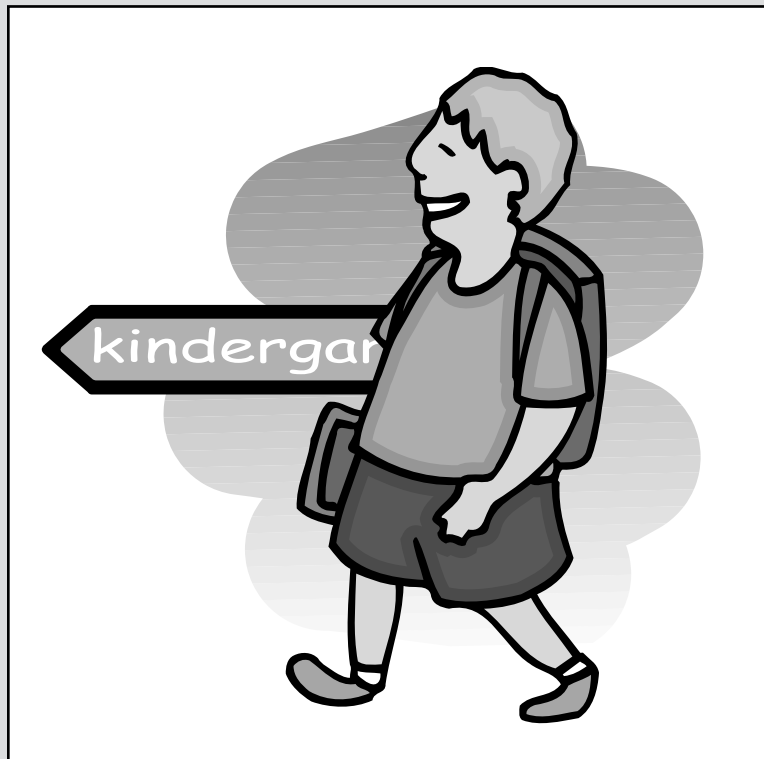


# Guía del maestro

Skills Assessments Developed for  
Districts Using *Houghton Mifflin Lectura*



**KINDERGARTEN**  
Otoño, Mitad del año, Primavera

# Kindergarten Skills Assessments for Districts Using *Houghton Mifflin 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 *Houghton Mifflin Lectura*.

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## 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.

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## USE

The Skills Assessments assist in determining if the class is meeting grade-level expectations for the concepts and skills taught in *Houghton Mifflin 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 Houghton Mifflin materials for small group instruction or go beyond the core instructional time to address specific needs.

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***The Skills Assessments 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.***

Fourth Edition  
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# Overview of Skills Assessments - Kindergarten 2008 - 2009

for Districts Using *Houghton Mifflin Lectura*

Otoño	Mitad del año	Primavera
<b>Temas 1 y 2</b>	<b>Temas 3-5</b>	<b>Temas 6 y 7</b>
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

Temas 1 y 2  
Temas 3-5  
Temas 6 y 7

## 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 - Temas 1 y 2**  
**para los distritos que usan *Houghton Mifflin Lectura***

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**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 - Temas 1 y 2

para los distritos que usan *Houghton Mifflin 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 26/28.

### 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 26/28.

**Evaluación de otoño - Temas 1 y 2**  
**para los distritos que usan *Houghton Mifflin 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 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 (*con rapidez*)

Completes the subtest in over 6 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 2/2.

**Evaluación de otoño - Temas 1 y 2**  
**para los distritos que usan *Houghton Mifflin 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. pesa            ¿Qué palabra rima con *pesa*?  
2. nube            ¿Qué palabra rima con *nube*?  
3. silla            ¿Qué palabra rima con *silla*?  
4. gato            ¿Qué palabra rima con *gato*?  
5. rosa            ¿Qué palabra rima con *rosa*?

**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  
Houghton Mifflin Lectura**

## Kindergarten Classroom Summary Report – Temas 1 y 2

SCHOOL: \_\_\_\_\_ ENROLLMENT: \_\_\_\_\_

DATE: \_\_\_\_\_ TEACHER: \_\_\_\_\_

	Nombres de letras mayúsculas (26/28)	Nombres de letras minúsculas (26/28)	Palabras de uso frecuente (2/2)	Palabras que riman (3/5)
STUDENT NAMES [Last, First, Middle Initial]	STUDENT'S SCORE	STUDENT'S SCORE	STUDENT'S SCORE	STUDENT'S SCORE

