

June 22, 2021
(All previous versions should be destroyed)

Washington Central Unified Union

Supervisory District

Early Literacy Assessments

Kindergarten

WCUUSD Common Kindergarten Literacy Assessment Schedule

The goal of the WCUUSD Common Literacy Assessment Schedule is to provide consistent literacy benchmark and diagnostic assessment of students in grades K-6 in order to inform instruction, reliably identify students needing support or challenge, target instruction, and observe student progress across individual classrooms, schools, and WCUUSD.

Only assessments that provide useful data to improve instruction will be part of the WCUUSD Local Assessment Plan for Literacy. These assessments in combination with classroom data should inform the identification of students who need acceleration and enrichment.

- This schedule provides **consistent** requirements for WCUUSD Literacy Assessment and does not preclude the use of important classroom-based, formative assessments chosen by teachers or teams of teachers. Progress monitoring is ongoing for students identified as needing acceleration.
- All students new to a school should be given appropriate parts of this assessment within their first two weeks in the school unless the student comes with that assessment information from a recent assessment at their prior school. If a student arrives with this information, the classroom teacher will proceed with less formal assessments to get to know the student's strengths and areas for growth.

Kindergarten Assessment Schedule:

By End of September

1. **WCUUSD Phonological Awareness** - (sections A through E) (baseline to monitor growth)
2. **Fountas & Pinnell Letter/Sound ID** (baseline to monitor growth)
3. **Concepts of Print** assessment for Kindergarten (First 8 questions for screener)

First Two Weeks of November

1. **Fountas & Pinnell Letter/Sound ID**

Meets Standard:

Uppercase ID - 15/26

Lowercase ID - 15/26

Letter Sound ID: 15/26 (using only lower case letters)

Below	Progressing	Meeting	Exceeding
0-9	10-14	15-20	20+

2. **High Frequency 30 Word List** ((Baseline to monitor growth)

December

1. **Concepts of Print** assessment (all questions)

Meets Standard: 15/18

Below	Progressing	Meeting
0-9	10-14	15-18

January

1. **WCUUSD Phonological Awareness** – (sections A through E) *only for students who scored lower than 30/35 in September

Meets Standard: 26/35

Below	Progressing	Meeting
0-19	20-25	26-30

2. **High Frequency 30 Word List**

Meets Standard: 15/30

Below	Progressing	Meeting
0-9	10-14	15-30

3. **F&P Text Level (changed from February to January)**

Meets Standard: Instructional Level B

4. **CVC Word Assessment (baseline)**

Last Two Weeks of March

1. Fountas & Pinnell Letter/Sound ID

Meets Standard:

Uppercase Letter ID: 20/26

Lowercase Letter ID: 20/26

Letter Sound ID: 20/26 (using only lower case letters)

Below	Progressing	Meeting
0-14	15-19	20-26

2. Concepts of Print- *students who scored less than 15 in December.

May

1. WCUUSD Phonological Awareness

Sections A-E *students who scored below a 30 for January.

Meets Standard 30/35

Below	Progressing	Meeting
0-25	26-30	30

2. Phoneme Segmentation Test (section F from Phonological Awareness) for all Kindergarten students (baseline score)

3. Fountas & Pinnell Letter/Sound Identification

Meets Standard:

Uppercase Letter ID: 26/26

Lowercase Letter ID: 26/26

Letter Sound ID: 26/26 (using lower upper case letters)

Below	Progressing	Meeting
0-19	20-25	26

4. BAS Text level

Meets Standard: Instructional Level C/ D

5. High Frequency 30 Word List

Meets Standard: 30/30

Below	Progressing	Meeting
0-19	20-29	30

6. CVC Word Assessment

Below	Progressing	Meeting
0-4	5-6	7-10

Kindergarten Literacy Assessment Summary Sheet

Student _____

Assessment	Baseline	1st Assessment	2nd Assessment	Final Assessment
Phonological Awareness	*Sept.	*Jan	*May	
Letter ID upper	*Sept.	*Nov.	*March	*May
Letter ID lower	*Sept.	*Nov.	*March	*May
Letter sound	*Sept.	*Nov.	*March	*May
Concepts of Print	*Sept.	*Dec.	*March	
30 High Frequency Words	*Nov.	*Jan.	*May	
BAS		*Jan.	*May	
Phoneme Segmentation	*May			
CVC words		*Jan.	*May	

APPENDIX A

Assessment

FOUNTAS AND PINNELL LETTER/SOUND IDENTIFICATION
From the Benchmark Assessment System

ADMINISTRATION

Test all letters, lowercase and uppercase. Ensure that the child reads across the lines so that the letters are treated in a random order (and not alphabetical order). Use only the following questions to get the child to respond to the letters. Do not ask only for sounds, or names.

