

# Unit I Assessments for the Emergent Stage

## NOTES FOR THE TEACHER

In this section we provide you with a variety of tools to informally assess your students in the literacy activities described in this book. These assessments complement the observational assessment you will continually do as you watch students at work in word study activities. The assessments in this section are referred to throughout the text; you will be encouraged to use them as preassessments, postassessments, to monitor student growth, for grouping, and to guide instruction. The assessments we describe include a developmental spelling assessment appropriate for kindergarten students and other emergent learners; a comparable developmental spelling assessment in Spanish to see what students can do in their first language; an uppercase alphabet recognition; a lowercase alphabet recognition; an assessment of rhyming; a beginning sound assessment; an assessment of beginning consonant sounds; a concept of word assessment; and a word recognition in isolation assessment. These assessments are described and procedures for their administration are shared in the next few pages. Refer to the page numbers given with each assessment to find the necessary black line masters.

During the emergent stage of literacy development, students move from scribbling in their writing to spelling the key sounds in words. As Spanish speakers develop this alphabetic understanding, they are likely to make errors with sounds in English that are new to them, or that are difficult to differentiate based on Spanish phonology. Students sometimes represent sounds in English using the related sounds or letters in Spanish. They may also confuse the names of letters in English with the same letter in Spanish. Note the responses your students give to assessment probes, and try to bridge any literate understandings your students have in Spanish to your English word study tasks.

### Kindergarten Spelling Inventory

Using a developmental spelling inventory such as those described in *WTW* and *WTW EL* is a useful way to find out if your students are able to represent the sounds they hear in words in their writing. A developmental spelling inventory consists of a set of dictated words for students to try to spell. We have included a kindergarten spelling inventory in this book as a resource to better understand the alphabetic clues your students may be using or not using in their writing. You can use this assessment with students when you have noticed informally that they are writing using letters. See page 11 for a copy of the form to use with students. Note that the bottom half of the form should be folded up so that it is out of sight while students are writing the words. The spelling inventory gives you information about students' abilities to break words into sounds and choose phonetically acceptable letters to write the beginning, middle, or ending sounds of simple short-vowel words.

**Administration Notes.**

- You will see letters enclosed in slash marks (/m/). This notation refers to the sound that is produced by the letter. During the practice item, help students to focus on the letter sounds by stretching out or repeating the sounds made by the letter enclosed in slash marks.
- Do not demonstrate the sounding-out process beyond the *mat* example. You may prompt the student by saying, *What else do you hear? Do you hear any other sounds in the word \_\_\_\_\_?*
- Point out the picture of the word as you dictate it to give students visual support for what you are saying. If it would help your students, use the word in a simple sentence (i.e., The *mat* was blue).
- Probe any letter formations by asking the student what letter he or she has written or ask the student to point to the letter he or she meant to write on the alphabet strip. To help with scoring, note the intended letter above the student's attempt.
- Students are not to study these words because doing so invalidates the goal of finding out what they truly know about phonics and spelling. Do **not** preteach these words and do **not** have them on your word wall during testing.

**Instructions.**

1. Tell the student that you want him or her to spell some words. First, demonstrate the procedure by "spelling" a word aloud, as you write it on a black board, or on chart paper. Say, *We're going to spell some words. I'll go first. The word I want to spell is mat. I am going to begin by saying the word slowly. MMM-AAA-TTT. Now I'm going to think about each sound I hear. Listen. MMM. I hear a /m/ sound so I will write down the letter m. MMM-AAA. After the /m/, I hear an /ă/ sound so I will write down the letter a. MMM-AAA-TTT. At the end of the word, I hear a /t/ sound, so I will write down the letter t.*
2. Say, *Now I want you to spell some words. Put down a letter for each sound you hear. You can use the alphabet strip at the top of your sheet if you forget how to make a letter. Ready?*

Ask the student to spell the following words in this order:

1. nap
2. kid
3. log
4. jet
5. gum

A picture of each word is next to the line where it should be written. These pictures are additional support for identifying the word you are saying. The picture is not a substitute for your oral dictation.

