

# North Dakota Department of Public Instruction

## Title I

### Kindergarten Reading Standards

Student: \_\_\_\_\_

School Year: \_\_\_\_\_ Grade: \_\_\_\_\_

Teacher: \_\_\_\_\_

- \_\_\_ Begin to recognize a variety of genres.  
Observe in an instructional setting.
- \_\_\_ Recognize the elements of a fiction text (i.e., characters, setting, events, ending).  
Observe in an instructional setting.
- \_\_\_ Demonstrate book handling knowledge.  
Select appropriate tasks from concepts about print. (Enclosed)
- \_\_\_ Demonstrate early reading behaviors (i.e., locate front of book, beginning and end of story).  
Use concepts about print. (Enclosed)
- \_\_\_ Know characteristics of fiction texts (i.e., fairy tales, poetry, nursery rhymes).  
Observe in an instructional setting.
- \_\_\_ Know characteristics of nonfiction texts (i.e., newspapers, magazines, picture dictionaries)  
Observe in an instructional setting.
- \_\_\_ Know that words make up sentences.  
Use concepts about print. (Enclosed)
- \_\_\_ Know that syllables make up words.  
Observe in an instructional setting.
- \_\_\_ Manipulate individual sounds in words.  
Use sentence dictation task. (Enclosed)
- \_\_\_ Isolate and say the first/last sound in a word.  
Use sentence dictation task. (Enclosed)
- \_\_\_ Separate a word by its onset and rime.  
Observe in an instructional setting.
- \_\_\_ Recognize rhyming words/create rhymes.  
Observe in an instructional setting.
- \_\_\_ Recognize letter/sound relationships.  
Use sentence dictation task. (Enclosed)
- \_\_\_ State sounds for all letters in isolation.  
Use letter identification. (Enclosed)
- \_\_\_ Know that letters go together to make words.  
Use sentence dictation and concepts about print. (Enclosed)
- \_\_\_ Begin to use phonics knowledge to decode words.  
Use word recognition. (Enclosed)
- \_\_\_ Name upper and lower case letters.  
Use letter identification. (Enclosed)
- \_\_\_ Make and confirm/disconfirm predictions in a story.  
Observe in an instructional setting.
- \_\_\_ Recall/retell information in sequence.  
Observe in an instructional setting.
- \_\_\_ State text-to-self connections.  
Observe in an instructional setting.
- \_\_\_ Begin to use reading to be informed and/or entertained.  
Observe in an instructional setting.

# Letter Identification

## Purpose:

The purpose of the Letter Identification assessment is to provide information that reflects the student's knowledge of capital and lowercase letters. In addition to being a screening tool, this assessment can be used three to four times a year to monitor growth.

## Directions for use:

Ask the student to look at the Student Alphabet Sheet and name each letter while they point to it. Record the responses on the teacher score sheet. If the child does not respond, ask these questions: "Do you know its name? What sound does it make? Do you know a word that starts like that?"

If desired, you may ask the child to give you the sound of each letter and a word that begins with that letter. Use a different color each time you give the assessment to help you track the student's growth in letter recognition over a period of time.

## Scoring:

Score one point for each correct response. Note patterns in errors or other behaviors. Use this information to guide your instruction.

# Kindergarten Letter Identification Assessment

## Teacher Score Sheet

Name: \_\_\_\_\_ Letter Name Score \_\_\_\_/52 \_\_\_\_/52 \_\_\_\_/52 \_\_\_\_/52

Date: \_\_\_\_\_ Letter Name Score \_\_\_\_/26 \_\_\_\_/26 \_\_\_\_/26 \_\_\_\_/26

Letter Name Score \_\_\_\_/26 \_\_\_\_/26 \_\_\_\_/26 \_\_\_\_/26

Letter Name		Letter / Sound	Letter / Word	Comments:
A	a	A		
C	c	C		
T	t	T		
F	f	F		
R	r	R		
M	m	M		
B	b	B		
E	e	E		
O	o	O		<b>Confusions:</b>
L	l	L		
D	d	D		
S	s	S		
Z	z	Z		
N	n	N		
P	p	P		
K	k	K		
W	w	W		<b>Unknown Letters:</b>
H	h	H		
J	j	J		
U	u	U		
X	x	X		
I	i	I		
G	g	G		
Y	y	Y		
Q	q	Q		
V	v	V		

# Kindergarten Identification Assessment

## Student Alphabet Sheet

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



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

# Word Recognition

## Purpose:

The purpose of this assessment is to determine the number of high frequency words that students know. These words are given in isolation because they should be instantly recognizable by students. Teaching these words, however, should be done within the context of a story or other meaningful text, (not decodable texts).

## Directions:

Provide the student with the word list for his or her grade level. Reveal one column at a time. Ask the child to read the words on the list. Do not help with **any** words and do **not** use the list for teaching. This assessment can be used as an ongoing observational tool two to three times a year to record growth in word recognition over a period of time.

## Scoring:

Score one point for each correctly read word. Note any attempts, errors, or other reading behaviors the child makes while reading.

