

# REVISED ELS (R-ELS)

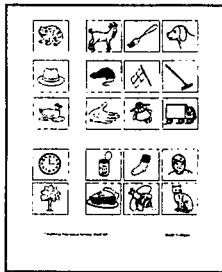
## DIRECTIONS FOR ADMINISTRATION AND SCORING

### 1. RHYME

→ **Directions:** "When words rhyme, they sound the same at the end. (Show **Masters 1 and 2, Rhyme**). For example, *fun*, *run*, and *sun* rhyme. I'm going to show you a picture and say the word for that picture. Then, I will show you three more pictures, saying their names. I want you to pick the name of the picture that rhymes with my first picture."

→ **Practice Items:** (Provide 3 practices.)

#### Master 1



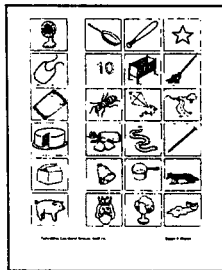
"Let's practice." (Use the Reading Window to show only the Frog row.) "Look at this picture of a *frog*. Tell me which word rhymes with *frog*." (Show the student 3 more picture cards, saying their names. There will be only one that rhymes with *frog*). "Is it *goat*, *fork*, or *dog*? Which one rhymes with *frog*?" ("Right, *dog* rhymes with *frog*.")

Use the Reading Window to show the Hat row and say, "This is a picture of a *hat*. Tell me the word that rhymes with *hat*. Is it *rat*, *flag*, or *rake*?" ("Right, *rat* rhymes with *hat*.")

Use the Reading Window to show the Duck row and say, "This is a picture of a *duck*. Tell me the word that rhymes with *duck*. Is it *hand*, *doll*, or *truck*?" ("Right, *truck* rhymes with *duck*.")

→ **Assessment Items:** (Do not provide help with these items or tell a child whether the response is correct.)

#### Master 2



Place the Reading Window over each row, and say, "This is a picture of a(n) \_\_\_\_\_." (Show three more picture cards.) "Tell me the word that rhymes with \_\_\_\_\_. Is it \_\_\_\_\_, \_\_\_\_\_, or \_\_\_\_\_?" saying their names.

1. *clock* -- (*can*, *sock*, *boy*)

2. *tree* -- (*pie*, *bee*, *cat*)

3. *fan* -- (*pan*, *bat*, *star*)

4. *bib* -- (*ten*, *crib*, *mop*)

5. *rug* -- (*bug*, *kite*, *road*)

6. *cake* -- (*bread*, *snake*, *nail*)

7. *box* -- (*bell*, *pot*, *fox*)

8. *pig* -- (*king*, *wig*, *egg*)

→ **Recording:** On Recording Form A (**Master 13**), indicate correct responses with a ✓. If a child gives an incorrect word, write that word. Write 0 if the child does not respond.

→ **Discontinue:** Discontinue testing if a child misses three (3) consecutive items after the Practice Items.

→ **Scoring:** The scoring of this subtest is clear and objective. One point is awarded for each correct response. Score responses as correct if the student says the name of the picture that rhymes with the first picture's name. If the student points to the correct picture, ask the student to say the name of the picture aloud: "What is that?"

→ **Interpretation:** Rhyme is considered by many to be the most fundamental of the phonemic awareness skills. Expect a perfect or near perfect (7 of 8 items) performance on this test as an indication of a child's knowledge of and ability to use rhyme.

❖ **California Kindergarten Reading Standard 1.10:** Identify and produce rhyming words in response to an oral prompt.

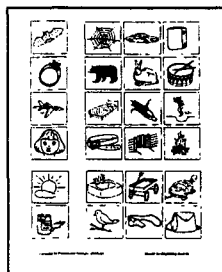
❖ **SBRC:** Rhymes words in response to an oral or visual prompt.

## 2. BEGINNING SOUNDS

→ **Directions and Example:** "Words can begin (or start) with the same sound. (Show **Masters 3 and 4—Beginning Sounds**. Use the Reading Window to show only the Bat row.) Listen to the words for these pictures: *bat*, *web*, *car*, and *bag*. Two of these words start with the same sound /b/- *bat* and *bag*, /b/. Both *bat* and *bag* begin with /b/." (Do not say the letter "b," just the sound /b/.)

