

Kindergarten Assessment Record Sheets

It is important to regularly assess and monitor your students' progress as it provides valuable information and enables you to identify any problems and address them as soon as possible. We recommend that six formal assessments are done across the kindergarten year, which can be recorded on the five record sheets provided:

- 1. BOY Baseline Assessment**
Kindergarten Assessment: Record Sheet 1
- 2. Progress Monitoring (after Step 1 Group 3)**
Kindergarten Assessment: Record Sheet 1
- 3. Progress Monitoring (end of Step 1)**
Kindergarten Assessment: Record Sheet 2
- 4. MOY Assessment (end of Student Book 1)**
Kindergarten Assessment: Record Sheet 3
- 5. Progress Monitoring (end of Step 2)**
Kindergarten Assessment: Record Sheet 4
- 6. EOY Assessment (end of Step 3 / Student Book 2)**
Kindergarten Assessment: Record Sheet 5

Print the sheets when needed and fill them in during/after each assessment. This will help to identify any students who need extra help or any areas of teaching that might need extra work. Use the results to assess the students' progress and to put interventions in place where necessary. Together, the sheets will provide a cumulative assessment across the year for each student. This information is extremely useful when writing reports or reporting to parents.

Progress is monitored through a mix of individual assessments using flashcards and group/class dictations. The flashcard sheets and dictation cards provided can be printed, cut out and mounted onto card for regular use. The dictation sheets can be printed and given to each student as they are needed.

1. BOY Baseline Assessment

Kindergarten Assessment: Record Sheet 1

A baseline assessment allows you to assess the knowledge of the students when they first enter the class at the beginning of the year. Once this has been done, it is possible to see the progress they are making across the year.

This first assessment identifies what letter-sound knowledge, if any, each student already has, and it needs to be done one-to-one. Print a copy of Record Sheet 1 for each student and add their name, class, and date of birth. Use the 42 letter-sound flashcards to determine whether the student can say the sound on seeing the letter(s). Start with groups one to three. Stop after three or four cards if the student is struggling, but if (s)he knows most of the letter sounds, continue with groups four to seven.

Date the sheet and record the letter sounds that the student knows by adding a check mark or dot in blue pen. Indicate any known letter sounds from groups four to seven in the same way on Record Sheet 2. Ask each student to draw a picture of themselves and to write their name next to it. This can then be kept as an example of the student's work, alongside the record sheet. Any other observations can be added in the comments section.

2. Progress Monitoring

After Step 1 Letter Sound Group 3

Kindergarten Assessment: Record Sheet 1

It is important to assess the students again once all the single letter sounds have been taught. Any students who have gaps in their knowledge should be identified and given extra help and support to learn the letter sounds they do not know and/or extra practice to improve their blending and segmenting skills.

One-to-one flashcard assessment (letter sounds)

Hold up each card and ask the student to say the sound that the letter makes. Put the cards for the known and unknown letter sounds in two separate piles. Afterward, update Record Sheet 1 to show the student's progress, using a different-colored pen or mark to the one used previously.

Group/class dictation (letter sounds)

The students need to be able to write the letter for each sound independently when it is said. This can be assessed as a group or class activity. Simply call out the sounds from groups one to three and ask the students to write the letter for each one. They can do this on a copy of the dictation sheet provided or on a separate piece of paper. For the sound /c k/, indicate which letter is needed by telling the students to write a caterpillar /c/ or a kicking /k/. Record Sheet 1 can then be updated for each student, using the same-colored pen or mark as for the flashcard assessment. Keep each student's dictation with their record sheet as evidence of their progress.

One-to-one blending assessment (CVC words)

It is important to assess whether the student can blend decodable CVC (consonant-vowel-consonant) words. To truly test their blending skills, it is best to include some words that the students are unlikely to be very familiar with. Hold up each card and ask the student to blend the word (*pin, can, bud, kid, leg, gas, fin, elf, hem, rot*). Put the cards for the known and unknown words in two separate piles. Afterward, a score out of 10 can be given on Record Sheet 1, and any words that the student could not blend can be underlined or noted.

