

Diagnostic
Assessments
for Emerging
Readers

Complimentary

Kindergarten Foundational Skills Surveys

Diagnostic Assessments to Measure Pre-Decoding and Early Decoding Skills in Kindergarten Students

This complimentary set of Foundational Skills Surveys includes **six informal diagnostic tools** designed to help educators determine how well kindergarten students are acquiring the skills they need to become strong decoders. These Kindergarten Foundational Skills Surveys enable one-on-one assessment of basic literacy skills like phonemic and phonological awareness, sound-symbol correspondences, high frequency word reading, and basic decoding skills.

This packet contains everything you'll need for initial assessment and progress monitoring of an unlimited number of students. It provides an explanation of how to administer, score, and interpret the results. Once the results are gathered and scored, these surveys can be used to pinpoint specific deficits, group students, and then plan effective instruction.

The Foundational Skills Surveys contained in this packet allow teachers to:

- Assess the foundational reading skills of emerging readers and young students.
- Determine whether foundational reading skills are being established at an appropriate pace by comparing the results against criterion-referenced benchmarks.
- Pinpoint specific gaps in knowledge and plan appropriate, targeted instruction.

Complimentary Online Scoring and Assessment Results Database

This assessment can be utilized with Really Great Reading's complimentary Grouping Matrix™, an online database for assessment results. The Grouping Matrix™ has a Live Assess feature that will score the completed assessments and organize student data. For information on how to obtain a complimentary Grouping Matrix account, please see page 13.

Contents

Overview	3
Purpose	3
What skills are measured?	3
Using This Packet	5
Administration and Scoring Guidelines.....	5
Interpretation of Results.....	8
How can I organize and track my data?.....	13
Foundational Skills Survey—	
Beginning of Year Kindergarten Form A (BOYKa)	14-22
Teacher Recording Form	14
Student Pages	20
Foundational Skills Survey—	
Beginning of Year Kindergarten Form B (BOYKb)	23-31
Teacher Recording Form	23
Student Pages	29
Foundational Skills Survey—	
Middle of Year Kindergarten Form A (MOYKa)	32-39
Teacher Recording Form	23
Student Pages	37
Foundational Skills Survey—	
Middle of Year Kindergarten Form B (MOYKb)	40
Teacher Recording Form	40
Student Pages	45
Foundational Skills Survey—	
End of Year Kindergarten Form A (EOYKa)	48
Foundational Skills Survey—	
End of Year Kindergarten Form B (EOYKb)	49
Letter Knowledge Survey (Optional)	50
Form A Recording Form and Student Pages.....	54
Form B Recording Form and Student Pages	58
Letter Knowledge Survey Kindergarten Benchmarks by Phase of Year	62
Using This Packet with Countdown.....	63
How can I use the Kindergarten Foundational Skills Surveys with Countdown?	64
Why do we measure different skills at different times of the year?	65
Really Great Reading's Phonics Suite	58

Overview

Purpose

There are three primary **Kindergarten Foundational Skills Surveys** found in this packet, each corresponding to one phase of the Kindergarten school year. Each assessment has a Form A (used for initial assessment) and a Form B (used for progress monitoring.) The three assessments are:

- Beginning of Year Kindergarten (BOYK), Forms A and B
- Middle of Year Kindergarten (MOYK), Forms A and B
- End of Year Kindergarten (EOYK), Forms A and B

These six Kindergarten Foundational Skills Surveys (50 items each) are designed to help educators determine how well kindergarten students are acquiring the skills they need to become strong decoders.

They can be used throughout the year to measure students':

- Functional Vocabulary
- Phonological/Phonemic Awareness
- Letter Knowledge
- Decoding
- High Frequency Word Reading

The use of these assessments allows educators to:

- Group students according to strengths and weaknesses
- Determine which skills students have mastered and which skills they are ready to learn
- Identify students that need additional assessments or support

This packet contains everything you need to administer the assessments.

What skills are measured?

FUNCTIONAL VOCABULARY

For students to participate in direct, explicit skills instruction, they first need to understand specific vocabulary. For instance, if you are teaching students that words that rhyme sound the "same" at the "end," it is critical that students understand the meaning of the words "same" and "end." This section measures a student's receptive vocabulary knowledge of words like:

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

PHONOLOGICAL/PHONEMIC AWARENESS

This section measures a student's ability to hear, identify, and produce sounds. The skills assessed include:

- Rhyming (recognition and production)
- Blending Compound Words
- Blending Onset and Rime
- Beginning Sound Identification
- Blending Phonemes
- Segmenting Phonemes
- Adding Phonemes
- Deleting Phonemes
- Substituting Phonemes

LETTER KNOWLEDGE

This section measures a student's ability to identify and name letters and to produce letter sounds.

DECODING

This section measures a student's ability to read Closed Syllable words with short vowel sounds.

HIGH FREQUENCY WORDS

This section measures a student's ability to read irregularly spelled and/or frequently used words.

Using This Packet

Administration and Scoring Guidelines

TARGET AUDIENCE

Kindergarten students or older students who are struggling to acquire very basic literacy skills

MATERIALS

- Pen or pencil
- Kindergarten Foundational Skills Survey Teacher Recording Form
- Kindergarten Foundational Skills Survey Student Pages
- Digital Option*
 - ePanels.online
 - Grouping Matrix “Live Assess” feature

***Digital Option:** You can now assess students digitally using both ePanels.online, which allows you to replicate the student page panels on any digital device, and the Grouping Matrix Live Assess feature, which allows for immediate scoring of miscues and uploading of data. For more information see p. 13.

PREPARATION

- Visit ePanels.online OR print the Student Pages (using a color printer) and fold the pages on the “Fold” lines or cut them into individual panels.
- Have one copy of the Teacher Recording Form for each student or log in to the Grouping Matrix and use the Live Assess feature.

ADMINISTRATION

- Show the student the panel that corresponds to the appropriate question set.
- Follow the script and prompts on the Teacher Recording Form. Each question has a clearly labeled script and side notes to offer help when students need additional prompting.

ADDITIONAL GUIDELINES & DISCONTINUATION

- Some students may require additional prompting or clarification to answer a question. The Teacher Recording Form has guidance on these additional prompts. When the student answers correctly with additional prompting, the answer is considered correct and should not be counted against them. You should write a **P** under that item to record that the student needed additional prompting, but this is for informational purposes only.
- Teacher discretion is very important. If a student becomes visibly frustrated, please discontinue the test.





- If a student misses the **first five items** in any of the **five sections**, you may consider discontinuing **that section** of the assessment.
- Even though this assessment is not timed, you can follow the “5-second” rule when a student is stuck on a concept. After five seconds, give the student the answer and move on.

RECORDING

- Place a checkmark (✓) in the box that indicates the student's response. (In the Functional Vocabulary and Phonological Awareness sections, the correct answers are filled in with gray and highlighted with a bold black box.)
- For incorrect responses, write the student's response directly under the correct answer where applicable.
- Write **SC** for self-correction or use the observation box. **Remember self-corrections are counted as correct.**
- Write **P** if the student required additional prompting to answer.
- Pointing to the answer or verbally answering is considered correct for identification items.
- Record additional comments and observations in the space provided.

Bold borders around gray boxes indicate the correct answer for certain items.

Write additional comments or observations in the space provided.



SHOW THE STUDENT PAGE 1: PANEL 2.

FUNCTIONAL VOCABULARY: Same & Different						
6	Say: Now I'm going to ask you some questions about these pictures. Point to the two pictures that are the same .					Observations: Self-Correction(s) Refused to Answer Discontinued
	Pencil	First Rainbow	Soap	Last Rainbow	No Try	
7	Say: Point to two pictures that are different .					
	Pencil	First Rainbow	Soap	Last Rainbow	No Try	
					Number Correct	
					/2	

Row 2

f

h

j

t

SHOW THE STUDENT PAGE 3: PANEL 7, ROW 2.

LETTER NAMING					
29 to 32	Say: Tell me the names of these letters. Start here (point to the f) and read across this way. (indicate left to right)				Observations: Self-Correction(s) Refused to Answer Discontinued
	f	h	j	t	
					Number Correct
					/4

Place a checkmark in the box underneath each correct answer if the student responds correctly. Write the student's exact response directly underneath the correct answer if the student responds incorrectly. Write SC if they self-correct that item. Write P if they required additional prompting. Write NT if they do not try to respond for that item.

6 © 2018 Really Great Reading Company, LLC

SCORING

After administration:

- Tally the correct responses for each question set.
- 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.
- Decoding section: Whole Words Read vs. Sound-by-Sound
 - If the student reads the word sound-by-sound but does not blend the sounds together to say the whole word, it is **not** considered a correct reading of the word.
 - If the student reads the word sound-by-sound and then blends it together, it **is** considered a correct reading of the word.
 - Teachers can make notes in the observation section of the form regarding how the student read the word (e.g., sound-by-sound, then blended) to capture as much pertinent information as possible.

Write the number correct for each section in the box at the bottom right of the section.

FUNCTIONAL VOCABULARY: Beginning, Middle, End						
8	Say: Point to one of the pictures in the middle .					Observations: Self-Correction(s) Refused to Answer Discontinued
	Pencil	First Rainbow	Soap	Last Rainbow	No Try	
9	Say: Point to the picture at the beginning .					
	Pencil	First Rainbow	Soap	Last Rainbow	No Try	
10	Say: Point to the picture at the end .					
	Pencil	First Rainbow	Soap	Last Rainbow	No Try	
FUNCTIONAL VOCABULARY SCORE ADD THE NUMBER CORRECT FROM QUESTIONS 1-10					Number Correct /3	
Skill Level					TOTAL CORRECT	
Low (0-3)	Emerging (4-8)	On Track (9-10)				

Circle or highlight the skill level category based on the number of correct responses.

Interpretation of Results

CRITERION REFERENCED BENCHMARKS

Use the table below as a guideline for determining a student's basic skill level in the areas assessed by the survey.

These scores should **not** be used to determine proficiency of skills. Rather, these scores should be used to determine **which students may need additional support to be successful with early literacy instruction.**

Examiners should use their knowledge of the student, along with the survey results, to determine the best course of action.

	Functional Vocabulary			Phonological/Phonemic Awareness			Letter Knowledge			Decoding			High Frequency Words		
	Low	Emerging	On Track	Low	Emerging	On Track	Low	Emerging	On Track	Low	Emerging	On Track	Low	Emerging	On Track
BOYK a/b	0-3	4-8	9-10	0-4	5-10	11-14	0-4	5-11	12-16	N/A	0-2	3-5	N/A	0-2	3-5
MOYK a/b	N/A	N/A	N/A	0-6	7-13	14-18	0-4	5-6	7-8	0-4	5-9	10-13	0-3	4-8	9-11
EOYK a/b	N/A	N/A	N/A	0-6	7-13	14-18	N/A	N/A	N/A	0-7	8-17	18-22	0-3	4-7	8-10

SKILL LEVEL GUIDELINES

The following descriptors are used to label each skill level:

- **LOW:** Students scoring in the Low range on a given skill area have very little base knowledge and may require significant support through direct, explicit instruction to build a foundational level of proficiency in early reading skills in this area. See the next page for additional assessment recommendations.
- **EMERGING:** Students scoring in the Emerging range on a given skill area have some base knowledge but may require frequent monitoring and additional practice with that skill. See the next page for additional assessment recommendations.
- **ON TRACK:** Students scoring in the On Track range in a given skill area have strong base knowledge and are ready to launch into typical early literacy instruction on this skill at the Kindergarten level with little or no support.

