

# TEACHER MATERIALS



# Skills Assessments

Developed for Districts  
Using *Open Court Reading 2002*

**K** **I** **N** **D** **E** **R** **G** **A** **R** **T** **E** **N**

**Fall, Mid-Program, Spring**

# Kindergarten Skills Assessments for Districts Using *Open Court Reading 2002*

## 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 *Open Court Reading 2002*.

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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 unit and California's English-language arts content standards. Due to the limited number of test items, skills, and concepts addressed in each unit, 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 *Open Court Reading 2002*. If students are weak in a particular area, the teacher should look ahead to the next unit 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 Open Court materials for small group instruction or go beyond the core instructional time to address specific needs.

### **Development Team**

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***The Skills Assessments are developed by the team listed above at the Reading Lions Center. They are not developed, reviewed, or published by Open Court/SRA McGraw-Hill. Subtest scores should be used for planning instruction and identifying skill areas to enhance learning.***

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# Overview of Skills Assessments - Kindergarten 2008 - 2009

for Districts Using *Open Court Reading 2002*

<b>FALL</b>	<b>MID-PROGRAM</b>	<b>SPRING</b>
<b>Units 1 &amp; 2</b>	<b>Units 3 &amp; 4</b>	<b>Units 5 &amp; 6</b>
Naming Uppercase Letters Naming Lowercase Letters High Frequency Words Rhyming Words	Naming Uppercase Letters Naming Lowercase Letters High Frequency Words Rhyming Words  Word Parts and Initial Consonants (Oral Blending)  Syllables (Oral Segmentation)	Naming Uppercase Letters Naming Lowercase Letters  Consonants and Short Vowel (a, i, and o) Sounds High Frequency Words Oral Blending Initial Consonants Oral Blending Final Consonants  Phoneme Replacement of Medial Vowels

## INSTRUCTIONAL UNITS - KINDERGARTEN

Units 1 & 2  
Units 3 & 4  
Units 5 & 6

## MATERIALS

Each classroom set of materials includes:

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

Note: Electronic reporting systems are advisable.

## GENERAL PROCEDURES

Students are assessed at the end of each instructional unit listed above. The results for each student should be recorded on the Skills Assessment Report form (or through an electronic reporting system) and submitted to the site administrator. 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 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.

**Fall Skills Assessment**  
*Open Court Reading 2002 - Units 1 & 2*

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# KINDERGARTEN

## MATERIALS LIST

<b>Teacher's Administration Guides</b>	A. Naming Uppercase Letters
	B. Naming Lowercase Letters
	C. High Frequency Words
	D. Rhyming Words
<b>Fall Assessment Reports</b>	Classroom Summary (Blackline Master provided)
	School Summary (Blackline Master provided)
<b>Test Cards</b> (Printed on cardstock for student use)	Naming Uppercase Letters/Lowercase Letters
	High Frequency Words
<b>Student Record Booklet</b>	<b><u>Fall Record Sheet #1</u></b>
	Naming Uppercase Letters
	Naming Lowercase Letters
	<b><u>Fall Record Sheet #2</u></b>
High Frequency Words	
Rhyming Words	

Kindergarten Fall Skills Assessment  
Open Court Reading 2002 - Units 1 & 2

# 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 15/20.

## 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 15/20.

Kindergarten Fall Skills Assessment  
*Open Court Reading 2002 - Units 1 & 2*

# 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 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 *Fall Assessment - Kindergarten Classroom Summary* sheet.

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

Kindergarten Fall Skills Assessment  
Open Court Reading 2002 - Units 1 & 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. log                      What rhymes with *log*?  
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.







**Mid-Program Skills Assessment**  
*Open Court Reading 2002 - Units 3 & 4*

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# KINDERGARTEN

## MATERIALS LIST

<b>Teacher's Administration Guides</b>	A. Naming Uppercase Letters
	B. Naming Lowercase Letters
	C. High Frequency Words
	D. Rhyming Words
	E. Word Parts and Initial Consonants (Oral Blending)
	F. Syllables (Oral Segmentation)
<b>Mid-Program Assessment Reports</b>	Classroom Summary (Blackline Master provided)
	School Summary (Blackline Master provided)
<b>Test Cards</b> (Printed on cardstock for student use)	Naming Uppercase Letters/Lowercase Letters
	High Frequency Words
<b>Student Record Booklet</b>	<b>Mid-Program Record Sheet #1</b>
	Naming Uppercase Letters
	Naming Lowercase Letters
	<b>Mid-Program Record Sheet #2</b>
	High Frequency Words
	Rhyming Words
	<b>Mid-Program Record Sheet #3</b>
	Word Parts and Initial Consonants (Oral Blending)
	Syllables (Oral Segmentation)

