

Kindergarten Basic Skills Assessment

Student Name _____
(first/middle/last)

DOB _____ Teacher _____

Address _____

City/State/Zip _____

Parent Name _____

Phone numbers _____

(indicate home/work/cell) _____

E-mail _____

Parent Name _____

Phone numbers _____

(indicate home/work/cell) _____

E-mail _____

	Pretest	T1	T2	T3
Name (F/M/L) *				
Birthday				
Phone number				
Address				
School *				
City *				
Emergency # (911) *				
Locate <u>land</u> and <u>water</u> *				

* indicates report card skills

Language Arts Proficiency Levels

	Pretest	T1	T2	T3
Minimal (0%-64%)	0-19	0-34	0-60	0-90
Basic (65%-79%)	20-25	35-43	61-75	91-102
Proficient (80% +)	25+	44+	76+	103+

Math Proficiency Levels

	Pretest	T1	T2	T3
Minimal (0%-64%)	0-15	0-40	0-103	0-139
Basic (65%-79%)	16-23	41-98	104- 165	140- 202
Proficient (80% +)	24+	99+	166+	203+

Language Arts Scoring Guide (Trimester benchmark indicated in parentheses)

Skills (total possible)	Pretest	T1	T2	T3
Uppercase letters (26)	(8)	(16)	(23)	(26)
Lowercase letters (26)	(5)	(12)	(20)	(26)
Letter Sounds (26)	(5)	(12)	(20)	(26)
Sight words (20)	(0)	(3)	(10)	(20)
Phonemic Awareness (36)	(4)	(8)	(16)	(28)
Concepts About Print (8)	(2)	(4)	(6)	(7)
Totals (141)	(24)	(55)	(95)	(129)

End of Year DRA _____ Standard: Reads grade level text (DRA 3)

Math Scoring Guide (Trimester benchmark indicated in parentheses)

Skills (total possible)	Pretest	T1	T2	T3
Number Recognition (21)	(8)	(10)	(15)	(21)
Counts to 100 by 1s (100)	(15)	(39)	(75)	(100)
Counts to 100 by 10s (100)	(0)	(60)	(100)	(100)
Constructs sets 0-20 (20)	(5)	(10)	(15)	(20)
Classifies objects (3)	(0)	(1)	(2)	(3)
2D shapes (6)	(3)	(4)	(6)	(6)
3D shapes (5+ compare)	x	x	x	(4)
Totals (255)	(31)	(124)	(192)	(254)

Uppercase Recognition (Trimester benchmark indicated in parentheses)

	Pre	T1	T2	T3		Pre	T1	T2	T3
A					N				
B					O				
C					P				
D					Q				
E					R				
F					S				
G					T				
H					U				
I					V				
J					W				
K					X				
L					Y				
M					Z				
Results						/26 (8)	/26 (16)	/26 (23)	/26 (26)

Lowercase Recognition (Trimester benchmark indicated in parentheses)

	Pre	T1	T2	T3		Pre	T1	T2	T3
a					n				
b					o				
c					p				
d					q				
e					r				
f					s				
g					t				
h					u				
i					v				
j					w				
k					x				
l					y				
m					z				
Results						/26 (5)	/26 (12)	/26 (20)	/26 (26)

Sound Identification (Trimester benchmark indicated in parentheses)

	Pre	T1	T2	T3		Pre	T1	T2	T3
A					N				
B					O				
C					P				
D					Q				
E					R				
F					S				
G					T				
H					U				
I					V				
J					W				
K					X				
L					Y				
M					Z				
Results						/26 (5)	/26 (12)	/26 (20)	/26 (26)

Sight Words (Trimester benchmark indicated in parentheses)

	Pre	T1	T2	T3		Pre	T1	T2	T3
a					it				
am					like				
and					look				
are					me				
at					my				
be					of				
by					on				
can					said				
come					see				
do					some				
for					the				
go					to				
had					was				
have					we				
here					will				
I					you				
in					your				
is					Results	/20 (0)	/20 (3)	/20 (10)	/20 (20)

Phonemic Awareness

(Trimester benchmark indicated in parentheses)

Task 1: Sound Matching

- A. Listen to these sounds: /g/, /g/. They are the same. Now listen to these sounds. Are they the same?