→ **Practice Items:** (Provide 3 practices.)

### Master 3



"Let's practice." Use the Reading Window to show only the Ring row, and say, "This is a picture of a *ring*. This word starts with /r/. Here are pictures of a *bear*, *rabbit*, and *drum*. Which one of these pictures begins (starts) with the same sound as *ring*, /r/?" ("Right, *rabbit* and *ring* begin with the same sound.")

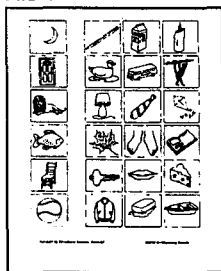
Use the Reading Window to show the Jet row and say, "This is a picture of a *jet*. *Jet* starts with /j/. Here are pictures of a *bed*, *corn*, and *jump*. Which picture begins with the same sound as *jet*, /j/?" ("Right, *jump* and *jet* begin with the same sound.")

Use the Reading Window to show the Girl row and say, "This is a picture of a *girl*. *Girl* starts with /g/. Here are pictures of a *belt*, *gate*, and *fire*. Which picture begins with the same sound as *girl*, /g/?" ("Right, *gate* and *girl* begin with the same sound.")

→ **Assessment Items:** (Do not provide help with these items or tell a child whether the response is correct.)

"Look at this picture of a \_\_\_\_\_. \_\_\_\_\_ starts with / \_\_\_/. Here are pictures of a \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_. Which picture begins with the same sound as \_\_\_\_\_, / \_\_\_/?"

### Master 4



- |  |  |
|--|--|
| 1. <i>sun</i> /s/ -- ( <i>sink</i> , wagon, turtle)            | 5. <i>lion</i> /l/ -- ( <i>lamp</i> , tie, kite)             |
| 2. <i>paint</i> /p/ -- ( <i>bird</i> , whistle, <i>purse</i> ) | 6. <i>fish</i> /f/ -- ( <i>leaf</i> , feet, book)            |
| 3. <i>moon</i> /m/ -- ( <i>pencil</i> , milk, candle)          | 7. <i>chair</i> /ch/ -- ( <i>key</i> , lips, <i>cheese</i> ) |
| 4. <i>door</i> /d/ -- ( <i>duck</i> , bus, monkey)             | 8. <i>ball</i> /b/ -- ( <i>jacket</i> , soap, <i>boat</i> )  |

→ **Recording:** On Recording Form A (**Master 13**), indicate correct responses with a ✓. If a child gives an incorrect word, write that word. Write 0 if the child does not respond.

→ **Discontinue:** Discontinue testing if a child misses three (3) consecutive items after the Practice Items.

*\*Note: Whenever a letter appears between two slash marks, as /b/, the person giving this Survey should say the sound for this letter, not the name of the letter.*

→ **Scoring:** One point is awarded for each correct response. Score responses as correct if the student says the name of the picture that begins with the same sound as the first picture. If the student points to the correct picture, ask the student to say the name of the picture aloud. "What is that?"

→ **Interpretation:** Expect children to respond correctly to all or nearly all (7 of 8) items on this test as an indication of a child's ability to recognize beginning sounds. The concept of beginning sounds is an important one for learning to read.

- ❖ **California Kindergarten Reading Standard 1.11:** Separate words into beginning or ending sounds.
- ❖ **SBRC:** Blends vowel-consonant sounds orally to make words or syllables (first step).

### 3. BLENDING ONSETS AND RIMES (optional in Fall)

► **Directions** Sometimes you can add a sound to the beginning of a word and make a new word. If I have the word *at*, and I add the /s/ sound at the beginning of *at*, I make the word *sat*: /s/at, sat.

► **Practice Items** What word do I have if I add the /p/ sound at the beginning of *ink*? /p/ink? (Give the word *pink*, if needed.)

What word do I have if I add the /m/ sound at the beginning of *eat*? /m/eat? (Give the word *meat*, if needed.)

What word do I have if I add the /d/ sound at the beginning of *ear*? /d/ear? (Give the word *dear*, if needed.)

► **Assessment Items** (Provide no additional help with these items.)

What word do I have if I add the /\_\_\_/ sound at the beginning of \_\_\_\_?