Group/class dictation (CVC words)

The students need to be able to listen for the sounds in a word and write the letter(s) for those sounds to spell the word. This can be assessed as a group or class activity. Simply call out the words on the dictation card (*cot, bid, set, rim, cap, hug, kit, fog, lap, pen*) and ask the students to write them on a copy of the dictation sheet provided or on a separate piece of paper. For the words using <c> or <k>, indicate the letter that is needed by telling the students to use a caterpillar /c/ or kicking /k/. Afterward, a score out of 10 can be given on Record Sheet 1 and any words that the student could not spell can be underlined or noted. Keep each student's dictation with their record sheet as evidence of their progress.

As before, it is important to identify any areas of teaching that need more work, or any student/students with specific issues and to implement the appropriate intervention.

3. Progress Monitoring (End of Step 1)

Kindergarten Assessment: Record Sheet 2

It is important to assess the students again once all the 42 letter sounds have been taught. Any students who have gaps in their knowledge should be identified. They can then be given extra help and support to learn the letter sounds and tricky words they do not know and/or extra practice to improve their blending and segmenting skills.

One-to-one flashcard assessment (letter sounds)

Hold up each card and ask the student to say the sound that the letter(s) make. Include all the letter sounds from groups four to seven, as well as any letter sounds previously marked as unknown on Sheet 1. Put the cards for the known and unknown letter sounds in two separate piles. Afterward, record the known letter sounds on Sheet 2 to show the student's progress and update Sheet 1 with any single letter sounds that are now known, using a different-colored pen or mark to the one used previously.

Group/class dictation (letter sounds)

The students need to be able to write the letter(s) for each sound independently when it is said. This can be assessed as a group or class activity. Simply call out the 42 letter sounds and ask the students to write the letter(s) for each one. They can do this on a copy of the dictation sheet provided or on a separate piece of paper. For the sound /c k/, indicate which letter is needed by telling the students to use a caterpillar /c/ and then a kicking /k/. Record Sheets 1 and 2 can then be updated for each student, using the same-colored pen or mark as for the flashcard assessment. Keep each student's dictation with their record sheet as evidence of their progress.

One-to-one blending assessment (words with digraphs)

It is important to assess whether the student can blend decodable words that use digraphs. To truly test their blending skills, it is best to include some words that the students are unlikely to be very familiar with. Hold up each card and ask the student to blend the word (*hue, long, just, weed, port, fresh, quill, float, crouch, boxer*). Put the cards for the known and unknown words in two separate piles. Afterward, a score out of 10 can be given on Record Sheet 2, and any words that the student could not blend can be underlined or noted.

Group/class dictation (words with digraphs)

The students need to be able to listen for the sounds in a word and write the letter(s) for those sounds to spell the word. This can be assessed as a group or class activity. Simply call out the words on the dictation card (*vet, torn, yelp, zoom, died, shelf, parch, brain, throat, boiling*) and ask the students to write them on a copy of the dictation sheet provided or on a separate piece of paper. Afterward, a score out of 10 can be given on Record Sheet 2, and any words that the student could not spell can be underlined or noted. Keep each student's dictation with their record sheet as evidence of their progress.

One-to-one reading assessment (tricky words)

It is important to assess whether the student can read the tricky words that have been taught so far. Hold up each card and ask the student to say the word (*I, the, he, she, me, we, be, was, to, do, are, all*). Put the cards for the known and unknown words in two separate piles. Afterward, update Record Sheet 2 to show the student's progress, using the same-colored pen or mark as for the flashcard assessment.

Group/class dictation (tricky words)

The students need to remember how to spell the tricky part of each word to write them correctly. This can be assessed as a group or class activity. Simply call out the tricky words on the dictation card (*I, the, he, she, me, we, be, was, to, do, are, all*) and ask the students to write them on a copy of the dictation sheet provided or on a separate piece of paper. This can be kept with Record Sheet 2, which should be updated for each student to show their progress.

4. MOY Assessment (End of Student Book 1)

Kindergarten Assessment: Record Sheet 3

It is important to assess the students again once they have completed Student Book 1. By this time, they have learned the capital letters and more tricky words, have started to read and write simple sentences and have been introduced to the idea that some of the vowel sounds have alternative spellings. Any students who have gaps in their knowledge should be identified. They can then be given the extra help they need to secure that knowledge and/or extra practice to improve their blending and segmenting skills. The aim is to “catch up and keep up.”

