

# Progress Monitoring Assessment Tools

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**NLK01-E**

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**Starfall Kindergarten**

# Starfall Kindergarten Assessment Overview

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

<b>Progress Monitoring</b>	Ongoing progress monitoring of skills introduced up to one week prior.
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## Schedule

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

## Directions for Scoring Assessments

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



# Entry Assessment

Child's Name: \_\_\_\_\_ Birth Date: \_\_\_\_\_

## Area 1 Print Name

Child prints his/her first name in the space provided.

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## Area 2 Recite the Alphabet

Encourage the child to recite rather than sing the alphabet.

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

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

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

## Area 3 Recognize Uppercase Letters

/26

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

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

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

## Area 4 Recognize Lowercase Letters

/26

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

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

## Area 5 Identify Letter-Sounds In Isolation

/8

Say: I will name a letter. Tell me the sound it stands for. *Pp* stands for /p/.  
 What sound does *Pp* stand for? (Child says: /p/.)

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

Area 6 Rhyming Words

/3

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

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

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

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

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

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

Area 7 Beginning Sounds

/4

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

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

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

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

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

**Area 8 Phoneme Blending**

/3

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

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

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

**Area 9 High-Frequency Words**

/12

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

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

**Additional Comments and Notes:**

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# Mid-Year Assessment

Child's Name: \_\_\_\_\_ Birth Date: \_\_\_\_\_

## Area 1 Print Name

Child prints his/her first name in the space provided.

\_\_\_\_\_  
-----  
\_\_\_\_\_

For the Skill Areas that follow, place a (+) to the left if mastered on first assessment attempt. If incorrect, record errant responses below. Reassess these items at a later time and indicate the date of mastery. Be sure to assess Rhyming Words (Area 2) and Beginning Sounds (Area 3) on different days.

## Area 2 Rhyming Words

/4

Say: Listen to these rhyming words: *dog, fog*.

Child gives you a real or made up word to rhyme with *dog* and *fog*. Give examples if needed such as *hog, bog*.

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

## Area 3 Beginning Sounds

/4

Say: Listen to these words: *bat, balloon, boat*. All of these words begin with the same sound /b/.

Child repeats: *bat-balloon-boat, /b/*.

Say: Listen to this word, *road*. Tell me a word that begins with the same sound as *road, /r/*. Give examples if needed such as *read, red, Roger*.

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

## Area 4 Phoneme Blending

/4

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

	pab		bot		fim		nud

- \_\_\_\_\_ Successfully blends sounds
- \_\_\_\_\_ Can segment sounds but can not blend them together

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

**Area 5 Final Sounds**

/4

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

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

Child repeats: *hit, kit, mitt, /t/*.

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

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

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

**Area 6 Blending Onsets and Rimes**

/4

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

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

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

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

**Area 7 Phoneme Segmentation**

/5

Ask child to say *sat*.

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

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

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

**Area 8 Syllabication**

/4

Explain: **Words have groups of sounds we call syllables. Each word has a different number of syllables.**

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

Ask the child to say *pumpkin*.

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

	cloudy		meatball		cap		computer

**Area 9 Spelling and Punctuation**

Area 10 may be done in a large or small group setting, provided children have some privacy to write their sentences without the assistance of other children. They will need writing paper and pencils.

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

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

I see a cat for me.

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

**Area 10 Comprehension**

/4

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

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

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

Item	Assessment Date
1. Who were the characters in the story?	
2. What was the setting, or where did the story take place?	
3. What did they eat on their picnic?	

**Area 11 High-Frequency Words (Weeks 1-13)**

/52

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

**Additional Comments and Notes:**

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# Exit Assessment

Child's Name: \_\_\_\_\_ Birth Date: \_\_\_\_\_

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

## Area 1 Rhyming Words

/4

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

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

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

## Area 2 Beginning Sounds

/16

Say: **table, doll**. One of these words begins with /t/.

Child repeats: *table, doll*. Ask: **Which word begins with /t/?** (table)

<input type="checkbox"/>	/p/ best, park	<input type="checkbox"/>	/v/ fork, vet	<input type="checkbox"/>	/d/ doll, table	<input type="checkbox"/>	/l/ ladder, rag
<input type="checkbox"/>	/y/ walk, yard	<input type="checkbox"/>	/b/ pink, bank	<input type="checkbox"/>	/w/ winter, ring	<input type="checkbox"/>	/o/ olive, ask
<input type="checkbox"/>	/e/ ant, elbow	<input type="checkbox"/>	/u/ uncle, yell	<input type="checkbox"/>	/a/ after, end	<input type="checkbox"/>	/i/ enter, inch
<input type="checkbox"/>	/ch/ ship, chip	<input type="checkbox"/>	/th/ think, chick	<input type="checkbox"/>	/wh/ we, whip	<input type="checkbox"/>	/sh/ sing, short

