

SRPSD
Kindergarten
Early Literacy Assessment
Assessment Book pages 1-8

Student: _____

School: _____

Teacher: _____

Assessment 1 Completed: _____

Assessment 2 Completed: _____

This tool is designed to assess a student's early literacy skills.

Administer orally.

Face the student when administering the test.

Give lots of praise to students for trying hard and doing their best.

Directions may be repeated.

Specific test questions cannot be repeated.

Demonstration items are provided.

Concrete items can be used only during demonstrations.

If a student is unable to complete demonstration items correctly, stop testing for that section.

Go to next section.

Revised September 2017

1. Phonemic Repair

Directions: Teachers may use gestures to indicate big, chair, and phone on the demonstration portion only.

I am going to say something and one of the words will sound silly. I want you to tell me what it should say.

"What if I say, 'My house is really shig?' That's not right is it? Maybe I should say 'My house is really big.' That sounds better."

What if I say, 'You sit on a lare?' That's not right is it can you fix it?" Prompt correct answer.

"How about this one, 'She answers the cone?' No, that's silly can you fix it?"

Prompt or model correct answers.

Score 1 for each word the student fixes.

Ignore articulation errors. No need for complete sentences.

Discontinue after 3 consecutive errors.

	Assessment	
	1	2
1. My mom likes to read <i>nooks</i> to me. (books)		
2. Pizza is my <i>zavourite</i> food. (favorite)		
3. You are wearing my new rubber <i>noots!</i> (boots)		
4. When it's dark, we turn on the <i>shite</i> . (light)		
5. I put cereal in my <i>foal</i> . (bowl)		
6. The dog is thirsty he needs a drink of <i>mauter</i> . (water)		
Total Score	/6	/6

2. Syllable Segmentation

Directions: *Now we are going to talk like robots. Do – you – know – how – they – talk? If a robot was going to say telephone it would say tel-e-phone. Clap the syllables as you say them. Robots break the words into parts and say them slowly. You try one. How would a robot say Saturday, summer, cat?*

Prompt or demonstrate correct responses. Discontinue after 3 consecutive errors.

	Assessment 1	Assessment 2
1. jump		
2. elephant		
3. wagon		
4. pencil		
5. umbrella		
6. pancake		
TOTAL SCORE	/6	/6

3. Rhyming Word Production

Directions: *Do you know what rhyming words are? Rhyming words sound almost the same like dog-frog or pan-can.*

Let's rhyme your name. eg, Jason, Bason, Lason, Mason, those all rhyme. I'm going to say two words that rhyme, and I want you to say another word that rhymes with them. Listen carefully.

Tell me a word that could rhyme with rock, sock, _____.

Try lop, hop, ____

mother, other, _____,

Jack, shack, _____."

"Now try _____"

Discontinue after 3 consecutive errors.

	Assessment 1	Assessment 2
1. table, cable		
2. wrinkle, crinkle		
3. pot, shot		
4. money, sunny		
5. cat, that		
6. fun, run		
TOTAL SCORE	/6	/6

4. Phoneme Blending

Directions: *Now I am going to say the sounds of a word. You guess what word it is. Listen carefully. See if you can guess what words I am saying.*

Demonstration items:

What if I say /c/ /a/ /t/ ?

Good now try this one /p/ /o/ /p/ ?

How about /d/ /o/ /g/ ?

Test Items: *Listen carefully. I can only say the sounds once.*

Discontinue after 3 consecutive errors.

Phoneme Blending continued...

	Assessment 1	Assessment 2
1. /m/ /e/ /t/		
2. /r/ /u/ /n/		
3. /f/ /a/ /t/		
4. /p/ /e/ /n/		
5. /b/ /i/ /g/		
6. /w/ /ai/ /t/		
TOTAL SCORE	/6	/6

5. Phoneme Segmentation:

Directions: *I'd like to play a sound game with you. I will say a word and I want you to break the word apart into its sounds. You need to tell me each sound in the word. For example, if I say the word "top", you would say /t/ /o/ /p/.*

Demonstration items:

Hold up three fingers held together as you say the word cat. Then separate the fingers as you say the individual sounds, point to each finger.

"cat--/k/ /a/ /t/" "pig--/p/ /i/ /g/" " top--/t/ /o/ /p/"

If the student only gives the first sound in the word, prompt them by saying, "What is the next sound in the word _____?" Prompt for each sound in the word if the child is able to state the previous sound. This eliminates the memory component.

If the student offers the name of a letter, say, "That is a letter name. What's the sound?"

Write the student's incorrect responses on the appropriate line.

Scoring: Put a check for each correct answer in the corresponding space. If the student:

- **omits** a sound, mark it with an **X**. Ex. stop – 's' 'o' 'p'
- **substitutes** a sound - write the symbol of the sound substituted. stop- d
- **blends two sounds together**, mark both sounds wrong. Ex. stop = 'st' 'o' 'p' – st

Discontinue after 0/3 on each of 3 consecutive items.

Segmentation continued...

	Assessment 1	Assessment 2
1. face -- /f/ ae/ /s/	_____	_____
2. sock--/s/ /o/ /k/	_____	_____
3. man--/m/ /a/ /n/	_____	_____
4. cup--/c/ /u/ /p/	_____	_____
5. said-- /s/ /e/ /d/	_____	_____
6. heat --/h/ /ee/ /t/	_____	_____
TOTAL SCORE	/18	/18

6. Graphemes

Directions: *I am going to say some sounds. I want you to point to the letter that says that sound. Point to the letter that says the / / sound.*

Ex. Point to the letter that says the /j/ sound.

Student points to the correct sound symbol on cue card.

If the student says the name of the letter, you can prompt them by saying, "Which one is that?" Write LN in the space but do not score it. (Do all)

	Assessment			Assessment	
	1	2		1	2
m			f		
t			j		
s			d		
b			p		
k			n		
Total Score				/10	/10

8. DRA2 Level and Reading Behaviors:

Assessment 3 Only: Use DRA2 results.

DRA2	Assessment 1	Assessment 2
DRA2 Level	<i>Not required</i>	
Reading Behaviours (Use Level 3 Rubric)	<i>Not required</i>	/27

DRA2 Reading Levels

	DRA2 Reading Levels Kindergarten		
	of Year (September)	Mid Year (January)	End of Year (May)
Green (Above)			3+
Blue (At)			2
Yellow (Slightly Below)			1
Light Red (Below)			<1
Dark Red (Very Below)			<1