



Kindergarten Emerging Literacy Survey

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The Kindergarten Emerging Literacy Survey

Testing Practices and Teacher Directions



Testing Environment

The Survey is designed to be administered to one child at a time; the Sentence Dictation task, however, can be administered to small groups of children.

The tasks do not need to be administered in one sitting and the order of tasks may be adjusted.

Demonstration/Practice Items

Most sections of the survey begin with three items that are not scored but are included as Demonstration or Practice Items in order to familiarize a child with the activity to be performed. All Demonstration or Practice Items should be used regardless of a child's success with them. If a child is successful, move through the items. If a child fails to respond or responds incorrectly, give the correct response or examples of responses as indicated in the directions.

After the three Demonstration or Practice Items have been completed, a child should not be told the correct responses to succeeding items. Praise and encouragement may be offered from time to time. ("Good job." "You really are working hard at this.") Avoid giving feedback as to whether responses are correct or not. If you indicate some responses are correct, many children will infer that all other responses are incorrect.

Directions

Directions should be followed, as given, if the results of the Survey are to be shared with other teachers or professionals. Misinterpretations of the results can occur if a child is given an unusual amount of instruction and support—either more or less than indicated in Directions.

Recording and Scoring

All responses should be recorded immediately. For most areas a check mark can be used to indicate a correct response. Incorrect responses can be recorded, as the nature of the error can sometimes be informative.

For most of the tasks on the Survey, the score is simply the number of correct items. More detailed scoring directions and scoring examples are given for the Sentence Dictation task.

Discontinuing Testing

In order to avoid children's frustration, you may decide to discontinue testing. **In all situations where an assessment task has been discontinued or omitted, a score of zero must be entered for each section.** Below are guidelines for omitting or discontinuing assessment tasks:

Task #1: Phonemic Awareness

If a child has difficulty with the first three items, discontinue section and move on to the next Phonemic Awareness task.

Task #2: Concepts of Print

If a child has difficulty with the first three items, the Print Concepts task may be discontinued.

Task #3: Letters and Sounds

If a child fails to recognize any of the first ten capital letters, the Letter Naming task may be discontinued. Young children who cannot name capital letters are seldom able to name lower case letters. Continue on to the Sounds. Discontinue after five consecutive incorrect consonant sound responses, failure to respond, or a combination of both.

Task #4: Sight Word Recognition

Omit the Sight Word Recognition Test for children who discontinued the Letter Name or Letter Sound task. Discontinue after five consecutive incorrect responses, failure to respond, or a combination of both.

Task #5: Sentence Dictation

The Sentence Dictation section may be omitted if children identify fewer than five words on the Word Recognition test.

Task #6: Passage Reading (Winter & Spring only)

The Passage Reading may be omitted if children identify fewer than five words on the Word Recognition test. If the child misses several words per page so that the meaning of the text is lost, discontinue testing after three pages.

Section 1: Phonemic Awareness

Rhyming, Segmenting and Blending (from the PA Profile)

Rhyming

Discrimination

Directions: "I'm going to say two words and ask you if they rhyme. Listen carefully."

Demonstration item: "Fan rhymes with man. Do rat and mat rhyme?"

Additional demonstration items: lag/lot
mitt/fit

Stimulus	Response	+ / 0
1. book/look	_____	___
2. fun/run	_____	___
3. ring/rat	_____	___
4. box/yes	_____	___
5. fish/dish	_____	___

Production

Directions: "I'm going to say a word and I want you to tell me a word that rhymes with it. Listen carefully."

Demonstration item: "Tell me a word that rhymes with bat."

Additional demonstration items: miss
log

Note: Nonsense words are acceptable.

Stimulus	Response	+ / 0
1. cat	_____	___
2. pot	_____	___
3. tame	_____	___
4. wrinkle	_____	___
5. brother	_____	___

Segmentation

Sentences

Directions: "I'm going to say a sentence and I want you to clap one time for each word. Listen carefully."

Demonstration item: Say "My house is big." Then, say the sentence again and clap once as you say each word.

Additional demonstration items: This banana is sweet.
My toes are cold.

Stimulus	Response	+ / 0
1. My cat is black.	_____	___
2. I can go to the store.	_____	___
3. The flag is flying high.	_____	___
4. I am very tall.	_____	___
5. Sit in your chair.	_____	___

Compound Words

Directions: "I'm going to say some compound words — two words put together to make one word. I want you to clap onetime for each little word. Listen carefully."

Demonstration item: Say "mousetrap." Then, say it again and clap once as you say each little word.

Additional demonstration items: birdhouse
football

Stimulus	Response	+ / 0
1. girlfriend	_____	___
2. snowball	_____	___
3. mailbox	_____	___
4. cattail	_____	___
5. grasshopper	_____	___

Blending

Directions: "I'll say the sounds of a word. You guess what word it is. Listen carefully."

Demonstration item: Say these sounds with a very short pause between them.
"/i/.../t/. What word did I say?"

Additional demonstration items: /u/.../p/ (up)
/p/.../o/.../p/ (pop)

Say each word slowly by syllable or phoneme as indicated.

