SD71 Kindergarten Literacy Assessment
Teacher Guide

Kindergarten teachers identify and monitor their learners' strengths and needs to ensure continuous growth in literacy. This assessment tool focuses on critical skills that foster literacy development and is designed for classroom teachers to use throughout the year during observations of daily learning activities/routines and in conferencing with the child. Information gathered through the tool informs instructional decisions as part of ongoing teaching and learning cycles throughout the kindergarten year. In addition, this data collection is useful to pass on to grade 1 teachers in support of student transitions in literacy learning and for the school to determine learning goals.

"The purpose of full day Kindergarten is to enhance children's overall development — not to rush them into academics at an earlier age."

(p.4 Full Day Kindergarten Program Guide, Ministry of Education BC)

NOTE: *Please note that this assessment tool focuses on some literacy areas and does not represent a comprehensive literacy learning program. For more information about our district's holistic approach to literacy learning, please see the* ***SD71 Literacy Framework****.*

2026 UPDATE: *In anticipation of the BC Early Literacy Screener being released,* ***our district is mandating that all primary classes use DIBELS as an initial screener tool****, to be completed 3x/year.* ***This District developed assessment is still available for your use but not required.***

It is important for the teacher to administer DIBELS, as it will give you important data for planning your instruction. Additionally, completing it with students allows you to see their capacities with the tasks, and gives them the benefit of having someone they are familiar with sitting beside them.

Table of Contents

Page	Description
3	Kindergarten Literacy Assessment Background
4	Kindergarten Literacy Proficiency Snapshot
5	Kindergarten English Language Arts Curricular Competencies
6-7	SD#71 Literacy Progressions K-1
8-9	Frequently Asked Questions
10	Kindergarten Literacy Assessment Procedures
11	Oral Language Procedures
12	Oral Language Checklist
13	Concepts of Print
14	Phonological & Phonemic Awareness Procedures
15	Clapping Syllables & Identifying and Producing Rhyme
16	Initial/Final Sounds & Blending Sounds
17-18	Comprehension: Re-Telling
19	Letter/Sound Association and Reading Words
20	Teacher Response Forms
21	Concepts of Print
22	Oral Language Checklist
23	Phonological & Phonemic Awareness
24	Comprehension: Re-Telling
25	Letter/Sound Association & Reading Words
26-27	Student Profile Tracking Sheet (School Data)
28-29	Phonological/Phonemic Awareness Class Profile
30	Student View Sheets
31	Blending Sounds Pictures
32	Letter/Sound Knowledge Lowercase
33-34	Uppercase Letters & Reading Words

SD71 Kindergarten Literacy Assessment
BACKGROUND

KINDERGARTEN LITERACY PROFICIENCY SNAPSHOT

	Proficiency Mid Year Check In	*Proficiency End of Year*
Oral Language		• Speaks in complete sentences • Can make personal connections to a topic • Can ask questions about a topic • Able to make relevant contributions to a discussion
Concepts of Print	• Distinguishes print from pictures • Identifies the difference between a letter and a word • Identifies words in story • Understands directionality of print	
Phonemic/Phonological Awareness (orally)	• Discriminates and produces rhyming words • Counts/Taps Syllables • Blends Compound Words • Blends Syllables • Blends onset sound with rime • Segments onset rime	• Blends phonemes into words • Segments CVC words into sounds • Substitutes Onset sound in CVC words • Blends words with consonant blends • Deletes initial sound CVC words
Writing	• Prints name • Orally can tell a story about a picture	• Can write familiar words: mom, dad, I, me, etc. • Uses beginning sounds to write words
Phonics/Reading		• Recognizes 26 letter sounds/names and 6 digrahps • Blends two or three known letters into words CvC • Reads five familiar words • Can read environmental print • Can retell a simple story (beginning, middle, end)

KINDERGARTEN ENGLISH LANGUAGE ARTS CURRICULUM

BRITISH COLUMBIA
Ministry of Education

Area of Learning: ENGLISH LANGUAGE ARTS **Kindergarten**

BIG IDEAS

Language and **story** can be a source of creativity and joy.