Kindergarten Mid-Program Skills Assessment  
Open Court Reading 2002 - Units 3 & 4

# 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.

Kindergarten Mid-Program Skills Assessment  
*Open Court Reading 2002 - Units 3 & 4*

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

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

Kindergarten Mid-Program Skills Assessment  
Open Court Reading 2002 - Units 3 & 4

# 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*?  
hug                      What rhymes with *hug*?  
dip                      What rhymes with *dip*?

**Student:**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

*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:**

1. had                      What rhymes with *had*?  
2. bee                      What rhymes with *bee*?  
3. dog                      What rhymes with *dog*?  
4. sun                      What rhymes with *sun*?  
5. may                      What rhymes with *may*?

**Student:**

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

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

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

Kindergarten Mid-Program Skills Assessment  
Open Court Reading 2002 - Units 3 & 4

# Teacher's Administration Guide

## E. PHONEMIC AWARENESS: ORAL BLENDING (Reading 1.9) Word Parts and Initial Consonants

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 word parts. After I say them, I will put them together to make a word."

**Teacher:** rain (pause) bow      rainbow

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

**Teacher:** play (pause) ground

**Say:** "Say the word with me."

**Teacher and student:** playground

**Say:** "Now I will say some other word parts. 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 word parts.

lollipop

/f/ ish

/d/ inosaur

What's the word?

What's the word?

What's the word?

**Student:**

lollipop

fish

dinosaur

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

**Test Directions:** Carefully enunciate as you say each word part. Pause between the word parts.

**Say:** "I will say word parts. You will put the parts together to make a word."

**Teacher:**

1. foot·ball

2. cart·wheel

3. bi·cycle

4. ham·burger

5. tele·phone

6. /m/ oon

7. /p/ uppy

8. /t/ ickle

9. /h/ appy

10. /s/ uper

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. football

2. cartwheel

3. bicycle

4. hamburger

5. telephone

6. moon

7. puppy

8. tickle

9. happy

10. super

**Scoring:** Place a checkmark next to each correct word. If the response is incorrect, write the student's response next to the word on the recording sheet. Record the total correct on *Student Record Sheet #3*.

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

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

Kindergarten Mid-Program Skills Assessment  
Open Court Reading 2002 - Units 3 & 4

# Teacher's Administration Guide

## F. PHONEMIC AWARENESS: ORAL SEGMENTATION (Reading 1.12) Syllables

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 am going to say a word. After I say the word, I will say and clap each syllable (word part). Let me show you."

**Teacher:** target (pause) tar·get (Clap as you say *tar* and clap as you say *get*.)

**Say:** "Now, we are going to clap syllables in words together. Let's start with your name. Say your name."

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

**Say:** "Now, let's say and clap the syllables (word parts) in your name."

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

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

**Teacher:** banana

**Say:** "Say the word with me."

**Teacher and Student:** banana

**Say:** "Now, you say and clap the syllables (word parts) in *banana*."

**Student:** ba·na·na

**Say:** "Now, I will say some other words. After I say a word, you will say and clap the syllables (word parts) in that word." (If the student answers incorrectly, give the correct answer and move on to the next practice item.)

### Teacher:

tug  
butterfly

### Student:

tug (tug)  
butterfly (but·ter·fly)

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

**Test Directions:** Carefully enunciate as you say each word.

**Say:** "I will say a word. Then you will say and clap the syllables (word parts) in that word."

### Teacher:

- |              |   |
|--------------|---|
| 1. doghouse  | Say and clap the syllables (word parts) in <i>doghouse</i> .  |
| 2. mailman   | Say and clap the syllables (word parts) in <i>mailman</i> .   |
| 3. telephone | Say and clap the syllables (word parts) in <i>telephone</i> . |
| 4. automatic | Say and clap the syllables (word parts) in <i>automatic</i> . |
| 5. give      | Say and clap the syllables (word parts) in <i>give</i> .      |
| 6. wonderful | Say and clap the syllables (word parts) in <i>wonderful</i> . |
| 7. pancake   | Say and clap the syllables (word parts) in <i>pancake</i> .   |
| 8. probably  | Say and clap the syllables (word parts) in <i>probably</i> .  |
| 9. hospital  | Say and clap the syllables (word parts) in <i>hospital</i> .  |
| 10. sausage  | Say and clap the syllables (word parts) in <i>sausage</i> .   |

### Student:

- |                   |
|-------------------|
| 1. (dog·house)    |
| 2. (mail·man)     |
| 3. (tel·e·phone)  |
| 4. (au·to·mat·ic) |
| 5. (give)         |
| 6. (won·der·ful)  |
| 7. (pan·cake)     |
| 8. (prob·a·bly)   |
| 9. (hos·pi·tal)   |
| 10. (sau·sage)    |

**Scoring:** Record the student's response (number of claps) next to each word. 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.







