

Shoreline School District Kindergarten Literacy Assessment: First Reporting Period

Teacher’s Copy—Retain for Records

Recognizes and names capital letters.

(Student looks at the testing packet.)

Teacher says, “Tell me the name of each letter as I point to it.”

Grading Key	First Reporting Period: Capital Letters
4	Not given
3	Names at least 18 letters
2	Names 10-17 letters
1	Names 9 or fewer letters

C O G A D S L I T F E H U B R N M P V W K Q J X Y Z + /26

Recognizes and names lower case letters.

(Student looks at the testing packet.)

Teacher says, “Tell me the name of each letter as I point to it.”

Grading Key	First Reporting Period: Lower Case Letters
4	Not given
3	Names at least 18 letters
2	Names 10-17 letters
1	Names 9 or fewer letters

c o g a d s l I t f e h u b r n m p v w k q j x y z + /26

Rhymes simple words (two parts).

(Student listens to the teacher.)

Part I: Student distinguishes words that rhyme/don’t rhyme.

Teacher says, “I am going to read two words to you and you need to tell me if they rhyme. For example, if I said cat/sat, you would say ‘yes’, because they rhyme. If I said cat/dog, you would say ‘no’ because they do not rhyme.”

bad/sad tar/bar frog/mat man/pan sting/ring me/be fun/dog like/cat + /8

Part II: Student generates a rhyming word.

Teacher says, “I am going to read you two rhyming words. You need to tell me a word that rhymes with them. For example, if I said new/blue, you might say, ‘you’ or ‘shoe’.”

hi/my hen/ten nice/twice eat/feet pipe/ripe log/hog two/you ear/fear + /8

****If student gets 16 points, continue with the following task:**

Teacher says, “Tell me 3 words that rhyme with:

cat _____ dog _____

take _____ boat _____

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Grading Key	First Reporting Period: Blends Spoken Sounds
4	Blends all 10 words containing 2-4 phonemes, plus blends 5 words containing 4-5 phonemes.
3	Blends 8-10 words containing 2-4 phonemes.
2	Blends 5-7 words containing 2-4 phonemes.
1	Blends 4 or fewer words containing 2-4 phonemes.

Blends spoken sounds into words.

(Student listens to the teacher.)

Teacher says, “I am going to say some sounds. Put them together to make a word. For example, if I say /b/.../ă/.../t/, you would tell me the word is ‘bat’.”

/c/.../a/.../p/ (cap) /m/.../ee/.../t/ (meet) /j/.../o/.../g/ (jog) /p/.../l/.../a/.../n/ (plan) /b/.../ě/.../d/ (bed)

/s/.../n/.../a/.../k/ (snake) /t/.../i/.../n/ (tin) /g/.../o/.../t/ (got) /f/.../l/.../a/.../t/ (flat) /r/ /ā/ (ray) + /10

**If student can blend the sounds in all of the words above, give them the words below:

/s/.../t/.../e/.../p/.../s/ (steps) /m/.../a/.../s/.../k/ (mask) /s/.../p/.../o/.../t/ (spot) /l/.../a/.../m/.../p/ (lamp)

/sh/.../e/.../l/.../f/ (shelf) /g/.../l/.../i/.../n/.../t/ (glint) /f/.../l/.../a/.../g/ (flag) /s/.../t/.../r/.../ai/.../t/ (straight)

Grading Key	First Reporting Period: Segmenting Sounds
4	Segments all 10 words of 2-4 phonemes, plus 5 words of 4-5 phonemes.
3	Segments 8-10 words of 2-4 phonemes.
2	Segments 5-7 words of 2-4 phonemes.
1	Segments 4 or fewer words of 2-4 phonemes.

Segments sounds in spoken words.

(Student listens to the teacher.)

