

TEACHER MATERIALS

Kindergarten Skills Assessments

developed for districts using
Medallion Edition
of Houghton Mifflin Reading



KINDERGARTEN

Fall, Mid-Program, Spring

Kindergarten Assessments for Districts Using *Medallion Edition of Houghton Mifflin Reading*

DESIGN

Skills Assessments are designed to help classroom teachers and grade-level teams determine how effective their delivery of instruction is meeting expected student learning goals in relation to concepts and skills taught in the *Medallion Edition of Houghton Mifflin Reading (HMR)*.

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 *Medallion*. 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 *Medallion* materials for small group instruction or go beyond the core instructional time to address specific needs.

Assessment Development Team

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The Skills Assessments are developed by the assessment team at the Reading Lions Center. They are not developed, reviewed, or published by Houghton Mifflin Company. Subtest scores should be used for planning instruction and identifying skill areas to enhance learning.

First Edition
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Overview of Skills Assessments - Kindergarten

for Districts Using *Medallion Edition of Houghton Mifflin Reading*

FALL	MID-PROGRAM	SPRING
Themes 1 & 2	Themes 3 - 5	Themes 6 & 7
Naming Uppercase Letters Naming Lowercase Letters High Frequency Words Rhyming Words	Naming Uppercase Letters Naming Lowercase Letters Consonants and Short Vowel (a) Sounds High Frequency Words Rhyming Words Beginning Sounds Onset/Rime (Oral Blending) Onset/Rime (Oral Segmentation)	Naming Uppercase Letters Naming Lowercase Letters Consonants and Short Vowel (a and i) Sounds High Frequency Words Oral Blending Phonemes in Words

INSTRUCTIONAL UNITS - KINDERGARTEN

Themes 1 and 2
 Themes 3 through 5
 Themes 6 and 7

MATERIALS

Each classroom set of materials includes:

- Teacher Materials Booklet
- Student Test Booklets
- Fluency Test Cards
- Skills Assessment Report Forms (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. The assessments are administered individually. 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 those 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 and coaching assistance.)
2. Schedule follow-up meetings with the teacher, coach, and/or whole staff as needed.

MATERIALS LIST

Teacher’s Administration Guides

- A. Naming Uppercase Letters
- B. Naming Lowercase Letters
- C. High Frequency Words
- D. Rhyming Words

Fall Assessment Reports

- Classroom Summary (Blackline Master provided)
- School Summary (Blackline Master provided)

Test Cards

(Printed on cardstock for student use)

- Naming Uppercase Letters/Lowercase Letters
- High Frequency Words

Student Record Booklet

Fall Record Sheet #1

- Naming Uppercase Letters
- Naming Lowercase Letters

Fall Record Sheet #2

- High Frequency Words
- Rhyming Words

TEACHER'S ADMINISTRATION GUIDE

A. CONCEPTS ABOUT PRINT (Reading 1.6)

Naming Uppercase Letters

This is an individually administered assessment. Have the student read from the cardstock sheet, *Naming Uppercase Letters*. 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

Completes the subtest in over 1 minute = Laboriously

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

Test Directions:

Say: "This is a game to see how fast you can tell me the names of the uppercase letters. I will point to each letter. Then you tell me its name."

Teacher: Put your finger under the first letter.

Say: "Ready? Begin." (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 24/26.

B. CONCEPTS ABOUT PRINT (Reading 1.6)

Naming Lowercase Letters

This is an individually administered assessment. Have the student read from the cardstock sheet, *Naming Lowercase Letters*. 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

Completes the subtest in over 1 minute = Laboriously

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

Test Directions:

Say: "This is a game to see how fast you can tell me the names of the lowercase letters. I will point to each letter. Then you tell me its name."

Teacher: Put your finger under the first letter.

Say: "Ready? Begin." (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 24/26.

TEACHER'S ADMINISTRATION GUIDE

C. DECODING AND WORD RECOGNITION (Reading 1.15)

High Frequency Words

This is an individually administered assessment. Have the student read from the cardstock sheet, *High Frequency Words*. 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 6 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 6 seconds = Quickly

Completes the subtest in over 6 seconds = Laboriously

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

Test Directions:

Say: "This is a game to see how fast you can read these words. I will point to each word. Then you will say the word."