/\_\_\_/\_\_\_\_\_

1. /m/an

5. /r/at

2. /t/all

6. /g/old

3. /t/able

7. /m/other

4. /b/ill

8. /l/earn

► **Recording** On Recording Form A, Master 13, indicate correct responses with ✓. If a child gives an incorrect word, write that word. If a child gives a sound, write the letter that sound represents between two slash marks, for example, /r/. Write 0 if a child does not respond.

► **Discontinue** Discontinue testing if a child misses three consecutive items after the Practice Items.

► **Scoring** One point is awarded for each correct response. There is only one correct answer for each of these items.

► **Interpretation** On the surface this looks like an extremely easy task; in reality, it is a very difficult one for young children.

The ability to blend onsets and rimes is a more advanced phonemic awareness skill than that of rhyme or beginning sounds. Performance on this task is highly predictive of a child's success in beginning to learn to read and write. While it may be possible to develop the skill of blending onsets and rimes as a foundation for learning to read, the skill also seems to develop concurrently as children begin to learn to read. When children receive reading instruction, including instruction in blending sounds and in substituting initial consonants with common rimes (phonograms), the skill of blending onsets and rimes also appears to develop. Thus, it would not seem wise to delay reading instruction while trying to develop the skill of blending onsets and rimes. It might be useful, however, to work with onsets and rimes at the auditory level in kindergarten.

❖ **California Kindergarten Reading Standard 1.9:** Blend vowel-consonant sounds orally to make words or syllables.

❖ **SBRC:** Blends vowel-consonant sounds orally to make words or syllables.

## 4. PHONEME BLENDING

(optional in Fall)

► **Directions** Words are made by putting sounds together. I am going to say the sounds, and I want you to tell me what word they make. For example, /s/ /ă/ /t/ make the word *sat*.

### ► Practice Items

/b/ /ĕ/ /d/ What word would I have if I put together the sounds /b/ /ĕ/ /d/? (If needed, say /b/ /ĕ/ /d/ makes *bed*.)

/m/ /ă/ /p/ What word would I have if I put together the sounds /m/ /ă/ /p/? (If needed, say /m/ /ă/ /p/ makes *map*.)

/l/ /ō/ /s/ /t/ What word would I have if I put together the sounds /l/ /ō/ /s/ /t/? (If needed, say /l/ /ō/ /s/ /t/ makes *lost*.)

► **Assessment Items** (Provide no additional help with these items.)

/\_/ /\_/ /\_/ What word would I have if I put together the sounds /\_/ /\_/ /\_/?

- |                               |                                    |
|-------------------------------|------------------------------------|
| 1. /t/ /ă/ /p/ ( <i>tap</i> ) | 5. /l/ /ī/ /d/ ( <i>lid</i> )      |
| 2. /m/ /ĕ/ /n/ ( <i>men</i> ) | 6. /b/ /ī/ /k/ ( <i>bike</i> )     |
| 3. /l/ /ō/ /g/ ( <i>jog</i> ) | 7. /w/ /ă/ /v/ ( <i>wave</i> )     |
| 4. /k/ /ū/ /t/ ( <i>cut</i> ) | 8. /s/ /ō/ /f/ /t/ ( <i>soft</i> ) |

► **Recording** On Recording Form A, Master 13, indicate correct responses with ✓. If a child gives an incorrect word, write that word. If a child gives a sound, write the letter that sound represents between two slash marks, e.g., /r/. Write 0 if a child does not respond.

► **Discontinue** Discontinue testing if a child misses three consecutive items after the Practice Items.

► **Scoring** One point is awarded for each correct response. There is only one correct response which represents the correct blending of these phonemes. For example, if a child says *man* instead of *men* for Item 2, it is not credited. However, by writing down a child's incorrect response, you can gather important clues about a child's ability to do the task.

► **Interpretation** Manipulating phonemes is among the most challenging phonemic awareness skills—even more challenging than blending onsets and rimes—since the units (phonemes) are quite abstract. In a study conducted early in the school year (October) with first grade children that were identified by their teacher as in the lowest 40% to 60% of the class in terms of emergent reading ability, it was found that on average, these children responded correctly to three of six phonemic blending items very similar to the items in this task. This task is highly predictive of success in learning to read, but delaying reading instruction until a child can manipulate phonemes would not seem appropriate.

\*Note: This task is a revision of a measure developed by Dr. Barbara Taylor at the University of Minnesota.

