

## Hand2Mind Assessment Guidance

**Print one guide per tutor to be used with multiple students. Scores are NOT marked on this guidance sheet. Scores are marked on printed Phonological and Phonemic Awareness Skills test pages.**

Directions: Tutors will give the “Phonological and Phonemic Awareness Skills” test (page 185-188) to each of their students. Ensure you follow the directions exactly. Do not prompt students outside of “tutor says” directions. All directions tutors say are printed in *italics*. All inaccurate responses should be marked with a (-). All correct responses should be marked with a (+). Teachers will guide tutors to decide the lesson(s) that best fit the student need based on this assessment.

### 1. Rhyming

#### Rhyming Word Recognition

Tutor says: *I will say 2 words. I want you to say “yes” if the words rhyme, and “no” if they do not rhyme. Ready?*

<i>mat, sat</i>	<i>Do mat and sat rhyme?</i>	Student should say: yes
<i>pig, pin</i>	<i>Do pig and pin rhyme?</i>	Student should say: no
<i>: red, rod</i>	<i>Do red and rod rhyme?</i>	Student should say: no

#### Rhyming Word Production

For this activity, students can use real or made-up words as long as they contain the final sound(s).

Tutor says: *I will say a word. I want you to tell me a word that rhymes with the word you hear. Ready?*

<i>hug.</i>	<i>What is a word that rhymes with hug?</i>	Student examples: mug, cug, rug, yug
<i>lot.</i>	<i>What is a word that rhymes with lot?</i>	Student examples: bot, not, plot, zot
<i>pen.</i>	<i>What is a word that rhymes with pen?</i>	Student examples: glen, when, fen, jen

Rhyming score \_\_\_\_/6

### 2. Blending and Segmenting Compound Words

#### Blending Compound Words

Tutor says: *I will say 2 words with a pause in between. I want you to put the two words together to say a bigger word. For example, if I say cave (pause) man, you would say: caveman. Ready?*

<i>ant (pause) hill</i>	<i>What’s the word?</i>	Student should say: anthill
<i>base (pause) ball</i>	<i>What’s the word?</i>	Student should say: baseball
<i>pan (pause) cake</i>	<i>What’s the word?</i>	Student should say: pancake

### **Segmenting Compound Words**

Tutor says: *I will say a word. I want you to break the word I say into 2 smaller words. For example, if my word is milkshake, you would say milk shake. Ready?*

<i>My word is: cupcake. What are the two smaller words?</i>	Student should say: cup	cake
<i>My word is: notebook. What are the two smaller words?</i>	Student should say: note	book
<i>My word is: rainbow. What are the two smaller words?</i>	Student should say: rain	bow

### **3. Compound Word Deletion and Substitution**

#### **Compound Word Deletion**

Tutor says: *I will say a word. I will tell you which part of the word to delete or take away. Then you will say the new word. For example, if I say milkshake; what is milkshake without milk? You would say: shake. Ready?*

<i>baseball.</i>	<i>What is baseball without base?</i>	Student should say: ball
<i>pancake.</i>	<i>What is pancake without pan?</i>	Student should say: cake
<i>downstairs.</i>	<i>What is downstairs without down?</i>	Student should say: stairs

#### **Compound Word Substitution**

Tutor says: *I will say a word. I will tell you a part of the word to change. Then you will say the new word. For example, if I say indoor, change in to out. You would say: outdoor. Ready?*

<i>baseball</i>	<i>Now, change base to foot. What is the new word?</i>	Student should say: football
<i>pancake</i>	<i>Now, change pan to cup. What is the new word?</i>	Student should say: cupcake
<i>downstairs</i>	<i>Now, change down to up. What is the new word?</i>	Student should say: upstairs

**Compound Word Score: \_\_\_\_/12**

### **4. Blending and Segmenting Syllables**

#### **Blending Syllables**

Tutor says: *I will say some parts of words. I want you to put the word parts together and tell me the new word.*

<i>win</i>	<i>dow</i>	<i>What is the new word?</i>	Student should say: window
<i>pret</i>	<i>zel</i>	<i>What is the new word?</i>	Student should say: pretzel
<i>cloud</i>	<i>y</i>	<i>What is the new word?</i>	Student should say: cloudy

## **Segmenting Syllables**

Tutor says: *I will say a word. I want you to break the word apart and say the two parts. For example, if I say always. What is always broken into 2 parts? You would say al ways. Ready?*