**Scoring.** Please note that spelling is scored based on phonetically acceptable letter-sound matches. Therefore, you may see more than one possible phonetic representation for each sound.

1. Compare students' spelling to the boxes on the Student Summary Sheet.
2. Reading the grid for each word vertically, column by column, left to right, place one check per column in the box that matches the student's spelling. Each check is worth one point. **Only one check per column is possible for each word.**
3. Leave each box blank if there are no matches and proceed to the next column.
4. Count the number of boxes checked and record on the bottom line labeled "Spelling Feature Analysis."
5. Add all points and record this total on the line marked "Total Phonetically Acceptable."

### Scoring Notes.

- Static reversals, where the student writes a mirror image of a single letter (e.g., Я for R) and self-corrections are **not** counted as errors.
- Kinetic reversals are errors of order, as in writing “NT” for “ten.” These may be scored for the presence or absence of phonemic letter-sound matches by reading and scoring the sample from right to left, in this case the student would receive two points for the /t/ and /n/ sounds.

## Kindergarten Spanish Spelling Inventory

A Spanish version of the kindergarten spelling inventory has also been included in this book (see page 12). The Spanish inventory presents an opportunity to assess your students’ knowledge of sounds and letters in Spanish. Follow the same procedures that you used with the English kindergarten spelling inventory. If possible, find a Spanish-speaking teacher or classroom assistant to give the assessment. If that is not possible, pronounce the spelling words according to the phonetic clues we have provided. Practice first with the word *su* (“sue”).

### Instructions.

1. Tell the student that you want him or her to spell some words. First, demonstrate the procedure by “spelling” a word aloud, as you write it on a black board or on chart paper. Say, *We’re going to spell some words. I’ll go first. The word I want to spell is su. I am going to begin by saying the word slowly. SSS-UUU (as in “sue”). Now I’m going to think about each sound I hear. Listen. SSS. I hear a /s/ sound so I will write down the letter s. SSS-UUU. After the /s/, I hear a /u/ sound so I will write down the letter u.*
2. Say, *Now I want you to spell some words. Put down a letter for each sound you hear. You can use the alphabet strip at the top of your sheet if you forget how to make a letter. Ready?*

Ask the student to spell the following words in this order:

1. mi (as in “me”)
2. té (as in “tay”)
3. ola (as in “oh-law”)
4. dos (as in “though-ss”)
5. luna (as in “loon-ah”)

A picture of each word is next to the line where it should be written. These pictures are additional support for identifying the word you are saying. The picture is not a substitute for your oral dictation.

**Scoring.** Please note that spelling is scored based on phonetically acceptable letter-sound matches. Therefore, you may see more than one possible phonetic representation for each sound.

1. Compare students’ spelling to the boxes on the Student Summary Sheet.
2. Reading the grid for each word vertically, column by column, left to right, place one check per column in the box that matches the student’s spelling. Each check is worth one point. **Only one check per column is possible for each word.**
3. Leave each box blank if there are no matches and proceed to the next column.
4. Count the number of boxes checked and record on the bottom line labeled “Spelling Feature Analysis.”
5. Add all points and record this total on the line marked “Total Phonetically Acceptable.”

**Scoring Notes.**

- Static reversals, where the student writes a mirror image of a single letter (e.g., Я for R) and self-corrections are **not** counted as errors.
- Kinetic reversals are errors of order, as in writing “et” for “te.” These may be scored for the presence or absence of phonemic letter-sound matches by reading and scoring the sample from right to left.

**Uppercase Alphabet Recognition**

To assess students’ knowledge of uppercase alphabet recognition, pull students aside individually. Have two copies of page 13 available, one for the student and one for you to mark on. Say to students, *Put your finger on each letter and say the name of the letter. Skip the letter if you do not know its name.* As children point and name the letters, record their responses on a copy of the form. If the child identifies O as “zero” ask the student what letter it could be.

