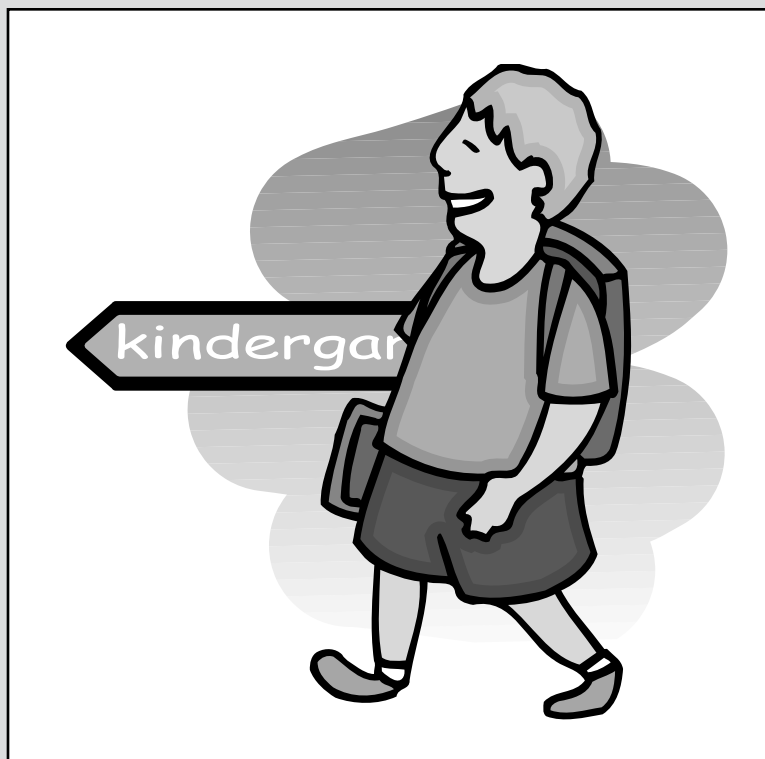


# STUDENT RECORD BOOKLET

Skills Assessments Developed for  
Districts Using *Houghton Mifflin Reading*



**KINDERGARTEN**  
**Fall, Mid-Program, Spring**

Student Name \_\_\_\_\_

2008-2009 Skills Assessment  
for Districts Using *Houghton Mifflin Reading*

# KINDERGARTEN

## MATERIALS LIST

### **FALL SKILLS ASSESSMENT (Themes 1 & 2)**

<b>Fall Record Sheet #1</b>	Naming Uppercase Letters Naming Lowercase Letters
<b>Fall Record Sheet #2</b>	High Frequency Words Rhyming Words

### **MID-PROGRAM SKILLS ASSESSMENT (Themes 3-5)**

<b>Mid-Program Record Sheet #1</b>	Naming Uppercase Letters Naming Lowercase Letters
<b>Mid-Program Record Sheet #2</b>	Consonants and Short Vowel (a) Sounds High Frequency Words Rhyming Words
<b>Mid-Program Record Sheet #3</b>	Beginning Sounds Onset/Rime and Phonemes (Oral Blending) Onset/Rime (Oral Segmentation)

### **SPRING SKILLS ASSESSMENT (Themes 6 & 7)**

<b>Spring Record Sheet #1</b>	Naming Uppercase Letters Naming Lowercase Letters
<b>Spring Record Sheet #2</b>	Consonants and Short Vowel (a and i) Sounds High Frequency Words
<b>Spring Record Sheet #3</b>	Oral Blending Phonemes in Words

# NOTES

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Kindergarten Fall Skills Assessment - Themes 1 & 2  
for Districts Using Houghton Mifflin Reading

