

Assessment Means Form: Letter Naming

Assessment Overview: Teachers should aim to assess students in the most naturalistic environment first (i.e., observation) before moving on to more intentionally structured activities (i.e., the Situation).

What Teachers Need to Know and Observe: The letter naming construct progression is designed to assess children's knowledge of letters. Letter knowledge is the child's ability to connect the letter name with its written symbol. A child can demonstrate letter knowledge by selecting letters named by someone else, or by naming letters selected by someone else. Letter knowledge can also be demonstrated through children's writing if they are able to name or select the letters they have written. This progression does not assess letter naming fluency, letter sounds, or the correct formation of letters through writing.

General Teacher Instructions: There are many opportunities in the typical early childhood classroom to observe children's letter knowledge as described in Skills A – G. Teachers need to keep track of the letters children identify (name or select) in order to evaluate their learning status on Skills D – G. A letter naming form has been developed to assist teachers in tracking which letters children know, in both upper and lower case.

Observation Instructions: Observe child interacting with letters in a variety of settings with a variety of materials.

Potential Opportunities for Observation	Potential Materials
<ul style="list-style-type: none"> ➤ All observations and situations should be conducted in print-rich environments, e.g.: <ul style="list-style-type: none"> ○ Many books in the classroom ○ Letters and words on classroom walls ○ Labeled objects around the classroom ○ Letter manipulatives available for play ➤ Many common classroom situations provide opportunities to observe letter naming skills, e.g.: <ul style="list-style-type: none"> ○ Attendance cards ○ Student cubbies ○ Folders with names printed on them ○ Word walls, anchor charts, bulletin boards ➤ Both uppercase and lowercase forms of letters should be present in the classroom environment and in the materials used to assess this progression. 	<ul style="list-style-type: none"> ➤ Any materials children can use to demonstrate their letter naming skills: <ul style="list-style-type: none"> ○ Print materials including poems, stories, word walls, informational text, digital media ○ Collections of letters including letter manipulatives, magnetic letters, large foam letters, cards or paper with letters written on them, or letters on a digital learning device ➤ Pointers could include items such as a finger, pointer, framing tool, highlighter tape, or a dot marker. ➤ Skills E – G: A page of printed letters (form provided) with 52 randomly ordered uppercase and lowercase letters (letters should not be presented in alphabetical order) ➤ Cursive letters should not be used in assessment materials.

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Placing a Child on this Progression: With all progressions, the goal is to identify the level at which the child is solidly performing. If the child is inconsistent at a given level, as children often are when they are learning a new skill, the correct placement is at a lower level. The teacher needs to collect enough evidence to be confident that the child is correctly placed on the progression. This will include multiple pieces of evidence where the child demonstrates the skill level at which he/she is placed and at least one documented instance of allowing the child the opportunity to demonstrate his/her skills/behavior at the next highest level. It will be difficult to place some children on a progression. Children who are not yet at Skill A should be marked as “Emerging” for that progression. Children who have reached the highest level of a progression should be marked at that highest level.

General Observation Prompts:

- Remind child that letters can be seen all around us.
- Remind child that letters can be combined into written words that communicate our thoughts and feelings.

Specific Observation Prompts:

- For Skills A, F & G, children can use a graphic organizer to sort letters, shapes, pictures and symbols.
- For Skills B and D-G, remind child that letters appear in both uppercase and lowercase forms.

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Letter Naming Observation Instructions & Examples by Skill Level

Skill	Skill Progression	Skill-Level Teacher Instructions	Examples
A	<u>Distinguishes letters</u> from pictures, shapes, or numerals	Observe child while: <ul style="list-style-type: none"> - Sorting letters, pictures and numerals on a digital device - Sorting letter, picture and numeral manipulatives - Looking at a book - Looking at letters, pictures, shapes, and numerals posted on the wall 	When playing a game where the objective is to sort letters from pictures, shapes, and numerals, Amy sorts letters into the specified area. Tran was able to sort letters of the alphabet of his home language from pictures and shapes.
B	<u>Distinguishes own first name</u> from other names or other words (e.g., on folders, name charts, among other words or names)	Observe child while: <ul style="list-style-type: none"> - Selecting an attendance card - Selecting own name for attendance on an interactive white board - Finding one's own name on a folder (from randomly arranged folders) 	Upon entering the classroom, Ben selects a name card with his name printed on the card to indicate attendance.
C	<u>Locates, talks about, or asks questions about letters</u> in one's environment	Observe child while: <ul style="list-style-type: none"> - Playing a game on a digital device (e.g., tablet, interactive white board) - Playing with letter manipulatives - Looking at a book - Looking at the letters on the wall - Looking at a card or page with letters printed in random order 	When in the cafeteria, Carla points to the letter 'C' and says in her home language, "I know that letter; it's in my name." When in the library, Chien talks about a letter in her name, "That letter is in my name." When in the classroom, Catherine asks questions about letters, e.g., "What is that little part on that 'O'?" when looking at a Q.
D	<u>Identifies (names, selects) one or more letters in own first name</u>	Observe child while: <ul style="list-style-type: none"> - Playing a game on a digital device (e.g., tablet, interactive white board) - Playing with letter manipulatives - Looking at a book - Looking at the letters on the wall - Looking at a card or page with letters printed in random order 	When writing name, typing name on a computer, or using letter manipulatives to produce name, Daniel names or selects one or more letters in his first name. When Deana sees her first name above her cubby, she names one or more letters in her name.