Compounds and Syllables

Stimulus	Response	+ / 0
1. doll..house (dollhouse)	_____	___
2. lemon..ade (lemonade)	_____	___
3. rab..bit (rabbit)	_____	___
4. can..dy (candy)	_____	___
5. com..pu..ter (computer)	_____	___

Phonemes

Stimulus	Response	+ / 0
1. /b/.../oy/ (boy)	_____	___
2. /s/.../i/.../t/ (sit)	_____	___
3. /t/.../ai/.../l/ (tail)	_____	___
4. /f/.../l/.../a/.../g/ (flag)	_____	___
5. /k/.../i/.../n/.../d/ (kind)	_____	___

Section 2: Concepts of Print

Concepts of Print

Directions Now I'm going to ask you to find some things on this page.

Practice Items Show me which of these is a number.

(Show correct response, if necessary.)

Which of these is a square? Point to the square. (Show correct response, if necessary.)

Assessment Items (Provide no additional help with these items.)

1. Show me which of these is a letter standing all by itself – just one letter by itself.
2. Show me which of these is a word standing all by itself – just one word by itself.
3. Show me which of these are sentences.
4. If I were reading these sentences, show me where I would start reading them. (With your finger draw an oval around the two sentences.)
- 5–6. Point your finger to show which way I would go if I were reading these sentences. (If a child stops at the end of the sentence, ask the following question.)
Where would I go next? Show me. (5 – left to right)
(6 – return sweep)
7. This sentence (point to first sentence) says, *A girl found a red ball.* (Point to the sentence.) I'm going to read the words again slowly. I want you to touch each of the words in the sentence with your finger as I say the words. Have the child point to the first word. Then say, "Move your finger to show the word I'm reading." (Read each word slowly as you continue reading the sentence.)

Sample assessment page for 'Concepts of Print'. The page includes a header with 'Name' and 'Date' lines, and a 'Teacher/Observer' box. The page contains several items: the word 'Cat', a square, the number '7', the sentence 'A girl found a red ball.', and the sentence 'It was a big, red ball.'. At the bottom, there is a large letter 'B' and a small '35'.

** Additional Information regarding the scoring of item 7**

To score the "tracking of print in Item 7 as correct, there should be clear evidence from the behavior of the child that he/she understands that each spoken word is represented by a printed word. The item should be scored as correct if the child points correctly, but somehow skips or falls behind in one of the words.

Section 3: Letters and Sounds

Directions (Use the letter handouts provided. Do not provide any help with these items or tell the child if answers are wrong or right.)

Note: You may point to the letter or use index cards or an index card with a “Window” cut in it to show one letter at a time. Move left to right across the rows of letters.

Assessment Items

1. I’d like you to tell me the names of these letters.

What letter is this? (Uppercase)

Home _____	Date _____	Student Number _____	
C	H	B	K
E	O	R	V
J	A	M	U
X	P	S	Y
T	D	Q	F
N	W	G	Z
L	I		

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2. Now I’d like you to tell me the names of these letters.

What letter is this? (Lowercase)

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

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3. I’m going to show you some letters. I want you to tell me what sound each letter makes. (When assessing the long and short vowels, prompt students with “do you know the other sound that letter makes?”)

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

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Section 4: Sight Word Recognition (**PowerPoint provided)

Directions (Use the sight word **PowerPoint provided to ensure consistent timing**. Do not provide any help with these items or tell the child if answers are wrong or right.)

Try to read these words for me. As the words appear on our screen, tell me what word you think it is.

Section 5: Sentence Dictation (**provide white unlined paper)

Directions (Use white unlined paper.)

I want you to try to write a sentence for me. I will tell you the sentence and then repeat one word at a time. If you are not sure about how to write a word, write any letters that you know for the sounds you hear in the word. Try to write this sentence. (Say the complete sentence and then say each of the words of the sentence slowly but do not artificially stretch out the pronunciation of individual words.)

1. The cat is on Jill's bed.

*Note: If needed, the following prompt may be used up to **two times** per sentence. "Think about the sounds in the word _____. Write the letters for any sounds you hear."*

2. Pam can't find her sock.

Note: Use the second sentence for all children unless a child fails to write any correct letters for sentence one.

3. My sister and her best friend went to lunch today.

Note: Use the third sentence only for children who can represent most of the sounds in sentence one and two.

Sentence Dictation

Scoring A child may score up to 67 points on this measure. Some phonemic boundaries are difficult to determine and somewhat arbitrary; therefore, for sake of reliability and consistency, the number of phonemes in the sentences are as follows:

/Th/e/ /c/a/t/ /i/s/ /o/n/ /J/i/l/l/'s/ /b/e/d/. (Total =16)

/P/a/m/ /c/a/n't/ /f/i/n/d/ /h/e/r/ /s/o/ck/. (Total =16)

/M/y/ /s/i/s/t/e/r/ /a/n/d/ /h/e/r/ /b/e/s/t/ /f/r/i/e/n/d/ /w/e/n/t/ /t/o/ /t/u/n/c/h/

/t/o/d/ay/. (Total =35)

A child receives one point for each phoneme that is represented. It is often necessary for the examiner to make some notes on the page to indicate which phonemes from the dictated words are being represented. It would be impossible to score the productions of children who are just beginning to write without such notes.

Credit as correct any letter that could represent the sounds heard in these words, for example, *k* for *c* in *cat*; *z* for *s* in *is*; or *u* for *a* in *was*, *G* for *J* in *Jill's*. Credit a child for representing the *er* in *her* or *sister* if the child writes *er* or just *r*.