<b>DISTRICT REPORTING OF FALL SKILLS ASSESSMENTS</b>	Nombres de letras mayúsculas (26/28)	Nombres de letras minúsculas (26/28)	Palabras de uso frecuente (2/2)	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;"> <span>_____</span> <span>_____</span> </div> <p style="text-align: center; margin: 0;">Signature of Teacher <span style="float: right;">Date</span></p>				

\* total # at criterion  
divided  
by total # tested



**Evaluación de otoño para los distritos que usan  
Houghton Mifflin Lectura**

**Kindergarten School Summary Report – Temas 1 y 2**

SCHOOL: \_\_\_\_\_ ENROLLMENT: \_\_\_\_\_

DATE: \_\_\_\_\_

ROOM #	# OF STUDENTS	Nombres de letras mayúsculas (26/28)		Nombres de letras minúsculas (26/28)		Palabras de uso frecuente (2/2)		Palabras que riman (3/5)	
		# of students tested	# of students tested who scored 26/28	# of students tested	# of students tested who scored 26/28	# of students tested	# of students tested who scored 2/2	# of students tested	# of students tested who scored 3/5

DISTRICT REPORTING OF FALL SKILLS ASSESSMENTS	Nombres de letras mayúsculas (26/28)	Nombres de letras minúsculas (26/28)	Palabras de uso frecuente (2/2)	Palabras que riman (3/5)
Total # of Students Tested				
Total # of Students at Criterion				
% of Students at Criterion				
<p>* total # at criterion divided by total # tested</p> <p style="text-align: center;">_____ Signature of Teacher _____ Date _____</p>				

**Evaluación de la mitad del año - Temas 3-5  
para los distritos que usan *Houghton Mifflin Lectura***

**KINDERGARTEN**

**Lista de materiales**

**Guía de administración para el maestro**

- A. Nombres de letras mayúsculas*
- B. Nombres de letras minúsculas*
- C. Sonidos de las consonantes y las vocales*
- D. Palabras de uso frecuente*
- E. Palabras que riman*
- F. Combinación oral: Partes de palabras*
- G. 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*

**Registro de evaluación del  
estudiante #2**

- C. Sonidos de las consonantes y las vocales*
- D. Palabras de uso frecuente*

**Registro de evaluación del  
estudiante #3**

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

**Evaluación de la mitad del año - Temas 3-5**  
**para los distritos que usan *Houghton Mifflin 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 - Temas 3-5**  
**para los distritos que usan *Houghton Mifflin 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 de las 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 *Mid-Year Assessment - Kindergarten Classroom Summary* sheet.

**Criterion:** To be considered at or above grade level, the student must score 12/17.

**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 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 (*con rapidez*)

Completes the subtest in over 24 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 *Mid-Year Assessment - Kindergarten Classroom Summary* sheet.

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

**Evaluación de la mitad del año - Temas 3-5**  
**para los distritos que usan *Houghton Mifflin Lectura***

**Guía del maestro**

**E. 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 #3*.

**Practice Directions:**

**Say:**

1. “*Las palabras que riman terminan con los mismos sonidos. Por ejemplo, el último sonido de la palabra masa es 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. foca                    ¿Qué palabra rima con *foca*?  
2. tuna                    ¿Qué palabra rima con *tuna*?  
3. bate                    ¿Qué palabra rima con *bate*?  
4. modo                    ¿Qué palabra rima con *modo*?  
5. vela                    ¿Qué palabra rima con *vela*?

**Student:**

1. \_\_\_\_\_  
2. \_\_\_\_\_  
3. \_\_\_\_\_  
4. \_\_\_\_\_  
5. \_\_\_\_\_

**Scoring:** Record the student’s response and the total correct on *Student Record Sheet #3*. 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 - Temas 3-5**  
**para los distritos que usan *Houghton Mifflin Lectura***

**Guía del maestro**

**F. 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 #3*.

**Practice Directions:**

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

**Teacher:** *mi* (pause) *ra*    *mira*

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

**Teacher:** *pes* (pause) *ca* (pause) *do*    *pescado*

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

**Teacher and Student:** *pescado*

**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 #3*. 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 - Temas 3-5**  
**para los distritos que usan *Houghton Mifflin Lectura***