Determining the Need for Further Assessments

Skill	Level	Further Assessment Recommendations
Functional Vocabulary	Low or Emerging	Use Form BOYKb for progress monitoring after delivering direct, explicit instruction focused on functional vocabulary.
Letter Knowledge	Low or Emerging	Use Really Great Reading's Letter Knowledge Survey (p. 50) for diagnostic purposes to identify which letter names and/or sounds are still not mastered.
Phonological/ Phonemic Awareness	Low	Use Form BOYKb or MOYKb (p. 23 or 40) for progress monitoring after delivering direct, explicit instruction focused on building foundational phonological and phonemic awareness skills.
Decoding & High Frequency Words	N/A	There is no expectation at BOYK for whole word reading. After using Form MOYKa , deliver direct, explicit instruction. Then use Form MOYKb (p. 40) for progress monitoring.

GENERAL RECOMMENDATIONS FOR INSTRUCTION

If the majority of students score in the Low or Emerging range in any one skill, plan whole-group lessons that include direct, explicit instruction targeting that skill. You may also want to follow up with small-group instruction and practice focused on activities that address the deficit in a more intensive instructional setting.

If a smaller group of students score in the Low or Emerging range in any one skill, plan small-group or differentiated instruction for that group of students that includes direct, explicit instruction and practice targeting that skill.

If you wish to progress monitor students' mastery of specific skills, use Form B of the survey after delivering additional instruction and select the section(s) of the assessment that address the skill(s) you have taught. Data from this survey should help you determine if the students have mastered the targeted skill(s).

If students score in the On Track range, they are ready to build on those skills with direct, explicit instruction with additional, developmentally appropriate content.

WHAT DO THESE SKILLS TELL US ABOUT STUDENTS?

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**. It is critical for students to understand how to use these terms so they can respond to direct and explicit foundational literacy skills instruction.

If students score **Low or Emerging**, they may not understand some of the words necessary to respond to foundational literacy skills instruction. This may limit their ability to fully engage in the lessons.

If students are **On Track**, it indicates that they understand functional vocabulary, resulting in an increased likelihood that they can fully engage in typical early literacy instruction.

PHONOLOGICAL/PHONEMIC AWARENESS

Phonemic awareness plays a vital role in a child's ability to decode words. The **Phonological/Phonemic Awareness** section assesses awareness at the phonological and phonemic level. Research indicates that many students who struggle to read words in kindergarten have difficulty with phonemic awareness, or the ability to hear and manipulate the sounds in words.

If students score **Low or Emerging** in the Phonological/Phonemic Awareness section, they 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.

If students are **On Track**, it indicates they understand that words are made of sounds and can skillfully hear the sounds in words. They should be ready to match letters to the sounds and move toward decoding words.

LETTER KNOWLEDGE

The **Letter Knowledge** section measures a child's letter-naming and letter-sound knowledge. 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.

If students score **Low or Emerging** in the Letter Knowledge section, they may have limited exposure to letters or print. It is possible, however, even though the specific letters assessed on the survey are unknown, a student may know many other letter names and sounds. Consider using the Letter Knowledge Survey found on p. 50 of this packet. This survey assesses all 26 lowercase and capital letter names and sounds (as well as the consonant digraph sounds), which allows for a more comprehensive analysis, enabling explicit instruction with the specific unknown letters.

If a student is **On Track** in this section, you can most likely proceed with your foundational literacy skills instruction with confidence that he or she will be able to build upon their letter-sound and letter-name knowledge while moving toward decoding simple words. You may still wish to use the Letter Knowledge Survey to gain a more comprehensive understanding of the student's letter knowledge, but this may not be necessary (use your discretion).

DECODING

The **DECODING** section measures a child's ability to read Closed Syllable words. The Closed Syllable words assessed on the Surveys represent all five short vowel sounds (/ă/, /ĕ/, /ĭ/, /ŏ/, and /ŭ/) as well as a variety of consonant sound features, like voiced and unvoiced sounds, continuants and stops, and nasal sounds.

At the Beginning of the Year, if a student does not read any words correctly in the Decoding section, it may be an indication that the student has had little exposure to word reading, but students are generally **not** expected to decode words at the beginning of Kindergarten.

At the Beginning of the Year, if a student scores **Emerging** in the Decoding section, it is an indication the student has had some exposure to word reading that should continue to develop as the student receives typical early literacy instruction.

At the Middle of the Year, a student who scores **Low** or **Emerging** on the Decoding section may need some explicit, scaffolded instruction and practice with the skills of decoding and encoding.

If a student is **On Track** in the Decoding section, it is an indication that 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. Consider differentiating instruction so these students can proceed with advanced instruction in decoding.

HIGH FREQUENCY WORDS

The **HIGH FREQUENCY WORDS** section gives the teacher some indication of how much exposure a child has had to words that frequently occur in printed text. Some of these words can be decoded once students learn the patterns. For example, some high frequency words (such as the word **did**) are consonant–vowel–consonant (CVC) words and/or Closed Syllable words that can be decoded letter by letter. Once students decode a phonetically regular high frequency word (such as **did**) 6-8 times, they are likely to unitize that word, and that word is automatically added to their sight word vocabulary. (Kilpatrick, 2015)¹

Other words, such as the word **want**, do not follow phonics patterns and are phonetically irregular. These words can be trickier to learn, but expert reading researchers like Tunmer and Chapman (2012)², as well as Kilpatrick (2015), have found that when beginning readers apply their decoding skills to an irregular word and are able to partially decode it, they are often able to decode the word close enough to the correct form that they will arrive at the correct identification if it is a word in their listening vocabulary. Fortunately, these high frequency words are common enough that they are often part of a typical kindergarten student's vocabulary.

¹ Kilpatrick, D. A. *Essentials of Assessing, Preventing, and Overcoming Reading Difficulties*. Wiley: Hoboken, NJ.

² Tunmer, W. E., & Chapman, J. W. (2012). Does set for variability mediate the influence of vocabulary knowledge on the development of word recognition skills? *Scientific Studies of Reading*, 16(2), 122-140.

Showing students how to decode the parts of the word that follow the regular phonics patterns and helping students identify and analyze the part of the word that does not follow the pattern (like the **a** in the word **want**) is the best practice for teaching students to read irregular high-frequency words. Once students have analyzed an irregular word and practiced decoding the word with their teacher, then fluency practice with activities can follow to develop automaticity.

At the Beginning of the Year, a kindergarten student is generally **not** expected to read high frequency words, so students who do not read any words correctly or 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 have been exposed to reading high frequency words.

At the Middle of the Year, a kindergarten student who scores **Low** or **Emerging** on the High Frequency Words section may need additional explicit, scaffolded instruction and practice with grade-appropriate high frequency words. Once students have been taught how to read these irregular words, they need practice with these words to improve their fluency.

If a student is **On Track** in the High Frequency Words section, it is an indication that the student has been exposed to high frequency words, may be familiar with basic decoding, and may have added these words to his or her sight word vocabulary.

ON TRACK IN ALL FIVE SECTIONS

Students scoring in the **On Track** range in **all five sections** may benefit from additional assessments to determine if an accelerated scope and sequence for decoding instruction would be appropriate. The Middle of Year Kindergarten Foundational Skills Survey (MOYKa) (see p. 32) is the next step for these students. If students perform well on the MOYKa Kindergarten 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 **On Track** 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.

How can I organize and track my data?

THE GROUPING MATRIX™

The Grouping Matrix is a web-based, password-protected data management system that groups students according to the type and depth of their foundational literacy skills strengths and weaknesses. The Grouping Matrix has direct online data entry that can score assessments and create immediate reports that group students and recommend instruction.

The Grouping Matrix will not assign a “Decoding Level” to kindergarten students, but it will display a skill level for each of the five foundational skill areas that are assessed on the Kindergarten Foundational Skills Surveys.

You can now digitally assess students without making hard copies of the Kindergarten Foundational Skills Surveys. To do this, you will need to access two components:

- **ePanels.online:** Students use the ePanels instead of the paper Student Panels found in this PDF. Visit ePanels.online to access these digital panels.
- **Live Assess:** This feature in the Grouping Matrix allows you to immediately record student responses as you administer the surveys. It also includes the teacher prompts that are located on the paper Teacher Recording Forms found in this document.

Going digital with the Kindergarten Foundational Skills Surveys means there is virtually no prep work and no scoring work after assessing, saving you time. For more information, visit the Video Support library located on the homepage of the Grouping Matrix. There you will find short tutorial videos on getting started with the Grouping Matrix, using Live Assess and the ePanels, and much more.

To request a username and password for the Grouping Matrix, email groupingmatrix@reallygreatreading.com with the following information:

- | | |
|-------------------------|---------------------|
| • State | • Teacher's email |
| • District/Organization | • Principal's name |
| • School | • Principal's email |
| • Teacher's 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: Put a checkmark in the box below each correct answer. For incorrect answers, write exactly what the student says in the box below the correct answer. Whether students point to the pictures or answer verbally, their answers may be considered correct, as long as they are demonstrating correct knowledge of the concept being assessed.

WARM-UP

Before starting, confirm that the student understands how to point to objects. You might say "Can you point to the window?" or "Point to your nose."

Observations:

Section 1. FUNCTIONAL VOCABULARY

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

1

Say: Point to the **first** picture.

Cat

Hat

Dog

No Try

Observations:

Self-Correction(s)
Refused to Answer
Discontinued

2

Say: Point to the **last** picture.

Cat

Hat

Dog

No Try

3

Say: This is a hat. *(Point to the hat)* Point to the **next** picture.

Cat

Hat

Dog

No Try

Number Correct

/3

FUNCTIONAL VOCABULARY: Before & After

4

Say: Point to the picture **before** the hat.

Cat

Hat

Dog

No Try

Observations:

Self-Correction(s)
Refused to Answer
Discontinued

5

Say: Point to the picture **after** the hat.

Cat

Hat

Dog

No Try

Number Correct

/2



SHOW THE STUDENT PAGE 1: PANEL 2.

