

Dear Parents,



Your child will be given eight one-minute AIMSweb Literacy and Numeracy assessments in December and April. Attached are examples of each assessment that you can use at home to help your child become more fluent with his/her responses.

Early Literacy Assessments:

1. Letter Names – capital and lowercase letters (out of order) are typed across a page (see Attachment A). Student identifies as many letter names as quickly as he/she can within a one-minute time frame.
2. Letter Sounds – lowercase letters (out of order) are typed across a page (see Attachment B). Student says as many letter sounds as quickly as he/she can within a one-minute time frame.
3. Nonsense Words – nonsense words (words that have no meaning and are generally consonant-vowel-consonant words) are typed across a page (see Attachment C). Student says each letter sound or says the whole word as quickly as he/she can within a one-minute time frame.
4. Phoneme Segmentation – Student listens as a word is said aloud and tells all the sounds he/she hears in the word as quickly as he/she can within a one-minute time frame (see Attachment D).

Early Numeracy Assessments:

1. Oral Counting – Each student is asked to begin counting at 1 and keep counting as quickly as he/she can within a one-minute time frame (no attachment is given).
2. Number Identification – numbers 0 – 10 (out of order) are typed across a page (see Attachment E). Student identifies as many number names as quickly as he/she can within a one-minute time frame.
3. Quantity Discrimination – numbers are placed in boxes typed across a page and students are asked to identify which number is bigger (see Attachment F). Student says the bigger number name as quickly as he/she can within a one-minute time frame.
4. Missing Number – numbers are placed in a sequence of three with one number missing (see Attachment G). Student identifies each number that completes the sequence as quickly and accurately as he/she can within a one-minute time frame.



Letter Names – Attachment A

Directions: Give your child the practice sheet below which has ten rows of assorted upper and lower case letters. Have your child start at the top and read across each row telling you the names of as many letters as he/she can in one-minute. Keep track of his/her progress on a separate sheet to see if he/she improves over time.

N d C e p w r O Q P

G H a y q K l Y J F

Q P j u c k b E M n

S f X K v C H r z a

l r O z s Y f D B u

D B N p O z F W L e

J x T d z K Y M l f

V G l K M u c m W h

W M F q A C E u f b

L W Z F O z p n D B

Letter Sounds – Attachment B

Directions: Give your child the practice sheet below. Ask your child to tell you the sound that each letter makes as quickly as he/she can in a one-minute time frame. (All vowel sounds should be the short vowel sound and g + c need to be the hard sound–/g/ as in “grapes”. /c/ as in “cat.”) Keep track of his/her progress on a separate sheet to see if he/she improves over time.

n d c e p w r o q p

g h a y q k l y j f

q p j u c k b e m n

s f x k v c h r z a

l r o z s y f f b u

d b n p o z g w l e

j x t d z k y m l f

v g l k m u c m w h

w m f q a c e u f b

l w z f o z p n d b

Nonsense Words – Attachment C

Directions: Give your child the practice sheet of nonsense words below. Ask your child to tell you the individual sounds in each nonsense word. The student should then try to blend the sounds together into the actual nonsense word. (All vowel sounds should be the short vowel sound and g + c need to be the hard sound-/g/ as in "grapes", /c/ as in "cat"). Remind your child to say the letter sounds or the whole word as quickly as he/she can within a one-minute time frame. Keep track of his/her progress on a separate sheet to see if he/she improves over time.

kej bap uc yoc vec

lus kol mam kig nej

dec fop zuf yit id

dil bin siz kuf raj

pek bol tup lak wol

mok mig hiv ag hak

lac zut lov yon boj

vis fij buv taj lef

reg yac boj lov ip

vok rik lus sus zod

Phoneme Segmentation – Attachment D

Directions: DO NOT SHOW YOUR CHILD THIS SHEET. Ask your child to say aloud all the sounds he/she hears in the word you say. Remind your child to respond as quickly as he/she can within a one-minute time frame. Keep track of his/her progress on a separate sheet to see if he/she improves over time. Create your own sheet of words to practice.

heads /h/ /e/ /d/ /z/ safe /s/ /ai/ /f/

trap /t/ /r/ /a/ /p/ that /th/ /a/ /t/

meet /m/ /ea/ /t/ skin /s/ /k/ /i/ /n/

fang /f/ /a/ /n/ /g/ us /u/ /s/

mind /m/ /ie/ /n/ /d/ quick /k/ /w/ /i/ /k/

kept /k/ /e/ /p/ /t/ bone /b/ /oa/ /n/

bang /b/ /a/ /ng/ air /ai/ /r/

helped /h/ /e/ /l/ /p/ /t/ tie /t/ /ie/

moves /m/ /oo/ /v/ /s/ fence /f/ /e/ /n/ /s/

mix /m/ /i/ /k/ /s/ stole /s/ /t/ /oa/ /l/

Number Identification – Attachment E

Directions: Give your child the practice sheet below which has eight rows of numerals randomly placed on the sheet. Have your child start at the top and proceed across each row telling you the names of as many numbers as he/she can in one-minute. Keep track of his/her progress on a separate sheet to see if he/she improves over time.

