# Specific level assessment tasks

Educheck

Johnson basic vocabulary

Sutherland Phonological Awareness Test

Phonological awareness for older students

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# Educheck: Neal phonemic skills screening test

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# Sutherland Phonological Awareness Test

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# Educheck

## DIRECTIONS FOR ADMINISTERING THE NEAL PHONEMIC SKILLS SCREENING TEST

The test has been constructed as a curriculum-based assessment device to gauge the reader's use of phonological word processing skills. It is used to identify specific difficulties that may require instruction. It is not a standardised test and experience indicates that it does not discriminate readers with difficulties who obtain a reading age measure of approximately 10 years or above on a standardised reading test.

**Procedure:**
Establish a friendly and positive atmosphere before beginning the test. Use encouragement and praise for attempted responses throughout the testing. Place the large print test in front of the reader and use the small print side to record the reader's responses and to identify the specific phonemic skill categories requiring instruction.

Begin with the letter sounds. Say to the reader: "Here are some letters, I would like you to tell me the sound each letter makes. The first letter is "a" (give letter name), what sound does "a" make?" If letter names are given as responses, tell the reader to also say the letter sounds. It may be necessary to point to each letter in order to obtain a response from some readers. Continue with the letter-combination sound category, saying: "Here are some letters that go together to make one sound. Tell me the sound that these letters make."

In the blank spaces next to the letters indicate the correct responses the reader makes(✓) or write in error responses.

Continue testing with the lists of words. Say to the reader: "Now I would like you to read these words, if you know the word, say it. If you don't know the word try to sound it out aloud. Read the words across the page."

Begin with the consonant-vowel, consonant-vowel-consonant words. Continue testing each category of words until the reader makes four consecutive mistakes in that category. Sample words in each category, unless it is obvious that the task is far too difficult for the reader - e.g. a young beginning reader may not be required to read the long vowel words but may attempt the vowel digraph and compound word categories. The pseudo word category is optional; it is included to gain further insight into the reader's phonological processing skills.

**Recording Errors:**
Tick (✓) the word if correctly identified.

Indicate the reader's attempts about each error response, e.g.

| lug | cheese | glup | frim | cut | picture |
|-----|--------|------|------|-----|---------|
| lag | chess | gulp | firm | cute | picnic |

Indicate where you have stopped testing (//) in each word category.

**Other information to record:**
* reader refuses to respond, waits to be told the word or to be told to move on to the next word.
* reader cannot use phonological processing (sounding out) skills.
* reader 'sounds out' the word but cannot synthesise the word.
* reader is fluent.
* reader has a long response delay (more than 2 - 3 seconds).

NOTE: Some readers may have difficulty in identifying sounds for letters and letter clusters in isolation, but have no difficulty when they are embedded in words. These readers may perform commensurate with expected chronological age ability on standardised reading tests and require no instruction in isolated phoneme skills.

# educheck
Developing behavioural and instructional solutions

## NEAL PHONEMIC SKILLS SCREENING TEST

NAME: _____ AGE: _____ DATE: _____

| LETTER SOUNDS | | | PHONEMIC SKILLS |
|---|---|---|---|
| a<br>m<br>s<br>e | | if   up   at   on   pug   wit   fez<br>lag   zip   bud   yen   rod   wax   jut | cv<br>cvc |
| r<br>d<br>f<br>i | | chop  thick  shun  whet  chuck  chess<br>quiz  which  thud  lash  quit  shock | consonant digraphs |
| t<br>n<br>c<br>o | | swim  spat  trot  grim  drum  flog  glen<br>skip  bled  crab  twig  scab  fret  plop | consonant blends ccvc |
| h<br>u<br>g<br>l | | wept  gulp  zest  list  colt  bust  limp  fold<br>tiff  next  ramp  sink  rift  yell  kelp  jazz | cons. blends cvcc & double consonants |
| w<br>v<br>p<br>b | | hitch  scrub  strap  fetch  thrip  botch<br>splat  bunch  shrug  clutch  prompt strict | cons. blends 3 consonants/ digraphs |
| y<br>x<br>j<br>z | | cube  hive  cute  nape  mile  poke  lame  wage<br>vice  globe  rote  slate  gripe  crime  graze  froze | long vowels cvcc and consonant blend ccvc |
| qu<br>th<br>er<br>sh | | seen  pert  raid  burn  oats  meal  loin  horn  coax<br>jaw  cart  ray  firm  head  curt  gout  laud  pew<br>loom  fowl  nigh  mall  tow  guy  hoe  soy  thief | vowel digraphs/ diphthongs |
| wh<br>ch<br>ck | | picnic  visit  cricket  umbrella  expect  reject<br>hopeless  undertake  pressing  wicked  message  engaged | compound suffix, prefix, multi syllable words |
| oo<br>oa<br>or | | lamb  measure  blind  canyon  dispute  ration<br>salmon  knit  various  gnaw  initial  vague<br>wrong  phrase  cough  echo  concise  physics | Misc |
| ai<br>al<br>ea<br>ou | | gac  kez  vum  hon  jis<br>chen  thack  shol  whid  quox | Pseudowords |
| ar<br>ir<br>ur | | Dagmar Neal A.U.A., Dip. T. (Adel.), B.A., M.A. (Macq.)<br>Permission to reproduce granted | Educheck 1988<br>(First Developed 1984) |