Stories and other **texts** help us learn about ourselves and our families.

Stories and other **texts** can be shared through pictures and words.

Everyone has a unique **story** to share.

Through listening and speaking, we connect with others and share our world.

Playing with language helps us discover how language works.

Curiosity and wonder lead us to new discoveries about ourselves and the world around us.

Learning Standards

Curricular Competencies	Content
*Using oral, written, visual, and digital **texts**, students are expected individually and collaboratively to be able to:* **Comprehend and connect (reading, listening, viewing)** • Use sources of information and **prior knowledge** to make meaning • Use developmentally appropriate **reading, listening, and viewing strategies** to make meaning • Explore **foundational concepts of print, oral, and visual texts** • **Engage actively as listeners, viewers, and readers**, as appropriate, to develop understanding of self, identity, and community • Recognize the importance of **story** in personal, family, and community identity • Use personal experience and knowledge to connect to **stories** and other **texts** to make meaning • Recognize the **structure of story** **Create and communicate (writing, speaking, representing)** • **Exchange ideas and perspectives** to build shared understanding • Use language to identify, create, and share ideas, feelings, opinions, and preferences • Create **stories** and other **texts** to deepen awareness of self, family, and community • **Plan and create stories and other texts** for different purposes and audiences • Explore **oral storytelling processes**	*Students are expected to know the following:* **Story** • **structure of story** • **literary elements and devices** **Strategies and processes** • **reading strategies** • **oral language strategies** • **metacognitive strategies** • writing processes **Language features, structures, and conventions** • **concepts of print** • **letter knowledge** • **phonemic and phonological awareness** • **letter formation** • the relationship between reading, writing, and oral language

SD71 Literacy Framework – BC Literacy Progressions
Kindergarten – Grade 1

Aspect	Sub-Aspects	Elaboration	What is *proficient* in K-1?
Comprehends text	1. Interprets texts	Examines a text or texts to support comprehension	Identifies text features and applies strategies to identify main ideas of the text to support understanding
	2. Makes connections	Makes meaning from text and uses experience to make connections and deepen understanding	Makes connections with text(s)
	3. Analyzes texts	Formulates predictions, inferences, and critical questions to deepen understanding	Uses observations of texts to make predictions and ask questions
Applies understanding	1. Curates texts	Evaluates and selects relevant and reliable texts	Explores texts relevant to the task and purpose
	2. Extracts ideas and information	Extracts key information, main ideas, data, arguments, perspectives, tones, and so on for the task and purpose	Recalls information from the text that is relevant to the task and purpose
	3. Synthesizes ideas and information	Connects ideas and information, draws conclusions, and forms ideas from text	Identifies similarities and differences within or between texts
Develops ideas	1. Generates ideas	Generates and selects ideas relevant to the task and purpose	Generates ideas, using experience(s)
	2. Evaluates ideas	Determines usability of idea(s) relevant to task and purpose	Checks to ensure that the generated idea(s) are related to the activity
	3. Refines ideas	Refines idea(s) using relevant feedback	Revises idea(s) based on directed and specific feedback

SD71 Literacy Framework – BC Literacy Progressions
Kindergarten – Grade 1

Aspect	Sub-Aspects	Elaboration	What is *proficient* in K-1?
Communicates ideas and information	1. Expresses ideas and information	Effectively communicates thinking/ understanding, using learned material (content, ideas, message, information, etc.)	Shares ideas, using learning area materials
	2. Presents ideas and information	Selects appropriate medium/media for a final product that clearly presents ideas and information	Explores a variety of media with which to present idea(s) and information
	3. Justifies and defends decisions and/or ideas	Clearly justifies and can debate ideas, thinking, and decisions made	Identifies a reason that supports decisions and/or ideas

FREQUENTLY ASKED QUESTIONS

1. ***Can I have my LST, or CST assess my students for me?***
   The kindergarten literacy assessment is designed for classroom teachers to use as part of their teaching, learning and assessment cycle.
   It is important for teachers to know where their students' strengths and stretches are in key literacy skills to inform planning and to scaffold learning to meet the needs of their learners.