**Guía del maestro**

**G. 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 #3*.

**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 tú nombre.”

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

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

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

**Say:** “Vamos a decir otra 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 <i>mamá</i> .   |
| 2. palo   | Di y palmea las sílabas en <i>palo</i> .   |
| 3. tuna   | Di y palmea las sílabas en <i>tuna</i> .   |
| 4. elote  | Di y palmea las sílabas en <i>elote</i> .  |
| 5. pájaro | Di y palmea las sílabas en <i>pájaro</i> . |
| 6. tomate | Di y palmea las sílabas en <i>tomate</i> . |
| 7. león   | Di y palmea las sílabas en <i>león</i> .   |
| 8. paleta | Di y palmea las sílabas en <i>paleta</i> . |
| 9. camisa | Di y palmea las sílabas en <i>camisa</i> . |
| 10. rosa  | Di y palmea las sílabas en <i>rosa</i> .   |

**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 #3*. 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  
Houghton Mifflin Lectura**

**Kindergarten Classroom Summary Report – Temas 3-5**

SCHOOL: \_\_\_\_\_ ENROLLMENT: \_\_\_\_\_

DATE: \_\_\_\_\_ TEACHER: \_\_\_\_\_

<b>STUDENT NAMES</b> [Last, First, Middle Initial]	<b>Nombres de letras mayúsculas</b> (27/29)	<b>Nombres de letras minúsculas</b> (27/30)	<b>Sonidos de las consonantes y las vocales</b> (12/17)	<b>Palabras de uso frecuente</b> (7/8)	<b>Palabras que riman</b> (4/5)	<b>Combinación oral: Partes de palabras</b> (8/10)	<b>División oral de palabras en sílabas</b> (8/10)

**DISTRICT REPORTING OF MID-YEAR SKILLS ASSESSMENTS**

	<b>Nombres de letras mayúsculas</b> (27/29)	<b>Nombres de letras minúsculas</b> (27/30)	<b>Sonidos de las consonantes y las vocales</b> (12/17)	<b>Palabras de uso frecuente</b> (7/8)	<b>Palabras que riman</b> (4/5)	<b>Combinación oral: Partes de palabras</b> (8/10)	<b>División oral de palabras en sílabas</b> (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 la mitad del año para los distritos que usan Houghton Mifflin Lectura Kindergarten Classroom Summary Report – Temas 3-5

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 (12/17)		Palabras de uso frecuente (7/8)		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 scored 27/29	# of students tested	# of students tested who scored 27/30	# of students tested	# of students tested who scored 12/17	# 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 (27/30)		Sonidos de las consonantes y las vocales (12/17)		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 27/30	# of students tested	# of students tested who scored 12/17	# 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
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 - Temas 6 y 7**  
**para los distritos que usan *Houghton Mifflin Lectura***

**KINDERGARTEN**

**Lista de materiales**

**Guía de administración para el maestro**

- A. Nombres de letras mayúsculas*
- B. Nombres de letras minúsculas*
- C. Sonidos de las consonantes y las vocales*
- D. Palabras de uso frecuente*
- E. Combinación oral de sílabas*
- F. Fonemas en palabras*
- G. Decodificación y reconocimiento de palabras (CVCV)*

**Reportes de evaluación de primavera  
(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. Sonidos de las consonantes y las vocales*
- D. Palabras de uso frecuente*

**Registro de evaluación del  
estudiante #3**

- E. Combinación oral de sílabas*
- F. Fonemas en palabras*
- G. Decodificación y reconocimiento de palabras (CVCV)*

# Evaluación de primavera - Temas 6 y 7 para los distritos que usan *Houghton Mifflin 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 - Temas 6 y 7**  
**para los distritos que usan *Houghton Mifflin 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 19/23.

**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 - Temas 6 y 7**  
**para los distritos que usan *Houghton Mifflin Lectura***

**Guía del maestro**

**E. Reconocimiento de fonemas (Reading 1.9)**

*Combinación oral de 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 #3*.

**Practice Directions:**

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

**Teacher:** *mi* (pause) *ra* *mira*

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

**Teacher:** *pes* (pause) *ca* (pause) *do* *pescado*

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

**Teacher and Student:** *pescado*

**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:**

u (pause) na

pa (pause) to

bo (pause) ni (pause) ta

¿Qué palabra es?

¿Qué palabra es?

¿Qué palabra es?

**Student:**

una

pato

bonita

*Proceed with testing when the student understands the task.*

**Test Directions:** Pause between the sounds. Carefully enunciate as you say each sound. (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 partes de una palabra. Después de que yo las diga, tú combina las partes para hacer una palabra*”.

**Teacher:**

1. co (pause) me

2. le (pause) che

3. mu (pause) gir

4. a (pause) ra (pause) ña

5. ro (pause) sa (pause) do

¿Qué palabra es?

¿Qué palabra es?

¿Qué palabra es?

¿Qué palabra es?