**Student's copy page 1**

| | | | |
|---|---|---|---|
| a | m | s | e |
| r | d | f | i |
| t | n | c | o |
| h | u | g | l |
| w | v | p | b |
| y | x | j | z |
| qu | th | er | sh |
| wh | ch | ck | |

| | | | | |
|---|---|---|---|---|
| oo | oa | or | ai | al |
| ea | ou | ar | ir | ur |

**Student's copy page 1**

**Student's copy page 2**

| | | | | | |
|---|---|---|---|---|---|
| if | up | at | on | pug | wit |
| fez | lag | zip | bud | yen | rod |
| wax | jut | | | | |

| | | | | | |
|---|---|---|---|---|---|
| chop | thick | shun | whet | chuck | chess |
| quiz | which | thud | lash | quit | shock |

| | | | | | |
|---|---|---|---|---|---|
| swim | spat | trot | grim | drum | flog |
| glen | skip | bled | crab | twig | scab |
| fret | plop | | | | |

| | | | | | |
|---|---|---|---|---|---|
| wept | gulp | zest | list | colt | bust |
| limp | fold | tiff | next | ramp | sink |
| rift | yell | kelp | jazz | | |

| | | | | | |
|---|---|---|---|---|---|
| hitch | scrub | strap | fetch | thrip | botch |
| splat | bunch | shrug | clutch | prompt | strict |

| | | | | | |
|---|---|---|---|---|---|
| cube | hive | cute | nape | mile | poke |
| lame | wage | vice | globe | rote | slate |
| gripe | crime | graze | froze | | |

## Student's copy page 3

| | | | | | |
|---|---|---|---|---|---|
| seen | pert | raid | burn | oats | meal |
| loin | horn | coax | jaw | cart | ray |
| firm | head | curt | gout | laud | pew |
| loom | fowl | nigh | mall | tow | guy |
| hoe | soy | thief | | | |
| picnic | visit | cricket | umbrella | expect | reject |
| hopeless | undertake | pressing | wicked | message | engaged |
| lamb | measure | blind | canyon | dispute | ration |
| salmon | knit | various | gnaw | initial | vague |
| wrong | phrase | cough | echo | concise | physics |
| gac | kez | vum | hon | jis | chen |
| thack | shol | whid | quox | | |

# Johnson basic vocabulary

## Administration information

Test the student on the first one or two columns of the Johnson basic vocabulary. Words must be recognised by sight and not sounded out. To enhance the information gained from administering the Johnson basic vocabulary it is recommended that an automaticity component be included. Information can be acquired by using a stop watch to time students automatic recognition of words read. Oral Reading Rate Data Guide: Words in isolation (Neal 1990) recommends:

Year 3-4          30-45 wpm correct

0-2 errors

Year 5-6          45-50 wpm correct

0-2 errors

## Administration procedure

Place the Johnson basic vocabulary sheet in front of the student showing the first two columns only. (If the student has displayed any anxiety during the text reading assessment the teacher may decide to display one column at a time.)

"I would like you to read some words for me. I am going to use the stop watch to see how quickly and carefully you can read each word. You will need to read the words down the column, (indicate the direction to the child). Remember how fast you read the words is not as important as getting the words right. Any questions? I will start the stop watch when you say the first word."

If the child does not begin after 5 seconds tell them the word.

**Student's copy**

# Johnson basic vocabulary

| | | | |
|---|---|---|---|
| the | out | our | how |
| of | so | over | too |
| and | said | man | little |
| to | what | me | good |
| a | up | even | very |
| in | its | most | make |
| that | about | made | world |
| is | into | after | still |
| was | than | did | own |
| he | them | many | see |
| for | can | before | men |
| it | only | must | work |
| with | other | through | long |
| as | new | back | get |
| his | some | years | here |
| on | could | where | between |
| be | time | much | both |
| at | these | your | under |
| by | two | way | never |
| I | may | well | day |
| this | then | down | same |
| had | do | should | if |
| not | first | those | my |
| are | any | people | now |
| no | like | Mr | because |

**Teacher's copy**

# Johnson basic vocabulary

Student's name:.............................................................  Date:............................