<i>purple.</i>	<i>What is purple broken into 2 parts?</i>	Student should say: pur	ple
<i>napkin.</i>	<i>What is napkin broken into 2 parts?</i>	Student should say: nap	kin
<i>picture.</i>	<i>What is picture broken into 2 parts?</i>	Student should say: pic	ture

## **5. Syllable Deletion and Substitution**

### **Syllable Deletion**

Tutor says: *I will say a word. Then I will say the part I want you to delete or take away. I want you to tell me the new word. For example, if I say blooming. What is the word blooming without /-ing/? You would say: bloom. Ready?*

<i>Raining</i>	<i>What is the word raining without /-ing/?</i>	Student should say: rain
<i>quicker</i>	<i>What is the word quicker without /-er/?</i>	Student should say: quick
<i>laughter</i>	<i>What is the word laughter without /-ter/?</i>	Student should say: laugh

### **Syllable Substitution**

Tutor says: *I will say a word. Then I will say the part I want you to change. You will say the new word. For example, if I say writing. Change /-ing/ to /-s/. What is the new word? You would say writes. Ready?*

<i>raining</i>	<i>Now, change /-ing/ to /-y/. What is the new word?</i>	Student should say: rainy
<i>quicker</i>	<i>Now, change /-er/ to /-est/. What is the new word?</i>	Student should say: quickest
<i>laughter</i>	<i>Now, change /-ter/ to /-ing/. What is the new word?</i>	Student should say: laughing

**Syllable Score:** \_\_\_\_/12

## **6. Blending and Segmenting Onset and Rime**

### **Blending Onset and Rime**

Tutor says: *I will say some sounds that make up a word. I will say the first sound, then the other sounds that follow. I want you to listen to the sounds in order and then say the whole word. For example, if I say /c/ /ar/. What is the word? You would say: car. Ready?*

<i>/b/</i>	<i>/at/</i>	<i>What is the word?</i>	Student should say: bat
<i>/d/</i>	<i>/og/</i>	<i>What is the word?</i>	Student should say: dog

/p/    /en/    What is the word?

Student should say: pen

### **Segmenting Onset and Rime**

Tutor says: *I will say a word. I want you to break the word by saying the first sound, then the other sounds that follow. For example, if I say car. You would say the word broken up into the first sound, then the other sounds that follow. You would say: /c/        /ar/. Ready?*

*fit        Tell me the first sound, then the other sounds that follow.*

Student should say:    /f/        /it/

*log        Tell me the first sound, then the other sounds that follow.*

Student should say:    /l/        /og/

*cap        Tell me the first sound and the other sounds that follow.*

Student should say:    /c/        /ap/

Onset and Rime Score: \_\_\_\_/12

## **7. Phoneme Addition and Deletion**

### **Phoneme Addition**

Tutor says: *You're going to make new words by adding a beginning sound to a word part. I want you to listen to the word part, then the beginning sound. Then, I want you to put the sounds together to make new words. For example, if I say: /-ig/, now add /p/ to the beginning. You would say "pig". Ready?*

*/-at/ now add /b/ to the beginning.        What is the new word?        Student should say: bat*

*/-og/ now add /d/ to the beginning.        What is the new word?        Student should say: dog*

*/-en/ now add /p/ to the beginning.        What is the new word?        Student should say: pen*

### **Phoneme Deletion**

Tutor says: *You're going to make new word parts by taking off the beginning sound of a word. I will say the whole word. Then you will take off the beginning sound of the word and tell me the word part that is left over. For example, if I say can. What is can without /c/? You would say /an/. Ready?*

*fit        What is fit without /f/?        Student should say /-it/*

*log        What is log without /l/?        Student should say /-og/*

*cap        What is fit without /c/?        Student should say /-ap/*

Phoneme Addition and Deletion Score: \_\_\_\_/6

## **8. Initial, Final, and Medial Sound Production**

### **Initial Sound Production**

Tutor says: *I am going to say a word. I want you to tell me the beginning sound you hear. For example, if I say for. What is the beginning sound of the word for? You would say /f/. Ready?*

jar	What is the beginning sound of the word jar?	Student should say: /j/
neck	What is the beginning sound of the word neck?	Student should say: /n/
kite	What is the beginning sound of the word kite?	Student should say: /k/

