

*End-of-Year
Assessment*



**TEACHER MATERIALS - DISTRICT/STATE
KINDERGARTEN**

Reading/Language Arts Instruction

END-OF-YEAR ASSESSMENTS - KINDERGARTEN

MATERIALS LIST

Teacher Materials Booklet

- A. Naming Uppercase Letters
- B. Naming Lowercase Letters
- C. Matching Consonants and Sounds
- D. Matching Short Vowels and Sounds
- E. High Frequency Words
- F. Rhyming Words
- G. Phonemes in Words

Reporting Forms

- Classroom Summary Report
- School Summary Report

(Both are provided as blackline masters in the Teacher Materials Booklet.)

Laminated Naming Uppercase/Lowercase Letters (Laminated for student use)

Matching Consonants and Short Vowels with Sounds (Laminated for student use)

High Frequency Words (Laminated for student use)

Student Record Sheet #1

- Naming Uppercase Letters
- Naming Lowercase Letters

Student Record Sheet #2

- Matching Consonants and Sounds
- Matching Short Vowels and Sounds
- High Frequency Words

Student Record Sheet #3

- Rhyming Words
- Phonemes in Words

END-OF-YEAR ASSESSMENT

KINDERGARTEN

END-OF-YEAR ASSESSMENT SCHEDULE

Concepts About Print (Reading 1.6)

- Naming Uppercase Letters
- Naming Lowercase Letters

Decoding and Word Recognition (Reading 1.14)

- Matching Consonants and Sounds
- Matching Short Vowels and Sounds

Decoding and Word Recognition (Reading 1.15)

- High Frequency Words

Phonemic Awareness (Reading 1.10, 1.11, 1.13)

- Rhyming Words
- Phonemes in Words

END-OF-YEAR ASSESSMENTS

General Directions and Answer Key

KINDERGARTEN

A. NAMING UPPERCASE LETTERS (Concepts About Print)

This is an individually administered assessment. Have the student read from the laminated set of uppercase letters, *Naming Uppercase Letters*. You may point to each letter if it is difficult 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:

Less than 1 minute = quickly

Over 1 minute = laboriously

Say:

1. “This is a game to see how fast you can tell me the names of the uppercase letters. You may point to each letter as you tell me the name.”
2. “Put your finger under this letter. Ready? Begin.”

Scoring: If the student gives a letter sound, ask for the letter name. 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 *End-of-Year Assessment - District Reporting, Kindergarten Classroom Summary* sheet.

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

B. NAMING LOWERCASE LETTERS (Concepts About Print)

This is an individually administered assessment. Have the student read from the laminated set of lowercase letters, *Naming Lowercase Letters*. You may point to each letter if it is difficult 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:

Less than 1 minute = quickly

Over 1 minute = laboriously

Say:

1. “This is a game to see how fast you can tell me the names of the lowercase letters. You may point to each letter as you tell me the name.”
2. “Put your finger under this letter. Ready? Begin.”

Scoring: If the student gives a letter sound, ask for the letter name. 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 *End-of-Year Assessment - District Reporting, Kindergarten Classroom Summary* sheet.

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

C. MATCHING CONSONANTS AND SOUNDS (Decoding and Word Recognition)

This is an individually administered assessment. Have the student read from the laminated set of lowercase letters, *Matching Consonants and Sounds*. You may point to each letter if it is difficult 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:

Less than 1 minute = quickly

Over 1 minute = laboriously

Say:

1. “This is a game to see how fast you can tell me the sounds of the letters. You may point to each letter as you tell me its sound.”
2. “Put your finger under this letter. Ready? Begin.”

Scoring: If the student gives the letter name, ask for the letter sound. 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. Record total correct on *Student Record Sheet #2*. Also record the time (Quickly or Laboriously). Enter the student’s score on the *End-of-Year Assessment - District Reporting, Kindergarten Classroom Summary* sheet.

Criterion: To be considered at or above grade level, the student must score 19/21.

D. MATCHING SHORT VOWELS AND SOUNDS (Decoding and Word Recognition)

This is an individually administered assessment. Have the student read from the laminated set of short vowels, *Matching Short Vowels and Sounds*. You may point to each letter if it is difficult for the student. If the student does not know a short vowel 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:

Less than 10 seconds = quickly

Over 10 seconds = laboriously

Say:

1. “This is a game to see how fast you can tell me the sounds of the short vowels. You may point to each letter as you tell me its sound.”
2. “Put your finger under this letter. Ready? Begin.”

Scoring: If the student gives the letter name, ask for the short vowel sound. Place a checkmark next to each vowel with the correct sound. If the response is incorrect, write the student’s response next to the letter. Record total correct on *Student Record Sheet #2*. Also record the time (Quickly or Laboriously). Enter the student’s score on the *End-of-Year Assessment - District Reporting, Kindergarten Classroom Summary* sheet.

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

E. HIGH FREQUENCY WORDS (Decoding and Word Recognition)

This is an individually administered assessment. Have the student read from the laminated *High Frequency Words* sheet. You may point to each word. If a 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:

Less than 30 seconds = Quickly

Over 30 seconds = Laboriously

Say:

1. "This is a game to see how fast you can tell me these words. You may point to each word as you say the word."
2. "Put your finger under the first word. Ready? Begin."

Scoring: Place a checkmark next to each word named correctly. Record total correct on *Student Record Sheet #2*. Also, record the time (Quickly or Laboriously). Enter the student's score on the *End-of-Year Assessment - District Reporting, Kindergarten Classroom Summary* sheet.

