Assessment Guide

Learning Experience 7

Clapping Out Words • Foundation Year (Prep)

Name: _____ **Year:** _____ **Date:** _____

Use a highlighter to mark where each child sits on the rubric.

Assessment criteria	Developing	At sound standard	Above standard	Alignment ACARA v9
Syllable segmentation (clapping the beat)	Struggles to identify word boundaries or beats. Claps randomly.	Claps compound words or obvious 2 syllable words with teacher guidance.	Independently and accurately claps out beats or syllables in 1, 2 or 3 syllable words.	AC9EFLY09 Foundation Literacy – syllable clapping
Syllable clapping	Unable to identify how many claps were made, requires counting aids.	Correctly states or identifies the total number of syllables after clapping out the word.	Can sort, group or match words into groups based on their syllable count.	Syllabic awareness
Auditory discrimination (hearing the structure)	Does not recognise that words are made of smaller segments.	Demonstrates understanding that spoken words can be broken down into chunks of sound.	Can blend separate syllables back together when spoken slowly by the teacher.	Syllabic awareness

General teacher comments and where to next?