	<u>Pre</u>	<u>T1</u>	<u>T2</u>	<u>T3</u>
/m/, /m/	_____	_____	_____	_____
/d/, /p/	_____	_____	_____	_____
/f/, /f/	_____	_____	_____	_____
/s/, /m/	_____	_____	_____	_____

- B. Listen to these words: "monkey", "mother". They start with the same sound. Now listen to these words. Do they start with the same sound?

	<u>Pre</u>	<u>T1</u>	<u>T2</u>	<u>T3</u>
Ball, banana	_____	_____	_____	_____
Duck, pan	_____	_____	_____	_____
Red, nut	_____	_____	_____	_____
Chocolate, checkers	_____	_____	_____	_____

Results (A+B): ___/8 ___/8 ___/8 ___/8

Task 2: Isolation

- A. Listen to this word: "pig". The beginning sound is /p/. What is the beginning sound in these words?

	<u>Pre</u>	<u>T1</u>	<u>T2</u>	<u>T3</u>
dot /d/	_____	_____	_____	_____
map /m/	_____	_____	_____	_____
sad /s/	_____	_____	_____	_____
talk /t/	_____	_____	_____	_____
cow /c/	_____	_____	_____	_____
bird /b/	_____	_____	_____	_____
farm /f/	_____	_____	_____	_____
yellow /y/	_____	_____	_____	_____

Results: ___/8 ___/8 ___/8 ___/8

Task 3: Sound Blending & Segmentation

- A. Listen to these sounds: /r/-/u/-/n/. When I put the sounds together they make the word run. Listen to these sounds. Put them together to make a word.

	<u>Pre</u>	<u>T1</u>	<u>T2</u>	<u>T3</u>
go	_____	_____	_____	_____
sheep	_____	_____	_____	_____
jump	_____	_____	_____	_____
ant	_____	_____	_____	_____
hot	_____	_____	_____	_____
lip	_____	_____	_____	_____
desk	_____	_____	_____	_____
by	_____	_____	_____	_____

Results: ___/8 ___/8 ___/8 ___/8

- B. Listen to the word "go". When I chop the word "go" I say /g/-/o/. Listen to these words and chop the sounds you hear. Pre T1 T2 T3

dog	_____	_____	_____	_____
keep	_____	_____	_____	_____
no	_____	_____	_____	_____
race	_____	_____	_____	_____

Results: ___/4 ___/4 ___/4

Task 4: Sound Rhyming

- A. Listen to these words: "fish", "dish". These words rhyme. Listen and tell me if these words rhyme.

	<u>Pre</u>	<u>T1</u>	<u>T2</u>	<u>T3</u>
honey, bunny	_____	_____	_____	_____
hit, hat	_____	_____	_____	_____
bug, rug	_____	_____	_____	_____
bee, sun	_____	_____	_____	_____

- B. Listen to the word: "dog". "Log" rhymes with "dog". Tell me a word that rhymes with the word I say.

	<u>Pre</u>	<u>T1</u>	<u>T2</u>	<u>T3</u>
cat	_____	_____	_____	_____
not	_____	_____	_____	_____
rake	_____	_____	_____	_____
fun	_____	_____	_____	_____

Results: ___/8 ___/8 ___/8 ___/8
(A+B):

Results

Pre	T1	T2	T3
/36 (4)	/36 (8)	/36 (16)	/36 (28)

Concepts of Print (Trimester benchmark indicated in parentheses)

*Please use a text that has a return sweep,
and features all end marks (period, question mark, exclamation point)

See suggested titles in assessment directions.

Begin by telling the child, "I'm going to read you this story and I want you to help me. It is called _____."