Teacher says, “We are going to use blocks to show the sounds in a word. I will say a word and you will put out one block for each of the sounds as you say them slowly in order. For example, if I say ‘man’, you will say /m/ and put one block out, /a/ and put another block out, and /n/ then put the last block out.

bad wild woke of mine that spin dawn beach my + /10

**If student can segment all of the above words, ask them to segment the following words:

stop cliff flat jumped gift flags steps land globe parked spent

Can use DIBELS Phoneme Segmentation Fluency for the assessment in this area

Grading Key	First Reporting Period	End of Year
4	46 or more sounds per minute	55 or more sounds per minute
3	18 - 45 sounds per minute (Established)	35 - 54 sounds per minute (Established)
2	7 - 17 sounds per minute (Emerging)	10 - 34 sounds per minute (Emerging)
1	Less than 7 sounds per minute (Deficit)	Less than 10 sounds per minute (Deficit)

Student Name _____ Date _____

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Grading Key	First Reporting Period: Letter Sounds
4	Makes all 26 sounds, plus 5 of the advanced sounds.
3	Makes 18 sounds.
2	Makes 10-17 sounds.
1	Makes 9 or fewer sounds.

Associates sounds with letters taught.

(Student looks at the testing packet.)

Teacher says, "Tell me the sound each letter makes as I point to it."

Cc Oo Gg Aa Dd Ss Ll Ii Tt Ff Ee Hh Uu Bb Rr Nn Mm Pp Vv Ww Kk Qq Jj Xx Yy Zz + /26

**If student can identify all of the above sounds, ask them to identify the following sounds:

th sh ch ea ai wh er ar or oa ph

Grading Key	First Reporting Period: Blending Words
4	Blends all 10 CVC words, plus 5 CCVC or CVCC words.
3	Blends 7-10 CVC words using 3 short vowels.
2	Blends 3-6 CVC words using 3 short vowels.
1	Blends 2 or fewer CVC words using 3 short vowels.

Uses phonics skills to begin blending words.

(Student looks at the testing packet.)

(Teacher chooses ten words for this test.)

Teacher says, "Look at each word and read it to me."

run pot cat hop pig get ten sit fan tub

hug fill dot pan not nut dog hen pet sun + /10

**If student can read all of the CVC words above, ask them to read the following CCVC or CVCC words:

stop limp trap held nest jump spell flat grass fist grin plan frog

Can use DIBELS Nonsense Word Fluency for the assessment in this area

Grading Key	First Reporting Period	End of Year
4	46 or more sounds per minute	51 or more sounds per minute
3	13 - 45 sounds per minute (Low Risk)	25 - 50 sounds per minute (Low Risk)
2	5 - 12 sounds per minute (Some Risk)	15 - 24 sounds per minute (Some Risk)
1	Less than 5 sounds per minute (At Risk)	Less than 15 sounds per minute (At Risk)

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Grading Key	First Reporting Period: High Frequency Words
4	Fluently reads all 21 words from kindergarten, plus 10 or more words from the first grade list.
3	Fluently reads 11-21 words.
2	Reads 6-10 words, may not be fluent.
1	Reads 0-5 words, may not be fluent.

Reads high frequency words.

(Student looks at the testing packet.)

Teacher says, "Read as many words on this list as you can."

I see like to am a you can my the
we are go it and on look in what do is + /21

**If student can read all of the words from the kindergarten list, have the student read from the first grade list below:

First trimester word list:

of but looks no who did her she they lets
have here there he out that with for this down over

Second trimester word list:

are now up why put off first before our how
too or asked into little me came from has through
soon went some many about which make were way

Third trimester word list:

more belong next all was grow school their mother girl
after must wants along then give says would something

Demonstrates understanding of what is read aloud.

(Task is in the process of being completed.)

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Optional comprehension tasks to assess the understanding above:

Grading Key	First Reporting Period: Story Retelling
4	Retell includes main character(s), events in order, plus more detail and elaboration.
3	Retell includes main character(s) and events in order.
2	Retell omits at least one main event.
1	Cannot retell.

Retells a story

Teacher says, "I am going to read you a story. When I am finished you are going to retell it back to me."

Story:

Retell Check List (Teacher's notes)

- _____ Main characters: _____
- _____ Order of events in correct order: _____
- _____ beginning
- _____ middle
- _____ end
- _____ Details: _____
- _____ Elaboration: _____

Grading Key	First Reporting Period: Predicting
4	Provides creative, insightful prediction, with elaboration.
3	Provides a sensible prediction.
2	Attempts a prediction but it does not make sense, or it cannot be supported.
1	Unable to predict.

Predicts outcome of a story.

(Student listens to the teacher.)

Teacher says, "I am going to read you a story. I want you to tell me what will happen next."

Story:

Student's Prediction: _____
