APPENDIX ‘B’

1. Language Achievement Test Tool (LAT)

1. **Alphabet:**
   Have the student say the alphabet. Mark the letters below that the student does not know.
   
   a b c d e f g h i j k l m n o p q r s t u v w x y z
   
   Number Correct __________/26

2. **Consonant Names**
   Using the letters on the following page. Ask the student to say the name of each of the consonants. Mark the letters below that the student does not know.
   
   d f j m k l b r v x c g n y p z h t w s
   
   Number Correct __________/21

3. **Consonant Sounds:**
   Using the letters on the following page, ask the student to say the sound of each letter. Mark the sounds below that the student does not know.
   
   d f j m k l b r v x c g n y p z h t w s
   
   Number Correct __________/21

4. **Vowel Names:**
   Using the letters on the following page, ask the student to say the name of each of the vowels. Mark the letters below that the student does not know.
   
   i o a u e
   
   Number Correct __________/5

5. **Vowel Sounds:**
   Using the letters on the following page, ask the student to say the short sound of each of the vowels. Mark the sounds below that the student does not know.
   
   i o a u e
   
   Number Correct __________/5
6. Spelling Test (ST)

This had the following pattern of words.

a) CVC - Consonant Vowel Consonant
b) CCVC - Consonant Consonant Vowel Consonant
c) Sh - initial and ending
d) ay - ay
e) CVCC - Consonant Vowel Consonant Consonant
f) ee - ee
g) ch - initial and ending
h) –ck - ending in –ck
i) Th - initial and ending
j) v-e - silent e
k) blends - beginning and ending

For example:

<table>
<thead>
<tr>
<th>pat</th>
<th>mud</th>
<th>hop</th>
</tr>
</thead>
<tbody>
<tr>
<td>slip</td>
<td>flop</td>
<td>trot</td>
</tr>
<tr>
<td>shop</td>
<td>mush</td>
<td>crash</td>
</tr>
<tr>
<td>pay</td>
<td>way</td>
<td>clay</td>
</tr>
<tr>
<td>ask</td>
<td>sink</td>
<td>help</td>
</tr>
<tr>
<td>feet</td>
<td>speed</td>
<td>steep</td>
</tr>
<tr>
<td>chop</td>
<td>pinch</td>
<td>torch</td>
</tr>
<tr>
<td>luck</td>
<td>deck</td>
<td>block</td>
</tr>
<tr>
<td>thick</td>
<td>with</td>
<td>path</td>
</tr>
<tr>
<td>hope</td>
<td>pipe</td>
<td>tape</td>
</tr>
<tr>
<td>----</td>
<td>plot</td>
<td>blot</td>
</tr>
</tbody>
</table>
Patterns of words from 6(a) to 6(j) carried a score of 1 each and 6(k) carried a score of 2. The maximum score a student could obtain on the ST was 32.

7. **Handwriting:** Three types of sheets were used for handwriting i.e four lined with regular spacing and four lined with increased spacing. The student begins handwriting practice on the one with increased spacing and gradually moves on to the one with regular spacing.

The maximum score a student could obtain was 10.

8. **Reading words:** In reading words the list of words was based on the pattern of the ST i.e. item 6. The pattern was 6(b) to 6(k). The maximum score a student could obtain was 10.

9. **Reading sentences:** For reading sentences the CIEFL cards were used grade wise.

10. **Listening Comprehension:** CIEFL comprehension cards were used Grade I, II & III.

11. **Writing Comprehension:** CIEFL cards grade I, II & III were used.

The breakup of this test into Reading, Writing and Spelling was as follows:

Reading: Items 1, 2, 3, 4, 5, 8 & 9
Writing: Items 1, 2, 3, 4, 5 & 7
Spelling: Items 1, 2, 3, 4, 5, 6

These were converted into percentage.

For items 9, 10, 11 the maximum score a student could obtain was 10 each. The total score a student could obtain on this test was 160.

This test was used to pre-test and post-test student in both the control and experimental groups for the present study.