| the | | | | out | | | | our | | | | how | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| of | | | | so | | | | over | | | | too | | |
| and | | | | said | | | | man | | | | little | | |
| to | | | | what | | | | me | | | | good | | |
| a | | | | up | | | | even | | | | very | | |
| in | | | | its | | | | most | | | | make | | |
| that | | | | about | | | | made | | | | world | | |
| is | | | | into | | | | after | | | | still | | |
| was | | | | than | | | | did | | | | own | | |
| he | | | | them | | | | many | | | | see | | |
| for | | | | can | | | | before | | | | men | | |
| it | | | | only | | | | must | | | | work | | |
| with | | | | other | | | | through | | | | long | | |
| as | | | | new | | | | back | | | | get | | |
| his | | | | some | | | | years | | | | here | | |
| on | | | | could | | | | where | | | | between | | |
| be | | | | time | | | | much | | | | both | | |
| at | | | | these | | | | your | | | | under | | |
| by | | | | two | | | | way | | | | never | | |
| I | | | | may | | | | well | | | | day | | |
| this | | | | then | | | | down | | | | same | | |
| had | | | | do | | | | should | | | | if | | |
| not | | | | first | | | | those | | | | my | | |
| are | | | | any | | | | people | | | | now | | |
| no | | | | like | | | | Mr | | | | because | | |

## Author's note

# Sutherland Phonological Awareness Test

Dr Roslyn Neilson has given permission for the original edition 1995 of the *Sutherland Phonological Awareness Test* (now out of print) to be reprinted here and copied as required by users of this manual. The test may be used as a screener to determine whether further follow up in the area of phonological awareness is indicated for individual children. Further assessment should ideally use a current published phonological awareness test with up-to-date normative data.

Screening results may be interpreted with reference to the following chart illustrating SPAT Total mean scores at four grade levels: Kindergarten, Grade 1, Grade 2 and Grade 3. The average range for each grade is indicated by scores within one standard deviation of the mean. The abbreviation 'n' refers to samples sizes at each grade.

The norms were collected in 2004, in Term 3 of the school year. Testing included whole cohorts of children from schools in low socio-economic status communities and more advantaged communities within Sydney, NSW. Please note that this testing was carried out well before systematic intensive phonics teaching was employed within local schools, so the results are probably conservative estimates of current grade expectations.

Scores for a separate Kindergarten group are presented in parentheses, labelled as Kindergarten Low. These scores represent results from one particular class, also tested in July, which up to that point had had no formal exposure at all to the alphabet. These results may be regarded as representing critically low scores during the first year of schooling.

# SPAT total norms

|  | (Kindergarten Low n=31) | Kindergarten n=63 | Grade 1 n=90 | Grade 2 n=105 | Grade 3 n=64 |
|---|---|---|---|---|---|
| + 1 SD | 23.03 | 38.51 | 48.97 | 53.82 | 54.44 |
| Mean | 14.65 | 27.05 | 39.33 | 46.74 | 48.39 |
| − 1 SD | 6.26 | 15.59 | 29.69 | 39.67 | 42.34 |
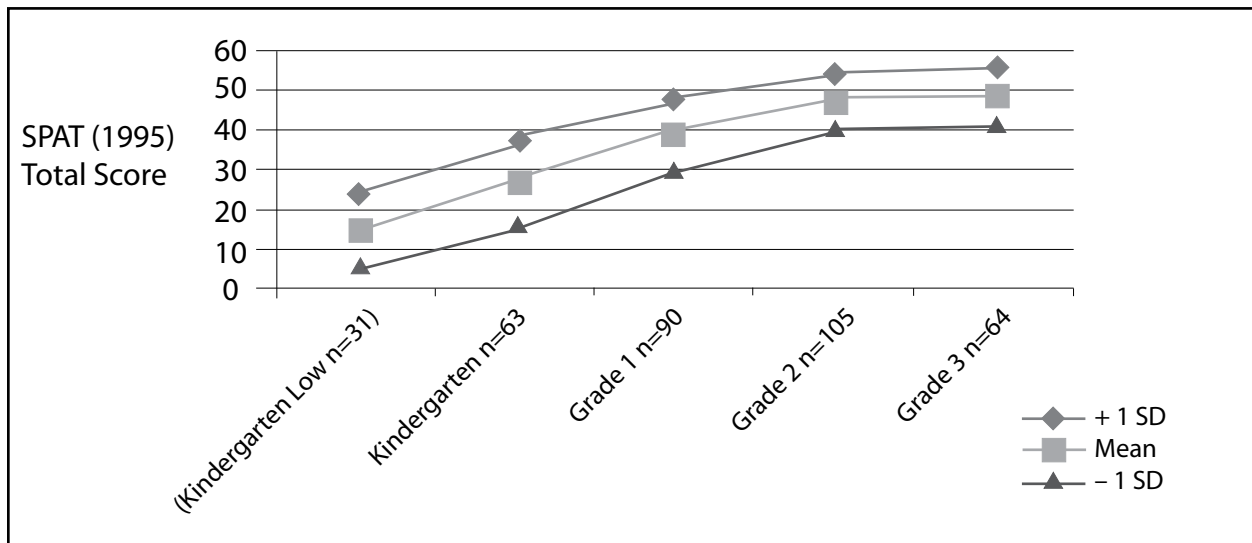
## SUTHERLAND PHONOLOGICAL AWARENESS TEST
### INSTRUCTIONS: ADMINISTRATION

Each subtest begins with an item demonstrated by the examiner, followed by a practice item on which the child should be corrected if necessary, and encouraged to try again. No corrections should be given on test items.