FUNCTIONAL VOCABULARY: Same & Different

6 Say: Now, I'm going to ask you some questions about these pictures. Point to the two pictures that are the **same**.

Pencil	First Rainbow	Soap	Last Rainbow	No Try

7 Say: Point to two pictures that are **different**.

Pencil	First Rainbow	Soap	Last Rainbow	No Try

Observations:

Self-Correction(s)
Refused to Answer
Discontinued

Number Correct

/2

FUNCTIONAL VOCABULARY: Beginning, Middle, End

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

Pencil	First Rainbow	Soap	Last Rainbow	No Try

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

Pencil	First Rainbow	Soap	Last Rainbow	No Try

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

Pencil	First Rainbow	Soap	Last Rainbow	No Try

Observations:

Self-Correction(s)
Refused to Answer
Discontinued

Number Correct

/3

FUNCTIONAL VOCABULARY SCORE

ADD THE NUMBER CORRECT FROM QUESTIONS 1-10

Skill Level

Low	Emerging	On Track	TOTAL CORRECT
(0-3)	(4-8)	(9-10)	

Section 2 . PHONOLOGICAL/PHONEMIC AWARENESS



SHOW THE STUDENT PAGE 1: PANEL 3.

PHONOLOGICAL/PHONEMIC AWARENESS: Rhyming

11 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, pig, log**. (Point to each picture as you name it.) Which two words rhyme?

Wig	Pig	Log	No Try

Observations:

Self-Correction(s)
Refused to Answer
Discontinued

Number Correct

/1



SHOW THE STUDENT PAGE 2: PANEL 4.

12	Say: Now listen to these three words: map , lip , cap . (Point to each picture as you name it.) Which two words rhyme?				Observations: Self-Correction(s) Refused to Answer Discontinued
	Map	Lip	Cap	No Try	
13	Say: This is a bat and a cat . (Point to each picture as you name it.) The words bat and cat rhyme. Can you tell me another word* that rhymes with bat and cat ?				*Nonsense words that rhyme with bat and cat count as a correct response.
	Write Student Response →	*Correct	Incorrect	No Try	



SHOW THE STUDENT PAGE 2: PANEL 5.



SHOW THE STUDENT PAGE 2: PANEL 6.

PHONOLOGICAL/PHONEMIC AWARENESS: Beginning Sound Isolation				
14	Say: Now, I will show you a picture, and I want you to tell me the first sound. If I show you this picture of a carrot (point to the carrot), you would say /k/. This is a pencil . (Point to the pencil.) What is the first sound in pencil ?			Observations: Self-Correction(s) Refused to Answer Discontinued
	/p/	No Try		
15	Say: This is soap . (Point to the soap.) What is the first sound in soap ?			
	/s/	No Try		
16	Say: This is a rainbow . (Point to the rainbow.) What is the first sound in rainbow ?			Number Correct /3
	/r/	No Try		

THERE IS NO PANEL TO DISPLAY FOR ITEMS 17–24.

PHONOLOGICAL/PHONEMIC AWARENESS: Blending Compound Words					
17	Say: Now, let's try something else. I am going to give you two parts of a word. Put the parts together, and then say the word. For example, rain - bow . Together, the word is rainbow . Now you try. Put the parts together, and then say the word: cup - cake .			Observations: Self-Correction(s) Refused to Answer Discontinued	Teacher Notes: If you need to repeat the instructions, it does not count against the student.
	Cupcake	No Try			
18	Say: Let's try another one: dog - house .				Number Correct /2
	Doghouse	No Try			

PHONOLOGICAL AWARENESS: Blending Onset-Rime		Observations: Self-Correction(s) Refused to Answer Discontinued			
19	Say: Let's try another one. Remember, I am going to give you two parts of a word. Put the parts together, and then say the word. How about: /k/ - orn?				
	<table border="1"> <tr> <td>Corn</td> <td>No Try</td> </tr> <tr> <td></td> <td></td> </tr> </table>		Corn	No Try	
Corn	No Try				
20	Say: Put the parts together, and then say the word. How about: /b/ - us?				
	<table border="1"> <tr> <td>Bus</td> <td>No Try</td> </tr> <tr> <td></td> <td></td> </tr> </table>	Bus	No Try		
Bus	No Try				
		<table border="1"> <tr> <td>Number Correct</td> </tr> <tr> <td>/2</td> </tr> </table>	Number Correct	/2	
Number Correct					
/2					

PHONOLOGICAL/PHONEMIC AWARENESS: Blending Phonemes														
21	Say: Now, let's try a few more. Put the parts together, and then say the word. /p/ /ī/	Observations: Self-Correction(s) Refused to Answer Discontinued												
	<table border="1"> <tr> <td>Pie</td> <td>No Try</td> </tr> <tr> <td></td> <td></td> </tr> </table>		Pie	No Try										
Pie	No Try													
22	Say: /h/ /ū/ /g/													
	<table border="1"> <tr> <td>Hug</td> <td>No Try</td> </tr> <tr> <td></td> <td></td> </tr> </table>	Hug	No Try											
Hug	No Try													
23	Say: /g/ /ō/ /t/													
	<table border="1"> <tr> <td>Goat</td> <td>No Try</td> </tr> <tr> <td></td> <td></td> </tr> </table>	Goat	No Try											
Goat	No Try													
24	Say: Let's try one more. /k/ /ō/ /p/													
	<table border="1"> <tr> <td>Cop</td> <td>No Try</td> </tr> <tr> <td></td> <td></td> </tr> </table>	Cop	No Try											
Cop	No Try													
		<table border="1"> <tr> <td>Number Correct</td> </tr> <tr> <td>/4</td> </tr> </table>	Number Correct	/4										
Number Correct														
/4														
PHONOLOGICAL/PHONEMIC AWARENESS SCORE ADD THE NUMBER CORRECT FROM QUESTIONS 11-24			<table border="1"> <tr> <th colspan="3">Skill Level</th> <th rowspan="2">TOTAL CORRECT</th> </tr> <tr> <th>Low</th> <th>Emerging</th> <th>On Track</th> </tr> <tr> <td>(0-4)</td> <td>(5-10)</td> <td>(11-14)</td> <td></td> </tr> </table>	Skill Level			TOTAL CORRECT	Low	Emerging	On Track	(0-4)	(5-10)	(11-14)	
Skill Level			TOTAL CORRECT											
Low	Emerging	On Track												
(0-4)	(5-10)	(11-14)												

Directions for the following section: In the boxes below, put a checkmark for correct answer. Also in the boxes, record incorrect responses or NT for No Try if the student does not attempt to answer.

Section 3. LETTER KNOWLEDGE

Row 1

m	v	b	a
---	---	---	---

SHOW THE STUDENT PAGE 3: PANEL 7, ROW 1.

LETTER NAMING				
25 to 28	Say: Now, I am going to ask you to look at some letters and tell me about them. Here they are. <i>(Show student Student Page 3: Panel 7, Row 1.)</i> Point to the letter a . Point to the letter m . Point to the letter b . Point to the letter v .	Observations: Self-Correction(s) Refused to Answer Discontinued		
			Number Correct	
			/4	
	a	m	b	v

Row 2

f	h	j	t
---	---	---	---

SHOW THE STUDENT PAGE 3: PANEL 7, ROW 2.

LETTER NAMING				
29 to 32	Say: Tell me the names of these letters. Start here <i>(point to the f)</i> and read across this way <i>(indicate left to right)</i> .	Observations: Self-Correction(s) Refused to Answer Discontinued		
			Number Correct	
			/4	
	f	h	j	t

Row 1

m	v	b	a
---	---	---	---

SHOW THE STUDENT PAGE 3: PANEL 7, ROW 1 AGAIN.

LETTER SOUNDS								
33 to 40	Say: Tell me the sounds these letters make. Start here <i>(point to the m)</i> and read the sounds across this way <i>(indicate left to right)</i> .	Observations: Self-Correction(s) Refused to Answer Discontinued	Teacher Notes: <ul style="list-style-type: none">• If the student gives you the name of the letter, say, "That's the name of the letter. What sound does it make?"• If the student gives the long a sound, say, "That is one sound this letter makes; do you know another sound?"					
				Number Correct				
				/8				
	/m/	/v/	/b/	/ă/				
Row 2	<table border="1"><tr><td>f</td><td>h</td><td>j</td><td>t</td></tr></table>	f	h	j	t	SHOW THE STUDENT PAGE 3: PANEL 7, ROW 2 AGAIN.		
f	h	j	t					
	Say: Tell me the sounds these letters make. Start here <i>(point to the f)</i> and read the sounds across this way <i>(indicate left to right)</i> .							
	/f/	/h/	/j/	/t/				
LETTER KNOWLEDGE SCORE								
ADD THE NUMBER CORRECT FROM QUESTIONS 25–40.								
Skill Level				TOTAL CORRECT				
Low	Emerging	On Track						
(0–4)	(5–10)	(11–16)						

Directions for the following two sections: In the boxes below, put a checkmark for correct answer. Also in the boxes, record incorrect responses or NT for No Try if the student does not attempt to answer.

Section 4. DECODING

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

SHOW THE STUDENT PAGE 3: PANEL 8.

CLOSED SYLLABLE WORDS

41
to
45

Say: Read these words to me. Start here (*point to "sit"*) and read the words across this way (*indicate left to right*).

sit	nap	fog	jet	mud

Observations:

Self-Correction(s)
Refused to Answer
Sound by Sound, No Blending
Sound by Sound, Blended
Discontinued

Number Correct

/5

Skill Level

Low

Emerging

On Track

TOTAL CORRECT

N/A*

(1–2)

(3–5)

*There is typically no expectation for whole word decoding at the beginning of kindergarten.

Section 5. HIGH FREQUENCY WORDS

the	and	it	for	go
-----	-----	----	-----	----

SHOW THE STUDENT PAGE 3: PANEL 9.