**Spring Skills Assessment**  
**Open Court Reading 2002 - Units 5 & 6**

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# KINDERGARTEN

## MATERIALS LIST

**Teacher's Administration Guides**

- A. Naming Uppercase Letters
- B. Naming Lowercase Letters
- C. Consonant and Short Vowel (*a, i, and o*) Sounds
- D. High Frequency Words
- E. Oral Blending Initial Consonants
- F. Oral Blending Final Consonants
- F. Phoneme Replacement of Medial Vowels

**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, i, and o*) Sounds
- High Frequency Words

**Spring Record Sheet #3**

- Oral Blending Initial Consonants
- Oral Blending Final Consonants
- Phoneme Replacement of Medial Sounds

Kindergarten Spring Skills Assessment  
Open Court Reading 2002 - Units 5 & 6

# 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.

Kindergarten Spring Skills Assessment  
Open Court Reading 2002 - Units 5 & 6

## Teacher's Administration Guide

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

This is an individually administered assessment. Have the student read from the cardstock sheet, *Consonants and Short Vowel (a, i, and o) 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 12/15.

### 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 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.

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## E. PHONEMIC AWARENESS (Reading 1.9) Oral Blending Initial Consonants

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) /ig/ pig

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

**Teacher:** /f/ (pause) /at/

**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/ /en/	What's the word?	hen
/l/ /āt/	What's the word?	late
/s/ /top/	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:**

/h/ /ōrs/	What's the word?	1. horse
/m/ /ud/	What's the word?	2. mud
/n/ /apkin/	What's the word?	3. napkin
/s/ /ip/	What's the word?	4. sip
/t/ /umē/	What's the word?	5. tummy

**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.

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## F. PHONEMIC AWARENESS (Reading 1.11) Oral Blending Final Consonants

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:** /pi/ (pause) /g/ pig

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

**Teacher:** /fa/ (pause) /t/

**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:**

/he/ /n/

What's the word?

hen

/lā/ /t/

What's the word?

late

/sto/ /p/

What's the word?

stop

Proceed with testing when the student understands the task.

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

(Discontinue testing if the student does not respond correctly to the first three 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:**

1. /ba/ /t/

What's the word?

1. bat

2. /gā/ /m/

What's the word?

2. game

3. /te/ /l/

What's the word?

3. tell

4. /mo/ /p/

What's the word?

4. mop

5. /sil/ /k/

What's the word?

5. silk

**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.

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## G. PHONEMIC AWARENESS (Reading 1.8 and 1.13) Phoneme Replacement of Medial Vowels

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

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

**Say:** "The Lion Puppet will say a word. After the puppet says the word, I will say a different vowel sound. Then I will use that vowel sound to make a new word."

**Lion Puppet:** sit

**Teacher:** /a/ sat

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

**Lion Puppet:** jot

**Teacher:** /e/

**Say:** "Say the new word with me."

**Teacher and Student:** jet

**Say:** "Now the Lion Puppet will say some other words. After the puppet says the word, I will say a different vowel sound. Then you will use that sound to make a new word." (If the student answers incorrectly, give the correct answer and move on to the next practice item.)

**Lion Puppet:** (Pause after saying the word)

**Teacher:**

**Student:**

lick

/a/

lack

dig

/u/

dug

cut

/o/

cot

Proceed with testing when the student understands the task.

**Test Directions:** Carefully enunciate as you say each word and sound. Pause after the puppet says the word.

(Discontinue testing if the student does not respond correctly to the first three items and has a score of zero.)

**Say:** "The Lion Puppet will say a word. Then I will say a different vowel sound. You will use that vowel sound to make a new word."

**Lion Puppet:**

**Teacher:**

**Student:**

1. him

/u/

1. hum

2. pot

/e/

2. pet

3. dad

/i/

3. did

4. leg

/a/

4. lag

5. bus

/o/

5. boss

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

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







# NOTES

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**Fourth Edition**

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