Use Stimulus Page 1 for subtests 1, 2, 6 and 9. Use Stimulus Page 2 for subtest 12. The child's responses on Subtest 13 should be written on a separate piece of paper, then copied onto the test form by the examiner.

*Discontinuation guideline*: Administer all Section A. Discontinue testing after failure on all four items of any two subtests in Sections B and C. Section D should be attempted unless it it clear that the child will be unable to complete the task.

**1\*  Syllable Counting**     \*Use drum pictures on Stimulus Page 1.

Instructions: *"When we say words, we can say them in drum beats. For example, we can say 'kangaroo' like this: 'kan..ga..roo' (tapping the drums)."* You say 'alligator' and show me the drum beats.
Practice:  alligator   (4)

1. picnic (2)          2. television (4)          3. elephant (3)          4. supermarket (4)

**2\*  Rhyme Detection**     \*Use rhyming pictures on Stimulus Page 1.

Instructions: *"These pictures are about rhyming words. This one is 'cat'. You have to choose the picture that rhymes with 'cat' ... 'bell' or 'bat'? It's bat: cat ... bat."* Name all subsequent pictures for child.
Practice:  pig, *dig*, cup

1. map, *tap*, kite      2. sun, shirt, *gun*      3. fox, *box*, zip      4. wall, fish, *ball*

**3.  Rhyme Production**

Instructions: *"Now you have to think of a word that rhymes with the words I say. For example, if I say 'can', 'fan', you could say 'man'."* Non-words are acceptable.
Practice:  cat, fat, ......?

1. night, fight, ..?    2. toe, show, ..?    3. bed, red, ..?    4. four, sore, ..?

**4.  Onset Identification**

Instructions: *"You have to tell me what sound a word begins with. For example, if I say 'ball, you have to tell me /b/."* Note: If the child responds with a letter name, say *"Yes, but what sound does that make?"*
Practice:  sun (/s/)

1. fat    (/f/)      2. moon    (/m/)      3. torch    (/t/)      4. girl    (/g/)

**5.  Final Phoneme Identification**

Instructions: *"You have to tell me the last sound that you hear in a word . For example, if I say 'game', you have to tell me /m/."* Note: If the child responds with a letter name, say *"Yes, but what sound does that make?"*
Practice:  boot (/t/)

1. bus    (/s/)      2. cap    (/p/)      3. roof    (/f/)      4. duck    (/k/)

**6\*  Segmentation 1 (VC, CV, CVC)**     \*Use numbers on Stimulus Page 1.

Instructions: *"Now you have to break up words into separate sounds. Say the sounds out loud as you tap on the numbers, so that you can tell me how many separate sounds there are in the word. For example, the sounds in 'up' are u... p... - that's 2 sounds."* Encourage child to use sounds, not letter names. Record the actual sounds the child says; score correct only if the phonemes are correct.
Practice:  pin (p.. i.. n.. - 3 sounds)

1. am (a.. m.. 2)      2. go (g.. o.. 2)      3. seat (s.. ea.. t.. 3)      4. mug (m.. u.. g.. 3)

**ADMINISTRATION page 2**

## 7. Blending (VC, CV, CVC)

Instructions: *"Join the sounds I say to make a word. For example, if I say 'i... ce...', that makes 'ice'."*
Practice: m.. oo.. n.. (moon)

1. s.. ee.. (see)    2. d.. ay.. (day)    3. r.. oa.. d.. (road)    4. g.. a.. te.. (gate)

## 8. Initial Phoneme Deletion

Instructions: *"Now you have to take off the first sound in a word, and say the word that's left. For example, if I say 'boat', take off the /b/ - that leaves 'oat'."*
Practice: meat; take off /m/ (eat)

1. tame - /t/ (aim)    2. shout - 'sh' (out)    3. bark - /b/ (ark)    4. mat - /m/ (at)

## 9* Segmentation 2 (CCVC; CVCC)    *Use numbers on Stimulus Page 1.

Instructions: *"Break up these words into separate sounds, just as you did before. Say the sounds out loud as you tap on the numbers. For example, 'sleep' is s... l... ee... p... - that's four sounds."* Encourage child to use sounds, not letter names. Record the actual sounds that the child says; score correct only if the phonemes are correctly pronounced. Note if child pronounces the /t/ in 'trip' as 'ch'; this error need not be penalised.
Practice: snake (s.. n.. a.. ke - 4 sounds)

1. trip (t.. r.. i.. p..)    2. spoon (s.. p.. oo.. n..) 3. beast (b.. ea.. s.. t)    4. bond (b.. o.. n.. d)

## 10. CCVC Blends: Deletion of First Phoneme

Instructions: *"Now you have to take off the first sound again, and say the word that's left. For example, if I say 'play', take off the /p/ - that leaves 'lay'."*
Practice: clap; take off /c/ (lap). If child says 'ap', repeat the item, emphasising the /l/.

