



Assessment Packet

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Assessing and Placing Students

This section provides information for administering, scoring, and using the results from the Signs for Sounds assessments. The Signs for Sounds assessments evaluate students' ability to spell words with regular spelling patterns.

Use the Signs for Sounds assessment as a:

- Pretest to determine if students can benefit from Signs for Sounds.
- Placement test to place students in Signs for Sounds.
- Progress monitoring tool.
- Posttest to document student growth after completing a level.

The Signs for Sounds assessments can also be used to quickly screen a whole group of students for possible weaknesses in phonics. You can use these results to identify students who may need further assessment in decoding.

Overview

The Signs for Sounds assessments for levels 1 and 2 serve the same purpose; however, the format for each level is different.

Signs for Sounds 1

The Signs for Sounds 1 assessment is organized in columns. As the teacher dictates the words down the columns, students write the words down the columns on their assessment forms.

The order of the items in each column follows the same continuum of phonics skills (regular spelling patterns).

Similar phonics elements are placed across each row in the lists. Patterns of errors can be noted by looking across the rows. Space is provided on the student form for recording the different types of errors.

By lining up the student form with the assessment directions, you can easily note which lessons address the needed skills.

Signs for Sounds 2

The Signs for Sounds 2 assessment is organized in sections that are separated by bold lines. As the teacher dictates the words across the rows, students write the words across the rows on their assessment forms.

The words at the beginning of the assessment (numbers 1–16) assess the same phonics skills (regular spelling patterns) included in the Signs for Sounds 1 assessment. The assessment then continues with words that have increasingly more difficult phonics elements, syllable patterns, and rules for adding affixes.

Similar elements are grouped together. Patterns of errors can be noted by looking across the rows. Space is provided on the student form for recording the different types of errors.

By lining up the student form with the assessment directions, you can easily note which lessons address the needed skills.

Signs for Sounds 1 Assessment

The following images highlight the features of the assessment directions and the student form used in the Signs for Sounds 1 assessment.

Signs for Sounds™ 1 Assessment Directions

This assessment is designed to be administered in three sessions.

- Have students write their names and the date on their student assessment forms.
- Read the words in the list in order, say the words in a sentence, and have students write the words down each word.
- Collect the assessment form at the end of each session.
- Before beginning each new list, have students fold their assessment forms along the dotted line.

After all lists have been administered, collect the assessment forms. See the *Signs for Sounds Teacher's Manual* for instructions on scoring the assessment forms and using the results.

Note: The words across each row test the same phonics element(s). The elements tested are listed in the Elements column, and the corresponding lessons are listed in the Lessons column.

The consonant tables below list each consonant and the lesson in which the consonant first appears.

consonant	b	c	d	f	g	h	j	k	l	m
lesson	14	8	3	2	4	3	10	20	4	2

consonant	n	p	r	s	t	v	w	x	y	z
lesson	1	1	3	2	1	25	4	4	15	34

Word List 1	Word List 2	Word List 3	Elements	Lessons
1. gum	4. ma	1. cub	short vowels	ū 13, 14
2. box	2. job	2. got		ö 7, 8
3. win	3. fix	3. hid		ä 12
4. yet	4. yes	4. men		ē 10, 11, 12
5. sad	5. wag	5. wax		ä 1-4
6. rule	6. cute	6. mule	long vowels/ silent e	ū 30, 31
7. joke	7. home	7. rope		ö 28, 29, 31
8. fine	8. dive	8. size		ī 26, 27, 29
9. cave	9. lake	9. fake		ā 25, 27, 29
10. step	10. swim	10. spot		ē 23, 24
11. skate	11. paste		s blends	35, 36
12. club	12. glad	12. plus		consonant blends
13. flame	13. slide	13. blame	1 blends	
14. prize	14. froze	14. grape	r blend	34, 36
15. drop	15. trip	15. brag		
16. he	16. so	16. cry	more vowels	e, o, y 32, 37
17. play	17. stay	17. way		ay 37
18. toy	18. boy	18. joy	oy 37	
19. ship	19. rush	19. shave	consonant digraphs	sh 38, 40
20. this	20. math	20. that		th 39

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Assessment Directions

The word lists are in columns. The words listed across each row test the same phonics element.