HIGH FREQUENCY WORDS

46
to
50

Say: Now, read these words. Start here (*point to "the"*) and read the words across this way (*indicate left to right*).

the	and	it	for	go

Observations:

Self-Correction(s)
Refused to Answer
Discontinued

Number Correct

/5

Skill Level

Low

Emerging

On Track

TOTAL CORRECT

N/A

(1–2)

(3–5)



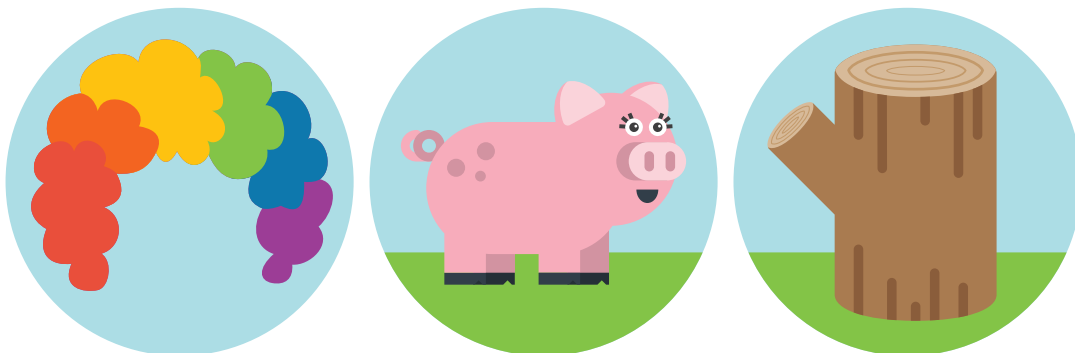
FOLD OR CUT 1

BOYKa Panel 2

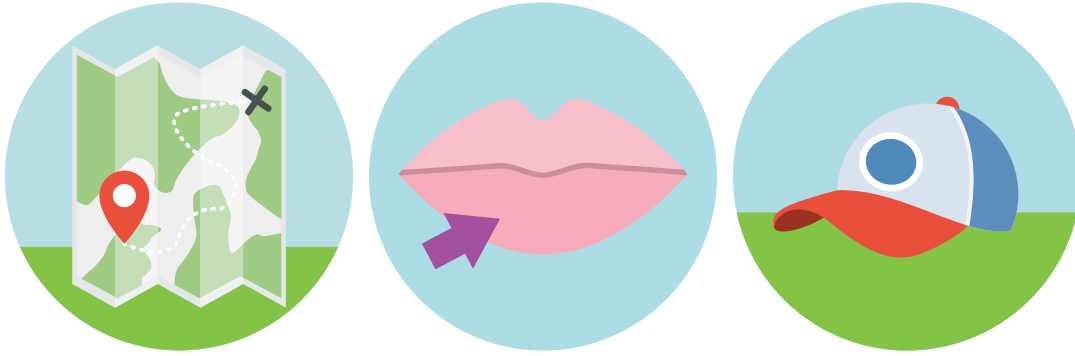


FOLD OR CUT 2

BOYKa Panel 3

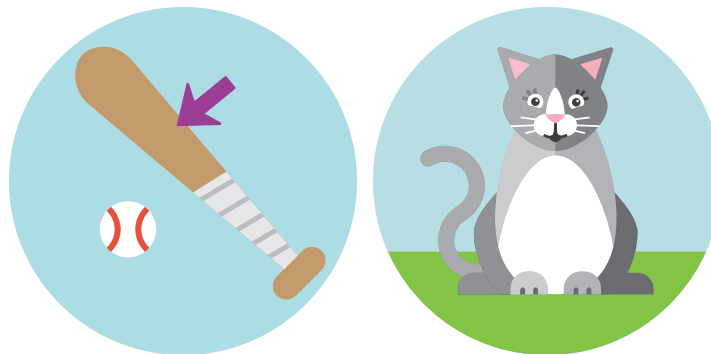


FOLD OR CUT 3



FOLD OR CUT 1

BOYKa Panel 5



FOLD OR CUT 2

BOYKa Panel 6



FOLD OR CUT 3

Row 1

m	v	b	a
---	---	---	---

Row 2

f	h	j	t
---	---	---	---

FOLD OR CUT 1

BOYKa Panel 8

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

FOLD OR CUT 2

BOYKa Panel 9

the	and	it	for	go
-----	-----	----	-----	----



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

Assessor _____ School _____ Preschool Attended _____

Directions: Put a checkmark in the box below each correct answer. For incorrect answers, write exactly what the student says in the box below the correct answer. Whether students point to the pictures or answer verbally, their answers may be considered correct, as long as they are demonstrating correct knowledge of the concept being assessed.

WARM-UP

Before starting, confirm that the student understands how to point to objects. You might say "Can you point to the window?" or "Point to your nose."

Observations:

Section 1. FUNCTIONAL VOCABULARY

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

1

Say: Point to the **first** picture.

Bee

Map

Pot

No Try

Observations:

Self-Correction(s)
Refused to Answer
Discontinued

2

Say: Point to the **last** picture.

Bee

Map

Pot

No Try

3

Say: This is a map. *(Point to the map)* Point to the **next** picture.

Bee

Map

Pot

No Try

Number Correct

/3

FUNCTIONAL VOCABULARY: Before & After

4

Say: Point to the picture **before** the map.

Bee

Map

Pot

No Try

Observations:

Self-Correction(s)
Refused to Answer
Discontinued

5

Say: Point to the picture **after** the map.

Bee

Map

Pot

No Try

Number Correct

/2



SHOW THE STUDENT PAGE 1: PANEL 2.

FUNCTIONAL VOCABULARY: Same & Different

6

Say: Now, I'm going to ask you some questions about these pictures. Point to the two pictures that are the **same**.

Leaf	First Ball	Flower	Last Ball	No Try

7

Say: Point to two pictures that are **different**.

Leaf	First Ball	Flower	Last Ball	No Try

Observations:

Self-Correction(s)
Refused to Answer
Discontinued

Number Correct

/2

FUNCTIONAL VOCABULARY: Beginning, Middle, End

8

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

Leaf	First Ball	Flower	Last Ball	No Try

9

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

Leaf	First Ball	Flower	Last Ball	No Try

10

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

Leaf	First Ball	Flower	Last Ball	No Try

Observations:

Self-Correction(s)
Refused to Answer
Discontinued

Number Correct

/3

FUNCTIONAL VOCABULARY SCORE

ADD THE NUMBER CORRECT FROM QUESTIONS 1-10

Skill Level

Low

(0-3)

Emerging

(4-8)

On Track

(9-10)

TOTAL CORRECT

Section 2 . PHONOLOGICAL/PHONEMIC AWARENESS



SHOW THE STUDENT PAGE 1: PANEL 3.

PHONOLOGICAL/PHONEMIC AWARENESS: Rhyming

11

Say: If words rhyme, they sound the same in the middle and at the end, like **soap** and **hope**. Listen to these three words: **ham, jam, cap**. (Point to each picture as you name it.) Which two words rhyme?

Ham	Jam	Cap	No Try

Observations:

Self-Correction(s)
Refused to Answer
Discontinued

Number Correct

/1



SHOW THE STUDENT PAGE 2: PANEL 4.

12 Say: Now listen to these three words: **jet**, **mat**, **pet**. (Point to each picture as you name it.) Which two words rhyme?

Jet	Mat	Pet	No Try

Observations:

Self-Correction(s)
Refused to Answer
Discontinued



SHOW THE STUDENT PAGE 2: PANEL 5.

13 Say: This is a **bug** and a **mug**. (Point to each picture as you name it.) The words **bug** and **mug** rhyme. Can you tell me another word that rhymes with **bug** and **mug**?

Write Student Response →	*Correct	Incorrect	No Try

*Nonsense words that rhyme with **bug** and **mug** count as a correct response.

Number Correct
/2



SHOW THE STUDENT PAGE 2: PANEL 6.

PHONOLOGICAL/PHONEMIC AWARENESS: Beginning Sound Isolation

14 Say: Now, I will show you a picture, and I want you to tell me the first sound. If I show you this picture of a **monkey** (point to the monkey), you would say /m/. This is a **leaf**. (Point to the leaf.) What is the first sound in **leaf**?

/l/	No Try

Observations:

Self-Correction(s)
Refused to Answer
Discontinued

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

/b/	No Try

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

/f/	No Try

Number Correct
/3

THERE IS NO PANEL TO DISPLAY FOR #17-24.

PHONOLOGICAL/PHONEMIC AWARENESS: Blending Compound Words

17 Say: Now, let's try something else. I am going to give you two parts of a word. Put the parts together, and then say the word. For example, **straw** - **berry**. Together, the word is **strawberry**. Now you try. Put the parts together, and then say the word. **butter** - **fly**.

Butterfly	No Try

Observations:

Self-Correction(s)
Refused to Answer
Discontinued

Teacher Notes:

If you need to repeat the instructions, it does not count against the student.

18 Say: Let's try another one: **foot** - **ball**

Football	No Try

Number Correct
/2

PHONOLOGICAL AWARENESS: Blending Onset-Rime			Observations: Self-Correction(s) Refused to Answer Discontinued
19	Say: Let's try another one. Remember, I am going to give you two parts of a word. Put the parts together, and then say the word. How about: /h/ - orn?		
	Horn	No Try	
20	Say: Put the parts together, and then say the word. How about: /s/ - ub?		
	Sub	No Try	
			Number Correct
			/2

PHONOLOGICAL/PHONEMIC AWARENESS: Blending Phonemes			
21	Say: Now, let's try a few more. Put the parts together, and then say the word. /t/ /ō/		Observations: Self-Correction(s) Refused to Answer Discontinued
	Toe	No Try	
22	Say: /k/ /ā/ /p/		
	Cap	No Try	
23	Say: /f/ /ē/ /t/		
	Feet	No Try	
24	Say: Let's try one more. /m/ /ō/ /p/		
	Mop	No Try	
PHONOLOGICAL/PHONEMIC AWARENESS SCORE			Number Correct
ADD THE NUMBER CORRECT FROM QUESTIONS 11-24			/4
			Skill Level
			Low Emerging On Track
			(0-4) (5-10) (11-14)
			TOTAL CORRECT

Directions for the following section: In the boxes below, put a checkmark for correct answer. Also in the boxes, record incorrect responses or NT for No Try if the student does not attempt to answer.

Section 3. LETTER KNOWLEDGE

Row 1

n	z	d	i
---	---	---	---

SHOW THE STUDENT PAGE 3: PANEL 7, ROW 1.

LETTER NAMING

**25
to
28**

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 7, Row 1.*) Point to the letter **i**. Point to the letter **d**. Point to the letter **z**. Point to the letter **n**.

Observations:

Self-Correction(s)
Refused to Answer
Discontinued

i	d	z	n

Number Correct
/4

Row 2

k	p	s	r
---	---	---	---

SHOW THE STUDENT PAGE 3: PANEL 7, ROW 2.

LETTER NAMING

**29
to
32**

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

Observations:

Self-Correction(s)
Refused to Answer
Discontinued

k	p	s	r

Number Correct
/4

Row 1

n	z	d	i
---	---	---	---

SHOW THE STUDENT PAGE 3: PANEL 7, ROW 1 AGAIN.

LETTER SOUNDS

**33
to
40**

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

Observations:

Self-Correction(s)
Refused to Answer
Discontinued

Teacher Notes:

- If the student gives you the name of the letter, say, "That's the name of the letter. What sound does it make?"
- If the student gives the long i sound, say, "That is one sound it makes, do you know another sound?"

/n/	/z/	/d/	/i/

Row 2

k	p	s	r
---	---	---	---

SHOW THE STUDENT PAGE 3: PANEL 7, ROW 2 AGAIN.

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

/k/	/p/	/s/	/r/

Number Correct
/8

LETTER KNOWLEDGE SCORE

ADD THE NUMBER CORRECT FROM QUESTIONS 25–40.

Skill Level			TOTAL CORRECT
Low	Emerging	On Track	
(0–4)	(5–10)	(11–16)	

Directions for the following two sections: In the boxes below, put a checkmark for the correct answer. Also in the boxes, record incorrect responses or NT for No Try if the student does not attempt to answer.