Section 6: Reading Passage *(winter & spring only)*

Directions (Provide the child a copy of the “Pigs” book. For yourself, use the Recording Form provided in each student assessment packet.) Introduce the task as follows.

Introduce the Reading Passage

I am going to ask you to read a selection aloud to me. Read it as best you can. I cannot help you, so if you come to a word you don’t know, just try your best. When you are through reading, I am going to ask you to tell me about the whole story and then I will ask you some questions.

Read aloud the text following **Say** on the Reading Passage Recording Form to build background. This text allows you to introduce the selection and preview any difficult concepts or words without interfering with the comprehension assessment that follows. This can be particularly important for English learners.

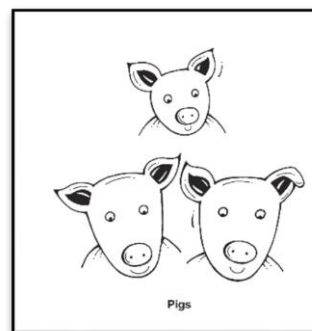
Recording Ask the child to read the passage aloud.* Carefully track the oral reading and record any errors and self-corrections on the Recording Form, as follows. (Use your own marking system if you prefer.)

- Any misread word is marked with a / through the word. Above the crossed-out word, write what the student said.
- Words left out are marked with a / through the omitted word.
- Extra words inserted by the student are marked with a ^ and written above the line.
- Self-corrections are marked with SC over the error mark.

All errors, whether they change the meaning or not, are counted as errors. Repetitions and self-corrections are *not* counted as errors. If the child self-corrects, the original error is not counted. If the child repeats the same error, count the error only once; for example, if the child repeatedly misreads *have* as *had*, count that as only one error.

Note 1: Do not time the reading.

Note 2: If the student stops at a word and does not continue, wait approximately five seconds and then prompt by saying, “Go on.” Do not supply the word.



Summary	
Retelling Accuracy	
Total words: 48	Number of errors: _____
Pigs: _____	
Pigs	
This is a pig.	
Look at all the pigs.	
The pigs are in a pen.	
This pig likes the sun.	
It sits in the sun in the pen.	
This pig likes to dig.	
It digs and digs in the pen.	
This pig likes to get wet.	
It digs in the mud in the pen.	
This pig likes mud!	
A big pig is a hog.	
Can you find the hog in the mud?	
All the pigs like to play in the pen.	
Key: Now, start at the beginning and read one word at a time. Tell it in your own words.	
Directions: 1. Where did one pig like to sit? (Where did one pig like to sit in the pen, in the sun, in the mud?) 2. Why did one pig like to sit there? (The sun makes the pig warm.) 3. Where did one pig like to dig? (The pig likes to dig in the mud and dirt.) 4. What is a big pig called? (A big pig is a hog.)	

Retelling the Passage

Using the prompt on the Recording Form, have the child retell the story in his or her own words. After the retelling, ask, just once: **Is there anything else?** Take notes as the child retells the selection, gauging comprehension.

Comprehension Questions

Read aloud the Comprehension Questions on the Recording Form. Record 2 points for each complete answer, 1 point for a partial answer, and 0 for misunderstanding.

Scoring Rubric for Retelling

- 3 = Includes main idea, events, and important supporting details; retelling is in correct sequence and makes sense.
- 2 = Includes main idea, some details, and may include some misinformation; retelling is generally sequential.
- 1 = Misses the main idea, includes some details; retelling is unfocused, may include misinformation or little information.

Student Blackline Masters

Cat



7

A girl found a red ball.

It was a big, red ball.

