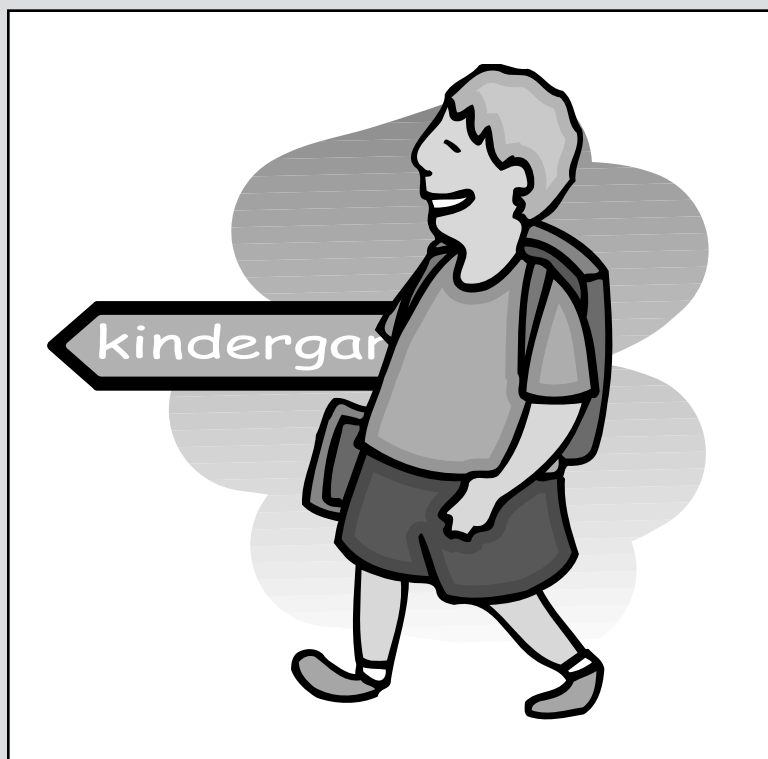


Guía del maestro

Skills Assessments Developed for
Districts Using *Foro abierto para la lectura*



KINDERGARTEN
Otoño, Mitad del año, Primavera

Kindergarten Skills Assessments for Districts Using *Foro abierto para la lectura*

DESIGN

Skills Assessments are designed to help classroom teachers and grade-level teams determine how effectively their delivery of instruction is meeting expected student learning goals in relation to concepts and skills taught in *Foro abierto para la lectura*.

PURPOSE

The purpose of the Skills Assessments is to help guide and plan instruction for the next theme. Subtests are based upon the content addressed in each theme and California's English-language arts content standards. Due to the limited number of test items, skills, and concepts addressed in each theme, Skills Assessments are not to be used as an indicator of individual student achievement. They are tools to help educators focus on the percentage of students meeting criteria for each subtest. If teachers find over the course of at least two testing periods there is still a group of struggling students, it is advisable to utilize diagnostic testing to understand specific needs.

USE

The Skills Assessments assist in determining if the class is meeting grade-level expectations for the concepts and skills taught in *Foro abierto para la lectura*. If students are weak in a particular area, the teacher should look ahead to the next theme and plan for additional instruction or student practice using the materials provided by the program. Grade-level meetings may help teachers determine which skills and concepts need to be reinforced. It is advisable that teachers work together to plan the use of *Foro abierto para la lectura* materials for small group instruction or go beyond the core instructional time to address specific needs.

The Skills Assessments are not developed, reviewed, or published by SRA/McGraw-Hill. Subtest scores should be used for planning instruction and identifying skill areas to enhance learning.

Fourth Edition
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Overview of Skills Assessments - Kindergarten 2008 - 2009

for Districts Using *Foro abierto para la lectura*

Otoño	Mitad del año	Primavera
Unidades 1 y 2	Unidades 3 y 4	Unidades 5 y 6
Nombres de letras mayúsculas Nombres de letras minúsculas Palabras de uso frecuente Palabras que riman	Nombres de letras mayúsculas Nombres de letras minúsculas Palabras de uso frecuente Palabras que riman Combinación oral: Partes de palabras División oral de palabras en sílabas	Nombres de letras mayúsculas Nombres de letras minúsculas Sonidos de las consonantes y las vocales Palabras de uso frecuente Combinación oral de consonantes iniciales Combinación oral de consonantes finales Sustitución de fonemas: vocales intermedias Decodificación y reconocimiento de palabras (CVCV)

INSTRUCTIONAL UNITS - KINDERGARTEN

Unidades 1 y 2
 Unidades 3 y 4
 Unidades 5 y 6

MATERIALS

Each classroom set of materials includes:

- Teacher Materials Booklet
- Student Record Booklets
- Test Cards
- Skills Assessment Reports (blackline masters)

Note: Electronic reporting systems are advisable.

GENERAL PROCEDURES

Students are assessed at the end of each instructional unit listed above. The results for each student should be recorded on the Skills Assessment report form (or through an electronic reporting system) and submitted to the site administrator. Most of the assessments are administered in whole group sessions. The directions and answer keys are provided in the Teacher Materials booklet.

FOLLOW-UP AND SUPPORT BY SCHOOL PRINCIPAL

The Skills Assessment Report form (blackline master) is an evaluation tool for the classroom teacher, the site administrator, and the reading coach. The teacher is asked to note which students have not reached criterion. The teacher is expected to develop a plan of action to help improve student learning especially for students identified as needing intensive intervention (scoring 40% or lower).

A copy of the report form (if non-electronic) should be placed in an agreed-upon school file, by an agreed-upon date, for review by the principal. After the principal reviews the students' progress and support needs, the following actions are suggested:

1. Provide written and/or verbal feedback to the teacher on student progress and provide resources and support as needed (e.g., extended time or coaching assistance).
2. Schedule follow-up meetings with the teacher, coach, and/or whole staff as needed.