2. ***Do I have to assess students all at once?***
   Teachers assess at a variety of times in a variety of ways. It is recommended that teachers chunk the assessment and integrate the components into daily literacy learning routines.

3. ***Do I have to use this assessment if I have my own literacy assessment tools?***
   Note that teacher colleagues have developed this assessment based on research and collaboration with Inclusive and Indigenous Education Departments. A teacher can choose to follow this district provided assessment in addition to the DIBELS screener, which is required.

4. ***How is the assessment scored?***
   All skills are scored on correct answers. A correct answer = 1 point.

5. ***What do I do if my students are not demonstrating proficiency on a skill(s)?***
   Teaching, Learning and Assessment Cycle:
   i. *Whole class teaching, and repeated experience practicing the skills*
   ii. *Assess*
   iii. *Targeted classroom instruction according to student needs.*
   iv. *Assess*
   v. *Targeted classroom instruction and/or consult with school-based team about other interventions that may be necessary*
   vi. *Assess*

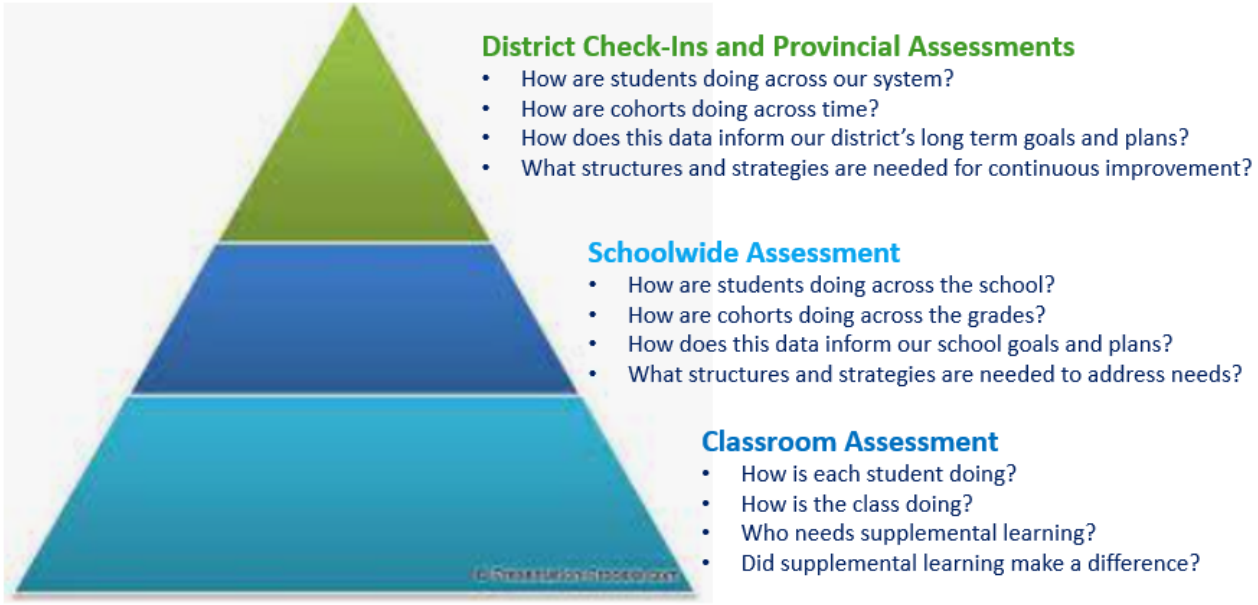
6. ***How will the information collected from this assessment be used?***

Classroom Teachers *use this information to inform instruction and monitor progress of their students' literacy skills. Additionally, this information will be helpful to pass on to grade 1 teachers.*

The School *can use the data for school growth plans, allocation of resources and inform school-based team discussions and strategies.*

Assessment Design for the Frameworks

Grounded in Classroom Assessment System



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 and LETTER KNOWLEDGE

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). Letter knowledge is integral to developing phonics and decoding skill.