One-to-one flashcard assessment (alternative spellings)

Use the flashcards for all the alternative spellings taught so far, as well as any letter sounds previously marked as unknown on Sheets 1 and 2. Hold up each card and ask the student to say the sound that the letter(s) make (the student should say the sounds /y/ and /ee/ when the letter <y> is shown). Put the cards for the known and unknown letter sound spellings in two separate piles. Afterward, record the known alternatives on Sheet 3 and update Sheets 1 and/or 2 with any letter sounds that are now known to show the student’s progress. Use a different-colored pen or mark to the ones used previously so that you can track the progress easily.

Group/class letter-sound dictation (including alternative spellings)

The students need to be able to write the letter(s) for each sound independently when it is said, including the alternative spellings that have been taught so far. This can be assessed as a group or class activity. Simply call out the 42 sounds and ask the students to write the letter(s) for each one. This can be done on a copy of the dictation sheet provided or on a separate piece of paper. If the students have been taught any alternative spellings for that sound, they should write all of them down: for example, they should write <c>, <k>, and <ck> for the sound /c k/ and <ee>, <y>, and <e_e> for the sound /ee/. Record Sheets 1, 2, and 3 can then be updated for each student, using the same-colored pen or mark as for the flashcard assessment. Keep each student’s dictation with their record sheet as evidence of their progress.

One-to-one blending assessment (words with alternative spellings)

It is important to assess whether the student can blend decodable words that use the alternative spellings taught so far. To truly test their blending skills, it is best to include some words that the students are unlikely to be very familiar with. Hold up each card and ask the student to blend the word (*hive, lumpy, cute, sale, poke, creepy, athlete, twine, quake, perfume*). Put the cards for the known and unknown words in two separate piles. Afterward, a score out of 10 can be given on Record Sheet 3, and any words that the student could not blend can be underlined or noted. NB: In kindergarten, being able to spell words or sentences with alternative spellings is not assessed because the students are not expected to know which alternative to use at this stage.

One-to-one reading assessment (sentences)

It is important to assess whether the student can read sentences that use simple decodable words (including words with alternative spellings) and the tricky words taught so far. Hold up each card and ask the student to read the sentence. Update Record Sheet 3 and add anything relevant to the comments section. The sentences on the cards are:

1. We all had a good time at your party.
2. There was a cute bunny in his garden.
3. My dog was given a bone every evening.
4. They went into a muddy cave to shelter from the storm.

Group/class dictation (sentences)

The students need to be able to write sentences using simple decodable words and the first set of tricky words. This can be assessed as a group or class activity. (Words with alternatives are not included because the students are not expected to know which spelling is correct at this stage.) Simply call out the sentences on the dictation card and ask the students to write them on a copy of the dictation sheet provided or on a separate piece of paper. Update Record Sheet 3 for each student and add

anything relevant to the comments section. Keep each student's dictation with their record sheet as evidence of their progress. The sentences for dictation are:

1. Your coats are here.
2. You can come with me.
3. I plan to go there next week.
4. Meet us by the pool for a swim.

One-to-one reading assessment (tricky words)

It is important to assess whether the student can read the tricky words that have been taught so far. Use the flashcards for the new tricky words and any that were marked as unknown previously. Hold up each card and ask the student to say the word. Put the cards for the known and unknown words in two separate piles. Afterward, record the known tricky words on Sheet 3 and update Sheet 2 with any tricky words that are now known to show the student's progress. Use a different-colored pen or mark to the ones used previously so that you can track the progress easily.

Group/class dictation (tricky words)

The students need to remember how to spell the tricky part of each word to write them correctly. This can be assessed as a group or class activity. Simply call out the tricky words on the dictation card (*you, your, come, some, said, here, there, they, go, no, so, my, one, by*) and ask the students to write them on a copy of the dictation sheet provided or on a separate piece of paper. This can be kept with Record Sheet 3, which should be updated for each student to show their progress. Also remember to reassess any tricky words that the students did not know previously and update Sheet 2 accordingly.

