

Progress Monitoring Assessment Tools

<i>Starfall Kindergarten Assessment Overview</i>	3
<i>Entry Assessment</i>	5
<i>Mid-Year Assessment</i>	9
<i>Exit Assessment</i>	13
<i>Progress Monitoring Assessments</i>	
End of Week 4	17
End of Week 6	19
End of Week 8	21
End of Week 10	23
End of Week 12	25
End of Week 15	27
End of Week 18	28
End of Week 21	30
End of Week 24	32
End of Week 27	34
End of Week 30	36
<i>Attachment 1: Uppercase Letters</i>	39
<i>Attachment 2: Lowercase Letters</i>	40
<i>Attachment 3: High Frequency Word Inventory (Weeks 1-14)</i>	41
<i>Attachment 4: High Frequency Word Inventory (Weeks 15-30)</i>	42



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Starfall Kindergarten Assessment Overview

Entry Assessment	Mid-Year Assessment	Exit Assessment
<p>Use to determine children’s skills and knowledge upon entry to kindergarten. Skills assessed:</p> <ul style="list-style-type: none"> • Print Name • Recite Alphabet • Recognize uppercase letters • Recognize lowercase letters • Identify sounds in isolation • Rhyming Words • Beginning Sounds • Phoneme Blending • High Frequency Words • Print Concepts 	<p>Use mid-year to reassess skills not mastered on the Entry Assessment, and new skills encountered in the first semester. Skills assessed:</p> <ul style="list-style-type: none"> • Rhyming Words • Beginning Sounds • Phoneme Blending • Final Sounds • Blending Onsets and Rimes • Phoneme Segmentation • Syllabication • Spelling and Punctuation • Comprehension • High Frequency Words 	<p>Use to reassess skills not mastered on the previous assessments, and new skills encountered in the second semester. Skills assessed:</p> <ul style="list-style-type: none"> • Rhyming Words • Phoneme Blending • Blending Onsets and Rimes • Phoneme Substitution • Segmenting Onsets and Rimes • Spelling and Punctuation • Fluency and Comprehension

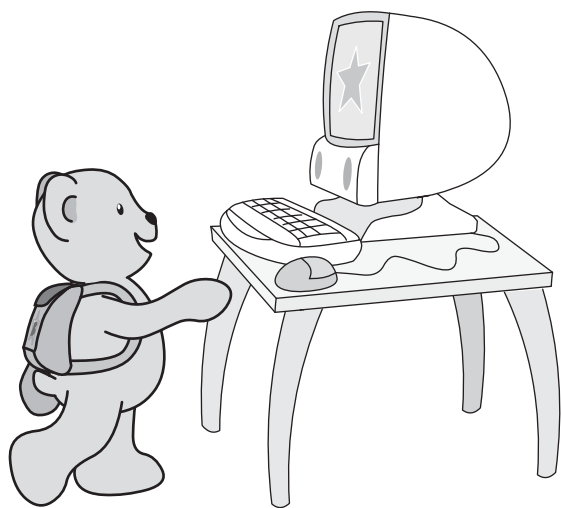
Progress Monitoring	Ongoing progress monitoring of skills introduced up to one week prior during Semester 1.
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Schedule

1. Administer the Entry Assessment within the first four weeks of the school year. Repeat the Entry Assessment until all the skills have been mastered. This assessment indicates the mastery skills for kindergarten and functions as a baseline assessment for the year.
2. Administer the Mid-Year Assessment after Week 13. This assessment may be administered prior to Week 13 to children who demonstrated mastery on the Entry Assessment.
3. The Exit Assessment is an inventory of skills for the year and may be administered any time during the second semester.
4. Bi-Weekly Assessments begin Week 4. Tri-Weekly Assessments begin Week 18.

Directions for Scoring Assessments

- Place a (+) if the item is mastered on the first attempt.
- If an incorrect response is given, record the errant response.
- Reassess the item at a later time and indicate the date of mastery.
- Tally the responses and record the score on the Progress Monitoring Assessment Summary.



Entry Assessment

Child's Name: _____ Birthdate: _____

Area 1 Print Name

The child prints his/her first name in the space provided.

Area 2 Recite the Alphabet

Encourage the child to recite rather than sing the alphabet.

Place the date next to the item that best represents the child's response. Periodically reassess until the child demonstrates mastery indicated by item 4.

Item	Assessment Date
1. Unable to recite alphabet	
2. Omits some sections of the alphabet when reciting	
3. Recites alphabet combining some letters (ex. lmno)	
4. Recites alphabet saying each individual letter distinctly	

For the Skill Areas that follow, place a (+) if mastered on first assessment attempt. If an incorrect response is given, record the errant response. Reassess these items at a later time and indicate the date of mastery.

Area 3 Recognize Uppercase Letters

/26

Point to each letter and ask the child to identify it.