The elements tested in each row are displayed to the right of the row in the Elements column.

The lessons that correspond with the elements tested are listed in the Lessons column.

Teacher directions are on the left side of the page.

Each consonant is listed along with the lesson in which the consonant first appears.

Signs for Sounds™ 1 Student Assessment Form

Date: _____

	vowels	cons.
1.	1.	
2.	2.	
3.	3.	
4.	4.	
5.	5.	
6.	6.	
7.	7.	
8.	8. ū	
9.	9.	
10.	10.	
11.	11.	
12.	12.	
13.	13.	
14.	14.	
15.	15.	
16.	16.	
17.	17.	
18.	18.	
19.	19.	
20.	20.	

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Student Form

Students write the dictated words in the corresponding spaces down the columns. The boxes on the assessment directions page line up with the boxes on the student form. So, teachers can line up the pages when scoring the forms.

Students fold their papers on the dotted lines after finishing each column to hide the previously spelled words.

To analyze errors, teachers can record vowel and consonant errors in the columns to the right of the words.

Signs for Sounds 2 Assessment

The following images highlight the features of the assessment directions and the student form used in the Signs for Sounds 2 assessment.

Signs for Sounds™ 2 Assessment Directions

This assessment is designed to be administered in three sessions; the bold lines indicate the three sections.

Assessment Directions

Students write the words going across the rows.

After all words have been administered, collect the assessment forms. See the *Signs for Sounds Teacher's Manual* for instructions on scoring the assessment forms and using the results.

Note: In the left- and right-hand columns, the various categories of elements tested are located near the words that test each element. The corresponding lessons are listed below each category.

The featured elements in the words are marked to help you categorize students' errors:

- Consonant and syllable patterns tested are underlined.
- Vowels tested are **bold**.
- Endings tested are in *italics*.

