

EARLY SUCCESS SCREEN: Kindergarten Student Package School District 71 Comox Valley



Kindergarten Early Success Screening and Intervention Timeline

September	November	February Pre-reporting check-in	May Class Profile Sheet Due
Entire Class	Entire Class		Entire Class
Oral Language Checklist (Optional)	Kindergarten Phonological Awareness Screen		Letter Association
	Concepts of Print		
“At Risk” Students	“At Risk” Students	“At Risk” Students	“At Risk” Students
		Re-screen any student who was “at risk” in November in any area	Kindergarten Phonological Awareness Screen
Additional Assessment Tools	Additional Assessment Tools	Additional Assessment Tools	Additional Assessment Tools
	Letter Association (only some students may be ready)		
<i>Ongoing: in-class assessment ‘check-ins’ and intervention for those students identified as being at risk.</i>			

Oral Language Checklist

Oral Language: It is now understood that reading is a language-based skill. The development of oral language and literacy are connected. Students use their knowledge of language to read and write. Reading depends on the following oral language skills, phonology, semantics, morphology, syntax and pragmatics. **Oral language is the foundation on which reading is developed**, and it supports children as they develop their reading skills.

Oral Language Checklist Procedure:

1. Refer to the Oral Language Checklist on the next page and use as a guideline for observation of daily oral language.
2. When enough information has been gathered, complete the checklist for each student.
3. If a student appears to be At Risk in any of the items, pay closer attention to the student's oral language skills in that item over a concentrated period of time.
4. Use the results of the checklists to inform instructional practice and guide learning activities for your students.
5. Teachers have found success in completing this checklist while students are engaged in learning activities.

Oral Language Guide to Interpreting the Oral Language Checklist:

One to Two Concerns on the entire oral language checklist.

1. Not considered to be "at risk" yet.
2. Pay closer attention to the student's oral language skills over a concentrated period of time (eg: one week).
3. Use the results of the checklists to inform instructional goals and guide learning activities for your students.

Three Concerns on the entire oral language checklist.

1. Considered to be "at risk" in oral language development.
2. Will require supplemental intervention in oral language development specific to the identified item on the oral language checklist.
3. Use the results of the checklists to inform instructional goals and guide learning activities for your students.

More Than Three Concerns on the entire oral language checklist.

1. Considered to be "at risk" in oral language development.
2. Students will most likely require supplemental intervention by a specialist.
3. Consult with the school-based team about your concerns regarding the oral language development of the student.

Oral Language Checklist

Student Name:	K – Sept		K – Feb	
Date:	concern		concern	
Receptive	no	yes	no	yes
Understands classroom language and follows classroom routines				
Understands vocabulary specific to subject and situation				
Follows oral directions				
Expressive				
Shares personal experiences and feelings related to classroom topics and book discussions				
Speaks fluently and with expression (prosody)				
Asks appropriate questions				
Can retell aspects of a story and give information about a topic				
Uses language to explain, inquire and compare				
Uses speech that is understandable –produces speech sounds correctly (e.g. articulation)				
Uses appropriate sentence structure (e.g. grammar)				
Uses appropriate vocabulary for subject and situation				
Social				
Is an active participant in classroom language activities				
Understands and uses appropriate social conventions for conversations when listening and speaking				
Ignores distractions and stays focused during listening activities				

*Note: Any “yes” that has been identified should be carefully considered.
You may wish to consult your SLP (Speech/Language Pathologist) for further information.

Snapshot	Performance Target
Fully Meeting	0 to 2 concerns (No, not a concern in language, yet may want to teach to areas of concern.)
Approaching	3 concerns (Yes, a concern in language, teach to areas of concern.)
Not Yet Within (*At Risk)	> 3 concerns (Yes, a concern in language, consult a SLP.)

Kindergarten Phonological Awareness Screen

Purposes:

To determine if a student can:

- Determine that sentences are made up of words
- Repeat a sentence
- Distinguish and produce rhymes.
- Identify initial, final and medial sounds in common words.
- Blend words from syllables and phonemes.
- Segment a sentence of one-syllable words, segment words into syllables and segment words into phonemes.
- Delete one word from a compound word and one phoneme from a word.

Achievement Indicators:

- Identify rhyming words in simple poems and songs.
- Auditorily discriminate and orally manipulate sounds to decode unknown words (isolating, blending, segmenting, including substituting, deleting and adding sounds).