B

C

H

B

K

E

O

R

V

J

A

M

U

X

P

S

Y

T

D

Q

F

N

W

G

Z

L

I

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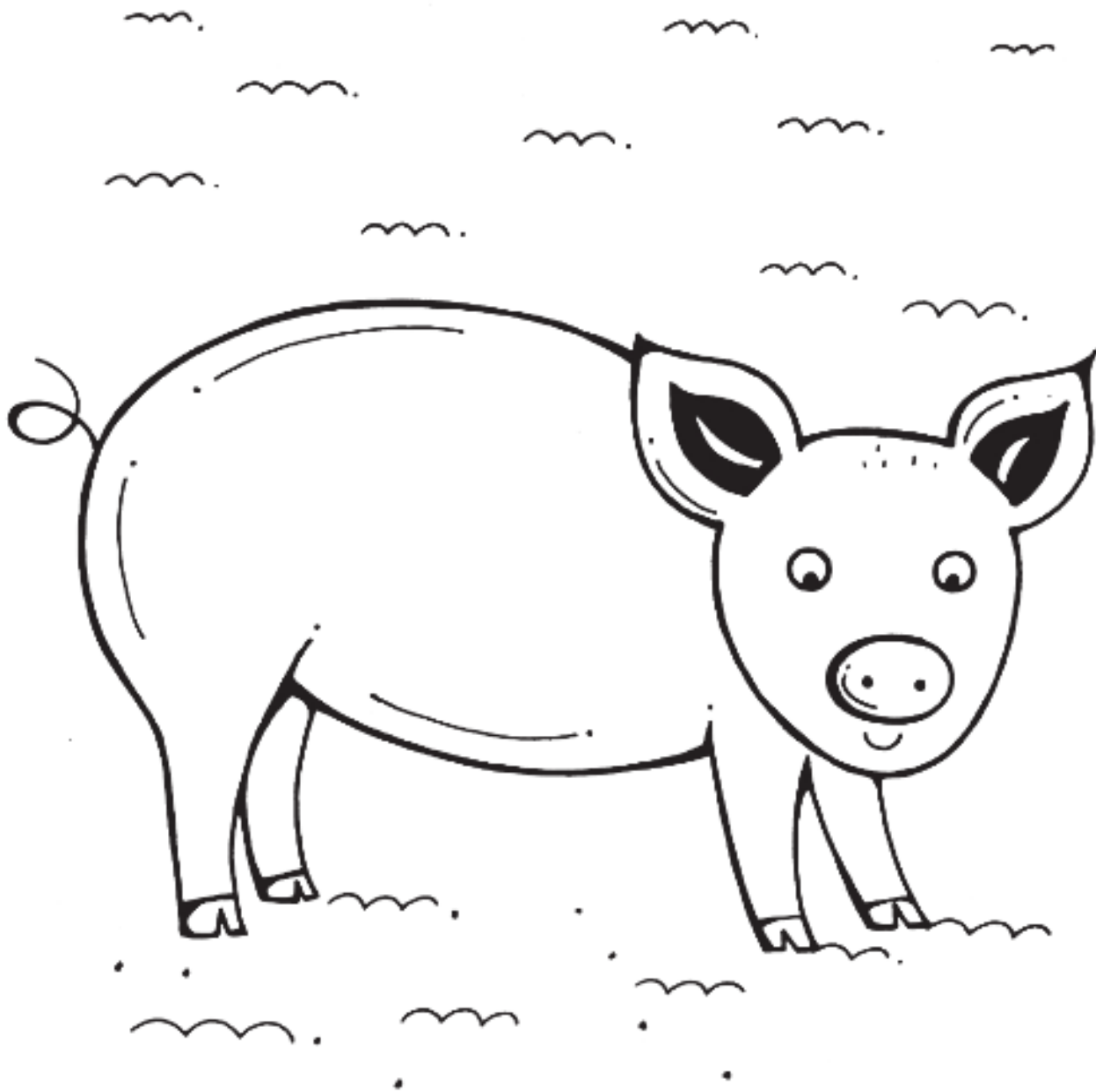
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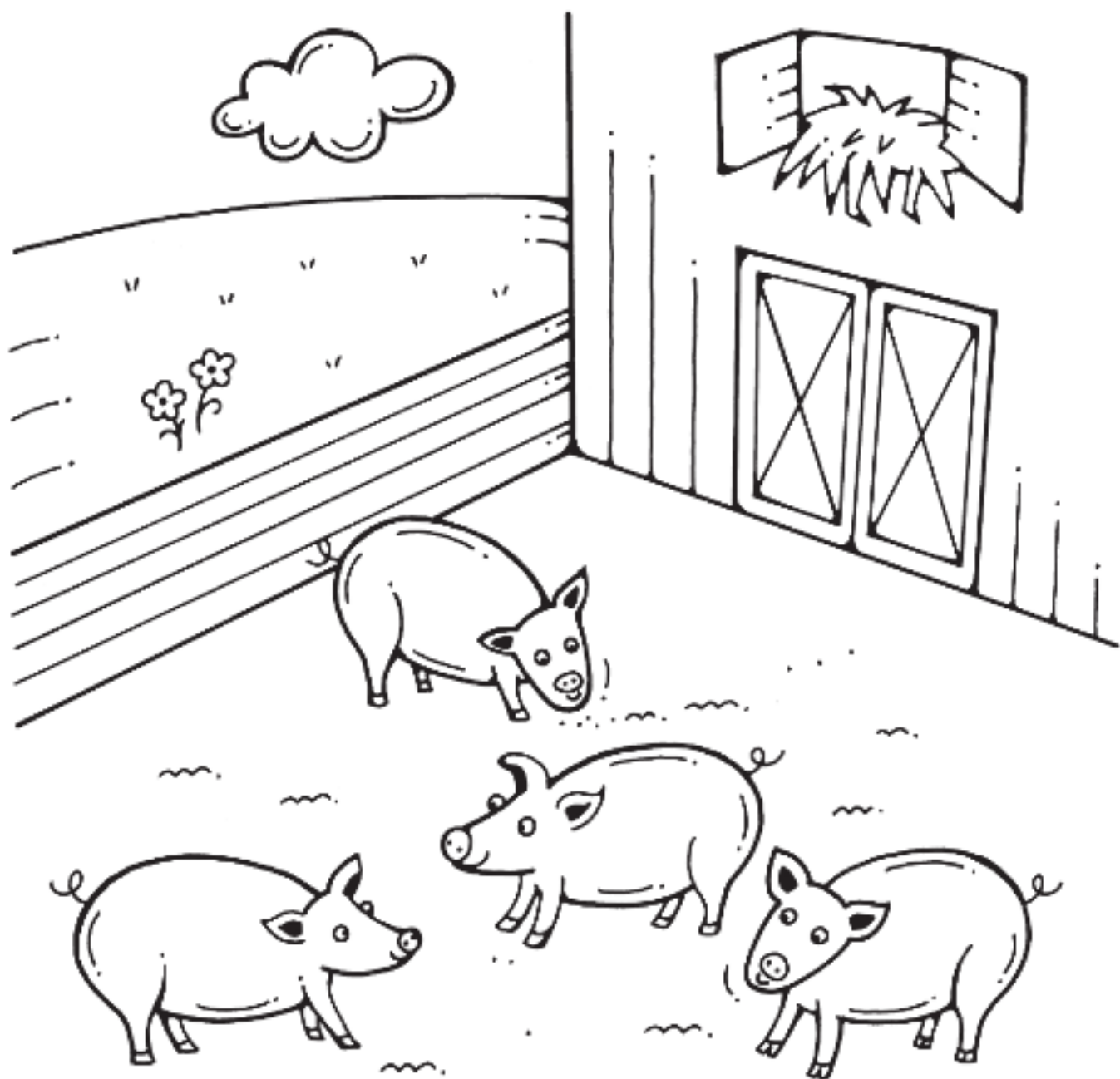
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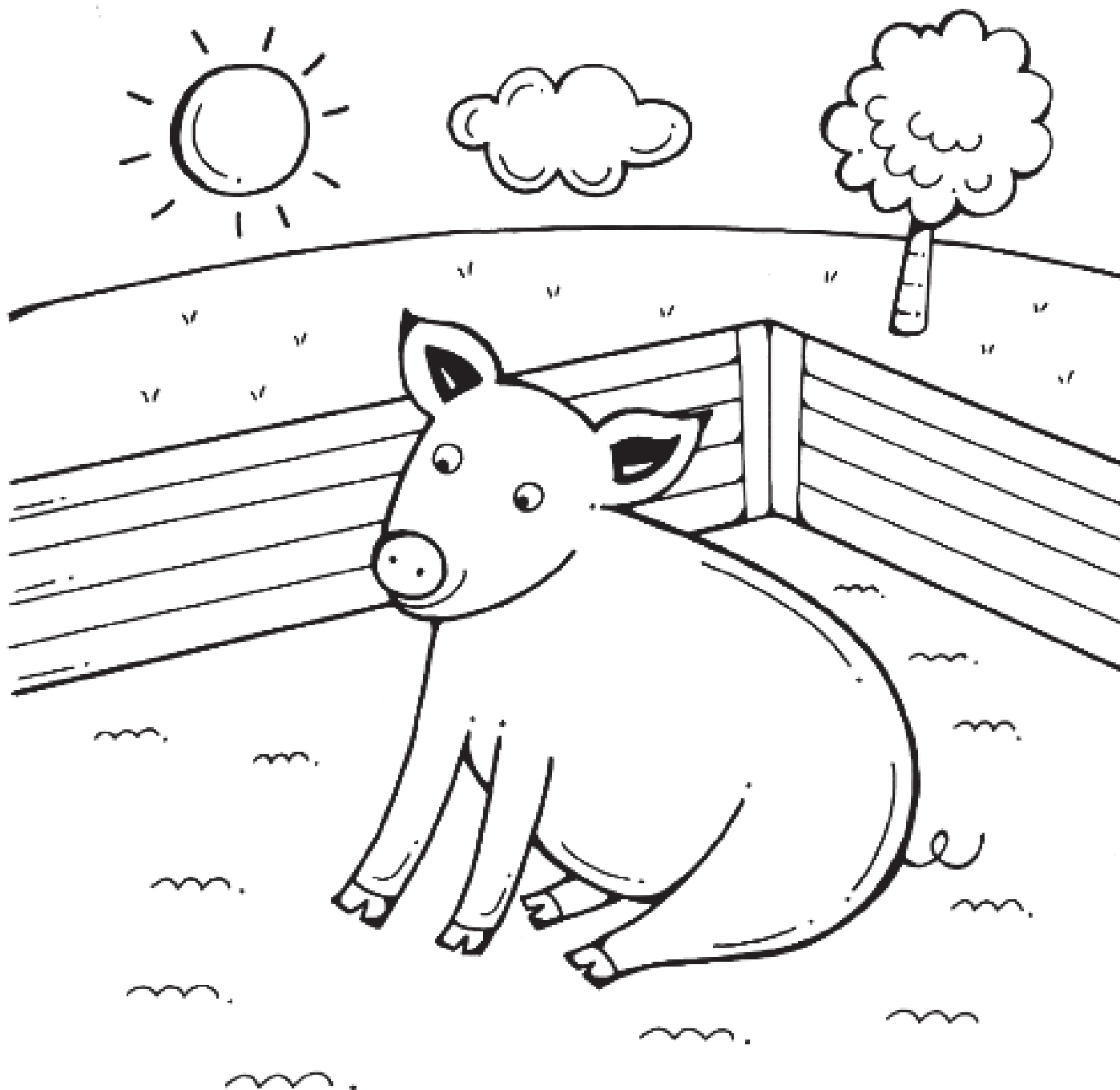
Pigs