short vowels lessons 1-3	1. <u>mu<u>g</u></u>	3. <u>u<u>o</u>p</u>	4. <u>ma<u>g</u>k</u>	consonant blends: st, ft, dr, sk, gr, sm, pl lesson 8	
long vowels/silent e lessons 4-7	5. <u>g<u>ra</u>de</u>	6. <u>sm<u>i</u>le</u>	7. <u>ru<u>l</u>e</u>		8. <u>pl<u>a</u>ne</u>
other vowel sounds: e, ind, ild, ost, y, ay, ai, oa, ee, ea, ar, or, oo /ü/, ow /ö/, ow /ou/, ew, igh, alk, all, oo /u/, ou, ir, [w]or lessons 14-30	9. <u>sh<u>u</u>t</u>	10. <u>sh<u>o</u>t</u>	11. <u>wh<u>e</u>n</u>	12. <u>ch<u>o</u>p</u>	consonant digraphs: sh, th, wh, ch lessons 9-10
	13. <u>sh<u>a</u>ke</u>	14. <u>th<u>e</u>se</u>	15. <u>wh<u>i</u>le</u>	16. <u>wh<u>i</u>te</u>	
	17. <u>will</u>	18. <u>off</u>	19. <u>dress</u>	20. <u>qu<u>i</u>ck</u>	final consonants: ll, ff, ss, ck, ng, nk lessons 11-13
	21. <u>song</u>	22. <u>thin<u>k</u></u>	23. <u>she</u>	24. <u>mind</u>	
	25. <u>wild</u>	26. <u>post</u>	27. <u>fly</u>	28. <u>say</u>	
	29. <u>rain</u>	30. <u>coat</u>	31. <u>sleep</u>	32. <u>reach</u>	other consonants: q followed by u, soft c, soft g lessons 20-21
	33. <u>dark</u>	34. <u>north</u>	35. <u>noon</u>	36. <u>clown</u>	
	37. <u>blow</u>	38. <u>flew</u>	39. <u>dance</u>	40. <u>page</u>	silent consonants: kn, wr lesson 43
	41. <u>knife</u>	42. <u>wrist</u>	43. <u>lights</u>	44. <u>wishes</u>	
	syllable patterns: 2 nd syllable: cons.+y, cons.+le, cons.+er 1 st syllable: open and closed lessons 31-42	45. <u>walk<u>e</u>d</u>	46. <u>tall<u>e</u>r</u>	47. <u>cook<u>i</u>ng</u>	48. <u>loud<u>e</u>st</u>
49. <u>first</u>		50. <u>word<u>s</u></u>	51. <u>swim<u>i</u>ng</u>	52. <u>stop<u>e</u>d</u>	
53. <u>sav<u>i</u>ng</u>		54. <u>rid<u>i</u>ng</u>	55. <u>lad<u>e</u>s</u>	56. <u>tr<u>i</u>ed</u>	doubling final consonant: dropping silent e; changing y to i lessons 34-38, 41, 42
57. <u>happ<u>y</u></u>		58. <u>mid<u>d</u>le</u>	59. <u>ord<u>e</u>r</u>	60. <u>batt<u>e</u>r</u>	
61. <u>paper</u>		62. <u>spid<u>e</u>r</u>	63. <u>sev<u>e</u>n</u>	64. <u>wint<u>e</u>r</u>	prefix un; suffix tion lessons 44-45
65. <u>un<u>l</u>ock</u>		66. <u>un<u>h</u>appy</u>	67. <u>nati<u>o</u>n</u>	68. <u>secti<u>o</u>n</u>	

The word lists are in sections separated by bold lines. Words with common elements are grouped together.

Vowel and syllable patterns tested are listed to the left of the words.

Consonants and affixes tested are listed to the right of the words.

The lessons that correspond with the elements tested are listed below each category.

Teacher directions are on the left side of the page.

Consonant and syllable patterns tested are underlined. Vowels tested are bold. Endings tested are in italics.

Students write the dictated words in the corresponding spaces across the rows. The boxes on the assessment directions page line up with the boxes on the student form. So, teachers can line up the pages when scoring the forms.

The categories of elements tested are listed in the columns on the left and right. To analyze errors, teachers can note errors in those columns.

Student Form

Signs for Sounds™ 2 Student Assessment Form

Name: _____ Date: _____

vowels	1. _____	2. _____	3. _____	4. _____	consonants
	5. _____	6. _____	7. _____	8. _____	
	9. _____	10. _____	11. _____	12. _____	
	13. _____	14. _____	15. _____	16. _____	
	17. _____	18. _____	19. _____	20. _____	
	21. _____	22. _____	23. _____	24. _____	
	25. _____	26. _____	27. _____	28. _____	
	29. _____	30. _____	31. _____	32. _____	
	33. _____	34. _____	35. _____	36. _____	
	37. _____	38. _____	39. _____	40. _____	
other vowel sounds	41. _____	42. _____	43. _____	44. _____	affixes
	45. _____	46. _____	47. _____	48. _____	
	49. _____	50. _____	51. _____	52. _____	
	53. _____	54. _____	55. _____	56. _____	
	57. _____	58. _____	59. _____	60. _____	
	61. _____	62. _____	63. _____	64. _____	
	65. _____	66. _____	67. _____	68. _____	

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Administering the Assessments

Students can be tested as a group or individually. Each assessment is designed to be administered in three sessions, and for most groups this will provide the most valid results. The number of sessions required will depend on the group being assessed. Some groups can be given the entire assessment in a single session without becoming tired or frustrated. The teacher may terminate the test when he or she is certain that the remaining words are too difficult for all of the students.

