

## Pre-Test and Post-Test: Letter Sound Identification

**Test Title:** Letter Sounds Assessment

**Grade Level:** Kindergarten

**Purpose:** To assess kindergartners' ability to identify and articulate letter sounds (A–Z, short/long vowels) before (July 2023) and after (December 2023) the PPA intervention.

**Duration:** ~10–15 minutes per student

**Format:** Oral, one-on-one, 30 items (1 point each, total 30 points)

Materials:

- Flashcards (letters A–Z, lowercase, and pictures: ant, ball, cat, dog, egg, fish, goat, house, igloo, jet, kite, lion, monkey, apple, orange, octopus, pig, queen, robot, sun, turtle, umbrella, van, wagon, xylophone, yak, zebra; zoo, ice, boat).
  - Picture sheet (8x10, with labeled images for matching items).
  - Scoring sheet (per student).
  - Optional: Toy (e.g., plastic ant) for engagement.
- Administrator: Cooperating teacher or researcher (Gavin Labial, Natasha Saa).  
 Scoring: 1 point for each correct response (e.g., saying /b/ for B, matching /a/ to “ant”).  
 Partial credit (0.5 points) for attempts needing minimal prompting. Total score: 30 points.
- Accommodations:
- Use large flashcards for visual impairments.
  - Provide gestures (e.g., point to mouth for /a/) for auditory challenges.
  - Allow extra wait time (30–60 seconds) for responses.
  - Offer positive feedback (e.g., “Good try! Let’s try again!”) for special needs.
  - Use Cebuano prompts (e.g., “isda” for fish) for Maranao learners if needed.

Instructions for Administration:

- Conduct the test in a quiet area (e.g., classroom corner) to minimize distractions.
- Build rapport: “Hi [Student Name]! Let’s play a fun letter sound game!”
- Explain: “I’ll show you letters or pictures, and you’ll tell me the sound or point to the right one. It’s okay to try your best!”
- Use Cebuano-English prompts: “What sound is this letter? Like ‘aso’ for dog?”
- Show one flashcard or picture at a time; record responses on the scoring sheet.
- Provide minimal prompting if needed (e.g., “It sounds like /b/ in ‘ball’. Try again!”).
- Praise effort: “Great job! Let’s do the next one!”
- For special needs, use accommodations (e.g., larger cards, gestures).
- Total the score after completion; note observations (e.g., confidence, hesitation).

Test Items:

**Part 1: Consonants (21 items)**

Remembering (Items 1–10)

- Show letter B flashcard. Ask: “What sound does this letter make?” (/b/)
- Show letter D flashcard. Ask: “What sound is this?” (/d/)
- Show letter M flashcard. Ask: “What’s the sound for this letter?” (/m/)
- Show letter S flashcard. Ask: “What sound does S make?” (/s/)
- Show letter T flashcard. Ask: “What’s the sound?” (/t/)
- Show letter K flashcard. Ask: “What sound is this letter?” (/k/)
- Show letter L flashcard. Ask: “What’s the sound for L?” (/l/)
- Show letter R flashcard. Ask: “What sound does this make?” (/r/)
- Show letter W flashcard. Ask: “What’s the sound?” (/w/)
- Show letter Y flashcard. Ask: “What sound is Y?” (/y/)

Understanding (Items 11–17)

11. Show picture of a ball. Ask: “What sound does ‘ball’ start with?” (/b/)
12. Show picture of a dog. Ask: “What’s the starting sound for ‘dog’ or ‘aso’?” (/d/)
13. Show letter C flashcard. Show pictures (cat, egg, jet). Ask: “Which picture starts with /c/?” (cat)
14. Show letter F flashcard. Show pictures (fish, goat, house). Ask: “Which picture starts with /f/?” (fish)
15. Show picture of a lion. Ask: “What sound does ‘lion’ start with?” (/l/)
16. Show picture of a house. Ask: “What’s the starting sound for ‘house’ or ‘balay’?” (/h/)
17. Show letter N flashcard. Show pictures (net, orange, pig). Ask: “Which picture starts with /n/?” (net)

Applying (Items 18–21)

18. Show picture of a goat. Ask: “Say a word that starts with /g/, like ‘goat’ or ‘kanding’.” (Any /g/ word, e.g., “girl”)
19. Show letter P flashcard. Ask: “Say a word that starts with this sound.” (Any /p/ word, e.g., “pig,” “puto”)
20. Show picture of a van. Ask: “Say a word that starts with /v/, like ‘van’.” (Any /v/ word, e.g., “vase”)
21. Show letter Z flashcard. Ask: “Say a word that starts with this sound.” (Any /z/ word, e.g., “zebra,” “zoo”)

**Part 2: Vowels – Short Sounds (6 items)**

Remembering (Items 22–24)

22. Show letter A flashcard. Ask: “What sound does this letter make?” (/a/ as in “cat”)
23. Show letter E flashcard. Ask: “What’s the sound for this letter?” (/e/ as in “egg”)
24. Show letter I flashcard. Ask: “What sound does I make?” (/i/ as in “igloo”)

Understanding (Items 25–26)

25. Show picture of an ant. Ask: “What sound does ‘ant’ or ‘hulmigas’ start with?” (/a/)
26. Show letter O flashcard. Show pictures (octopus, robot, sun). Ask: “Which picture starts with /o/?” (octopus)

Applying (Item 27)

27. Show picture of a pig. Ask: “Say a word that starts with /i/, like ‘pig’ or ‘isda’.” (Any /i/ word, e.g., “ink”)

**Part 3: Vowels – Long Sounds (3 items)**

Remembering (Items 28–29)

28. Show letter A flashcard. Ask: “What’s another sound for A, like in ‘cake’?” (/ā/)

29. Show letter O flashcard. Ask: “What’s another sound for O, like in ‘boat’ or ‘lobo’?” (/ō/)

Understanding (Item 30)

30. Show picture of ice. Ask: “What sound does ‘ice’ start with?” (/ī/)

**Scoring Sheet Example (Per Student):**

Item	Response	Score (1, 0.5, 0)	Notes
1	/b/	1	Correct
2	/t/	0	Needed prompt
...	...	...	...
Total		/30	