



Appréciation de rendement en littératie précoce

Immersion française:
maternelle et 1ère année



Learning together on the ancestral, unceded territory of the syilx nation.

Table des matières

Procédures et tâches d'observation

Check-list des habiletés du langage oral	4
Interpréter la Check-list des habiletés du langage oral	5
Phonological Awareness	6
Identification des lettres	7
Fiches d'évaluation pour Identification des lettres	8
Habiletés phonétiques	10
Fiches d'évaluation pour Habiletés phonétiques	11

Feuilles de notation des tâches

Maternelle

Check-list des habiletés du langage oral	14
Phonological Awareness	15
Identification des lettres	19

1ère année

Phonological Awareness	21
Identification des lettres	24
Habiletés phonétiques	25

Appréciation de rendement en littératie précoce

Procédures et tâches d'observation



TÂCHE : *Check-list des habiletés du langage oral*

Purpose

- ❑ To determine if children need additional oral language support to develop their expressive, receptive, and social language skills.

It is recommended that teachers assess children's oral language in French second language through observation in multiple situations where they are able to demonstrate their language knowledge in a variety of contexts:

- Observing child interactions with peers and during play;
- Listening to the language children use in responding to open-ended questions or reflecting on their learning during sharing time;
- Reviewing the products children develop (stories, role-plays, news telling, self-evaluations);
- Listening to the child's responses to books; and
- Observing the child's use of language structures to support reading and writing.

TASK Procedure:

1. Refer to the ***Check-list des habiletés du langage oral*** in the following section and use as a guideline for observation of oral language in French on a daily basis.
2. When enough information has been gathered, complete the checklist for each child.
3. If a child appears to have difficulty in any of the items, pay closer attention to the child's oral language skills in that item over a concentrated period of time (e.g., one week).
4. Use the results of the checklists to inform instructional practice and to guide learning activities for your students.
5. Once finished assessing, fill in the results in *EDPlan Insight*.

Interpréter la *Check-list des habiletés du langage oral*

Tier 1 : 1-2 concerns on the entire *Check-list des habiletés du langage oral*

- Not considered to require extra instructional support at this time.
- Pay closer attention to the child's oral language skills over a concentrated period of time (e.g., one week).
- Use the results of the checklists to inform instructional practice and guide learning activities for your children.

Tier 2 : 3 concerns on the entire *Check-list des habiletés du langage oral*

- Requires extra support, instruction, and practice in the identified areas of oral language development.
- Use the results of the checklists to inform instructional practice and guide learning activities for your children.

Tier 3 : More than 3 concerns on the entire *Check-list des habiletés du langage oral*

- Requires the most support in oral language development.
- Children will most likely require supplemental intervention by a specialist.
- Consult with the school-based team about your concerns regarding the oral language development of the child.

Specific Social Language Concern:

- If a child has no areas of concern in receptive and expressive language, but at least 1 area of concern in social language, this is a possible indication of a behaviour-based concern.
- Refer to the *Social Responsibility Performance Standard Quick Scale* to confirm your evaluation.
- If additional support is required in the area of social language consult with the school-based team about your concerns.

TÂCHE : *Phonological Awareness*

Purpose

- ☐ To determine if a child can both discriminate and produce rhymes.
- ☐ To determine if a child can identify initial sounds in common words.
- ☐ To determine if a child can blend syllables together to form a word.
- ☐ To determine if a child can segment one syllable words in a sentence.
- ☐ To determine if a child can delete one word from a compound word.

Curriculum Content: What Children Are Expected to Know in Phonological Awareness

- Phonological awareness involves the abilities to hear and create rhyming words, segment the flow of speech into separate words, and hear syllables as "chunks" in spoken words.
- Phonemic awareness is a specific aspect of a learner's phonological awareness: a child's ability to segment spoken words into phonemes (e.g., /c/ /a/ /t/) and to blend phonemes into words indicates a developing phonemic awareness.