Evaluación de otoño - Unidades 1 y 2
para los distritos que usan *Foro abierto para la lectura*

KINDERGARTEN

Lista de materiales

Guía de administración para el maestro

A. Nombres de letras mayúsculas

B. Nombres de letras minúsculas

C. Palabras de uso frecuente

D. Palabras que riman

**Reportes de evaluación de otoño
(Blackline masters)**

Registro de evaluación de la clase

Registro de evaluación de la escuela

Cartulina

Nombres de letras mayúsculas

Nombres de letras minúsculas

Palabras de uso frecuente

**Registro de evaluación del
estudiante #1**

A. Nombres de letras mayúsculas

B. Nombres de letras minúsculas

**Registro de evaluación del
estudiante #2**

C. Palabras de uso frecuente

D. Palabras que riman

Evaluación de otoño - Unidades 1 y 2 para los distritos que usan *Foro abierto para la lectura* **Guía del maestro**

A. Conceptos de lo impreso (Reading 1.6)

Nombres de letras mayúsculas

This is an individually administered assessment. Have the student read from the cardstock sheet, *Nombres de letras mayúsculas*. Point to each letter for the student. If the student does not know a letter, wait 3 seconds, then point to the next letter. You may choose to use a stopwatch in order to judge whether the student proceeds quickly or laboriously through the letters. Check (✓) the appropriate category:

Completes the subtest in less than 1 minute = Quickly (*con rapidez*)

Completes the subtest in over 1 minute = Laboriously (*con lentitud*)

Record student responses on *Student Record Sheet #1*.

Test Directions:

Say: “*Este es un juego para ver lo rápido que puedes nombrar las letras mayúsculas. Voy a señalar cada letra. Luego, tú me dices el nombre de la letra.*”

Teacher: Put your finger under the first letter.

Say: “*¿Listo? Empieza.*” (If the student gives a letter’s sound, ask for the letter’s name.)

Scoring: Place a checkmark next to each letter named correctly. If the response is incorrect, write the student’s response next to the letter on the recording sheet. Record the total correct on *Student Record Sheet #1*. Also record the time (Quickly or Laboriously). Enter the student’s score on the *Fall Assessment - Kindergarten Classroom Summary* sheet.

Criterion: To be considered at or above grade level, the student must score 20/25.

B. Conceptos de lo impreso (Reading 1.6)

Nombres de letras minúsculas

This is an individually administered assessment. Have the student read from the cardstock sheet, *Nombres de letras minúsculas*. Point to each letter for the student. If the student does not know a letter, wait 3 seconds, then point to the next letter. You may choose to use a stopwatch in order to judge whether the student proceeds quickly or laboriously through the letters. Check (✓) the appropriate category:

Completes the subtest in less than 1 minute = Quickly (*con rapidez*)

Completes the subtest in over 1 minute = Laboriously (*con lentitud*)

Record student responses on *Student Record Sheet #1*.

Test Directions:

Say: “*Este es un juego para ver lo rápido que puedes nombrar las letras minúsculas. Voy a señalar cada letra. Luego, tú me dices el nombre de la letra.*”

Teacher: Put your finger under the first letter.

Say: “*¿Listo? Empieza.*” (If the student gives a letter’s sound, ask for the letter’s name.)

Scoring: Place a checkmark next to each letter named correctly. If the response is incorrect, write the student’s response next to the letter on the recording sheet. Record the total correct on *Student Record Sheet #1*. Also record the time (Quickly or Laboriously). Enter the student’s score on the *Fall Assessment - Kindergarten Classroom Summary* sheet.

Criterion: To be considered at or above grade level, the student must score 20/25.

Evaluación de otoño - Unidades 1 y 2
para los distritos que usan *Foro abierto para la lectura*
Guía del maestro

C. Descifrar y reconocer palabras (Reading 1.15)
Palabras de uso frecuente

This is an individually administered assessment. Have the student read from the cardstock sheet, *Palabras de uso frecuente*. Point to each word for the student. If the student does not know a word, wait 3 seconds, then point to the next word. This assessment should take no more than 30 seconds. You may choose to use a stopwatch in order to judge whether the student proceeds quickly or laboriously through the words. Check (✓) the appropriate category:

Completes the subtest in less than 30 seconds = Quickly (*con rapidez*)

Completes the subtest in over 30 seconds = Laboriously (*con lentitud*)

Record student responses on *Student Record Sheet #2*.

Test Directions:

Say: “*Este es un juego para ver lo rápido que puedes nombrar estas palabras. Voy a señalar cada palabra. Luego, tú vas a decir la palabra.*”

Say: “*¿Listo? Empieza.*”

Scoring: Place a checkmark next to each word read correctly. If the response is incorrect, write the student’s response next to the word on the recording sheet. Record the total correct on *Student Record Sheet #2*. Also record the time (Quickly or Laboriously). Enter the student’s score on the *Fall Assessment - Kindergarten Classroom Summary* sheet.

Criterion: To be considered at or above grade level, the student must score 8/10.

Evaluación de otoño - Unidades 1 y 2
para los distritos que usan *Foro abierto para la lectura*

Guía del maestro

D. Reconocimiento de fonemas (Reading 1.10)

Palabras que riman

This is an individually administered assessment. Begin by demonstrating each task using the practice items. Proceed to the test items after the student understands the task. Nonsense words are acceptable responses and should not be counted as errors. Record student responses on *Student Record Sheet #2*.

Practice Directions:

Say:

1. “*Las palabras que riman terminan con los mismos sonidos. Por ejemplo, los últimos sonidos de la palabra masa son asa. Algunas palabras que riman con masa son casa y pasa. Todas estas palabras terminan con asa. Otras palabras que riman son chico, pico, y rico. Todas estas palabras terminan con ico.*”

2. “*Voy a decir una palabra. Quiero que me digas una palabra que rime con la palabra que yo diga.*”
(If the student answers incorrectly, give the correct answer and move on to the next practice item.)

Teacher:

pala
carro

¿Qué palabra rima con *pala*?
¿Qué palabra rima con *carro*?

Student:

Proceed with testing when the student understands the task.

Test Directions: Carefully enunciate as you say each word. (Discontinue testing if the student does not respond correctly to the first three test items and has a score of zero.)