1. smile - /s/ (mile)    2. gruff - /g/ (rough)    3. plate - /p/ (late)    4. swing - /s/ (wing)

## 11. CCVC Blends: Deletion of Second Phoneme

Instructions: *"Now you have to take a sound out of a word, and say the word that's left. For example, can you hear the /r/ in 'brake'? If you take the /r/ out of 'brake', that leaves 'bake'."*
Practice: smack; take out /m/ (sack). If child says 'ack', remind him/her about the /s/ sound at the beginning.

1. stale - /t/ (sale)    2. plain - /l/ (pain)    3. frog - /r/ (fog)    4. slash - /l/ (sash)

## 12* Non-word Reading    *Child reads non-words from Stimulus Page 2.

Instructions: *"The words on this page aren't real words; they are nonsense words, and you've never seen them before. Try to read them."*
Record the child's responses as accurately as possible in the spaces on the Score Sheet. Record any false starts, sounding out, self-corrections, etc., as well as the final response.

## 13* Non-Word Spelling    *Use spare sheet of paper, or back of Score Sheet. Provide a pencil.

Instructions: *"Now I'm going to give you some nonsense words to try to spell."* Dictate the non-words without segmenting them. Allow repetitions, and encourage the child to repeat the non-words aloud. Copy the child's responses onto the front of the Score Sheet.

*Non-Words:* af, rog, speg, visk, strom, bouse, makidos

### Non-word Spelling: Scoring guidelines
Accept reasonable attempts to represent each phoneme in the non-words. There must be some recognition of the diphthong quality of the vowel in *bouse*. Do not penalise voicing errors on the stops or plosives in consonant blends. Do not penalise letter reversals.

| Word | Acceptable variations |
|---|---|
| speg | sbeg |
| visk | visc, visck, visg |
| bouse | bous, baws, bows, baus |
| makidos | mac/mack/mc; y/e/; doss |

# SUTHERLAND PHONOLOGICAL AWARENESS TEST

**Name:**                                            **Date:**

**Grade:**                **Age:**                    **Examiner:**

## A. SYLLABIC AND SUBSYLLABIC LEVEL

| 1. SYLLABLE COUNTING * Stimulus Page 1 Demo: kangaroo Practice: alligator picnic.................... television............... elephant................ supermarket........... | 2. RHYME DETECTION * Stimulus Page 1 Demo: cat, bell, bat Practice: pig, dig,cup map, tap, kite.......... sun, shirt, gun......... fox, box, zip........... wall, fish, ball......... | 3. RHYME PRODUCTION Demo: can, fan ... man Practice: cat, fat, ... night, fight,........... toe, show,.............. bed, red,................ four, sore,............. | 4. IDENTIFICATION OF ONSET Demo: ball Practice: sun fat....................... moon................... torch................... girl..................... |
|---|---|---|---|
| /4  P E F  + / - | /4  P E F  + / - | /4  P E F  + / - | /4  P E F  + / - |

## B. PHONEMIC LEVEL (CVC)

| 5. IDENTIFICATION OF FINAL PHONEME Demo: game Practice: boot bus..................... cap..................... roof.................... duck.................... | 6. SEGMENTATION (1) * Stimulus Page 1 Demo: up Practice: pin am...................... go...................... seat.................... mug.................... | 7. BLENDING (VC, CV, CVC) Demo: i, ce Practice: m, oo, n s, ee.................... d, ay.................... r, oa, d................ g, a, te................ | 8. DELETION OF INITIAL PHONEME Demo: boat (-b) Practice: meat (-m) tame (-t)............... shout (-sh)............. bark (-b)............... mat (-m)............... |
|---|---|---|---|
| /4  P E F  + / - | /4  P E F  + / - | /4  P E F  + / - | /4  P E F  + / - |

## C. PHONEMIC LEVEL (BLENDS)

| 9. SEGMENTATION (2) * Stimulus Page 1 Demo: sleep Practice: snake trip..................... spoon.................. beast................... bond................... | 10. CC BLENDS: DELETE FIRST PHONEME Demo: play (-p) Practice: clap (-c) smile (-s)............... gruff (-g)............... plate (-p)............... swing (-s).............. | 11. CC BLENDS: DELETE SECOND PHONEME Demo: brake (-r) Practice: smack (-m) stale (-t)............... plain (-l)............... frog (-r)............... slash (-l)............... | Scoring: P: Pass = 3 or 4 correct E: Emergent = 1 or 2 correct F: Fail = 0 correct +/- Refer to Table 1: Skills Analysis |
|---|---|---|---|
| /4  P E F  + / - | /4  P E F  + / - | /4  P E F  + / - | Subtotal:     / 44 |

## D. GRAPHEME-PHONEME CORRESPONDENCES

| 12. NON-WORD READING * Stimulus Page 2 Write in child's response. Score 1 or 0. | 13. NON-WORD SPELLING   Dictate words. Use spare sheet of paper. Score 1 or 0. |
|---|---|
| ig ................................................. | af ................................................. |
| taf ................................................ | rog ............................................... |
| spob ............................................. | speg .............................................. |
| mesk ............................................ | visk ............................................... |
| scrad ............................................ | strom ............................................ |
| fouse ............................................ | bouse ............................................ |
| ripadal .......................................... /7 | makidos ........................................ / 7 (1: phonetically acceptable   0: unacceptable) |

| TOTAL SCORE (Maximum = 58): | (Refer to Figure 1: SPAT Total Scores) |
|---|---|