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

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

Area 4 Recognize Lowercase Letters

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

	RESPONSE	(+)/Mastery Date		RESPONSE	(+)/Mastery Date		RESPONSE	(+)/Mastery Date
a			j			s		
b			k			t		
c			l			u		
d			m			v		
e			n			w		
f			o			x		
g			p			y		
h			q			z		
i			r					

Area 5 Identify Letter-Sounds In Isolation

Say: I will name a letter. Tell me the sound it stands for. Pp stands for /p/.

What sound does Pp stand for? (The child says: /p/.)

	RESPONSE	(+)/Mastery
Ll /l/		
Bb /b/		
Dd /d/		
Ff /f/		
Pp /p/		
Mm /m/		
Rr /r/		
Tt /t/		

Area 6 Rhyming Words: Level 1 Discrimination

/4

Explain: Listen to these words: cat, fat. They rhyme because they sound the same in the middle and end. Now listen to these words: cat, mop. They do not rhyme because they sound different in the middle and end.

Have the child say tall, wall. Ask: Do these words rhyme?

Have the child say cup, win. Ask: Do these words rhyme? (no) They do not sound the same in the middle and end.

<input type="checkbox"/>	rug/ bug	<input type="checkbox"/>	cake / bake	<input type="checkbox"/>	fog / fish	<input type="checkbox"/>	cat / table
<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>	

Place the date next to the item that best represents the child's response. Periodically reassess until the child demonstrates mastery indicated by item 5.

Item	Assessment Date
1. No concept of rhyming	
2. Confuses rhyming words with initial sounds	
3. Identifies very different words that do not rhyme	
4. Inconsistently identifies rhyming words	
5. Correctly identifies rhyming words	

Area 7 Beginning Sounds

/4

Assess Area 7 at a separate time from Rhyming Words. Emphasize that you want to hear the sound, not the name of the letter.

Say: I will say a word. Listen to the sound you hear at the beginning of the word: dog. (The child repeats, dog.) Dog begins with /d/. (The child says /d/.)

Ask: What sound do you hear at the beginning of top? (The child says /t/.)

<input type="checkbox"/>	bed /b/	<input type="checkbox"/>	man /m/
<input type="checkbox"/>		<input type="checkbox"/>	

<input type="checkbox"/>	farm /f/	<input type="checkbox"/>	leg /l/
<input type="checkbox"/>		<input type="checkbox"/>	

Area 8 Phoneme Blending

/3

Say: I will say a word slowly. If I say /r/ /u/ /g/, you know the word is *rug*.

Now you try one: /b/ /a/ /t/. (The child says, "bat.")

/d/ /o/ /g/ (dog)	/h/ /a/ /m/ (ham)	/s/ /i/ /p/ (sip)

Area 9 High Frequency Words

/12

Use the following words to assess whether the child is entering kindergarten with some knowledge of high frequency words. Point to each word and ask the child to read it. Place a (+) if mastered on the first assessment attempt. Discontinue if child is unable to read the first five words.

the	up	you
is	go	it
to	a	see
for	look	at

Area 10 Print Concepts

/5

Select a familiar book such as *Brown Bear, Brown Bear, What Do You See?* Assess the following print concepts by asking the following questions.

Ask:	Mastered	Emerging	Needs Remediation
1. Where is the front cover of the book?			
2. Where is the back cover of the book?			
3. Open to a page: Where do I begin reading?			
4. Move your finger to show in what direction I would read this sentence.			
5. Point to a word on this page.			

Additional Comments and Notes:

Area ① Rhyming Words: Level 2 Production

/4

Say: **Listen to these rhyming words: dog, fog.**The child gives you a real or made up word to rhyme with *dog* and *fog*. Give examples if needed such as *hog, bog*.

	rug /bug		heat/beat		hit/mitt		fan/pan

Area ② Beginning Sounds

/4

Say: **Listen to these words: bat, balloon, boat. All of these words begin with the same sound /b/.**The child repeats: *bat-balloon-boat, /b/*.Say: **Listen to this word, road. Tell me a word that begins with the same sound as road, /r/.**

Give examples such as rock, red, or Roger if needed.

	bed /b/		pie /p/		man /m/		farm /f/

Area ③ Phoneme Blending

/4

The child uses his or her decoding strategies to blend the letter sounds together to read these nonsense words.

Give an example: **Look at this nonsense word. (teb) I'm going to use my "invisible rubber band" to decode this word. Demonstrate decoding "teb."**

teb

	pab		bot		fim		nud

_____ Successfully blends sounds

_____ Can segment sounds but can not blend them together

If the child does not understand Areas 5 through 9, stop and assess at a later date.

Area 4 Final Sounds

/4

Explain: **Words can end with the same sound.**

Give an example: *hit, kit, mitt, /t/*. Emphasize that all these words end with the same sound /t/.

The child repeats: *hit, kit, mitt, /t/*.