**Area 3 Phoneme Blending**

/8

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

bup	sog	sham	ket
chiv	jad	foth	nen

**Area 4 Final Sounds**

/8

Say: **Listen carefully to the sound you hear at the end of the word, *ladder*.**

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

Child repeats: *ladder*. Ask: **What sound do you hear at the end of the word, *ladder*?**

Ask: **What letter stands for the sound /r/?** (r)

camel /l/ l	circus /s/ s	ate /t/ t	mixer /r/ r
glove /v/ v	push /sh/ sh	porch /ch/ ch	path /th/ th

**Area 5 Blending Onsets and Rimes**

/6

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

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

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

/f/ /og/	/l/ /am/	/sh/ /ip/	/r/ /ed/	/p/ /at/	/w/ /est/
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**Area 6 Phoneme Substitution**

/3

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

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

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

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

**Area 7 Segmenting Onsets and Rimes**

/6

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

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

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

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

**Area 8 Spelling and Punctuation**

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

Read the sentence. Children repeat the sentence.

I see ten pigs on the rug.

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

- \_\_\_\_\_ words are spelled correctly
- \_\_\_\_\_ a space between each word
- \_\_\_\_\_ first word capitalized
- \_\_\_\_\_ proper ending punctuation

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

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

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

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

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

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

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

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

**Zac says, “I want some jam!”**

**They all have jam for a snack.**

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

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

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

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



**End of Week 4**

Child's Name : \_\_\_\_\_ Assessment Date: \_\_\_\_\_

Assesses material introduced Weeks 1-3.

**Area 1 Name Uppercase and Lowercase Letter Forms**

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

B	T	A	P
t	p	a	b

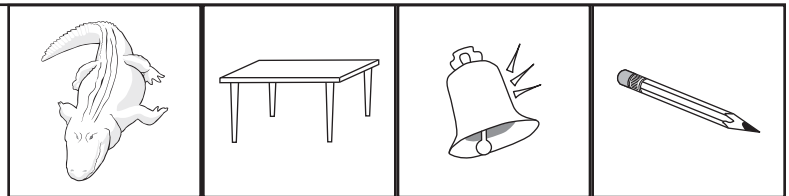
**Area 2 Identify Sounds Represented by Letter Forms**

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

B
T
A
P

**Area 3 Beginning Sounds**

- Name each picture: *alligator, table, bell, pencil.*
- Child indicates and names the picture that begins with /t/, /a/, /b/, and /p/.
- Place a (+) next to each picture to indicate mastery after all four answers have been given.



**Area 4 Read Simple One-Syllable and High-Frequency Words**

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

see	me	an	for	at
the	a	is	The	

**Area 5 Vocabulary**

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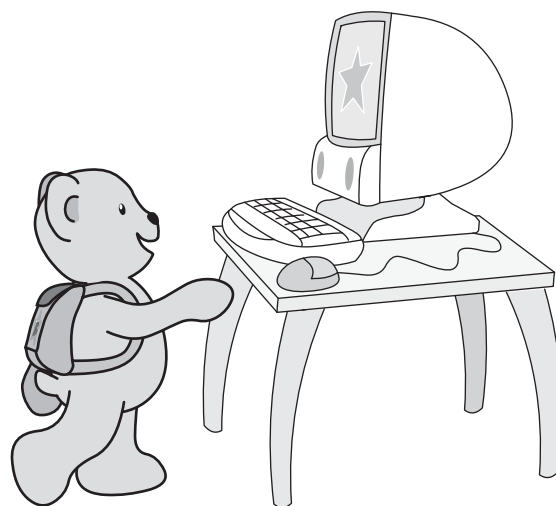
- Ask child to use the word *flag* in a sentence.
- Record the child's sentence in the open space, below:

Yes    No                      Did the child use the word correctly? \_\_\_\_\_

Sentence    Phrase                      Did the child give a complete sentence or a phrase? \_\_\_\_\_

***Additional Comments and Notes:***

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End of Week 6	Child's Name : _____ Assessment Date: _____
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Assesses material introduced Weeks 4-5.

