

Countdown Beginning of Program Baseline Assessment

What is the Beginning of Program (BOP) Baseline Assessment in the Countdown Reading Playground?

Countdown teachers can use the Beginning of Program (BOP) Baseline Assessment to determine students' background knowledge in the phonological and phonemic awareness and phonics concepts taught in the *Countdown* lessons and to anticipate the amount of additional support, if any, that students may need to be successful in the *Countdown* lessons. Most students should be able to begin in Unit 1 of *Countdown* right away at the beginning of kindergarten, regardless of their performance on this assessment. Some students may need to begin with the Alternative Scope & Sequence Introductory Units before diving into the main instruction. They may need varying levels of support as indicated by their assessment results.

The *Countdown* BOP Baseline Assessment is a series of 11 short games that the students will play, one after the other. The games were chosen for their ability to showcase your students' knowledge as accurately as possible without face-to-face interaction. Each game assesses one or more unique skills taught within the *Countdown* program. The concepts targeted in the assessment games are instructional vocabulary, phonological awareness, phonemic awareness, and letter knowledge, and simple decoding. In total, the combined results of these 11 games will not address every skill you will teach in the *Countdown* units, but they will assess the major skills to be taught in the first half of the *Countdown* program.

How can I use the Countdown (BOP) Baseline Assessment?

The overall score on the *Countdown* BOP Baseline Assessment games can be used to indicate a student's general knowledge of concepts that will be taught in *Countdown* instruction; it can be used informally to indicate the most appropriate next steps for each student as he or she begins the *Countdown* program. You can also use the scores on individual games to determine students' level of knowledge on specific skills. As students progress through *Countdown* instruction, this BOP Baseline assessment, along with the MOP (Middle of Program) Mid-Interval assessment and EOP (End of Program) Summative assessment, can be used to monitor

progress with the key skills and concepts taught.

How long will it take my students to complete the Countdown BOP Baseline Assessment?

This BOP Baseline assessment will take most students between 15 and 30 minutes to complete and can be done in one sitting or broken up into multiple shorter sessions. Student progress will be saved at the end of each game (when the next Start box appears, the previous game's score will be saved), so they can return to the assessment to complete the remaining games at any time.

FIGURE 1. Navigating to the assessment



Students should login to the *Countdown* Reading Playground using their normal passcodes. Once logged in, they will see a fall trees icon (representing Beginning of Program) in a "Show What You Know" section at the bottom of the main navigation screen. This icon represents the assessment. When students click this icon, they will enter the BOP Baseline Assessment. You will be able to lock and unlock the assessment so that your students only have access to it when you want them to complete the assessment. (See the next page for information on locking and unlocking the assessment.) Students will have access to the Beginning of Program (BOP) Baseline assessment, Middle of Program (MOP) Mid-Interval assessment, and End of Program (EOP) Summative assessment in the Reading Playground as you grant access. When all three assessments are given throughout the year, they serve as a way to monitor progress with the skills and concepts taught in the *Countdown* lessons.

How do my students begin the assessment?

A window will pop up when students click into the assessment. Students will click Let's Go to begin. They will view a short instructional video that explains how to complete the assessment, and they will then be automatically taken to the

Game 1 screen where they will view the video instructions for Game 1. After completing the 3 items in Game 1, they will see a pop up asking if they would like to Play Game 2.

What content is tested in the Countdown BOP Baseline Assessment and how does it align to my standards?

The table below shows which content is assessed by game, as well as the number of items for each game and a summary of the directions students hear at the start of each game. The games are significantly shorter than the standard Reading Playground games. The last column shows the alignment of the skills assessed in each game to the [Common Core Foundational Skills Standards for Reading](#).

What is assessed?