Estimate the skill range of the students you are assessing, and choose the Sounds for Sounds assessment at the level that best matches your estimate. If some students make very few errors on the level 1 assessment, administer the level 2 assessment. Likewise, if some students perform very poorly on the level 2 assessment, administer the level 1 assessment.

Getting Started

You will need the following materials to administer the assessment for each level:

- Signs for Sounds student assessment form (one for each student)
- Signs for Sounds assessment directions

Assessment Procedures

Follow the same directions to administer the Signs for Sounds assessment for each level. The assessment procedures are as follows:

- 1 Distribute the assessment forms to the students, and direct them to write their names and the date on their papers.
- 2 Dictate the first word: say the number, say the word, use the word in a sentence, and repeat the word. Each student should write the word in the space with the corresponding number.
- 3 Repeat step 2 for the rest of the words until the assessment is complete.

If you are using the assessment for level 1, tell the students to fold their papers on the dotted line before starting each new word list so that the previously spelled words are out of sight.

If you are giving the assessment over multiple days, collect the student assessment forms at the end of each session.

Scoring the Assessments

Use the following information to score the assessment for the level you administered.

Signs for Sounds 1

- 1 Mark each error on the student's assessment form, and write the correct letter(s) above each error.
- 2 List any vowel errors in the vowels column to the right. List any consonant errors in the cons. (consonants) column to the far right. Remember, similar phonics elements are placed across each row in the word lists, so it is easy to identify regular spelling patterns a student has not yet mastered.
- 3 Line up the assessment directions with the student's assessment form to find the lessons that correspond to the errors. The additional set of tables at the bottom of the assessment directions lists the consonants and the corresponding lessons in which each consonant first appears.
- 4 Analyze the student's errors.

Signs for Sounds™ 1 Student Assessment Form			
Name: <u>Morgan</u>		Date: <u>September 7</u>	
			vowels cons.
1 <u>gom</u>	1 nut	1 <u>bab</u>	u k
2 <u>bahs</u>	2 <u>jb</u>	2 got	o X
3 <u>wen</u>	3 <u>filhs</u>	3 hid	i X
4 <u>eyet</u>	4 yes	4 min	e y
5 <u>soib</u>	5 wag	5 <u>wahs</u>	b X
6 <u>noio</u>	6 <u>hutr</u>	6 <u>mul</u>	u e c
7 <u>gab</u>	7 <u>ham</u>	7 <u>rop</u>	a e j
8 <u>fin</u>	8 <u>div</u>	8 <u>sies</u>	i e z
9 <u>hav</u>	9 <u>lah</u>	9 <u>fah</u>	a e c
10 <u>sep</u>	10 <u>swem</u>	10 <u>spat</u>	i st
11 <u>soat</u>	11 <u>pat</u>	11 <u>snah</u>	a e st
12 <u>himb</u>	12 <u>gad</u>	12 <u>blu</u>	l b
13 <u>flam</u>	13 <u>gid</u>	13 <u>bluam</u>	a e sl
14 <u>pris</u>	14 <u>for</u>	14 <u>grap</u>	i e fr
15 <u>trop</u>	15 trip	15 <u>brag</u>	dr
16 <u>he</u>	16 <u>so</u>	16 <u>hrie</u>	y er
17 <u>pl</u>	17 <u>sta</u>	17 <u>way</u>	ay
18 <u>tay</u>	18 <u>boy</u>	18 <u>goy</u>	j
19 <u>ship</u>	19 <u>ros</u>	19 <u>shae</u>	u a e sh
20 <u>thes</u>	20 <u>math</u>	20 <u>that</u>	i

Signs for Sounds 2

- 1 Mark each error on the student's assessment form, and write the correct letter(s) above each error.
- 2 List any vowel or syllable pattern errors in the column to the left of the words. List any consonant errors or errors that involve adding affixes to the words in the column to the right of the words.
- 3 Line up the assessment directions with the student's assessment form to find the lessons that correspond to the errors. When analyzing the errors, notice how the featured element(s) are highlighted on the assessment directions. Consonant and syllable patterns tested are underlined. Vowels tested are bold. Endings tested are in italics.
- 4 Analyze the student's errors.