TASK Procedure: *FIRST DEMONSTRATE THE PROCESS WITH YOUR WHOLE CLASS, then use the phonological awareness section with individual students.*

1. Practice together: rhyming, isolating, blending, segmenting, and deleting.
2. Demonstrate isolating phonemes using 3 *Unifix* or wooden cubes.
(2 of the same colour, 1 different: ■ ■ □).
3. It is advantageous for children to be exposed to the process and language of the phonological awareness section prior to screening. This will both save time and may even be enough to solidify the concept for some children.
4. Children must be screened individually. Because this is an auditory task you will want to do this during a quieter time in the classroom. Have the *Unifix* blocks available.
5. At a later date, reassess only the sections where a child has received 3 or less (4 or 5 are considered a pass and do not warrant rescreening).
6. Once finished assessing each Phonological Awareness subset fill in the results in *EDPlan Insight*.

TÂCHE : *Identification des lettres*

Purpose

- ☐ To determine what letters and letter sounds children can identify.

Curriculum Content: What Children Are Expected to Know and Do in Letter Recognition?

- The association of letters and sounds;
- The distinct features of letters;
- The correspondence between uppercase and lowercase letters.

TASK Procedure:

1. Have one copy of the upper and lowercase letter pages for use with all children.
2. Use the alphabet knowledge response page in the following section to record student's developing knowledge of the alphabet over time.
3. Use a cover sheet and show the child one line at a time. For credit, the child should respond unprompted within 2-3 seconds because you are looking for automaticity and fluency.
4. If the child is not responding after the first two lines, stop the screening.
5. When rescreening, check only the letters that were previously unknown unless a complete rescreen is deemed necessary.
6. Once finished assessing, fill in the results in *EDPlan Insight*.

Maternelle: The assessment is administered in English in early Fall (September/October) and in French later once enough literacy instruction in French has occurred (January onward).

Maternelle	Early	Mid	Late
	Uppercase, Lowercase	Uppercase, Lowercase, Sound, (& Word- Optional)	Uppercase, Lowercase, Sound, (& Word- Optional)
Emerging	0-5 for each subskill	0-14 for each subskill	0-21 for each subskill
Developing	6-14 for each subskill	15-21 for each subskill	
Proficient	15-26 for each subskill	22-26 for each subskill	22-26 for each subskill

1ère année: The assessment is administered in French; however, if a student is emerging after assessing in French, then assess again in English.

1ère année	Early	Mid	Late
	Uppercase, Lowercase, Sound, (& Word- Optional)	Uppercase, Lowercase, Sound, (& Word- Optional)	Uppercase, Lowercase, Sound, (& Word- Optional)
Concern	0-25	0-25	0-25
No Concern	26	26	26

Utilisez ces fiches avec l'élève pour faire l'évaluation *Identification des lettres (FR ou ENG)*

Notez les résultats sur la feuille de notation qui se trouve dans la prochaine section.

M	S	D	F	G
L	J	U	R	W
B	N	O	C	X
E	Z	Q	A	H
T	Y	K	I	V
P				

Utilisez ces fiches avec l'élève pour faire l'évaluation *Identification des lettres (FR ou ENG)*

Notez les résultats sur la feuille de notation qui se trouve dans la prochaine section.

m	s	d	f	g
l	j	u	r	w
b	n	o	c	x
e	z	q	a	h
t	y	k	i	v
p				

TÂCHE : *Habiletés phonétiques*

Purpose

- ❑ “To develop the brain’s orthographic processing system, [by] bringing letters, sounds, meaning, and context together” (Burkins & Yates, 2021).

Curriculum Content: What Children Are Expected to Know and Do in Letter Recognition?

- ❑ The association of letters and sounds.
- ❑ There is a predictable relationship between sounds and their symbols.
- ❑ Sometimes a single sound is represented by more than one letter.
- ❑ There are predictable patterns that determine vowel sounds.
- ❑ Longer words are made up of shorter parts (syllables) that can be decoded bit by bit.