**Lowercase Alphabet Recognition**

To assess students’ knowledge of lowercase alphabet recognition, pull students aside individually. Have two copies of page 14 available, one for the student and one for you to mark on. Say to students, *Put your finger on each letter and say the name of the letter. Skip the letter if you do not know its name.* As children point and name the letters, record their responses on a copy of the form. If the child identifies l as “one,” ask the student what letter it could be.

**Rhyme Identification**

Make a copy of the assessment on page 15 for each student. You can conduct this individually or in small groups. Explain: *Put your finger on the cat. Say the word cat. What picture rhymes, or sounds like cat at the end: fish, hat, sheep? Circle the picture that rhymes with the first picture.* Help students complete the example item. Name the pictures for students to be sure they use the correct labels and guide them in the completion of this assessment.

The picture words used in the rhyme identification assessment follow. Correct responses are underlined.

<b>*cat</b>	<b>fish</b>	<b><u>hat</u></b>	<b>sheep</b>
man	<u>pan</u>	bed	truck
snake	map	bike	<u>cake</u>
frog	bell	<u>dog</u>	queen
spoon	rat	<u>moon</u>	shell
bug	<u>rug</u>	ball	tree
pear	rain	mask	<u>bear</u>
star	seal	<u>car</u>	ring

**Beginning Sound Identification**

Make a copy of the assessment on page 16 for each student. You can conduct this individually or in small groups. Explain: *Put your finger on the sun. Say the word sun. What picture sounds like sun at the beginning: book, soap, man? Circle the picture that sounds like the first picture.* Help students complete the example item. Name the pictures for students to be sure they use the correct labels and guide them in the completion of this assessment.

The picture words used in the beginning sound identification assessment follow. Correct responses are underlined.

<b>*sun</b>	<b>book</b>	<b>soap</b>	<b>man</b>
nose	foot	kite	<u>nine</u>
lamp	cat	bike	<u>log</u>
belt	<u>bird</u>	yoyo	dog
pants	<u>pig</u>	moon	gum
teeth	rabbit	car	<u>ten</u>
key	<u>king</u>	seal	bear
zebra	dinosaur	<u>zipper</u>	ring

## Beginning Consonant Sounds (1) and (2)

Make a copy of the assessment on page 17 for each student. You can conduct this individually or in small groups. Explain: *Put your finger on the letter M. Circle the picture that starts with the sound the M makes: kite, man, soap. Which begins with m? Yes, man begins with m, so circle it.* Help students complete the example item. Name the pictures for students to be sure they use the correct labels and guide them in the completion of this assessment. Use Beginning Consonant Sounds (2) on page 18 to assess students' knowledge of additional consonants.

The picture words used in the beginning consonant sounds (1) and (2) assessment follow. Correct responses are underlined.

## Beginning Consonant Sounds (1)

<b>*Mm</b>	<b>kite</b>	<b>man</b>	<b>soap</b>
Pp	<u>pig</u>	moon	gum
Ss	bike	ten	<u>sink</u>
Nn	bird	<u>net</u>	dog
Ff	nine	<u>foot</u>	cat
Gg	<u>game</u>	seal	rabbit
Kk	<u>king</u>	fork	bear
Ll	watch	car	<u>leaf</u>

## Beginning Consonant Sounds (2)

<b>*Tt</b>	<b>map</b>	<b>ten</b>	<b>rope</b>
Cc	deer	leg	<u>cat</u>
Yy	bat	<u>yoyo</u>	nine
Bb	<u>bird</u>	sheep	mop
Dd	nest	<u>door</u>	horse
Jj	<u>jump</u>	bag	comb
Rr	lamp	fish	<u>rock</u>
Zz	cake	<u>zoo</u>	needle

## Assessing Concept of Word

Use the *Make a Salad* poem introduced in the Concept of Word in Print section on page 120. Assess concept of word with one child at a time. Students should memorize the poem before doing this assessment. Make a copy of the poem for each student to

read, and a copy of the teacher recording sheet and word list for you (page 19). Have each student reread the poem, tracking while reading on his or her own copy. Note whether the student has accurately tracked each line, and give one point per line if spoken words and pointing match. Ask students to point to the selected words that are underlined on the teacher recording sheet, and give one point for each word correctly identified. Note points in the corresponding boxes.