- ❖ **California Kindergarten Reading Standard 1.8:** Track and represent changes in simple syllables and words with two and three sounds.
- ❖ **California Kindergarten Reading Standard 1.9:** Blend vowel-consonant sounds orally to make words or syllables.
- ❖ **SBRC:** Blends vowel-consonant sounds orally to make words or syllables.

## 5. PHONEME SEGMENTATION (optional in Fall & Winter)

► **Directions** Now I will say a word and I want you to tell me the sounds that are in the word. For example, if I said *sat*, you would say /s/ /ă/ /t/.

► **Practice Items** What are the sounds in *mud*? Think about the first sound, the next sound, and the last sound. (If necessary say, the sounds in *mud* are /m/ /û/ /d/.)

What are the sounds in *not*? Think about the first sound, the next sound, and the last sound. (If necessary say, the sounds in *not* are /n/ /ô/ /t/.)

What are the sounds in *jump*? Think about the first sound, the next sound, and the last sound. (If necessary say, the sounds in *jump* are /j/ /û/ /m/ /p/.)

► **Assessment Items** (Provide no additional help with these items.)

What are the sounds in \_\_\_\_\_?

1. *pat* (/p/ /ă/ /t/) \_\_\_\_\_

5. *rock* (/r/ /ô/ /k/) \_\_\_\_\_

2. *leg* (/l/ /ĕ/ /g/) \_\_\_\_\_

6. *mean* (/m/ /ĕ/ /n/) \_\_\_\_\_

3. *sip* (/s/ /ĭ/ /p/) \_\_\_\_\_

7. *joke* (/j/ /ô/ /k/) \_\_\_\_\_

4. *tub* (/t/ /û/ /b/) \_\_\_\_\_

8. *fast* (/f/ /ă/ /s/ /t/) \_\_\_\_\_

► **Recording** On Recording Form B, Master 14, indicate correct responses with ✓. If a child gives an incorrect word, write that word. If a child gives a sound, write the letter that sound represents between two slash marks, for example, /r/. Write 0 if a child does not respond.

► **Discontinue** Discontinue testing if a child misses three consecutive items after the Practice Items.

### PHONEME SEGMENTATION

► **Scoring** Score one point for each correct response. There is only one correct response for each item and all three or four phonemes must be given by the child. You will obtain important clues about a child's ability by writing down incorrect responses.

► **Interpretation** This task is even more challenging than the Phoneme Blending task. In the same study cited above, first grade children in the lowest 40% to 60% of the class were successful with two and one-half of six Phoneme Segmentation items. Children who score five or lower across twelve items are at risk of having difficulty learning to read in first grade, and those who score two or lower across twelve items are at considerable risk.

- ❖ **California Kindergarten Reading Standard 1.8:** Track and represent changes in simple syllables and words with two and three sounds.
- ❖ **California Kindergarten Reading Standard 1.11:** Distinguish orally stated one-syllable words and separate into beginning or ending sounds.
- ❖ **SBRC:** Blends vowel-consonant sounds orally to make words or syllables.



## 6. CONCEPTS OF PRINT

### Master 5

Cat
□
7
A girl found a red ball.
It was a big, red ball.
B

► **Direction** Now I'm going to ask you to find some things on this page. (Show Master 5—Concepts of Print.)

► **Practice Items** Show me which of these is a number. (Show correct response, if necessary.) Which of these is a square? Point to the square. (Show correct response, if necessary.)

► **Assessment Items** (Provide no additional help with these items.)

1. Show me which of these is a letter standing all by itself—just one letter by itself.

2. Show me which of these is a word standing all by itself—just one word by itself.

3. Show me which of these are sentences.

4. If I were reading these sentences, show me where I would start reading them. (With your finger draw an oval around the two sentences.)

5–6. Point your finger to show which way I would go if I were reading these sentences. (If a child stops at the end of the sentence, ask the following question.) Where would I go next? Show me. (5—left to right) (6—return sweep)

7. This sentence (point to first sentence) says, *A girl found a red ball.* (Point to the sentence.) I'm going to read the words again slowly. I want you to touch each of the words in the sentence with your finger as I say the words. (Have the child point to the first word. Then say, "Move your finger to show the word I'm reading." (Read each word slowly as you continue reading the sentence.)