Game #	Category	Content Assessed	# of Items	Summary of Directions	Standards Alignment
1	Instructional Vocabulary	First, Next, Last	3	Look at the line of pictures. Touch the picture that is first, next, or last in line.	RF.K.1, RF.K.1.a
2	Instructional Vocabulary	Before, After	2	Look at the line of pictures. Touch the picture that is before or after the word you hear.	RF.K.1, RF.K.1.a
3	Instructional Vocabulary	Same, Different	4	Look at the picture on the left and the two pictures on the right. Listen to the directions and touch the picture on the right that is the same as or different than the one on the left.	RF.K.1, RF.K.1.a
4	Instructional Vocabulary	Beginning, Middle, End	3	Look at the pictures. Touch the one that is at the beginning, middle, or end of the line.	RF.K.1, RF.K.1.a
5	Phonological Awareness	Rhyming	3	Choose the word on the right that rhymes with the word on the left.	RF.K.2.a
6	Phonological Awareness	Blending Syllables	6	Blend the word parts and touch the word you hear.	RF.K.2.b
7	Phonemic Awareness	Segmenting/Counting Sounds	5	Choose the number of sounds you hear in the word.	RF.K.2, RF.K.2.d
8	Phonemic Awareness	Blending Sounds	4	Blend the sounds and touch the word you hear.	RF.K.2, RF.K.2.c
9	Phonemic Awareness	Beginning Sound Isolation	3	Touch the picture that starts with the sound you hear.	RF.K.2.d
10	Letter Knowledge	Letter Identification	4	Touch the correct letter.	RF.K.1.d
11	Letter Knowledge	Letter-Sound Correspondence	4	Touch the letter that spells the sound you hear.	RF.K.3.a

FIGURE 2. Students click “Let’s Go” to get started.

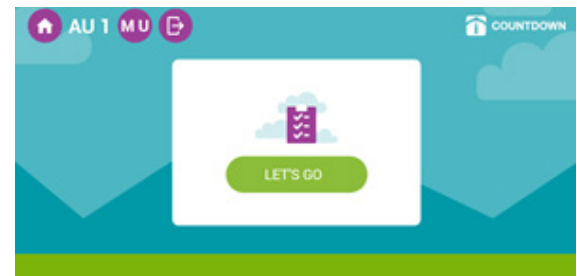


FIGURE 3. Countdown Assessment, Example Game

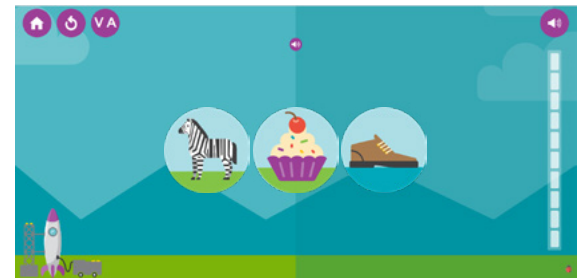


FIGURE 4. Start Games

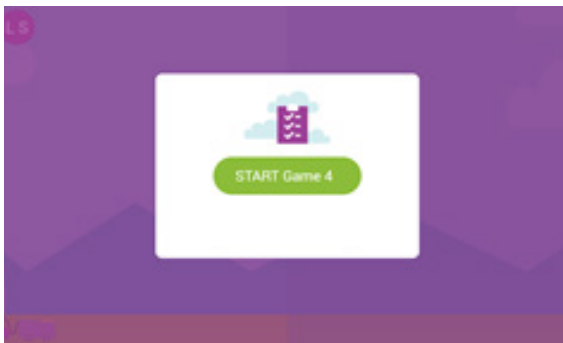
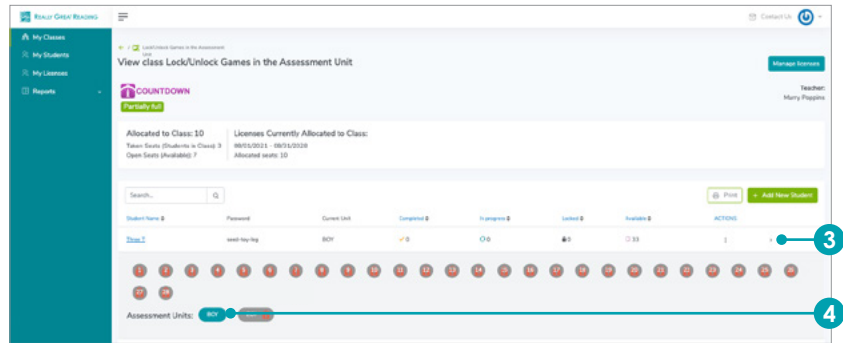


FIGURE 5. Locking and unlocking the assessment



How do I lock and unlock my students' assessment access?