After completing the Concept of Word in Print assessment using the poem, assess students' recall of key words presented in isolation. Cut the list of words off the top of the teacher recording sheet. Point to each word in turn, and ask students to say the words they can read in isolation. Note correct responses on the right-hand side of the teacher recording sheet. Benchmark scores we would like to see students reach, for concept of word for end-of-the-year kindergarteners are noted on the teacher recording sheet.


# Kindergarten Spelling Inventory Assessment

**K Student Spelling Sheet** – Adapted from PALS Quick Checks, University of Virginia

Name \_\_\_\_\_ Date \_\_\_\_\_

A B C D E F G H I J K L M N O P Q R S T U V W X Y Z  
a b c d e f g h i j k l m n o p q r s t u v w x y z

1. \_\_\_\_\_ 

4. \_\_\_\_\_ 

2. \_\_\_\_\_ 

5. \_\_\_\_\_ 

3. \_\_\_\_\_ 

Fold here -----

## Scoring Grid

	Beginning	Middle	Ending	
1. nap	n	a	p	_____
		e	b	# phonetically acceptable
2. kid	k	i	d	_____
	c or g	e	t	# phonetically acceptable
3. log	l	o	g	_____
		i	k	# phonetically acceptable
4. jet	j	e	t	_____
	g	a	d	# phonetically acceptable
5. gum	g	u	m	_____
	k or c	o		# phonetically acceptable

Spelling Feature Analysis	# Beginning Phonemes	# Middle Phonemes	# Ending Phonemes	Total Phonetically Acceptable
				/15

# Kindergarten Spanish Spelling Inventory Assessment

Name \_\_\_\_\_ Date \_\_\_\_\_

A B C CH D E F G H I J K L LL M NÑ O P Q R S T U V W X Y Z  
 a b c ch d e f g h i j k ll m n ñ o p q r s t u v w x y z

1. \_\_\_\_\_

2. \_\_\_\_\_



3. \_\_\_\_\_



4. \_\_\_\_\_



5. \_\_\_\_\_



Fold here -----

## Scoring Grid

	Beginning consonant	First vowel	Second consonant	Second vowel	
1. mi	m	i			_____
		y			# phonetically acceptable
2. té	t	e			_____
	d				# phonetically acceptable
3. ola		o	l	a	_____
	h				# phonetically acceptable
4. dos	d	o	s		_____
	t		c or z		# phonetically acceptable
5. luna	l	u	n	a	_____
					# phonetically acceptable

Spelling Feature Analysis	# Beginning Phonemes	# First vowels	# Second consonants	# Second vowels	Total Phonetically Acceptable
					/14



**Uppercase Alphabet Recognition Assessment**

Name \_\_\_\_\_ Date \_\_\_\_\_ # Correct \_\_\_\_\_

M

P

S

O

X

N

A

F

G

K

L

T

U

C

Y

B

I

V

D

J

E

Q

R

Z

H

W

## Lowercase Alphabet Recognition Assessment

Name \_\_\_\_\_ Date \_\_\_\_\_ # Correct \_\_\_\_\_

m p s o x

n a f g k

l t u c y

b i v d j

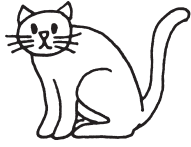
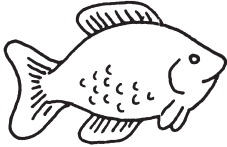
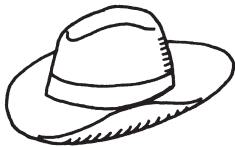
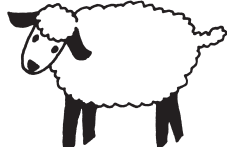