Say: “*Dime una palabra que rime con la palabra que yo diga.*”

Teacher:

1. peso ¿Qué palabra rima con *peso*?
2. tubo ¿Qué palabra rima con *tubo*?
3. abril ¿Qué palabra rima con *abril*?
4. frito ¿Qué palabra rima con *frito*?
5. tuna ¿Qué palabra rima con *tuna*?

Student:

1. _____
2. _____
3. _____
4. _____
5. _____

Scoring: Record the student’s response and the total correct on *Student Record Sheet #2*. Then, enter the student’s score on the *Fall Assessment - Kindergarten Classroom Summary* sheet.

Criterion: To be considered at or above grade level, the student must score 3/5.

**Evaluación de otoño para los distritos que usan
Foro abierto para la lectura**

Kindergarten Classroom Summary Report – Unidades 1 y 2

SCHOOL: _____ ENROLLMENT: _____

DATE: _____ TEACHER: _____

	Nombres de letras mayúsculas (20/25)	Nombres de letras minúsculas (20/25)	Palabras de uso frecuente (8/10)	Palabras que riman (3/5)
STUDENT NAMES [Last, First, Middle Initial]	STUDENT'S SCORE	STUDENT'S SCORE	STUDENT'S SCORE	STUDENT'S SCORE

DISTRICT REPORTING OF FALL SKILLS ASSESSMENTS	Nombres de letras mayúsculas (20/25)	Nombres de letras minúsculas (20/25)	Palabras de uso frecuente (8/10)	Palabras que riman (3/5)
Total # of Students Tested				
Total # of Students at Criterion				
% of Students at Criterion				
<div style="display: flex; justify-content: space-between;"> _____ _____ </div> <div style="display: flex; justify-content: space-between; font-size: small;"> Signature of Teacher Date </div>				

* total # at criterion
divided
by total # tested

**Evaluación de otoño para los distritos que usan
Foro abierto para la lectura**

Kindergarten School Summary Report – Unidades 1 y 2

SCHOOL: _____ ENROLLMENT: _____

DATE: _____

ROOM #	# OF STUDENTS	Nombres de letras mayúsculas (20/25)		Nombres de letras minúsculas (20/25)		Palabras de uso frecuente (8/10)		Palabras que riman (3/5)	
		# of students tested	# of students tested who scored 20/25	# of students tested	# of students tested who scored 20/25	# of students tested	# of students tested who scored 8/10	# of students tested	# of students tested who scored 3/5

DISTRICT REPORTING OF FALL SKILLS ASSESSMENTS	Nombres de letras mayúsculas (20/25)	Nombres de letras minúsculas (20/25)	Palabras de uso frecuente (8/10)	Palabras que riman (3/5)
Total # of Students Tested				
Total # of Students at Criterion				
% of Students at Criterion				
_____ <div style="display: flex; justify-content: space-between;"> Signature of Teacher Date </div>				

* total # at criterion divided by total # tested

**Evaluación de la mitad del año - Unidades 3 y 4
para los distritos que usan *Foro abierto para la lectura***

KINDERGARTEN

Lista de materiales

Guía de administración para el maestro

- A. Nombres de letras mayúsculas*
- B. Nombres de letras minúsculas*
- C. Palabras de uso frecuente*
- D. Palabras que riman*
- E. Combinación oral: Partes de palabras*
- F. División oral de palabras en sílabas*

**Reportes de evaluación de la mitad del año
(Blackline masters)**

- Registro de evaluación de la clase*
- Registro de evaluación de la escuela*

Cartulina

- Nombres de letras mayúsculas*
- Nombres de letras minúsculas*
- Palabras de uso frecuente*

**Registro de evaluación del
estudiante #1**

- A. Nombres de letras mayúsculas*
- B. Nombres de letras minúsculas*
- C. Palabras de uso frecuente*

**Registro de evaluación del
estudiante #2**

- D. Palabras que riman*
- E. Combinación oral: Partes de palabras*
- F. División oral de palabras en sílabas*

Evaluación de la mitad del año - Unidades 3 y 4
para los distritos que usan *Foro abierto para la lectura*

Guía del maestro

A. Conceptos de lo impreso (Reading 1.6)

Nombres de letras mayúsculas

This is an individually administered assessment. Have the student read from the cardstock sheet, *Nombres de letras mayúsculas*. Point to each letter for the student. If the student does not know a letter, wait 3 seconds, then point to the next letter. You may choose to use a stopwatch in order to judge whether the student proceeds quickly or laboriously through the letters. Check (✓) the appropriate category:

Completes the subtest in less than 1 minute = Quickly (*con rapidez*)

Completes the subtest in over 1 minute = Laboriously (*con lentitud*)

Record student responses on *Student Record Sheet #1*.

Test Directions:

Say: “*Este es un juego para ver lo rápido que puedes nombrar las letras mayúsculas. Voy a señalar cada letra. Luego, tú me dices el nombre de la letra.*”

Teacher: Put your finger under the first letter.

Say: “*¿Listo? Empieza.*” (If the student gives a letter’s sound, ask for the letter’s name.)

Scoring: Place a checkmark next to each letter named correctly. If the response is incorrect, write the student’s response next to the letter on the recording sheet. Record the total correct on *Student Record Sheet #1*. Also record the time (Quickly or Laboriously). Enter the student’s score on the *Mid-Year Assessment - Kindergarten Classroom Summary* sheet.

Criterion: To be considered at or above grade level, the student must score 27/29.

B. Conceptos de lo impreso (Reading 1.6)

Nombres de letras minúsculas

This is an individually administered assessment. Have the student read from the cardstock sheet, *Nombres de letras minúsculas*. Point to each letter for the student. If the student does not know a letter, wait 3 seconds, then point to the next letter. You may choose to use a stopwatch in order to judge whether the student proceeds quickly or laboriously through the letters. Check (✓) the appropriate category:

Completes the subtest in less than 1 minute = Quickly (*con rapidez*)

Completes the subtest in over 1 minute = Laboriously (*con lentitud*)

Record student responses on *Student Record Sheet #1*.

Test Directions:

Say: “*Este es un juego para ver lo rápido que puedes nombrar las letras minúsculas. Voy a señalar cada letra. Luego, tú me dices el nombre de la letra.*”

Teacher: Put your finger under the first letter.