Teacher: Put your finger under the first word.

Say: "Ready? Begin."

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 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 2/2.

TEACHER’S ADMINISTRATION GUIDE

D. PHONEMIC AWARENESS (Reading 1.10)

Rhyming Words

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. “Words rhyme when they end with the same last sounds. For example, the last sounds in *sock* are *ock*. Some words that rhyme with *sock* are *rock*, *dock*, and *clock*. These words all end with *ock*. Other rhyming words are: *bright*, *light*, *might*, *sight*, and *fight*. These words all end in *ight*.”

2. “I’m going to say a word. I want you to tell me a word that rhymes with the word I say.”
(If the student answers incorrectly, give the correct answer and move on to the next practice item.)

Teacher:

- car What rhymes with *car*?
- mad What rhymes with *mad*?

Student:

Proceed with testing when the student clearly understands the task.

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

Say: “Tell me a word that rhymes with the word I say.”

Teacher:

- 1. hat What rhymes with *hat*?
- 2. fan What rhymes with *fan*?
- 3. red What rhymes with *red*?
- 4. bug What rhymes with *bug*?
- 5. goat What rhymes with *goat*?

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.

CLASSROOM SUMMARY

SCHOOL: _____ ENROLLMENT: _____

DATE: _____ TEACHER: _____

	NAMING UPPERCASE LETTERS (24/26)	NAMING LOWERCASE LETTERS (24/26)	HIGH FREQUENCY WORDS (2/2)	RHYMING WORDS (3/5)
STUDENT NAMES [Last, First, Middle Initial]	STUDENT'S SCORE	STUDENT'S SCORE	STUDENT'S SCORE	STUDENT'S SCORE

CLASSROOM REPORTING OF FALL SKILLS ASSESSMENTS		NAMING UPPERCASE LETTERS (24/26)	NAMING LOWERCASE LETTERS (24/26)	HIGH FREQUENCY WORDS (2/2)	RHYMING WORDS (3/5)
	Total # of Students Tested				
	Total # of Students at Criterion				
	% of Students at Criterion (total # at criterion divided by total # tested)				
<p>_____ Signature of Teacher _____ Date _____</p>					

SCHOOL SUMMARY

Fall Skills Assessment Report – Themes 1 & 2

SCHOOL: _____ DATE: _____ ENROLLMENT: _____

ROOM #	# OF STUDENTS	NAMING UPPERCASE LETTERS (24/26)		NAMING LOWERCASE LETTERS (24/26)		HIGH FREQUENCY WORDS (2/2)		RHYMING WORDS (3/5)	
		# STUDENTS TESTED	# STUDENTS WHO SCORED 24/26	# STUDENTS TESTED	# STUDENTS WHO SCORED 24/26	# STUDENTS TESTED	# STUDENTS WHO SCORED 2/2	# STUDENTS TESTED	# STUDENTS WHO SCORED 3/5

DISTRICT REPORTING OF FALL SKILLS ASSESSMENTS				
	NAMING UPPERCASE LETTERS (24/26)	NAMING LOWERCASE LETTERS (24/26)	HIGH FREQUENCY WORDS (2/2)	RHYMING WORDS (3/5)
Total # of Students Tested				
Total # of Students at Criterion				
% of Students at Criterion (total # at criterion divided by total # tested)				
Signature of Principal _____ Date _____				

MATERIALS LIST

Teacher’s Administration Guides

- A. Naming Uppercase Letters
- B. Naming Lowercase Letters
- C. Consonants and Short Vowel (a) Sounds
- D. High Frequency Words
- E. Rhyming Words
- F. Beginning Sounds
- G. Onset/Rime and Phonemes (Oral Blending)
- H. Onset/Rime (Oral Segmentation)

Mid-Program Assessment Reports

- Classroom Summary (Blackline Master provided)
- School Summary (Blackline Master provided)

Test Cards

(Printed on cardstock for student use)

- Naming Uppercase Letters/Lowercase Letters
- Consonants & Short Vowel Sounds/High Frequency Words

Student Record Booklet

Mid-Program Record Sheet #1

- Naming Uppercase Letters
- Naming Lowercase Letters

Mid-Program Record Sheet #2

- Consonants and Short Vowel (a) Sounds
- High Frequency Words
- Rhyming Words

Mid-Program Record Sheet #3

- Beginning Sounds
- Onset/Rime and Phonemes (Oral Blending)
- Onset/Rime (Oral Segmentation)

