Kindergarten Assessment Directions

Task 1. Rhyming Words (Production)
Task: The child will listen to a word and then produce a word that rhymes with it.

Model: Let’s play a word game. Listen to these two words: *sit*- *bit*. They are rhyming words because they end with the same sounds. Now you tell me a word that rhymes with *gate*. Pause and wait for child to respond. Accept any word that rhymes with *gate* (e.g., *date*, *late*, *plate*). If the child cannot produce a rhyming word, model a correct response.

Sample: Let’s try another one. Tell me a word that rhymes with *seal*. Pause and wait for child to respond. Accept any response that rhymes with *seal* (e.g., *deal*, *meal*, *real*). If the child still cannot produce a rhyming word, discontinue this task.

Now listen to some more words. I will say a rhyming word and you will tell me a rhyming word for the word that I say.

1. cap (correct response: any word that rhymes with cap)
2. fun (correct response: any word that rhymes with fun)
3. same (correct response: any word that rhymes with same)
4. my (correct response: any word that rhymes with my)
5. wet (correct response: any word that rhymes with wet)

Task 2. Manipulating Phonemes (Blending, Deleting, Substituting)
Task: The child will listen to word parts and will blend the sounds together to say the word.

Model: I am going to say some word parts. Then I want you to put them together to make a word. I will do the first one. Listen to these word parts: *cl*- *ap*. When I put the parts *cl*- *ap* together, they make the word *clap*.

Sample: Listen to these word parts: *l*- *ip*. What word do you make when you put *l*- *ip* together? Pause and wait for child to respond. You’re correct. They make the word *lip*. If the child cannot blend the phonemes to produce the word, discontinue this task, and skip to the next section.
Now listen again. I will say some word parts. You put them together to make a word and tell me the word.

1. sh-ip (correct response: ship)
2. b-ite (correct response: bite)
3. pl-ant (correct response: plant)

Task: The child will listen to a word and then delete a phoneme from the word to create a new word.

Model: Listen to this word--rice. If I take off the /r/ sound, the new word would be ice.

Sample: Now you try one. Listen to this word--jam. If you take off the /j/ sound, what would the new word be? Pause and wait for child to respond. Repeat the process if necessary. You're correct. The new word would be am. If the child cannot delete the phoneme to produce the word, discontinue this task, and skip to the next section.

Listen to some more words and tell me what the new words would be.

4. cold Take off the /k/ sound. What is the new word? (correct response: old)
5. mat Take off the /m/ sound. What is the new word? (correct response: at)
6. sink Take off the /s/ sound. What is the new word? (correct response: ink)

Task: The child will listen to a word and then substitute the initial phoneme to create a new word.

Model: I am going to say a word. I want you to take off the first sound of the word and put in a new sound. Let's try one. If I change the first sound in cap to /l/ the new word is lap.

Sometimes I'll ask you to take off the end sound and put in a new sound. If I change the last sound in wet to /b/, the new word would be web.

Sample: Now you try one. Change the first sound in met to /p/. What would the new word be? Pause and wait for child to respond. Repeat the process if necessary. Yes, the new word would be pet. If the child cannot substitute the phoneme to produce the word, discontinue this task, and skip to the next task.

Now listen to some more words. Tell me the new words you would make.
7. lick Change the first sound to /s/. What’s the new word? (correct response sick)
8. mail Change the first sound to /n/. What’s the new word? (correct response nail)

Task 3. Reading Decodable Words
Task: The child will decode and read cvc decodable words.
(Show child enlarged decodable word list.)

Model: Look at this word (Point to the word bed.) You can say the sounds for each letter: /b/-/e/-/d/. Then blend them together: bed.

Sample: Now you try one. (Point to the word sat.) You can say the sounds for each letter. (Pause to wait for child to respond.) What is the word? Pause for child’s response. Yes, the word is sat. If the child cannot decode the word, discontinue this task and skip to the next task.

Directions: Use your sounds and figure out these words to read them to me.
(Child may or may not say separate phonemes, but child needs to blend them to produce words.)

Task 4. Concepts of Print
Use the cover, the title page, and page 2.

Directions: Hand book to child in vertical position with spine facing child.
1. Say: Show me the front of the book.
2. Now show me the back of the book.
3. Show me the title page.

Directions: Open book to title page.
4. Point to the title of this book.
5. What is an author? What does he/she do?
6. What is an illustrator? What does he/she do?

Directions: Open book to first page of text. There must be a picture and text on the page. Say: If I were going to read this story, where would I begin? Point to where I would start to read.
7. (Child points to beginning of print.)

Directions: Turn to second page of the book. Say: If I were reading this page, which way would I go? Point to show me which way I would go.
8. (Correct response: move finger in l-to r direction)
Directions: Point to the end of the first line of text in a multi-line section of the book
Say: Where do I go when I reach this place? Show me where I go next
9. (Correct response: demonstrate return sweep to beginning of 2nd text line.)

Directions: Show the child a page with text.
Say: Show me one letter. Count how many letters are in this word.
10. (Correct response: child counts correct number of letters.)
Say: Show me one word. Count how many words are on this page.
11. (Correct response: child counts discreet words)

Directions: Show the child a page with text.
Say: Point to a sentence.
12. (Correct response: Child points to a sentence.)

Directions: Show the child text that has a period. Point to the period with your pencil.
Say: What is this? What is it for?
13. (Correct response: explains period's purpose, doesn't have to give the name)

Task 5. Letter Name Identification
Materials: Form with upper case letters in random order, lower case letters in random order. (Letters are actually in order of introduction in Harcourt program.)
Directions: Point to each upper case letter in random order.
Say: What is the name of this letter?
Directions: Point to each lower case letter in random order.
Say: What is the name of this letter?

Task 6. Isolated Phonemes
Directions: Point to each lower case letter in random order.
Say: What is the sound this letter makes?
Correct response; child provides each consonant's conventional sound and each vowel's short sound.

Task 7. Sight Word Recognition
Materials: Form with all kindergarten words arranged by theme. (said is added to Theme Six words to boost success on the DRA at the end of the year.)
Directions: Point to each word.
Say: What is this word?
Correct response; child names each word
Task 8. Listening Comprehension: Prediction, drawing conclusions, setting, character

Say: On this page you are going to listen as I read some short stories to you. Then you are going to answer some questions about the stories. Move your marker to the top row by the picture of the apple. Pause for children to find the apple.

Prediction
Then say: Listen to what I am going to read. I will only read it one time, so you must listen carefully. On school mornings, Julia gets up and eats breakfast. Next she brushes her teeth. Then she gets dressed and takes her backpack. What do you think Julia will probably do next? Fill in the answer circle under the picture that shows Julia will probably do next. Pause; allow time for children to mark their responses.

Say: Move your marker to the row by the picture of the star. Look at the pictures and listen to what I am going to read. Julia walks to the bus stop with her big sister. She and her sister wait for the school bus. Soon the bus pulls up and opens its door. What do you think Julia and her sister will probably do next? Fill in the answer circle under the picture that shows what Julia and her sister will probably do next.Pause; allow time for children to mark their responses.

Drawing Conclusions/Setting
Say: Move your marker to the row by the picture of the fish. Look at the pictures and listen to what I am going to read. After Julia and her sister get on the school bus, where will they go? What is the setting? Fill in the answer circle under the picture that shows where Julia and her sister will go. Pause; allow time for children to mark their responses.

Character
Say: Move your marker to the row by the picture of the heart. Look at the pictures and listen to what I am going to read. Who is this story mostly about? Who is the main character? Fill in the answer circle under the picture that shows who this story is mostly about. Pause; allow time for children to mark their responses.