Phonological & Phonemic Awareness and Letter Knowledge 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.**

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

LETTER NAMES/SOUNDS (End of year)	
Proficient	26
Developing	16-25
Emerging	<16

PH. AW.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

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)

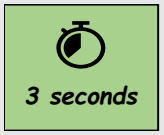
Directions: "In 'house'/s/ is the end sound.

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	

Beginning elements include:

- Character
- Setting
- Initiating Event

Middle elements include:

- Initiating Event
- Feelings
- Plan
- Attempts

End elements include:

- Attempts
- Result
- Feelings

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

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?"**

*NOTE: for 'q', either /k/ or /qu/ is acceptable

END OF YEAR TARGETS	
Proficient	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

Digraphs

Prompt: "Can you tell me what sound these letters make together?"

th sh ch ck wh qu

END OF YEAR TARGETS	
Proficient	**6**
Developing	**3-5**
Emerging	**0-2**

TEACHER RESPONSE FORMS

DID YOU KNOW?

Assessments should be done throughout the year to inform instructional goals and guide learning activities for students. If a student has demonstrated a skill at the proficient level earlier in the year, there is no need to reassess unless there are questions about their current level.

CONCEPTS OF PRINT

Student Name: **Date:**	
Before reading story, say to the child:	
"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."	
Total/11	

Comments:

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

ORAL LANGUAGE CHECKLIST

Student Name:
Date:

RECEPTIVE	
Understands classroom language and follows classroom routines	
Understands vocabulary specific to subject 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 (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	
Total /14	

Comments:

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

PHONOLOGICAL AND PHONEMIC AWARENESS

Student Name:
Date:

1. Clapping Syllables		2. Identifying Rhymes	
bat		book/look	
mother		fun/run	
office		ring/sat	
lollipop		box/yes	
sing		fish/dish	
Total /5		**Total /5**	
3. Producing Rhymes		**4. Isolating Initial Sounds**	
cat		fire	
pot		sick	
tame		mouth	
wrinkle		tall	
brother		gas	
Total /5		**Total /5**	
5. Isolating Final Sounds		**6. Blending Sounds**	
sheep		l i p	
rain		f a n	
book		l e g	
ball		f i sh	
chair		m i ss	
Total /5		**Total /5**	

Comments:

All Subsets Score /30	

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

**If a student does not give any correct responses in one subset but is still proficient overall, please make a note of the area that needs to be worked on.

ORAL RE-TELLING (Comprehension)

Name:

Date:

Elements		
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	Attempts to obtain the goal	
Result	Outcome of the attempts	
Feelings	How do characters feel or think about the outcome	
	Total /8	

Beginning elements include:

- Character
- Setting
- Initiating Event

Middle elements include:

- Initiating Event
- Feelings
- Plan
- Attempts

End elements include:

- Attempts
- Result
- Feelings

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

Did child use props? Yes or No

Comments:

LETTER ASSOCIATION **Name:**

				End of Year		
	LC	UC	S	LC	UC	S
p						
s						
g						
m						
o						
z						
h						
a						
q						
n						
w						
y						
u						
b						
j						
d						
e						
r						
x						
i						
t						
k						
c						
l						
v						
f						
Totals						
	/26	/26	/26	/26	/26	/26

Recording:

LC – lowercase
UC – uppercase
S – sound
✓ - correct
*Incorrect response: record what child says

Comments:

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

Reading Words

1. it	
2. can	
3. and	
4. the	
5. to	
Total /5	

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

Digraphs

1. th	
2. sh	
3. ch	
4. ck	
5. wh	
6. qu	
Total /6	

END OF YEAR TARGETS	
Proficient	6
Developing	3-5
Emerging	0-2

Comments:

STUDENT PROFILE TRACKING SHEET (School Data)

Student: _____

CONCEPTS OF PRINT

END OF YEAR TARGETS **Proficient** – 11 **Developing** – 8-10 **Emerging** – 0-7	
Before reading story, say to the child:	
"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."	
Total /11	

