

Child's Name (First & Last) _____

Fall Assessment Date: _____

Spring Assessment Date: Feb 16, 2010

► **Section I: Name Writing** (See pages 5 and 6)

► **Section II: Alphabet Knowledge**

Part A: Upper-Case Alphabet Recognition

Fall

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

Spring

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

Upper-Case Score: (26 possible)

Upper-Case Score: (26 possible)

General Observations and Comments

knew her upper case letters very well, she had no trouble recognizing any of them.

Part B: Lower-Case Alphabet Recognition (administer only if 16 or more correct on Upper-Case Alphabet Recognition)

Fall

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

Spring

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

Lower-Case Score: (26 possible)

Lower-Case Score: (26 possible)

General Observations and Comments

only had confusion with lower case b and d, other than that she was very quick in responding.

Part B: Letter Sounds (administer only if 9 or more correct on Lower-Case Alphabet Recognition)

Fall

B	S	R	F	W
T	O	J	A	H
K	Sh	V	I	P
Z	L	C	Th	U
E	D	Y	G	N
Ch				

Letter Sounds Score: (26 possible)

Spring

B	S	R	F	W
T	O	J	A	H
K	Sh	V	I	P
Z	L	C	Th	U
E	D	Y	G	N
Ch				

Letter Sounds Score: (26 possible)

General Observations and Comments

She had more difficulty with letter sounds, she kept saying the letter name, "Ch" and "Th" she had the most difficulty with.

► **Section III: Beginning Sound Awareness**

Fall

Beginning Sound: /M/		/S/		/B/	
Practice Items: man		sock		bag	
		sink			
1. _____milk	6. _____sick				
2. _____ball	7. _____meat				
3. _____six	8. _____bear				
4. _____bird	9. _____mop				
5. _____map	10. _____sad				

Beginning Sound Score: (10 possible)

Spring

Beginning Sound: /M/		/S/		/B/	
Practice Items: man		sock		bag	
		sink			
1. <u>+</u> _____milk	6. <u>+</u> _____sick				
2. <u>+</u> _____ball	7. <u>+</u> _____meat				
3. <u>+</u> _____six	8. <u>+</u> _____bear				
4. <u>+</u> _____bird	9. <u>+</u> _____mop				
5. <u>+</u> _____map	10. <u>+</u> _____sad				

Beginning Sound Score: (10 possible)

General Observations and Comments

With a little explanation, she did great, and was very fluent in giving me the answer.

► Section IV: Print and Word Awareness

Fall

- +/-
- ___ 1. points to the words in the title
 - ___ 2. points to each of the three words in the title
 - ___ 3. points to the word *Hey*
 - ___ 4. points to both words, *Diddle* and *Diddle*
 - ___ 5. points to word *The*
 - ___ 6. left to right directionality
 - ___ 7. moves finger along line of print
 - ___ 8. identifies either letter, *A* or *O*
 - ___ 9. each printed word matched 1-to-1 with each spoken word in order
 - ___ 10. points to white space between *The* and *End*

Print and Word Awareness Score: (10 possible)

Spring

- +/-
- 1. points to the words in the title
 - 2. points to each of the three words in the title
 - 3. points to the word *Hey*
 - 4. points to both words, *Diddle* and *Diddle*
 - 5. points to word *The*
 - 6. left to right directionality
 - 7. moves finger along line of print
 - 8. identifies either letter, *A* or *O*
 - 9. each printed word matched 1-to-1 with each spoken word in order
 - ___ 10. points to white space between *The* and *End*

Print and Word Awareness Score: (10 possible)

General Observations and Comments

understands the parts of a book very well. She could identify all of these parts except the last page, I don't think she understands space yet.