Locking and unlocking the assessment will ensure your students have access to it only when you want them to. To do this, follow the steps below:

- 1 Log in to your Teacher Dashboard.
- 2 Click into your class.
- 3 Click the arrow on the right side of the first student in your class.
- 4 Click BOP Baseline next to "Assessment Units."
- 5 A box will appear. We recommend that you unlock all games in the BOP Baseline Assessment which can be done by clicking the box next to "Apply for all games" near the top of the screen. If you wish to split the BOP Baseline Assessment into smaller portions, or you only want your students to complete certain games, only select the box next to the desired games before proceeding.
- 6 Check the box next to "Apply for all students in this class" if you would like this change to occur for all students and then click the green button. If you wish to only make this change for one student, just click the green button.
- 7 The assessment will now be locked or unlocked.

How do I unlock more games at a later time?

To unlock additional games, follow the first four steps for locking and unlocking an assessment. Then, click "Edit

available games" before following steps five through seven for locking and unlocking an assessment. These games will be available to your student(s) the next time the BOP Baseline Assessment is started.

How do I reset game data for a specific student?

In the event you need to reset game data for a student, follow the first four steps for locking and unlocking an assessment. Then click "Reset game data" and select the game you wish to have the student play again before clicking the green "Save" button. This game will then appear for the student to replay the next time he or she logs in to the assessment.

How do I access the results from this assessment?

After students have completed the assessment, you can access the results through the School and Teacher Dashboards. By clicking on "Reports" in the left-hand sidebar, you can access the "By Assessments" performance report. There are two report views to choose from: Summary and Detailed by Games. In the Summary report, the composite score for the entire assessment is located on the left-hand side. Additionally, a composite score for each main skill assessed is also shown. Just like the Summary report, the Detailed by Games report shows the main skills assessed; however, the score for each individual game associated with the main skills is also shown. Furthermore, each column can be sorted. Student names can be sorted

FIGURE 6. Unlocking Additional Games

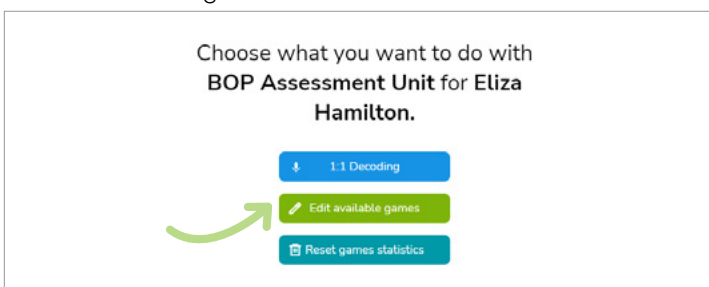
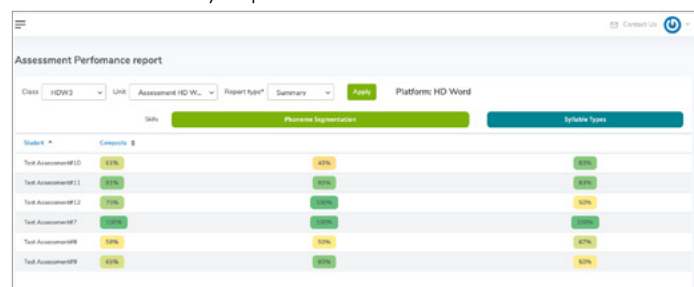


FIGURE 7. Summary Report

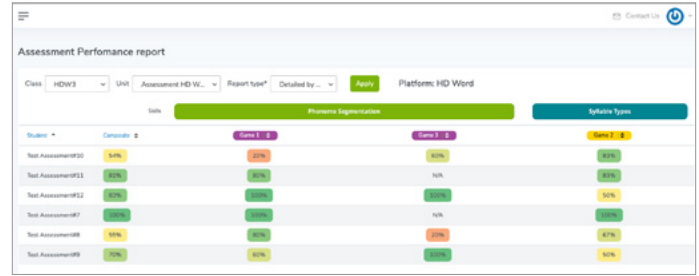


alphabetically from A to Z or from Z to A. Note that this will sort the students based off their first name. By clicking on the word or arrows, each game's column can be sorted based off of percentages from low to high or high to low.

The percentages are color-coded, giving a nice, quick visual for how well a student performed in each game. The colors are on a gradient scale from green to yellow to orange to red. The darker the green the stronger the mastery over the content. As the percentage decreases, so does the hue before changing to the next color. The colors help indicate, at a quick glance, which students may need additional support or review of the materials. You can print the results for

your whole class or an individual student by clicking the Print PDF button on the Reports screen in your teacher dashboard.

