

Kindergarten Assessment Scoring Sheet – November-December Guidelines

Letter Recognition and Initial Sounds carry the heaviest weight when considering reading intervention at the beginning of the year. Letter Sounds, Rhyming, and Sight Words simply provide more information and may be used at your discretion.

Rubrics are based on Fountas and Pinnell's Optional Assessments.

- 1 - Exceeds Expectations
- 2 - Meets Expectations
- 3 - Approaches Expectations: Needs Short Term Intervention
- 4 - Needs Intensive Intervention.

Student Name _____

Date _____

Circle all 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 Recognition

1	2	3	4
(21+)	(15-20)	(12-14)	(0-11)

Letter Sounds

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

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

Initial Sounds

Identification	Production
1. /s/	6. /sh/
2. /f/	7. /ch/
3. /c/	8. /g/
4. /b/	9. /z/
5. /r/	10. /a/

Initial Sounds

1	2	3	4
(5+)	(4)	(2-3)	(0-1)

Rhyming

Identification	Production
1. frog-log	6. house
2. hat-cat	7. star
3. ball-dog	8. big
4. sing-ring	9. can
5. car-truck	10. dad

Rhyming

1	2	3	4
(6+)	(5)	(3-4)	(0-2)

High Frequency Words

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

High Frequency Words

1	2	3	4
(6+)	(5)	(3-4)	(0-2)