**Area 1 Name Uppercase and Lowercase Letter Forms**

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

S	O	M	C
o	c	s	m

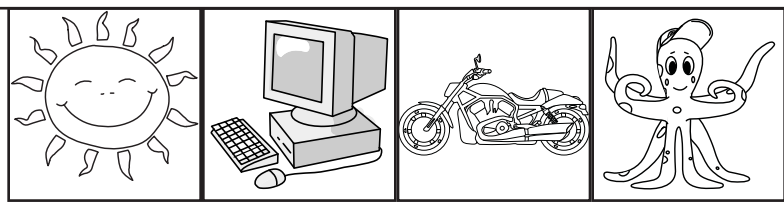
**Area 2 Identify Sounds Represented by Letter Forms**

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

S
O
M
C

**Area 3 Beginning Sounds**

- Name each picture.: *sun, computer, motorcycle, octopus.*
- Child indicates and names the picture that begin with /o/, /m/, /c/, /s/.
- Place a (+) next to each picture to indicate mastery after all four answers have been given.



**Area 4 Read Simple One-Syllable and High-Frequency Words**

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

I	we	am	he	she
can	be	you		

**Area 5 Rhyming**

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

	me/bee		see/door
	hat/pig		sat/bat

Yes  No Child understands the concept of rhyming.

Yes  No Child confuses beginning sound with rhyming word.

**Additional Comments and Notes:**

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

**Area 1 Name Uppercase and Lowercase Letter Forms**

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

R	U	L	N
u	l	n	r

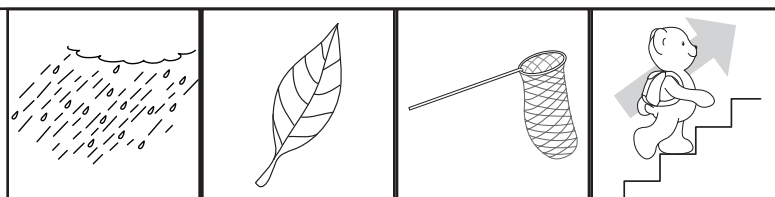
**Area 2 Identify Sounds Represented by Letter Forms**

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

R
U
L
N

**Area 3 Beginning Sounds**

- Name each picture: *rain, leaf, net, up.*
- Child indicates and names the picture that begins with /r/, /u/, /l/, /n/.
- Place a (+) next to each picture to indicate mastery after all four answers have been given.



**Area 4 Read Simple One-Syllable and High-Frequency Words**

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

and	like	are	but	us
not	on	down	up	likes

## Area ⑤ Phoneme Blending and Syllables to Make Words

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

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

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

## Area ⑥ Vocabulary

- Ask child to use the word *family* in a sentence.
- Record the child's sentence in the open space, below:

Yes  No

Did the child use the word correctly?

Sentence  Phrase

Did the child give a complete sentence or a phrase?

***Additional Comments and Notes:***

**End of Week 10** Child's Name : \_\_\_\_\_ Assessment Date: \_\_\_\_\_

Assesses material introduced Weeks 8-9.

**Area 1 Name Uppercase and Lowercase Letter Forms**

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

D	I	G	F
d	f	i	g

**Area 2 Identify Sounds Represented by Letter Forms**

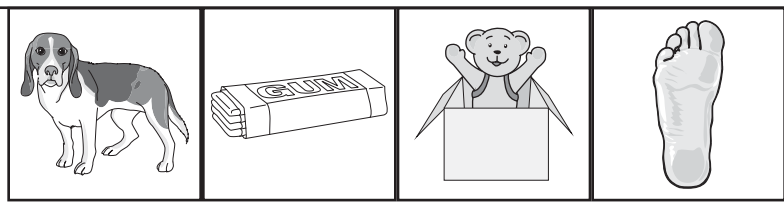
- Indicate each letter.
- Say: **Here is the letter D. What sound does this letter stand for?**
- Child answers /d/.
- Continue for the remaining letters.
- Place a (+) to indicate mastery.

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

D
I
G
F

**Area 3 Beginning Sounds**

- Name each picture.
- Child indicates and names the picture that begin with /d/ (dog), /g/ (gum), /i/ (in), and /f/ (foot).
- Place a (+) next to each picture to indicate mastery after all four answers have been given.



**Area 4 Read Simple One Syllable and High-Frequency Words**

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

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

**Area 5 Rhyming**

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

	hop		well		pat

***Additional Comments and Notes:***

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<b>End of Week 12</b>	Child's Name : _____ Assessment Date: _____
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Assesses material introduced Weeks 10-11.