**FALL RECORD SHEET #1**

Student: \_\_\_\_\_ Teacher: \_\_\_\_\_

Fall Test Date: \_\_\_\_\_ School: \_\_\_\_\_

**A. NAMING UPPERCASE LETTERS (Concepts About Print)**

M \_\_\_\_\_ S \_\_\_\_\_ F \_\_\_\_\_ L \_\_\_\_\_ R \_\_\_\_\_ N \_\_\_\_\_ H \_\_\_\_\_  
V \_\_\_\_\_ W \_\_\_\_\_ Z \_\_\_\_\_ B \_\_\_\_\_ C \_\_\_\_\_ D \_\_\_\_\_ G \_\_\_\_\_  
P \_\_\_\_\_ T \_\_\_\_\_ J \_\_\_\_\_ K \_\_\_\_\_ Y \_\_\_\_\_ X \_\_\_\_\_ Q \_\_\_\_\_  
I \_\_\_\_\_ O \_\_\_\_\_ A \_\_\_\_\_ U \_\_\_\_\_ E \_\_\_\_\_

Total Correct: \_\_\_\_\_ /26      Named Letters Quickly: \_\_\_\_\_ (✓)      or Laboriously: \_\_\_\_\_ (✓)

**B. NAMING LOWERCASE LETTERS (Concepts About Print)**

m \_\_\_\_\_ s \_\_\_\_\_ f \_\_\_\_\_ l \_\_\_\_\_ r \_\_\_\_\_ n \_\_\_\_\_ h \_\_\_\_\_  
v \_\_\_\_\_ w \_\_\_\_\_ z \_\_\_\_\_ b \_\_\_\_\_ c \_\_\_\_\_ d \_\_\_\_\_ g \_\_\_\_\_  
p \_\_\_\_\_ t \_\_\_\_\_ j \_\_\_\_\_ k \_\_\_\_\_ y \_\_\_\_\_ x \_\_\_\_\_ q \_\_\_\_\_  
i \_\_\_\_\_ o \_\_\_\_\_ a \_\_\_\_\_ u \_\_\_\_\_ e \_\_\_\_\_

Total Correct: \_\_\_\_\_ /26      Named Letters Quickly: \_\_\_\_\_ (✓)      or Laboriously: \_\_\_\_\_ (✓)

Kindergarten Fall Skills Assessment - Themes 1 & 2  
for Districts Using Houghton Mifflin Reading

**FALL RECORD SHEET #2**

Student: \_\_\_\_\_ Teacher: \_\_\_\_\_

Fall Test Date: \_\_\_\_\_ School: \_\_\_\_\_

**C. HIGH FREQUENCY WORDS (Decoding and Word Recognition)**

1. I \_\_\_\_\_ (1)      2. see \_\_\_\_\_ (1)

Total Correct \_\_\_\_\_ /2      Read Words Quickly: \_\_\_\_\_ (✓) or Laboriously: \_\_\_\_\_ (✓)

**D. RHYMING WORDS (Phoneme Awareness)**

- |         |                                |              |
|---------|--------------------------------|--------------|
| 1. hat  | What rhymes with <i>hat</i> ?  | 1. _____ (1) |
| 2. fan  | What rhymes with <i>fan</i> ?  | 2. _____ (1) |
| 3. red  | What rhymes with <i>red</i> ?  | 3. _____ (1) |
| 4. bug  | What rhymes with <i>bug</i> ?  | 4. _____ (1) |
| 5. goat | What rhymes with <i>goat</i> ? | 5. _____ (1) |

Total Correct \_\_\_\_\_ /5

Kindergarten Mid-Program Skills Assessment - Themes 3-5  
for Districts Using Houghton Mifflin Reading

**MID-PROGRAM RECORD SHEET #1**

Student: \_\_\_\_\_

Teacher: \_\_\_\_\_

Mid-Program Test Date: \_\_\_\_\_

School: \_\_\_\_\_

**A. NAMING UPPERCASE LETTERS (Concepts About Print)**

M \_\_\_\_\_ S \_\_\_\_\_ F \_\_\_\_\_ L \_\_\_\_\_ R \_\_\_\_\_ N \_\_\_\_\_ H \_\_\_\_\_  
V \_\_\_\_\_ W \_\_\_\_\_ Z \_\_\_\_\_ B \_\_\_\_\_ C \_\_\_\_\_ D \_\_\_\_\_ G \_\_\_\_\_  
P \_\_\_\_\_ T \_\_\_\_\_ J \_\_\_\_\_ K \_\_\_\_\_ Y \_\_\_\_\_ X \_\_\_\_\_ Q \_\_\_\_\_  
I \_\_\_\_\_ O \_\_\_\_\_ A \_\_\_\_\_ U \_\_\_\_\_ E \_\_\_\_\_