FIGURE 8. Detailed by Game Report



1:1 Oral Decoding

New for Fall 2022!

Many skills can be assessed by students individually and independently playing the games in the Reading Playground, but there is no substitute for the information that can be gained by a teacher listening to a child read words in isolation and tracking the child's miscues. The 1:1 Oral Decoding portion of the BOP assessment is meant to give you the chance to assess your students' decoding as they read words aloud. There is no expectation for CVC word decoding at the beginning of kindergarten, but this information about any preexisting decoding skills will be helpful as you embark on the *Countdown* journey with your students.

You will work with each student 1:1 for approximately 5-7 minutes as they read words aloud from the BOP 1:1 Oral Decoding Student Pages. You will record whether they read the word correctly, misread the word, self-corrected, or did not attempt the word in the BOP Baseline Assessment Oral Decoding section of your Teacher Dashboard.

You will be able to access the BOP Baseline 1:1 Oral Decoding recording form on the BOP Baseline assessment screen in your Teacher Dashboard.

You will also be able to access the results of the BOP Baseline 1:1 Oral Decoding assessment in the Reports section of your

Teacher Dashboard. More information about 1:1 Oral Decoding can be found in the BOP Baseline 1:1 Oral Decoding Assessment document which you will also find in your Teacher Dashboard.

Should I use the BOP Baseline Oral Decoding or the Kindergarten Foundational Skills Survey?

If you are planning to use *Countdown* for Tier 1 instruction and do not need the grouping recommendations provided by Really Great Reading's Grouping Matrix, you can simply have students read the words to you and enter their miscues according to the directions in the Oral Decoding Overview and Instructions. The words in the Countdown BOP Baseline 1:1 Oral Decoding assessment are different from those in Really Great Reading's Kindergarten Foundational Skills Survey (FSSK) BOYa assessment. If you do require grouping information or recommendations for which instructional program to use for a student, you can administer the FSSK and record student miscues in the Grouping Matrix using the Live Assess feature. See groupingmatrix.com for more information. The table at the end of this document explains when it is recommended to use the Reading Playground's BOP Baseline 1:1 Oral Decoding assessment vs. the Kindergarten Foundational Skills Survey (FSSK).

FIGURE 9. 1:1 Oral Decoding Popup

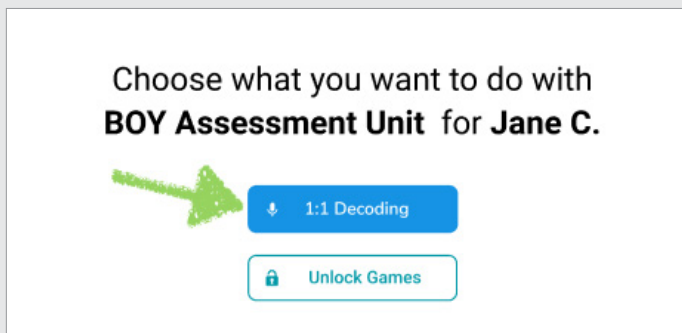


FIGURE 10. Oral Decoding Miscue Recording

Correct	Miscues	Incorrect	Self-Correct	No Try
✓	Words Type all incorrect attempts here. If there are multiple incorrect attempts, separate them with commas.	✗	SC	NT
✓	Words	✗	SC	NT
✓	Words	✗	SC	NT
✓	Words	✗	SC	NT
✓	Words	✗	SC	NT