(Burkins & Yates, 2021).

TASK Procedure:

1. Specific directions and scripted language to use are provided on the *feuille de notation*.
2. Ideally, screening individual students should occur during a quieter time in the classroom as students will need to read the Phonics Assessment page aloud to you.
3. Later, reassess only the sections where a child has received 3 or less (4 or 5 are considered a pass and do not warrant rescreening).
4. Enter the results into *EDPlan Insight* once you have finished assessing the Phonics tasks.

TÂCHE : Habiletés phonétiques en 1ère année

Utilisez ces fiches avec l'élève pour faire l'évaluation.

Notez les résultats sur la feuille de notation qui se trouve dans la prochaine section.

1. Combinaison consonne/voyelle (mots inventés)					
fa	ve	di	ju	po	
2. Combinaisons : Consonne/voyelle/consonne ou voyelle/consonne/voyelle					
lac	mur	sol	ira	uni	
3. Combinaisons : Consonne/voyelle/consonne/voyelle					
kiwi	judo	tube	rame	moto	
4. Les accents					
vélo	là	fève	même	ça	pôle
5. C (dur) et C (doux)					
ceci	colle	car	cube	cil	cède
6. G (dur) et G (doux)					
gare	figure	girafe	tige	logo	
7. Digrammes					
vache	photo	ligne		équipe	

8. Regroupement A : Graphèmes complexes				
don	poule	poire	fin	faune
9. Regroupement B : Graphèmes complexes				
suite	peau	feu	danse	tente
10. Consonnes doublés (avec r)				
tribu	agrafe	pré	libre	drame
11. Consonnes doublés (avec l)				
aplati	clou	fable	flute	glisse

Appréciation de rendement en littératie précoce

Maternelle: Feuilles de notation



Maternelle : *Check-list des habiletés du langage oral*

Nom de l'élève :	Early	Mid	Late
Receptive			
Understands classroom language and follows classroom routines			
Understands vocabulary specific to subject and situation			
Follows oral directions			
Expressive			
Shares personal experiences and feelings related to classroom topics and book discussions			
Speaks fluently and with expression (prosody)			
Asks appropriate questions			
Retells aspects of a story and give information about a topic			
Uses language to explain, inquire and compare			
Uses speech that is understandable- produces speech sounds correctly (e.g., articulation)			
Uses appropriate sentence structure (e.g., grammar)			
Uses appropriate vocabulary for subject and situation			
Social			
Is an active participant in classroom language activities			
Understands and uses appropriate social conventions for conversations when listening and speaking			
Ignores distractions and stays focused during listening activities			
Total Concerns	/14	/14	/14

*Note: Any concern that has been identified should be carefully considered. You may wish to consult your SBRT and/or S/L Pathologist for further information.

Tier 1 Student	1-2 concerns	No, not a concern in language. Teach to areas of concern.
Tier 2 Student	3 concerns	Yes, a concern in language. *Refer to Interpretation Guide.
Tier 3 Student	> 3 concerns	Yes, a concern in language. *Refer to Interpretation Guide.

Maternelle : Phonological Awareness

I. Rhyming

a. Discrimination

Directions- Say: *I'm going to say two words and ask you if they rhyme.*

Demonstration item- Say: Fan rhymes with man. Do fan and boy rhyme?

Additional demonstration items: mitt/fit mitt/bit mitt/hen

Stimulus	Assessment 1: Early Date:			Assessment 2: Mid-Year Date:					
	Response	+ or -		Response	+ or -				
1. look/took									
2. fun/sun									
3. farm/car									
4. hop/sand									
5. dad/rad									
Total		/5			/5			/5	

b. Production

Directions- Say: *I'm going to say a word and I want you to tell me a word that rhymes with it. Listen carefully.*

Demonstration item- Say: *Tell me a word that rhymes with bat.*

Additional demonstration items: miss log

*Note: Nonsense words are acceptable.