# Kindergarten High-Frequency Word Recognition Assessment

Name: \_\_\_\_\_

Word	Date:	Date:	Date:	Date:
I				
can				
the				
like				
up				
to				
he				
am				
go				
me				
see				
no				
he				
do				
in				
my				
it				
we				
yes				
and				
at				
a				
is				
and				
so				

Score:      \_\_\_\_/25                      \_\_\_\_/25                      \_\_\_\_/25                      \_\_\_\_/25

# Kindergarten High-Frequency Word List

I	am	do	and
can	go	in	at
the	me	my	a
like	see	it	is
up	no	we	and
to	he	yes	so
he			

# Concepts About Print

*Adapted for Kindergarten Title I Assessment*

*\*An appropriate book that contains the following structures – question mark, period, comma, quotation marks, 2-3 lines of text on both open pages, and a return sweep – can be used to observe children’s reading behavior in the following areas. The teacher will read the book to the child so the book does not need to be one the child can read.*

1. Front of the Book  
Hand the book to the child with the spine toward the child.  
**Say: Show me the front of the book.**
2. Print contains the message  
**Say: I’m going to read you a story. Show me where to start reading.  
Where do I begin to read?**
3. Which way do I go? (Directionality)  
**Say: Which way do I go?**
4. Return Sweep  
On a page with at least two lines of text, point to the end of the first line and say:  
**Where do I go next?**
5. Word by word matching  
**Say: Point to each word as I read. (Read slowly but fluently)**  
(Exact word by word matching)
6. First and last  
**Say: Show me the first part and the last part.**  
(Both concepts may be demonstrated on the whole text, or on a line, word or letter)
7. Left page before right  
(Need print on both open pages)  
**Say: Where do I start reading?**
8. Period  
**Say: What is this for? (Accept: period, stop, the end)**
9. Comma  
**Say: What is this for? (Accept: comma, pause, little stop)**
10. Question Mark  
**Say: What is this for? (Accept: question mark, asking)**
11. Quotation Marks  
**Say: What is this for? (Accept: quotation marks, talking marks)**
12. Show me one word. **Say: “Show me one word.”**
13. Show me one letter. **Say: “Show me one letter.”**
14. Show me the first and last letter of a word. **Say: “Show me the first and last letter of a word.”**
15. Show me a capital letter. **Say: “Show me a capital letter.”**



# Sentence Dictation (Dictation Task)

## Purpose:

The purpose of this assessment is to determine how well children are able to hear and write the sounds they hear in our language. (Any sentences that have the variety of phonemes you wish to assess may be used.)

## Directions:

Tell the child that you are going to read him a story and after reading it through once, you will read it again slowly so that he can write down the words. During the second reading, dictate slowly, word by word. When the child comes to a problem say: "You say it slowly. How would you start to write it? What can you hear? What else can you hear?" If the child cannot complete the word say: "We'll leave that word. The next one is..." Make note of the omissions of sounds, unusual placement of letters within words, and unusual formations of letters.

## Scoring:

Score one point for each correct phoneme. Complete the checklist, using the key at the bottom of the page to indicate the child's behaviors in each category. Use this information to guide your instruction.

# Kindergarten Hearing & Recording Sounds in Words (Dictation Task)

*I am going to read you a story.*

*When I have read it through once, I will read it again very slowly so that you can write down the words in the story.*

- **Read the test sentence at the top of the score sheet to the child at normal speed. Then say:**

*Some of the words are hard.*

*Say them slowly and think how you can write them.*

*Start writing the words now.*

- **Dictate slowly, word by word. When the child comes to a problem say:**

*You say it slowly.*

*How would you start to write it?*

*What can you hear?*

*What else can you hear?*

- **If the child cannot complete the word say:**

*We'll leave that word.*

*The next one is....*

- **Show the student where to write the next word if this helps the child.**  
(Support the child with positive comments to keep the child working at the task.)

**Note:** Sequence errors  
Omissions of sounds  
Partially correct attempt  
Unusual placement of letters within words

# Kindergarten Dictation Assessment Sentences and Score Sheet

Name: \_\_\_\_\_

## Early Emergent Dictation Sentences:

*I see a big cat. He likes me.*

	Date				
Wrote a letter for each sound in the word					
Spelled words correctly					
Wrote initial consonant sounds					
Wrote final consonant sounds					
Wrote medial consonant sounds					
Wrote short vowel sounds					
Wrote long vowel sounds					
Wrote word endings					
Used capital letters at the beginning of sentences					
Used correct punctuation at the end of the sentences					
Other:					

### Key:

+ = Good

✓ = Adequate

--- = No evidence

# Kindergarten Dictation Assessment

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Total Words: \_\_\_\_\_

Phoneme Analysis: \_\_\_\_/18

Comments:



**Start:**

## Bibliography

Wright Group Publishing, Inc. (1996). *Assessment Guide Grades K-1*. Bothell, WA.

Adaptations were made from the following references:

Rapid City, South Dakota Public Schools Literacy Programming.

Clay, Marie (2002). *An Observation Survey of Early Literacy Achievement*. Hong Kong: Heinemann.

Book choices for the Concepts About Print task at the beginning of first grade - \*The following books would be best:

*Sand*, by Marie Clay

*Stones*, by Marie Clay

*Follow Me Moon*, by Marie Clay

*No Shoes*, by Marie Clay

The following Books may also be used:

*What's for Dinner?*

Seedling Publications, Inc.

*The Hungry Kitten*

Rigby-PM Collection – 1-800-822-8661

*Cooling Off*

Dominie Press – 1-800-232-4570

*What Would you Like?*

Wright Group – 1-800-648-2970

*Let's Play Ball*

Steck-Vaughn – 1-800-531-5015