

Clay Dictation Task (Pretest)

Materials: Paper and pencil.

Directions: I am going to read you a story. When I have read it through once, I will read it again very slowly so that you can write down the words in the story. [Read once at normal speed.] Some of the words are hard. Say them slowly and think how you can write them. After I say each word, you write it down.

[Dictate slowly. If the student asks for help, say, "Say it slowly. Write down the sounds you hear." If the student can't complete a word, say, "We'll leave that word. The next one is . . ."]

Pretest form: I have a big dog at home. Today I am going to take him to school.

Scoring: Score 1 point for each phoneme the child has recorded that is numbered below:

I h a v e a b i g d o g a t h o m e . T o d a y I
1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20
a m g o i n g t o t a k e h i m t o s c h o o l .
21 22 23 24 25 26 27 28 29 30 31 32 33 34 35 36 37

Scoring notes:

- If a letter does not have a number under it, it receives no score.
- Additions do not affect scoring.
- Substituted letters are correct if they could spell the phoneme in another word. For example, SKOOL for *school* and TAC for *take*.
- If the student changes the order of letters, take off 1 point for that word. For example, GONIG for *going* counts as 4 rather than 5.

Roswell-Chall (1963) Word List for Auditory Blending

Materials: None. This test is strictly oral. Wherever spellings are divided with hyphens, say the sounds rather than spelling out the letters. Whisper the single consonants; minimize any extra vowel sounds. Say the sounds at approximately one-half second intervals. You'll need to practice this. You can mark the child's responses below by making a check if the answer is correct and writing the response (you may have to invent a spelling) if it is incorrect.

Directions: I'm going to say some words in a funny way. I'll say the sounds one at a time. I want you to put the sounds together and guess what I'm saying. For instance, if I say m-e, what am I saying? [If correct] Right, I said *me*. [If incorrect] No, m-e is a funny way of saying *me*.

Sample words for further practice (give feedback): s-ing t-op s-i-t

Test items (no feedback)

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|---------|-----------|------------|------------|-------------|
| 1. a-t | 7. b-e | 13. pl-ay | 19. t-ime | 25. g-o-t |
| 2. n-o | 8. t-oo | 14. b-oat | 20. c-all | 26. m-a-p |
| 3. i-f | 9. c-ow | 15. ch-ain | 21. c-a-t | 27. r-u-g |
| 4. u-p | 10. h-e | 16. b-ed | 22. b-i-g | 28. d-e-sk |
| 5. s-ay | 11. st-ep | 17. c-ake | 23. c-u-ff | 29. t-oa-st |
| 6. m-y | 12. f-at | 18. r-an | 24. s-a-d | 30. p-e-t |