SD71 Kindergarten
Literacy Assessment
PROCEDURES

ORAL LANGUAGE

DID YOU KNOW?

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

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 there are errors in any items, pay closer attention to the student's oral language skills in that item over a concentrated period.**
4. **Use the results of the checklists to inform instructional practice and guide learning activities for your students.**
5. **Teacher have found success in completing this checklist while students are engaged in learning activities.**

END OF YEAR TARGETS	
Proficient	12-14
Developing	13
Emerging	0-12

RECEPTIVE (Understands and responds appropriately to questions)

Understands classroom language and follows classroom routines

- *Understands and responds appropriately to questions*
- *Follows classroom routines independently*

Understands vocabulary specific to subject situation

Follows oral directions

- *Understands prepositions (on/off, in/out, under/over, in front/behind/beside) and sequential terms (first/next/then/last, before/after)*
- *Follows 2-3 step instructions e.g. "go to your cubby, take out your lunch and sit next to Jake."*

EXPRESSIVE (Able to express wants, needs and preferences)

Shares personal experiences and feelings related to classroom topics and book discussions

Speaks fluently and with expression (prosody)

Some dysfluency symptoms might include:

- *Repeating sounds, syllables, or words, for example, repeating a sound as in w-w-w-what.*
- *Prolonging sounds, for example, ssssend.*
- *Using interjections such as 'um' or 'like', for example, I am going – um, um like…*
- *Talking slowly or with a lot of pauses.*
- *Stopped or blocked speech. The mouth is open to speak, but nothing is said.*
- *Being out of breath or nervous while talking.*
- *Being afraid to talk.*

Asks appropriate questions

- *Questions that relate to what they just heard.*
- *Questions show correct grammatical structure*

Can retell aspects of a story and give information about a topic

Uses language to explain, inquire and compare

- *Starts to categorize objects/items, e.g. zoo vs forest animals, summer vs winter clothing, etc.*

Uses speech that is understandable – produces speech sounds correctly (e.g. articulation)

- *May still demonstrate sound errors that are typical for Kindergarten (L, R, TH, frontal lisp)*

Uses appropriate sentence structure (grammar)

- *Uses the correct word order, tense, pronouns, etc.*

Uses appropriate vocabulary for subject and situation

- *Uses specific words and not many filler words (i.e., um, this, that, you know)*

SOCIAL

Is an active participant in classroom language activities

Understands and uses appropriate social conventions for conversations when listening and speaking

- *Can use greetings, farewells*
- *Can initiate or end conversations*
- *Can demonstrate topic maintenance*
- *Can revise message when misunderstood*
- *Knows how to take turns when talking*

Ignores distractions and stays focused during listening activities

During carpet time:

- *Demonstrates active listening skills*

CONCEPTS OF PRINT

DID YOU KNOW?

Concepts of print is the understanding that print carries meaning, that books contain letters and words. Print awareness also includes an understanding of what books are used for and how a book 'works'.

Concepts of Print Instructions

1. **Choose a simple emergent picture book.**
2. **Ask the student the following questions to confirm overall understanding:**
   - **"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 are reading?"**
   - **"Where do we go when we get to the end of a line?"**
   - **"Point to a period and ask "What is this for?"**
   - **"Point to a letter."**
   - **"Point to a word."**

Record if the learner demonstrated print awareness Y/N

END OF YEAR TARGETS	
Proficient	11
Developing	8-10
Emerging	0-7

If the child is struggling with concepts of print, stop the assessment and finish reading the book to keep the experience positive.

Explicitly reference words, letters, sentences, punctuation, directionality (left-right, top-bottom) in big books or when you model writing.

PHONOLOGICAL & PHONEMIC AWARENESS

DID YOU KNOW?

Phonological awareness is the ability to notice the sound structure of spoken words (Kilpatrick, 2015). It includes recognizing words, recognizing and producing rhymes, segmenting words into syllables, and segmenting and blending onset and rime. Phonemic awareness is the ability to identify, isolate and manipulate language at the individual sound level. It is part of phonological awareness. It includes isolating, segmenting, blending and manipulating individual sounds (Honig, Diamond & Gutlohn, 2008).

Phonological & Phonemic Awareness Procedures

Before using the phonological and phonemic awareness section with individual students, demonstrate the process with your whole class.