One-to-one flashcard assessment (capital letters)

Now that the capital letters have been taught, it is important to assess whether the student knows the sound that each one represents. Hold up each card and ask the student to say the sound that the capital makes. Put the cards for the known and unknown capitals in two separate piles. Afterward, update Record Sheet 3 to show the student's progress, using the same-colored pen or mark as for the alternative spellings assessment.

Group/class dictation (capital letters)

The students need to be able to write (independently) the capital for each alphabet letter when they hear its sound. This can be assessed as a group or class activity. Simply call out the sound of each letter and ask the students to write the capital for each one. They can do this on a copy of the dictation sheet provided or on a separate piece of paper. This can be kept with Record Sheet 3, which should be updated for each student to show their progress.

One-to-one assessment (alphabet letter names)

Now is a good time to assess whether the student knows the name of each alphabet letter, and not just its sound. Using the alphabet card provided, ask the student to point to each letter and say its name. Make a note of any letter names that are not known and update Record Sheet 3 later, using the same-colored pen or mark as for the alternative spellings assessment.

Free writing

At this point the students should be able to write some sentences of their own, using plausibly phonic spelling, such as "caik" for *cake*. Choose a piece of each student's independent writing (such as the writing prompt from Step 2 Unit 6, *Words and Sentences: In the Dark*) and keep it with their record sheet to show their progress.

5. Progress Monitoring (End of Step 2)

Kindergarten Assessment: Record Sheet 4

It is important to assess the students again once they have completed Step 2. By this time, they have learned even more tricky words and alternative spellings. Any students who have gaps in their knowledge should be identified. They can then be given the extra help they need to secure that knowledge and/or extra practice to improve their blending and segmenting skills. The aim is to “catch up and keep up.”

One-to-one flashcard assessment (alternative spellings)

Use the flashcards for all the alternative spellings taught in Units 7 to 13 of Step 2, as well as any other spellings still marked as unknown on earlier record sheets. Hold up each card and ask the student to say the sound that the letter(s) make (the student should say the sounds /y/, /ee/, and /ie/ when the letter <y> is shown and the sounds /oa/ and /ou/ when the alternative spelling <ow> is shown). Put the cards for the known and unknown spellings in two separate piles. Afterward, record the known alternatives on Sheet 4 and update the earlier record sheets with any spellings that are now known to show the student’s progress. Use a different-colored pen or mark to the ones used previously so that you can track the progress easily.

Group/class letter-sound dictation (including alternative spellings)

The students need to be able to write the letter(s) for each sound independently when it is said, including the alternative spellings that have been taught so far. This can be assessed as a group or class activity. Simply call out the 42 sounds and ask the students to write the letter(s) for each one. This can be done on a copy of the dictation sheet provided or on a separate piece of paper. If the students have been taught any alternative spellings for that sound, they should write all of them down: for example, <ee>, <y>, <e_e>, and <ea> for the sound /ee/. The record sheets can then be updated for each student, using the same-colored pen or mark as for the flashcard assessment. Keep each student’s dictation with their record sheet as evidence of their progress.

One-to-one blending assessment (words with alternative spellings)

It is important to assess whether the student can blend decodable words that use the alternative spellings taught so far. To truly test their blending skills, it is best to include some words that the students are unlikely to be very familiar with. Hold up each card and ask the student to blend the word (*curl, reach, stalk, growl, clay, first, sly, hawk, annoy, thigh, shadow, few, launch*). Put the cards for the known and unknown words in two separate piles. Afterward, a score out of 13 can be given on Record Sheet 4, and any words that the student could not blend can be underlined or noted. NB: In kindergarten, being able to spell words or sentences with alternative spellings is not assessed because the students are not expected to know which alternative to use at this stage.

One-to-one reading assessment (sentences)

It is important to assess whether the student can read sentences that use simple decodable words (including words with alternative spellings) and the tricky words taught so far. Hold up each card and ask the student to read the sentence. Update Record Sheet 4 and add anything relevant to the comments section. The sentences on the cards are:

1. He saw a few furry moths one night in August.
2. A big brown python slowly crept up the tall tree.
3. Where did the little boy have his birthday party?
4. Dad said there are some beach huts down by the sea.