Say: **Listen to this word, *man*. What sound do you hear at the end of the word *man*?** (/n/)

If needed, remind the child to give the sound, not a letter name.

	ball /l/		car /r/		cab /b/		lamp /p/

Area 5 Blending Onsets and Rimes

/4

Explain: **Sometimes you can add a sound to the beginning of a word and make a new word.**

Give an example: *it*, add /s/ to the beginning, /s/ /it/, makes the new word *sit*.

Ask: **What word do you have if you add /p/ to /ink/?** (pink)

	/p/ /art/		/h/ /am/		/b/ /all/		/s/ /old/

Area 6 Phoneme Segmentation

/5

Ask the child to say *sat*. (You may use your invisible rubber band to demonstrate segmenting the word "sat.")

Say: **Listen to the sounds you hear in *sat*. /s/ /a/ /t/.**

Say: **Here's another one, *mud*. (The child says, *mud*.) What are the sounds in *mud*?** (The child says, /m/ /u/ /d/.)

	cat /k/ /a/ /t/		leg /l/ /e/ /g/		tub /t/ /u/ /b/		fin /f/ /i/ /n/		rock /r/ /o/ /k/

Area 7 Syllabication

/4

Explain: **Words have groups of sounds called syllables. Words can have a different number of syllables.**

Give an example, *table*. Ask: **How many syllables are in the word table?** (2)

Ask the child to say *pumpkin*.

Ask: **How many syllables are in the word, pumpkin?** (2)

	cloudy		meatball		cap		computer

Area 8 Spelling and Punctuation

Area 8 may be administered in a large or small group setting, provided children have some privacy to write their sentences without the assistance of other children. They will need writing paper and pencils.

Explain: **Listen to this sentence. I see a cat for me. Now, you say it.** (Children repeat.) **Use kid writing to write the sentence. Listen again. I see a cat for me.**

Read the sentence aloud as often as needed. The child will write the sentence.

I see a cat for me.

- _____ leaves spaces between words
- _____ capital letter at the beginning
- _____ punctuation mark at the end
- _____ spells words correctly

Additional Comments and Notes:

Area 9 Comprehension

Record the passage below, reading with fluency and expression, and play it for the child, or simply read the passage aloud.

Backpack Bear and Zac are good friends. They like to have picnics in the park when it is warm and sunny. They eat peanut butter and honey sandwiches and apples. Picnics in the park make Backpack Bear and Zac very happy!

The child answers the comprehension questions below. Award one point for each correct answer.

Item	Assessment Date
1. Retell the story to me.	
2. What was the setting, or where did the story take place?	
3. What did they eat on their picnic?	

Comments:

Area 10 High Frequency Words (Weeks 1-13)

See Attachment 3. Place a (+) if correctly identified. If the word is not correctly identified, leave blank. Reassess the word at a later time and indicate the date of mastery.

Additional Comments and Notes:

Exit Assessment

Child's Name: _____ Birthdate: _____

For the Skill Areas that follow, place a (+) to the left if mastered on the first assessment attempt. If incorrect, record the errant responses below. Reassess these items at a later time and indicate the date of mastery.

Area ① Rhyming Words

/4

Say: **fall, ball, jump**. Which word does not rhyme?

Explain: **Yes, fall, ball rhyme. Jump does not rhyme because it does not sound the same in the middle and end.**

<input type="checkbox"/>	table / see / me	<input type="checkbox"/>	not / hot / shirt	<input type="checkbox"/>	pig / skirt / wig	<input type="checkbox"/>	fun / fish / dish
<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>	

Area ② Phoneme Blending

/8

The child uses his or her decoding strategies to blend the letter sounds together to read these nonsense words.

<input type="checkbox"/>	bup	<input type="checkbox"/>	spog	<input type="checkbox"/>	sham	<input type="checkbox"/>	clem
<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>	
<input type="checkbox"/>	chiv	<input type="checkbox"/>	jad	<input type="checkbox"/>	foth	<input type="checkbox"/>	nen
<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>	

Area ③ Blending Onsets and Rimes

/6

Explain: **Sometimes you can add a sound to the beginning of a word and make a new word.**

Give an example: *it*, add /s/ to the beginning, /s/ /it/, makes the new word *sit*.

Ask: **What word do you have if you add /p/ to /ink/?** (pink)

<input type="checkbox"/>	/p/ /an/	<input type="checkbox"/>	/l/ /am/	<input type="checkbox"/>	/sh/ /rub/	<input type="checkbox"/>	/g/ /us/	<input type="checkbox"/>	/p/ /at/	<input type="checkbox"/>	/sh/ /rug/
<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>	

Area 4 Phoneme Substitution

/3

Explain: **If you change a sound in a word, the whole word changes.**

Give an example, *cat*. Change the /c/ in *cat* to /p/ *pat*.

