

Kindergarten Assessment Scoring Sheet – February-March Guidelines

**1 - Exceeds Expectations**

**3 - Approaches Expectations: Needs Short Term Intervention**

**2 - Meets Expectations**

**4 - Needs Intensive Intervention.**

Student Name \_\_\_\_\_

Date \_\_\_\_\_

Circle correct responses.

Letter Recognition

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

Letter Sounds

c x b r g t o i n  
 k a m q w j e s z  
 u h v f l p y d

Blending Words

Directions: "I will say the sounds of a word. Then you say the word smoothly." Use /m/-/a/-/t/, mat, as an example.

1. hid	6. take
2. wish	7. moon
3. pot	8. nut
4. feet	9. rap
5. look	10. chill

Segmenting Words

Directions: "I am going to say a word. Then you say the sounds in the word, like this: fan, /f/-/a/-/n/."

1. wet /w/-/e/-/t/	6. pan /p/-/a/-/n/
2. vase /v/-/a/-/s/	7. fast /f/-/a/-/s/-/t/
3. trip /t/-/r/-/i/-/p/	8. kick /k/-/i/-/k/
4. miss /m/-/i/-/s/	9. tool /t/-/oo/-/l/
5. duck /d/-/u/-/k/	10. boat /b/-/o/-/t/

High Frequency Words (Not for determining eligibility)

a and be can did  
 for go he l in  
 is it like me my  
 no of play see that  
 the to was yes you

Letter Recognition (combined total)

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
(31+)	(25-30)	(18-24)	(0-17)

This is not part of F&P Optional Assessments. There are no scoring guidelines. Use your professional judgment in interpreting this information.

Blending Words

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
(9+)	(8)	(5-7)	(0-4)

Segmenting Words

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
(9+)	(8)	(6-7)	(0-5)

High Frequency Words

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
(16+)	(15)	(10-14)	(0-9)