To introduce the task, say:

~ ***What do you call these?***

~ ***Can you find some that you know?***

Pointing to each letter in horizontal lines:

1. Which one is this? Or optional, Do you know its name?

2. What sound does it make?

Then moving on to other letters:

~ ***Which one is this?*** (if the student gets the flow, prompts should stop) If the child hesitates, start with the first letter of his/her name, and then go to the first line. Point to every letter in turn, working across the lines. Use a masking card if necessary.

Assessment documents have been inserted in this document from the F&P Assessment Forms CD. If you find the quality of these documents is poor, print directly from the Benchmark Assessment CD or from the spiral bound "Assessment Forms" book included with the F&P Benchmark Assessment System (all schools own copies).

Uppercase Letter Recognition Sheet

H

E

M

T

I

P

Q

U

O

C

W

B

X

V

J

S

G

N

Y

K

Z

R

A

F

L

D

Lowercase Letter Recognition Sheet

h

e

m

t

i

p

q

u

o

c

w

b

x

v

j

s

g

n

y

k

z

r

a

f

l

d

Letter Recognition Assessment—Individual Record

Name _____ Grade _____ Date _____
 Directions: Use upper and lower case Letter Recognition Sheets. Slide a card under each row and ask the child to read it. Check accurate responses and note substitutions. Calculate number of letters known (as well as total score). Note unknown letters. Evaluate substitutions to determine features to which children are attending.

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

Letter Name	Response
h	
e	
m	
t	
i	
p	
q	
u	
o	
c	
w	
b	
x	
v	
j	
s	
g	
n	
y	
k	
z	
r	
a	
f	
l	
d	
Score	/26

Sound	Response (sound)
h	
e	
m	
t	
i	
p	
q	
u	
o	
c	
w	
b	
x	
v	
j	
s	
g	
n	
y	
k	
z	
r	
a	
f	
l	
d	
Score	/26

Concepts of Print Checklist for Kindergarten Administration

In September as a baseline screener, administer questions 1-8. Complete all questions in December.

1. Choose a level D-F book to read to the child. It must have at least one page with two lines of print so that you can assess return sweep knowledge.
2. Sit side-by-side with the child and explain that you will be reading this book and s/he will be helping.
3. Hand the book to the child in a motion that does not place the front of the book on top. Follow the prompts on the assessment checklist.

Notes on scoring:

#2 Child just needs to show where a book begins. This may be the title page or the first page. They do not need to indicate the print, just the page. Number 3 requires the child to point to the print and not the picture.

#8 This particular question can be done at any point in the book where there is print on both the left and right page.

#10-18 This group of prompts can be done allowing the child to form a frame with his/her fingers or using two pieces of cardstock to slide and leave a window that includes what is being prompted for.

Concepts of Print Checklist for Kindergarten (Shaded area for beginning of the year screener)

Student:

Date:

Item	Concept	Prompts	Yes or No
1	Book handling	Show me the front of the book	
2	Book handling	Which page do I read first?	
3	Print contains message	I'll read this story. You help me. Show me where to start reading. (child needs to point to words not picture)	
4	Directional movement	Where do I begin?	
5	Left to Right	Which way do I go?	
6	Return Sweep	Where do I go next?	
7	One-to-one matching	Point to the words as I read (teacher reads text and child matches one-to-one).	
8	Left page first	Where do I begin reading? (This needs to be a part of the book with print on both pages. Child needs to point to left page.)	
9	Conventions of print	Read the page and then ask: What is this? (point to the period).	
10	Concept of letter	Show me one letter.	
11	Concept of letter	Show me two letters.	
12	Letter within a word	Show me the first letter of a word.	
13	Letter within a word	Show me the last letter of a word.	
14	Conventions of print	Show me a capital/uppercase letter.	
15	Word concept	Show me just one word.	
16	Word concept	Now show me two words.	
17	Word concept	Show me the first word on this page	
18	Word concept	Show me the last word on this page.	