Say: “*¿Listo? Empieza.*” (If the student gives a letter’s sound, ask for the letter’s name.)

Scoring: Place a checkmark next to each letter named correctly. If the response is incorrect, write the student’s response next to the letter on the recording sheet. Record the total correct on *Student Record Sheet #1*. Also record the time (Quickly or Laboriously). Enter the student’s score on the *Mid-Year Assessment - Kindergarten Classroom Summary* sheet.

Criterion: To be considered at or above grade level, the student must score 27/30.

**Evaluación de la mitad del año - Unidades 3 y 4
para los distritos que usan *Foro abierto para la lectura***

Guía del maestro

C. Descifrar y reconocer palabras (Reading 1.15)

Palabras de uso frecuente

This is an individually administered assessment. Have the student read from the cardstock sheet, *Palabras de uso frecuente*. Point to each word for the student. If the student does not know a word, wait 3 seconds, then point to the next word. This assessment should take no more than 30 seconds. You may choose to use a stopwatch in order to judge whether the student proceeds quickly or laboriously through the words. Check (✓) the appropriate category:

Completes the subtest in less than 30 seconds = Quickly (*con rapidez*)

Completes the subtest in over 30 seconds = Laboriously (*con lentitud*)

Record student responses on *Student Record Sheet #1*.

Test Directions:

Say: “*Este es un juego para ver lo rápido que puedes nombrar estas palabras. Voy a señalar cada palabra. Luego, tú vas a decir la palabra.*”

Say: “*¿Listo? Empieza.*”

Scoring: Place a checkmark next to each word read correctly. If the response is incorrect, write the student’s response next to the word on the recording sheet. Record the total correct on *Student Record Sheet #1*. Also record the time (Quickly or Laboriously). Enter the student’s score on the *Mid-Year Assessment - Kindergarten Classroom Summary* sheet.

Criterion: To be considered at or above grade level, the student must score 8/10.

Evaluación de la mitad del año - Unidades 3 y 4
para los distritos que usan *Foro abierto para la lectura*

Guía del maestro

D. Reconocimiento de fonemas (Reading 1.10)

Palabras que riman

This is an individually administered assessment. Begin by demonstrating each task using the practice items. Proceed to the test items after the student understands the task. Nonsense words are acceptable responses and should not be counted as errors. Record student responses on *Student Record Sheet #2*.

Practice Directions:

Say:

1. “Las palabras que riman terminan con los mismos sonidos. Por ejemplo, el último sonido de la palabra masa son asa. Algunas palabras que riman con masa son casa y pasa. Todas estas palabras terminan con asa. Otras palabras que riman son chico, pico, y rico. Todas estas palabras terminan con ico.”

2. “Voy a decir una palabra. Quiero que me digas una palabra que rime con la palabra que yo diga.”
(If the student answers incorrectly, give the correct answer and move on to the next practice item.)

Teacher:

pala
carro

¿Qué palabra rima con *pala*?
¿Qué palabra rima con *carro*?

Student:

Proceed with testing when the student understands the task.

Test Directions: Carefully enunciate as you say each word. (Discontinue testing if the student does not respond correctly to the first three test items and has a score of zero.)

Say: “Dime una palabra que rime con la palabra que yo diga.”

Teacher:

1. gato ¿Qué palabra rima con *gato*?
2. mesa ¿Qué palabra rima con *mesa*?
3. sal ¿Qué palabra rima con *sal*?
4. sola ¿Qué palabra rima con *sola*?
5. fina ¿Qué palabra rima con *fina*?

Student:

1. _____
2. _____
3. _____
4. _____
5. _____

Scoring:

Record the student’s response and the total correct on *Student Record Sheet #2*. Then, enter the student’s score on the *Mid-Year Assessment - Kindergarten Classroom Summary* sheet.

Criterion:

To be considered at or above grade level, the student must score 4/5.

Evaluación de la mitad del año - Unidades 3 y 4 para los distritos que usan *Foro abierto para la lectura*

Guía del maestro

E. Reconocimiento de fonemas (Reading 1.9)

Combinación oral: Partes de palabras

This is an individually administered assessment. Begin by demonstrating each task using the practice items. Proceed to the test items after the student understands the task. Record student responses on *Student Record Sheet #2*.

Practice Directions:

Say: “*Voy a decir partes de palabras. Después de decir las, voy a combinarlas para hacer una palabra.*”

Teacher: *mira (pause) sol mirasol*

Say: “*Ahora, juntos, vamos a combinar una palabra. Primero, escucha las partes de la palabra.*”

Teacher: *saca (pause) puntas*

Say: “*Ahora, di la palabra conmigo.*”

Teacher and Student: *sacapuntas*

Say: “*Ahora voy a decir otras partes de palabras. Después de que yo las diga, tú combina las partes para hacer una palabra.*” (If the student answers incorrectly, give the correct answer and move on to the next practice item.)

Teacher:

boni (pause) ta

ten (pause) go

u (pause) na

¿Qué palabra es?

¿Qué palabra es?

¿Qué palabra es?

Student:

bonita

tengo

una

Proceed with testing when the student understands the task.

Test Directions: Pause between the sounds. Carefully enunciate as you say each sound.

Say: “*Voy a decir partes de una palabra. Después de que yo las diga, tú combina las partes para hacer una palabra.*”

Teacher:

1. ma (pause) no

2. ga (pause) to

3. fo (pause) ca

4. bici (pause) cleta

5. ele (pause) fante

6. lu (pause) nes

7. mos (pause) ca

8. ami (pause) go

9. polli (pause) to

10. o (pause) so

¿Qué palabra es?

¿Qué palabra es?

¿Qué palabra es?

¿Qué palabra es?

¿Qué palabra es?

¿Qué palabra es?

¿Qué palabra es?

¿Qué palabra es?

¿Qué palabra es?

¿Qué palabra es?

