Equally, this can be useful when telling parents and guardians where a child needs help.
- If a child failed in two or all tests of the level, then they need to attend a revision course and take the test again.
- Edit our certificate template by adding a child's name. After that, print it out and put in the administrator's name, date and signature. Print out the certificate in color and on hard paper if that is feasible.
- Then print out the progress report for that student for accompanying the certificate. Hand the report to the child's guardian or parent. Keep a copy of the certificate and report in a student file at school for future reference.