ORAL LANGUAGE

END OF YEAR TARGETS **Proficient** – 12-14 **Developing 11** **Emerging** – 0-10	
RECEPTIVE	
Understands classroom language and follows classroom routines	
Understands vocabulary specific to subject 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 (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	
Total /14	

PHONEMIC & PHONOLOGICAL AWARENESS

END OF YEAR TARGETS **(all subsets)** **Proficient** –24-30 **Developing** – 12-23 **Emerging** – 0-11	
1. Clapping Syllables	
bat	
mother	
office	
lollipop	
sing	
Total /5	
2. Identifying Rhymes	
book/look	
fun/run	
ring/sat	
box/yes	
fish/dish	
Total /5	

3. Producing Rhymes	
cat	
pot	
tame	
wrinkle	
brother	
Total /5	
4. Isolating Initial Sounds	
fire	
sick	
mouth	
tall	
gas	
Total /5	

5. Isolating Final Sounds	
sheep	
rain	
book	
ball	
chair	
Total /5	
6. Blending Sounds	
l i p	
f a n	
l e g	
f i sh	
m i ss	
Total /5	

ORAL RE-TELLING

END OF YEAR TARGETS **Proficient** – 4 **Developing** – 2-3 **Emerging** – 0-1		
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	Attempts to obtain the goal	
Result	Outcome of the attempts	
Feelings	How do characters feel or think about the outcome	
	Total /8	

LETTER ASSOCIATION

END OF YEAR TARGETS

Proficient – 26 names/sounds (upper and lower case)
Developing – **16-25** names/sounds
Emerging – <16 names/sounds

LC - Lowercase
UC - Uppercase
S - Sound

	LC	UC	S		LC	UC	S
p				b			
s				j			
g				d			
m				e			
o				r			
z				x			
h				i			
a				t			
q				k			
n				c			
w				l			
y				v			
u				f			
Total /13				**Total /13**			

COMMENTS:

READING WORDS

END OF YEAR TARGETS **Proficient** - 5 words **Developing** – 3-4 words **Emerging** - 0-2 words	
1. it	
2. can	
3. and	
4. the	
5. to	
Total /5	

DIGRAPHS

END OF YEAR TARGETS **Proficient** - **6** sounds **Developing** – 3-5 sounds **Emerging** - 0-2 sounds	
1. th	
2. sh	
3. ch	
4. ck	
5. wh	
6. qu	
Total /5	

Class Data Collection

Year:

Teacher:

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

Student Name	Clapping syllables	Identifying Rhyme	Producing Rhyme	Isolating Initial Sounds	Isolating Final Sounds	Blending Sounds	Overall Score	Proficiency
		Scores /5 for each subset					/30	**P/D/E**

Student Data Collection

Year:

Teacher:

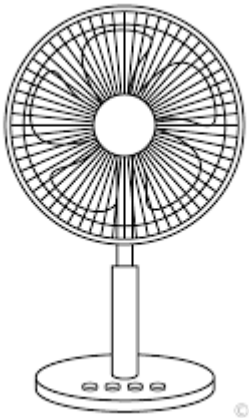
END OF YEAR TARGETS	
Proficient	26 UC, 26,LC and 26 sounds
Developing	18-25 sounds/letter names
Emerging	Less than 18 sounds/letter names

Student Name	Upper case /26	Lower case /26	Sounds /26

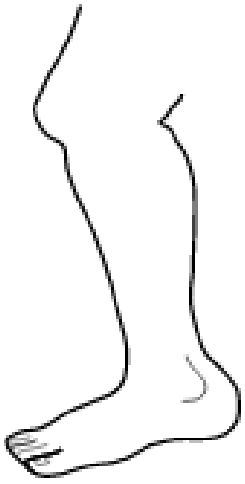
STUDENT VIEW SHEETS

Student View Sheets

Blending Sounds









Student View Sheets

Letter/Sound Knowledge Lowercase

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

Student View Sheets

Uppercase Letters

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

Digraphs

th	sh	ch
ck	wh	qu

Reading Words

it	can	and	the	to