TEACHER'S ADMINISTRATION GUIDE

A. CONCEPTS ABOUT PRINT (Reading 1.6)

Naming Uppercase Letters

This is an individually administered assessment. Have the student read from the cardstock sheet, *Naming Uppercase Letters*. 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

Completes the subtest in over 1 minute = Laboriously

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

Test Directions:

Say: "This is a game to see how fast you can tell me the names of the uppercase letters. I will point to each letter. Then you tell me its name."

Teacher: Put your finger under the first letter.

Say: "Ready? Begin." (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-Program Assessment - Kindergarten Classroom Summary* sheet.

Criterion: To be considered at or above grade level, the student must score 24/26.

B. CONCEPTS ABOUT PRINT (Reading 1.6)

Naming Lowercase Letters

This is an individually administered assessment. Have the student read from the cardstock sheet, *Naming Lowercase Letters*. 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

Completes the subtest in over 1 minute = Laboriously

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

Test Directions:

Say: "This is a game to see how fast you can tell me the names of the lowercase letters. I will point to each letter. Then you tell me its name."

Teacher: Put your finger under the first letter.

Say: "Ready? Begin." (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-Program Assessment - Kindergarten Classroom Summary* sheet.

Criterion: To be considered at or above grade level, the student must score 24/26.

TEACHER'S ADMINISTRATION GUIDE

C. DECODING AND WORD RECOGNITION (Reading 1.15)

Consonants and Short Vowel (a) Sounds

This is an individually administered assessment. Have the student read from the cardstock sheet of lowercase letters, *Consonants and Short Vowel (a) Sounds*. 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

Completes the subtest in over 1 minute = Laboriously

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

Test Directions:

Say: "This is a game to see how fast you can tell me the sounds of these letters. I will point to each letter. Then you will tell me its sound."

Teacher: Put your finger under the first letter.

Say: "Ready? Begin." (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 *Mid-Program Assessment - Kindergarten Classroom Summary* sheet.

Criterion: To be considered at or above grade level, the student must score 9/13.

D. DECODING AND WORD RECOGNITION (Reading 1.15)

High Frequency Words

This is an individually administered assessment. Have the student read from the cardstock sheet, *High Frequency Words*. 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 24 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 24 seconds = Quickly

Completes the subtest in over 24 seconds = Laboriously

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

Test Directions:

Say: "This is a game to see how fast you can read these words. I will point to each word. Then you will say the word."

Teacher: Put your finger under the first word.

Say: "Ready? Begin."

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 *Mid-Program Assessment - Kindergarten Classroom Summary* sheet.

Criterion: To be considered at or above grade level, the student must score 7/8.

TEACHER’S ADMINISTRATION GUIDE

E. PHONEMIC AWARENESS (Reading 1.10)

Rhyming Words

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. “Words rhyme when they end with the same last sounds. For example, the last sounds in *sock* are *ock*. Some words that rhyme with *sock* are *rock*, *dock*, and *clock*. These words all end with *ock*. Other rhyming words are: *bright*, *light*, *might*, *sight*, and *fight*. These words all end in *ight*.”
2. “I’m going to say a word. I want you to tell me a word that rhymes with the word I say.” (If the student answers incorrectly, give the correct answer and move on to the next practice item.)

Teacher:

Student:

car	What rhymes with <i>car</i> ?	_____
hug	What rhymes with <i>hug</i> ?	_____
dip	What rhymes with <i>dip</i> ?	_____

Proceed with testing when the student understands the task.

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

Say: “Tell me a word that rhymes with the word I say.”

Teacher:

Student:

1. bell	What rhymes with <i>bell</i> ?	1. _____
2. dog	What rhymes with <i>dog</i> ?	2. _____
3. sun	What rhymes with <i>sun</i> ?	3. _____
4. sit	What rhymes with <i>sit</i> ?	4. _____
5. cad	What rhymes with <i>cad</i> ?	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-Program Assessment - Kindergarten Classroom Summary* sheet.

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

TEACHER’S ADMINISTRATION GUIDE

F. PHONEMIC AWARENESS (Reading 1.11)

Beginning Sounds

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: “I will say a word. After I say the word, I will say the beginning sound.”

