REALLY GREAT READING

Complimentary

Kindergarten Screener

Foundational Literacy Screening Assessment for Beginning of the Year Kindergarten Students

- Functional Vocabulary
- Phonological Awareness
- Letter Knowledge
- Word Reading
- Concepts of Print & Writing

The Kindergarten Screener is designed to give teachers very basic information about their students' basic understanding of functional vocabulary, phonological awareness, letter knowledge, beginning word reading, concepts of print, and name writing ability. The screener will give you the information you need to group children into major categories based on their strengths and weaknesses. For students who have well-established early literacy skills, this screener will help you understand what they are ready to learn next. For students who are demonstrating weaknesses in their basic literacy skills, this screener will help you determine which additional assessments you may need to administer in order to better understand your students' instructional needs. Some students may benefit from one of our complimentary surveys that will quickly pinpoint areas of strength and weakness.

This packet contains everything you will need for the initial screening of your kindergarten students. Contact us for information about the additional comprehensive assessment and instructional tools in our **Phonics Suite™**.

Complimentary

Kindergarten Screener

Contents

Overview

A BRIEF EXPLANATION OF THE KINDERGARTEN SCREENER

The Kindergarten Screener is designed to give teachers a quick look at the basic knowledge students have at the beginning of Kindergarten.There are five primary sections found in this screener.

- **Functional Vocabulary**
- **Phonological Awareness**
- **Letter Knowledge**
- **Word Reading**
- **Concepts of Print & Writing**

The **Functional Vocabulary** section measures a child's receptive vocabulary of words like:

- First, Next, Last
- Before & After
- Same & Different
- Beginning, Middle, End

The **Phonological Awareness** section measures the students' ability to hear, identify, and manipulate sounds. The screener assesses:

- Rhyming
- Blending Compound Words
- Blending Onset-Rime
- Beginning Sound Identification
- Blending Phonemes

The **Letter Knowledge** section measures the students letter names and letter sound knowledge of the following five letters:

- m, v, k, b, a

The **Word Reading** section measures the students' ability to read the following five high-frequency words and five closed syllable words:

- the, and, you, said, is
- sit, map, fog, jet, mud

The **Concepts of Print & Writing** section measures the students' knowledge of general print concepts and first name writing ability. The screener assesses the student's ability to identify:

- front cover and title
- words versus letters
- punctuation
- left-right reading and return sweep

You may use the screener to assess as many students as you'd like. If the screener reveals that a student is low or emerging in any section, the student may need additional diagnostic assessments in order to more fully understand his or her strengths and weaknesses.

Visit our website at **www.reallygreatreading.com** to learn more about the additional complimentary assessments offered by Really Great Reading.

Administration and Scoring Guidelines

TARGET AUDIENCE

The screener is designed for beginning of the year kindergarten students.

MATERIALS

- Kindergarten Screener Recording Document (pp. 12–16)
- Kindergarten Screener Student Sheets (pp. 17–18)
- Pen or pencil
- Handwriting paper that conforms to your handwriting standards

PREPARATION

- Print the Student Sheets and fold them on the "Fold" lines.
- Have one copy of the Recording Document for each student.

ADMINISTRATION

- Show the student the Student Sheet that corresponds to the appropriate question set.
- Each question has a clearly labeled script within the Recording Document for the teacher to read.
- Note: some students may require additional prompting or clarification to answer a question.

RECORDING

- Place a check mark (✔) in the box that indicates the student's response.
- In the "Other" box, record the student's response.
- Write SC for self-correction.
- Write P if student required additional prompting to answer.
- Record additional comments and observations in the space provided.

SCORING

After administration:

- Tally the correct responses for each question set.
- Any correct response, whether pointing to the answer or verbally answering, is considered correct.
- Self-corrections count as correct.
- Add the number correct for each section and write the number in the box.
- Circle or highlight the skill level category based on the number of correct responses.

Criterion-Referenced Benchmarks

Really Great Reading recommends the following guidelines for determining a student's basic skill level in the areas assessed by the Screener. These scores should **not** be used to determine proficiency of skills. These scores should be used to determine **which students may need additional support to be successful with early literacy instruction**. The table below provides basic guidance for the teacher. Examiners should use their knowledge of the student, along with the screener, to determine the best course of action.