Stimulus	Assessment 1: Early Date:			Assessment 2: Mid-Year Date:					
	Response	+ or -		Response	+ or -				
1. win									
2. rap									
3. same									
4. trouble									
5. flower									
Total		/5			/5			/5	

II. Isolation

a. Initial (phoneme/sound)

Materials: 3 blocks – 2 of the same colour.

Place blocks in a row with a different coloured block at the beginning of the row:



Directions- Say: *I'm going to say a word and ask you to tell me the beginning or first sound of the word.*
Teacher points to the first block. **Listen carefully.**

Demonstration item- Say: **Cat**. *What's the beginning sound in the word cat?* Teacher points to the first block.

OR **What sound does the word cat start with?** Teacher points to the first block.

Additional demonstration items: *dog* *mouse*

Stimulus	Assessment 1: Early Date:			Assessment 2: Mid-Year Date:					
	Response	+ or -		Response	+ or -				
1. bug									
2. sick									
3. pan									
4. duck									
5. fudge									
Total		/5			/5		/5		/5

III. Blending

a. Syllables

Directions- Say: *I will say the parts of a word and you are going to tell me what the word is. ta-ble / ba-na-na*

Stimulus	Assessment 1: Early Date:			Assessment 1: Early Date:					
	Response	+ or -		Response	+ or -		Response	+ or -	
1. ba - by									
2. win - dow									
3. tel - e - phone									
4. pop - si - cle									
5. lem - on - ade									
Total		/5			/5			/5	

IV. Segmentation

a. Sentences

Directions- Say: *I will say a sentence and I want you to tap one time for each word that I say.*

Teacher demonstrates by tapping on table once for each word in the sentence: My house is blue.

Stimulus	Assessment 1: Early Date:			Assessment 2: Mid-Year Date:					
	Response	+ or -		Response	+ or -		Response	+ or -	
1. Tom can jump.	3 taps/			3 taps/			3 taps/		
2. My dog is black.	4 taps/			4 taps/			4 taps/		
3. Some boys can skip.	4 taps/			4 taps/			4 taps/		
4. I have six blue books.	5 taps/			5 taps/			5 taps/		
5. The kite is up high.	5 taps/			5 taps/			5 taps/		
Total		/5			/5			/5	

V. Deletion

a. Compounds

Directions- Say: ***I will say a word to you and then say I will say it again without one of its parts: Cowboy. Now I'll say it again, but I won't say boy.*** (Answer: cow.)

Now I want you to try: Say football. Now say it again but don't say foot. (Answer: ball.)

Stimulus	Stimulus	Correct Response	Assessment 1: Early Date:	Assessment 2: Mid-Year Date:			
			Write Response Below	Write Response Below			
1. Say <i>mailbag</i>	Say it again, but don't say <i>bag</i> .	<i>mail</i>					
2. Say <i>sunlight</i>	Say it again, but don't say <i>sun</i> .	<i>light</i>					
3. Say <i>backpack</i>	Say it again, but don't say <i>pack</i>	<i>back</i>					
4. Say <i>shoelace</i>	Say it again, but don't say <i>lace</i>	<i>shoe</i>					
5. Say <i>driveway</i>	Say it again, but don't say <i>drive</i> .	<i>way</i>					
Total			/5	/5	/5		/5

Maternelle : Identification des lettres

Sept: Pink
Early: Blue
Mid: Green
Late: Yellow

Highlight the 'letter' in each subset when the child can identify the uppercase name, lowercase name, the letter sound, and (*optional: generate a word that begins with that letter).
The child must be able to generate an answer within 3 seconds.

Notes:

- Once an element (upper, lower, sound) has been achieved, there is no need to re-assess that element.
- In September alphabet knowledge is assessed in English.**
- In September, assess letter knowledge for Uppercase and Lowercase letters. If the student is proficient, continue with Sounds etc.