Total Correct: \_\_\_\_\_/26      Named Letters Quickly: \_\_\_\_\_ (✓)      or Laboriously: \_\_\_\_\_ (✓)

**B. NAMING LOWERCASE LETTERS (Concepts About Print)**

m \_\_\_\_\_ s \_\_\_\_\_ f \_\_\_\_\_ l \_\_\_\_\_ r \_\_\_\_\_ n \_\_\_\_\_ h \_\_\_\_\_  
v \_\_\_\_\_ w \_\_\_\_\_ z \_\_\_\_\_ b \_\_\_\_\_ c \_\_\_\_\_ d \_\_\_\_\_ g \_\_\_\_\_  
p \_\_\_\_\_ t \_\_\_\_\_ j \_\_\_\_\_ k \_\_\_\_\_ y \_\_\_\_\_ x \_\_\_\_\_ q \_\_\_\_\_  
i \_\_\_\_\_ o \_\_\_\_\_ a \_\_\_\_\_ u \_\_\_\_\_ e \_\_\_\_\_

Total Correct: \_\_\_\_\_/26      Named Letters Quickly: \_\_\_\_\_ (✓)      or Laboriously: \_\_\_\_\_ (✓)

Kindergarten Mid-Program Skills Assessment - Themes 3-5  
for Districts Using Houghton Mifflin Reading

**MID-PROGRAM RECORD SHEET #2**

Student: \_\_\_\_\_

Teacher: \_\_\_\_\_

Mid-Program Test Date: \_\_\_\_\_

School: \_\_\_\_\_

**C. CONSONANTS AND SHORT VOWEL (a) SOUNDS  
(Decoding and Word Recognition)**

m \_\_\_\_\_ s \_\_\_\_\_ f \_\_\_\_\_ r \_\_\_\_\_ n \_\_\_\_\_ h \_\_\_\_\_ v \_\_\_\_\_  
b \_\_\_\_\_ c \_\_\_\_\_ g \_\_\_\_\_ p \_\_\_\_\_ t \_\_\_\_\_ a \_\_\_\_\_

Total Correct: \_\_\_\_\_/13    Identified Sounds Quickly: \_\_\_\_\_ (✓) or Laboriously \_\_\_\_\_ (✓)

**D. HIGH FREQUENCY WORDS (Decoding and Word Recognition)**

- 1. I \_\_\_\_\_ (1)
- 2. see \_\_\_\_\_ (1)
- 3. like \_\_\_\_\_ (1)
- 4. my \_\_\_\_\_ (1)
- 5. to \_\_\_\_\_ (1)
- 6. go \_\_\_\_\_ (1)
- 7. a \_\_\_\_\_ (1)
- 8. and \_\_\_\_\_ (1)

Total Correct: \_\_\_\_\_/8    Read Words Quickly: \_\_\_\_\_ (✓) or Laboriously \_\_\_\_\_ (✓)

**E. RHYMING WORDS (Phoneme Awareness)**

- |         |                                |              |
|---------|--------------------------------|--------------|
| 1. bell | What rhymes with <i>bell</i> ? | 1. _____ (1) |
| 2. dog  | What rhymes with <i>dog</i> ?  | 2. _____ (1) |
| 3. sun  | What rhymes with <i>sun</i> ?  | 3. _____ (1) |
| 4. sit  | What rhymes with <i>sit</i> ?  | 4. _____ (1) |
| 5. cad  | What rhymes with <i>cad</i> ?  | 5. _____ (1) |