	SKILL LEVEL		
	LOW	EMERGING	READY TO LAUNCH
Functional Vocabulary	0-3	4-8	9-10
Phonological Awareness	0-3	4-8	9-11
Letter Knowledge	0-3	4-10	11-13
Word Reading		0-5	6-10
Concepts of Print & Writing	0-5	6-8	9-11

Skill Level Guidelines and Recommendations

The following descriptors are used to label each skill level:

- **LOW:** Students scoring in the Low range have very little base knowledge and may require significant support through direct, explicit instruction in small groups to build a foundational level of knowledge in early reading skills. See below for additional assessment recommendations.
- **EMERGING:** Students scoring in the Emerging range have some base knowledge but may require frequent monitoring or additional practice in small group instruction. See below for additional assessment recommendations.
- **READY TO LAUNCH:** Students scoring in the Ready to Launch range have a base knowledge and are ready to launch into early literacy instruction with little or no support.

FUNCTIONAL VOCABULARY

The **Functional Vocabulary** section measures a child's receptive knowledge of the meaning of the words **first**, **next**, **last**, **before**, **after**, **same**, **different**, **beginning**, **middle**, and **end**.

LOW: If a student scores **Low** (0-3) in the Functional Vocabulary section, he or she is significantly limited in understanding or being able to respond to instruction that includes phrases such as, "the *first* sound of this word is," "*begins* with the *same* as," or "at the *end*." It is critical for students to understand how to use terms like same/different, first/next/last, and before/after, so they can respond to direct, explicit foundational literacy skills instruction.

If the majority of your class scores Low in this section, consider adding additional lessons on functional vocabulary and key concepts. Students may benefit from progress monitoring to ensure the acquisition of the key terms while participating in foundational literacy skills instruction.

If only a few students score Low in this section, consider ability grouping and differentiated instruction. Students with particularly low scores in Functional Vocabulary may benefit from small group instruction

on these terms. These students may also benefit from progress monitoring while participating in foundational literacy skills instruction to ensure the acquisition of key terms and concepts.

EMERGING: If a student is **Emerging** (4-8) in the Functional Vocabulary section, he or she may understand some of the words necessary to respond to foundational literacy skills instruction, but may be limited in his or her ability to fully engage in the lessons.

If the majority of your class is Emerging in this section, consider adding a brief functional vocabulary exercise to the beginning of your foundational literacy skills instruction (e.g., do a quick activity on same vs. different by examining two objects and naming similarities and differences).

If only a few students are Emerging in this section, consider some ability grouping and differentiated instruction. These students may benefit from small group instruction that incorporates or touches upon the functional vocabulary with which they need more practice, even if the functional vocabulary is not the focus of the instruction.

READY TO LAUNCH: If a student is **Ready to Launch** (9-10) in the Functional Vocabulary section, he or she understands most of the words necessary to fully engage in typical early literacy instruction.

If the majority of your class is Ready to Launch in this section, you can most likely proceed with your foundational literacy skills instruction with confidence that your students are ready to use the functional vocabulary terms assessed on the Screener in instructional tasks (e.g., "What is the *first* sound in penguin?" or "Do man and run have the *same* final sound?").

If only a few students are Ready to Launch in this section, see above suggestions for providing support and explicit instruction in functional vocabulary for the majority of your class.

PHONOLOGICAL AWARENESS

The **Phonological Awareness** section measures the students' ability to hear, identify, and manipulate sounds. The screener assesses rhyming, blending compound words and onset-rime, beginning sound identification and blending phonemes. Phonemic awareness plays a vital role in a student's ability to decode words. This section assesses awareness at the both the phonological and phonemic level.

LOW: If a student scores **Low** (0-3) in the Phonological Awareness section, he or she may not have adequate phonological or phonemic awareness. Since phonemic awareness is necessary for a student to decode words, intensive support and instruction is critical in this area. Consider using Really Great Reading's *Pre-Decoding Survey* (Phonological and Phonemic Awareness Section) to identify specific areas of strengths of weaknesses to target explicit instruction.

If the majority of your class scores Low in this section, consider additional phonological and phonemic awareness instruction for the whole-class or in centers. If your foundational literacy skills program incorporates phonological and phonemic awareness concepts, consider focusing on these activities before progressing with your letter-sound or decoding instruction. If your foundational literacy skills program does not include a sufficient focus on phonological and phonemic awareness concepts, you may wish to add some supplemental instruction in this area. Students may benefit from progress monitoring to ensure the acquisition of phonological and phonemic awareness.

If only a few students score Low in this section, consider some ability grouping and differentiated instruction. These students may benefit from daily small group instruction focused on phonological and phonemic awareness. Students may also benefit from progress monitoring to ensure the acquisition of the phonological and phonemic awareness.