Student:

1. mano

2. gato

3. foca

4. bicicleta

5. elefante

6. lunes

7. mosca

8. amigo

9. pollito

10. oso

Scoring: Place a checkmark next to each word blended correctly. If the response is incorrect, write the student’s response next to the word on the recording sheet. Record the total correct on *Student Record Sheet #2*. Enter the student’s score on the *Mid-Year Assessment - Kindergarten Classroom Summary* sheet.

Criterion: To be considered at or above grade level, the student must score 8/10.

Evaluación de la mitad del año - Unidades 3 y 4 para los distritos que usan *Foro abierto para la lectura*

Guía del maestro

F. Reconocimiento de fonemas (Reading 1.9)

División oral de palabras en sílabas

This is an individually administered assessment. Begin by demonstrating each task using the practice items. Proceed to the test items after the student understands the task. Record student responses on *Student Record Sheet #2*.

Practice Directions:

Say: “Voy a decir una palabra. Después, mientras digo la palabra, voy a dar una palmada con cada sílaba (parte de una palabra). Te voy a demostrar.”

Teacher: blanco (pause) blan·co (Clap as you say *blan* and clap as you say *co*.)

Say: “Ahora, juntos, vamos a dar una palmada con cada sílaba mientras decimos la palabra. Vamos a comenzar con tu nombre. Di tu nombre.”

Teacher: Pause for the student to say his/her name.

Say: “Ahora, vamos a dar una palmada con cada sílaba mientras decimos tú nombre.”

Teacher and Student: Say and clap the syllables in the student’s name.

Say: “Vamos a decir otro palabra. Primero, escucha la palabra.”

Teacher: manzana

Say: “Di la palabra conmigo.”

Teacher and Student: “manzana”

Say: “Ahora, da una palmada con cada sílaba mientras dices la palabra “manzana.”

Student: man·za·na

Say: “Ahora, voy a decir otras palabras. Después de decir la palabra, tú vas a dar una palmada con cada sílaba mientras dices esa palabra.”

Teacher:

no Di y palmea las sílabas en *no*.
campana Di y palmea las sílabas en *campana*.

Student:

no
cam·pa·na

Proceed with testing when the student understands the task.

Test Directions: Carefully enunciate as you say each word. (Discontinue testing if the student does not respond correctly to the first three test items and has a score of zero.)

Say: “Voy a decir una palabra. Ahora, tú vas a dar una palmada con cada sílaba mientras dices esa palabra.”

Teacher:

1. mamá Di y palmea las sílabas en *mamá*.
2. palo Di y palmea las sílabas en *palo*.
3. tuna Di y palmea las sílabas en *tuna*.
4. elote Di y palmea las sílabas en *elote*.
5. pájaro Di y palmea las sílabas en *pájaro*.
6. tomate Di y palmea las sílabas en *tomate*.
7. león Di y palmea las sílabas en *león*.
8. paleta Di y palmea las sílabas en *paleta*.
9. camisa Di y palmea las sílabas en *camisa*.
10. rosa Di y palmea las sílabas en *rosa*.

Student:

1. ma·má
2. pa·lo
3. tu·na
4. e·lo·te
5. pá·ja·ro
6. to·ma·te
7. le·ón
8. pa·le·ta
9. ca·mi·sa
10. ro·sa

Scoring: Place a checkmark next to each word segmented correctly. If the response is incorrect, write the student’s response next to the word on the recording sheet. Record the total correct on *Student Record Sheet #2*. Enter the student’s score on the *Mid-Year Assessment - Kindergarten Classroom Summary* sheet.

Criterion: To be considered at or above grade level, the student must score 8/10.

**Evaluación de la mitad del año para los distritos que usan
Foro abierto para la lectura**

Kindergarten Classroom Summary Report – Unidades 3 y 4

SCHOOL: _____ ENROLLMENT: _____

DATE: _____ TEACHER: _____

STUDENT NAMES [Last, First, Middle Initial]	Nombres de letras mayúsculas (27/29)	Nombres de letras minúsculas (27/29)	Palabras de uso frecuente (8/10)	Palabras que riman (4/5)	Combinación oral: Partes de palabras (8/10)	División oral de palabras en sílabas (8/10)

DISTRICT REPORTING OF MID-YEAR SKILLS ASSESSMENTS

	Nombres de letras mayúsculas (27/29)	Nombres de letras minúsculas (27/29)	Palabras de uso frecuente (8/10)	Palabras que riman (4/5)	Combinación oral: Partes de palabras (8/10)	División oral de palabras en sílabas (8/10)
Total # of Students Tested						
Total # of Students at Criterion						
% of Students at Criterion						
<p align="center">_____ Signature of Teacher</p>					<p align="center">_____ Date</p>	
* total # at criterion divided by total # tested						

**Evaluación de la mitad del año para los distritos que usan Foro abierto para la lectura
Kindergarten Classroom Summary Report – Unidades 3 y 4**

SCHOOL: _____ DATE: _____ ENROLLMENT: _____

ROOM #	# OF STUDENTS	Nombres de letras mayúsculas (27/29)		Nombres de letras minúsculas (27/29)		Palabras de uso frecuente (8/10)		Palabras que riman (4/5)		Combinación oral: Partes de palabras (8/10)		División oral de palabras en sílabas (8/10)	
		# of students tested	# of students tested who scored 27/29	# of students tested	# of students tested who scored 27/29	# of students tested	# of students tested who scored 8/10	# of students tested	# of students tested who scored 4/5	# of students tested	# of students tested who scored 8/10	# of students tested	# of students tested who scored 8/10

DISTRICT REPORTING		Nombres de letras mayúsculas (27/29)	Nombres de letras minúsculas (27/29)	Palabras de uso frecuente (8/10)	Palabras que riman (4/5)	Combinación oral: Partes de palabras (8/10)	División oral de palabras en sílabas (8/10)
Total # of Students Tested							
Total # of Students at Criterion							
% of Students at Criterion							

* total # at criterion divided by total # tested

Signature of Teacher _____ Date _____

Evaluación de primavera - Unidades 5 y 6
para los distritos que usan *Foro abierto para la lectura*