Section 4. DECODING

rub	hog	mat	sip	wet
-----	-----	-----	-----	-----

SHOW THE STUDENT PAGE 3: PANEL 8.

41 to 45	CLOSED SYLLABLE WORDS					Observations: Self-Correction(s) Refused to Answer Sound by Sound No Blending Sound by Sound Blended Discontinued Skill Level <table><tr><td>Low</td><td>Emerging</td><td>On Track</td></tr><tr><td>N/A*</td><td>(1-2)</td><td>(3-5)</td></tr></table>	Low	Emerging	On Track	N/A*	(1-2)	(3-5)	<table><tr><td>Number Correct</td></tr><tr><td>/5</td></tr><tr><td>TOTAL CORRECT</td></tr></table>	Number Correct	/5	TOTAL CORRECT
	Low	Emerging	On Track													
	N/A*	(1-2)	(3-5)													
	Number Correct															
	/5															
	TOTAL CORRECT															
Say: Read these words to me. Start here (<i>point to "rub"</i>) and read the words across this way (<i>indicate left to right</i>).																
rub	hog	mat	sip	wet												

*There is typically no expectation for whole word decoding at the beginning of kindergarten.

Section 5. HIGH FREQUENCY WORDS

to	you	said	is	we
----	-----	------	----	----

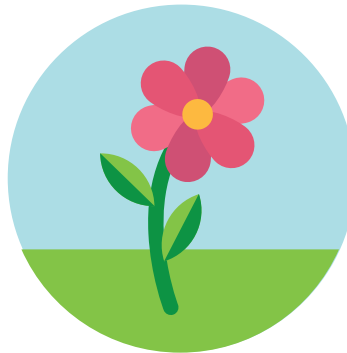
SHOW THE STUDENT PAGE 3: PANEL 9.

46 to 50	HIGH FREQUENCY WORDS					Observations: Self-Correction(s) Refused to Answer Discontinued Skill Level <table><tr><td>Low</td><td>Emerging</td><td>On Track</td></tr><tr><td>N/A</td><td>(1-2)</td><td>(3-5)</td></tr></table>	Low	Emerging	On Track	N/A	(1-2)	(3-5)	<table><tr><td>Number Correct</td></tr><tr><td>/5</td></tr><tr><td>TOTAL CORRECT</td></tr></table>	Number Correct	/5	TOTAL CORRECT
	Low	Emerging	On Track													
	N/A	(1-2)	(3-5)													
	Number Correct															
	/5															
	TOTAL CORRECT															
Say: Now, read these words. Start here (<i>point to "to"</i>) and read the words across this way (<i>indicate left to right</i>).																
to	you	said	is	we												



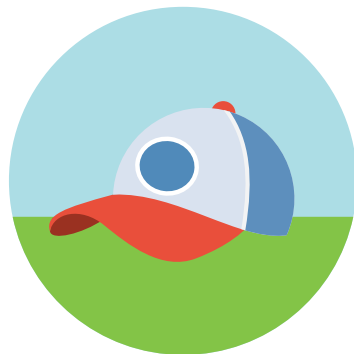
FOLD OR CUT 1

BOYKb Panel 2



FOLD OR CUT 2

BOYKb Panel 3

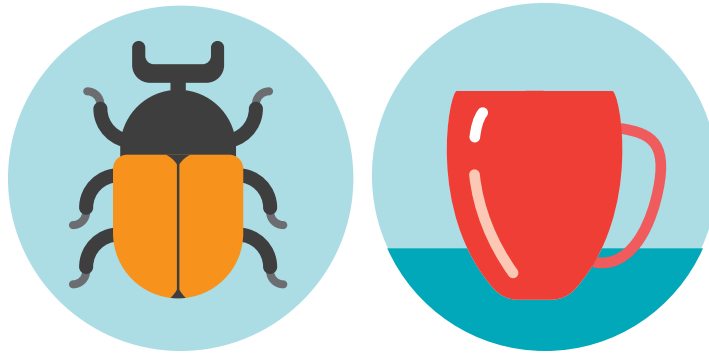


FOLD OR CUT 3



FOLD OR CUT 1

BOYKb Panel 5



FOLD OR CUT 2

BOYKb Panel 6



FOLD OR CUT 3

Row 1

n	z	d	i
---	---	---	---

Row 2

k	p	s	r
---	---	---	---

FOLD OR CUT 1

BOYKb Panel 8

rub	hog	mat	sip	wet
-----	-----	-----	-----	-----

FOLD OR CUT 2

BOYKb Panel 9

to	you	said	is	we
----	-----	------	----	----



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

Assessor _____ School _____ Preschool Attended _____

WARM-UP

Before starting, confirm that the student understands how to point to objects. You might say "Can you point to the window?" or "Point to your nose."

Observations:

Directions: Put a checkmark in the box below each correct answer. For incorrect answers, write exactly what the student says in the box below the correct answer. Whether students point to the pictures or answer verbally, their answers may be considered correct, as long as they are demonstrating correct knowledge of the concept being assessed.

Section 1. PHONOLOGICAL/PHONEMIC AWARENESS



SHOW THE STUDENT PAGE 1: PANEL 1.

PHONEMIC AWARENESS: Beginning Sound Isolation

1 Say: Now, I will show you a picture, and I want you to tell me the first sound. If I show you this picture of a **heart** (point to the heart), you would say /h/. This is a **mouse**. (Point to the mouse.) What is the first sound in **mouse**?

/m/

No Try

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

/z/

No Try

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

/sh/

No Try

Observations:

Self-Correction(s)
Refused to Answer
Discontinued

Number Correct

/3

THERE IS NO PANEL TO DISPLAY FOR ITEMS 4–10.

PHONOLOGICAL/PHONEMIC AWARENESS: Blending Compound Words

4 Say: Now, let's try something else. I am going to give you two parts of a word. Put the parts together, and then say the word. For example, **bath - tub**. Together, the word is **bathtub**. Now you try. Put the parts together, and then say the word: **tooth - brush**.

Toothbrush

No Try

5 Say: Let's try another one: **sun - flower**

Sunflower

No Try

Observations:

Self-Correction(s)
Refused to Answer
Discontinued

Teacher Notes:

If you need to repeat the instructions, it does not count against the student.

Number Correct

/2

PHONOLOGICAL/PHONEMIC AWARENESS: Blending Onset-Rime

6	Say: Let's try another one. Remember, I am going to give you two parts of a word. Put the parts together, and then say the word. How about: /k/ - ake?		Observations: Self-Correction(s) Refused to Answer Discontinued
	Cake	No Try	
7	Say: Put the parts together, and then say the word. How about: /ch/ - in?		
	Chin	No Try	
		Number Correct /2	

PHONOLOGICAL/PHONEMIC AWARENESS: Blending Phonemes

8	Say: Now, let's try a few more. Put the parts together, and then say the word. /ē/ /t/		Observations: Self-Correction(s) Refused to Answer Discontinued
	Eat	No Try	
9	Say: /r/ /ū/ /b/		
	Rub	No Try	
10	Say: Let's try one more. /f/ /r/ /ō/ /g/		
	Frog	No Try	
		Number Correct /3	

PHONEMIC AWARENESS: Segmenting Phonemes



SHOW THE STUDENT PAGE 1: PANEL 2.

Say: Great job! Now, I am going to give you a word. Say all the sounds you hear in the word. If I say **cat**, you should say /k/ /ă/ /t/. Touch the boxes while you say the sounds, like this: /k/ /ă/ /t/ (*touch each box, one at a time, while saying the sounds*).

11	Say: How about: nap .				Observations: Self-Correction(s) Refused to Answer Discontinued	Teacher Notes: Place a checkmark below each individual sound the student segments correctly in the word.
	/n/	/ă/	/p/	No Try		
12	Say: Here's another: get .					
	/g/	/ĕ/	/t/	No Try		
13	Say: Try one more: hose .					
	/h/	/ō/	/z/	No Try		
				Number Correct /3		

PHONEMIC AWARENESS: Adding Phonemes

SHOW THE STUDENT PAGE 1: PANEL 3.

Say: Nice job! Now, we're going to take some words that we know and add new sounds to the end. When we add these new sounds, they will make new words. If I took the word **lay** (*touch the first box*) and added /k/ to the end (*touch the second box*), the new word would be **lake**. Touch the boxes while you say the sounds, like this: /lā/ /k/ (*touch each box, one at a time, while saying the sounds*).

14	Say: Let's play with some more words. Our first word is bee . If we add /ch/ to the end, what's the new word?	Observations: Self-Correction(s) Refused to Answer Discontinued					
	beach				No Try	Other	
15	Say: How about no ; add the sound /z/ to the end. What's the new word?						
	nose				No Try	Other	
16	Say: Now, how about tie ; add the sound /m/ to the end. What's the new word?						
	time				No Try	Other	Number Correct
							/3
PHONOLOGICAL/PHONEMIC AWARENESS SCORE ADD THE NUMBER CORRECT FROM QUESTIONS 1-16					Skill Level		
Low			Emerging	On Track			
(0-6)			(7-13)	(14-16)			

Directions for the following section: In the boxes below, put a checkmark for correct answer. Also in the boxes, record incorrect responses or NT for No Try if the student does not attempt to answer.

Section 2. LETTER KNOWLEDGE

Row 1

w	g	l	e
---	---	---	---

SHOW THE STUDENT PAGE 2: PANEL 4, ROW 1.

LETTER SOUNDS											
17 to 20	Say: Tell me the sounds these letters make. Start here (<i>point to the w</i>) and read the sounds across this way (<i>indicate left to right</i>).	Observations: Self-Correction(s) Refused to Answer Discontinued			Teacher Notes: <ul style="list-style-type: none">• If the student gives you the name of the letter, say, "That's the name of the letter. What sound does it make?"• If the student gives the long e or long u sound, say, "That is one sound it makes, do you know another sound?"						
	/w/					/g/	/l/	/ě/			
21 to 24	Say: Tell me the sounds these letters make. Start here (<i>point to the y</i>) and read the sounds across this way (<i>indicate left to right</i>).										
	/y/					/b/	/ks/	/ũ/			
LETTER KNOWLEDGE SCORE ADD THE NUMBER CORRECT FROM QUESTIONS 17-24.						Skill Level			TOTAL CORRECT		
Low						Emerging	On Track				
(0-4)						(5-10)	(11-16)				

Directions for the following section: In the boxes below, put a checkmark for correct answer. Also in the boxes, record incorrect responses or NT for No Try if the student does not attempt to answer.

Section 3. DECODING

top	pot	peg
map	mop	pet

SHOW THE STUDENT PAGE 2: PANEL 5.