EMERGING: If a student is **Emerging** (4-8) in the Phonological Awareness section, he or she may need additional support and practice to ensure adequate phonological and phonemic awareness acquisition. Consider using Really Great Reading's *Pre-Decoding Survey* (Phonological and Phonemic Awareness Section) to identify specific areas of strengths of weaknesses to target explicit instruction.

If the majority of your class is Emerging in this section, you can likely proceed with your standard early literacy instruction, but consider adding additional phonological and phonemic awareness practice throughout the day to strengthen and build upon skills in the phonological skills continuum.

If only a few students are Emerging in this section, consider some ability grouping and differentiated instruction. These students may benefit from small group instruction several times a week to target the weak areas of the group, as identified by the *Pre-Decoding Survey*.

READY TO LAUNCH: If a student is **Ready to Launch** (9-11) in the Phonological Awareness section, he or she has adequate phonological awareness necessary to fully engage in typical foundational literacy skills instruction.

If the majority of your class is Ready to Launch in this section, you can most likely proceed with your foundational literacy skills instruction with confidence that your students are ready to expand and build upon their phonological and phonemic awareness knowledge.

If only a few students are Ready to Launch in this section, see above suggestions for providing support and explicit instruction in phonological and phonemic awareness for the majority of your class.

LETTER KNOWLEDGE

The **Letter Knowledge** section measures the students letter naming and letter sound knowledge of the following five letters: m, v, k, b, a. A child's letter naming ability is one of the best predictors of later success in reading, and a child's letter sound knowledge is critical to his or her decoding success.

LOW: If a student scores **Low** (0-3) in the Letter Knowledge section, he or she may have limited exposure to letters or print. It is possible, however, that the selected letters on the Screener are unknown, but the student knows many other letter names and sounds. Consider using Really Great Reading's *Pre-Decoding Survey* (Letter Names & Sounds Section), which will assess all 26 lowercase letter names and sounds. This will provide a comprehensive analysis to better provide explicit instruction of unknown letters.

If the majority of your class scores Low in this section, consider explicit instruction at the whole class level as well as in centers and small groups to teach and practice the letter names and letter sounds. Students may also benefit from progress monitoring to ensure the acquisition of all letter names and sounds. You may wish to focus on the letter sounds before the letter names, as letter sound knowledge translates more readily to decoding than does letter name knowledge.

If only a few students score Low in this section, consider some ability grouping and differentiated instruction. These students may benefit from daily small group instruction in letter names and letter sounds using manipulatives, games, alphabet puzzles, multimedia resources, and supplemental instruction. Students may benefit from progress monitoring to ensure the acquisition of the phonological and phonemic awareness.

EMERGING: If a student is **Emerging** (4-10) in the Letter Knowledge section, he or she may need additional support and practice to ensure adequate letter naming and letter sound knowledge. Take a closer look at the individual measures to see if the student scored higher in letter naming, but lower in letter sounds (or vice versa). This may reveal a strength or weakness in each area. Consider using Really Great Reading's *Pre-Decoding Survey* (Letter Names & Sounds Section), which will assess all

26 lowercase letter names and sounds. This will provide a comprehensive analysis to better provide explicit instruction of unknown letters.

If the majority of your class is Emerging in this section, you can likely proceed with your standard early literacy instruction (which likely includes instruction in letter names and letter sounds), but you may consider using the results from the *Pre-Decoding Survey* to customize the letter sequence to focus on unknown letters.

If only a few students are Emerging in this section, consider some ability grouping and differentiated instruction. These students may benefit from additional practice and small group instruction a few times a week to target these students' unknown letters, as identified by the *Pre-Decoding Survey*.

READY TO LAUNCH: If a student is **Ready to Launch** (11-13) in the Letter Knowledge section, he or she should have adequate letter knowledge to fully engage in most early literacy instruction. Although students at the Ready to Launch level clearly have some background knowledge in letter names and letter sounds and are likely to know the letter names and sounds for many other letters not included in the Screener, some teachers may still wish to assess these students with the *Pre-Decoding Survey* (Letter Names & Sounds Section) in order to obtain a fuller picture of the students' letter knowledge.

If the majority of your class is Ready to Launch in this section, you can most likely proceed with your foundational literacy skills instruction with confidence that your students will be able to build upon their letter sound and letter name knowledge as they move towards decoding simple words.

If only a few students are Ready to Launch in this section, see above suggestions for providing support and explicit instruction in letter names and letter sounds for the majority of your class.