Majuscule			Miniscule			Son			Mot (*Optionnel)		
	EN	FR		EN	FR		EN	FR		EN	FR
M			m			M			M		
S			s			S			S		
D			d			D			D		
F			f			F			F		
G			g			G			G		
L			l			L			L		
J			j			J			J		
U			u			U			U		
R			r			R			R		
W			w			W			W		
B			b			B			B		
N			n			N			N		
O			o			O			O		
C			c			C			C		
X			x			X			X		
E			e			E			E		
Z			z			Z			Z		
Q			q			Q			Q		
A			a			A			A		
H			h			H			H		
T			t			T			T		
Y			y			Y			Y		
K			k			K			K		
I			i			I			I		
V			v			V			V		
P			p			P			P		
	/26	/26		/26	/26		/26	/26		/26	/26

Appréciation de rendement en littératie précoce

1ère année: Feuilles de notation



1^{ère} année : *Phonological Awareness*

II. Isolation

b. Final (phoneme/sound)

Materials: 3 blocks – 2 of the same colour.

Place blocks in a row with the different coloured block at the end of the row:



Directions- Say: ***I'm going to say a word and ask you to tell me the end or last sound of the word.***
Teacher points to the last block. Listen carefully.

Demonstration item- Say: ***Say cat. What sound is at the end of the word cat?*** Teacher points to the last block.

Additional demonstration items: *dog* *mouse*

Stimulus	Assessment 1			Assessment 2					
	Date:			Date:					
	Response	+ or -		Response	+ or -		Response	+ or -	
1. mat									
2. fan									
3. fish									
4. ball									
5. book									
Total		/5			/5			/5	

b. Phonemes

Directions- Say: *I will say parts of a word and you tell me the word: c-a-t / d-o-g / b-l-ue.*

Stimulus	Assessment 1			Assessment 2					
	Date:			Date:					
	Response	+ or -		Response	+ or -		Response	+ or -	
1. b-oy									
2. m-a-n									
3. m-er-m-ai-d									
4. w-i-n-d-ow									
5. b-a-b-y									
Total		/5			/5			/5	

III. Segmentation

b. Syllables/Compound Words

Directions- Say: *I will say a word and I want you to tap one time for each part of the word: ba-na-na.*
Teacher demonstrates by tapping on their arm for each part of the word. Child does not need to tell you how many taps; the teacher tracks the number of taps.

Stimulus	Correct Response	Assessment 1		Assessment 2					
		Date:		Date:					
		Write how many taps child uses below		Write how many taps child uses below					
1. cowboy	2 taps/ cow - boy								
2. baseball	2 taps/ base - ball								
3. computer	3 taps/ com – pu - ter								
4. watermelon	4 taps/ wa – ter – me - lon								
5. refrigerator	5 taps/ re – frig – er – a - tor								
Total		/5		/5			/5		/5

c. Phonemes

Directions- Say: ***I will say a word and I want you to clap for each sound in the word: Cat.***

Teacher demonstrates by clapping for each phoneme: c-a-t : (3 claps).

Stimulus	Correct Response	Assessment 1		Assessment 2			
		Date:		Date:			
		Write how many claps child uses below		Write how many claps child uses below			
1. on	2 claps/ o - n						
2. baby	4 claps/ b – a – b – y						
3. seashell	5 claps/ s – ea – sh – e – ll						
4. stamp	5 claps/ s – t – a – m – p						
5. snip	4 claps/ s – n – i – p						
Total		/5		/5		/5	/5

V. Deletion

b. Phonemes

Directions- Say: ***I will say a word and then leave out one of its parts: Cat. Now I'll leave out "c".***

What is left is at. Now you try: Say bat. Now say it again but don't say "b".

(Answer: at). Say black. Now say it again but don't say "l". (Answer: back.)