DECODING: Closed Syllable Words in Isolation (Part 1)

25	Say: Super! Let's look at a group of words. There is one word in each box (<i>point to the grid</i>). Point to the words I say. Let's start with top .		Observations: Self-Correction(s) Refused to Answer Discontinued
	Top	No Try	
26	Say: The next word is pet .		
	Pet	No Try	
27	Say: How about map ?		
	Map	No Try	

Number Correct
/3

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

SHOW THE STUDENT PAGE 2: PANEL 6.

DECODING: Closed Syllable Words in Isolation (Part 2)

28 to 32	Say: Read these words to me. Start here (point to “tug”) and read the words across this way (indicate left to right).					Observations: Self-Correction(s) Refused to Answer Sound by Sound No Blending Sound by Sound Blended Discontinued			Number Correct
	tug	fin	rot	bed	wag				/5
						Skill Level			TOTAL CORRECT
Low		Emerging		On Track					
(0)		(1–3)		(4–5)					

DECODING: Words in Sentences

Hop with Ted.
My job is fun.
Ken set down the hot cup.

SHOW THE STUDENT PAGE 3: PANEL 7.

Say: Fantastic! Now, let's read some sentences. Start here (point to "Hop") and read each sentence one at a time. It is more important to read the words correctly than fast. Let's get started.

33 to 35

Hop AES _____ with AES _____ Ted AES _____ .

36 to 39

My AES _____ job AES _____ is AES _____ fun AES _____ .

40 to 45

Ken AES _____ set AES _____ down AES _____ the AES _____
hot AES _____ cup AES _____ .

No Try

Observations:
Self-Correction(s)
Refused to Answer
Sound by Sound No Blending
Sound by Sound Blended
Discontinued

Teacher Notes: The gray italicized words in the sentences are high frequency words. Total the number of high frequency words read correctly in sentences; write the total both in the gray box and in the box in Section 4 below.

High Frequency Words Correct in Sentences
(transfer this number to Section 4 below)

Closed Syllable Words Correct in Sentences

/5

/8

DECODING CLOSED SYLLABLE WORDS SCORE

ADD THE NUMBER OF CORRECT CLOSED SYLLABLE WORDS (NOT IN ITALICS) FROM QUESTIONS 25-45.

Skill Level

Low

Emerging

On Track

(0-5)

(6-11)

(12-16)

TOTAL CLOSED SYLLABLE WORDS CORRECT
(Items 25-45)

Section 4. HIGH FREQUENCY WORDS

see

me

where

they

out

SHOW THE STUDENT PAGE 3: PANEL 8.

46 to 50

Say: Read these words to me. Start here (point to "see") and read the words across this way (indicate left to right).

see

me

where

they

out

Observations:
Self-Correction(s)
Refused to Answer
Discontinued

High Frequency Words Correct in Sentences
(from Items 33-45)

/5

High Frequency Words Correct in Isolation

/5

READING HIGH FREQUENCY WORDS SCORE

ADD THE NUMBER OF CORRECT HIGH FREQUENCY WORDS FROM QUESTIONS 33-50.

Skill Level

Low

Emerging

On Track

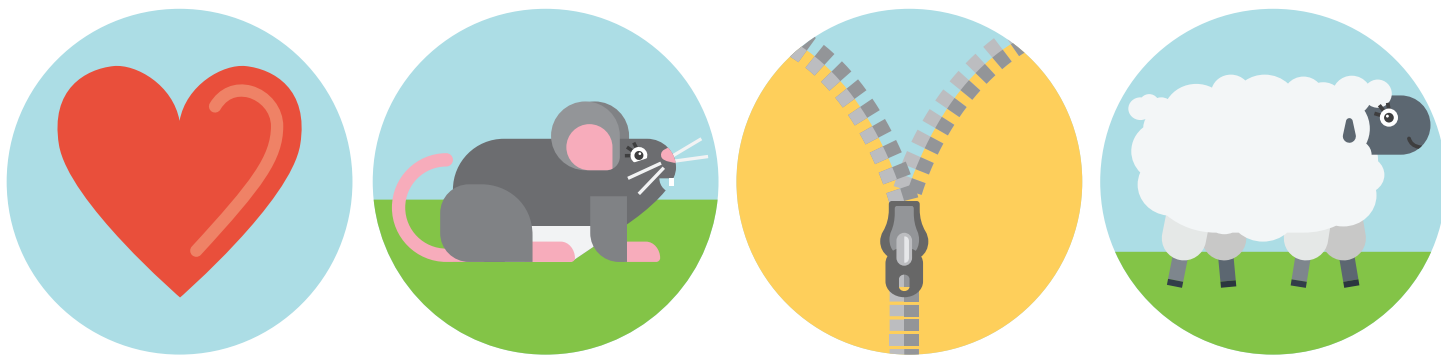
(0-3)

(4-7)

(8-10)

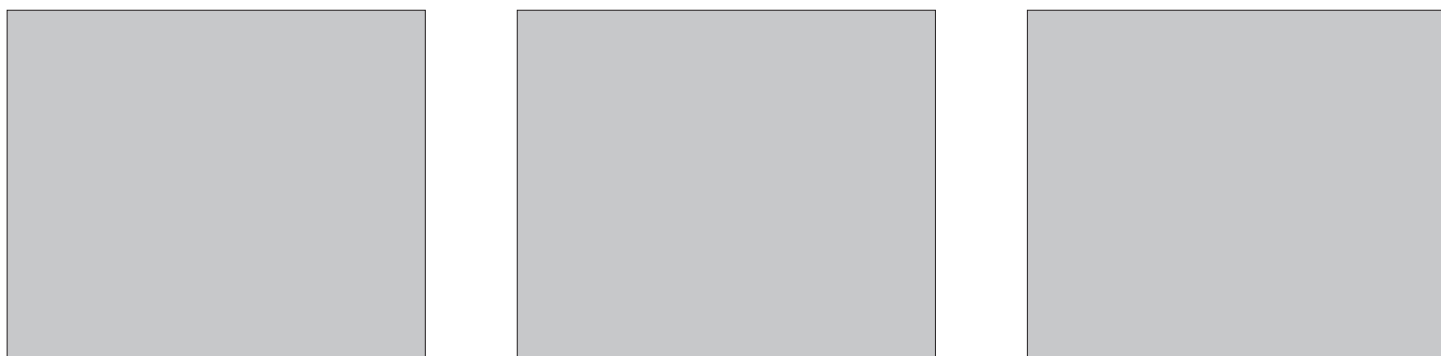
TOTAL CORRECT
(Isolation & Sentences)

36 © 2018 Really Great Reading Company, LLC



FOLD OR CUT 1

MOYKa Panel 2



FOLD OR CUT 2

MOYKa Panel 3



FOLD OR CUT 3

Row 1

w	g	l	e
---	---	---	---

Row 2

y	b	x	u
---	---	---	---

FOLD OR CUT 1

MOYKa Panel 5

top	pot	peg
map	mop	pet

FOLD OR CUT 2

MOYKa Panel 6

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

Hop with Ted.

My job is fun.

Ken set down the hot cup.

FOLD OR CUT 1

MOYKa Panel 8

see	me	where	they	out
-----	----	-------	------	-----

FOLD OR CUT 2



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

Assessor _____ School _____ Preschool Attended _____

WARM-UP

Before starting, confirm that the student understands how to point to objects. You might say "Can you point to the window?" or "Point to your nose."

Observations:

Directions: Put a checkmark in the box below each correct answer. For incorrect answers, write exactly what the student says in the box below the correct answer. Whether students point to the pictures or answer verbally, their answers may be considered correct, as long as they are demonstrating correct knowledge of the concept being assessed.

Section 1. PHONOLOGICAL/PHONEMIC AWARENESS



SHOW THE STUDENT PAGE 1: PANEL 1.

PHONEMIC AWARENESS: Beginning Sound Isolation

1 Say: Now, I will show you a picture, and I want you to tell me the first sound. If I show you this picture of a **jacket** (point to the jacket), you would say /j/. This is a **nest**. (Point to the nest.) What is the first sound in **nest**?

/n/

No Try

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

/v/

No Try

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

/ch/

No Try

Observations:

Self-Correction(s)
Refused to Answer
Discontinued

Number Correct

/3

THERE IS NO PANEL TO DISPLAY FOR ITEMS 4–10.

PHONOLOGICAL/PHONEMIC AWARENESS: Blending Compound Words

4 Say: Now, let's try something else. I am going to give you two parts of a word. Put the parts together, and then say the word. For example, **paint** - **brush**. Together, the word is **paintbrush**. Now you try. Put the parts together, and then say the word: **hot** - **dog**.

Hotdog

No Try

5 Say: Let's try another one: **air** - **plane**

Airplane

No Try

Observations:

Self-Correction(s)
Refused to Answer
Discontinued

Teacher Notes:

If you need to repeat the instructions, it does not count against the student.

Number Correct

/2

PHONOLOGICAL/PHONEMIC AWARENESS: Blending Onset-Rime

6	Say: Let's try another one. Remember, I am going to give you two parts of a word. Put the parts together, and then say the word. How about: /g/ - ame?		Observations: Self-Correction(s) Refused to Answer Discontinued
	Game	No Try	
7	Say: Put the parts together, and then say the word. How about: /sh/ - op?		
	Shop	No Try	
		Number Correct /2	

PHONOLOGICAL/PHONEMIC AWARENESS: Blending Phonemes

8	Say: Now, let's try a few more. Put the parts together, and then say the word. /k/ /ē/		Observations: Self-Correction(s) Refused to Answer Discontinued
	Key	No Try	
9	Say: /n/ /ō/ /t/		
	Not	No Try	
10	Say: Let's try one more. /f/ /ā/ /s/ /t/		
	Fast	No Try	
		Number Correct /3	

PHONEMIC AWARENESS: Segmenting Phonemes



SHOW THE STUDENT PAGE 1: PANEL 2.

Say: Great job! Now, I am going to give you a word. Say all the sounds you hear in the word. If I say **cat**, you should say /k/ /ā/ /t/. Touch the boxes while you say the sounds, like this: /k/ /ā/ /t/ (*touch each box, one at a time, while saying the sounds*).

11	Say: How about: tape .				Observations: Self-Correction(s) Refused to Answer Discontinued	Teacher Notes: Place a checkmark below each individual sound the student segments correctly in the word.
	/t/	/ā/	/p/	No Try		
12	Say: Here's another: head .					
	/h/	/ē/	/d/	No Try		
13	Say: Try one more: lock .					
	/l/	/ō/	/k/	No Try		
				Number Correct /3		

PHONEMIC AWARENESS: Adding Phonemes

SHOW THE STUDENT PAGE 1: PANEL 3.

Say: Nice job! Now, we're going to take some words that we know and add new sounds to the end. When we add these new sounds, they will make new words. If I took the word **say** (*touch the first box*) and added /m/ to the end (*touch the second box*), the new word would be **same**. Touch the boxes while you say the sounds, like this: /sā/ /m/ (*touch each box, one at a time, while saying the sounds*).

