Diagnostic Assessments for Emerging Readers

Complimentary

Kindergarten Foundational Skills Surveys

Diagnostic Assessments to Measure Pre-Decoding and Early Decoding Skills in Kindergarten Students

This complimentary set of Foundational Skills Surveys includes **six informal diagnostic tools** designed to help educators determine how well kindergarten students are acquiring the skills they need to become strong decoders. These Kindergarten Foundational Skills Surveys enable one-on-one assessment of basic literacy skills like phonemic and phonological awareness, sound-symbol correspondences, high-frequency word reading, and basic decoding skills.

This packet contains everything you'll need for initial assessment and progress monitoring of an unlimited number of students. It provides an explanation of how to administer, score, and interpret the results. Once the results are gathered and scored, these surveys can be used to pinpoint specific deficits, group students, and then plan effective instruction.

The Foundational Skills Surveys contained in this packet allow teachers to:

- Assess the foundational reading skills of emerging readers and young students.
- Determine whether foundational reading skills are being established at an appropriate pace by comparing the results against criterion-referenced benchmarks.
- Pinpoint specific gaps in knowledge and plan appropriate, targeted instruction.

Complimentary Online Scoring and Assessment Results Database

This assessment can be utilized with Really Great Reading's complimentary Grouping Matrix™, an online database for assessment results. The Grouping Matrix™ has a Live Assess feature that will score the completed assessments and organize student data. For information on how to obtain a complimentary Grouping Matrix account, please see page 13.

CLICK HERE TO

Get started right now with our **Quick Start Guide**

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Kindergarten Foundational Skills Surveys: Quick Start Guide

We highly recommend watching this quick tutorial: Getting Started with the Kindergarten Foundational Skills Surveys >>

Assessments included in this packet:

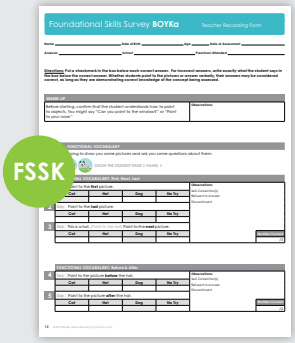
Foundational Skills Survey

- Beginning of Year (BOYK) Forms A & B
- Middle of Year (MOYK) Forms A & B
- End of Year (EOYK) Forms A & B

Below are the materials you will need. Paper and digital options are available.

TEACHER RECORDING FORMS (Choose one of these two options):

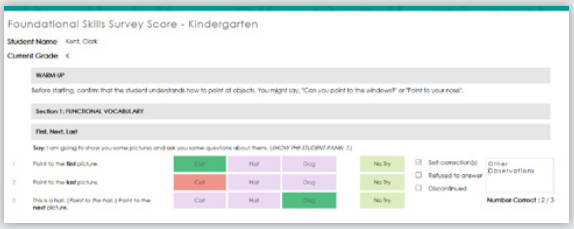
Paper: One set of hard copies for each student being assessed



Teacher Recording Form

OR

Digital: Access to Live Assess in the Grouping Matrix



Click **here** to learn more about Live Assess.

Click **here** to learn more about the Grouping Matrix.

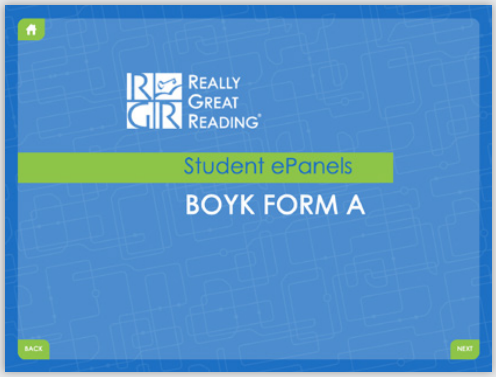
STUDENT PAGES (PROMPTS) (Choose one of these two options):

Paper: Only one set of hard copies is needed to assess an unlimited number of students

Student Page (printed in color)

OR

Digital: ePanels



Click **here** to access ePanels, or go to ePanels.online.

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Quick Start Directions

If you choose the paper-based option, locate and print the Student Pages (Prompts) and the Teacher Recording Forms. There are three versions designed for use at different times of the year. Each version has two parallel, equally difficult forms.

BOY
BEGINNING OF YEAR
BOYa: p. 14–22

MOY
MIDDLE OF YEAR
MOYa: p. 32–39

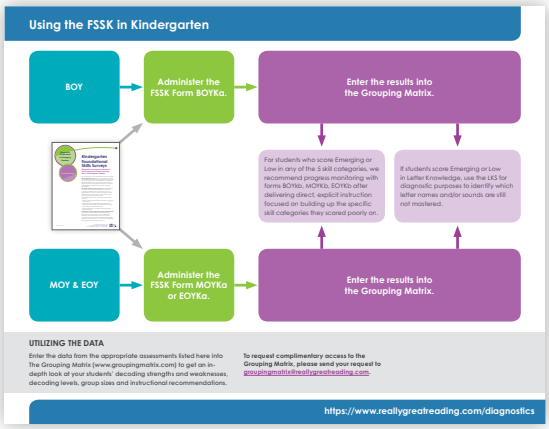
EOY
END OF YEAR
EOYa: p. 48–56

Use Form A for initial assessment three times a year.