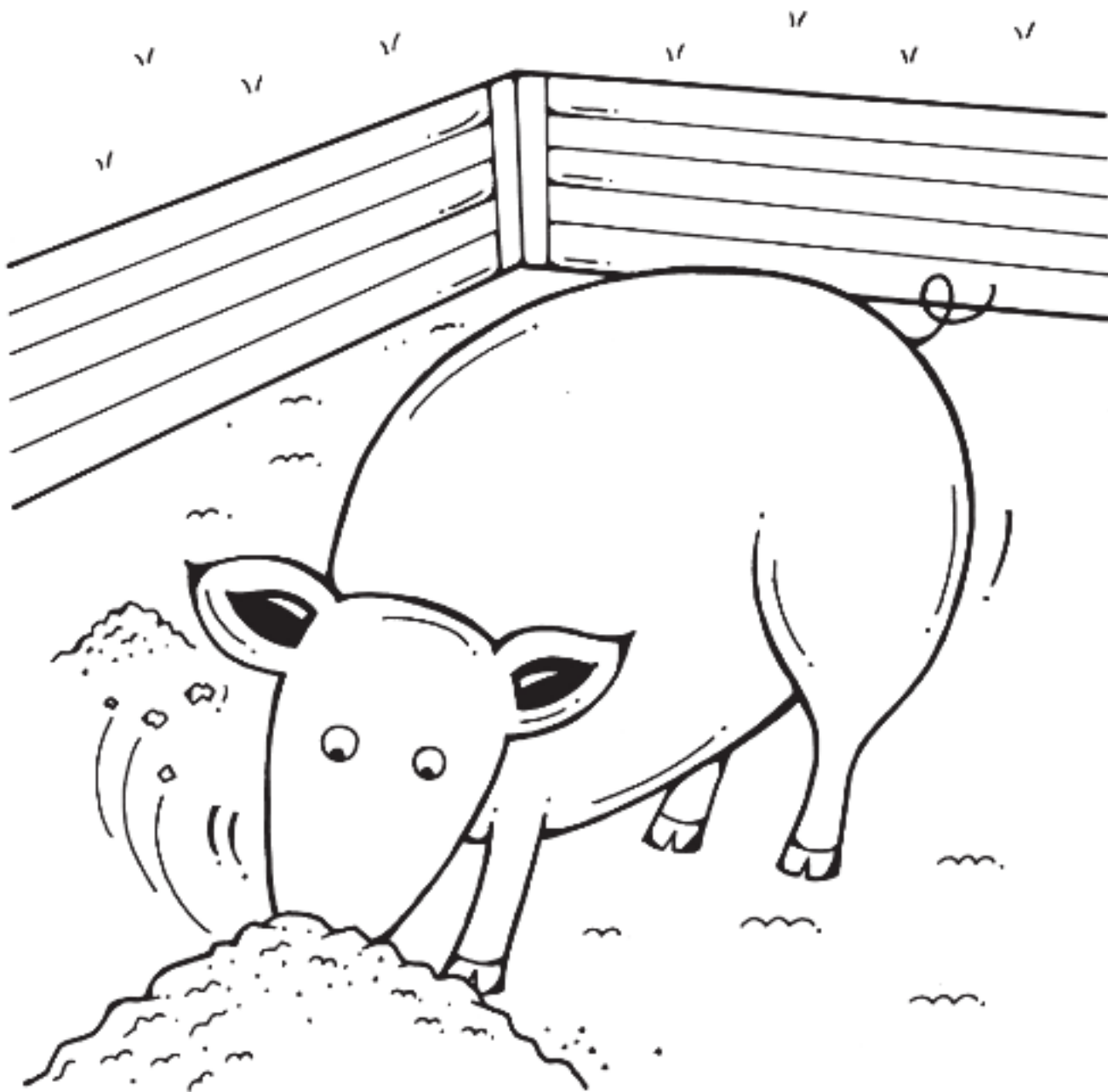
This is a pig.