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Skill	Skill Progression	Skill-Level Teacher Instructions	Examples
		- Writing name on a paper	<p>The teacher writes Daphne's name on the back of a finished drawing, points to the first letter in her name, and asks, "What is the name of this letter?" Daphne names the letter, and teacher moves to the next letter in her name.</p> <p>When teacher gives Día a group of 10 letter tiles which includes the letters D, I, and A, and says, "Find a letter that is in your name." Día sorts through the letters and picks up or points to the D.</p>
E	Identifies (names, selects) <u>some uppercase or lowercase letters</u> (in addition to letters found in own first name)	Observe child while: <ul style="list-style-type: none"> - Playing a game on a digital device (e.g., tablet, interactive white board) - Playing with letter manipulatives - Looking at a book - Looking at the letters on the wall - Looking at a card or page with letters - Writing letters or words on paper printed in random order 	<p>When looking at the day's job chart, Evan says, "I think Brian is the meteorologist today because this name starts with a 'B'."</p> <p>When playing a letter game on an interactive whiteboard, Eric selects one or more letters (in addition to those in child's name) when prompted by the teacher or the device.</p> <p>When teacher gives Tom a group of 10 letter tiles and says, "Find the R.", Tom sorts through the letters and picks up or points to the R.</p> <p>When reading a book with Tom, the teacher points to a letter (that is not in Tom's name), and asks, "What is this letter?" Tom names the letter.</p>
F	Identifies (names, selects) <u>each of the 26 letters in some form</u> (may be a combination of uppercase and lowercase)	Observe child while: <ul style="list-style-type: none"> - Playing a game on a digital device (e.g., tablet, interactive white board) - Playing with letter manipulatives - Looking at a book - Looking at the letters on the wall - Looking at a card or page with a random assortment of letters printed on it (in both uppercase and lowercase forms) - Writing letters or words on paper 	<p>When playing with a set of letter tiles, Franco picks up and names all 26 letters in either uppercase or lowercase (or both for some of the letters). *</p> <p>When playing a letter game on an interactive whiteboard, Fran selects each of the 26 letters when prompted. *</p> <p>When playing a letter card game with the teacher, Francis selects the card that corresponds to the letter named by the teacher [in either the uppercase or lowercase form]. *</p>

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Skill	Skill Progression	Skill-Level Teacher Instructions	Examples
G	Identifies (names, selects) <u>all 52 letters in uppercase and lowercase form</u>	<p>Observe child while:</p> <ul style="list-style-type: none"> - Playing a game on a digital device (e.g., tablet, interactive white board) - Playing with letter manipulatives - Looking at a card or page with all 52 letters printed in random order (form provided) - Writing letters or words on paper 	<p>While playing with letter beads, Gabriela strings all 52 uppercase and lowercase letters while saying the name of the letter that appears on each bead. *</p> <p>When playing a letter game on an interactive whiteboard, Greg selects each of the 52 letters when prompted. *</p> <p>When playing a letter card game with the teacher, teacher asks Ginger to name or select each letter (in both uppercase and lowercase form) as the randomly ordered cards are flipped. Ginger names or selects all 52 letters. *</p>

**Teacher keeps a record of the letters named or selected by the child, noting whether each letter named was uppercase or lowercase on the form provided.*



Letter Naming Situation

Variety of Letter Naming Games

Purpose: Teacher engages child with a variety of letter materials in order to determine placement on a progression of letter naming skills.

Situation Instructions: See instructions for each skill. Skills A - G can be assessed in sequence. Skills D - G can be assessed with the same situation.

Suggested Group Size: Teacher with 1 child or small group (4-6 children).

Situation Prompts:

- Remind child that letters can be seen all around us.
- Remind child that letters can be combined into written words that communicate our thoughts and feelings.

Things to Avoid:

- Cursive letters should not be used in assessment materials.
- Teacher should not demonstrate the skill.
- Since the child may identify a letter by either naming or selecting, the teacher should not both name and point to the letter in a prompt.