► Section V: Rhyme Awareness

Fall

- +/-
- ___ 1. mop top bike can
 - ___ 2. sled kite bed fruit
 - ___ 3. bee flag tree cup
 - ___ 4. cake bell fruit snake
 - ___ 5. moon spoon cat sock
 - ___ 6. fox wall rain box
 - ___ 7. man book can pig
 - ___ 8. ring swing bed mop
 - ___ 9. clock road pen sock
 - ___ 10. rain bell train box

Rhyme Awareness Score: (10 possible)

Spring

- +/-
- 1. mop top bike can
 - 2. sled kite bed fruit
 - 3. bee flag tree cup
 - 4. cake bell fruit snake
 - 5. moon spoon cat sock
 - 6. fox wall rain box
 - 7. man book can pig
 - 8. ring swing bed mop
 - 9. clock road pen sock
 - 10. rain bell train box

Rhyme Awareness Score: (10 possible)

General Observations and Comments

For most of the words she could tell me a rhyme before I even said the other words. She has no problems with rhyming.

► Section VI: Nursery Rhyme Awareness

Fall

+/-	
___	1. went up the <i>hill</i>
___	2. broke his <i>crow</i> n
___	3. the lamb was sure to <i>go</i>
___	4. how I wonder what you <i>are</i>
___	5. like a diamond in the <i>sky</i>
___	6. Jack jump over the <i>candlestick</i>
___	7. climbed on the <i>rock</i> s
___	8. three bags <i>full</i>
___	9. who lives down the <i>lane</i>
___	10. touch the <i>ground</i>

Nursery Rhyme Awareness Score: (10 possible)

Fall

General Observations and Comments

Spring

+/-	
+	1. went up the <i>hill</i>
+	2. broke his <i>crow</i> n
+	3. the lamb was sure to <i>go</i>
+	4. how I wonder what you <i>are</i>
+	5. like a diamond in the <i>sky</i>
+	6. Jack jump over the <i>candlestick</i>
+	7. climbed on the <i>rock</i> s
+	8. three bags <i>full</i>
+	9. who lives down the <i>lane</i>
+	10. touch the <i>ground</i>

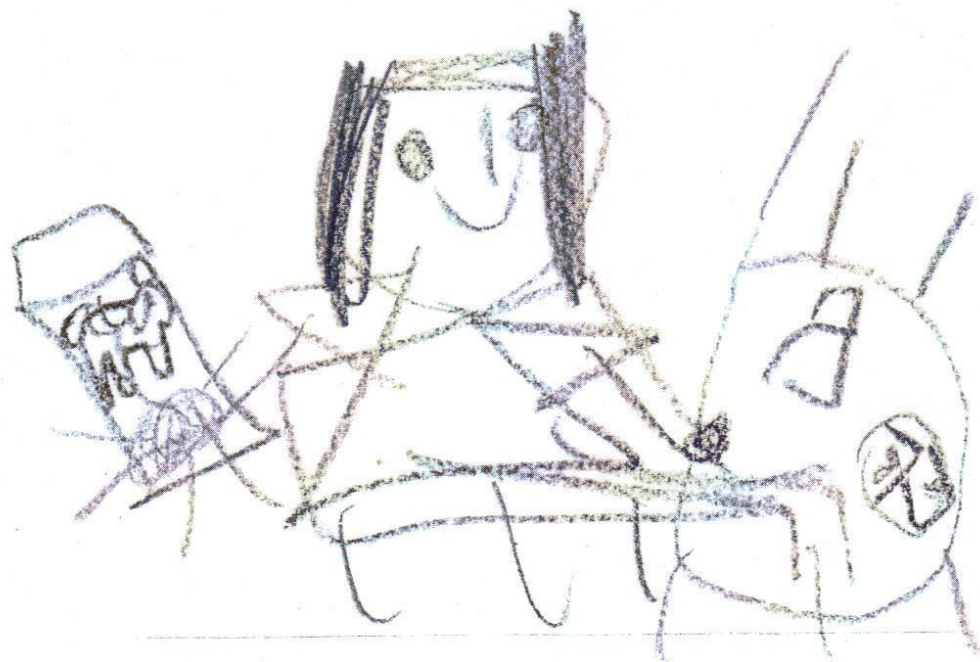
Nursery Rhyme Awareness Score: (10 possible)

Spring

General Observations and Comments

For nursery rhyme awareness was able to finish most of the rhymes without me telling her to. She also understood which words rhymed.

► Section I: Spring Name Writing



Name Writing Score: $\frac{7}{7}$ (7 possible)