**Conclusions:**

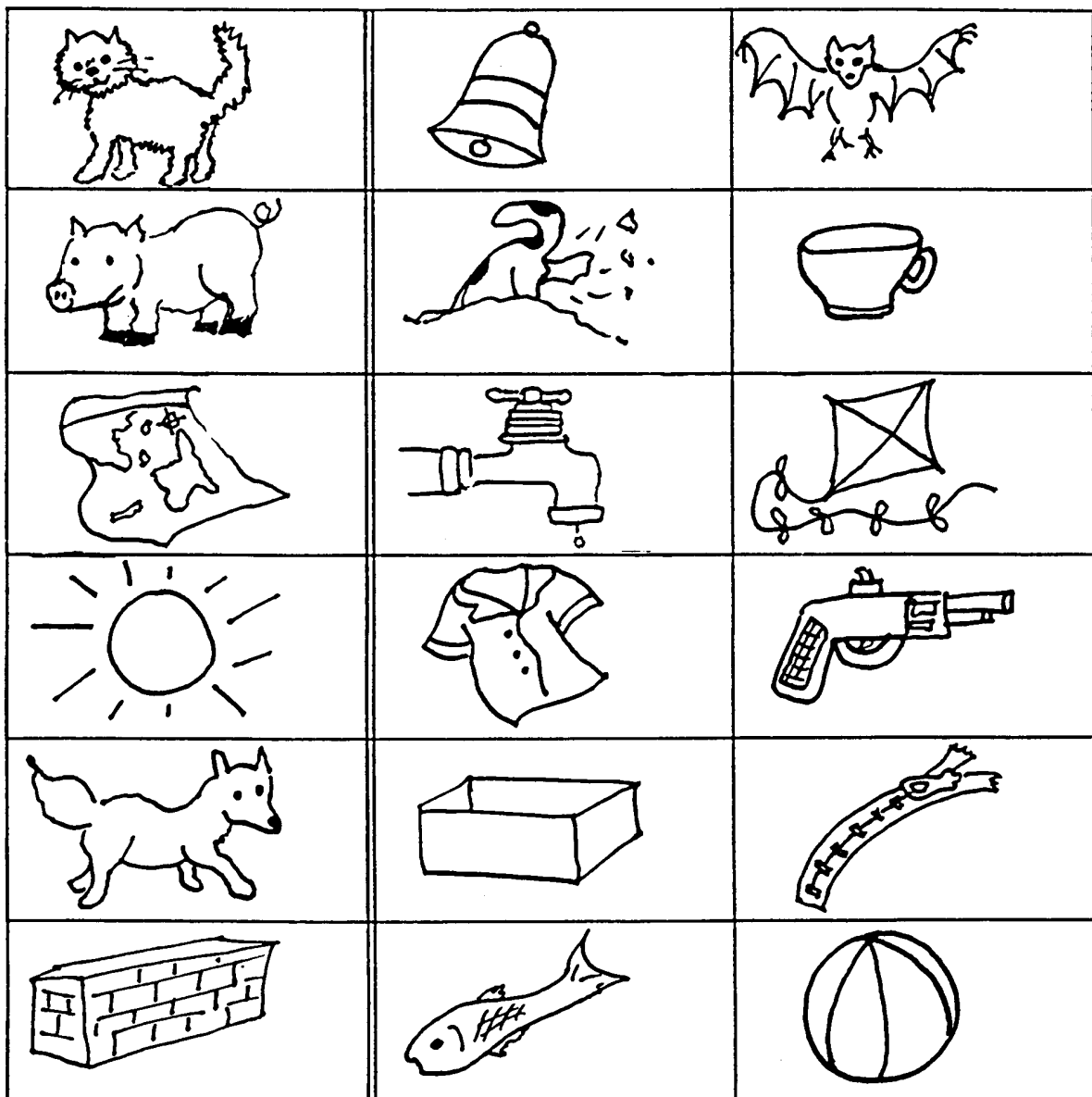## SUTHERLAND PHONOLOGICAL AWARENESS TEST     STIMULUS PAGE 1

### Subtest 1:   Syllable Counting

| | | | |
|---|---|---|---|
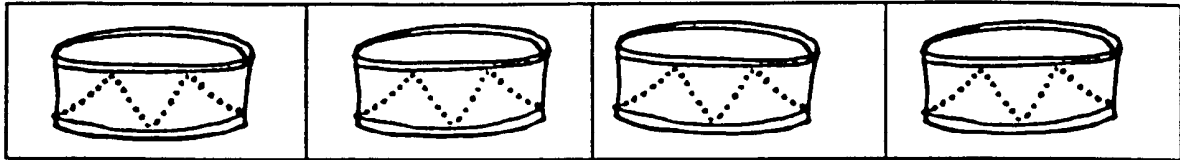
### Subtests 6 and 9:     Segmentation of phonemes

| 1 | 2 | 3 | 4 |
|---|---|---|---|

### Subtest 2:   Rhyme Detection

Sutherland Phonological Awareness Test
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STIMULUS PAGE 2

