

Kindergarten Second Quarter Reading AssessmentLetter Recognition—Upper Case

N	C	O	F	H	D
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Key-Upper Case Recognition

- M all 6 correct
- P 4 -5 correct
- I 3 or less correct

Letter Recognition—Lower Case

n	c	o	f	h	d
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Key-Lower Case Recognition

- M all 6 correct
- P 4 -5 correct
- I 3 or less correct

Sound Recognition/Phonics

N	C	O	F	H	D
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Key-Sound Recognition/Phonics

- M all 6 correct
- P 4 -5 correct
- I 3 or less correct

Initial Sound Fluency/Phonemic Awareness

(sounds covered this quarter)

N	C	O	F	H	D
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Key-Beginning Sounds

- M all 6 correct
- P 4 -5 correct
- I 3 or less correct

Phoneme Segmentation

m a n	c a t	h i m	d o t	f i n	n o t
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Key-Sound Blending

- M segments all 18 sounds
- P segments 12 - 17 sounds
- I segments less than 11 sounds



Letter Printing—Upper Case

N	C	O	F	H	D
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Key-Upper Case Recognition

- M all 6 correct
- P 4 -5 correct
- I 3 or less correct

Letter Printing—Lower Case

n	c	o	f	h	d
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Key-Upper Case Recognition

- M all 6 correct
- P 4 -5 correct
- I 3 or less correct

Name Writing

First Name

Last Name

Key-Name Writing

- M Writes first and last name correctly using capital & lowercase letters
- P Writes first and last name correctly, but capital & lowercase letters are
- I Unable to write first and last name

Sight Words

a	can	I	like	go	see
the	we	big	in	it	jump
to	is	play	am	at	do
look	my	have	are	for	you
no	yes	on	under	out	little

Key-Sight Words

- M 30 correct
- P 20-29 correct
- I 19 or less correct



Rhyming Words

Students are asked to produce a word that rhymes with each of the following words.

cat	pan	cap	ham
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Key-Rhyming Words

- Ⓜ all 4 rhymes produced correctly
- Ⓟ 2 - 3 rhymes produced correctly
- Ⓛ 1 or less rhymes produced correctly

Color Words

red	yellow	green	blue	pink
brown	orange	black	purple	white

Key-Color Words

- Ⓜ 10 correct
- Ⓟ 7 - 9 correct
- Ⓛ 6 or less

Concepts of Print

Assessed during Guided Reading Lessons

Uses symbols and drawings to represent their thoughts.
Makes predictions about text based on picture clues.
Identifies the characters and settings of a story.
Points to the words in a simple sentence.
Uses a capital letter at the beginning of a sentence and the pronoun I.
Uses a question mark at the end of an asking sentence.
Discuss information on a specific topic.
Identifies the roles of the author and the illustrator of a story.
Identifies different genres of literature (fiction/nonfiction).
Distinguishes between letters and words.

Key-Concepts of Print

- Ⓜ Concept mastered
- Ⓟ Skill is progressing
- Ⓛ Improvement needed



Writing/Discussion PromptWriting Rubric

- Ⓜ Student is able to draw, write, and discuss a picture of something they like to do.
- Ⓟ Student is able to draw and discuss a picture of something they like to do. Discussion and written form are limited.
- Ⓡ Student is able to draw a picture of something they like to do. There is no discussion or written form

This portion covers Power Standard Element 2, 3 and 4

Draw a picture of something you like to do.

Tell me about your picture.

Write a sentence about your picture.

Student's response and any written or drawn work should be completed on the student portion of this assessment.

PASSAGE:The Playground

My mom and I are walking to the playground. When we get there, I'll swing on the swings and slide on the slide and climb on the play house. Then we'll walk along the trail with the big trees. I hope we'll see a squirrel. I'll bet we'll stop at the ice cream stand and get two cones. If we do get ice cream, Mom will get vanilla and I'll get vanilla-and-chocolate swirl.

Question Prompts:

Tell me about a time you went to the playground? (text to self)

What other animals have you seen in a tree? (text to world)

Reading Rubric (information text)

- Ⓜ student connects important ideas to self and world (both concepts)
- Ⓟ student connects important ideas to self or world (one or the other)
- Ⓡ student does not connect important ideas to self or world (neither concept)



Kindergarten Quarterly Reading Assessment

Letter Recognition—Upper Case

M Ⓝ	A Ⓝ	S Ⓝ	P Ⓝ	T Ⓝ	I Ⓝ		
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Key - Upper Case:

- Ⓜ 6 or more correct
- Ⓟ 4 -5 correct
- Ⓡ 3 or less correct

Letter Recognition—Lower Case

m Ⓝ	a Ⓝ	s Ⓝ	p Ⓝ	t Ⓝ	i Ⓝ		
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Key - Lower Case:

- Ⓜ 6 or more correct
- Ⓟ 4 -5 correct
- Ⓡ 3 or less correct

Sound Recognition/Phonics

M Ⓝ	A Ⓝ	S Ⓝ	P Ⓝ	T Ⓝ	I Ⓝ		
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Key - Sound Recognition:

- Ⓜ 6 or more correct
- Ⓟ 4 - 5 correct
- Ⓡ 3 or less



Initial Sound Fluency/Phonemic Awareness (sounds covered this quarter)

M	A	S	P	T	I
(N)	(N)	(N)	(N)	(N)	(N)

Key - Beginning Sounds:

- (M) all 6 correct
- (P) 4 - 5 correct
- (L) 3 or less

Sound Blending

a m	a t	s a p	p a t	s a t	m a p
(N) (N)	(N) (N)	(N) (N) (N)	(N) (N) (N)	(N) (N) (N)	(N) (N) (N)

Key - Sound Blending:

- (M) blends all 16 sounds
- (P) blends 15 - 10
- (L) blends less than 10 sounds

Letter Printing—Upper Case

M	A	S	P	T	I		
(N)	(N)	(N)	(N)	(N)	(N)		

Key - Printing Upper Case:

- (M) 6 or more correct
- (P) 4-5 correct
- (L) 3 or less correct

Letter Printing—Lower Case

m	a	s	p	t	i		
(N)	(N)	(N)	(N)	(N)	(N)		

Key - Printing Lower Case:

- (M) 6 or more correct
- (P) 4-5 correct
- (L) 3 or less correct



Name Writing - First Name

Key - First Name Writing:

- M Prints using proper capital & lowercase letters
- P Prints in order using some capital & lowercase letters
- I Prints using few capital & lowercase letters

Sight Words (Words in bold are words covered this quarter by the reading series.)

a (N)	can (N)	I (N)	like (N)	go (N)	see (N)
the (N)	we (N)	in (N)	it (N)	to (N)	is (N)
play (N)	am (N)	at (N)			

Key-Sight Words:

- M 13 -15 correct
- P 11 - 12 correct
- I 10 or less correct

Rhyming Words Students are asked to recognize which two words in each group of rhymes.

cat hat (N)	mop man (N)	cap map (N)	hop ham (N)
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Key-Rhyming Words:

- M identifies all 4 sets correctly
- P identifies 2 - 3 sets correctly
- I identifies 1 set or less correctly



Color Words

red (N)	yellow (N)	green (N)	blue (N)	pink (N)
brown (N)	orange (N)	black (N)	purple (N)	white (N)

Key-Color Words:

- (M) 8-10 correct
- (P) 7 correct
- (I) 6 or less

Concepts of Print

Holds book properly while reading	(M)	(P)	(I)
Recognizes that pictures and print contain meaning	(M)	(P)	(I)
Uses symbols and drawings to represent their thoughts	(M)	(P)	(I)
Makes predictions about text based on picture clues	(M)	(P)	(I)
Identifies the characters of a story	(M)	(P)	(I)
Points to the words in a simple sentence	(M)	(P)	(I)
Tracks print from left to right; top to bottom	(M)	(P)	(I)
Uses a capital letter at the beginning of a sentence and the pronoun I	(M)	(P)	(I)
Uses a period at the end of a telling sentence	(M)	(P)	(I)

Key-Concepts of Print:

- (M) Concept mastered
- (P) Skill is progressing
- (I) Improvement needed

Writing/Discussion Prompt (Telling Sentence)

Writing Rubric

- (M) Student is able to draw and discuss his/her picture of a place they would like to go. Student will write a sentence about their picture beginning with the letter "I" and ending with a period.
- (P) Student is able to draw and discuss a picture of a place they would like to go. However, discussion and written forms are limited.
- (I) Student is able to draw a picture of a place they would like to go. There is no discussion or written form.



