

Nanaimo Ladysmith Public Schools

Primary Assessment for Learning (Reading)

Kindergarten

The NLPS Primary Years Literacy Assessment is as a formative assessment intended to help teachers identify individual student needs and guide instructional decisions regarding critical reading foundational skills.

Administrative Guidelines:

- **Teacher prompts are in bold and quotations.**
- **A school wide support plan must be in place prior to assessments being administered (including teacher coverage and data entry).**
- It is recommended that this assessment be administered by the end of October.
 - Teachers may choose to administer all or part of screener to any student as they deem appropriate.
 - Sections are deliberately separated for teacher to assess skills at different stages.
- It is recommended all items in subtest be given for an authentic sample of student's ability.
- It is recommended that Rhyme Recognition and Rhyme Production subtest not be given consecutively in same setting.
- Flexible testing procedures are encouraged such as:
 - Screener may be administered more than once.
 - Teachers may choose to administer all or only parts of the screener.
 - Subtests may be administered separately and in alternate order.
 - Teachers may choose not to administer screener if abilities are already known.

Scoring Procedures:

- Record results as + for correct and – for incorrect. Record students' actual incorrect responses in space provided.
- When verbal responses (what sound does this letter say?) are too difficult for students, use nonverbal responses (point to the letter that says the "kuh").
- Students who require adaptations in their learning should be provided adaptations (visuals, prompts etc.) when being assessed.
- Students performing below expectations may be assessed with the previous grade level assessment.

Skills Assessed:

Letter/Sound Correspondence
Rhyme Recognition
Rhyme Production
Syllable Blending
Initial Sound Isolation
Deletion (Compound Words)
Concept of Print
Sight Words



Learner _____

Kindergarten Assessment



Nanaimo Ladysmith Public Schools Kindergarten Assessment

Learner _____ Teacher _____

Dates _____ School _____

Date of Birth (year, month, day) _____

Notes _____



Letter / Sound Correspondence – Use Kindergarten Card 2A

Ask students to identify letter sounds, names and words. Letters are in order of student cards.

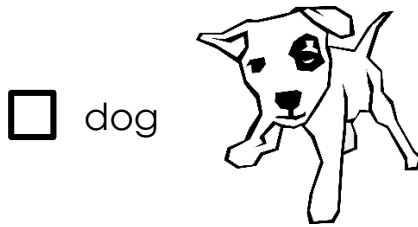
Letter	Screener (+/-) Date _____				Name a word that starts with each letter.	Student Feedback	
	sound	name	lowercase	uppercase			word
Cc						Letters Unknown:	
Zz							
Jj							
Aa							
Kk							
Mm							
Rr							Comments:
Vv							
Tt							
Ww							
Nn							
Oo							
Bb							
Ss						Totals:	
Uu							
Dd						Uppercase Recognition /26	
Ee							
Pp							
Ff							
Gg							
Qq						Lowercase Recognition /26	
Xx							
Hh							
Ii							
Ll							
Yy							
TOTAL							



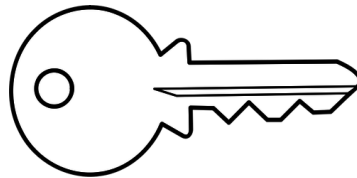
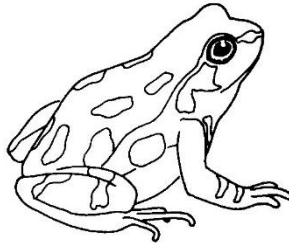
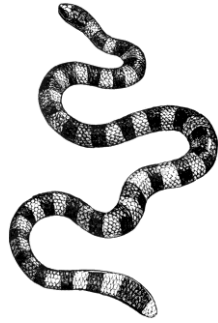
Phonological Awareness – Rhyme Recognition / Production

Ensure the learner understands rhyming by giving oral examples (cup-pup, moon-spoon). Point to a picture on the left and say its name. Then point each picture on the right and say their names. **“Point to the picture that rhymes with hat?”** Then ask **“Do you know another word that rhymes with hat, and cat?”** Record answer on line. Nonsense words are accepted.

Rhyme Recognition



Comments/Notes:



Rhyme Production

/5

/5



Syllable Blending

"I will say a word in parts. Ta – ble. What's the word? Table. Pa-per. What's the word? Paper." Record incorrect responses.

Word	Screener 1 (+/-) Date	Optional Screener 2 (+/-) Date	Optional Screener 3 (+/-) Date
wa - ter			
o - cean			
ea - gle			
com – pu - ter			
pop – si - cle			
TOTAL			
Comments/Notes			



Initial Sound Isolation

"I am going to say a word. You tell me the beginning/ first sound in the word. In Sun - /s/ is the first/beginning sound in sun. Cup. What's the first sound in cup? /c/ is the first/beginning sound in cup. Record incorrect responses.

Word	Screener 1 (+/-) Date	Optional Screener 2 (+/-) Date	Optional Screener 3 (+/-) Date
fish			
pin			
duck			
nose			
hat			
TOTAL			
Comments/Notes			



Deletion – Compound words

“I will say a word that has two parts. I will ask you to say the word again without one of the parts. Popcorn, I’ll say it again without ‘pop’, ‘corn’. Eyeball, I’ll say it again without ‘ball’, ‘eye’.” Use additional examples to validate student understanding. Record incorrect responses.

Deletion: Compound Word	Screener 1 (+/-) Date	Optional Screener (+/-) Date	Comment/Notes
“cowboy: Say it again without boy” COW			
“baseball: Say it again without ball” BASE			
“raindrop: Say it again without rain” DROP			
“seashell: Say it again without shell” SEA			
“butterfly: Say it again without butter” BUTTER			
TOTAL			



Concepts of Print

Use book provided *In the Pond* or choose a simple picture book. Ask questions below.

Alternate Book _____

Performance Indicators and Verbal Prompts	+/-	Comments/Notes
<i>"Show me the front of the book."</i>		
<i>"Point to the title of the book."</i>		
<i>"Point to a word on the page."</i>		
<i>"Point to the first/beginning letter of a word."</i>		
<i>"Point to the last/end letter of a word."</i>		
<i>"Point to a period and ask "What is this for?"</i>		
<i>"Show me where you would start to read this book".</i>		
Does learner track print with finger, from left to right?		
Does learner read or tell a story that aligns with the pictures?		
In your opinion, does this learner understand that print conveys meaning?	Yes / No	



Kindergarten High Frequency Word List – Use Kindergarten Card 1A

“Look at this word. What does it say?” If learner is unable to recognize the first five words, show entire word list and ask **“Can you read any of these words?”** Words on Card 1A can be copied and cut into flashcard form.

Note: if learner is unsuccessful at reading words, teacher may ask learner to demonstrate word recognition by asking learner to point to a word read by teacher. Additional sight words may be added. Record incorrect response.

K High Frequency Words	Date	Date	Date
the			
am			
can			
is			
we			
and			
it			
like			
she			
me			
he			
see			
to			
Total			
		/13	
Comments/Notes			



Kindergarten: Card 1A

Option: words on can be copied and cut into flashcard form.

the

am

can

is

we

and

it

like



she

me

he

see

to

Learner _____

Kindergarten Assessment



Kindergarten: Card 2A

c z j a k m

r v t w n o

b s u d e p

f g q x h i

l y

Learner _____

Kindergarten Assessment



Kindergarten: Card 2B

C Z J A K M

R V T W N O

B S U D E P

F G Q X H I

L Y