Where to Start: *Show me with your finger where you start reading.*

Tracking: *The student shows the direction of the text with her/his finger.*

Return Sweep: *Turn to a page with at least 2 lines of text. Read the top line and keeping your finger on the last word, ask "Where do I read after this?" Does the child return to the beginning of the next line?*

Letters: *Use your finger to circle a letter.*

Words: *Use your finger to circle a word.*

Punctuation: *Point to a period, question mark, exclamation point. Ask "Do you know what this is?"*

	Pre	T1	T2	T3
Where do I start reading?				
Which way do I go?				
Where do I go next? (Return sweep to the left)				
Show me one letter. Show me one word.	<u> </u> <u> </u> letter word	<u> </u> <u> </u> letter word	<u> </u> <u> </u> letter word	<u> </u> <u> </u> letter word
Punctuation (Names ? / . / !)	<u> </u> <u> </u> <u> </u> ? . !	<u> </u> <u> </u> <u> </u> ? . !	<u> </u> <u> </u> <u> </u> ? . !	<u> </u> <u> </u> <u> </u> ? . !
Results	/8 (2)	/8 (4)	/8 (6)	/8 (7)

Number Recognition (Trimester benchmark indicated in parentheses)

	Pre	T1	T2	T3		Pre	T1	T2	T3
0									
1					11				
2					12				
3					13				
4					14				
5					15				
6					16				
7					17				
8					18				
9					19				
10					20				
Results						/21 (8)	/21 (10)	/21 (15)	/21 (21)

Counting and Classifying (Trimester benchmark indicated in parentheses)

	Pretest	T1	T2	T3																								
Counts to 100 by 1s	/100 (15)	/100 (39)	/100 (75)	/100 (100)																								
Counts to 100 by 10s	/100 (0)	/100 (60)	/100 (100)	/100 (100)																								
Constructs sets from 0-20	/20 (5)	/20 (10)	/20 (15)	/20 (20)																								
Classifies objects (by color, shape, and/or size)	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: center; border-bottom: 1px solid black;">c</td> <td style="text-align: center; border-bottom: 1px solid black;">sh</td> <td style="text-align: center; border-bottom: 1px solid black;">sz</td> </tr> <tr> <td colspan="3" style="text-align: center;">/3 (0)</td> </tr> </table>	c	sh	sz	/3 (0)			<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: center; border-bottom: 1px solid black;">c</td> <td style="text-align: center; border-bottom: 1px solid black;">sh</td> <td style="text-align: center; border-bottom: 1px solid black;">sz</td> </tr> <tr> <td colspan="3" style="text-align: center;">/3 (1)</td> </tr> </table>	c	sh	sz	/3 (1)			<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: center; border-bottom: 1px solid black;">c</td> <td style="text-align: center; border-bottom: 1px solid black;">sh</td> <td style="text-align: center; border-bottom: 1px solid black;">sz</td> </tr> <tr> <td colspan="3" style="text-align: center;">/3 (2)</td> </tr> </table>	c	sh	sz	/3 (2)			<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: center; border-bottom: 1px solid black;">c</td> <td style="text-align: center; border-bottom: 1px solid black;">sh</td> <td style="text-align: center; border-bottom: 1px solid black;">sz</td> </tr> <tr> <td colspan="3" style="text-align: center;">/3 (3)</td> </tr> </table>	c	sh	sz	/3 (3)		
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/3 (1)																												
c	sh	sz																										
/3 (2)																												
c	sh	sz																										
/3 (3)																												

2D/3D Shapes

	Pre	T1	T2	T3		Pre	T1	T2	T3
Circle					Cube				
Triangle					Cylinder				
Square					Sphere				
Rectangle					Cone				
Oval					Choose 2 of the shapes, and orally describe and compare them.				
Hexagon									
Results	/6 (3)	/6 (4)	/6 (5)	/6 (6)	Results				/5 (4)