| | | | | | | |
|----|----|----|---|----|---|---|
| 6 | 3 | 2 | 2 | 10 | 1 | 6 |
| 3 | 0 | 5 | 7 | 4 | 2 | 8 |
| 10 | 5 | 8 | 4 | 0 | 2 | 6 |
| 7 | 5 | 10 | 0 | 9 | 3 | 7 |
| 4 | 6 | 9 | 1 | 0 | 9 | 3 |
| 2 | 5 | 1 | 9 | 4 | 8 | 2 |
| 8 | 3 | 9 | 2 | 7 | 5 | 4 |
| 2 | 10 | 7 | 9 | 5 | 3 | 1 |

Quantity Discrimination – Attachment F

Directions: Give your child the practice sheet below which has nine rows of boxes with two numbers placed inside each box. Have your child start at the top and proceed across each row telling you the number that is bigger in each box as quickly as he/she can in one-minute. Keep track of his/her progress on a separate sheet to see if he/she improves over time.

| | | | | | | | |
|----------|-----------|----------|----------|----------|----------|----------|----------|
| 9 | 10 | 2 | 8 | 3 | 1 | 9 | 7 |
|----------|-----------|----------|----------|----------|----------|----------|----------|

| | | | | | | | |
|----------|----------|----------|----------|----------|----------|----------|----------|
| 2 | 1 | 9 | 6 | 1 | 4 | 0 | 7 |
|----------|----------|----------|----------|----------|----------|----------|----------|

| | | | | | | | |
|----------|-----------|----------|----------|----------|----------|----------|----------|
| 8 | 10 | 9 | 4 | 5 | 8 | 7 | 3 |
|----------|-----------|----------|----------|----------|----------|----------|----------|

| | | | | | | | |
|----------|----------|----------|----------|----------|----------|----------|-----------|
| 7 | 0 | 4 | 9 | 1 | 4 | 0 | 10 |
|----------|----------|----------|----------|----------|----------|----------|-----------|

| | | | | | | | |
|----------|----------|----------|----------|----------|----------|----------|----------|
| 8 | 2 | 7 | 0 | 4 | 1 | 7 | 6 |
|----------|----------|----------|----------|----------|----------|----------|----------|

| | | | | | | | |
|----------|----------|-----------|----------|-----------|----------|----------|----------|
| 6 | 8 | 10 | 4 | 10 | 8 | 0 | 1 |
|----------|----------|-----------|----------|-----------|----------|----------|----------|

| | | | | | | | |
|----------|----------|----------|----------|----------|----------|----------|----------|
| 1 | 6 | 7 | 2 | 6 | 2 | 5 | 2 |
|----------|----------|----------|----------|----------|----------|----------|----------|

| | | | | | | | |
|-----------|----------|----------|----------|----------|----------|----------|----------|
| 10 | 2 | 2 | 9 | 3 | 0 | 4 | 8 |
|-----------|----------|----------|----------|----------|----------|----------|----------|

| | | | | | | | |
|----------|----------|----------|----------|----------|----------|----------|----------|
| 4 | 5 | 3 | 9 | 6 | 9 | 2 | 3 |
|----------|----------|----------|----------|----------|----------|----------|----------|

| | | | | | | | |
|----------|----------|----------|----------|----------|----------|----------|----------|
| 7 | 9 | 9 | 7 | 1 | 8 | 6 | 9 |
|----------|----------|----------|----------|----------|----------|----------|----------|

Missing Number – Attachment G

Directions: Give your child the practice sheet below which has seven rows of boxes with two numbers placed inside each box. Have your child start at the top and proceed across each row telling you the number that is missing in the sequence as quickly as he/she can in one-minute. Keep track of his/her progress on a separate sheet to see if he/she improves over time.

| | | | |
|------------------|------------------|------------------|------------------|
| 3 _ 5 | 1 _ 3 | 4 5 _ | 8 9 _ |
|------------------|------------------|------------------|------------------|

| | | | |
|------------------|------------------|------------------|------------------|
| _ 2 3 | _ 4 5 | 7 8 _ | 2 _ 4 |
|------------------|------------------|------------------|------------------|

| | | | |
|------------------|------------------|-------------------|------------------|
| 3 4 _ | 7 _ 9 | _ 9 10 | 3 _ 5 |
|------------------|------------------|-------------------|------------------|

| | | | |
|------------------|------------------|------------------|------------------|
| 7 8 _ | 4 5 _ | 1 _ 3 | _ 7 8 |
|------------------|------------------|------------------|------------------|

| | | | |
|------------------|------------------|------------------|------------------|
| _ 5 6 | 2 3 _ | 7 _ 9 | 1 2 _ |
|------------------|------------------|------------------|------------------|

| | | | |
|------------------|------------------|------------------|------------------|
| 6 _ 8 | _ 3 4 | 7 8 _ | _ 2 3 |
|------------------|------------------|------------------|------------------|

| | | | |
|------------------|-------------------|------------------|------------------|
| 6 7 _ | _ 9 10 | 3 4 _ | 6 7 _ |
|------------------|-------------------|------------------|------------------|

Data Chart

We have provided a Data Chart for you to keep track of your child's progress each time you complete these assessment practice sheets. All assessments should be completed orally and timed for one-minute. Thank you in advance for your assistance and support with creating fluency for both the literacy and numeracy AIMSweb assessments.

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