Stimulus	Stimulus		Assessment 1		Assessment 2		
			Date:		Date:		
			Write Response Below		Write Response Below		
1. Say <i>pat</i>	Say it again, but don't say "p".	<i>at</i>					
2. Say <i>chin</i>	Say it again, but don't say "ch".	<i>in</i>					
3. Say <i>slip</i>	Say it again, but don't say "l".	<i>sip</i>					
4. Say <i>meat</i>	Say it again, but don't say "t".	<i>me</i>					
5. Say <i>box</i>	Say it again, but don't say "b".	<i>ox</i>					

1^{ère} année : Identification des lettres

Sept: Pink
Early: Blue
Mid: Green
Late: Yellow

Highlight the 'letter' in each subset when the child can identify the uppercase name, lowercase name, the letter sound, and (*optional: generate a word that begins with that letter).
The child must be able to generate an answer within 3 seconds.

Notes:

- Once an element (upper, lower, sound, word) has been achieved, there is no need to re-assess that element.
- In September, assess letter knowledge for Uppercase and Lowercase letters. If the student is proficient, continue with Sounds etc.
- Only assess in English if the student is emerging after assessing in French.

Majuscule			Miniscule			Son			Mot (*Optionnel)		
	EN	FR		EN	FR		EN	FR		EN	FR
M			m			M			M		
S			s			S			S		
D			d			D			D		
F			f			F			F		
G			g			G			G		
L			l			L			L		
J			j			J			J		
U			u			U			U		
R			r			R			R		
W			w			W			W		
B			b			B			B		
N			n			N			N		
O			o			O			O		
C			c			C			C		
X			x			X			X		
E			e			E			E		
Z			z			Z			Z		
Q			q			Q			Q		
A			a			A			A		
H			h			H			H		
T			t			T			T		
Y			y			Y			Y		
K			k			K			K		
I			i			I			I		
V			v			V			V		
P			p			P			P		
	/26	/26		/26	/26		/26	/26		/26	/26

1^{ère} année : Évaluation des habiletés phonétiques

1. Combinaisons : consonne/voyelle (mots inventés)

Directives- Dites: ***Ce sont des mots inventés. Ils ne veulent rien dire, mais vous pouvez toujours les lire. Regarde ce mot ba. Ce mot dit ba. Qu'est-ce qu'un ba? Ce ne veut rien dire parce que c'est un mot inventé.***

Demande à l'enfant de lire chaque mot. Attends cinq secondes; si le mot n'est pas donné dans ce délai, compte-le comme incorrect et passez au suivant.

Terme 1	Évaluation formative 1:		Évaluation formative 2:					
Mot inventé	Réponse	+ or -	Réponse	+ or -	Réponse	+ or -	Réponse	+ or -
1. fa								
2. ve								
3. di								
4. ju								
5. po								
Total		/5		/5		/5		/5

2. Combinaisons : Consonne/voyelle/consonne ou voyelle/consonne/voyelle

Directives: Demande à l'enfant de lire chaque mot. Attends cinq secondes; si le mot n'est pas donné dans ce délai, compte-le comme incorrect et passe au suivant.

Terme 1	Évaluation formative 1:		Évaluation formative 2:					
Mot	Réponse	+ or -	Réponse	+ or -	Réponse	+ or -	Réponse	+ or -
1. lac								
2. mur								
3. sol								
4. ira								
5. uni								
Total		/5		/5		/5		/5

3. Combinaisons : Consonne/voyelle/consonne/voyelle

Directives: Demande à l'enfant de lire chaque mot. Attends cinq secondes; si le mot n'est pas donné dans ce délai, compte-le comme incorrect et passe au suivant.

Terme 1	Évaluation formative 1:		Évaluation formative 2:					
Mot	Réponse	+ or -	Réponse	+ or -	Réponse	+ or -	Réponse	+ or -
1. kiwi								
2. judo								
3. tube								
4. rame								
5. moto								
Total		/5		/5		/5		/5

4. Les accents

Directives: Demande à l'enfant de lire chaque mot. Attends cinq secondes; si le mot n'est pas donné dans ce délai, compte-le comme incorrect et passe au suivant.

