Hearing and Recording Sounds in Words

*In this task, the teacher tells the child a sentence to be written.
*The child is encouraged to write what he can hear in the words dictated.
*What the child does not hear will not get recorded.
*Scores show how successful the child was at hearing the sounds in the words and finding a possible way of recording these sounds in English spelling.
*This is not a pure test of phonemic awareness because what the child has learned about spelling, or orthography, may also turn up in his recording.

Administration:

✓ The observer selects one of five alternative sentences to use in this observation.
✓ Give the child the blank observation score sheet.
✓ Observer says to the child, "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 down the words in the story."
✓ Read the test sentence to the child at a normal speed. Then say, "Some of the words are hard. Say them slowly and think how you can write them. Start writing the words now."
✓ Dictate slowly, word by word. When the child comes to a problem word say, "You say it slowly. How would you start to write it? What can you hear?"
✓ Then add, "What else can you hear?"
✓ If the child can not complete the word say, "We'll leave that word. The next one is..."
✓ You can point to where to write the next word if this helps the child. Keep giving supportive comments to keep the child working at the task.
Scoring:

✓ Use the form provided to record the child's version of the dictated text.
✓ Write the actual text below the child's version after the task is finished (similar to a running reading record).
✓ Score one point for each phoneme the child has recorded that is numbered 1-37 on the examples.
✓ Record the total out of 37.
✓ Scorers are advised to be conservative rather than liberal if comparable results are to be achieved across different scorers.
✓ No partially correct response to ensure validity of scoring.
✓ Additions and Omissions - if a letter does not have a number underneath it in the scoring standards, it receives no score.
✓ Capital letters - acceptable for lower case letters and vice versa.
✓ Substitute letters are acceptable if in English, the sound is sometimes recorded that way (e.g. 'c' for 'k').
✓ Changes in letter order - take one mark off for that word (e.g. gonig for going - 4 points).
✓ Reversed letters - not correct if they could represent a different letter.
✓ The observer should take additional notes on the following:
  - any sequencing errors
  - the omission of sounds
  - unusual use of space on the page
  - unusual placement of letters within words
  - partially correct attempts
  - "good" confusions

✓ Score the observation according to the scoring standards, calculate the total, and consult the stanine table for the appropriate age group.
Alternative Sentences for Hearing and Recording Sounds in Words with Scoring Standards
Select one of the following alternative forms: A, B, C, D, or E.

Form A

I have a big dog at home.

Today I am going to take him to school.

Form B

Mum/Mom has gone up to the shop.

She will get milk and bread.

Form C

I can see the red boat that we are going to have a ride in.

Form D

The bus is coming. It will stop here to let me get on.

Form E

The boy is riding his bike.

He can go very fast on it.
Observation task for hearing and recording sounds in words

Administration

The observer selects one of five alternative sentences to use in this observation.

| Form A | I have a big dog at home. Today I am going to take him to school. |
| Form B | Mum/Mom has gone up to the shop. She will get milk and bread. |
| Form C | I can see the red boat that we are going to have a ride in. |
| Form D | The bus is coming. It will stop here to let me get on. |
| Form E | The boy is riding his bike. He can go very fast on it. |

The child is given credit for every phoneme (sound) that he writes correctly, even though the whole word may not be correctly spelt. The scores give some indication of the child's ability to 1) analyse the word he hears or says and 2) to find a way of recording in letters the sounds that he can hear. The children's scores change over time from low to high as they become more competent at this kind of task.

To avoid a practice effect use one of the five alternative forms for an initial assessment and another alternative form for a subsequent reassessment.

Say to the child:

*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 down the words in the story.*

Read the test sentence to the child at normal speed. Then say:

*Some of the words are hard. Say them slowly and think how you can write them. Start writing the words now.*

Dictate slowly, word by word. When the child comes to a problem word say:

*You say it slowly. How would you start to write it? What can you hear?*

Then add:

*What else can you hear?*

If the child cannot complete the word say:

*We'll leave that word. The next one is ...*

You could point to where to write the next word if this helps the child. Support the child with comments like those above to keep the child working at the task.