8. (Show Master 6—Spoken/Written Word Correspondence. Point to the first pair of words.) Look at these two words. One of them is the word *won* and the other is the word *wonderful*. Which of these words is *won*? Use the same directions for *in, introduction; tell, television; and Chris, chrysanthemums*.

► **Recording** On Recording Form B, Master 14, indicate correct responses with ✓. Write 0 if the child does not respond.

► **Discontinue** If a child misses four of the first six items, items 7 and 8 can be omitted and assumed to be incorrect.

### Master 6

wonderful	won
in	introduction
tell	television
Chrysanthemums	Chris

## CONCEPTS OF PRINT—continued

► **Scoring** Score one point for each of the eight items. To score the “tracking” of print Item 7 as correct, there should be clear evidence from the behavior of the child that he/she understands that each spoken word is represented by a printed word. The item should be scored as correct if the child points correctly, but somehow skips or falls behind in one of the words.

Item 8 (Spoken/Written Word Correspondence) has four examples in order to reduce the effects of guessing a correct response. If a child gets at least three of the four items correct, give credit for knowing that a longer spoken word (one with more syllables) is represented by a longer printed word.

► **Interpretation** It seems important that children understand fundamental concepts such as what is meant by a word, a letter, and a sentence. These concepts seem to be fairly easy skills for most end-of-kindergarten children.

Children at the beginning stages of learning to read have considerable difficulty in developing the concept that there must be one and only one printed word for each spoken word. Children who memorize text but who cannot yet “track” print sometimes point to a different word for each spoken syllable in a word. Others simply become confused as they point to text and repeat sentences they memorize. They sometimes say all the words before coming to the end of a sentence, or they run out of printed words before they finish saying a sentence. Children who are just beginning to develop the concept that there must be one printed word for each spoken word often indicate confusion when they end up with too many or not enough printed words for spoken words.

Item 8 is a fairly unusual item in a Concepts of Print task, but it is one that is predictive of success in learning to read. The task is designed to determine whether or not a child has developed the concept that spoken words which have a greater number of syllables would need to be represented by longer printed words than short, one-syllable words. While we wouldn't expect young children to be able to explain this concept, children who have more experiences with print appear to develop an understanding of it.

- ❖ **California Kindergarten Reading Standard 1.2:** Follow words from left to right and from top to bottom on the printed page.
- ❖ **California Kindergarten Reading Standard 1.4:** Recognize that sentences in print are made up of separate words.
- ❖ **California Kindergarten Reading Standard 1.5:** Distinguish letters from words.
- ❖ **SBRC:** Follows words from left to right and top to bottom on printed page.

## 7. LETTER AND SOUND IDENTIFICATION

### Part A: Letter Naming

→ **Directions:** (Show **Master 7**—Letter Naming. Use the Reading Window to show only one row of letters at a time. Do not provide any help with these items or tell the child if answers are wrong or right.)

→ **Assessment Items:**

Master 7

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

Say to the student: "I'd like you to tell me the names of these letters. What letter is this?" Check all correct responses. Move the Reading Window down as the child reads each row of letters.

*NOTE: You may point to the letter to show one letter at a time. Move left to right across the rows of letters.*

After the student completes the Capital Letters, say, "Now, I'd like you to tell me the names of these letters. What letter is this?" (Use the Reading Window and point to each lower case letter.)

If the student cannot name three or more consecutive letters, say: "Look at all of the letters and tell me which ones you know." (Uppercase and Lowercase)

→ **Recording:** On Recording Form C (**Master 15**), indicate correct responses with a ✓. If a child gives an incorrect letter, record the letter the child gave. Write 0 if the child does not respond.

→ **Discontinue:** Discontinue testing if a child is unable to identify any of the first ten capital letters.

### Part B: Name the Sound (optional in Fall)

→ **Directions:** (Show **Master 8**—Name the Sound. Use the Reading Window to show only one row of letters at a time. Do not provide any help with these items or tell the child if answers are wrong or right.)

→ **Assessment Items:**

Say to the student: "Look at these letters. Tell me the sound each letter stands for." Check all correct responses on Recording Form C.