Terme 2	Évaluation formative 1:		Évaluation formative 2:					
Mot	Réponse	+ or -	Réponse	+ or -	Réponse	+ or -	Réponse	+ or -
1. vélo								
2. là								
3. fève								
4. même								
5. ça								
6. pôle								
Total		/6		/6		/6		/6

5. C (dur) et C (doux)

Directives: Demande à l'enfant de lire chaque mot. Attends cinq secondes; si le mot n'est pas donné dans ce délai, compte-le comme incorrect et passe au suivant.

Terme 2	Évaluation formative 1:		Évaluation formative 2:					
Mot	Réponse	+ or -	Réponse	+ or -	Réponse	+ or -	Réponse	+ or -
1. ceci								
2. colle								
3. car								
4. cube								
5. cil								
6. cède								
Total		/6		/6		/6		/6

6. G (dur) et G (doux)

Directives: Demande à l'enfant de lire chaque mot. Attends cinq secondes; si le mot n'est pas donné dans ce délai, compte-le comme incorrect et passe au suivant.

Terme 2	Évaluation formative 1:		Évaluation formative 2:						
Mot	Réponse	+ or -	Réponse	+ or -	Mot	Réponse	+ or -	Réponse	+ or -
1. gare									
2. figure									
3. girafe									
4. tige									
5. logo									
Total		/5		/5			/5		/5

7. Digrammes

Directives: Demande à l'enfant de lire chaque mot. Attends cinq secondes; si le mot n'est pas donné dans ce délai, compte-le comme incorrect et passe au suivant.

Terme 2	Évaluation formative 1:		Évaluation formative 2:					
Mot	Réponse	+ or -	Réponse	+ or -	Réponse	+ or -	Réponse	+ or -
1. vache								
2. photo								
3. ligne								
4. équipe								
Total		/4		/4		/4		/4

8. Regroupement A : Graphèmes complexes

Directives: Demande à l'enfant de lire chaque mot. Attends cinq secondes; si le mot n'est pas donné dans ce délai, compte-le comme incorrect et passe au suivant.

Terme 3	Évaluation formative 1:		Évaluation formative 2:					
Mot	Réponse	+ or -	Réponse	+ or -	Réponse	+ or -	Réponse	+ or -
1. don								
2. poule								
3. poire								
4. fin								
5. faune								
Total		/5		/5		/5		/5

9. Regroupement B : Graphèmes complexes

Directives: Demande à l'enfant de lire chaque mot. Attends cinq secondes; si le mot n'est pas donné dans ce délai, compte-le comme incorrect et passe au suivant.

Terme 3	Évaluation formative 1:		Évaluation formative 2:					
Mot	Réponse	+ or -	Réponse	+ or -	Réponse	+ or -	Réponse	+ or -
1. suite								
2. peau								
3. feu								
4. danse								
5. tente								
Total		/5		/5		/5		/5

10. Consonnes doublés (avec r)

Directives: Demande à l'enfant de lire chaque mot. Attends cinq secondes; si le mot n'est pas donné dans ce délai, compte-le comme incorrect et passe au suivant.

Terme 3	Évaluation formative 1:		Évaluation formative 2:					
Mot	Réponse	+ or -	Réponse	+ or -	Réponse	+ or -	Réponse	+ or -
1. tribu								
2. agrafe								
3. pré								
4. libre								
5. drame								
Total		/5		/5		/5		/5

11. Consonnes doublés (avec l)

Directives: Demande à l'enfant de lire chaque mot. Attends cinq secondes; si le mot n'est pas donné dans ce délai, compte-le comme incorrect et passe au suivant.

Terme 3	Évaluation formative 1:		Évaluation formative 2:					
Mot	Réponse	+ or -	Réponse	+ or -	Réponse	+ or -	Réponse	+ or -
1. aplati								
2. clou								
3. fable								
4. flute								
5. glisse								
Total		/5		/5		/5		/5