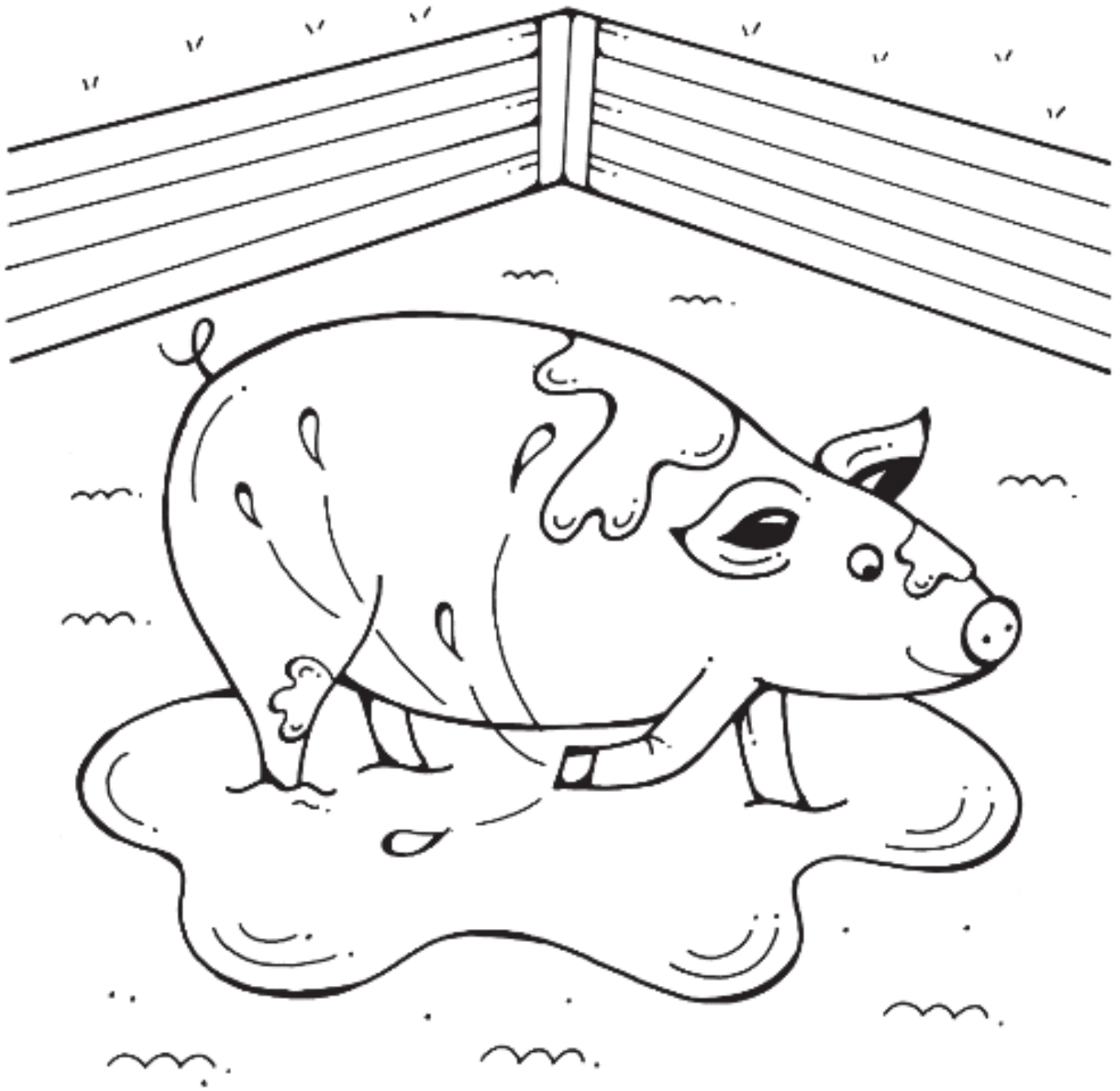
Look at all the pigs.
The pigs are in a pen.