Procedure:

Before using the phonological awareness section of the Early Success Screen (ESS) with individual students, demonstrate the process with your whole class.

1. Practice segmenting together.
2. Demonstrate isolating phonemes using three unifix cubes.
3. Students must be screened in a quiet place because this is an auditory task. Prepare an area free of noise, have the unifix cubes ready along with a copy of the Phonological Awareness form.
4. At a later date rescreen **only the sections where a student has received three or less**. (A four or five is considered a pass and does not warrant rescreening).
5. Fill in the results on the Kindergarten Phonological Awareness Summary sheet and place in your student's working file.

Phonological Awareness Snapshot K-3

Snapshot	Performance Target
Fully Meeting	0 - 1 wrong in two or less subsets
Approaching	2 or more wrong in two or more subsets
Not Yet Within ("At Risk")	3 or more wrong in two or more subsets

Kindergarten Phonological Awareness

I.) Identifying Rhymes

Directions: “Rhyming words sound the same at the end. I’m going to say two words and ask you if they rhyme. Listen carefully.”

Demonstration Item: “Fan rhymes with man. Do fan and boy rhyme?”

Additional Demonstration Items: mitt/fit, mitt/bit, mitt/hen

Stimulus	Screen 1	Screen 2
1. book/look		
2. fun/run		
3. ring/sat		
4. box/yes		
5. fish/dish		
	/5	/5

II.) Producing Rhymes

Directions: “I’m going to say a word and I want you to tell me a word that rhymes with it. Listen carefully.” Nonsense rhymes are acceptable.

Demonstration Item: “Bit rhymes with sit. Tell me a word that rhymes with can”.

Additional Demonstration Items: miss, log

Stimulus	Screen 1	Screen 2
1. cat		
2. pot		
3. tame		
4. wrinkle		
5. brother		
	/5	/5

III.) Isolating Initial Sounds

Directions: “We are going to play a listening game. You will need to listen very carefully to the sound at the beginning of the word I say.”

Demonstration Item: “What sound do you hear at the beginning of **leg**? (If the student does not answer “l”, repeat the word and draw out the “l” sound. If the student is still unsuccessful, repeat again, isolating the “l” sound even more.) “Now listen for the sound at the beginning of some other words.”

	Screen 1	Screen 2
1. What sound do you hear at the beginning of fire ?		
2. What sound do you hear at the beginning of sick ?		
3. What sound do you hear at the beginning of mouth ?		
4. What sound do you hear at the beginning of tall ?		
5. What sound do you hear at the beginning of gas ?		
Total	/5	/5

IV.) Isolating Final Sounds

Directions: “Now I am going to say some more words, but this time you will need to listen very carefully to the sound at the end of the words I say.”

Demonstration Item: “What sound do you hear at the end of **house**? (If the student does not answer “s”, repeat the word ‘house’ and draw out the “s” sound. If s/he is still unsuccessful, repeat again, isolating the “s” sound even more.) “Now listen for the sound at the end of some other words.”

	Screen 1	Screen 2
1. What sound do you hear at the end of sheep ?		
2. What sound do you hear at the end of rain ?		
3. What sound do you hear at the end of book ?		
4. What sound do you hear at the end of ball ?		
5. What sound do you hear at the end of chair ?		
	/5	/5

V.) Blending Syllables

Directions: “I’m going to say some words one sound at a time. Your job is to listen and say the words the right way.”

Demonstration: “If I say ‘rein (pause for one second) deer’ you would say ‘reindeer.’” If I say ‘bed (pause) room’ you would say...” Wait for the child to answer. Say “bedroom” if they don’t say it.

Additional Demonstration Items: suit...case (suitcase), snow...man (snowman)

Stimulus	Screen 1	Screen 2
1. birth day		
2. air plane		
3. pen cil		
4. mo ther		
5. s ing		
6. m uch		
Total	/6	/6

VI.) Blending Sounds

Directions: “Here are some pictures: leg, can, lip, fan. I am going to say the word, one sound at a time again, and you show me which word I said.”

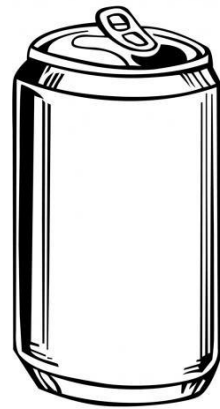
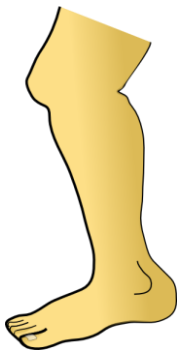
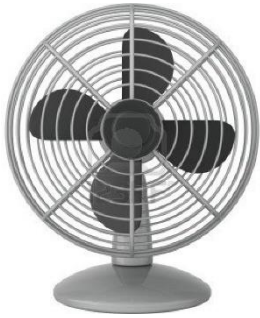
After picture support items 1-3 say, “Now just tell me what I am saying.”