Ask: **If you change the /j/ in *jump* to /b/, what new word would you have?** (bump)

cut /k/	➡	/h/ hut	sing /s/	➡	/w/ wing	lad /l/	➡	/m/ mad

Area 5 Segmenting Onsets and Rimes

/5

Explain: **Sometimes you can take away a sound from the beginning of a word and make a new word.**

Give an example, *sad*. Take the /s/ in *sad* away to make *ad*.

Say: **Now you try one. If you take the /k/ away from *cat*, what new word do you have?** (The child says: *at*.)

/g/ gate	/c/ cup	/w/ wink	/h/ hit	/l/ land
ate	up	ink	it	and

Area 6 Short and Long Vowels

/10

Say: **Listen to these words and tell me what short vowel sound you hear.**

Give an example, *pat*. What vowel sound do you hear in the middle of *pat*?

send	miss	leg	stop	rug
------	------	-----	------	-----

Repeat, asking the child to identify the long vowel sound in each word.

hike	vote	bake	cube	read
------	------	------	------	------

Record the vowel letter the child says in the square box in front of the word.

Area 7 Spelling and Punctuation

Area 6 may be administered in a large or small group setting, provided children have some privacy to write their sentences without the assistance of other children. They will need writing paper and pencils. Encourage proper spacing, spelling, capitalization and punctuation.

Read the sentence. The children repeat the sentence.

I see ten pigs on the rug.

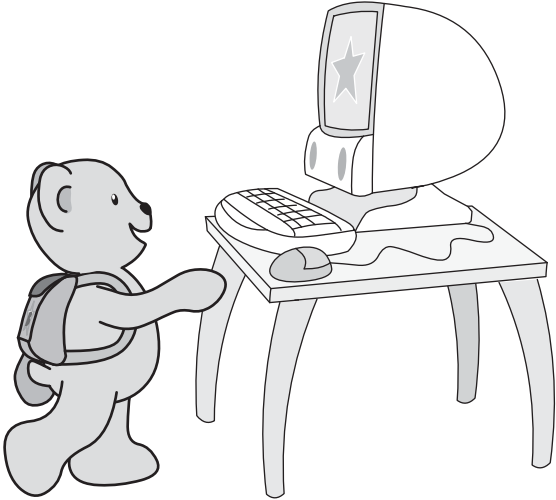
Reread the sentence slowly, one word at a time. The children will write the sentence.

_____ words are spelled correctly

_____ a space between each word

_____ first word capitalized

_____ proper ending punctuation



Ask the child to read the following passage. Circle any words missed and make notations regarding fluency in the space provided.

Backpack Bear, Zac, Peg, Mox, Gus, and Tin Man are good pals. Cat and Dog like to play with them, too. They all like to play and have fun. They run and jump up and down.

The child answers the comprehension questions below. Award one point for each correct answer.

Item	Assessment Date
1. What did Backpack Bear and his friends like to do?	
2. Who else is pals with Backpack Bear, Peg, Mox, Gus, and Tin Man?	
3. What do you think they did next?	

Place the date next to the item that best represents the child’s response. Mastery indicated by item 3.

Item	Assessment Date
1. Needed assistance to read the passage with meaning	
2. Read word by word without expression	
3. Read fluently with expression	

Optional Passage: Some children will be able to read a more difficult passage. You may use this optional passage with those children.

Backpack Bear, Zac, Peg, Mox, Gus, and Tin Man are good pals. Cat and Dog like to play with them, too. They all like to play and have fun. They run and jump up and down.

Zac says, “I want some jam!”

They all have jam for a snack.

Then Peg says, “Would you like to go with me in my jet?”

They all yell, “Yes, that would be fun!”

The child answers the comprehension questions below. Award one point for each correct answer.

Item	Assessment Date
1. What did Backpack Bear and his friends like to do?	
2. What did they do after they had a snack?	
3. Where do you think they went next?	

End of Week 4

Child's Name : _____ Assessment Date: _____

Assesses material introduced Weeks 1-3.

Area 1 Name Uppercase and Lowercase Letter Forms

- Indicate each letter.
- The child identifies the letter name.
- Place a (+) to indicate mastery.

B	T	A	P
t	p	a	b

Area 2 Identify Sounds Represented by Letter Forms

- Indicate each letter.
- Say: **Here is the letter B. What sound does this letter stand for?**
- The child answers /b/.
- Continue for the remaining letters.
- Place a (+) to indicate mastery.