Signs for Sounds™ 2 Student Assessment Form			
Name: <u>Reese</u>		Date: <u>September 7</u>	
1 <u>must</u>	2 <u>left</u>	3 <u>drop</u>	4 <u>mask</u>
5 <u>grade</u>	6 <u>smile</u>	7 <u>rule</u>	8 <u>plane</u>
9 <u>chut</u>	10 <u>whith</u>	11 <u>wen</u>	12 <u>chop</u>
13 <u>shake</u>	14 <u>these</u>	15 <u>whilo</u>	16 <u>chase</u>
17 <u>will</u>	18 <u>off</u>	19 <u>dress</u>	20 <u>pick</u>
21 <u>song</u>	22 <u>think</u>	23 <u>she</u>	24 <u>mine</u>
25 <u>wilde</u>	26 <u>poste</u>	27 <u>flie</u>	28 <u>say</u>
29 <u>rain</u>	30 <u>coat</u>	31 <u>sleep</u>	32 <u>rech</u>
33 <u>dark</u>	34 <u>north</u>	35 <u>noon</u>	36 <u>cloun</u>
37 <u>blow</u>	38 <u>flaw</u>	39 <u>dance</u>	40 <u>page</u>
41 <u>nife</u>	42 <u>rist</u>	43 <u>lites</u>	44 <u>wishe</u>
45 <u>wakt</u>	46 <u>taller</u>	47 <u>cooking</u>	48 <u>lowest</u>
49 <u>frist</u>	50 <u>words</u>	51 <u>swimming</u>	52 <u>staped</u>
53 <u>saveling</u>	54 <u>riding</u>	55 <u>lades</u>	56 <u>trid</u>
57 <u>happy</u>	58 <u>middle</u>	59 <u>oder</u>	60 <u>batter</u>
61 <u>papper</u>	62 <u>spider</u>	63 <u>seven</u>	64 <u>winter</u>
65 <u>unlock</u>	66 <u>unhappy</u>	67 <u>nacion</u>	68 <u>scion</u>

Using the Results

Use the Signs for Sounds assessment results to determine whether or not students can benefit from the program. Next, use the assessment results to place students in Signs for Sounds level 1 or 2. Then use the class planning sheet to organize the results. Determine a starting lesson within the selected level. Plan instruction for a whole class, or plan differentiated instruction for groups or individuals. Use the assessment to monitor student progress and as a pre- and posttest.

Placement

Follow these guidelines to determine whether student(s) should be placed in Signs for Sounds level 1 or 2:

Signs for Sounds 1

If students make many errors throughout the assessment, place them in level 1.

If students make no errors or very few errors, administer the level 2 assessment to determine if level 2 is more appropriate.

Signs for Sounds 2

If students make some errors on short and long vowels, consonant blends, digraphs, and many errors scattered throughout the rest of the assessment, place them in level 2.

If students make many errors on short and long vowels, consonant blends, and digraphs (numbers 1–16), administer the level 1 assessment to determine if level 1 is more appropriate.

Planning Instruction

The class planning sheet is designed to organize and plan instruction. Enter the names of the students, and mark the lessons that correspond to each student's errors. Form small groups by putting students who appear to have similar needs on one class planning sheet.

Use the class planning sheet(s) to place students at the beginning of a level or to identify a starting point. Begin instruction with the first lesson that reflects a student error. Teach all of the lessons from that point to the end of the level. If students do not need a specific lesson, skip it.

If a student will be receiving individualized instruction, teach only the specific lessons that correspond to the student's errors on the assessment.