KINDERGARTEN

Lista de materiales

Guía de administración para el maestro	<i>A. Nombres de letras mayúsculas</i> <i>B. Nombres de letras minúsculas</i> <i>C. Sonidos de las consonantes y las vocales</i> <i>D. Palabras de uso frecuente</i> <i>E. Combinación oral de consonantes iniciales</i> <i>F. Combinación oral de consonantes finales</i> <i>G. Sustitución de fonemas: vocales intermedias</i> <i>H. Decodificación y reconocimiento de palabras (CVCV)</i>
Reportes de evaluación de primavera (Blackline masters)	<i>Registro de evaluación de la clase</i> <i>Registro de evaluación de la escuela</i>
Cartulina	<i>Nombres de letras mayúsculas</i> <i>Nombres de letras minúsculas</i> <i>Sonidos de las consonantes y las vocales</i> <i>Palabras de uso frecuente</i>
Registro de evaluación del estudiante #1	<i>A. Nombres de letras mayúsculas</i> <i>B. Nombres de letras minúsculas</i>
Registro de evaluación del estudiante #2	<i>C. Sonidos de las consonantes y las vocales</i> <i>D. Palabras de uso frecuente</i> <i>E. Combinación oral de consonantes iniciales</i>
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Evaluación de primavera - Unidades 5 y 6
para los distritos que usan *Foro abierto para la lectura*

Guía del maestro

A. Conceptos de lo impreso (Reading 1.6)

Nombres de letras mayúsculas

This is an individually administered assessment. Have the student read from the cardstock sheet, *Nombres de letras mayúsculas*. Point to each letter for the student. If the student does not know a letter, wait 3 seconds, then point to the next letter. You may choose to use a stopwatch in order to judge whether the student proceeds quickly or laboriously through the letters. Check (✓) the appropriate category:

Completes the subtest in less than 1 minute = Quickly (*con rapidez*)

Completes the subtest in over 1 minute = Laboriously (*con lentitud*)

Record student responses on *Student Record Sheet #1*.

Test Directions:

Say: “*Este es un juego para ver lo rápido que puedes nombrar las letras mayúsculas. Voy a señalar cada letra. Luego, tú me dices el nombre de la letra.*”

Teacher: Put your finger under the first letter.

Say: “*¿Listo? Empieza.*” (If the student gives a letter’s sound, ask for the letter’s name.)

Scoring: Place a checkmark next to each letter named correctly. If the response is incorrect, write the student’s response next to the letter on the recording sheet. Record the total correct on *Student Record Sheet #1*. Also record the time (Quickly or Laboriously). Enter the student’s score on the *Spring Assessment - Kindergarten Classroom Summary* sheet.

Criterion: To be considered at or above grade level, the student must score 27/29.

B. Conceptos de lo impreso (Reading 1.6)

Nombres de letras minúsculas

This is an individually administered assessment. Have the student read from the cardstock sheet, *Nombres de letras minúsculas*. Point to each letter for the student. If the student does not know a letter, wait 3 seconds, then point to the next letter. You may choose to use a stopwatch in order to judge whether the student proceeds quickly or laboriously through the letters. Check (✓) the appropriate category:

Completes the subtest in less than 1 minute = Quickly (*con rapidez*)

Completes the subtest in over 1 minute = Laboriously (*con lentitud*)

Record student responses on *Student Record Sheet #1*.

Test Directions:

Say: “*Este es un juego para ver lo rápido que puedes nombrar las letras minúsculas. Voy a señalar cada letra. Luego, tú me dices el nombre de la letra.*”

Teacher: Put your finger under the first letter.

Say: “*¿Listo? Empieza.*” (If the student gives a letter’s sound, ask for the letter’s name.)

Scoring: Place a checkmark next to each letter named correctly. If the response is incorrect, write the student’s response next to the letter on the recording sheet. Record the total correct on *Student Record Sheet #1*. Also record the time (Quickly or Laboriously). Enter the student’s score on the *Spring Assessment - Kindergarten Classroom Summary* sheet.

Criterion: To be considered at or above grade level, the student must score 27/30.

Evaluación de primavera - Unidades 5 y 6
para los distritos que usan *Foro abierto para la lectura*

Guía del maestro

C. Decodificación y reconocimiento de palabras (Reading 1.5)

Sonidos de las consonantes y las vocales

This is an individually administered assessment. Have the student read from the cardstock sheet of lowercase letters, *Sonidos consonantes y las vocales*. If the student does not know a letter sound, wait 3 seconds, then point to the next letter. You may choose to use a stopwatch in order to judge whether the student proceeds quickly or laboriously through the letter sounds. Check (✓) the appropriate category:

Completes the subtest in less than 1 minute = Quickly (*con rapidez*)

Completes the subtest in over 1 minute = Laboriously (*con lentitud*)

Record student responses on *Student Record Sheet #2*.

Test Directions:

Say: “*Este es un juego para ver lo rápido que puedes decir los sonidos de estas letras. Voy a señalar cada letra. Luego, tú me dices el sonido.*”

Teacher: Put your finger under the first letter.

Say: “*¿Listo? Empieza.*” (If the student gives a letter’s name, ask for the letter’s sound. For the vowels, ask for the short sound.)

Scoring: Place a checkmark next to each letter with the correct sound. If the response is incorrect, write the student’s response next to the letter on the recording sheet. Record the total correct on *Student Record Sheet #2*. Also record the time (Quickly or Laboriously). Enter the student’s score on the *Spring Assessment - Kindergarten Classroom Summary* sheet.

Criterion: To be considered at or above grade level, the student must score 18/21.

D. Descifrar y reconocer palabras (Reading 1.15)

Palabras de uso frecuente

This is an individually administered assessment. Have the student read from the cardstock sheet, *Palabras de uso frecuente*. Point to each word for the student. If the student does not know a word, wait 3 seconds, then point to the next word. This assessment should take no more than 30 seconds. You may choose to use a stopwatch in order to judge whether the student proceeds quickly or laboriously through the words. Check (✓) the appropriate category:

Completes the subtest in less than 30 seconds = Quickly (*con rapidez*)

Completes the subtest in over 30 seconds = Laboriously (*con lentitud*)

Record student responses on *Student Record Sheet #2*.

