**Kindergarten Reminders**

Fall Total Benchmark: 28

**Required Tasks-**

* **Group Rhyme Awareness**
* **Group Beginning Sound**
* Alphabet Knowledge
* Letter Sounds
* **Spelling**
* Concept of Word (Pointing, Word List, Word ID)

**\*** Items in **bold** can be administered with a group

**Administering Required Tasks**

**Group Rhyme Awareness**

* **Administration Notes**
	+ no more than 5 students should be assessed at the same time
	+ students should not be able to see their neighbor’s paper

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**Group Beginning Sound Awareness**

* **Administration Notes**
	+ don’t administer on the same day as group rhyme awareness
	+ no more than 5 student should be assessed at the same time
	+ emphasize and elongate the first sound in the practice words but *not* during screening
* **Scoring**
	+ score the child’s first oral response
	+ a correct response can be either a letter sound or **letter name**—the letter sounds is preferable

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**Alphabet Knowledge**

* **Administration Notes**
	+ make sure the student touches the letters in the proper sequence and does not get off track
* **Scoring**
	+ mark a slash through incorrect responses and write what the student says above
	+ self-corrections are counted as correct

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**Letter Sounds**

* **Administration Notes**
	+ make sure the student touches the letters in the proper sequence and does not get off track
	+ if students give the long vowel sound for a vowel, direct them to tell you what other sound that letter can make
* **Scoring**
	+ Pronunciation Guide for Letter Sounds
		- short vowel sounds for vowels
		- **c** as in **cat** not city
		- **g** as in **gas** not giraffe
		- **y** as in **you** not was

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**Spelling**

* **Administration Notes**
	+ stretch out the sounds in the practice word “mat” to model for students how to focus on each sound
	+ do not demonstrate the sound-it-out process for any other words
	+ you can direct students by saying something like, “What other sounds do you hear in that word?”
	+ if it would help your students, you may use the word in a simple sentence (i.e. He sat on the mat.)
	+ students should not study these words as it invalidates the assessment—do not pre-teach these words or have them on a word wall
	+ probe any unusual letter formations by asking the child what letter he/she has written or by asking him/her to point to the letter on an alphabet strip—write (or type) the letter the child intended to help with scoring
* **Scoring**
	+ scoring is based on phonetically acceptable letter-sound matches, so there may be more than one acceptable spelling for each word
	+ self-corrections are counted as correct
	+ one bonus point is awarded for perfect spelling
	+ static reversals (mirror images) are not counted as errors and those words are still eligible for the bonus point
	+ kinetic reversals (“net” for “ten”) can be scored from right to left for phonetic matches but **are not** eligible for the bonus point

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**Concept of Word**

* **Administration Notes**
	+ pre-teach the rhyme so that students know it by heart—this can be done whole class, small group, or individually
	+ Pointing Task
		- read the rhyme to the student while pointing to the words
		- choral read with the student while pointing to the words
		- have the students touch and read the entire rhyme alone (assess this reading)
	+ Word ID Task
		- point to each target word and ask students “What word is this?”
	+ Word List Task
		- have students put their fingers on the words and read the ones they know
* **Scoring**
	+ Pointing Task
		- score as an all or none situation—the student must point accurately to all of the words in the sentence
		- self-corrections are counted as correct
	+ Word ID Task
		- give one point for every correct word—only single word responses are correct
		- self-corrections are counted as correct

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**Optional Tasks**

**Individual Rhyme** is administered to students who score below the group rhyme benchmark.

**Individual Beginning Sound** is administered to students who score below the beginning sound benchmark.

**Word Recognition in Isolation** **Word Lists** are optional and untimed.