Master 8

D	L	N	S	T	R
J	F	Y	P	C	H
M	Z	K	W	G	B
Q	V	X			
<hr/>					
e	i	a	o	u	

*NOTE: If the student does not understand what you mean by "sound," demonstrate with the first letter/sound by saying, "The letter d says /d/. What does this letter say?"*

*NOTE: Consonant sounds c and g: Ask if the student knows of another sound for the letters "c" and "g."*

*NOTE: We use the sound /kw/ for "q," /ks/ for "x." If the student gives the /gz/ or /z/ sound for "x," count as correct.*

After the student completes the Consonant Sounds, point to the Vowel Sounds and say, "Now, I'd like you to tell me the sounds of these letters. What sound does this letter stand for?" (Point to each vowel.)

If a student gives the name of the letter, count it correct as a long vowel sound, and ask, "Can you tell me the other sound for this letter?" The student should then name the short-vowel sound.

If students give the short-vowel sounds correctly, you can prompt for the long-vowel sounds: "Vowels make more than one sound. Do you know the other sound for this vowel?"

*NOTE: Identifying long-vowel sounds is a first-grade standard, but some kindergarten students may demonstrate above-grade-level literacy skills.*

- **Recording:** On Recording Form C (**Master 15**), indicate correct responses with a ✓. If a child gives an incorrect sound, record the sound the child gave. Write 0 if the child does not respond. For those letters (*c, g* and vowels) that have more than one sound, give a ✓ for each sound the child is able to give.
- **Discontinue:** Discontinue testing if a child is unable to identify any of the first five consonant sounds and the first two vowel sounds.
- **Scoring:** One point is awarded for each correctly identified letter name and sound.
- **Interpretation:** A child's ability to learn letter names, as well as consonant and short vowel sounds has long been associated with success in beginning reading. Knowing letter names and sounds is a necessary skill for connecting oral and written language and following classroom directions. Most end-of-kindergarten children are able to name most letter names, and some consonant sounds.

- ❖ **California Kindergarten Reading Standard 1.6:** Recognize and name all uppercase and lowercase letters of the alphabet.
- ❖ **California Kindergarten Reading Standard 1.14:** Match all consonant and short-vowel sounds to appropriate letters.
- ❖ **California First Grade Reading Standard 1.10:** Generate the sounds from all the letters and letter patterns, including...long- and short-vowel patterns.
- ❖ **SBRC:** Recognizes and names uppercase letters.
- ❖ **SBRC:** Recognizes and names lowercase letters.
- ❖ **SBRC:** Matches all consonant and short-vowel sounds to appropriate letters.

## 8. WORD RECOGNITION

### Master 9

the	go
is	that
and	to
in	are
as	she
here	with
for	his
it	said
see	at
on	this

► **Directions** (Show Master 9—Word Recognition A. Do not provide any help with these items or tell the child if answers are wrong or right.)

### ► Assessment Items

#### 1. Try to read these words for me. What is this word?

*Note: Move down the columns of words. If a child cannot read most of the words, you may wish to ask for the sound the word begins with. Do this only for words beginning with consonants.*

#### 2. (Show Master 10—Word Recognition B, first 5 items in column 1.) Now, try to read these words. What is this word?

(Show the items in the second half of column 1, below the line.) **Now I want you to read some made-up words. These are not real words, so they won't make sense. Use what you know about the sounds that letters stand for to try to say these made-up words. (Continue with the items in column 2.)**

### Master 10

like	rame
have	bine
my	wope
play	hute
had	breet
<hr/>	
zan	plog
keb	wuff
dff	leck
vop	strime
nug	shabe

► **Recording** On Recording Form D, Master 16, indicate correct responses with ✓. If a child gives an incorrect word, record the word given. If nonsense words or individual sounds are given, represent what the child said phonetically. Write 0 if a child does not respond.

► **Discontinue** Discontinue after five consecutive incorrect responses, failure to respond, or a combination of both.

*Note 1: The last fifteen items on the Word Recognition 2 list are pseudowords (made-up words). These items will help you assess the child's ability to apply knowledge of letter/sound correspondences. If a child identifies at least five of the high-frequency words on Word Recognition 1, you should check to see if he/she can decode any of the fifteen pseudowords.*

*Note 2: This is not a timed task; however, if after approximately ten seconds, a child makes no response, say, "Please make a try. What do you think this word might be?" If there is still no response, move to the next item.*

► **Scoring** One point is awarded for each item that is correctly identified.