Group/class dictation (sentences)

The students need to be able to write sentences using simple decodable words and the tricky words that have been taught so far. This can be assessed as a group or class activity. (Words with alternatives are not included because the students are not expected to know which spelling is correct at this stage.) Simply call out the sentences on the dictation card and ask the students to write them on a copy of the dictation sheet provided or on a separate piece of paper. Update Record Sheet 4 for

each student and add anything relevant to the comments section. Keep each student's dictation with their record sheet as evidence of their progress. The sentences for dictation are:

1. The old man lived in a shack.
2. What did she give to her sister?
3. Why do you like fishing so much?
4. They only swim in the river when it is hot.

One-to-one reading assessment (tricky words)

It is important to assess whether the student can read the tricky words that have been taught so far. Use the flashcards for the new tricky words and any that were marked as unknown previously. Hold up each card and ask the student to say the word. Put the cards for the known and unknown words in two separate piles. Afterward, record the known tricky words on Sheet 4 and update the earlier record sheets with any tricky words that are now known to show the student's progress. Use a different-colored pen or mark to the ones used previously so that you can track the progress easily.

Group/class dictation (tricky words)

The students need to remember how to spell the tricky part of each word to write them correctly. This can be assessed as a group or class activity. Simply call out the tricky words on the dictation card (*only, old, like, have, live, give, little, down, what, when, why, where, who, which*) and ask the students to write them on a copy of the dictation sheet provided or on a separate piece of paper. This can be kept with Record Sheet 4, which should be updated for each student to show their progress. Also remember to reassess any tricky words that the students did not know previously and update the earlier record sheets accordingly.

Capital letter/alphabet assessments

Now is a good time to assess whether the students have made any progress in their capital-letter and alphabet knowledge. Repeat the flashcard and dictation activities for capital letters in the MOY Assessment, focusing on those areas that needed improvement, and update Record Sheet 3 accordingly. Do the same with the alphabet activity to assess the students' knowledge of the letter names. Also check whether the students are able to recite the alphabet without any prompting.

Free writing

At this point each student should be able to write some sentences of their own, using plausibly phonic spelling, such as "caik" for *cake*. Choose a piece of the student's independent writing (such as the writing prompt from Step 2 Unit 13, Words and Sentences: *Having a Picnic*) and keep it with their record sheet to show their progress.

6. EOY Assessment (End of Step 3/Student Book 2)

Kindergarten Assessment: Record Sheet 5

It is important to assess the students at the end of the year, once they have finished Step 3 and completed Student Book 2. By this time, they have learned even more tricky words and alternative spellings and hopefully, with the appropriate intervention and support, filled in any gaps in their knowledge. Together, Record Sheets 1 to 5 provide a cumulative assessment across the year for each student. This information is extremely useful when writing end of year reports and provides a record to hand on to the next grade teacher.

One-to-one flashcard assessment (alternative spellings)

Use the flashcards for the alternative spellings taught in Step 3, as well as any other spellings still marked as unknown on earlier record sheets. Hold up each card and ask the student to say the sound that the letter(s) make. (The student should say the sounds /ue/ and long /oo/ when <ue>, <u_e>, and <ew> are shown, as well as /y/, /ee/, and /ie/ if the letter <y> is shown, and the sounds /oa/ and /ou/ if the alternative spelling <ow> is shown). Put the cards for the known and unknown spellings in two separate piles. Afterward, record the known alternatives on Sheet 5 and update the earlier record sheets with any spellings that are now known to show the student's progress. Use a different-colored pen or mark to the ones used previously so that you can track the progress easily.

Group/class letter-sound dictation (including alternative spellings)

The students need to be able to write the letter(s) for each sound independently when it is said, including the alternative spellings. This can be assessed as a group or class activity. Simply call out the 42 main sounds plus /air/ and ask the students to write the letter(s) for each one. This can be done on a copy of the dictation sheet provided or on a separate piece of paper. The students should write all the spellings they have been taught for that sound: for example, <s> and <c> for the sound /s/; <f> and <ph> for /f/; <j> and <g> for /j/; <oo>, <ue>, <u_e> and <ew> for long /oo/; and <air>, <ear>, and <are> for /air/. The record sheets can then be updated for each student, using the same-colored pen or mark as for the flashcard assessment. Keep each student's dictation with their record sheet as evidence of their progress.