Monitoring Student Progress

Use the results of the Signs for Sounds assessment to monitor student progress. At any time throughout the program, students can be tested on the items that correspond to the lessons they have completed. For example, if a student has finished all of the lessons in Signs for Sounds 1 that teach short vowels and long vowel-silent e, administer the portion of the Signs for Sounds 1 assessment that includes those words. The results can be used to confirm mastery of those elements before beginning the lessons that teach consonant blends. If students have difficulty on any skills, repeat the corresponding lessons.

Pre-/Posttest

Use the Signs for Sounds assessments as a pre- and posttest. Compare results to measure improvement. If students continue to have difficulty on any skills, reteach the corresponding lessons.

Signs for Sounds™ 1

Assessment Directions

This assessment is designed to be administered in three sessions.

1. Have students write their names and the date on their student assessment forms.

2. Dictate each word in the list in order: say the number, say the word, use the word in a sentence, and repeat the word. Students write the words going down each column.

3. Collect the assessment form at the end of each session.

4. Before beginning each new list, have students fold their assessment forms along the dotted line.

After all lists have been administered, collect the assessment forms. See the *Signs for Sounds Teacher's Manual* for instructions on scoring the assessment forms and using the results.

Note: The words across each row test the same phonics element(s). The elements tested are listed in the Elements column, and the corresponding lessons are listed in the Lessons column.

The consonant tables below list each consonant and the lesson in which the consonant first appears.

consonant	b	c	d	f	g	h	j	k	l	m
lesson	14	8	3	2	4	3	10	20	4	2

consonant	n	p	r	s	t	v	w	x	y	z
lesson	1	1	3	2	1	25	4	4	15	34

Word List 1	Word List 2	Word List 3	Elements	Lessons
1. gum	1. nut	1. cub	short vowels	ū 13, 14
2. box	2. job	2. got		ō 7, 8
3. win	3. fix	3. hid		ī 5, 6, 12
4. yet	4. yes	4. men		ē 10, 11, 12
5. sad	5. wag	5. wax		ă 1-4
6. rule	6. cute	6. mule	long vowels/ silent e	ū 30, 31
7. joke	7. home	7. rope		ō 28, 29, 31
8. fine	8. dive	8. size		ī 26, 27, 29
9. cave	9. lake	9. fake		ā 25, 27, 29
10. step	10. swim	10. spot	consonant blends	s blends 23, 24 35, 36
11. skate	11. paste	11. snake		
12. club	12. glad	12. plus		l blends 21, 24, 33 33, 36
13. flame	13. slide	13. blame		
14. prize	14. froze	14. grape		r blends 34, 36 22, 24
15. drop	15. trip	15. brag	more vowels	e, o, y 32, 37
16. he	16. so	16. cry		ay 37
17. play	17. stay	17. way		oy 37
18. toy	18. boy	18. joy	consonant digraphs	sh 38, 40
19. ship	19. rush	19. shave		th 39
20. this	20. math	20. that		

Signs for Sounds™ 1 Student Assessment Form

Name:

Date:

vowels cons.

1.	1.	1.		
2.	2.	2.		
3.	3.	3.		
4.	4.	4.		
5.	5.	5.		
6.	6.	6.		
7.	7.	7.		
8.	8.	8.		
9.	9.	9.		
10.	10.	10.		
11.	11.	11.		
12.	12.	12.		
13.	13.	13.		
14.	14.	14.		
15.	15.	15.		
16.	16.	16.		
17.	17.	17.		
18.	18.	18.		
19.	19.	19.		
20.	20.	20.		

Signs for Sounds™ 2 Assessment

Directions

This assessment is designed to be administered in three sessions; the bold lines indicate the three sections.

1. Have students write their names and the date on their student assessment forms.

2. Dictate each word in order: say the number, say the word, use the word in a sentence, and repeat the word. Students write the words going across the rows.