Materials

- Any materials children can use to demonstrate their letter naming skills:
 - Print materials including poems, stories, word walls, informational text, digital media
 - Collections of letters including letter manipulatives, magnetic letters, large foam letters, cards or paper with letters written on them, or letters on a digital learning device
- Pointers can include items such as a finger, pointer, framing tool, highlighter tape, or a dot marker.
- Skills D – G: A page of printed letters (form provided) with 52 randomly ordered uppercase and lowercase letters (letters should not be presented in alphabetical order)

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Letter Naming Situation Instructions & Examples by Skill Level

Skill	Skill Progression	Materials	Skill-Level Teacher Instructions	Examples
A	<u>Distinguishes letters</u> from pictures, shapes, or numerals	Assortment of manipulatives containing at least two each of the following: - Letters - Pictures - Numerals - Shapes	Teacher presents child with an assortment of manipulatives (to left) and asks child to pull only the letters out of the assortment.	When given a basket containing letters, pictures, shapes, and numerals, Adrian sorts the letters from the pictures, shapes and numerals.
B	<u>Distinguishes own first name</u> from other names or other words (e.g., on folders, name charts, among other words or names)	- Pocket chart with the poem "Who Stole the Cookie from the Cookie Jar?" printed on sentence strips and blank pockets where children's names are placed. - Cards with children's first names printed on them	During a shared reading of 'Who Stole the Cookie from the Cookie Jar?', teacher presents child with a random array of 3 or more name cards, asks child to select own name and place it in the pocket chart.	When presented with a random array of at least 3 name cards, Coe selects his name and places it in the poem's pocket chart.
C	<u>Locates, talks about, or asks questions about letters</u> in one's environment		Note: This skill is best documented through OBSERVATION; a situation is generally not appropriate.	When asked to find a letter in the classroom, Charlie points to a letter.
D	Identifies (names, selects) <u>one or more letters in own first name</u>	- Card with child's first name printed on it	Teacher presents child with a card with child's first name printed on it and asks the child either to: - name one or more letters on the card - select (e.g., point to) one or more of the letter(s) on the card named by the teacher	When presented a card with his first name printed on it, David either names one or more letters on the card, or selects (e.g., points to) one or more of the letter(s) on the card named by the teacher.
E	Identifies (names, selects) <u>some uppercase or lowercase letters</u> (in addition to letters found in own first name)	- Page of 26 lowercase letters, presented in random order - Page of 26 uppercase letters, presented in random order	- Teacher presents child with two pages* of printed letters (one with all 26 letters in uppercase form and another with all 26 letters in lowercase form) printed in random order and asks child either to name or select letters.	When asked to name or select letters from 26 lowercase and uppercase letters, Ethan is able to name or select at least 1 letter not in in his name but not all 26 letters.

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Skill	Skill Progression	Materials	Skill-Level Teacher Instructions	Examples
			<ul style="list-style-type: none"> - If needed, teacher can cover part of a page of printed letters or may present letters on the page one row at a time to allow child to focus on a smaller number of letters at one time. - If child names or selects letters only in own name, teacher prompts child to identify other letters, "Show me other letters you know and tell me what they are." 	
F	Identifies (names, selects) <u>each of the 26 letters in some form</u> (may be a combination of uppercase and lowercase)	<ul style="list-style-type: none"> - Page of 26 lowercase letters, presented in random order - Page of 26 uppercase letters, presented in random order 	<ul style="list-style-type: none"> - Teacher presents child with two pages* of printed letters (one with all 26 letters in uppercase form and another with all 26 letters in lowercase form) printed in random order and asks child either to name or select letters. - If needed, teacher can cover part of a page of printed letters or may present letters on the page one row at a time to allow child to focus on a smaller number of letters at one time. 	When asked to name or select letters from 26 lowercase and 26 uppercase letters, Fredo is able to name or select all 26 letters in either uppercase or lowercase form.
G	Identifies (names, selects) <u>all 52 letters in uppercase and lowercase form</u>	<ul style="list-style-type: none"> - Page of 26 lowercase letters, presented in random order - Page of 26 uppercase letters, presented in random order 	<ul style="list-style-type: none"> - Teacher presents child with two pages* of printed letters (one with all 26 letters in uppercase form and another with all 26 letters in lowercase form) printed in random order and asks child either to name or select letters. - If needed, teacher can cover part of a page of printed letters or may present letters on the page one row at a time to allow child to focus on a smaller number of letters at one time. 	When asked to name or select letters from 52 lowercase and uppercase letters, Grace is able to name or select all 52 letters in both uppercase or lowercase forms.

*A sheet of upper and lowercase letters has been provided as well as a form for recording which letters are identified by the child, noting whether each letter is uppercase or lowercase.

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NOTE: Letter Naming Skill A is similar to Print Awareness Skills A & B.

NOTE: There is no Task for Letter Naming.