Subtest 12: Non-word Reading

# ig

# taf

# spob

# mesk

# scrad

# fouse

# ripadal

# Sutherland Phonological Awareness test scoring and interpretation

## Total SPAT score

For subtests 1 to 13, score one point per correct answer, and enter the score for each subtest in the bottom left-hand corner of the subtest sections on the Score Sheet. Add these scores and enter the Total Score at the bottom of Score Sheet. Note the child's grade and refer to Figure 1, overleaf, for interpretation (N.B. norms refer to mid-year achievement levels.) A Total Score that falls more than one standard deviation below the mean for a given grade level indicates a significant weakness in phonological awareness. For children in higher grades, the Third Class level norms may be used as an indication of minimum phonological awareness requirements.

## Skills analysis

For subtests 1 to 11, circle P (Pass, 3 or 4 correct), E (Emergent, 1 or 2 correct), or F (Fail, 0 correct). Refer to Table 1, overleaf to evaluate the child's performance on each subtest by comparison with grade-level peers. Indicate + or – for each subtest in the bottom right-hand corner of the subtest sections on the Score Sheet. Note: 'Minus' represents the situation where 80% of grade level peers score *higher than* the child does. 'Plus' indicates that the child has achieved a Pass or Emergent score, and a comparable or lower result has been achieved by 80% of peers. Subtests where the child failed, but so did *over* 20% of the peer comparison group, may be left blank. Subtests marked 'minus' thus indicate skills that should be remediated.

Note that the Third Class children in the normative sample did not achieve a 'ceiling' of a clear 80% Pass score on subtests 10 and 11 – approximately 70% passed and a further 25% scored only at an Emergent level on both the consonant deletion tasks. Interpretation of Emergent scores for 3rd Class children on subtests 10 and 11 may be clarified by reference to the child's success with consonant blends in the non-word reading and spelling items of subtests 12 and 13, since the reading and spelling tasks tend to provide a more sensitive probe of a child's awareness of consonants in blends than the deletion tasks do. In general, if a child achieves only an Emergent score on subtests 10 and 11, and also shows difficulties with consonant blends in no-word reading and spelling, remediation should be considered.

In the normative sample the phonemic segmentation tasks, subtests 6 and 9, were somewhat unstable in the sense that they were the only two subtests that showed an overall slight decrease in performance from Second Class to Third Class children. Many of the older children found it difficult to focus on *phonemes* when their knowledge of the word's spelling interfered with the phonemic segmentation required. The word 'seat' in subtest 6 was particularly vulnerable to this source of confusion; indeed, the difficulty with this item started to be evident as early as First Class. The syllabification task, too, was somewhat unstable, with the item 'picnic' generating error responses from many relatively sophisticated children who tended to prefer to segment it at onset and rime level (p…ic…n…ic) instead of breaking it into syllables.

## Normative sample

The Sutherland Phonological Awareness Test was administered to 353 children from Kindergarten to Third Class during July and August 1994, *mid-way through the school year*, in schools covering a wide range of suburban areas. For more information about the sampling and testing procedures and reliability estimates, please contact Roslyn Neilson, Speech Pathologist, PO Box 72 Jamberoo NSW 2533.

Scores were analysed in terms of grade level achievements for First Class (n=90), Second Class (n=105) and Third Class (n=64). Kindergarten scores were analysed at two levels: Kindergarten – Foundation, representing the data from an entire class of children who had experienced very little phonological awareness teaching (n=31), and Kindergarten – Transition which compromised children who had had extensive classroom exposure to tasks involving phonological awareness (n=63).

Children were included in the sample if they came from homes where languages other than English were spoken, unless their teacher judged that the children did not speak enough English to understand the test instructions. Approximately 20% of the sample were either rated by their teachers to be below average for their grade in literacy skills, or were known to have learning difficulties.

## Correlations

1. Correlation between phonological awareness on the auditory tasks (Subtests 1 to 11) and word attack skills in non-word reading and spelling (Subtests 12 and 13): r = +0.82.

2. Correlation between Total Sutherland Phonological Awareness Test scores and Word Identification skills (*Woodcock: Reading Mastery Test*): r = +0.75.