After all words have been administered, collect the assessment forms. See the *Signs for Sounds Teacher's Manual* for instructions on scoring the assessment forms and using the results.

Note: In the left- and right-hand columns, the various categories of elements tested are located near the words that test each element. The corresponding lessons are listed below each category.

The featured elements in the words are marked to help you categorize students' errors:

- Consonant and syllable patterns tested are underlined.
- Vowels tested are **bold**.
- Endings tested are in *italics*.

short vowels lessons 1–3	1. must				2. left				3. drop				4. mask				consonant blends: st, ft, dr, slk, gr, sm, pl lesson 8
	5. grade				6. smile				7. rule				8. plane				
long vowels/silent e lessons 4–7	9. <u>shut</u>				10. <u>with</u>				11. <u>when</u>				12. <u>chop</u>				consonant digraphs: sh, th, wh, ch lessons 9–10
	13. <u>shake</u>				14. <u>these</u>				15. <u>while</u>				16. <u>chase</u>				
other vowel sounds: e, ind, ild, ost, y, ay, ai, oa, ee, ea, ar, or, oo /ū/, ow /ō/, ow /ou/, ew, igh, alk, all, oo /u/, ou, ir, [w]or lessons 14–30	17. <u>will</u>				18. <u>off</u>				19. <u>dress</u>				20. <u>quick</u>				final consonants: ll, ff, ss, ck, ng, nk lessons 11–13 other consonants: q followed by u, soft c, soft g lessons 20–21 silent consonants: kn, wr lesson 43 suffixes: s, es, ed, er, ing, est lessons 24–28 doubling final consonant; dropping silent e; changing y to i lessons 34–38, 41, 42 prefix un; suffix tion lessons 44–45
	21. <u>song</u>				22. <u>think</u>				23. <u>she</u>				24. <u>mind</u>				
	25. <u>wild</u>				26. <u>post</u>				27. <u>fly</u>				28. <u>say</u>				
	29. <u>rain</u>				30. <u>coat</u>				31. <u>sleep</u>				32. <u>reach</u>				
	33. <u>dark</u>				34. <u>north</u>				35. <u>noon</u>				36. <u>clown</u>				
	37. <u>blow</u>				38. <u>flew</u>				39. <u>dance</u>				40. <u>page</u>				
	41. <u>knife</u>				42. <u>wrist</u>				43. <u>lights</u>				44. <u>wishes</u>				
	45. <u>walked</u>				46. <u>taller</u>				47. <u>cooking</u>				48. <u>loudest</u>				
	49. <u>first</u>				50. <u>words</u>				51. <u>swimming</u>				52. <u>stopped</u>				
	53. <u>sav^eing</u>				54. <u>rid^eing</u>				55. <u>ladies</u>				56. <u>tried</u>				
	57. <u>happy</u>				58. <u>middle</u>				59. <u>order</u>				60. <u>batter</u>				
	61. <u>paper</u>				62. <u>spider</u>				63. <u>seven</u>				64. <u>winter</u>				
65. <u>unlock</u>				66. <u>unhappy</u>				67. <u>nation</u>				68. <u>section</u>					

Signs for Sounds™ 2 Student Assessment Form

Name: _____

Date: _____

vowels	1.	2.	3.	4.	consonants	
	5.	6.	7.	8.		
	9.	10.	11.	12.		
	13.	14.	15.	16.		
	17.	18.	19.	20.		
	21.	22.	23.	24.		
	25.	26.	27.	28.		
	29.	30.	31.	32.		
	33.	34.	35.	36.		
	37.	38.	39.	40.		
other vowel sounds	41.	42.	43.	44.	affixes	
	45.	46.	47.	48.		
	49.	50.	51.	52.		
	53.	54.	55.	56.		
	57.	58.	59.	60.		
	61.	62.	63.	64.		
	65.	66.	67.	68.		
	syllable patterns					