Keep these points in mind for most subtests to ensure this assessment is completed in a timely fashion:

- **A student should be able to respond within 3 seconds. If the student needs more time to give a correct response the teacher should note and monitor processing times of the student.**
- **If the student gets the first three items incorrect, stop administration and move on to the next task.**

END OF YEAR TARGETS (individual subsets)	
Proficient	4-5
Developing	3
Emerging	0-2

END OF YEAR TARGETS (all subsets)	
Proficient	24-30
Developing	12-23
Emerging	0-11

1. Clapping Syllables

Directions: "I'm going to say a word and you are going to tell me how many syllables are in the word by clapping the word."

Demonstration Item: "If I say 'hop' you would say and clap 'hop'". Try with 'cracker'

Record all responses

bat	lollipop
mother	sing
office	

DID YOU KNOW?

Some have used pictures to assess rhyming. But we have learned from our colleagues, phonological awareness is actually an auditory task and therefore, we don't use pictures.

2. Identifying Rhyme

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

Record responses for:

book/look fun/run ring/sat box/yes fish/dish

3. 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

3 seconds

Record responses for:

cat pot tame wrinkle brother

PHONOLOGICAL & PHONEMIC AWARENESS

4. Initial Sound Identification (phonemic)

Directions: "In 'leg' /l/ is the first/beginning sound.

Demonstration Item: "What is the first sound in 'cup'? /k/ is the first/beginning sound.

Prompt: "I am going to say a word. Tell me the first/beginning sound in the word ___."

Record all responses

fire sick mouth tall gas



5. Final Sound Identification (phonemic)

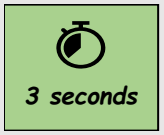
Directions: "In 'house'/s/ is the end sound.

Demonstration Item: "What is the end sound in pot?" /t/ is the end sound.

Prompt: I am going to say a word. Tell me the end sound in the word _____.

Record all responses

sheep rain book ball chair



6. Blending Sounds

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

After Picture items 1-3 say, "Now just tell me what word I am saying."

Record all responses

l i p **f i sh**
f a n **m i ss**
l e g

END OF YEAR TARGETS (individual subsets)	
Proficient	4-5
Developing	3
Emerging	0-2

END OF YEAR TARGETS (all subsets)	
Proficient	24-30
Developing	12-23
Emerging	0-11

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 a sound.

COMPREHENSION

DID YOU KNOW?

Retelling is a foundational reading skill. It involves identifying the important parts of the story in order, including characters, setting, problem and solution. Retelling develops sequencing skills, print concepts, descriptive vocabulary, thinking skills and visualisation techniques.

Retelling A Story

Retelling A Story

Assessing a kindergartener's ability to retell a story involves a thoughtful approach that prioritizes exposure, interaction, and ongoing practice.

Kindergarteners benefit from hearing stories multiple times, allowing them to internalize its structure and content. Through regular storytelling sessions, educators can ensure that every student has ample opportunity to familiarize themselves with the story.

Utilizing a range of resources such as sequencing cards, felt boards, puppets, and story grammar marker, loose parts, drawing and graphic organizers can greatly enhance engagement and understanding.

Assessment should be seamlessly integrated into the ongoing retelling instruction that takes place throughout the year. Rather than a one-time evaluation, the retelling assessment should be an ongoing process, woven into classroom literacy routines. This approach ensures that students have continuous opportunities to develop their retelling skills and receive timely feedback on their progress.

COMPREHENSION

Oral Re-telling

Elements	Descriptors	
Characters	Includes main characters	
Setting	Where characters are or what they are doing	
Initiating Event	Event that sets off the story	
Feelings	Reaction to initiating event	
Plan	How to deal with the initiating event	
Attempts	How do characters attempt to obtain the goal	
Result	Outcome of the attempts	
Feelings	How do characters feel or think about the outcome	
	Total /8	

END OF YEAR TARGETS	
Proficient	4
Developing	2-3
Emerging	0-1

Beginning elements include:

- Character
- Setting
- Initiating Event

Middle elements include:

- Initiating Event
- Feelings
- Plan
- Attempts

End elements include:

- Attempts
- Result
- Feelings

LETTER/SOUND ASSOCIATION & READING WORDS

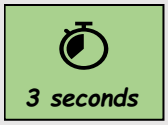
Letter Association

Directions: Introduce the task:

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

Prompt:

- **"What letter is this?"**
- **"What sound does this letter make?"**



END OF YEAR TARGETS	
Proficient	26 UC; 26 LC and 26 letters/sounds
Developing	16-25 sounds/letters
Emerging	Less than 16 sounds/letters

Reading Words

Prompt: "Can you tell me what this word is?"

Record all responses

it can and the to

END OF YEAR TARGETS	
Proficient	5
Developing	3-4
Emerging	0-2