CVC Word Assessment

January Assessment (baseline):

Kindergarten assessment (adapted June 22, 2021)

Name: _____

Date: _____

sit	nap	fog	jet	mud
-----	-----	-----	-----	-----

tug	fin	rot	bed	wag
-----	-----	-----	-----	-----

Scoring:

___/10 words Baseline

CVC Word Assessment

May Assessment

Kindergarten assessment (adapted June 22, 2021)

Name: _____

Date: _____

kid	nut	zap	leg	jot
-----	-----	-----	-----	-----

lap	lip	mud	wet	bog
-----	-----	-----	-----	-----

Scoring:

___/10 words (0-4 low, 5-6 emerging, 7-10 on track)

Reading High Frequency Words

Administration

This assessment will give you information about a child's general knowledge of easy high frequency words as well as the particular words they know. The substitutions they make will also reveal something about their knowledge of letter/sound relationships and spelling patterns.

- Administer this assessment individually.
- Ask the child to read **down the columns** of 40 high frequency words. It may be helpful to fold the paper into thirds so only one column is showing at a time. Using a masking card as you go down the columns may be helpful as well.
- Since our goal is automaticity in reading these high frequency words, please give the child two seconds (one Mississippi, two Mississippi) to correctly identify the word.
- On the Individual Record Form, mark the child's correct responses as well as record attempts/substitutions.
- Record the results of the assessment.

Kindergarten High Frequency Word List

no

so

go

is

on

it

can

in

do

me

up

an

you

am

the

and

we

my

he

like

to

at

see

put

a

I

come

play

look

Kindergarten High Frequency Word Recording Form

Student Name _____

	Date: /30	Date: /30	Date: /30				
no				and			
so				we			
go				my			
is				he			
on				like			
it				to			
can				at			
in				see			
do				put			
me				a			
up				I			
an				come			
you				play			
am				look			
the							

Washington Central Supervisory Union
Phonological Awareness Assessment Score Sheet

Name: _____

Birth Date: _____

Date of Assessment: _____

SECTION	Date	Date	Date	Date	Comments
PART A Sentences to Words	/5	/5	/5	/5	
PART B Predicts Rhyme	/5	/5	/5	/5	
PART C Produces Rhyme	/5	/5	/5	/5	
PART D Segments Syllables	/10	/10	/10	/10	
PART E Phoneme Isolation	/10	/10	/10	/10	
Total Score	/35	/35	/35	/35	

Phoneme Segmentation	/10	/10	/10	/10	May assessment of kindergarten. Also in 1 st & 2 nd if needed.
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Note: Include a copy of this score sheet in the student file.

Assessment Results of the Phonological Awareness Assessment

Student: _____ Age: _____ Grade: _____

Teacher: _____ Date: _____

The skills this child demonstrated are highlighted.

	JUST LEARNING	ALMOST THERE	I'VE GOT IT!
Sentences to Words (Part A, Total of 5)	I can demonstrate understanding of words in sentences with some segmenting, i.e. . . fan-cy (0-1)	I can identify words in a sentence with some phrasing, i.e. I have <u>a doll</u> (2-3 correct)	I can identify words in a sentence with no segmenting or phrasing. (4-5 correct)
Rhyming (Parts B & C, Total of 10)	I am beginning to learn about rhyming (0-3 correct)	I can listen to a sentence and fill in the rhyming word. (4-7 correct)	Given a word, I can name a word that rhymes with it. (8-10 correct)
Segmenting Syllables (Part D, Total of 10)	I can delete one syllable from a compound word. (0-3 correct)	I can delete an initial syllable from a non-compound word. (4-7 correct)	I can delete an initial or final syllable from a non-compound word. (8-10 correct)
Isolation of Beginning and Final Phonemes. (Part E, Total of 10)	I can isolate some beginning sounds. (0-2 correct)	I can isolate most beginning sounds and some final sounds (3-7 correct)	I can isolate beginning and final sounds. (8-10 correct)

May of Kindergarten,
1st and 2nd grade:

Segment Sounds (Detecting sounds within a word) (May of K, grades 1 and 2, Total of 10)	I am beginning to segment beginning sounds. (0-2 correct)	I can segment 3 letter words. (3-7 correct)	I can segment 4 or more letter words. (8-10 correct)
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Washington Central Supervisory Union Phonological Awareness Assessment

Child _____ Classroom _____
 Birth date _____ Age _____ Test Date _____

PART A: SENTENCES-TO-WORDS

To introduce task, say: **I'm going to tell you something and for every word you hear, I want you to push out a block. Example: John likes pizza.** Possible 5 points.