WORD READING

The **Word Reading** section measures the students' ability to read five high-frequency words (**the**, **and**, **you**, **said**, **is**) and five closed syllable words (**sit**, **map**, **fog**, **jet**, and **mud**). The five high-frequency words selected represent common words found in pre-primer texts. The five closed syllable words represent all five short vowel sounds (ă/ĕ/ĭ/ŏ/ŭ), as well as a variety of consonant sound features, like voiced and unvoiced sounds, continuants and stops, and nasal sounds.

EMERGING: If a student is **Emerging** (2-5) in the Word Reading section, it is an indication the student has some exposure to word reading that should continue to develop as the student receives typical early literacy instruction. A student is generally not expected to decode words at the beginning of kindergarten, so students who are emerging in this section are not necessarily at high risk for reading difficulties. The Emerging category should only be used to indicate which students are beginning to transition into the full alphabetic phase of reading. You may consider administering the *Sight Words Survey* found in the *Foundational Skills Surveys g Survey* to determine students' proficiency with various levels of sight words. This will enable you to customize the sight words you teach to focus on unknown words.

READY TO LAUNCH: If a student is **Ready to Launch** (6-10) in the Word Reading section, it is an indication the student is well on the way to developing accurate, automatic, and fluent decoding skills. The student's decoding skills should continue to develop as the student receives more instruction in decoding throughout the Kindergarten year.

CONCEPTS OF PRINT & WRITING

The **Concepts of Print & Writing** section measures the students' general print concepts and first name writing ability. The screener assesses the students' ability to identify the front cover and title of the book, distinguish between words and letters, find the first word on the page, and identify capital letters

and ending punctuation. In addition, it also assesses whether the student knows where to start reading on a page, left-to-right reading progression, and understands return sweep (the movement of a reader's eyes from the end of one line of text on the right to the beginning of the next line of text on the left). A student's understanding of concepts of print is the understanding that written language carries meaning; therefore all other literacy learning builds upon this foundational knowledge.

LOW: If a student scores **Low** (0-5) in the Concepts of Print section, he or she may have had little or no exposure to books or print. It is possible the student did not attend a pre-kindergarten program. Students low in this category will benefit from an immersion in print rich activities, such as teacher read-alouds, literacy centers, and playing with letters of the alphabet. Explicit instruction about how books are organized may be delivered through the use of big books to draw attention to specific concepts, such as words, letters, punctuation, front cover, title, where to begin reading, left-to-right progression, return sweep, etc. You may also consider labeling objects and centers in the classroom.

EMERGING: If a student is **Emerging** (6-8) in the Concepts of Print section, he or she has likely had some exposure to books and print. You may consider which question(s) were missed to get a better understanding of which concepts may need explicit instruction.

READY TO LAUNCH: If a student is **Ready to Launch** (9-10) in the Concepts of Print section, that indicates the student has likely had sufficient exposure to and experience with books and print to be successful in typical kindergarten literacy instruction. No further support or explicit instruction in this area should be needed.

WRITING:

The **Writing** section assesses the student's writing ability through writing their first name. The section is intended for you to make observations about muscle control and pencil grip, whether the student is left- or right-handed, writes from left to right, and spells his or her first name correctly, starting with a capital letter. This section is intended to give you a general idea about the students' name writing ability to determine which students may need additional support and explicit instruction, as well as to provide insight into the student's fine motor development.

READY TO LAUNCH IN ALL FIVE SECTIONS:

Students scoring in the Ready to Launch range in **all five sections** may benefit from additional assessment to determine if an accelerated scope and sequence would be appropriate. The End of Year Kindergarten (EOYK) form of Really Great Reading's *Foundational Skills Survey* is the next step for these students. If students perform well on the EOYK *Foundational Skills Survey*, they may benefit from accelerated instruction in or review of typical kindergarten level literacy skills, followed by more advanced literacy instruction focused on the decoding of more complex words and connected text.

If a few students in your class are Ready to Launch in **all five sections**, you may consider keeping them in regular whole group instruction with the rest of the class, while also providing differentiated small group instruction in more advanced literacy skills.

Additional Assessments

As described above, students scoring low or emerging in the following areas may require additional assessment to quickly pinpoint exact areas of strengths and weaknesses. The following complimentary assessments, which have been discussed in the previous Skill Level Guidelines sections, are available to download from Really Great Reading's website at https://www.reallygreatreading.com/diagnostics.