Total Correct \_\_\_\_\_/5

**Kindergarten Mid-Program Skills Assessment - Themes 3-5**  
for Districts Using Houghton Mifflin Reading

**MID-PROGRAM RECORD SHEET #3**

Student: \_\_\_\_\_ Teacher: \_\_\_\_\_

Mid-Program Test Date: \_\_\_\_\_ School: \_\_\_\_\_

**F. BEGINNING SOUNDS (Phonemic Awareness)**

TEST ITEM

RESPONSE

- |          |  |     |              |
|----------|--|-----|--------------|
| 1. table | What's the beginning sound in <i>table</i> ? | /t/ | 1. _____ (1) |
| 2. bird  | What's the beginning sound in <i>bird</i> ?  | /b/ | 2. _____ (1) |
| 3. can   | What's the beginning sound in <i>can</i> ?   | /k/ | 3. _____ (1) |
| 4. soup  | What's the beginning sound in <i>soup</i> ?  | /s/ | 4. _____ (1) |
| 5. walk  | What's the beginning sound in <i>walk</i> ?  | /w/ | 5. _____ (1) |

Total Correct \_\_\_\_\_/5

**G. ONSET/RIME AND PHONEMES (Oral Blending)**

TEST ITEM

RESPONSE

- |   |                  |         |               |
|---|------------------|---------|---------------|
| 1. /k/ (pause) /it/                         | What's the word? | (kit)   | 1. _____ (1)  |
| 2. /t/ (pause) /op/                         | What's the word? | (top)   | 2. _____ (1)  |
| 3. /h/ (pause) /en/                         | What's the word? | (hen)   | 3. _____ (1)  |
| 4. /m/ (pause) /ake/                        | What's the word? | (make)  | 4. _____ (1)  |
| 5. /j/ (pause) /ump/                        | What's the word? | (jump)  | 5. _____ (1)  |
| 6. /t/ (pause) /a/ (pause) /p/              | What's the word? | (tap)   | 6. _____ (1)  |
| 7. /r/ (pause) /e/ (pause) /d/              | What's the word? | (red)   | 7. _____ (1)  |
| 8. /sh/ (pause) /ē/ (pause) /p/             | What's the word? | (sheep) | 8. _____ (1)  |
| 9. /n/ (pause) /ō/ (pause) /z/              | What's the word? | (nose)  | 9. _____ (1)  |
| 10. /d/ (pause) /r/ (pause) /ī/ (pause) /v/ | What's the word? | (drive) | 10. _____ (1) |

Total Correct \_\_\_\_\_/10

**H. ONSET/RIME (Oral Segmentation)**

TEST ITEM

RESPONSE

- |         |      |            |              |
|---------|------|------------|--------------|
| 1. fat  | fat  | (/f/ /at/) | 1. _____ (1) |
| 2. get  | get  | (/g/ /et/) | 2. _____ (1) |
| 3. wig  | wig  | (/w/ /ig/) | 3. _____ (1) |
| 4. toes | toes | (/t/ /ōz/) | 4. _____ (1) |
| 5. leaf | leaf | (/l/ /ēf/) | 5. _____ (1) |

Total Correct \_\_\_\_\_/5



Kindergarten Spring Skills Assessment - Themes 6 & 7  
for Districts Using Houghton Mifflin Reading

**SPRING RECORD SHEET #1**

Student: \_\_\_\_\_ Teacher: \_\_\_\_\_

Spring Test Date: \_\_\_\_\_ School: \_\_\_\_\_

**A. NAMING UPPERCASE LETTERS (Concepts About Print)**

M \_\_\_\_\_ S \_\_\_\_\_ F \_\_\_\_\_ L \_\_\_\_\_ R \_\_\_\_\_ N \_\_\_\_\_ H \_\_\_\_\_  
V \_\_\_\_\_ W \_\_\_\_\_ Z \_\_\_\_\_ B \_\_\_\_\_ C \_\_\_\_\_ D \_\_\_\_\_ G \_\_\_\_\_  
P \_\_\_\_\_ T \_\_\_\_\_ J \_\_\_\_\_ K \_\_\_\_\_ Y \_\_\_\_\_ X \_\_\_\_\_ Q \_\_\_\_\_  
I \_\_\_\_\_ O \_\_\_\_\_ A \_\_\_\_\_ U \_\_\_\_\_ E \_\_\_\_\_