14	Say: Let's play with some more words. Our first word is go . If we add /t/ to the end, what's the new word?	Observations: Self-Correction(s) Refused to Answer Discontinued					
	goat				No Try	Other	
15	Say: How about by ; add the sound /k/ to the end. What's the new word?						
	bike				No Try	Other	
16	Say: Now, how about see ; add the sound /t/ to the end. What's the new word?						
	seat				No Try	Other	Number Correct
							/3
PHONOLOGICAL/PHONEMIC AWARENESS SCORE ADD THE NUMBER CORRECT FROM QUESTIONS 1-16					Skill Level		
Low			Emerging	On Track			
(0-6)			(7-13)	(14-16)			

Directions for the following section: In the boxes below, put a checkmark for correct answer. Also in the boxes, record incorrect responses or NT for No Try if the student does not attempt to answer.

Section 2. LETTER KNOWLEDGE

Row 1

quci

SHOW THE STUDENT PAGE 2: PANEL 4, ROW 1.

LETTER SOUNDS													
17 to 20	Say: Tell me the sounds these letters make. Start here (<i>point to the qu</i>) and read the sounds across this way (<i>indicate left to right</i>).	Observations: Self-Correction(s) Refused to Answer Discontinued			Teacher Notes: <ul style="list-style-type: none">If the student gives you the name of the letter, say, "That's the name of the letter. What sound does it make?"If the student gives the long i or long o sound, say, "That is one sound it makes, do you know another sound?"								
	/kw/							/k/	/r/	/ĩ/			
21 to 24	Say: Tell me the sounds these letters make. Start here (<i>point to the h</i>) and read the sounds across this way (<i>indicate left to right</i>).												
	/h/							/d/	/z/	/õ/	Number Correct		
											/8		
LETTER KNOWLEDGE SCORE ADD THE NUMBER CORRECT FROM QUESTIONS 17-24.								Skill Level			TOTAL CORRECT		
Low								Emerging	On Track				
(0-4)								(5-10)	(11-16)				

Directions for the following section: In the boxes below, put a checkmark for correct answer. Also in the boxes, record incorrect responses or NT for No Try if the student does not attempt to answer.

Section 3. DECODING

tag	pen	dot
pod	pat	tap

SHOW THE STUDENT PAGE 2: PANEL 5.

DECODING: Closed Syllable Words in Isolation (Part 1)

25	Say: Super! Let's look at a group of words. There is one word in each box (<i>point to the grid</i>). Point to the words I say. Let's start with dot .		Observations: Self-Correction(s) Refused to Answer Discontinued
	Dot	No Try	
26	Say: The next word is pen .		
	Pen	No Try	
27	Say: How about tap ?		
	Tap	No Try	
			Number Correct
			/3

log	zip	cab	hen	jug
-----	-----	-----	-----	-----

SHOW THE STUDENT PAGE 2: PANEL 6.

DECODING: Closed Syllable Words in Isolation (Part 2)

28 to 32	Say: Read these words to me. Start here (point to "log") and read the words across this way (indicate left to right).					Observations: Self-Correction(s) Refused to Answer Sound by Sound No Blending Sound by Sound Blended Discontinued			Number Correct	
	log	zip	cab	hen	jug				/5	
						Skill Level			TOTAL CORRECT	
						Low	Emerging	On Track		
						(0)	(1–3)	(4–5)		

DECODING: Words in Sentences

Rob was too mad.

Fit a blue peg there.

SHOW THE STUDENT PAGE 3: PANEL 7.

Gus let Kim win.

Say: Fantastic! Now, let's read some sentences. Start here (*point to "Rob"*) and read each sentence one at a time. It is more important to read the words correctly than fast. Let's get started.

No Try

Observations:

Self-Correction(s)
Refused to Answer
Sound by Sound No Blending
Sound by Sound Blended
Discontinued

Teacher Notes: The gray italicized words in the sentences are high frequency words. Total the number of high frequency words read correctly in sentences; write the total both in the gray box and in the box in Section 4 below.

33
to
35

Rob **AES** _____ was **AES** _____ too **AES** _____
mad **AES** _____ .

36
to
39

Fit **AES** _____ a **AES** _____ blue **AES** _____
peg **AES** _____ there **AES** _____ .

40
to
45

Gus **AES** _____ let **AES** _____ Kim **AES** _____
win **AES** _____ .

**High Frequency Words
Correct in Sentences**
(transfer this number
to Section 4 below)

**Closed Syllable Words
Correct in Sentences**

/5

/8

DECODING CLOSED SYLLABLE WORDS SCORE

**ADD THE NUMBER OF CORRECT CLOSED SYLLABLE
WORDS (NOT IN ITALICS) FROM QUESTIONS 25-45.**

Skill Level

Low	Emerging	On Track
(0-5)	(6-11)	(12-16)

**TOTAL CLOSED
SYLLABLE WORDS
CORRECT**
(Items 25-45)

Section 4. HIGH FREQUENCY WORDS

one come here she have

SHOW THE STUDENT PAGE 3: PANEL 8.

46
to
50

Say: Read these words to me. Start here (*point to "one"*) and read the words across this way (*indicate left to right*).

one come here she have

Observations:

Self-Correction(s)
Refused to Answer
Discontinued

**High Frequency
Words Correct
in Sentences**
(from Items
33-45)

/5

**High Frequency
Words Correct
in Isolation**

/5

READING HIGH FREQUENCY WORDS SCORE

**ADD THE NUMBER OF CORRECT HIGH
FREQUENCY WORDS FROM QUESTIONS 33-50.**

Skill Level

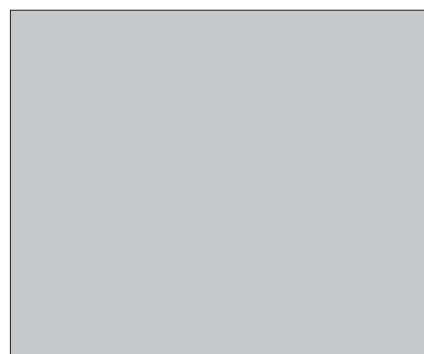
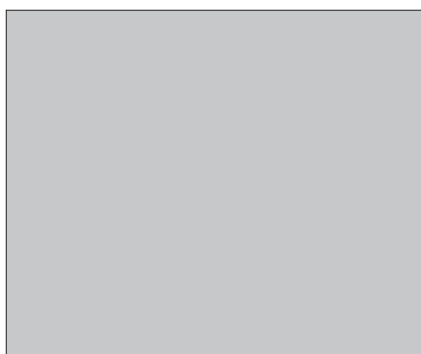
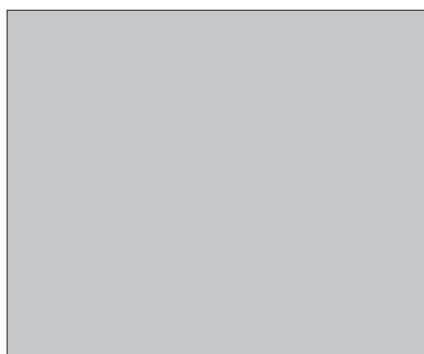
Low	Emerging	On Track
(0-3)	(4-7)	(8-10)

TOTAL CORRECT
(Isolation &
Sentences)



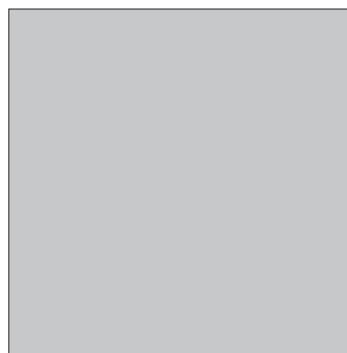
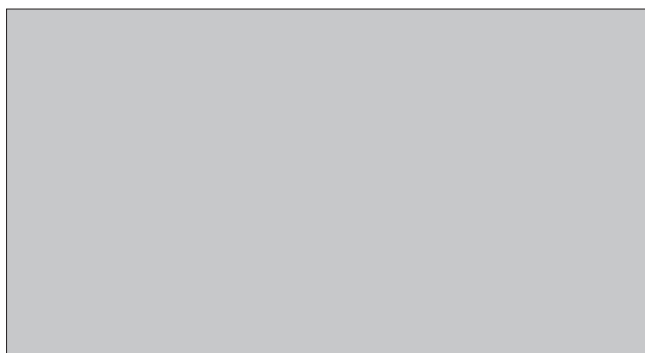
FOLD OR CUT 1

MOYKb Panel 2



FOLD OR CUT 2

MOYKb Panel 3



FOLD OR CUT 3

Row 1

qu	c	r	i
----	---	---	---

Row 2

h	d	z	o
---	---	---	---

FOLD OR CUT 1

MOYKb Panel 5

tag	pen	dot
pod	pat	tap

FOLD OR CUT 2

MOYKb Panel 6

log	zip	cab	hen	jug
-----	-----	-----	-----	-----

Rob was too mad.
Fit a blue peg there.
Gus let Kim win.

FOLD OR CUT 1

MOYKb Panel 8

one	come	here	she	have
-----	------	------	-----	------

FOLD OR CUT 2

End of Year
Kindergarten Assessment
FORM A

Coming soon!

Check back at
<https://www.reallygreatreading.com/diagnostics>

End of Year Kindergarten Assessment

FORM B

Coming soon!

Check back at

<https://www.reallygreatreading.com/diagnostics>

Letter Knowledge Survey

Letter Names

SUMMARY DIRECTIONS

TARGET AUDIENCE & PURPOSE

- Give to emerging readers or students who have scored Low, Emerging, or On Track on the Kindergarten Foundational Skills Survey
- Quickly identify which lowercase and uppercase letter names a student knows

WHAT IS ASSESSED

- Student's ability to identify and name the 26 letters of the alphabet (both lowercase and uppercase)

MATERIALS

- Letter Knowledge Survey Letter Names Student Page – Form A (or B)
- Letter Knowledge Survey – Recording & Scoring Form A (or B)
- Pen or pencil

ADMINISTRATION

Use the Letter Names Student Pages:

- Ask student to name each letter
- Explain accuracy is more important than speed

NOTE

- If student gives letter sound, prompt with: "That is a letter sound, do you know the name of this letter?"

RECORDING

Use the Letter Names box (lowercase or uppercase) on the Recording Form (see examples on page 53):

- Place checkmark (✓) next to correct responses (Example 1).
- For errors, record exactly what student says next to the target letter (Example 2).
- Record all incorrect attempts (Example 3).
- Write SC next to the error if the student self-corrects (be sure to still record the errors) (Example 4).

- Cross out the response and write NT for no try or “I don’t know” if the student makes no attempt to name a letter (Example 5).
- Record additional comments and observations in the space provided.

SCORING

After administration:

- Tally correct responses for each row.
- Self-corrections count as errors.
- Total correct responses.
- Highlight or circle appropriate skill level box.