Teacher: like (pause) /l/

Say: “Let’s do one together. First listen to the word.”

Teacher: nest

Say: “Say the beginning sound with me.”

Teacher and Student: /n/

Say: “What’s the beginning sound in *nest*?”

Student: /n/

Say: “Now I will say some other words. Listen for the beginning sound and tell me the sound you hear.”
(If the student answers incorrectly, give the correct answer and move on to the next practice item.)

Teacher:

mitten	What’s the beginning sound in <i>mitten</i> ?
love	What’s the beginning sound in <i>love</i> ?
full	What’s the beginning sound in <i>full</i> ?

Student:

/m/
/l/
/f/

Proceed with testing when the student understands the task.

Test Directions: Carefully enunciate as you say each word.

Say: “I will say some words. After I say them, you will tell me the beginning sound in that word.”
(If the student says a letter name, ask for the sound.)

Teacher:

1. table	What’s the beginning sound in <i>table</i> ?
2. bird	What’s the beginning sound in <i>bird</i> ?
3. can	What’s the beginning sound in <i>can</i> ?
4. soup	What’s the beginning sound in <i>soup</i> ?
5. walk	What’s the beginning sound in <i>walk</i> ?

Student:

1. /t/
2. /b/
3. /k/
4. /s/
5. /w/

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

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

TEACHER'S ADMINISTRATION GUIDE

G. PHONEMIC AWARENESS: ORAL BLENDING (Reading 1.9) Onset/Rime and Phonemes

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: "I will say some sounds. After I say them, I will put them together to make a word."

Teacher: /f/ (pause) /ox/ (pause) fox

Say: "Let's do one together. First listen to the sounds."

Teacher: /d/ (pause) /esk/

Say: "Say the word with me."

Teacher and Student: desk

Say: "Now I will say some other sounds. After I say them, you will put them together to make a word."

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

Teacher:

/r/ /an/

/s/ /n/ /ō/

/l/ /e/ /t/

What's the word?

What's the word?

What's the word?

Student:

ran

snow

let

Proceed with testing when the student understands the task.

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

Say: "I will say some sounds. After I say the sounds, you will put them together to make a word."

Teacher:

1. /k/ /it/

2. /t/ /op/

3. /h/ /en/

4. /m/ /āk/

5. /j/ /ump/

6. /t/ /a/ /p/

7. /r/ /e/ /d/

8. /sh/ /ē/ /p/

9. /n/ /ō/ /z/

10. /d/ /r/ /ī/ /v/

What's the word?

What's the word?

What's the word?

What's the word?

What's the word?

What's the word?

What's the word?

What's the word?

What's the word?

What's the word?

Student:

1. kit

2. top

3. hen

4. make

5. jump

6. tap

7. red

8. sheep

9. nose

10. drive

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 *Mid-Program Assessment - Kindergarten Classroom Summary* sheet.

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

TEACHER'S ADMINISTRATION GUIDE

H. PHONEMIC AWARENESS: ORAL SEGMENTATION (Reading 1.13)

Onset/Rime

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: "I will say a word. Then I am going to take it apart. After I say the word, I will say the beginning sound and then I will say the rest of the word."

Teacher: sand /s/ (pause) /and/

Say: "Let's do one together. First, listen to the word."

Teacher: mop

Say: "Say the word with me."

Teacher and Student: mop

Say: "Now say the word *mop*. Then say the beginning sound and the rest of the word."

Teacher and Student: mop /m/ (pause) /op/

Teacher: "Say the word *mop*. Then say the beginning sound and the rest of the word."

Student: mop /m/ /op/

Say: "Now I will say some other words. After I say each word, you say the word. Then say the beginning sound and the rest of that word." (If the student answers incorrectly, give the correct answer and move on to the next practice item.)

Teacher:	Student:	
run	run	/r/ /un/
pin	pin	/p/ /in/
sir	sir	/s/ /er/

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: "Say the word after me. Then say the beginning sound and the rest of the word."

Teacher:	Student:	
1. fat	1. fat	/f/ /at/
2. get	2. get	/g/ /et/
3. wig	3. wig	/w/ /ig/
4. toes	4. toes	/t/ /ōz/
5. leaf	5. leaf	/l/ /ēf/

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 #3*. Enter the student's score on the *Mid-Program Assessment - Kindergarten Classroom Summary* sheet.