Kindergarten: 1st Quarter LITERACY Assessment: 75 points**10/1/13**

1. Letter Names Capitals (5 points)

0	1	2	3	4	5
(A)	(B)	(C)	(D)	(E)	(F)

2. Letter Names Lowercase (5 points)

0	1	2	3	4	5
(A)	(B)	(C)	(D)	(E)	(F)

3. Produce Letter Sounds (5 points)

0	1	2	3	4	5
(A)	(B)	(C)	(D)	(E)	(F)

4. Sight Words (3 points)

0	1	2	3
(A)	(B)	(C)	(D)

5. Blending (5 points)

0	1	2	3	4	5
(A)	(B)	(C)	(D)	(E)	(F)

6. Circle the Letter Named (5 points)

0	1	2	3	4	5
(A)	(B)	(C)	(D)	(E)	(F)

7. Write the Letter Sounds (5 points)

0	1	2	3	4	5
(A)	(B)	(B)	(D)	(E)	(F)

8. Spelling Words (6 points)

0	1	2	3	4	5	6
(A)	(B)	(C)	(D)	(E)	(F)	(G)



Preview Student
Preview Teacher
Preview Course

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9. Identify Initial Sounds (16 points)

0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)	(L)	(M)	(N)	(O)	(P)	(Q)

10. Categories (4 points)

0	1	2	3	4
(A)	(B)	(C)	(D)	(E)

11. Sequencing (6 points)

0	1	2	3	4	5	6
(A)	(B)	(C)	(D)	(E)	(F)	(G)

12. Comprehension (3 points)

0	1	2	3
(A)	(B)	(C)	(D)

13. Recognize Rhyming Words (7 points)

0	1	2	3	4	5	6	7
(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)



Kindergarten Third Quarter Reading Assessment

Letter Recognition

M N B m n b
 S D K s d k
 R G O r g o
 T F W t f w
 P I X p i x
 C L V c l v
 A H J a h j
 E e

Letter Sounds

m n b
 s d k
 r g o
 t f w
 p i x
 c l v
 a h j
 e

Prints Upper and Lower case letters

M N B m n b
 S D K s d k
 R G O r g o
 T F W t f w
 P I X p i x
 C L V c l v
 A H J a h j
 E e

KEY – Upper Case	
(P)	all 22 correct
(I)	13-21 correct
(N)	12 or less correct

KEY – Lower Case	
(P)	all 22 correct
(I)	13-21 correct
(N)	12 or less correct

KEY - Sounds	
(P)	all 22 correct
(I)	13-21 correct
(N)	12 or less correct

KEY – Printing Upper	
(P)	all 22 correct
(I)	13-21 correct
(N)	12 or less correct

KEY – Printing Lower	
(P)	all 22 correct
(I)	13-21 correct
(N)	12 or less correct

Sight Words

A am to what look
 my go it is come
 the we you no yes
 I can have see
 like on do and

Identify Beginning Sounds

dot ____
 map ____
 sad ____
 talk ____
 cow ____

KEY	
(P)	All 23 correct
(I)	14-22 correct
(N)	13 or less correct

KEY	
(P)	All 5 correct
(I)	3 or 4 correct
(N)	2 or less correct



Rhyming

snake / lake _____ rug / rake _____
 table / leg _____ time / dime _____
 chair / bear _____

Correct _____

KEY	
(P)	all 5 correct
(I)	3-4 correct
(N)	2 or less correct

Orally Segmenting Phonemes

dog _____ me _____
 keep _____ race _____
 no _____

Correct _____

KEY	
(P)	all 5 correct
(I)	3-4 correct
(N)	2 or less correct

Producing Rhyming Words

cat _____
 pin _____
 cake _____
 boat _____
 seat _____

Correct _____

KEY	
(P)	all 5 correct
(I)	3-4 correct
(N)	2 or less correct

Blend real and nonsense words

jug _____
 noj _____
 bed _____
 biv _____
 man _____

Correct _____

KEY	
(P)	all 5 correct
(I)	3-4 correct
(N)	2 or less correct



Concepts of Print

Identify front cover ____

Identify back cover ____

Identify title page ____

Define role of author ____

Define role of illustrator ____

Follow words left to right ____

Follow words top to bottom ____

Follow words page by page ____

Recognize the difference between a letter and a word ____



Story -Elmer

Key
N= NOT YET – indicated that this child has not yet accomplished a specific skill, behavior, or accomplishment
I = IN PROGRESS – indicated that the knowledge, behaviors, or accomplishments are developing
P=PROFICIENT – indicated that the child can reliably demonstrate the skills, knowledge, behaviors, and accomplishments

Writing prompt – What is your favorite part of the story?
 Recognize that pictures and print contain meaning ____

P	I	N
---	---	---

Use symbols and drawings to represent their thoughts ____

P	I	N
---	---	---

Use pictures and phonemic spelling to communicate ideas through writing ____

P	I	N
---	---	---

Name characters in a story ____

P	I	N
---	---	---

Speaking and listening

Actively participates in group reading activities with purpose and understanding ____

P	I	N
---	---	---

Speak effectively to communicate needs, thoughts, wants, and ideas ____

P	I	N
---	---	---