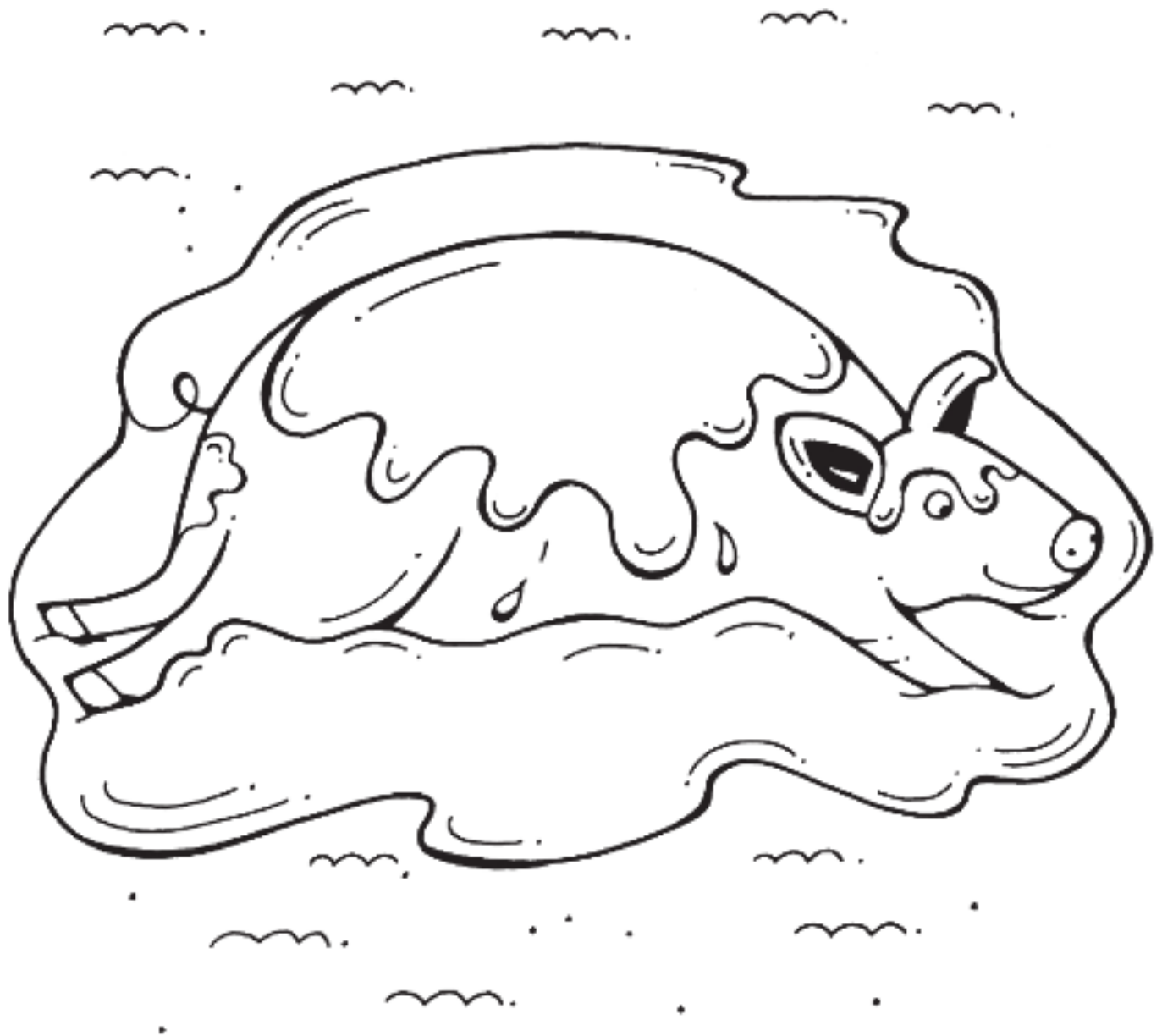
This pig likes the sun.
It sits in the sun in the pen.