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

NOTES

CLASSROOM SUMMARY

SCHOOL: _____ ENROLLMENT: _____

DATE: _____ TEACHER: _____

	NAMING UPPERCASE LETTERS (24/26)	NAMING LOWERCASE LETTERS (24/26)	CONSONANTS AND SHORT VOWEL (a) SOUNDS (9/13)	HIGH FREQUENCY WORDS (7/8)	RHYMING WORDS (4/5)	BEGINNING SOUNDS (4/5)	ORAL BLENDING Onset/Rime and Phonemes (8/10)	ORAL SEGMENTATION Onset/Rime (4/5)
STUDENT NAMES [Last, First, Middle Initial]	STUDENT'S SCORE	STUDENT'S SCORE	STUDENT'S SCORE	STUDENT'S SCORE	STUDENT'S SCORE	STUDENT'S SCORE	STUDENT'S SCORE	STUDENT'S SCORE

CLASSROOM REPORTING OF MID-PROGRAM SKILLS ASSESSMENTS	NAMING UPPERCASE LETTERS (24/26)	NAMING LOWERCASE LETTERS (24/26)	CONSONANTS AND SHORT VOWEL (a) SOUNDS (9/13)	HIGH FREQUENCY WORDS (7/8)	RHYMING WORDS (4/5)	BEGINNING SOUNDS (4/5)	ORAL BLENDING Onset/Rime and Phonemes (8/10)	ORAL SEGMENTATION Onset/Rime (4/5)
Total # of Students Tested								
Total # of Students at Criterion								
% of Students at Criterion (total # at criterion divided by total # tested)								
_____				_____				
Signature of Teacher				Date				

SCHOOL SUMMARY

Mid-Program Skills Assessment Report – Themes 3 – 5

SCHOOL: _____

DATE: _____

ENROLLMENT: _____

ROOM #	# OF STUDENTS	NAMING UPPERCASE LETTERS (24/26)		NAMING LOWERCASE LETTERS (24/26)		CONSONANTS AND SHORT VOWEL (a) SOUNDS (9/13)		HIGH FREQUENCY WORDS (7/8)		RHYMING WORDS (4/5)		BEGINNING SOUNDS (4/5)		ORAL BLENDING: Onset/Rime and Phonemes (8/10)		ORAL SEGMENTATION Onset/Rime (4/5)	
		# STUDENTS TESTED	# STUDENTS WHO SCORED 24/26	# STUDENTS TESTED	# STUDENTS WHO SCORED 24/26	# STUDENTS TESTED	# STUDENTS WHO SCORED 9/13	# STUDENTS TESTED	# STUDENTS WHO SCORED 7/8	# STUDENTS TESTED	# STUDENTS WHO SCORED 4/5	# STUDENTS TESTED	# STUDENTS WHO SCORED 4/5	# STUDENTS TESTED	# STUDENTS WHO SCORED 8/10	# STUDENTS TESTED	# STUDENTS WHO SCORED 4/5

DISTRICT REPORTING OF MID-PROGRAM SKILLS ASSESSMENTS

	NAMING UPPERCASE LETTERS (24/26)	NAMING LOWERCASE LETTERS (24/26)	CONSONANTS AND SHORT VOWEL (a) SOUNDS (9/13)	HIGH FREQUENCY WORDS (7/8)	RHYMING WORDS (4/5)	BEGINNING SOUNDS (4/5)	ORAL BLENDING: Onset/Rime and Phonemes (8/10)	ORAL SEGMENTATION Onset/Rime (4/5)
Total # of Students Tested								
Total # of Students at Criterion								
% of Students at Criterion <small>(total # at criterion divided by total # tested)</small>								

Signature of Principal _____

Date _____

MATERIALS LIST

Teacher’s Administration Guides

- A. Naming Uppercase Letters
- B. Naming Lowercase Letters
- C. Consonant and Short Vowel (*a* and *i*) Sounds
- D. High Frequency Words
- E. Oral Blending
- F. Phonemes in Words

Spring Assessment Reports

- Classroom Summary (Blackline Master provided)
- School Summary (Blackline Master provided)