**Area 1 Name Uppercase and Lowercase Letter Forms**

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

H	W	E	V
e	v	h	w

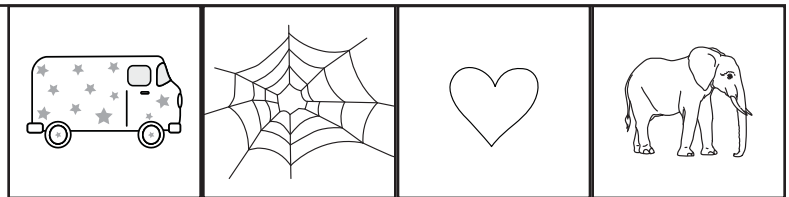
**Area 2 Identify Sounds Represented by Letter Forms**

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

H
W
E
V

**Area 3 Beginning Sounds**

- Name each picture: *van, web, heart, elephant*.
- Child indicates and names the picture that begins with /w/, /h/, /e/, /v/.
- Place a (+) next to each picture to indicate mastery after all four answers have been given.



**Area 4 Read Simple One Syllable and High-Frequency Words**

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

has	want	have	as	here
help	had	helps		

## Area 5 Final Sounds

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

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

	cat /t/		lap /p/		wig /g/
	jam /m/		hard /d/		

## Area 6 Comprehension (Optional Assessment)

- Read the story, then read the questions below.

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

Item	Child's Response
1. What was the setting or where did the story take place?	
2. Name something the children did at recess.	
3. What was the last thing the children did?	

**Additional Comments and Notes:**

**End of Week 15**

Child's Name : \_\_\_\_\_ Assessment Date: \_\_\_\_\_

Assesses material introduced Weeks 13-14.

**Area 1 Name Uppercase and Lowercase Letter Forms**

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

X	J	Z
j	z	x

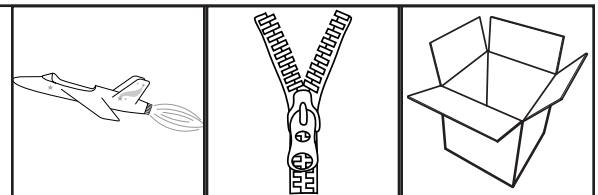
**Area 2 Identify Sounds Represented by Letter Forms**

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

X
J
Z

**Area 3 Beginning Sounds**

- Name each picture: *jet, zip, box.*
- Child indicates and names the pictures that begins with /j/, /x/, /z/.
- Place a (+) next to each picture to indicate mastery after all three answers have been given.



/ks/ spelled Xx appears in the final position only

**Area 4 Read Simple One-Syllable and High-Frequency Words**

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

was	will	away	do	says
his	her			

**End of Week 17**

Child's Name : \_\_\_\_\_ Assessment Date: \_\_\_\_\_

Assesses material introduced Weeks 14-16.

**Area 1 Read High-Frequency Words**

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

into	get	there	gets	they
that				

**Area 2 Read Simple One-Syllable Words**

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

Zac	jam	cat	pan
bat	ants	ran	can

**Area 3 Reading Fluency**

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

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

**Area 4 Phoneme Substitution**

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

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

can /k/ → /v/ van	rat /r/ → /m/ mat
sat /s/ → /p/ pat	had /h/ → /s/ sad

**End of Week 19**

Child's Name : \_\_\_\_\_ Assessment Date: \_\_\_\_\_

Assesses material introduced Weeks 17-18.

**Area ① Editing**

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

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

**can zachelp peg**Read the sentence together. Say, **This sentence has some mistakes.****Pretend you are the teacher! Write the sentence correctly in the space below.**

\_\_\_\_\_

**Area ② Read High-Frequency Words**

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

all	good	some	could
what	would		

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

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

**End of Week 21**

Child's Name : \_\_\_\_\_ Assessment Date: \_\_\_\_\_

Assesses material introduced Weeks 19-20.

**Area ① Read High-Frequency Words**

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

look	from	them	lay	find
play	then			

**Area ② Blend Sounds to Form Nonsense Words**

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

zel	ret	jeb

**Area ③ Read Simple One-Syllable Words**

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

Peg	red	jet	pet
web	rest	hen	blue
wet	jet	fast	leg

**Area 4 Reading Fluently**

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

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

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

***Additional Comments and Notes:***

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**End of Week 23**

Child's Name : \_\_\_\_\_ Assessment Date: \_\_\_\_\_

Assesses material introduced Weeks 21-22.

**Area ① Read High-Frequency Words**

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

give	him	of	were	

**Area ② Phoneme Substitution**

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

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

Mox /o/ → /a/ Max	pet /e/ → /o/ pot
sat /a/ → /e/ set	den /e/ → /a/ Dan

**Area ③ Beginning Sounds**

Say: **I will say a nonsense word. Please tell me the beginning sound. Let's try one. What is the beginning sound in vot?** Child responds, /v/.