PRE-DECODING SKILLS SURVEY

This complimentary set of assessments includes four informal diagnostic tools that quickly assess pre-decoding skills in emerging readers. The *Pre-Decoding Skills Survey* enables one-on-one assessment of students':

- Phonological Awareness Skills
- Phonemic Awareness Skills
- Letter Name Knowledge
- Letter Sound Knowledge (including certain letter combinations)

This assessment is commonly used in kindergarten and first grade, and with older students who perform well below expectations on basic decoding assessments. The data collected from these assessments can supplement the indications made by the Kindergarten Screener to create a diagnostic portfolio of strengths and weaknesses in foundational literacy skills. This can help determine what type of basic literacy instruction will prepare students to perform well on basic decoding skills

FOUNDATIONAL SKILLS SURVEY

The Foundational Skills Survey is a complimentary set of assessments that is commonly used:

- with students who score in the Ready to Launch category on all sections of the Kindergarten Screener (End of Year K form);
- in first grade; or
- with older students who perform well below expectations on basic decoding assessments

The Foundational Skills Survey provides one-on-one assessment of first grade level foundational literacy skills, including:

- Simple and complex single-syllable words (including short vowels, digraphs, blends, closed syllables, and various long vowel spellings);
- Decodable two-syllable words;
- Selected sight words in isolation and in context;
- Letter sound knowledge; and
- Letter name knowledge.

The data collected from these assessments can help determine what type of basic literacy instruction will prepare students to meet the foundational skills expectations for the end of first grade. This data can also help determine how teachers can challenge or support students who have performed very well on the Kindergarten Screener.

Countdown and the Kindergarten Screener

Really Great Reading's *Count*down program is a set of supplemental literacy lessons, structured in units, for students in kindergarten. The lessons provide playful, targeted instruction in phonemic awareness, rhyming, phonological awareness, and phonics. *Countdown* instruction encompasses five strands of content: Functional Vocabulary and Concepts, Rhyming, Phonemic Awareness, Alphabetic Principle, and Sight Words. The Kindergarten Screener can provide teachers with information about their students' background knowledge in the various strands of *Countdown* instruction. This can allow teachers to anticipate the level of additional support some students may need in order to succeed in and benefit from *Countdown*'s lessons. It may also help teachers determine how to utilize additional assessments to make instructional decisions about pacing, scaffolding, and supplementing *Countdown* instruction. For more information about how to utilize the Kindergarten Screener to support *Countdown* instruction, download the PDF entitled *Kindergarten Screening Assessment and Countdown* from *Countdown Online*'s Supplemental Resources section.

Really Great Reading's Phonics Suite

Really Great Reading's Phonics Suite provides a comprehensive set of tools to diagnose, group and teach students with weaknesses in their foundational reading skills. Our complimentary assessments (the *Diagnostic Decoding Surveys*, *Foundational Skills Surveys*, *Pre-Decoding Skills Survey*, and *Kindergarten Screener*) help educators identify students with decoding issues contributing to comprehension weaknesses. Our complimentary online data management system (Grouping Matrix) uses data to group students according to their decoding strengths and weaknesses. Our lessons (*Countdown*, *Blast Foundations*, *HD Word*, *Phonics Blitz*, and *Phonics Boost*) help prevent and remediate decoding weaknesses in students of all ages. For more information, please visit Really Great Reading's website www.reallygreatreading.com or call us at 866.401.READ (7323). RGR's complimentary Grouping Matrix™ is an easy way to use the results from the diagnostic assessments to group students according to their specific decoding weaknesses.
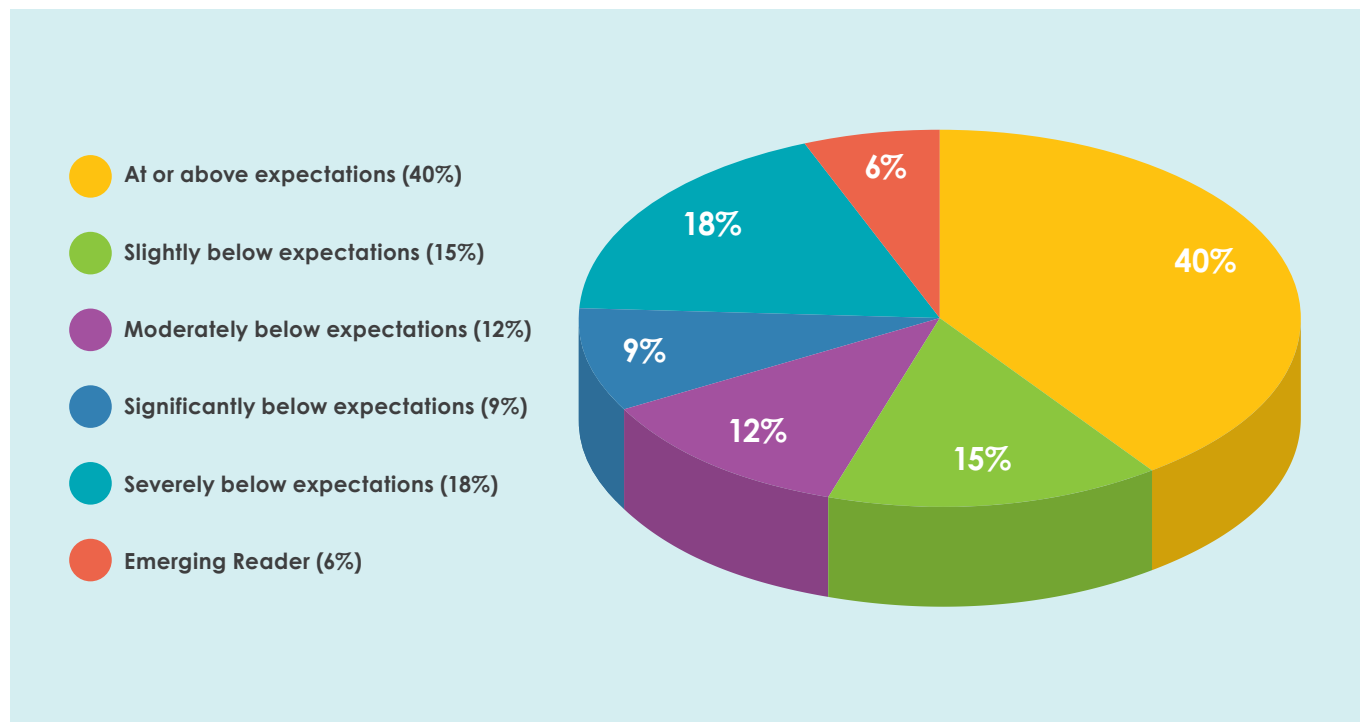
The Grouping Matrix

