

Letter Sound Short Form Assessment Administration Tips

- 1) Work with the child in a quiet area where the form can be displayed in front of them.
- 2) Write the child's name (or other identifier) on the top of the form, along with your name as the assessor and the date.
- 3) Follow the prompts/instructions exactly. Record the number of correct responses immediately.
- 4) Avoid administering a short form that contains the first initial of the child's first name. For example, for a child named Jason, do not administer Three-Form Version Form 3 or Four-Form Version Form 4.
- 5) Do not indicate whether the answer is correct or incorrect in your response to the child (e.g., do NOT say "Yes, that's right!"). Instead, provide general encouragement and comments to keep the child engaged (e.g., "I like how hard you are working!" "Let's try the next one.")
- 6) If the child gives a sound that is not clear, even if due to speech maturation, score as incorrect. Do not attempt to guess the sound that the child was trying to make; only score according to the sound heard.
- 7) ANY letter sound associated with the letter is correct. This includes long sounds for vowels (but note that giving the names for consonants is NOT correct and requires promoting to give the sound). For those letters associated with multiple sounds (e.g., C), you may wish to note which sound was given for purposes of informing instruction.
- 8) The scaled score is a converted score based on item response theory and useful to researchers. The sum score gives an estimate as to the number of letter sounds that the child might be expected to know had he or she been administered all 26 letters instead of just the subset of letters included on the short form.

**Letter Sound Short Form Assessment
Three-Form Version, Form 1**

Instructions: Say, “I’m going to show you some letters, and I want you to tell me the sounds that they make when they are in words.” Show the child each of the letters on the list, one pair of uppercase and lowercase letters at a time. Ask the child, “What sound does this letter make?” If the child responds with a letter name, prompt “That’s a letter name, but what is the sound that the letter makes?” If the child responds with a word, prompt “That’s a word that has that letter, but what is the sound that the letter makes?” Tally the number of letters for which a correct letter sound is given and use the scoring key to convert to scaled or sum scores.

A a

P p

Z z

M m

E e

L l

W w

X x

Scoring Key		
Number correct	Scaled score	Sum score
0	17.89	0.87
1	19.09	2.76
2	19.87	5.59
3	20.45	8.84
4	20.94	12.17
5	21.43	15.47
6	21.96	18.66
7	22.62	21.58
8	23.52	23.90

Number correct:	
Scaled score:	
Sum score:	

Original source: Piasta, S.B., Phillips, B.M., Williams, J., Bowles, R., & Anthony, J.L. (2016). Measuring young children’s alphabet knowledge: Development and validation of brief letter-sound assessments. *The Elementary School Journal*, 6, 523-548.

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**Letter Sound Short Form Assessment
Three-Form Version, Form 2**

Instructions: Say, “I’m going to show you some letters, and I want you to tell me the sounds that they make when they are in words.” Show the child each of the letters on the list, one pair of uppercase and lowercase letters at a time. Ask the child, “What sound does this letter make?” If the child responds with a letter name, prompt “That’s a letter name, but what is the sound that the letter makes?” If the child responds with a word, prompt “That’s a word that has that letter, but what is the sound that the letter makes?” Tally the number of letters for which a correct letter sound is given and use the scoring sheet to convert to scaled or sum scores.

B b

S s

K k

F f

G g

N n

I i

Y y

Scoring Key		
Number correct	Scaled score	Sum score
0	17.95	0.92
1	19.22	3.11
2	19.97	6.09
3	20.53	9.33
4	21.01	12.63
5	21.49	15.91
6	22.03	19.05
7	22.70	21.85
8	23.61	24.05

Number correct:	
Scaled score:	
Sum score:	

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**Letter Sound Short Form Assessment
Three-Form Version, Form 3**

Instructions: Say, “I’m going to show you some letters, and I want you to tell me the sounds that they make when they are in words.” Show the child each of the letters on the list, one pair of uppercase and lowercase letters at a time. Ask the child, “What sound does this letter make?” If the child responds with a letter name, prompt “That’s a letter name, but what is the sound that the letter makes?” If the child responds with a word, prompt “That’s a word that has that letter, but what is the sound that the letter makes?” Tally the number of letters for which a correct letter sound is given and use the scoring sheet to convert to scaled or sum scores.

