

How to Use an Assessment Opportunity Card™

This area provides a brief description of the reason behind the **Assessment Opportunity Card™**.

Alphabet Recognition Game

Purpose

Knowing the names of the letters is a predictor of future reading success. There are many ways to observe a child's knowledge of the alphabet in the context of playful everyday activities. This activity enables you quickly to survey how many uppercase or lowercase letters a child can name.

Teaching Strategies Assessment Opportunity Cards™

Objective 16 Demonstrates knowledge of the alphabet

- a. Identifies and names letters
- b. Uses letter-sound knowledge

Related objectives: 2, 7, 11

This refers to the primary objective and dimensions for **Objectives for Development & Learning**. Each card also lists related objectives.

What You Do

Materials: a set of letter-recognition materials (all uppercase and lowercase letters), either commercially made or teacher-prepared alphabet cards
Objectives for Development & Learning, page 88
Child Assessment Portfolio, pages 36–38

1. Review the progressions for Dimensions 16a and 16b to determine the appropriate number of letter cards and which cards to use with each child.
2. Spread the cards on the table or floor with the uppercase (capital) letters facing up.
3. Ask the child to find each letter that he or she recognizes, name it, and turn the card over.
4. If the child names at least 10 uppercase letters correctly, repeat the procedure with the lowercase letters.
5. If the child recognizes at least 8 lowercase letters, ask the child about the letters at the end of the name. For example, say in your name M is /m/. W is some of the

Assessing All Children

- Allow a child various ways to identify: point, name, associate the sound.
- Let a child feel the letters to identify the ones he or she knows. Provide

This section provides basic direction on how to conduct the activity. First read through the directions. Second review the information located under the progressions. This enables you to individualize the activity and accurately observe the child. Finally, conduct the activity adjusting your interactions to meet each child's level.

Materials needed to conduct the activity. These materials are found in a typical preschool classroom and can be substituted easily or adjusted to relate to a study topic.

Assessing Children's Progress

Record information from this activity in *Teaching Strategies® GOLD™*. Use this information as well as the information from the observation notes you have collected to mark the highest levels the child has demonstrated.

a. Identifies and names letters

Not Yet	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7	Level 8	Level 9
		Recognizes and names a few letters in own name		Recognizes as many as 10 letters, especially those in own name		Identifies and names 11–20 upper- and 11–20 lowercase letters when presented in random order		Identifies and names all upper- and lowercase letters when presented in random order	

Level 2: Recognizes and names a few letters in own name

Level 4: Recognizes as many as 10 letters, especially those in own name

Level 6: Identifies and names 11–20 upper- and 11–20 lowercase letters when presented in random order

Level 8: Identifies and names all upper- and lowercase letters when presented in random order

Progressions of development and learning from *GOLD™*.

Directions and guidance on how to adjust the activity to meet each child's level.

b. Identifies letter-sound correspondences

Not Yet	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7	Level 8	Level 9
		Identifies the sounds of a few letters		Produces the correct sounds for 10–20 letters		Produces at least one correct sound for each letter in the alphabet		Produces short and long vowel sounds and most frequent sounds for each consonant	

Level 2: Identifies the sounds of a few letters

Level 4: Produces the correct sounds for 10–20 letters

Level 6: Produces at least one correct sound for each letter in the alphabet

Level 8: Produces short and long vowel sounds and most frequent sounds for each consonant

Questions to Guide Your Observations

Related Objectives

- How did the child interact with the adult during the experience? (Objective 2)
- If letter manipulatives were used, how did the child handle them? (Objective 7)
- How long was the child able to attend to the activity? (Objective 11)

Questions to consider while implementing the activity to assess a child's development and learning for related objectives.