The Grouping Matrix is a web-based, password protected computer program that groups students according to the type and depth of their decoding abilities and weaknesses. The Grouping Matrix has direct online data entry, with immediate reports that group students and recommend instruction.

The Grouping Matrix places a student into one of six groups, based on the degree of decoding strengths and weaknesses identified by scores from an oral reading fluency and the Foundational Skills Surveys.

The Grouping Matrix also provides instructional recommendations for each group of students and allows you to track both individual and group progress. (Refer to chart below for grouping categories.) When applicable, the instructional recommendations include materials that RGR publishes.

The chart below depicts a sample distribution of scores in the Grouping Matrix for a fictitious class. The list shows the six groups students may be placed in.

- At or above expectations (40%)
- Slightly below expectations (15%)
- Moderately below expectations (12%)
- Significantly below expectations (9%)
- Severely below expectations (18%)
- Emerging Reader (6%)

To request a username and password for the Grouping Matrix, email groupingmatrix@ reallygreatreading.com with the following information: primary user's name, primary user's email address, state, school district, and school or organization name. If you have questions about the Grouping Matrix, call 866.401.7323.

Name _____ Date of Birth _____ Age _____ Date of Assessment _____

Assessor _____ School _____ Preschool Attended _____

Directions: All correct responses, whether students point
to the pictures or answer verbally, are considered correct.

Say: I am going to show you some pictures and ask you some questions about them.

SHOW THE STUDENT PAGE 1: PANEL 1.

FUNCTIONAL VOCABULARY: First, Next, Last					Comments:
1 **Say:** Point to the **first** picture.					
No Try	Cat	Hat	Dog	Other	
2 **Say:** Point to the **last** picture.					
No Try	Cat	Hat	Dog	Other	
3 **Say:** This is a hat. *(Point to the hat)* Point to the **next** picture.					Number Correct
No Try	Cat	Hat	Dog	Other	/3

FUNCTIONAL VOCABULARY: Before & After					Comments:
4 **Say:** Point to the picture **before** the hat.					
No Try	Cat	Hat	Dog	Other	
5 **Say:** Point to the picture **after** the hat.					Number Correct
No Try	Cat	Hat	Dog	Other	/2

SHOW THE STUDENT PAGE 1: PANEL 2.