Total Correct: \_\_\_\_\_/26      Named Letters Quickly: \_\_\_\_\_ (✓)      or Laboriously: \_\_\_\_\_ (✓)

**B. NAMING LOWERCASE LETTERS (Concepts About Print)**

m \_\_\_\_\_ s \_\_\_\_\_ f \_\_\_\_\_ l \_\_\_\_\_ r \_\_\_\_\_ n \_\_\_\_\_ h \_\_\_\_\_  
v \_\_\_\_\_ w \_\_\_\_\_ z \_\_\_\_\_ b \_\_\_\_\_ c \_\_\_\_\_ d \_\_\_\_\_ g \_\_\_\_\_  
p \_\_\_\_\_ t \_\_\_\_\_ j \_\_\_\_\_ k \_\_\_\_\_ y \_\_\_\_\_ x \_\_\_\_\_ q \_\_\_\_\_  
i \_\_\_\_\_ o \_\_\_\_\_ a \_\_\_\_\_ u \_\_\_\_\_ e \_\_\_\_\_

Total Correct: \_\_\_\_\_/26      Named Letters Quickly: \_\_\_\_\_ (✓)      or Laboriously: \_\_\_\_\_ (✓)

Kindergarten Spring Skills Assessment - Themes 6 & 7  
for Districts Using Houghton Mifflin Reading

**SPRING RECORD SHEET #2**

Student: \_\_\_\_\_ Teacher: \_\_\_\_\_

Spring Test Date: \_\_\_\_\_ School: \_\_\_\_\_

**C. MATCHING CONSONANTS AND SHORT VOWEL (a and i) SOUNDS  
(Decoding and Word Recognition)**

m \_\_\_\_\_ s \_\_\_\_\_ f \_\_\_\_\_ l \_\_\_\_\_ r \_\_\_\_\_ n \_\_\_\_\_ h \_\_\_\_\_  
v \_\_\_\_\_ z \_\_\_\_\_ b \_\_\_\_\_ c \_\_\_\_\_ d \_\_\_\_\_ g \_\_\_\_\_ p \_\_\_\_\_  
t \_\_\_\_\_ k \_\_\_\_\_ q \_\_\_\_\_ a \_\_\_\_\_ i \_\_\_\_\_

Total Correct: \_\_\_\_\_ /19      Named Sounds Quickly: \_\_\_\_\_ (✓) or Laboriously \_\_\_\_\_ (✓)

**D. HIGH FREQUENCY WORDS (Decoding and Word Recognition)**

- |                  |                    |
|------------------|--------------------|
| 1. a _____ (1)   | 6. is _____ (1)    |
| 2. to _____ (1)  | 7. for _____ (1)   |
| 3. my _____ (1)  | 8. have _____ (1)  |
| 4. go _____ (1)  | 9. here _____ (1)  |
| 5. and _____ (1) | 10. like _____ (1) |

Total Correct: \_\_\_\_\_ /10      Read Sounds Quickly: \_\_\_\_\_ (✓) or Laboriously \_\_\_\_\_ (✓)

**Kindergarten Spring Skills Assessment - Themes 6 & 7**  
for Districts Using Houghton Mifflin Reading

**SPRING RECORD SHEET #3**

Student: \_\_\_\_\_ Teacher: \_\_\_\_\_

Spring Test Date: \_\_\_\_\_ School: \_\_\_\_\_

**E. ORAL BLENDING (Phonemic Awareness)**

TEST ITEM

RESPONSE

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

Total Correct \_\_\_\_\_/5

**E. PHONEMES IN WORDS (Phonemic Awareness)**

TEST ITEM

RESPONSE

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

Total Correct \_\_\_\_\_/5

**Fourth Edition**

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