B
T
A
P

Area 3 Syllables

Say: **Words can be divided into parts, called syllables. Listen to this word: table. Say, table. Let's clap the parts in the word table. Ready? (clap) ta-ble. Table has two parts. Now you try one. Say your name. Clap once for each syllable in your name.**

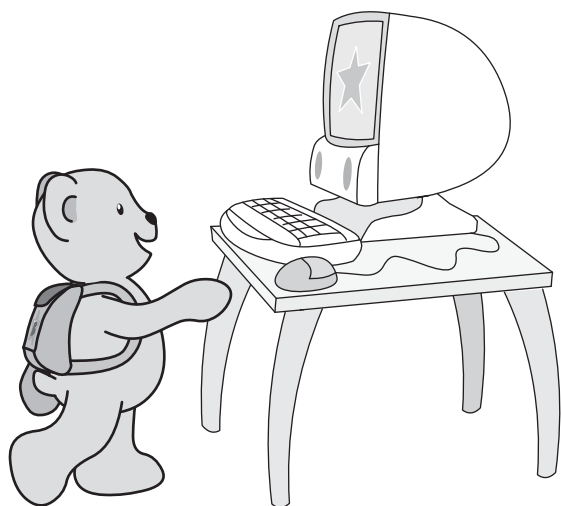
Did the child count the syllables correctly? Yes Needs more practice

Area 4 Read Simple One-Syllable and High Frequency Words

- The child reads each word.
- Place a (+) to indicate mastery.
- Transfer missed words to next assessment.

see	me	an	for	at
the	a	is	The	A

Additional Comments and Notes:



End of Week 6

Child's Name : _____ Assessment Date: _____

Assesses material introduced Weeks 4-5.

Area 1 Name Uppercase and Lowercase Letter Forms

- Indicate each letter.
- The child identifies the letter name.
- Place a (+) to indicate mastery.

S	O	M	C
o	c	s	m

Area 2 Identify Sounds Represented by Letter Forms

- Indicate each letter.
- Say: **Here is the letter S. What sound does this letter stand for?**
- The child answers /s/.
- Continue for the remaining letters.
- Place a (+) to indicate mastery.

S
O
M
C

Area 3 Rhyming: Level 1

- Read each word pair.
- The child indicates whether or not the pair rhymes.
- Place a (+) next to the pair if mastered. If not, record the errant response.

<input type="checkbox"/>	me/bee	<input type="checkbox"/>	see/star
<input type="checkbox"/>	hat/pig	<input type="checkbox"/>	sat/bat

Yes No Child understands the concept of rhyming. _____

Yes No Child confuses beginning sound with rhyming word. _____

Area ④ Compound Words

Say: **When you put two words together it is a compound word. Say, *baseball*. If I take the word *base* away from *baseball* what word do I have left? (ball) Let's try some more.**

_____ cake away from cupcake (cup)

_____ side away from inside (in)

_____ cow away from cowboy (boy)

Area ⑤ Read Simple One-Syllable and High Frequency Words

- The child reads each word.
- Place a (+) to indicate mastery.
- Transfer missed words to next assessment.

I	we	am	he	she
can	be	you		

Additional Comments and Notes:

End of Week 8	Child's Name : _____ Assessment Date: _____
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Assesses material introduced Weeks 6-7.

Area 1 Name Uppercase and Lowercase Letter Forms

- Indicate each letter.
- The child identifies the letter name.
- Place a (+) to indicate mastery.

R	U	L	N
u	l	n	r

Area 2 Identify Sounds Represented by Letter Forms

- Indicate each letter.
- Say: **Here is the letter R. What sound does this letter stand for?**
- The child answers /r/.
- Continue for the remaining letters.
- Place a (+) to indicate mastery.

R
U
L
N

Area 3 Phoneme Blending and Syllables to Make Words

Say: **Let's play a game. I will say a word in parts. I want you to put it together and tell me what the word is.**

- Say each word.
- Place a (+) next to each word if mastered. If not, record the errant response.

	/s/ /u/ /n/	/ham/ /mer/	/f/ /arm/

Area 4 Final Sound Identification

Say: **Listen to this word, sun. What sound do you hear at the end of sun?** (/n/) **Let's try some more.**

Say the following words. The child identifies either the letter that stands for the final sound or the sound itself.

ball	car	octopus	ham
hot	tap	rib	

Area 5 Read Simple One-Syllable and High Frequency Words

- The child reads each word.
- Place a (+) to indicate mastery.
- Transfer missed words to next assessment.

and	like	are	but	us
not	on	down	up	likes

Additional Comments and Notes:

End of Week 10 Child's Name : _____ Assessment Date: _____

Assesses material introduced Weeks 8-9.

Area 1 Name Uppercase and Lowercase Letter Forms

- Indicate each letter.
- The child identifies the letter name.
- Place a (+) to indicate mastery.

D	I	G	F
d	f	i	g

Area 2 Identify Sounds Represented by Letter Forms

- Indicate each letter.
- Say: **Here is the letter D. What sound does this letter stand for?**
- The child answers /d/.
- Continue for the remaining letters.
- Place a (+) to indicate mastery.

/j/ /g/
Ask for both sounds associated with Gg.

D
I
G
F

Area 3 Rhyming: Level 2

- Read each word.
- The child gives a rhyming word.
- Place a (+) next to the word if mastered. If not, record the errant response.