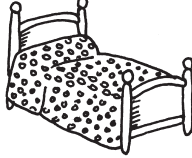
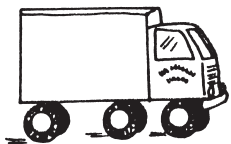
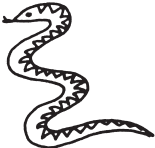


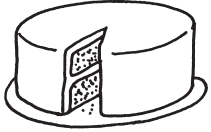
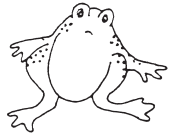








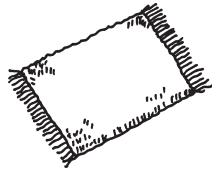


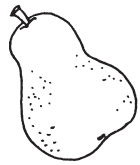







e q r z h

w

# Rhyme Identification Assessment

Name \_\_\_\_\_ Date \_\_\_\_\_ # Correct \_\_\_\_\_




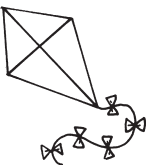
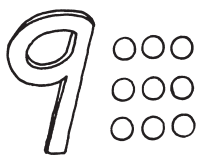



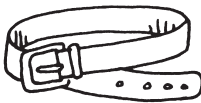



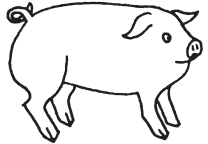









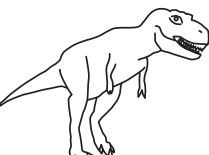
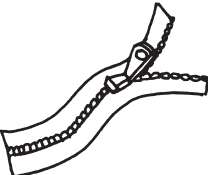

Instructions: Say, *Put your finger on the cat. Say the word cat. What picture rhymes, or sounds like cat at the end: fish, hat, sheep?* Circle the picture that rhymes with the first picture. Help students complete the example item. Name the pictures for students to be sure they use the correct labels and guide them in the completion of this assessment.

<p>*</p> 			
<p>1</p> 			
<p>2</p> 			
<p>3</p> 			
<p>4</p> 			
<p>5</p> 			
<p>6</p> 			
<p>7</p> 			

# Beginning Sound Identification Assessment

Name \_\_\_\_\_ Date \_\_\_\_\_ # Correct \_\_\_\_\_

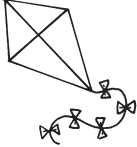

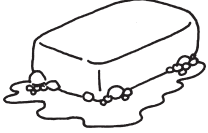
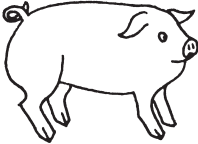

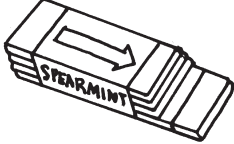



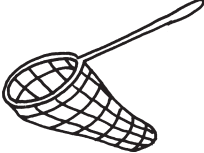


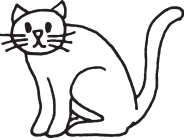
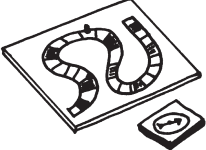








Instructions: Say, Put your finger on the sun. Say the word sun. What picture sounds like sun at the beginning: book, soap, man? Circle the picture that sounds like the first picture. Help students complete the example item. Name the pictures for students to be sure they use the correct labels and guide them in the completion of this assessment.