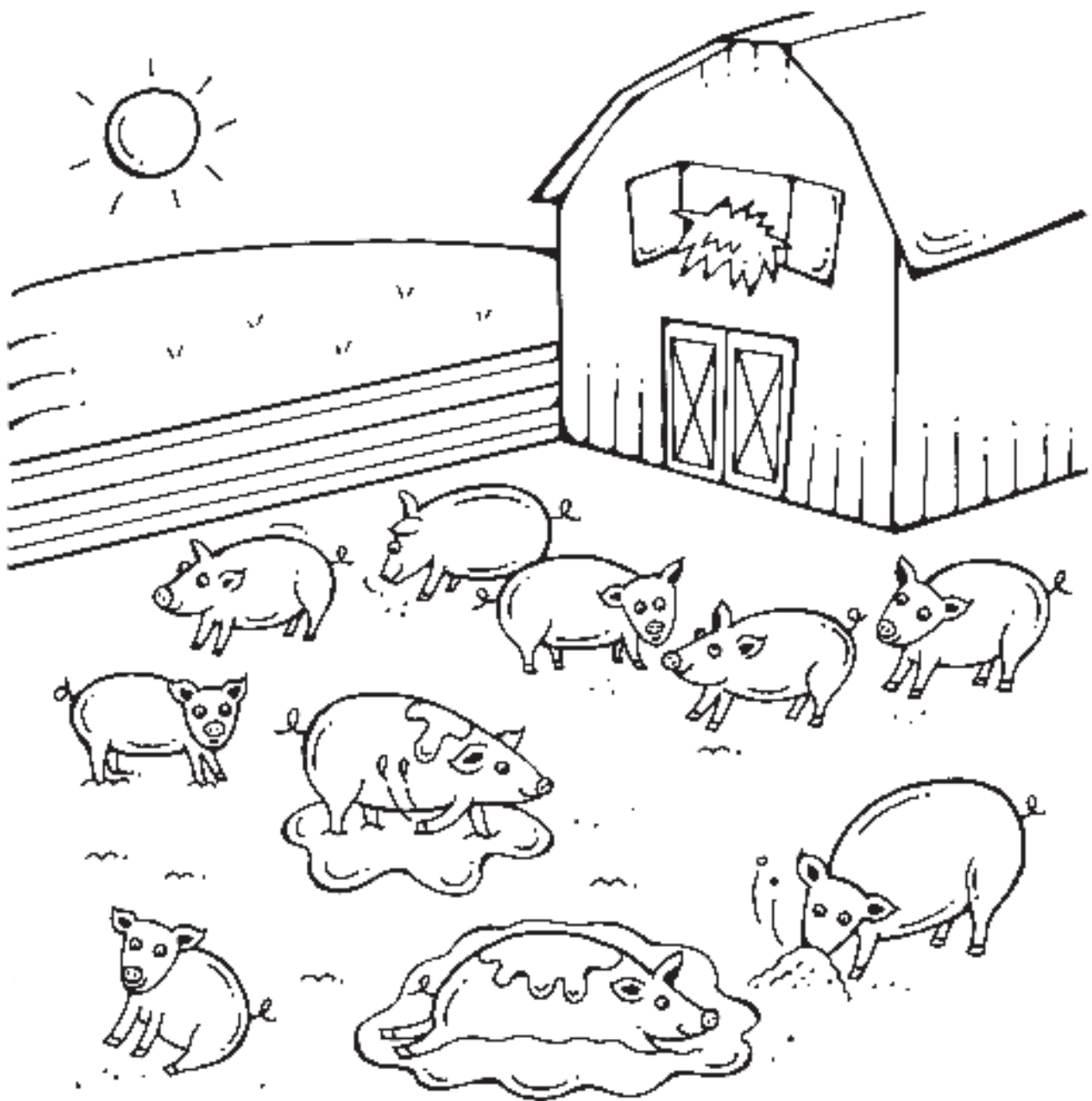
This pig likes to dig.
It digs and digs in the pen.



This pig likes to get wet.
It digs in the mud in the pen.
This pig likes mud!



A big pig is a hog.
Can you find the hog in the mud?



All the pigs like to play in the pen.