<input type="checkbox"/>	hop	<input type="checkbox"/>	well	<input type="checkbox"/>	pat
<input type="checkbox"/>	bed	<input type="checkbox"/>	day		

Area 4 Onsets and Rimes

Explain: **Sometimes you can add a sound to the beginning of a word and make a new word.**

Give an example: *it*, add /s/ to the beginning, /s/ /it/, makes the new word *sit*.

Ask: **What word do you have if you add /p/ to /ink/?** (pink)

<input type="checkbox"/>	/j/ /am/	<input type="checkbox"/>	/sm/ /all/	<input type="checkbox"/>	/h/ /at/	<input type="checkbox"/>	/s/ /top/	<input type="checkbox"/>	/g/ /ate/
<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>	

Area 5 *Read Simple One Syllable and High Frequency Words*

- The child reads each word.
- Place a (+) to indicate mastery
- Transfer missed words to next assessment.

bat	ten	fog	lip	hum
in	big	it	go	to
come	said	little	with	

Additional Comments and Notes:

End of Week 12

Child's Name : _____ Assessment Date: _____

Assesses material introduced Weeks 10-11.

Area 1 Name Uppercase and Lowercase Letter Forms

- Indicate each letter.
- The child identifies the letter name.
- Place a (+) to indicate mastery.

H	W	E	V
e	v	h	w

Area 2 Identify Sounds Represented by Letter Forms

- Indicate each letter.
- Say: **Here is the letter H. What sound does this letter stand for?**
- The child answers /h/.
- Continue for the remaining letters.
- Place a (+) to indicate mastery.

H
W
E
V

Area 3 Final Sounds

Say: **man**. The last sound in **man** is /n/. Now you try some.

- Say each word.
- The child gives the ending sound (or names the final letter) for each word.
- Place a (+) next to each word if mastered. If not, record the errant response.

<input type="checkbox"/>	cat /t/	<input type="checkbox"/>	lap /p/	<input type="checkbox"/>	wig /g/
<input type="checkbox"/>	jam /m/	<input type="checkbox"/>	hard /d/		

Area 4 Read Simple One Syllable and High Frequency Words

- The child reads each word.
- Place a (+) to indicate mastery.
- Transfer missed words to next assessment.

has	want	have	as	here
help	had	helps		

Area 5 Comprehension (Optional Assessment)

- Read the story, then read the questions below.

The children went out to recess. They ran to the slide and slid down very fast. Next, they rode the tricycles. After riding around the playground two times, they went to climb on the bars. When the bell rang, the children stood in a straight line and went into their classroom.

Item	Child's Response
1. Retell the story in your own words.	
2. What happened at the beginning of the story?	
3. What happened in the middle of the story?	
4. How did the story end?	

Additional Comments and Notes:

End of Week 15	Child's Name : _____ Assessment Date: _____
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Assesses material introduced Weeks 12-15.

Area 1 Name Uppercase and Lowercase Letter Forms

- Indicate each letter.
- The child identifies the letter name.
- Place a (+) to indicate mastery.

X	J	Z
j	z	x

Area 2 Identify Sounds Represented by Letter Forms

- Indicate each letter.
- Say: **Here is the letter X. What sound does this letter stand for?**
- The child answers /ks/.
- Continue for the remaining letters.
- Place a (+) to indicate mastery.

X
J
Z

Area 3 Phoneme Addition

Say: **If I add /f/ to in, what new word do I have? (fin). Let's try some more.**

	/b/ to at	/b/ to lock	/s/ to and
			/k/ to art

Area 4 Read High Frequency Words

- The child reads each word.
- Place a (+) to indicate mastery.
- Transfer missed words to next assessment.

was	will	away	do	says
his	her	my	our	your
look	let's	say	one	

End of Week 18

Child's Name : _____ Assessment Date: _____

Assesses material introduced Weeks 16-18. Focus on /a/ and Zac. (Note: In Semester 2, Assessments will take place once every three weeks.)

Area ① Read Simple One-Syllable Words

- The child reads each word.
- Place a (+) to indicate mastery.

Zac	jam	cat	pan
bat	ants	ran	can

Area ② Rhyming: Level 3

Say: **Listen to these words. One word does not rhyme. Top, hop, pat. Which word does not rhyme?** (pat). **Let's try some more.**

Place a (+) next to the words if mastered. If not, record the errant response.

<input type="checkbox"/>	fun, can, run	<input type="checkbox"/>	gate, bread, said	<input type="checkbox"/>	ball, bat, fall
<input type="checkbox"/>	swing, sun, ring	<input type="checkbox"/>	brush, rush, cash		

Area ③ Phoneme Substitution

Say: **I will say a word, then I will ask you to change the beginning sound. Let's try one. If you change the /t/ in tan to /p/ what new word would you have?**

- Continue as above for each word.
- The child changes the beginning sound as described and says the new word.
- Place a (+) next to each word if mastered. If not, record the errant response.