► **Interpretation** The first ten words on the list are among the most frequently used words in the English language; the next fifteen (items 11–25) are additional high-frequency words. Learning to read these words is an important part of moving toward reading fluency. The last fifteen items (26–40) are pseudowords, or made-up words, that check knowledge of basic phonic patterns (CVC, CVCe, consonant blends and digraphs, and final double consonants). Thus, the list offers an opportunity to assess both high-frequency vocabulary and ability to apply knowledge of letter/sound correspondences.

- ❖ **California Kindergarten Reading Standard 1.15:** Read simple one-syllable and high-frequency words (i.e., sight words).
- ❖ **SBRC:** Reads simple one-syllable and high-frequency words (sight words).

## 9. WORD WRITING

► **Directions** (Give the child a sheet of unlined paper. Use one side of the paper for Word Writing.)

► **Assessment Items** **Do you know how to write any words? Write as many words as you can.** (If necessary, use the following questions as prompts.) **Can you write your name? Names of people in your family? Can you write the names of any animals? Any colors? Are there any other words you can write?**

*Note: These are the only prompts that should be used. Use as many of the suggested prompts as necessary if a child stops writing and has not reached the time limit.*

► **Time Limits** It is suggested that you set a time limit of three minutes for kindergarten children and five minutes for first grade children.

► **Recording** The child will be recording the responses; however, when a child makes very incomplete or variable responses, it is very important that you note, next to what the child has written, what he/she was trying to write. Make note of any proper names that are unusual.

Do not allow a child to copy words from any source. If it appears that copying took place, ask the child to read the words. If he/she cannot read the words, do not give credit for them.

### WORD WRITING

► **Scoring** As noted in the Directions for giving this test, it is very important that the examiner make notes of what a child is writing if the writing is not clear and the child is definitely trying to write words. Words must be correctly spelled to be credited on this subtest. A child's ability to phonetically represent a word is measured on the Sentence Dictation task. Some words are very easy and clear to score. Proper names can be more difficult, and if there is any doubt the examiner should ask the child to read the words. When in doubt, credit the child with the word. Do not penalize the child for poorly shaped letters or letters that are reversed, such as *b, d, and p*.

► **Interpretation** This is a measure of a child's beginning writing fluency. On average, end-of-kindergarten children can write four words. They are most likely to be able to write their own name, sometimes their last name, generic family names like *Mom*, and the names of other members of their family.

- ❖ **California Kindergarten Writing Standard 1.0:** Students write words and brief sentences that are legible.
- ❖ **California Kindergarten Writing Standard 1.2:** Write consonant-vowel-consonant words (i.e., demonstrate the alphabetic principle).
- ❖ **California Kindergarten Language Conventions Standard 1.2:** Spell independently by using pre-phonetic knowledge, sounds of the alphabet, and knowledge of letter names.
- ❖ **SBRC:** Uses letters and phonetically-spelled words to express ideas.
- ❖ **SBRC:** Writes uppercase and lowercase letters with proper penmanship.

## 10. SENTENCE DICTATION (optional in Fall & Winter)

► **Directions** (For Sentence Dictation, use the unmarked side of the unlined paper that was used for Word Writing.)

► **Assessment Items** I want you to try to write a sentence for me. I will tell you the sentence and then repeat it one word at a time. If you are not sure about how to write a word, write any letters that you know for the sounds you hear in the word. Try to write this sentence. (Say the complete sentence and then say each of the words of the sentence slowly but do not artificially stretch out the pronunciation of individual words.)

### 1. The cat is on Jill's bed.

*Note: If needed, the following prompt may be used up to two times per sentence. "Think about the sounds in the word \_\_\_\_\_. Write the letters for any sounds you hear in \_\_\_\_\_."*

### 2. Pam can't find her sock.

*Note: Use the second sentence for all children unless a child fails to write any correct letters for sentence one.*

### 3. My sister and her best friend went to lunch today.

*Note: Use the third sentence only for children who can represent most of the sounds in sentences one and two.*

► **Recording** The child will, in effect, record the responses; however, it is very important, when a child makes very incomplete or variable responses, that you note what the child is trying to write.