One-to-one blending assessment (words with alternative spellings)

It is important to assess whether the student can blend decodable words that use the alternative spellings taught so far. To truly test their blending skills, it is best to include some words that the students are unlikely to be very familiar with. Hold up each card and ask the student to blend the word (*acid, clue, wear, fancy, magic, dare, chew, energy, dolphin, stairs, germ, flute, voice*). Put the cards for the known and unknown words in two separate piles. Afterward, a score out of 13 can be given on Record Sheet 5, and any words that the student could not blend can be underlined or noted. NB: In kindergarten, being able to spell words or sentences with alternative spellings is not assessed because the students are not expected to know which alternative to use at this stage.

One-to-one reading assessment (sentences)

It is important to assess whether the student can read sentences that use simple decodable words (including words with the alternative spellings) and the 72 tricky words. Hold up each card and ask the student to read the sentence. Retrieve and update Record Sheet 4 and add anything relevant to the comments section, using the same-colored pen as for the flashcard assessment. The sentences on the cards are:

1. Their mother is wearing a blue scarf in the photo.
2. Does your father want any more strawberry ice cream?
3. Lots of girls would love to be an astronaut and go into space.
4. Once upon a time, a farmer sold his only cow for eight magic beans.

Group/class dictation (sentences)

The students need to be able to write sentences using simple decodable words and the 72 tricky words. This can be assessed as a group or class activity. (Words with alternatives are not included because the students are not expected to know which spelling is correct at this stage.) Simply call out

the sentences on the dictation card and ask the students to write them on a copy of the dictation sheet provided or on a separate piece of paper. Retrieve and update Record Sheet 4 for each student and add anything relevant to the comments section. Keep each student's dictation with their record sheet as evidence of their progress. The sentences for dictation are:

1. I saw her cover the food with a cloth after lunch.
2. He could put two packs of stickers in every gift bag.
3. We did not argue with the others because they were right.
4. You should always brush your teeth before you go to bed.

One-to-one reading assessment (tricky words)

It is important to assess whether the student can read the 72 tricky words. Use the flashcards for the new tricky words and any that were marked as unknown previously. Hold up each card and ask the student to say the word. Put the cards for the known and unknown words in two separate piles. Afterward, record the known tricky words on Sheet 5 and update the earlier record sheets with any tricky words that are now known to show the student's progress. Use a different-colored pen or mark to the ones used previously so that you can track the progress easily.

Group/class dictation (tricky words)

The students need to remember how to spell the tricky part of each word to write them correctly. This can be assessed as a group or class activity. Simply call out the tricky words on the dictation card (*any, many, more, before, other, were, because, want, saw, put, could, should, would, right, two, four, goes, does, made, their, once, upon, always, also, of, eight, love, cover, after, every, mother, father*) and ask the students to write them on a copy of the dictation sheet provided or on a separate piece of paper. This can be kept with Record Sheet 5, which should be updated for each student to show their progress. Also remember to reassess any tricky words that the students did not know previously and update the earlier record sheets accordingly.

Capital letter/alphabet assessment

Now is a good time to assess whether the students have made any progress in their capital-letter and alphabet knowledge. Repeat the flashcard and dictation activities for capital letters in the MOY Assessment, focusing on those areas that needed improvement, and update Record Sheet 3 accordingly. Do the same with the alphabet activity to assess the students' knowledge of the letter names. Check whether any students who could not do so before are now able to recite the alphabet without any prompting and assess whether each student knows the four alphabet quarters.

Free writing

At this point each student should be able to write some sentences of their own, using plausibly phonic spelling, such as "caik" for *cake*. Choose a piece of the student's independent writing (such as the writing prompt from Step 3 Unit 13, Words and Sentences: *The Midnight Feast*) and keep it with their record sheet to show their progress.

Standardized reading and spelling scores

There are a number of standardized reading and spelling tests available, such as Acadience, Dibbels, Aimsweb and Fastbridge. Using these tests provides an independent assessment of a student's achievement in reading and spelling.