Test Directions:

Say: “*Este es un juego para ver lo rápido que puedes nombrar estas palabras. Voy a señalar cada palabra. Luego, tú vas a decir la palabra.*”

Say: “*¿Listo? Empieza.*”

Scoring: Place a checkmark next to each word read correctly. If the response is incorrect, write the student’s response next to the word on the recording sheet. Record the total correct on *Student Record Sheet #2*. Also record the time (Quickly or Laboriously). Enter the student’s score on the *Spring Assessment - Kindergarten Classroom Summary* sheet.

Criterion: To be considered at or above grade level, the student must score 8/10.

Evaluación de primavera - Unidades 5 y 6
para los distritos que usan *Foro abierto para la lectura*

Guía del maestro

E. Reconocimiento de fonemas (Reading 1.9)
Combinación oral de consonantes iniciales

This is an individually administered assessment. Begin by demonstrating each task using the practice items. Proceed to the test items after the student understands the task. Record student responses on *Student Record Sheet #2*.

Practice Directions:

Say: “Voy a decir algunos sonidos. Después de decirlos, los voy a juntar [o voy a juntarlos] para formar una palabra.”

Teacher: /m/ (pause) /ira/ mira

Say: “Practiquemos una vez juntos. Primero, escucha los sonidos.”

Teacher: /g/ (pause) /usta/

Say: “Di la palabra conmigo.”

Teacher and Student: gusto

Say: “Ahora voy a decir algunos otros sonidos. Después de que yo los diga, tú vas a juntarlos para formar una palabra.” (If the student answers incorrectly, give the correct answer and move on to the next practice item.)

Teacher:

/u/ /na/

/p/ /ato/

/l/ /eche/

¿Qué palabra es?

¿Qué palabra es?

¿Qué palabra es?

Student:

una

pato

leche

Proceed with testing when the student understands the task.

Test Directions: Carefully enunciate as you say each sound. Pause between the sounds (Discontinue testing if the student does not respond correctly to the first three test items and has a score of zero.)

Say: “Voy a decir algunos sonidos. Después de que yo los diga, tú vas a juntarlos para formar una palabra.”

Teacher:

1. /n/ /ave/

2. /s/ /olo/

3. /t/ /ela/

4. /l/ /ejos/

5. /m/ /úsica/

¿Qué palabra es?

¿Qué palabra es?

¿Qué palabra es?

¿Qué palabra es?

¿Qué palabra es?

Student:

1. nave

2. solo

3. tela

4. lejos

5. música

Scoring: Place a checkmark next to each word blended correctly. If the response is incorrect, write the student’s response next to the word on the recording sheet. Record the total correct on *Student Record Sheet #2*. Enter the student’s score on the *Spring Assessment - Kindergarten Classroom Summary* sheet.

Criterion: To be considered at or above grade level, the student must score 4/5.

Evaluación de primavera - Unidades 5 y 6
para los distritos que usan *Foro abierto para la lectura*

Guía del maestro

F. Reconocimiento de fonemas (Reading 1.9)
Combinación oral de consonantes finales

This is an individually administered assessment. Begin by demonstrating each task using the practice items. Proceed to the test items after the student understands the task. Record student responses on *Student Record Sheet #3*.

Practice Directions:

Say: “Voy a decir algunos sonidos. Después de decirlos, los voy a juntar para formar una palabra.”

Teacher: /mir/ (pause) /a/ mira

Say: “Practicemos una vez juntos. Primero, escucha los sonidos.”

Teacher: /baúl/ (pause) //

Say: “Di la palabra conmigo.”

Teacher and Student: baúl

Say: “Voy a decir algunos sonidos. Después de que yo los diga, tú vas a juntarlos para formar una palabra.”

(If the student answers incorrectly, give the correct answer and move on to the next practice item.)

Teacher:

/rot/ /o/

/fich/ /a/

/po/ /n/

¿Qué palabra es?

¿Qué palabra es?

¿Qué palabra es?

Student:

roto

ficha

pon

Proceed with testing when the student understands the task.

Test Directions: Carefully enunciate as you say each sound. Pause between the sounds (Discontinue testing if the student does not respond correctly to the first three test items and has a score of zero.)

Say: “Voy a decir algunos sonidos. Después de que yo los diga, tú vas a juntarlos para formar una palabra.”

Teacher:

1. /adió/ /s/

2. /pape/ /l/

3. /calo/ /r/

4. /rat/ /a/

5. /salu/ /d/

¿Qué palabra es?

¿Qué palabra es?

¿Qué palabra es?

¿Qué palabra es?

¿Qué palabra es?

Student:

1. adiós

2. papel

3. calor

4. rata

5. salud

Scoring: Place a checkmark next to each word blended correctly. If the response is incorrect, write the student’s response next to the word on the recording sheet. Record the total correct on *Student Record Sheet #3*. Enter the student’s score on the *Spring Assessment - Kindergarten Classroom Summary* sheet.

Criterion: To be considered at or above grade level, the student must score 4/5.

Evaluación de primavera - Unidades 5 y 6
para los distritos que usan *Foro abierto para la lectura*

Guía del maestro

G. Reconocimiento de fonemas (Reading 1.9 and 1.13)

Sustitución de fonemas: vocales intermedias

This is an individually administered assessment. Begin by demonstrating each task using the practice items. Proceed to the test items after the student understands the task. Record student responses on *Student Record Sheet #3*.

Practice Directions: Teachers will use the Lion Puppet to say the word.

Say: “*El Títere León va a decir una palabra. Después de que el títere diga la palabra, yo voy a decir un sonido de vocal diferente. Luego voy a usar ese nuevo sonido de vocal para formar una palabra nueva.*”

Lion Puppet: *ten*

Teacher: /o/ *ton*

Say: “*Practiquemos una vez, juntos. Primero, escucha la palabra.*”

Lion Puppet: *mis*

Teacher: /a/

Say: “*Di la nueva palabra conmigo.*”

Teacher and Student: *mas*

Say: “*Ahora el Títere León va a decir algunas otras palabras. Después de que el títere diga la palabra, yo voy a decir un sonido de vocal diferente. Luego tú vas a usar ese nuevo sonido de vocal para formar una palabra nueva.*” (If the student answers incorrectly, give the correct answer and move on to the next practice item.)

