KINDERGARTEN MODEL ASSESSMENT

1. **Letter Recognition**: Using letter card, student identifies upper case letters. If student doesn't know letter, skip it and go on to next letter. Teacher records correct response by circling letter on answer sheet.

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

2. Letter Recognition Using letter card, student identifies lower case letters. If student doesn't know letter, skip it and go on to next letter. Teacher records correct response by circling letter on answer sheet.

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

3. Letter Sound Recognition Using the lower case letter card, student identifies consonant sounds and short vowel sounds. If student gives long vowel sound or soft sound for g/c, teacher redirects. Teacher records correct response by circling letter on answer sheet.

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

4. Rhyming Recognition Begin by explaining that two words rhyme when they sound the same at the end of the word. Give example: cat/hat. Give an example of one that doesn't rhyme: bed/rug. Ask student to tell you "yes" if the words below rhyme, "no" if they don't rhyme. Circle correct answers.

lip / sip tell / sell boy / duck sick / desk can / van

5. **Rhyming Production**. Remind student that words that rhyme sound the same at the end of the word. Give example: cat/mat. Ask them to think of another word that rhymes with cat. Ask them to make up some rhyming words to go with the words below. Nonsense words count. Write their responses on the lines.

cat_____ run_____ fill_____ let _____ mop_____

6. Initial Sound Recognition Teacher names all the pictures in each row. Student then points to the picture in that row that has the same beginning sound as the first picture in each row. Teacher circles correct answers. **Example: house/hat**

bed/bird top/turtle sun/sock moon/monkey fish/fork

7. Initial Sound Production Teacher names each picture. Student writes word for each picture. Response is correct if initial sound is represented correctly. (Child is shown 4 pictures for each letter choice.

p s b d m

8. Can print their first name

Math

9. <u>Counting Aloud to 30 (30 points possible)</u> Student counts to 30. If the student makes an error before reaching 30, give credit for the numbers correctly said before the error.

10. <u>Numeral Recognition 1 to 20 (20 points possible)</u> Using the numeral cards, student names each numeral. If student doesn't know a numeral, skip it and go on to next numeral.

5	**3**	**8**	**6**	**1**	**7**	**2**	**4**	**10**	**9**
16	**15**	**11**	**18**	**20**	**12**	**19**	**13**	**17**	**14**

11. <u>AB Pattern Recognition and Extension (12 points possible, 6 for naming the pattern and 6 for reproducing and extending the pattern).</u> Using a pattern card and colored cubes or colored squares, student names the Blue Yellow pattern then reproduces and extends it by placing colored cubes that would continue the pattern.

B	**Y**	**B**	**Y**						

12. <u>ABC Pattern Recognition and Extension (12 points possible, 6 for naming the pattern and for reproducing the pattern).</u> Using a pattern card and colored cubes or colored squares, student names the Red Blue Yellow (RBY) pattern then reproduces and extends it by placing colored cubes or colored squares that would continue the pattern**.**

R	**B**	**Y**	**R**	**B**	**Y**						

13. <u>Count Objects 1-to-1 correspondence (20 points possible)</u> Using a card with 20 shapes on it, student points to and counts the shapes. If the student makes an error before reaching 20, give credit for the shapes counted before the error.

14. <u>Recognize numerical value of amounts to 5 (6 points possible)</u> Using the numerical value picture cards or a die cube, student identifies the number of dots on the card or die face, without counting. Teacher records correct response by circling the numbers on this answer sheet.

The scope of this assessment is fairly narrow. It is given one-on-one and takes about 25 minutes. It is weighed heavily toward letter recognition and phonemic awareness because the highest correlations of specific entering kindergarten and first grade skills and successful third grade relate to reading readiness skills and phonological skills.[1] The math portion of the assessment follows a similar pattern of shape recognition, quantity association, and simple pattern and sequence recognition. The assessment is fairly simple because more complex information is not particularly useful in the classroom.

Items	**Points**
Recognizing each lower case letter	26
Recognizing each upper case letter	26
Recognizing their sounds	26
Recognizing ending sounds (ending rhyme)	5
Producing ending sounds (making rhyme)	5
Repeating beginning word sound	5
Reproducing beginning word sounds (how)	5
Printing their first name	2
Total	100

A student will typically learn to read at or above grade level without massive intervention if they score 30-35 on the literacy part of the assessment given in September.

The test itself measures markers. Students can learn these skills separately, and they can learn them during kindergarten but on deep levels, they are not "caught-up". For example, kindergartners who enter with no knowledge of letters may learn all the letters and their sounds by the end of the year, but their skill to print them will generally still be fairly primitive in comparison to students who entered kindergarten knowing the letters.

[1] See Preventing Reading Difficulties in Young Children, at pages 108-118 and especially 110. Their finding is replicated by Riley. "The three literacy-related skills (concepts about print, ability to write his or her own name and the ability to identify and label the letters of the alphabet) assessed by the researchers in September were all shown to be positively related to the ability to read the following July. But by far the most powerful predictor of later success in reading was the child's knowledge of the alphabet, acquired incidentally and informally preschool…..A recognition of individual letters and an an ability to hear the sounds in words are the first steps in the development of the orthographic and phonological processing capability essential in literacy Riley (ibid) at 11.