Letter Sounds

SUMMARY DIRECTIONS

TARGET AUDIENCE & PURPOSE

- Give to emerging reader or students who have scored Low, Emerging, or On Target on the Kindergarten Foundational Skills Survey
- Quickly identify which letter sounds a student knows

WHAT IS ASSESSED

- Short vowel sounds
- Sounds of all consonants and qu
- Sounds of digraphs ch, sh, ck, wh, and th

MATERIALS

- Letter Knowledge Survey Letter Sounds Student Page – Form A (or B)
- Letter Knowledge Survey – Recording Form A (or B)
- Pen or pencil

ADMINISTRATION

Use the Letter Sounds Student Page:

- Ask student to name the sound spelled by letter(s).
- Explain accuracy is more important than speed.

NOTE

- Short vowel sounds are the correct answers for the vowels.
- *Hard c, /k/, for **c** and hard g, /g/, for **g*** are the correct answers for letters **c** and **g**.

- If student gives correct long vowel sounds (or the soft c, /s/, or soft g, /j/, sounds), prompt with:
“Do you know any other sounds that letter spells?”
- If student gives a letter name, prompt with:
“That is a letter name, do you know the sound this letter spells?”
- If the student gives the individual sounds of the letters in a digraph, prompt with:
“Do you know the sound these letters makes when they are together?”

RECORDING

Use the Letter Sounds box on the Recording Form (see examples on the next page):

- Place checkmark (✓) next to each letter sound the student says correctly (**Example 1**).
- For errors, record exactly what student says next to the correct letter (**Example 2**).
- Record all incorrect attempts (**Example 3**).
- Write SC next to the error if the student self-corrects (be sure to still record the errors) (**Example 4**).
- Cross out the response and write NT for no try or “I don’t know” if the student makes no attempt to name a letter (**Example 5**).
- If a student adds an “uh” (or schwa sound) after the correct sound (e.g., /b/ is articulated as /b/ /uh/), record “uh.” Count these as correct.
- Record additional comments and observations in the space provided.

SCORING

After administration:

- Tally correct responses for each row.
- Self-corrections count as errors.
- Total correct responses.
- Highlight or circle appropriate skill level box.

SAMPLE RECORDING FORMS FOR LETTER NAMES AND LETTER SOUNDS PORTIONS OF LETTER KNOWLEDGE SURVEY

Letter Names: Lowercase						Number Correct
1 a ✓	3 e ✓	4 i ✓	o ✓	u ✓		5 / 5
c ✓	b d p	g j se	n ✓	j ✓		2 / 5
l ✓	m ✓	r ✓	s /s/	v ✓		4 / 5
w/w/	f ✓	y ✓	z ✓	p ✓		4 / 5
k ✓	x ✓	d ✓	h ✓	t ✓	NT q	5 / 6
Observations:						Total Number Correct
						20 / 26

Letter Sounds						Number Correct
	2 /ä/ ✓	/ē/ /ī/	/ī/ ✓	/ō/ ✓	/ū/ ✓	4 / 5
1 /k/ ✓	/b/ ✓	/g/ ✓	/n/ ^{said} letter name	/j/ ✓		3 / 5
	/l/ ✓	/m/ ✓	/t/ ✓	/s/ ✓	/v/ /w/ se	4 / 5
	/w/ ✓	/f/ ✓	/y/ ✓	/z/ ✓	/p/ ✓	5 / 5
3 /k/ ✓	/ks/ ✓	/d/ /b/ /p/	/h/ ✓	/t/ ✓		4 / 5
	/ch/ ✓	NT /sh/	/k/ ✓	/th/ ✓	/w/ ✓	5 / 6
Observations:						Total Number Correct
						25 / 31

Name _____ Grade _____ Age _____ Date _____

Assessor _____

Letter Sounds						Number Correct
/ă/	/ě/	/ĩ/	/õ/	/ũ/		
/k/	/b/	/g/	/n/	/j/		
/l/	/m/	/r/	/s/	/v/		
/w/	/f/	/y/	/z/	/p/		
/k/	/ks/	/d/	/h/	/t/		
/ch/	/sh/	/k/	/th/	/w/	/kw/	
Comments:	Skill Level					Number Correct
	Low	Emerging	Established			
	0-21	22-28	29-31		/31	

Letter Names: Lowercase						Number Correct
a	e	i	o	u		
c	b	g	n	j		
l	m	r	s	v		
w	f	y	z	p		
k	x	d	h	t	q	
Comments:	Skill Level					Number Correct
	Low	Emerging	Established			
	0-16	17-24	25-26		/26	

Letter Names: Uppercase						Number Correct
O	A	E	U	I		/ 5
Y	W	P	M	J		/ 5
S	Z	D	F	T		/ 5
G	N	B	R	K		/ 5
C	L	Q	H	V	X	/ 6
Comments:	Skill Level					Total Number Correct
	Low	Emerging	Established			
	0-16	17-24	25-26		/ 26	

a e i o u

c b g n j

l m r s v

w f y z p

k x d h t

ch sh ck th wh qu

a e i o u

c b g n j

l m r s v

w f y z p

k x d h t q

O

A

E

U

I

Y

W

P

M

J

S

Z

D

F

T

G

N

B

R

K

C

L

Q

H

V

X

Name _____ Grade _____ Age _____ Date _____

Assessor _____

Letter Sounds						Number Correct
/ö/	/ĩ/	/ũ/	/ã/	/ẽ/		
/b/	/h/	/v/	/n/	/k/		
/j/	/p/	/w/	/d/	/k/		
/t/	/ks/	/f/	/r/	/l/		
/y/	/g/	/m/	/s/	/z/		
/sh/	/w/	/th/	/ch/	/k/	/kw/	
Comments:	Skill Level					Number Correct
	Low	Emerging	Established			
	0-21	22-28	29-31		/31	

Letter Names: Lowercase						Number Correct
o	i	u	a	e		
b	h	v	n	c		
j	p	w	d	k		
t	x	f	r	l		
y	g	m	s	z	q	
Comments:	Skill Level					Number Correct
	Low	Emerging	Established			
	0-16	17-24	25-26		/26	

Letter Names: Uppercase						Number Correct
I	U	O	E	A		
F	J	M	Q	Z		
K	P	T	X	D		
R	H	S	G	N		
B	V	L	W	Y	C	
Comments:	Skill Level					Number Correct
	Low	Emerging	Established			
	0-16	17-24	25-26		/26	

o i u a e

b h v n c

j p w d k

t x f r l

y g m s z

sh wh th ch ck qu

o i u a e

b h v n c

j p w d k

t x f r l

y g m s z q

I

U

O

E

A

F

J

M

Q

Z

K

P

T

X

D

R

H

S

G

N

B

V

L

W

Y

C

Letter Knowledge Survey Kindergarten Benchmarks by Phase of Year

Letter Names			
Phase of Year	Skill Level		
	Low	Emerging	On Track
BOYK	0-6	7-18	19-26
MOYK	0-10	11-19	20-26
EOYK	0-16	17-24	25-26

Letter Sounds			
Phase of Year	Skill Level		
	Low	Emerging	On Track
BOYK	0-6	7-17	18-31
MOYK	0-13	14-19	20-31
EOYK	0-17	18-23	24-31

Using This Packet with Countdown

How can I use the Foundational Skills Surveys with Countdown?

Really Great Reading's *Countdown* program is a set of supplemental literacy lessons, structured in units, for students in kindergarten. The lessons provide playful, targeted instruction in foundational literacy skills.

Countdown instruction encompasses the five strands assessed in the Kindergarten Foundational Skills Survey:

- Functional Vocabulary
- Phonological and Phonemic Awareness
- Letter Knowledge
- Decoding
- High Frequency Words

The Kindergarten Foundational Skills Surveys can provide teachers with information about their students' background knowledge in the various strands of *Countdown* instruction at the beginning of the year and can allow them to measure students' progress in each of those skills at the middle and at the end of the year. 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 and supplemental resources to make instructional decisions about pacing, scaffolding, and intervention instruction.

Applying Results of Kindergarten Foundational Skills Survey to a Response to Intervention System Using Additional Countdown Activities

Skill	Low Level	Further Assessment Recommendations	Intervention Recommendations
Functional Vocabulary	0-3	Use BOYKb form for progress monitoring after interventions.	Additional Small Group Instruction: Use <i>Countdown</i> Alternative Scope and Sequence Activities, focused on Functional Vocabulary, found in Supplemental Resources
Letter Knowledge	0-6	Use Letter Survey for Diagnostic Purposes to identify which letter names and sounds are still not known.	Additional Small Group Instruction: Use Additional Activities for Practice on Page 200 of <i>Countdown</i> Book One, focused on Alphabetic Principle

Phonological/ Phoneme Awareness	0-4	Use Form B for progress monitoring after interventions.	Additional Small Group Instruction: Use Additional Activities for Practice on Page 200 of <i>Countdown Book One</i> , focused on Phonological Awareness Skills
Decoding & High Frequency Words	N/A	There is no expectation at BOYK for reading whole words. After using MOYKa, use Form B for progress monitoring after interventions.	After MOY, Additional Small Group Instruction: Use Additional Activities for Practice on Page 200 of <i>Countdown Book One</i> , focused on Decoding Skills

Why do we measure different skills at different times of the year?

The skills measured by the Kindergarten Foundational Skills Surveys change over time because the skills that are typically taught to Kindergarteners change over the course of the year. Kindergarten instruction gradually advances students toward more complex skills, and in order to measure the effectiveness of this instruction and of student growth, the assessment measures must be sensitive to these instructional changes.

For example, the MOYK Survey (administered in the middle of the year) no longer includes Functional Vocabulary (which is a component of the BOYK Survey) because it is expected that students should have mastered these functional vocabulary skills by the middle of Kindergarten.

It is important to use the BOYK Form B with students who scored in the Emerging or Low ranges on Functional Vocabulary at the beginning of the year after they have had additional instruction; however, once students have mastered these skills, they no longer need to be assessed.

The specific Phonemic Awareness skills assessed on the Kindergarten Foundational Skills Surveys also change throughout the course of the Kindergarten year. Rhyming is measured on the BOYKa and b, but on the MOYK, rhyming is dropped, while additional skills (such as segmenting phonemes) are added. This change reflects the shift in Kindergarten foundational literacy skills instruction to more complex phonemic awareness skills that provide the foundation for decoding skills.



Really Great Reading's Phonics Suite



**Really Great Reading's lessons
(Countdown, Blast Foundations, HD Word,
Phonics Blitz, and Phonics Boost)
help prevent and remediate decoding
weaknesses in students of all ages.**

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 other complimentary assessments (the Diagnostic Decoding Surveys, First Grade Foundational Skills Surveys, and Pre-Decoding Skills Survey) help educators identify students with decoding issues that may contribute to comprehension weaknesses.

For more information, please visit www.reallygreatreading.com
or call us at 866.401.READ (7323).