FUNCTIONAL VOCABULARY: Same & Different					Comments:
6 **Say:** Now I'm going to ask you some questions about these pictures. Point to the two pictures in the row that are the **same**.					
No Try	Pencil -Rainbow	Pencil - Soap	Soap - Rainbow	Rainbow - Rainbow	
7 **Say:** Point to two pictures that are **different**.					Number Correct
No Try	Pencil -Rainbow	Pencil - Soap	Soap - Rainbow	Rainbow - Rainbow	/2

FUNCTIONAL VOCABULARY: Beginning, Middle, End

8 **Say:** Point to one of the pictures in the **middle**.

No Try	Pencil	First Rainbow	Soap	Last Rainbow

9 **Say:** Point to the picture at the **beginning**.

No Try	Pencil	First Rainbow	Soap	Last Rainbow

10 **Say:** Point to the picture at the **end**.

No Try	Pencil	First Rainbow	Soap	Last Rainbow

Comments:

Number Correct /3

FUNCTIONAL VOCABULARY SCORE

ADD THE NUMBER CORRECT FROM QUESTIONS 1-10

	Skill Level			TOTAL CORRECT
Low	Emerging	Ready to Launch		
(0–3)	(4–8)	(9–10)		

CONTINUE TO SHOW THE STUDENT PAGE 1: PANEL 2.

PHONOLOGICAL AWARENESS: Beginning Sound Identification

11 **Say:** This is a pencil. *(Point to the pencil.)*
What is the first sound in pencil?

No Try	/p/	Other

12 **Say:** This is soap. *(Point to the soap.)*
What is the first sound in soap?

No Try	/s/	Other

13 **Say:** This is a rainbow. *(Point to the rainbow.)*
What is the first sound in rainbow?

No Try	/r/	Other

Comments:

Number Correct /3

PHONOLOGICAL AWARENESS: Rhyming

14 **Say:** If words rhyme, they sound the same in the middle and at the end, like soap and hope. Listen to these three words. wig, big, lap. Which two words rhyme?

Wig - Big	Wig - Lap	Big - Lap	Other

15 **Say:** The words cat and hat rhyme. Can you tell me another word that rhymes with cat and hat?

Write Student Response →	*Correct	Incorrect	No Try

Comments:

*Nonsense words count as a correct response.

Number Correct /2

SHOW THE STUDENT PAGE 1: PANEL 3.

16	**PHONOLOGICAL AWARENESS: Blending Compound Words** ||||||

16

Say: Let's look at a few more pictures. I am going to give you two parts of a word. Put the parts together to make a new word. For example, rain-bow. Together, the word is rainbow. Now you try. Put the parts together and then point to the picture I say: cup-cake.

Comments:

No Try	Corn	Cupcake	Bus	Doghouse	Cat
		☑			

17 **Say:** Let's try another one: dog - house

No Try	Corn	Cupcake	Bus	Doghouse	Cat
				☑	

Number Correct
/2

PHONOLOGICAL AWARENESS: Blending Onset-Rime

18

Say: Let's try another one. Remember, I am going to give you two parts of a word. Put the parts together and then point to the picture I say. How about: /k/ - orn?

Comments:

No Try	Corn	Cupcake	Bus	Doghouse	Cat
	☑				

Number Correct
/1

PHONOLOGICAL AWARENESS: Blending Phonemes

19

Say: Now, I am going to give you three parts of a word. Put the parts together and then point to the picture. How about: /k/ /a/ /t/ ?

Comments:

No Try	Corn	Cupcake	Bus	Doghouse	Cat
					☑

20 **Say:** How about: /b/ /u/ /s/ ?

No Try	Corn	Cupcake	Bus	Doghouse	Cat
			☑		

21 **Say:** Let's try one more. How about: /k/ /or/ /n/ ?

No Try	Corn	Cupcake	Bus	Doghouse	Cat
	☑				

Number Correct
/3

PHONOLOGICAL AWARENESS SCORE

ADD THE NUMBER CORRECT FROM QUESTIONS 11-21

	Skill Level			TOTAL CORRECT
	Low	Emerging	Ready to Launch	
	(0–3)	(4–8)	(9–11)	

Directions for the following section: In the boxes below, put a check mark for correct answer. Write the student's incorrect response or NT for no try.

m	v	k	b	a

SHOW THE STUDENT PAGE 2: PANEL 1.

LETTER NAMING

22 to 24

Say: Now, I am going to ask you to look at some letters and tell me about them. Here they are: *(Show student the Student Sheet 2: Panel 1.)* Point to the letter a. Point to the letter m. Point to the letter k.