Stimulus	Response – Screen 1	Response – Screen 2
1. l i p		
2. f a n		
3. l e g		
4. f i sh		
5. s oa p		
6. m i ss		
Total	/6	/6

NOTE:

Articulation errors are not counted as incorrect, if child says /w/i/p/ instead of /l/i/p/ they still get a point. Letter name is not a correct response. Prompt student to give the sound.

“At Risk”: Three or more wrong in two or more subsets *OR* a 0 in one subset.
Consider: combination of scores. When in doubt, identify as “At Risk”.



Letter Association

(Optional for the FALL: Kindergarten teacher may want to screen earlier, if students/groups are ready.)

Directions For Letter Association:

It is not sufficient to say that a child knows ‘a few letters’. A child’s learning should take into account exactly what he/she knows.

To introduce the task:

- What do you call these?
- Can you find some that you know?

Pointing to each letter in horizontal lines:

- What is this one?

If a child does not respond:

Use one or more of these questions and try to avoid bias towards any one of them.

- Do you know its name?
- What sound does it make?
- Do you know a word that starts like that? (If child names a word with the correct initial sound, for example f = [phone], consider it a correct response.)

Then moving to other letters:

- What is this?
- And this?

If the child hesitates, start with the first letter of his name and then go to the first line.

Point to every letter in turn working across the lines. Use a masking card if necessary.

Scoring the record:

- Use the Letter Identification Score Sheet and mark the A column for an alphabetical response, the S column for sound, Record what the student says when the response is incorrect in the I.R. column (for Incorrect Response).

Score as correct:

- An alphabet name.
- A sound that is acceptable for that letter.
- Find the subtotals for each kind of response – alphabetical and sound

(OMIT UPPER CASE SCREEN FOR TIME EFFICIENCY IF DESIRED)

Letter Association

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

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

Clay, M. (1993) An Observation Survey, Heinemann

Letter Association Score Sheet

School:		Grade:
Name:	Birthdate:	Age:
Recorder:	Date:	Test Score:

	A	S	I.R.		A	S	I.R.	Confusions:
P				p				
S				s				
G				g				
M				m				
O				o				
Z				z				
H				h				
A				a				
Q				q				
N				n				
W				w				
Y				y				
U				u				
B				b				
J				j				
D				g				
F				f				
E				e				
R				r				
X				x				
I				i				
T				t				
K				k				
C				c				
L				l				
V				v				
				a				
				d				
			Totals:					Comments: Recording: A – Alphabet response: check mark S – Letter sounds response: check mark I.R. – Incorrect response: Record what child says
							Total Score:	

*A student is “at risk” if the student scores below 13 on letter sounds in May of Kindergarten.

Concepts of Print Screen (Optional)

Name:	Date:
Teacher Questions: Before reading, say to the child:	Mark (□)
- Show me the front of the book.	
- Show me the back of the book.	
- Show me the title.	
- Which page do we read first?	
- Where does it tell the story?	
- Where do we start reading?	
- Which way do we go when we're reading?	
- Where do we go when we get to the end of a line?	
Total:	/8

Clay, M. (1993) An Observation Survey, Heinemann

"At Risk": 4 incorrect or below

Kindergarten Class Profile (for teacher use only)

Class:									
Teacher:		September		November					
Student Name	Oral language Checklist	Sentences are made of words	Rhyme Identification	Rhyme Production	Isolating Initial Sounds	Isolating Final Sounds	Blending Syllables	Blending Sounds	Overall Phonological Awareness Score

Kindergarten Class Profile (for teacher use only)

Class:											
Teacher:	February Pre-reporting Check-in			May							
Student Name	Record any re-screens of students at risk in one or more areas in November			Oral Language Checklist	Rhyme Identification	Rhyme Production	Isolating Initial Sounds	Isolating Final Sounds	Blending Syllables	Blending Sounds	Overall Phonological Awareness Score
				<i>Record scores /5 for each subset</i>							<i>NYW (at-risk) or FM</i>