► **Scoring** A child may score up to 67 points on this measure. Some phonemic boundaries are difficult to determine and somewhat arbitrary; therefore, for sake of reliability and consistency, the number of phonemes in the sentences are as follows:

/Th/e/ /c/a/t/ /i/s/ /o/n/ /J/i/l/l/'s/ /b/e/d/. (Total=16)

/P/a/m/ /c/a/n't/ /f/i/n/d/ /h/er/ /s/o/ck/. (Total=16)

/M/y/ /s/i/s/t/er/ /a/n/d/ /h/er/ /b/e/s/t/ /f/r/ie/n/d/ /w/e/n/t/ /t/o/ /l/u/n/ch/ /t/o/d/ay/. (Total = 35)

A child receives one point for each phoneme that is represented. It is often necessary for the examiner to make some notes on the page to indicate which phonemes from the dictated words are being represented. It would be impossible to score the productions of children who are just beginning to write without such notes.

Credit as correct any letter that could represent the sounds heard in these words, for example, k for c in cat; z for s in is; or u for a in was, G for J in Jill's. Credit a child for representing the er in her or sister if the child writes er or just r.

## SENTENCE DICTATION *continued*

► **Interpretation** This is an excellent way of measuring children's growing awareness of sounds, ability to write letters, and ability to associate letters and sounds. An average score for end-of-kindergarten children on the first two sentences has been found to be 8 out of the 32 points. Some first grade children may achieve perfect or near-perfect scores on the first two sentences.

- ❖ **California Kindergarten Writing Standard 1.0:** Students write words and brief sentences that are legible.
- ❖ **California Kindergarten Writing Standard 1.2:** Write consonant-vowel-consonant words (i.e., demonstrate the alphabetic principle).
- ❖ **California Kindergarten Writing Standard 1.3:** Write by moving from left to right and from top to bottom.
- ❖ **California Kindergarten Writing Standard 1.4:** Write uppercase and lowercase letters of the alphabet independently, attending to the form and proper spacing of the letters.
- ❖ **California Kindergarten Language Conventions Standard 1.2:** Spell independently by using pre-phonetic knowledge, sounds of the alphabet, and knowledge of letter names.
- ❖ **SBRC:** Matches all consonant and short-vowel sounds to appropriate letters.
- ❖ **SBRC:** Uses letters and phonetically-spelled words to express ideas.
- ❖ **SBRC:** Writes uppercase and lowercase letters with proper penmanship.

## 11. READING SIMPLE SENTENCES (optional in Fall & Winter)

→ **Directions:** (Show Master 11—Reading Sentences. Use the Reading Window to show only one sentence at a time. Do not provide any help with these items or tell the child if answers are wrong or right.)

→ **Assessment Items:**

### Master 11

1. I can see a cat on the mat.
2. Kit will go to a big hill.
3. I like his dog and fox.
4. She will have to get six eggs from the hen.
5. Are you jumping into that boat?
6. My mom said to play my game here.

Say to the student: "Look at the first sentence. I'd like you to read all the words in the sentence."

*NOTE: If the student pauses for more than 5 seconds on a word, tell the student the word and encourage him/her to continue reading. Indicate on the Recording Form that the word was a "Tell."*

→ **Recording:** On Recording Form D (**Master 16**), indicate correct responses with a ✓. If a child gives an incorrect word, record the word the child gave. Use a / to indicate a word the child omitted. Use *SC* if the child self-corrects the word (a Self-Correction counts as a correct response).

→ **Discontinue:** Discontinue testing if a child is unable to read the first two sentences or misses more than half the words in two consecutive sentences.

→ **Scoring:** One point is awarded for each correctly read word. Count the number of words read correctly in each sentence; then record this number on the blank next to the sentence on Recording Form D.

*Note: The last 3 sentences contain above-grade-level words to assess kindergarten students reading above grade level.*

→ **Interpretation:** A child's ability to read sight words and decodable text in context is a strong indicator of whether the child is recognizing letters, making sound-symbol connections, and remembering high-frequency words in context. This ability to "put it all together" is an important step in early reading and fluency building.

- ❖ **California Kindergarten Reading Standard 1.0:** Students apply their knowledge of letters, words, and sounds to read simple sentences.
- ❖ **California Kindergarten Reading Standard 1.4:** Recognize that sentences in print are made up of separate words.
- ❖ **SBRC:** Follows words from left to right and top to bottom on printed page.
- ❖ **SBRC:** Reads simple one-syllable and high-frequency words (sight words).