### **Final Sound Production**

Tutor says: *I am going to say a word. I want you to tell me the ending sound you hear. For example, if I say cat. What is the ending sound of the word cat? You would say /t/. Ready?*

cub	What is the ending sound of the word cub?	Student should say: /b/
hog	What is the ending sound of the word hog?	Student should say: /g/
tip	What is the ending sound of the word tip?	Student should say: /p/

### **Medial Sound Production**

Tutor says: *I am going to say a word. I want you to tell me the middle sound you hear. For example, if I say had. What is the middle sound of the word had? You would say /a/. Ready?*

My word is lid.	What is the middle sound of the word lid?	Student should say: /i/
My word is map.	What is the middle sound of the word map?	Student should say: /a/
My word is rug.	What is the middle sound of the word rug?	Student should say: /u/

**Initial, Final, and Medial Sound Score: \_\_\_\_/9**

## **9. Phoneme Blending, Segmenting, and Substitution**

### **Phoneme Blending**

Tutor says: *I am going to say all the sounds in a word on at a time. I want you to listen to the sounds and put them together to make a word. For example if I say /s/ /i/ /t/, you would say: sit. Ready?*

Tutor says: listen to the sounds: /p/ /i/ /n/. What is the word?	Student should say: pin
Tutor says: listen to the sounds: /h/ /o/ /t/. What is the word?	Student should say: hot
Tutor says: listen to the sounds: /t/ /e/ /n/. What is the word?	Student should say: ten

### Phoneme Segmenting

Tutor says: *I am going to say a whole word. I want you to say each sound you hear. For example, if I say cat, you would say /c/ /a/ /t/. Ready?*

<i>pin</i>	<i>What sounds do you hear?</i>	Student should say /p/ /i/ /n/
<i>hot</i>	<i>What sounds do you hear?</i>	Student should say /h/ /o/ /t/
<i>ten</i>	<i>What sounds do you hear?</i>	Student should say /t/ /e/ /n/

### Phoneme Substitution

Tutor says: *I am going to say a whole word. Then, I will tell you a sound to change. I want you to change the sound and tell me the new word. For example, if I say my word is cat, now change /c/ to /m/. You would say: mat. Ready?*

<i>pin</i>	<i>Now, change /p/ to /t/</i>	<i>What is the word?</i>	Student should say: tin
<i>hot</i>	<i>Now, change /h/ to /g/</i>	<i>What is the word?</i>	Student should say: got
<i>ten</i>	<i>Now, change /t/ to /m/</i>	<i>What is the word?</i>	Student should say: men

Phoneme manipulation score: \_\_\_\_/9

## Phonics Skills

### 10. Decode Short Vowel Closed Syllable Words

For this activity, use page 182 (Section 10) from Phonemic Awareness and Phonics Toolkit Teacher Guide. Read the directions. Mark a (+) for correct responses and a (-) for incorrect responses. Tutor says: ***I want you to read a list of words. Read as accurately as you can. Don't read too fast. If you make an error, you can go back and fix it.*** Tutor does not prompt student when an error is made, but if the student self-corrects the error, count the word as correct.

Short Vowel Closed Syllable Score: \_\_\_\_/20

### 11. Decode Words with Long Vowels/Irregular Consonants

For this activity, use page 183/184 (Sections 11-12) from Phonemic Awareness and Phonics Toolkit Teacher Guide. Read the directions. Mark a (+) for correct responses and a (-) for incorrect responses. Tutor says: ***I want you to read a list of words. Read as accurately as you can. Don't read too fast. If you make an error, you can go back and fix it.*** Tutor does not prompt student when an error is made, but if the student self-corrects the error, count the word as correct.

Long Vowel/Irregular Consonant Score: \_\_\_\_/30

## **12. Decode Prefixes and Suffixes/Inflectional Endings**

For this activity, use page 184 (Section 13) from Phonemic Awareness and Phonics Toolkit Teacher Guide. Read the directions. Mark a (+) for correct responses and a (-) for incorrect responses. Tutor says: ***I want you to read a list of words. Read as accurately as you can. Don't read too fast. If you make an error, you can go back and fix it.*** Tutor does not prompt student when an error is made, but if the student self-corrects the error, count the word as correct.

**Prefixes and Suffixes/Inflectional Endings Score: \_\_\_\_/10**