Comments:

m	v	k	b	a

25 to 29

Say: Tell me the names of these letters. Start here *(point to the m)* and read across this way. *(indicate left to right)*

m	v	k	b	a

Number Correct

/8

LETTER SOUNDS

30 to 34

Say: Tell me the sounds these letters make. Start here *(point to the m)* and read the sounds across this way. *(indicate left to right)*

Comments:

m	v	k	b	a

Number Correct

/5

LETTER KNOWLEDGE SCORE

ADD THE NUMBER CORRECT FROM QUESTIONS 22–34.

Skill Level			TOTAL CORRECT
Low	Emerging	Ready to Launch	
(0–3)	(4–10)	(11–13)	

the	and	you	said	is

SHOW THE STUDENT PAGE 2: PANEL 2.

SIGHT WORDS

35 to 39

Say: Now let's look at some words. Start here *(point to "the")* and read the words across this way *(indicate left to right)*.

Comments:

the	and	you	said	is

Number Correct

/5

sit	map	fog	jet	mud

SHOW THE STUDENT PAGE 2: PANEL 3.

CLOSED SYLLABLE WORDS

40 to 44

Say: Let's look at one more group of words. Start here *(point to "sit")* and read the words across this way *(indicate left to right)*.

Comments:

sit	map	fog	jet	mud

Number Correct

/5

WORD READING SCORE

ADD THE NUMBER CORRECT FROM QUESTIONS 35–44.

Skill Level		TOTAL CORRECT
Emerging	Ready to Launch	
(0–5)	(6–10)	

Kindergarten Screener ··

CONCEPTS OF PRINT

Directions: Provide the student with any kindergarten level picture book that contains appropriate content to assess the following skills. Place a check mark to indicate the student response.

Say: Here is a fun book about _____ . Now, I'm going to ask you some questions about the book.

		Correct	Incorrect	Notes:
46	Does the student hold the book correctly?			
47	**Say:** Point to the **front cover** of the book.			
48	**Say:** Point to the **title** of the book.			
	Teacher opens the book to a pre-selected page that contains the following:			
49	**Say:** Point to **any word** on the page.			
50	**Say:** Point to the **first word** on the page.			
51	**Say:** Point to **any letter** on the page.			
52	**Say:** Point to a **capital letter** on the page.			
53	**Say:** Point to a **period** on the page.			
54	**Say:** If I wanted to read this page, point to where I would **start**.			
	Teacher points to the first word on the page.			
55	**Say:** This is the first word I would read on this page. Which word would I read **next**?			
	Teacher points to the last word in the line.			
56	**Say:** This is the last word in the line. Where would I go **next**?			

CONCEPTS OF PRINT SCORE

ADD THE NUMBER CORRECT FROM QUESTIONS 46–56.

Skill Level			TOTAL CORRECT
Low	Emerging	Ready to Launch	
(0–5)	(6–8)	(9–11)	

WRITING

Provide student with a pencil and sheet of paper that conforms to your handwriting standards.

Say: Now I am going to ask you to write something for me. Please write your first name on this paper.

While student is writing, observe the following behaviors and place a check mark in the appropriate column to record observations. Some students may require prompting to get started. Add additional notes and observations, as well as any guidance you provided for the student. Attach student sheet to the back of this packet.

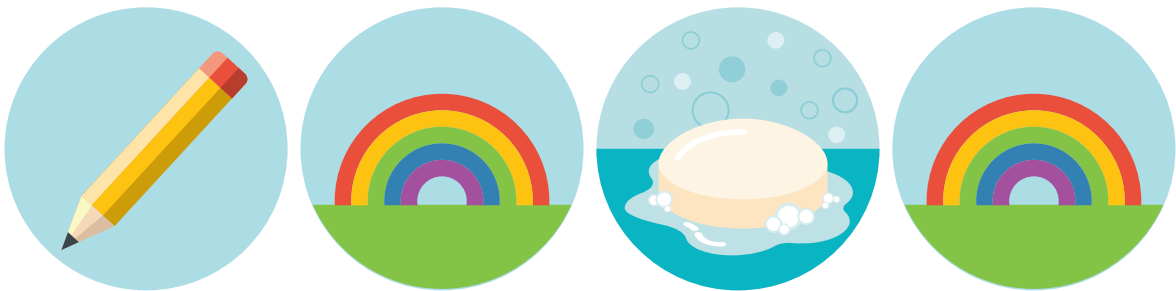| OBSERVATIONS	Yes	No	Notes:
Left-handed			
Right-handed			
Good muscle control			
Correct pencil grip			
Writes from left to right			
Spells name correctly			
Starts with a capital letter			

Additional Notes/Observations:

m	v	k	b	a

the	and	you	said	is

sit	map	fog	jet	mud