1. I like you (+)(-)
2. Will you help me? (+)(-)
3. What time does the game start? (+)(-)
4. Our dog just had five puppies. (+)(-)
5. On Saturday I will go swimming. (+)(-)

PART B: PREDICTING RHYMES

To introduce the task say: **Think of a rhyming word that fits. Do two examples and proceed.** Possible 5 points. Examples:
 a. One, two, three four.
 Open the window, shut the _____.
 b. Sue decided to clean her room.
 She swept the floor with a _____.

1. The party starts tonight at eight.
I'll pick you up, so don't be _____.
2. I like to skip and hop and run.
Being outside is lots of _____.
3. Don't touch that pot!
It might be very _____.
4. Ice cream is really yummy!
I'd like to have some in my _____!
5. There is a cute and funny cat.
He ate so much he got really _____.

PART C: PRODUCES RHYME

To introduce the task say: **I'm going to say a word and I want you to think of another word that rhymes with it. Example: Tell me a word that rhymes with bug.** Continue with the rest of The items. Accept all responses that rhyme. Real words are not necessary. Possible 5 points.

1. sun _____ (+)(-)
2. fat _____ (+)(-)
3. met _____ (+)(-)
4. hot _____ (+)(-)
5. pig _____ (+)(-)

Part A SCORE: _____/5

Kindergarten Literacy Assessment

Part B SCORE: _____/5

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Part C SCORE: _____/5

PART D: SYLLABLE DELETION

"I will say a word and then ask you to say the word and take away one of its parts."

Say 'doughnut'. (pause) **"Now say**

'doughnut' again, but don't say (*dough*)." If the student responds by saying **nut**, say,

"Yes, nut is the part that is left" and proceed to the test items using the format.

If the student responds incorrectly,

demonstrate by saying, **"When you say the word *doughnut* without saying (*dough*),**

***nut* is the part that is left.** Proceed to the test items.

Use the following format to introduce the

test items: **"Let's try some more. Say**

_____." (student repeats) **"Now say _____ again, but don't say (_____).**

****The syllable that is to be deleted is in parentheses for each item.**

1. (base)ball _____
2. (af)ter _____
3. air(plane) _____
4. (cow)boy _____
5. mon(key) _____
6. al(most) _____
7. (door)bell _____
8. (ba)by _____
9. sun(shine) _____
10. bas(ket) _____

Part D SCORE: _____/10

PART E: PHONEME ISOLATION

To introduce the task say: **"Tell me the first sound that you hear in the word. For example, what's the first sound you hear in the word 'map'?"**

"What's the first sound you hear in _____?"

1. bed (+) (-)
2. duck (+) (-)
3. octopus (+) (-)
4. shell (+) (-)
5. apple (+) (-)

"Tell me the last sound you hear in 'map'?"

What's the last sound you hear in _____?"

6. bus (+) (-)
7. jeep (+) (-)
8. laugh (+) (-)
9. rake (+) (-)
10. bench (+) (-)

Part E SCORE: _____/10

Part A SCORE: _____

Part B SCORE: _____

Part C SCORE: _____

Part D SCORE: _____

Part E SCORE: _____

Total Score: _____/35

**Washington Central Supervisory Union
Phonological Awareness Assessment**

Child _____ Classroom _____

Birth date _____ Age _____ Test Date _____

PHONEME SEGMENTATION TEST

** Use this section in May only of kindergarten. Also use in 1st and 2nd if not yet mastered.

To introduce the task, say: **"I'm going to say a word and I want you to show me (with blocks) every sound you hear."** Example: **"time" (t-i-m)**. Possible 10 points.

- | | | |
|----------|-----------|---------|
| 1. it | (i-t) | (+) (-) |
| 2. note | (n-o-t) | (+) (-) |
| 3. bed | (b-e-d) | (+) (-) |
| 4. past | (p-a-s-t) | (+) (-) |
| 5. food | (f-oo-d) | (+) (-) |
| 6. shine | (sh-i-n) | (+) (-) |
| 7. skate | (s-k-a-t) | (+) (-) |
| 8. plan | (p-l-a-n) | (+) (-) |
| 9. thumb | (th-u-m) | (+) (-) |
| 10. rock | (r-o-k) | (+) (-) |

Phoneme Segmentation SCORE: _____/10