Test Cards

(Printed on cardstock for student use)

- Naming Uppercase/Lowercase Letters
- Consonant & Short Vowel Sounds/High Frequency Words

Student Record Booklet

Spring Record Sheet #1

- Naming Uppercase Letters
- Naming Lowercase Letters

Spring Record Sheet #2

- Consonant and Short Vowel (*a* and *i*) Sounds
- High Frequency Words

Spring Record Sheet #3

- Oral Blending
- Phonemes in Words

TEACHER'S ADMINISTRATION GUIDE

A. CONCEPTS ABOUT PRINT (Reading 1.6)

Naming Uppercase Letters

This is an individually administered assessment. Have the student read from the cardstock sheet, *Naming Uppercase Letters*. 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

Completes the subtest in over 1 minute = Laboriously

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

Test Directions:

Say: "This is a game to see how fast you can tell me the names of the uppercase letters. I will point to each letter. Then you tell me its name."

Teacher: Put your finger under the first letter.

Say: "Ready? Begin." (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 24/26.

B. CONCEPTS ABOUT PRINT (Reading 1.6)

Naming Lowercase Letters

This is an individually administered assessment. Have the student read from the cardstock sheet, *Naming Lowercase Letters*. 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

Completes the subtest in over 1 minute = Laboriously

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

Test Directions:

Say: "This is a game to see how fast you can tell me the names of the lowercase letters. I will point to each letter. Then you tell me its name."

Teacher: Put your finger under the first letter.

Say: "Ready? Begin." (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 24/26.

TEACHER'S ADMINISTRATION GUIDE

C. DECODING AND WORD RECOGNITION (Reading 1.14) Consonant and Short Vowel (a and i) Sounds

This is an individually administered assessment. Have the student read from the cardstock sheet, *Consonants and Short Vowel (a and i) Sounds*. Point to each letter for the student. 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

Completes the subtest in over 1 minute = Laboriously

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

Test Directions:

Say: "This is a game to see how fast you can tell me the sounds of these letters. I will point to each letter. Then you will tell me its sound."

Teacher: Put your finger under the first letter.

Say: "Ready? Begin." (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 16/19.

D. DECODING AND WORD RECOGNITION (Reading 1.15) High Frequency Words

This is an individually administered assessment. Have the student read from the cardstock sheet, *High Frequency Words*. 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

Completes the subtest in over 30 seconds = Laboriously

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

Test Directions:

Say: "This is a game to see how fast you can read these words. I will point to each word. Then you will say the word."

Teacher: Put your finger under the first word.

Say: "Ready? Begin."

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 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.

TEACHER’S ADMINISTRATION GUIDE

E. PHONEMIC AWARENESS (Reading 1.9)

Oral Blending

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: “I will say some sounds. After I say them, I will put them together to make a word.”

Teacher: /p/ (pause) /i/ (pause) /g/ (pause) pig

Say: “Let’s do one together. First, listen to the sounds.”

Teacher: /f/ (pause) /a/ (pause) /t/ (pause)

Say: “Say the word with me.”

Teacher and Student: fat

Say: “Now I will say some other sounds. After I say them, you will put them together to make a word.”
(If the student answers incorrectly, give the correct answer and move on to the next practice item.)

Teacher: Pause between the sounds.

Student:

/h/ /e/ /n/	What’s the word?	hen
/l/ /ā/ /t/	What’s the word?	late
/s/ /t/ /o/ /p/	What’s the word?	stop

Proceed with testing when the student clearly 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 items and has a score of zero.)

Say: “I will say some sounds. After I say the sounds, you will put them together to make a word.”

Teacher:

Student:

/k/ /a/ /t/	What’s the word?	1. cat
/g/ /ō/	What’s the word?	2. go
/t/ /i/ /p/	What’s the word?	3. tip
/s/ /ē/ /l/	What’s the word?	4. seal
/d/ /e/ /s/ /k/	What’s the word?	5. desk

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.

TEACHER'S ADMINISTRATION GUIDE

F. PHONEMIC AWARENESS (Reading 1.11 and 1.13)

Phonemes in Words

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: "I will say a word. After I say the word, I will say the sounds in that word."

Teacher: pig /p/ (pause) /i/ (pause) /g/ (pause)

Say: "Let's do one together. First, listen to the word."