<p>*</p> 			
<p>1</p> 			
<p>2</p> 			
<p>3</p> 			
<p>4</p> 			
<p>5</p> 			
<p>6</p> 			
<p>7</p> 			

# Beginning Consonant Sounds (1) Assessment

Name \_\_\_\_\_ Date \_\_\_\_\_ # Correct \_\_\_\_\_

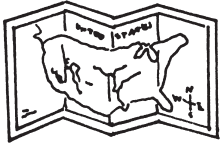

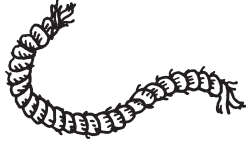
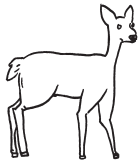

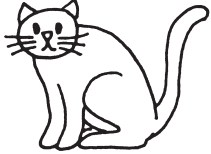
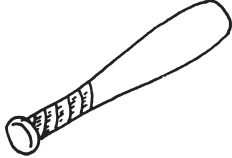


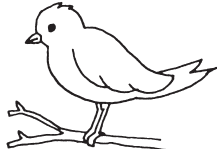



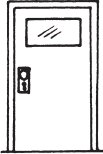



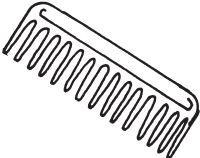

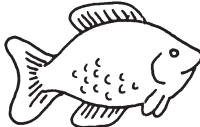

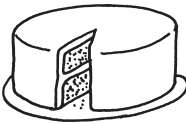
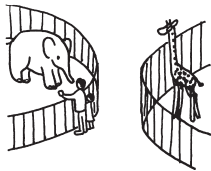
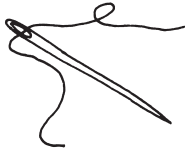
Instructions: Say, Put your finger on the letter M. Circle the picture that starts with the sound the M makes: kite, man, soap. Which begins with m? Yes, man begins with m, so circle it. Help students complete the example item. Name the pictures for students to be sure they use the correct labels and guide them in the completion of this assessment.

<p>*</p> <p>Mm</p>			
<p>1</p> <p>Pp</p>			
<p>2</p> <p>Ss</p>		<p>10</p> <p>o o o o o o o o</p>	
<p>3</p> <p>Nn</p>			
<p>4</p> <p>Ff</p>	<p>9</p> <p>o o o o o o o o</p>		
<p>5</p> <p>Gg</p>			
<p>6</p> <p>Kk</p>			
<p>7</p> <p>Ll</p>			

## Beginning Consonant Sounds (2) Assessment

Name \_\_\_\_\_ Date \_\_\_\_\_ # Correct \_\_\_\_\_

Instructions: Say, Put your finger on the letter T. Circle the picture that starts with the sound the T makes: map, ten, rope. Circle the picture that sounds like the first picture. Help students complete the example item. Name the pictures for students to be sure they use the correct labels and guide them in the completion of this assessment.

<p>*</p> <p>Tt</p>			
<p>1</p> <p>Cc</p>			
<p>2</p> <p>Yy</p>			
<p>3</p> <p>Bb</p>			
<p>4</p> <p>Dd</p>			
<p>5</p> <p>Jj</p>			
<p>6</p> <p>Rr</p>			
<p>7</p> <p>Zz</p>			

## Assessing Concept of Word Assessment

Use with *Make a Salad*, page 124.

wash

in

serve

roll

bowl

with

mix

the

it

salad

Cut here -----

Concept of Word in Print			COW Word List
	Pointing	Word ID	
<b>Wash</b> the <b>salad</b> .	(1)	(2)	<b>wash</b>
Cut <b>the</b> salad.	(1)	(1)	<b>in</b>
Toss it <b>in</b> a <b>bowl</b> .	(1)	(2)	<b>serve</b>
<b>Mix</b> the salad.	(1)	(1)	<b>roll</b>
<b>Serve</b> the salad.	(1)	(1)	<b>bowl</b>
Eat <b>it with</b> a <b>roll</b> .	(1)	(3)	<b>with</b>
<b>Score:</b>	<b>/6</b>	<b>/10</b>	<b>mix</b>
			<b>the</b>
Pointing Benchmark: 6			<b>it</b>
Word ID Benchmark: 9			<b>salad</b>
COW Word List Benchmark: 7			<b>/10</b>