	Kindergarten	1 st Grade	2 nd Grade	3 rd –5 th Grade
Fall Benchmark	<ul style="list-style-type: none"> ● BOP Baseline Assessment in the Countdown Reading Playground ● FSSK Form BOYKa 	<ul style="list-style-type: none"> ● BOP Baseline Assessment in the Blast Reading Playground ● FSS1 Form BOY1a <i>*Optional SWS: Pre-Primer & Primer</i> 	<ul style="list-style-type: none"> ● BOP Baseline Assessment in the HD Word Reading Playground ● BDS BOY (Form A) & Grade Level ORF Measure <i>*Optional SWS: 2nd Grade</i> 	<ul style="list-style-type: none"> ● BOP Baseline Assessment in the HD Word Reading Playground ● BDS & ADS BOY (Form A) & Grade Level ORF Measure <i>*Optional SWS: 3rd Grade</i>
Fall Progress Monitor	<ul style="list-style-type: none"> ● See the “Using the Countdown Reading Playground as Formative Assessment” document for formative assessment options and instructional recommendations. ● FSSK Form BOYKb 	<ul style="list-style-type: none"> ● See the “Using the Blast Reading Playground as Formative Assessment” document for formative assessment options and instructional recommendations. ● FSS1 Form BOY1b 	<ul style="list-style-type: none"> ● See the “Using the HD Word Reading Playground as Formative Assessment” document for formative assessment options and instructional recommendations. ● BDS Form B & ORF at Instructional Level 	<ul style="list-style-type: none"> ● See the “Using the HD Word Reading Playground as Formative Assessment” document for formative assessment options and instructional recommendations. ● BDS & ADS Form B & ORF at Instructional Level
Winter Benchmark	<ul style="list-style-type: none"> ● MOP Mid-Interval Assessment in the Countdown Reading Playground ● FSSK Form MOYKa 	<ul style="list-style-type: none"> ● MOP Mid-Interval Assessment in the Blast Reading Playground ● FSS1 Form MOY1a & Grade Level ORF Measure <i>*Optional = SWS: 1st Grade</i> 	<ul style="list-style-type: none"> ● MOP Mid-Interval Assessment in the HD Word Reading Playground ● BDS & ADS MOY & Grade Level ORF Measure <i>*Optional SWS: 2nd Grade</i> 	<ul style="list-style-type: none"> ● MOP Mid-Interval Assessment in the HD Word Reading Playground ● BDS & ADS MOY & Grade Level ORF Measure <i>*Optional SWS: 3rd Grade</i>
Winter Progress Monitor	<ul style="list-style-type: none"> ● See the “Using the Countdown Reading Playground as Formative Assessment” document for formative assessment options and instructional recommendations. ● FSSK Form MOYKb 	<ul style="list-style-type: none"> ● See the “Using the Blast Reading Playground as Formative Assessment” document for formative assessment options and instructional recommendations. ● FSS1 Form MOY1b & ORF at Instructional Level 	<ul style="list-style-type: none"> ● See the “Using the HD Word Reading Playground as Formative Assessment” document for formative assessment options and instructional recommendations. ● BDS & ADS Form C & ORF at Instructional Level 	<ul style="list-style-type: none"> ● See the “Using the HD Word Reading Playground as Formative Assessment” document for formative assessment options and instructional recommendations. ● BDS & ADS Form C & ORF at Instructional Level
Spring Benchmark	<ul style="list-style-type: none"> ● EOP Summative Assessment in the Countdown Reading Playground ● FSSK Form EOYKa 	<ul style="list-style-type: none"> ● EOP Summative Assessment in the Blast Reading Playground ● FSS1 Form EOY1a & Grade Level ORF Measure <i>*Optional = SWS: 1st Grade</i> 	<ul style="list-style-type: none"> ● EOP Summative Assessment in the HD Word Reading Playground ● BDS & ADS EOY & Grade Level ORF Measure <i>*Optional = SWS: 2nd Grade</i> 	<ul style="list-style-type: none"> ● EOP Summative Assessment in the HD Word Reading Playground ● BDS & ADS EOY & Grade Level ORF Measure <i>*Optional SWS: 3rd Grade</i>

KEY	FSSK=Kindergarten Foundational Skills Survey	ORF=Oral Reading Fluency	● = recommended for teachers/students with access to the Reading Playgrounds
	FSS1=1 st Grade Foundational Skills Survey	BOP=Beginning of Year	● = OPTIONAL for teachers/students with access to the Reading Playgrounds
	BDS=Beginning Decoding Survey	MOP=Middle of Year	● = recommended for teachers/students without access to the Reading Playgrounds
	ADS=Advanced Decoding Survey	EOP=End of Year	
	SWS=Sight Word Survey		
	LKS=Letter Knowledge Survey		

You can download most of the above-mentioned assessments from the Really Great Reading website <https://www.reallygreatreading.com/diagnostics>.

To order the Beginning & Advanced Decoding Surveys Forms A-G go to <https://www.reallygreatreading.com/shop/diagnostic-decoding-surveys-users-guide-and-student-materials>

For more information on assessment in the Reading Playgrounds, see: [reallygreatreading.com/assessment-reading-playground](https://www.reallygreatreading.com/assessment-reading-playground)