¿Qué palabra es?

**Student:**

1. come

2. leche

3. mugir

4. araña

5. rosado

**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 - Temas 6 y 7**  
**para los distritos que usan *Houghton Mifflin Lectura***

**Guía del maestro**

**F. Reconocimiento de fonemas (Reading 1.11 and 1.13)**  
*Fonemas en 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 #3*.

**Practice Directions:**

**Say:** “Voy a decir una palabra. Después de decir la palabra, voy a decir los sonidos en esa palabra”.

**Teacher:** con /k/ (pause) /o/ (pause) /n/ (pause)

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

**Teacher:** mas

**Say:** “Di los sonidos conmigo”.

**Teacher and Student:** /m/ (pause) /a/ (pause) /s/ (pause)

**Say:** “¿Qué son los sonidos en mas?”

**Student:** /m/ /a/ /s/

**Say:** “Ahora, voy a decir otras palabras. Después de decirlas, me dirás los sonidos en esa palabra”.

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

**Teacher:**

te            ¿Qué son los sonidos en *te*?  
las            ¿Qué son los sonidos en *las*?  
sube            ¿Qué son los sonidos en *sube*?

**Student:**

/t/ /e/  
/l/ /a/ /s/  
/s/ /u/ /b/ /e/

*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:** “Voy a decir una palabra. Me vas a decir los sonidos en esa palabra”.

**Teacher:**

1. le            ¿Qué son los sonidos en *le*?  
2. mi            ¿Qué son los sonidos en *mi*?  
3. dos            ¿Qué son los sonidos en *dos*?  
4. aquí            ¿Qué son los sonidos en *aquí*?  
5. jugo            ¿Qué son los sonidos en *jugo*?

**Student:**

/l/ /e/  
/m/ /i/  
/d/ /o/ /s/  
/a/ /k/ /i/  
/j/ /u/ /g/ /o/

**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.

**Evaluación de primavera - Temas 6 y 7**  
**para los distritos que usan *Houghton Mifflin Lectura***

**Guía del maestro**

**G. 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  
*Houghton Mifflin Lectura*

**Kindergarten Classroom Summary Report – Temas 6 y 7**

SCHOOL: \_\_\_\_\_ ENROLLMENT: \_\_\_\_\_

DATE: \_\_\_\_\_ TEACHER: \_\_\_\_\_

<b>STUDENT NAMES</b> [Last, First, Middle Initial]	<b>Nombres de letras mayúsculas</b> (27/29)	<b>Nombres de letras minúsculas</b> (27/30)	<b>Sonidos de las consonantes y las vocales</b> (19/23)	<b>Palabras de uso frecuente</b> (8/10)	<b>Combinación oral de silabas</b> (4/5)	<b>Fonemas en palabras</b> (4/5)	<b>Decodificación y reconocimiento de palabras</b> (8/10)

**DISTRICT REPORTING OF SPRING SKILLS ASSESSMENTS**

	<b>Nombres de letras mayúsculas</b> (27/29)	<b>Nombres de letras minúsculas</b> (27/30)	<b>Sonidos de las consonantes y las vocales</b> (19/23)	<b>Palabras de uso frecuente</b> (8/10)	<b>Combi- nación oral de silabas</b> (4/5)	<b>Fonemas en palabras</b> (4/5)	<b>Decodificación y reconocimiento de palabras</b> (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 Houghton Mifflin Lectura  
Kindergarten Classroom Summary Report – Temas 6 y 7**

SCHOOL: \_\_\_\_\_ DATE: \_\_\_\_\_ ENROLLMENT: \_\_\_\_\_

ROOM #	# OF STUDENTS	Nombres de letras mayúsculas (27/29)		Nombres de letras minúsculas (27/30)		Sonidos de las vocales y las vocales (19/23)		Palabras de uso frecuente (8/10)		Combinación oral de sílabas (4/5)		Fonemas en palabras (4/5)		Decodificación y reconocimiento de palabras (8/10)	
		# of students tested	# of students scored	# of students tested	# of students scored	# of students tested	# of students scored	# of students tested	# of students scored	# of students tested	# of students scored	# of students tested	# of students scored	# of students tested	# of students scored

DISTRICT REPORTING	Nombres de letras mayúsculas (27/29)	Nombres de letras minúsculas (27/30)	Sonidos de las consonantes y las vocales (19/23)	Palabras de uso frecuente (8/10)	Combinación oral de sílabas (4/5)	Fonemas en palabras (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 _____

# NOTES

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# NOTES

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**Fourth Edition**

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