C c

T t

J j

D d

V v

R r

Q q

U u

Scoring Key		
Number correct	Scaled score	Sum score
0	17.90	0.88
1	19.14	2.88
2	19.90	5.74
3	20.47	8.94
4	20.95	12.22
5	21.43	15.50
6	21.97	18.70
7	22.64	21.67
8	23.53	23.93

Number correct:	
Scaled score:	
Sum score:	

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**Letter Sound Short Form Assessment
Four-Form Version, Form 1**

Instructions: Say, “I’m going to show you some letters, and I want you to tell me the sounds that they make when they are in words.” Show the child each of the letters on the list, one pair of uppercase and lowercase letters at a time. Ask the child, “What sound does this letter make?” If the child responds with a letter name, prompt “That’s a letter name, but what is the sound that the letter makes?” If the child responds with a word, prompt “That’s a word that has that letter, but what is the sound that the letter makes?” Tally the number of letters for which a correct letter sound is given and use the scoring sheet to convert to scaled or sum scores.

C c

P p

F f

G g

I i

U u

Scoring Key		
Number correct	Scaled score	Sum score
0	18.06	1.02
1	19.34	3.49
2	20.23	7.50
3	20.94	12.14
4	21.63	16.77
5	22.40	20.72
6	23.33	23.55

Number correct:	
Scaled score:	
Sum score:	

Original source: Piasta, S.B., Phillips, B.M., Williams, J., Bowles, R., & Anthony, J.L. (2016). Measuring young children’s alphabet knowledge: Development and validation of brief letter-sound assessments. *The Elementary School Journal*, 6, 523-548.

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**Letter Sound Short Form Assessment
Four-Form Version, Form 2**

Instructions: Say, “I’m going to show you some letters, and I want you to tell me the sounds that they make when they are in words.” Show the child each of the letters on the list, one pair of uppercase and lowercase letters at a time. Ask the child, “What sound does this letter make?” If the child responds with a letter name, prompt “That’s a letter name, but what is the sound that the letter makes?” If the child responds with a word, prompt “That’s a word that has that letter, but what is the sound that the letter makes?” Tally the number of letters for which a correct letter sound is given and use the scoring sheet to convert to scaled or sum scores.

B b

S s

Z z

V v

N n

Y y

Scoring Key		
Number correct	Scaled score	Sum score
0	18.90	1.06
1	19.48	3.94
2	20.30	7.89
3	20.95	12.19
4	21.58	16.49
5	22.34	20.50
6	23.36	23.60

Number correct:	
Scaled score:	
Sum score:	

Original source: Piasta, S.B., Phillips, B.M., Williams, J., Bowles, R., & Anthony, J.L. (2016). Measuring young children’s alphabet knowledge: Development and validation of brief letter-sound assessments. *The Elementary School Journal*, 6, 523-548.

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**Letter Sound Short Form Assessment
Four-Form Version, Form 3**

Instructions: Say, “I’m going to show you some letters, and I want you to tell me the sounds that they make when they are in words.” Show the child each of the letters on the list, one pair of uppercase and lowercase letters at a time. Ask the child, “What sound does this letter make?” If the child responds with a letter name, prompt “That’s a letter name, but what is the sound that the letter makes?” If the child responds with a word, prompt “That’s a word that has that letter, but what is the sound that the letter makes?” Tally the number of letters for which a correct letter sound is given and use the scoring sheet to convert to scaled or sum scores.

A a

K k

M m

L l

R r

X x

Scoring Key		
Number correct	Scaled score	Sum score
0	18.10	1.06
1	19.40	3.68
2	20.28	7.76
3	20.95	12.21
4	21.59	16.53
5	22.34	20.50
6	23.30	23.48

Number correct:	
Scaled score:	
Sum score:	

Original source: Piasta, S.B., Phillips, B.M., Williams, J., Bowles, R., & Anthony, J.L. (2016). Measuring young children’s alphabet knowledge: Development and validation of brief letter-sound assessments. *The Elementary School Journal*, 6, 523-548.

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**Letter Sound Short Form Assessment
Four-Form Version, Form 4**

Instructions: Say, “I’m going to show you some letters, and I want you to tell me the sounds that they make when they are in words.” Show the child each of the letters on the list, one pair of uppercase and lowercase letters at a time. Ask the child, “What sound does this letter make?” If the child responds with a letter name, prompt “That’s a letter name, but what is the sound that the letter makes?” If the child responds with a word, prompt “That’s a word that has that letter, but what is the sound that the letter makes?” Tally the number of letters for which a correct letter sound is given and use the scoring sheet to convert to scaled or sum scores.

T t

J j

D d

E e

Q q

W w

Scoring Key		
Number correct	Scaled score	Sum score
0	18.10	1.06
1	19.45	3.86
2	20.28	7.75
3	20.92	11.98
4	21.54	16.17
5	22.25	20.09
6	23.27	23.42

Number correct:	
Scaled score:	
Sum score:	

Original source: Piasta, S.B., Phillips, B.M., Williams, J., Bowles, R., & Anthony, J.L. (2016). Measuring young children’s alphabet knowledge: Development and validation of brief letter-sound assessments. *The Elementary School Journal*, 6, 523-548.

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