Teacher: fat

Say: "Say the sounds with me."

Teacher and Student: /f/ (pause) /a/ (pause) /t/ (pause)

Say: "What are the sounds in *fat*?"

Student: /f/ /a/ /t/

Say: "Now I will say some other words. After I say them, you will tell me the sounds in that word."
(If the student answers incorrectly, give the correct answer and move on to the next practice item.)

Teacher:	Student:
hen What are the sounds in <i>hen</i> ?	/h/ /e/ /n/
late What are the sounds in <i>late</i> ?	/l/ /ā/ /t/
stop What are the sounds in <i>stop</i> ?	/s/ /t/ /o/ /p/

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 items and has a score of zero.)

Say: "I will say a word. You will tell me the sounds in that word."
(If the student attempts to spell the word, ask for the sounds in that word.)

Teacher:	Student:
1. jog What are the sounds in <i>jog</i> ?	/j/ /o/ /g/
2. moon What are the sounds in <i>moon</i> ?	/m/ /oo/ /n/
3. bike What are the sounds in <i>bike</i> ?	/b/ /ī/ /k/
4. bun What are the sounds in <i>bun</i> ?	/b/ /u/ /n/
5. plane What are the sounds in <i>plane</i> ?	/p/ /l/ /ā/ /n/

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 #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.

NOTES

CLASSROOM SUMMARY

SCHOOL: _____ ENROLLMENT: _____

DATE: _____ TEACHER: _____

	NAMING UPPERCASE LETTERS (24/26)	NAMING LOWER CASE LETTERS (24/26)	CONSONANTS AND SHORT VOWEL (a and i) SOUNDS (16/19)	HIGH FREQUENCY WORDS (8/10)	ORAL BLENDING (4/5)	PHONEMES IN WORDS (4/5)
STUDENT NAMES [Last, First, Middle Initial]	STUDENT'S SCORE	STUDENT'S SCORE	STUDENT'S SCORE	STUDENT'S SCORE	STUDENT'S SCORE	STUDENT'S SCORE

CLASSROOM REPORTING OF SPRING SKILLS ASSESSMENTS	NAMING UPPERCASE LETTERS (24/26)	NAMING LOWER CASE LETTERS (24/26)	CONSONANTS AND SHORT VOWEL (a and i) SOUNDS (16/19)	HIGH FREQUENCY WORDS (8/10)	ORAL BLENDING (4/5)	PHONEMES IN WORDS (4/5)
Total # of Students Tested						
Total # of Students at Criterion						
% of Students at Criterion (total # at criterion divided by total # tested)						

Signature of Teacher Date

SCHOOL SUMMARY

Spring Skills Assessment Report – Themes 6 & 7

SCHOOL: _____ DATE: _____ ENROLLMENT: _____

ROOM #	# OF STUDENTS	NAMING UPPERCASE LETTERS (24/26)		NAMING LOWERCASE LETTERS (24/26)		CONSONANTS AND SHORT VOWEL (a and j) SOUNDS (16/19)		HIGH FREQUENCY WORDS (8/10)		ORAL BLENDING (4/5)		PHONEMES IN WORDS (4/5)	
		# STUDENTS TESTED	# STUDENTS WHO SCORED 24/26	# STUDENTS TESTED	# STUDENTS WHO SCORED 24/26	# STUDENTS TESTED	# STUDENTS WHO SCORED 16/19	# STUDENTS TESTED	# STUDENTS WHO SCORED 8/10	# STUDENTS TESTED	# STUDENTS WHO SCORED 4/5	# STUDENTS TESTED	# STUDENTS WHO SCORED 4/5

DISTRICT REPORTING OF SPRING SKILLS ASSESSMENTS

	NAMING UPPERCASE LETTERS (24/26)	NAMING LOWERCASE LETTERS (24/26)	CONSONANTS AND SHORT VOWEL (a and j) SOUNDS (16/19)	HIGH FREQUENCY WORDS (8/10)	ORAL BLENDING (4/5)	PHONEMES IN WORDS (4/5)
Total # of Students Tested						
Total # of Students at Criterion						
% of Students at Criterion (total # at criterion divided by total # tested)						
Signature of Principal _____ Date _____						

First Edition

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