**Kindergarten Assessment**

*Examine the data forms for “Evan” and answer the following questions:*

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| 1. How did he get to a score of 24 on the Unit 3 Word Reading? Is this score: Excellent,   Good, Fair, or Poor?  *There is a point given for every letter sound correspondence he got correct (rather than requiring him to get the whole word correct to earn a point). The scoring guidelines from the Teacher Guide say this is a “good” score.* |
| 1. Given Word Reading scores in Units 3, what would be some particular sound-spelling   patterns to reinforce in the Pausing Point, GRAIR, and Centers to help Evan?  *The short vowels.* |
| 1. Comment on the ‘trend’ of Evan’s scores. Does he seem to be ‘catching on’ or ‘falling   behind’ within the K instructional sequence/pace of the classroom?  *He seems to be catching on. His Word Recognition scores are progressively stronger, so that in*  *Unit 5, he got almost all of them correct. Each end of the unit assessment focuses on new letter*  *–sound correspondences from that unit but also draw upon previously taught knowledge. It seems to have ‘clicked’ for him in Unit 5.* |
| 1. Can Evan move into Unit 6 of instruction? (Note that there is no definite guidance in the materials. Ground your answer in the data. Consider these options: Yes, Yes but will need support, Yes, but very cautiously, No, needs to slow pacing to master certain skills and sounds).   *Yes, although it may be that he continues to benefit from added practice and reinforcement as some of these skills were slower to ‘click’ than may have been expected.*  *Note: You will see our judgment on this in Session 10 when we present the summary of data for*  *Evan’s class.* |

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