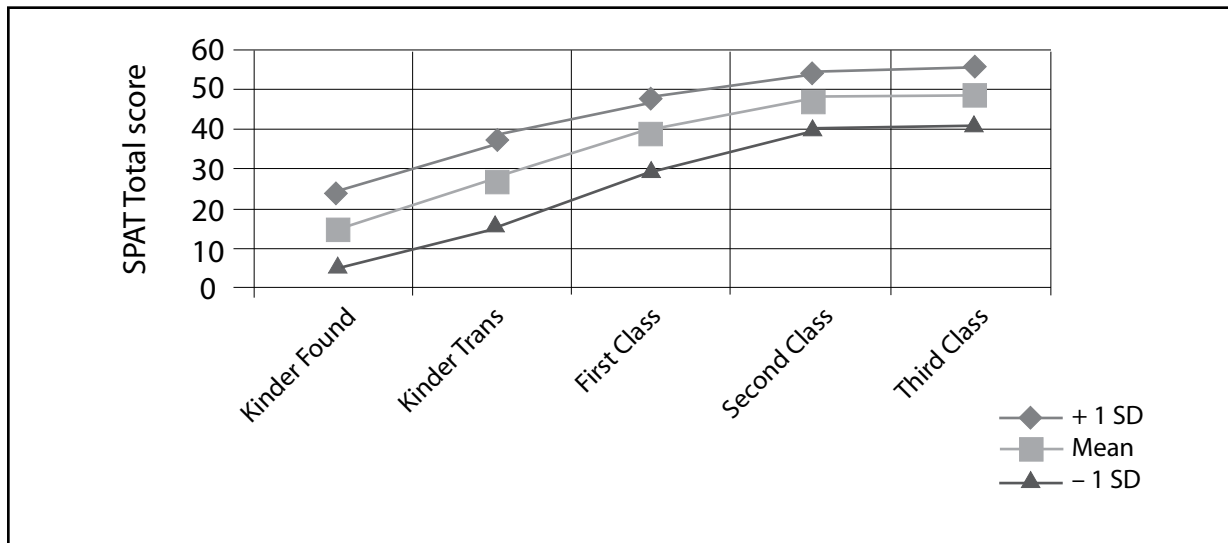Figure 1 SPAT Total Scores: Mean and Standard Deviations, Grades K-3 mid year



Table 1 SPAT Skills Analysis: Levels achieved on Subtests 1 to 11 by at least 80% of children, GRades K-3 mid year

** Where a cell is asterisked, *over* 20% of the children in that grade failed the subtest.

| | Subtest | Kinder (Foundation) | Kinder (Transition) | First class | Second class | Third class |
|---|---|---|---|---|---|---|
| 1 | Syllables | Emergent or Pass | Pass | Pass | Pass | Pass |
| 2 | Rhyme detection | Emergent or Pass | Pass | Pass | Pass | Pass |
| 3 | Rhyme production | ** | Emergent or Pass | Pass | Pass | Pass |
| 4 | Onset identification | Emergent or Pass | Pass | Pass | Pass | Pass |
| 5 | Final phoneme identification | ** | Emergent or Pass | Pass | Pass | Pass |
| 6 | CVC segmentation | ** | Emergent or Pass | Pass | Pass | Pass |
| 7 | CVC blending | ** | Emergent or Pass | Pass | Pass | Pass |
| 8 | Onset deletion | ** | ** | Emergent or Pass | Pass | Pass |
| 9 | CVC segmentation | ** | ** | ** | Emergent or Pass | Emergent or Pass |
| 10 | Blends: Delete 1st phoneme | ** | ** | ** | Emergent or Pass | Emergent or Pass |
| 11 | Blends: Delete 2nd phoneme | ** | ** | ** | ** | Emergent or Pass |

# Phonological assessment for older students

It may not be appropriate to use the same phonological screening for older students as for younger students who are in the early stage of literacy learning. Most older students with literacy difficulties have patchy learning and usually have learned about the sounds and the spelling of many common words. This learning may interfere with screening which uses these words to assess whether a student has a conscious awareness that there is a logical connection between our speech, which is made up of sounds, and the words we write and spell.

For older students it is more appropriate to assess phonological awareness and processing through spelling than aural/oral activities. It is important that words which are known to the student as spelling or reading words are not used, so in this instance the students will be given some manufactured names to spell. It is also important that we assess the underlying skill for this – that students can write the letter for the sound. This will be assessed first.

### Step 1:

Provide a blank sheet of paper for the student to record responses. Ask the student to write the letters for the following sounds:

<p align="center">h, r, a, w, t, u, o, s, e, d, g, j, l, z, c, b, m, f, y, k, x, v, n, i, p,</p>

### Step 2:

Ask the student to write the names of these aliens who have arrived on Earth. Tell them the names should be written using English spelling and ask them to write the words the way they sound.

Zeg, Frip, Plont, Drex, Smep, Slimp, Yub, Dind, Frund, Jast, Crob, Splond, Vinter, Unbud, Loffy, Hemlack, Repkim, Fodinlan, Pedsubing, Widrupsim, Gompessly, Nogmedant

Do not worry about lack of capital letters – what is important is the correct sequence of letters. Accept "Vinta" and "Loffie", "Loffey" or "Loffy" as correct.

## Analysing the result

Observe student spelling and any patterns of errors.

Look for where the student has had difficulty with

- more than four sounds
- the order of sounds
- two or three consonant blends
- two or three syllables.