Lion Puppet:

vos

sal

los

Teacher:

/a/

/o/

/a/

Student:

vas

sol

las

Proceed with testing when the student understands the task.

Test Directions: Carefully enunciate as you say each word and sound. Pause after the puppet says the word. (Discontinue testing if the student does not respond correctly to the first three test items and has a score of zero.)

Say: “*El Títere León va a decir una palabra. Luego voy a decir un sonido de vocal diferente. Tú vas a usar ese nuevo sonido de vocal para formar una palabra nueva.*”

Lion Puppet:

1. mal

2. paz

3. sin

4. por

5. dos

Teacher:

/i/

/e/

/o/

/a/

/e/

Student:

1. mil

2. pez

3. son

4. par

5. des

Scoring: Place a checkmark next to each correct word. If the response is incorrect, write the student’s response next to the word on the recording sheet. Record the total correct on *Student Record Sheet #3*. Enter the student’s score on the *Spring Assessment - Kindergarten Classroom Summary* sheet.

Criterion: To be considered at or above grade level, the student must score 4/5.

Evaluación de primavera - Unidades 5 y 6
para los distritos que usan *Foro abierto para la lectura*

Guía del maestro

H. Descifrar y reconocer palabras (Reading 1.15)

Decodificación y reconocimiento de palabras (CVCV)

This is an individually administered assessment. Have the student read from the cardstock sheet, *Decodificación y reconocimiento de palabras*. Point to each word for the student. If the student does not know a word, wait 3 seconds, then point to the next word. This assessment should take no more than 30 seconds. You may choose to use a stopwatch in order to judge whether the student proceeds quickly or laboriously through the words. Check (✓) the appropriate category:

Completes the subtest in less than 30 seconds = Quickly (*con rapidez*)

Completes the subtest in over 30 seconds = Laboriously (*con lentitud*)

Record student responses on *Student Record Sheet #3*.

Test Directions:

Say: “*Este es un juego para ver lo rápido que puedes nombrar estas palabras. Voy a señalar cada palabra. Luego, tú vas a decir la palabra.*”

Say: “*¿Listo? Empieza.*”

Scoring: Place a checkmark next to each word read correctly. If the response is incorrect, write the student’s response next to the word on the recording sheet. Record the total correct on *Student Record Sheet #3*. Also record the time (Quickly or Laboriously). Enter the student’s score on the *Kindergarten Classroom Summary* sheet.

Criterion: To be considered at or above grade level, the student must score 8/10.

Evaluación de primavera para los distritos que usan
Foro abierto para la lectura

Kindergarten Classroom Summary Report – Unidades 5 y 6

SCHOOL: _____ ENROLLMENT: _____

DATE: _____ TEACHER: _____

STUDENT NAMES [Last, First, Middle Initial]	Nombres de letras mayúsculas (27/29)	Nombres de letras minúsculas (27/30)	Sonidos de las consonantes y las vocales (18/21)	Palabras de uso frecuente (8/10)	Combinación oral de consonantes iniciales (4/5)	Combinación oral de consonantes finales (4/5)	Sustitución de fonemas: vocales intermedias (4/5)	Decodificación y reconocimiento de palabras (8/10)

DISTRICT REPORTING OF SPRING SKILLS ASSESSMENTS

	Nombres de letras mayúsculas (27/29)	Nombres de letras minúsculas (27/30)	Sonidos de las consonantes y las vocales (18/21)	Palabras de uso frecuente (8/10)	Combinación oral de consonantes iniciales (4/5)	Combinación oral de consonantes finales (4/5)	Sustitución de fonemas: vocales intermedias (4/5)	Decodificación y reconocimiento de palabras (8/10)
Total # of Students Tested								
Total # of Students at Criterion								
% of Students at Criterion								

* total # at criterion divided by total # tested

_____ Signature of Teacher _____ Date _____

Evaluación de primavera para los distritos que usan Foro abierto para la lectura
Kindergarten Classroom Summary Report – Unidades 5 y 6

SCHOOL: _____ DATE: _____ ENROLLMENT: _____

ROOM #	# OF STUDENTS	Nombres de letras mayúsculas (27/29)		Nombres de letras minúsculas (27/30)		Sonidos de las consonantes y las vocales (18/21)		Palabras de uso frecuente (8/10)		Combinación oral de consonantes iniciales (4/5)		Combinación oral de consonantes finales (4/5)		Sustitución de fonemas: vocales intermedias (4/5)		Decodificación y reconocimiento de palabras (8/10)	
		# of students tested	# of students tested who scored 27/29	# of students tested	# of students tested who scored 27/30	# of students tested	# of students tested who scored 18/21	# of students tested	# of students tested who scored 8/10	# of students tested	# of students tested who scored 4/5	# of students tested	# of students tested who scored 4/5	# of students tested	# of students tested who scored 4/5	# of students tested	# of students tested who scored 8/10

DISTRICT REPORTING	Nombres de letras mayúsculas (27/29)		Nombres de letras minúsculas (27/30)		Sonidos de las consonantes y las vocales (18/21)		Palabras de uso frecuente (8/10)		Combinación oral de consonantes iniciales (4/5)		Combinación oral de consonantes finales (4/5)		Sustitución de fonemas: vocales intermedias (4/5)		Decodificación y reconocimiento de palabras (8/10)	
	# of students tested	# of students tested who scored 27/29	# of students tested	# of students tested who scored 27/30	# of students tested	# of students tested who scored 18/21	# of students tested	# of students tested who scored 8/10	# of students tested	# of students tested who scored 4/5	# of students tested	# of students tested who scored 4/5	# of students tested	# of students tested who scored 4/5	# of students tested	# of students tested who scored 8/10
Total # of Students Tested																
Total # of Students at Criterion																
% of Students at Criterion																
* total # at criterion divided by total # tested																
<div style="text-align: right;"> _____ Date Signature of Teacher </div>																

NOTES

Fourth Edition

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