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

F. RHYMING WORDS (Phoneme Awareness)

This is an individually administered assessment. Begin by demonstrating each task using the Practice Items. Nonsense words are acceptable responses and should not be counted as errors. Proceed to the Test Items after the child understands the task.

Teacher: "Words rhyme when they end with the same last sounds. For example, the last sounds in *sock* say *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*."

Administer the Practice Items

Teacher: "I'm going to say a word. I want you to tell me a word that rhymes with the word I say."

Teacher: car	What rhymes with <i>car</i> ?	Student: _____
Teacher: man	What rhymes with <i>man</i> ?	Student: _____

Proceed with testing when the student clearly understands the task.

Administer the Test (To avoid student frustration, discontinue testing if the student does not respond correctly to the first three words and has a score of zero.)

Teacher:	1. snug	What rhymes with <i>snug</i> ?	Student: _____
	2. fed	What rhymes with <i>fed</i> ?	Student: _____
	3. will	What rhymes with <i>will</i> ?	Student: _____
	4. told	What rhymes with <i>told</i> ?	Student: _____
	5. plate	What rhymes with <i>plate</i> ?	Student: _____

Scoring: Record the student's response and the total correct on *Student Record Sheet #3*. Then, enter the student's score on the *End-of-Year Assessment - District Reporting, Kindergarten Classroom Summary* sheet.

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

G. PHONEMES IN WORDS (Phoneme Awareness)

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.

Administer the Practice Items

Say: “We are going to say the sounds in a word. I am going to say a word. After I say the word I will say the sounds.”

Teacher: *cup*: /c/ /u/ /p/ (Say each of the sounds in *cup* slowly.)

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

Teacher: pill

Say: “Say the word with me.”

Teacher and Student: pill

Say: “What are the sounds in *pill*?”

Student: /p/ /i/ /l/

Additional Practice Items

Teacher: me What are the sounds in *me*?

Student: /m/ /ē/

Teacher: boot What are the sounds in *boot*?

Student: /b/ /oo/ /t/

Teacher: stick What are the sounds in *stick*?

Student: /s/ /t/ /i/ /k/

Proceed with testing when the student clearly understands the task.

Administer the Test (To avoid student frustration, discontinue testing if the student does not respond correctly to any of the first three items and has a score of zero.)

Teacher:	1. tie	What are the sounds in <i>tie</i> ?	Student:	/t/ /ī/
	2. hot	What are the sounds in <i>hot</i> ?	Student:	/h/ /o/ /t/
	3. den	What are the sounds in <i>den</i> ?	Student:	/d/ /e/ /n/
	4. row	What are the sounds in <i>row</i> ?	Student:	/r/ /ō/
	5. vase	What are the sounds in <i>vase</i> ?	Student:	/v/ /ā/ /s/
	6. flag	What are the sounds in <i>flag</i> ?	Student:	/f/ /l/ /a/ /g/
	7. jump	What are the sounds in <i>jump</i> ?	Student:	/j/ /u/ /m/ /p/

Scoring: Place a checkmark for each correctly segmented word. Record the total correct on *Student Record Sheet #3*. Then, enter the student’s score on the *End-of-Year Assessment - District Reporting, Kindergarten Classroom Summary* sheet.

Criterion: To be considered at or above grade level, the student must score 6/7.

End-of-Year Assessment - District Reporting

KINDERGARTEN - CLASSROOM SUMMARY REPORT

ENROLLMENT: _____

TEACHER: _____

[illegible]

DISTRICT/STATE REPORTING OF END-OF-YEAR ASSESSMENTS	Total # of Students Tested							
	Total # of Students at Criterion							
	% of Students at Criterion *							

* total # at criterion divided by total # tested

Signature of Teacher

Date

End-of-Year Assessment - District/State Reporting

KINDERGARTEN - SCHOOL SUMMARY REPORT

SCHOOL: _____ DATE: _____ ENROLLMENT: _____

ROOM #	# OF STUDENTS	NAMING UPPERCASE LETTERS 24/26		NAMING LOWERCASE LETTERS 24/26		MATCH CONSONANTS & SOUNDS 19/21		MATCH SHORT VOWELS & SOUNDS 4/5		HIGH FREQUENCY WORDS 8/10		RHYMING WORDS 4/5		PHONEMES IN WORDS 6/7	
		# STUDENTS TESTED	# STUDENTS WHO SCORED 24/26	# STUDENTS TESTED	# STUDENTS WHO SCORED 24/26	# STUDENTS TESTED	# STUDENTS WHO SCORED 19/21	# STUDENTS TESTED	# STUDENTS WHO SCORED 4/5	# STUDENTS TESTED	# STUDENTS WHO SCORED 6/10	# STUDENTS TESTED	# STUDENTS WHO SCORED 4/5	# STUDENTS TESTED	# STUDENTS WHO SCORED 6/7

	NAMING UPPERCASE LETTERS 24/26		NAMING LOWERCASE LETTERS 24/26		MATCH CONSONANTS & SOUNDS 19/21		MATCH SHORT VOWELS & SOUNDS 4/5		HIGH FREQUENCY WORDS 8/10		RHYMING WORDS 4/5		PHONEMES IN WORDS 6/7	
Total # of Students Tested														
Total # of Students at Criterion														
% of Students at Criterion *														

* total # at criterion divided by total # tested

Signature of Principal

Date

NOTES

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