Place an (+) in the box if correct. If incorrect record the errant response.

dunner	
/d/	

fleg	
/f/	

gand	
/g/	



Area **4** *Final Sounds*

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Say: **I will say a nonsense word. Please tell me the ending sound. Let's try one. What is the ending sound in *flither*?** Child responds, /r/.

Place an (+) in the box if correct. If incorrect record the errant response.

sigget	
/t/	

triple	
/l/	

glish	
/sh/	

***Additional Comments and Notes:***

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**End of Week 25**

Child's Name : \_\_\_\_\_ Assessment Date: \_\_\_\_\_

Assesses material introduced Weeks 23-24.

**Area ① Read High-Frequency Words**

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

this	then			

**Area ② Blend Sounds to Form Nonsense Words**

- Child blends the sounds represented by the letters to read the nonsense words.
- Place a (+) to indicate mastery or record the errant response below the word.

	dab		sen		lon		piv

**Area ③ Read Simple One-Syllable Words**

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

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

**Area ④ Reading Fluently**Provide the child with the teacher edition of *Mox the Fox*. Child will read the story.

\_\_\_\_\_ Reads word by word

\_\_\_\_\_ Reads with fluency and expression

**End of Week 27**

Child's Name : \_\_\_\_\_ Assessment Date: \_\_\_\_\_

Assesses material introduced Weeks 25-26.

**Area 1 Read High-Frequency Words**

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

many	so	where	too	no
when				

**Area 2 Phoneme Substitution**

Say: **I will say a word, then I will ask you to change the ending sound, and then say the new word. Let's try one. If you change the /g/ in tag to /p/ what new word would you have?**

pet /t/ → /n/ pen

miss /s/ → /t/ mitt

ban /n/ → /g/ bag

Mox /x/ → /p/ mop

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

**Area 3 Read Simple One-Syllable Words**

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

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

**End of Week 29**

Child's Name : \_\_\_\_\_ Assessment Date: \_\_\_\_\_

Assesses material introduced Weeks 27-28.

**Area ① Read High-Frequency Words**

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

one	my	about	by	now
out	how			

**Area ⑤ Phoneme Deletion**

Say: **I will say a word, then I will ask you to delete the beginning sound, and then say the new word. Let's try one. If you delete the /f/ in *fin*, what new word would you have?**

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

	pin /p/ ➔ in		sat /s/ ➔ at		fox /f/ ➔ ox

**Area ③ Read Simple One-Syllable Words**

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

Gus	yellow	pals	fun
orange	bug	mud	club
cub	duck	lots	pup

**Area 4 Reading Fluently**

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

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

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

It is fun to be pals with Gus the Duck.

**Area 5 Comprehension**

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

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

**Additional Comments and Notes:**

# Progress Monitoring Assessment Summary

Child's Name: \_\_\_\_\_ Birth Date: \_\_\_\_\_

	<i>Entry</i>	<i>Mid Year</i>	<i>Exit</i>
<b>Assessment Area:</b>	<b>Date:</b>	<b>Date:</b>	<b>Date:</b>
Return to the Pre-Assessment for Areas 1-5			
1. Printing Name	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
2. Recitation of Alphabet	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
3. Uppercase Letters	____ / 26	____ / 26	____ / 26
4. Lowercase letters	____ / 26	____ / 26	____ / 26
5. Letter/sound	____ / 8	____ / 26	____ / 26
Rhyming Words	____ / 3	____ / 4	____ / 4
Beginning Sounds	____ / 4	____ / 4	____ / 16
Phoneme Blending	____ / 3	____ / 4	____ / 8
High-Frequency Words Total: ____ / 97	____ / 12	____ / 52	____ / 45
Final Sounds		____ / 4	____ / 8
Blending Onsets and Rimes		____ / 4	____ / 6
Phoneme Segmentation		____ / 5	
Phoneme Substitution			____ / 3
Syllabication		____ / 4	
Segmenting Onsets and Rimes			____ / 6
Comprehension		____ / 3	____ / 3

Attachment 1: Uppercase Letters

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

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



### Attachment 3: High-Frequency Word Inventory (Weeks 1-13)

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

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

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

(+ ) or Mastery Date	
	to
	want
	as
	has
	have
	had
	here
	help
	helps
	was
	will
	do
	away
	her
	his
	says

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

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

(+ ) or Mastery Date	
	into
	get
	gets
	there
	they
	that
	all
	some
	good
	what
	could
	would
	look
	from
	find
	them
	then
	play

(+ ) or Mastery Date	
	lay
	give
	him
	your
	of
	were
	this
	than
	too
	many
	when
	where
	so
	no
	one
	out
	about
	by

(+ ) or Mastery Date	
	my
	now
	how
	went
	put
	saw
	make
	take
	eat