

ADMINISTERING THE DUTHIE INDEX

1. Assess the student in a quiet area with few distractions and no view of an alphabet. Complete data at the top of the upper case version of the Duthie Index.
2. Say to the child, "Today we are going to talk about the names of the letters the alphabet and the sounds the letters make. We are doing this so I can find out the best way to help you if you need to learn any of these letters or sounds. We'll start with this one (point to the "B") and do all these first (point to the first section).
3. Point to the "B" again and say, "Tell me the *name* of this letter." If the child seems confused, then re-phrase by saying, "Tell me what letter this is." If the child says the letter name, put a check in the box in the column for Recognizes (R). If a child responds incorrectly by saying, "D," then write the letter "D" in the box.
4. Next, say to the student, "Tell me what *sound* this letter makes as you point to the "B" again. Put a check in the Sounds (S) column if the child makes the correct sound. If the child answers incorrectly by telling you that the letter has the sound of "duh," then write "duh" in the box beside the letter "B." If a letter has two sounds, then assess as described, then add, "This letter also makes another sound. Do you know the other sound this letter makes?"
5. An empty box also means that a response was incorrect. Sometimes it's not possible to keep up with a child's pace and record every response. Stop if the child becomes frustrated or clearly does not know the letter names or sounds. If the child knows most of the letters, complete the first section before moving on to the second section.
6. If the child knows most letter names and sounds in upper case, repeat the process with the lower case version.
7. When you finish assessing, thank the child for working so hard and end the conference with a positive comment. Take a few minutes to complete the comment section and make anecdotal notes about the child's behavior or attitude.
8. Children should be expected to show progress in acquiring letter/sound associations from one trimester to another. Children most often show a progression from the first and section sections before recognizing the sounds in the third section.
9. It's helpful to show the students and their parents the progression from one trimester to the next.
10. You may want to do more extensive testing if no new letters/sounds are acquired from one trimester to the next, or if a child knows some letters during one conference, and a different set the next time. You will want to supplement the information you gain from this index with observations, anecdotal notes and other assessment techniques.

DUTHIE INDEX: LETTER RECOGNITION / SOUND ASSOCIATION

Name: _____ Birthdate: _____

Date: _____ Fall: _____ Observer: _____

Winter: _____

Spring: _____

	Fall		Winter		Spring	
	R	S	R	S	R	S
2						
r						
h						
s						
c						
k						
)						
-						
j						
g						
)						
-						
)						
-						
q						
)						
-						
a						

	Fall		Winter		Spring	
	R	S	R	S	R	S
3						
)						
-						
e						
W						
f						
m						
x						
n						
s						
i						
y						

COLUMN KEY:
ENTRY CODES:
 R = Recognizes Letter
 Correct Response = ✓

S = Sound Association
 Incorrect Response = blank

or child's spoken response

Comments: _____

DUTHIE INDEX: LETTER RECOGNITION / SOUND ASSOCIATION

Name: _____ Birthdate: _____

Date: _____ Observer: _____

Winter: _____

Spring: _____

1	Fall		Winter		Spring	
	R	S	R	S	R	S
B						
K						
P						
T						
V						
Z						
D						
J						

2	Fall		Winter		Spring	
	R	S	R	S	R	S
R						
H						
C						
K						
O						
G						
U						
I						
Q						
A						

3	Fall		Winter		Spring	
	R	S	R	S	R	S
E						
W						
F						
M						
X						
N						
S						
L						
Y						

COLUMN KEY:
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