<input type="checkbox"/>	can /k/ → /v/ van	<input type="checkbox"/>	rat /r/ → /m/ mat
<input type="checkbox"/>	sat /s/ → /p/ pat	<input type="checkbox"/>	had /h/ → /s/ sad

Area 4 Reading Fluency

Based on the child's reading ability, choose either the Level 1 or Level 2 Reading Fluency Assessment. If you begin with Level 1 and the child masters the passage, proceed to the Level 2 Assessment.

Level 1: As the child reads, circle any words that cause him or her trouble. If you provide the word for the child, place a (T) above that word.

Zac has jam in a can. Cat and Zac like the jam.
The ants ran to the jam. Zac, Cat, and the
ants had jam!

Level 2: Select a passage from the *Zac Camps* Chapter Book for the child to read.

Comments:

Area 5 Read High Frequency Words

- The child reads each word.
- Place a (+) to indicate mastery.

into	goes	there	why	they
that	off	this	all	good
some	what			

Additional Comments and Notes:

End of Week 21

Child's Name : _____ Assessment Date: _____

Assesses material introduced Weeks 19-21. Focus on /e/ and Peg.

Area ① Editing

Write the following sentence on a piece of paper or a whiteboard.

The child will correct the mistakes by rewriting the sentence correctly in the space provided.

can zachelp peg

Read the sentence together. Say, **This sentence has some mistakes.**

Pretend you are the teacher. Write the sentence correctly in the space below.

Area ② Syllables (or Syllabication)

Explain: **Words have groups of sounds we call syllables. Words can have a different number of syllables.**

Give an example, *table*. Ask: **How many syllables are in the word table?** (2)

Ask the child to say *picnic*.

Ask: **How many syllables are in the word, picnic?** (2)

	blanket		mammal		blue		together
			cup		banana		

Area ③ Blend Sounds to Form Nonsense Words

- The child blends the sounds represented by the letters to read the nonsense words.

	zel		ret		jeb

Area 4 Reading Fluency

Based on the child’s reading ability, choose either the Level 1 or Level 2 Reading Fluency Assessment. If you begin with Level 1 and the child masters the passage, proceed to the Level 2 Assessment.

Level 1: As the child reads, circle any words that cause him or her trouble. If you provide the word for the child, place a (T) above that word.

Peg the Hen and her pet have jets. Peg’s jet is red. Her pet has a blue jet.

Peg and her pet go in the jets. They go up. They go down. They go fast!

Level 2: Select a passage from the *Peg Goes Places* Chapter Book for the child to read.

Reading Fluency Observations:

Area 5 Read High Frequency Words

- The child reads each word.
- Place a (+) to indicate mastery.
- Transfer missed words to next assessment.

all	good	some	could
what	would	because	from
should	ask	find	asks

Additional Comments and Notes:

End of Week 24

Child's Name : _____ Assessment Date: _____

Assesses material introduced Weeks 22-24. Focus on /o/ and Mox.

Area ① Read Simple One-Syllable Words

- The child reads each word.
- Place a (+) to indicate mastery.

Mox	fox	Bob	hog
drop	box	shop	pop
mop	logs	dog	lock

Area ② Phoneme Substitution

Say: **I will say a word, then I will ask you to change the middle sound, and say the new word. Let's try one. If you change the /o/ in log to /e/ what new word would you have?**

- Continue as above for each word.
- The child changes the middle sound as described and says the new word.
- Place a (+) next to each word if mastered. If not, record the errant response.

<input type="checkbox"/>	Mox /o/ ➔ /a/ Max	<input type="checkbox"/>	pet /e/ ➔ /o/ pot
<input type="checkbox"/>	sat /a/ ➔ /e/ set	<input type="checkbox"/>	den /e/ ➔ /a/ Dan

Area ③ Comprehension

Ask the child to retell *Mox's Day* in his or her own words. Place the date next to the item that best represents the child's response. Mastery indicated by item 3.

Item	Assessment Date
1. Needed prompting and struggled to recall details	
2. Some details given without prompting	
3. Able to tell most of the details without prompting	

Area 4 Read High Frequency Words

- The child reads each word.
- Place a (+) to indicate mastery.
- Transfer missed words to next assessment.

give	put	work	of	gives
were	puts	works	than	them
then				

Additional Comments and Notes: _____

End of Week 27

Child's Name : _____ Assessment Date: _____

Assesses material introduced Weeks 25-27. Focus on /i/ and Tin Man

Area ① Read Simple One-Syllable Words

- The child reads each word.
- Place a (+) to indicate mastery.

tin	wet	man	fish
skin	pit	sees	fin
thin	back	grin	sit

Area ② Phoneme Deletion

Say: **Listen to this word: sat. If I take the /s/ away from sat, what new word do I have?** (at)
Let's try some more.

- Continue as above for each word.
- The child deletes the beginning sound as described and says the new word.
- Place a (+) next to each word if mastered. If not, record the errant response.

bake - /b/ ➡	ache	stop - /s/ ➡	top	table - /t/ ➡	able

Area ③ Reading Fluency

Based on the child's reading ability, choose either the Level 1 or Level 2 Reading Fluency Assessment. If you begin with Level 1 and the child masters the passage, proceed to the Level 2 Assessment.

Level 1: Select either *The Big Hit* or *Tin Man Sits*. The child reads the story. Write any words or fluency difficulties the child demonstrated.

Level 2: Select a passage from the *What An Adventure!* Chapter Book for the child to read.

Reading Fluency Observations:

Area 4 Read High Frequency Words

- The child reads each word.
- Place a (+) to indicate mastery.

something	too	many
over	under	saw
when	where	no
so	out	about
live	very	

Additional Comments and Notes: _____

End of Week 30

Child's Name : _____ Assessment Date: _____

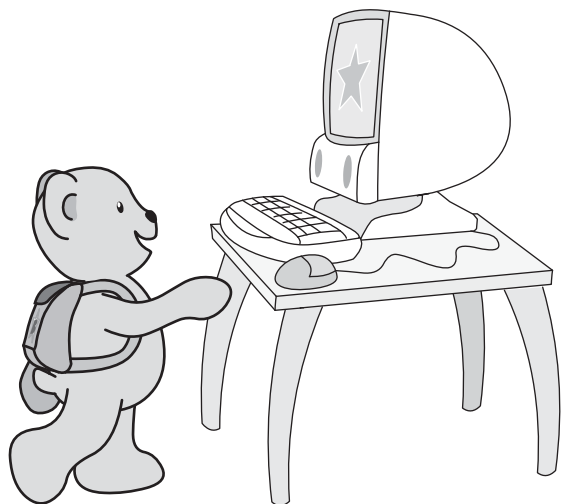
Assesses material introduced Weeks 28-30.

Area 1 Medial Short Vowel Sounds

Review the /a/, /e/, /i/, /o/, /u/ short vowel sounds. Say: **I will say a word. Tell me which short vowel sound you hear in the word. Let's try one together. Say, crab. What short vowel sound do you hear in crab? (/a/) Let's try some more.**

Place a (+) next to each word if mastered. If not, record the errant response.

	clock		ship		sled		cup		dance
	trot		flag		belt		gift		gum



Area 2 Reading Fluency and Comprehension

Based on the child’s reading ability, choose either the Level 1 or Level 2 Reading Fluency Assessment. If you begin with Level 1 and the child masters the passage, proceed to the Level 2 Assessment.

Level 1: As the child reads, circle any words that cause him or her trouble. If you provide the word for the child, place a (T) above that word.

Gus is a yellow and orange duck. His best pals are Bug, and his dog.

Gus likes mud. His pals like mud, too. They think mud is fun. They like to run in the mud. They like to jump in the mud. They like to make mud huts. They like to make a big mess, then they jump in the tub!

It is fun to be pals with Gus the Duck.

Level 2: Select a passage from the *At Gus’s Pond* Chapter Book for the child to read.

After the fluency assessment, ask the child to retell the story in his or her own words. Place the date next to the item that best represents the child’s response. Mastery indicated by item 3.

Item	Assessment Date
1. Child needed prompting and struggled to recall details	
2. Some details given without prompting	
3. Child was able to tell most of the details without prompting	

Area 3 Read High Frequency Words

- The child reads each word.
- Place a (+) to indicate mastery.
- Transfer missed words to next assessment.

by	now	went	how	make
eat	take			

Additional Comments and Notes:

Attachment 1: Uppercase Letters

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

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

Attachment 3: High Frequency Word Inventory (Weeks 1-14)

Place a (+) if correctly identified. If the word is not correctly identified, leave blank.
Reassess at a later time and indicate the date of mastery.

(+) or Mastery Date	
	see
	me
	is
	for
	a
	A
	the
	The
	at
	an
	I
	you
	am
	can
	be
	he
	she
	we
	like

(+) or Mastery Date	
	likes
	are
	and
	but
	us
	up
	not
	on
	down
	big
	little
	it
	in
	go
	with
	come
	said
	to
	want

(+) or Mastery Date	
	as
	has
	have
	had
	here
	help
	helps
	was
	will
	do
	away
	her
	his
	says
	my
	our
	your
	look

Attachment 4: High Frequency Word Inventory (Weeks 15-30)

Place a (+) if correctly identified. If the word is not correctly identified, leave blank.
Reassess at a later time and indicate the date of mastery.

(+) or Mastery Date	
	let's
	say
	one
	into
	off
	goes
	why
	that
	there
	they
	this
	all
	some
	good
	what
	because
	could
	should
	would

(+) or Mastery Date	
	from
	find
	ask
	asks
	give
	gives
	put
	puts
	work
	works
	of
	were
	than
	them
	then
	something
	too
	many
	over

(+) or Mastery Date	
	under
	saw
	when
	where
	no
	so
	out
	about
	live
	very
	now
	how
	by
	went
	eat
	make
	take