Click the form name for progress monitoring forms (**BOYb** p. 23-31, **MOYb** p. 40-47, **EOYb** p. 57-65).

QUICK START DIRECTIONS (for detailed directions, click **here** or turn to pages 5 & 6):

1. Place the Student Page or ePanel screen in front of the student.
2. Have a hard copy of the Teacher Recording Form or Live Assess ready to record responses.
3. Follow the scripts and prompts on the Teacher Recording Form for each section.
4. Recording responses:
   a. **If using a paper Teacher Recording Form:** Place a checkmark in the box that indicates the student's response; write the student's incorrect responses directly under the correct answer where applicable.
   b. **If using Live Assess:** Click on the box to indicate student's answer; there is a space to type in the incorrect response. If the student self-corrects, click on the correct box to turn it green.
5. Score responses:
   a. **If using a Teacher Recording Form:** Tally the correct responses for each question set. Self-corrections count as incorrect. Check out a more detailed scoring guide **here,** or turn to page 7.
   b. **If using Live Assess:** The Grouping Matrix will automatically score responses for you. The skill level results can be found on the Student Record page and the Student Progress Report.
6. To determine if additional assessment is recommended, follow **this flowchart**.



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Overview

Purpose

There are three primary **Kindergarten Foundational Skills Surveys** found in this packet, each corresponding to one phase of the Kindergarten school year. Each assessment has a Form A (used for initial assessment) and a Form B (used for progress monitoring.) The three assessments are:

- Beginning of Year Kindergarten (BOYK), Forms A and B
- Middle of Year Kindergarten (MOYK), Forms A and B
- End of Year Kindergarten (EOYK), Forms A and B

These six Kindergarten Foundational Skills Surveys (50 items each) are designed to help educators determine how well kindergarten students are acquiring the skills they need to become strong decoders.

They can be used throughout the year to measure students':

- Functional Vocabulary
- Phonological/Phonemic Awareness
- Letter Knowledge
- Decoding
- High-Frequency Word Reading

The use of these assessments allows educators to:

- Group students according to strengths and weaknesses
- Determine which skills students have mastered and which skills they are ready to learn
- Identify students that need additional assessments or support

This packet contains everything you need to administer the assessments.

What skills are measured?

FUNCTIONAL VOCABULARY

For students to participate in direct, explicit skills instruction, they first need to understand specific vocabulary. For instance, if you are teaching students that words that rhyme sound the "same" at the "end," it is critical that students understand the meaning of the words "same" and "end." This section measures a student's receptive vocabulary knowledge of words like:

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- First, Next, and Last
- Before and After
- Same and Different
- Beginning, Middle, and End

PHONOLOGICAL/PHONEMIC AWARENESS

This section measures a student's ability to hear, identify, and produce sounds. The skills assessed include:

- Rhyming (recognition and production)
- Blending Compound Words
- Blending Onset and Rime
- Beginning Sound Identification
- Blending Phonemes
- Segmenting Phonemes
- Adding Phonemes
- Deleting Phonemes
- Substituting Phonemes

LETTER KNOWLEDGE

This section measures a student's ability to identify and name letters and to produce letter sounds.

DECODING

This section measures a student's ability to read Closed Syllable words with short vowel sounds.

HIGH-FREQUENCY WORDS

This section measures a student's ability to read irregularly spelled and/or frequently used words.

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Using This Packet

Administration and Scoring Guidelines

TARGET AUDIENCE

Kindergarten students or older students who are struggling to acquire very basic literacy skills

MATERIALS

- Pen or pencil
- Kindergarten Foundational Skills Survey Teacher Recording Form
- Kindergarten Foundational Skills Survey Student Pages
- Digital Option*
    - ePanels.online
    - Grouping Matrix "Live Assess" feature

***Digital Option:** You can now assess students digitally using both ePanels.online, which allows you to replicate the student page panels on any digital device, and the Grouping Matrix Live Assess feature, which allows for immediate scoring of miscues and uploading of data. For more information see p. 13.

PREPARATION

- Visit ePanels.online OR print the Student Pages (using a color printer) and fold the pages on the "Fold" lines or cut them into individual panels.
- Have one copy of the Teacher Recording Form for each student or log in to the Grouping Matrix and use the Live Assess feature.

ADMINISTRATION

- Show the student the panel that corresponds to the appropriate question set.
- Follow the script and prompts on the Teacher Recording Form. Each question has a clearly labeled script and side notes to offer help when students need additional prompting.

ADDITIONAL GUIDELINES & DISCONTINUATION

- Some students may require additional prompting or clarification to answer a question. The Teacher Recording Form has guidance on these additional prompts. When the student answers correctly with additional prompting, the answer is considered correct and should not be counted against them. You should write a **P** under that item to record that the student needed additional prompting, but this is for informational purposes only.
- Teacher discretion is very important. If a student becomes visibly frustrated, please discontinue the test.

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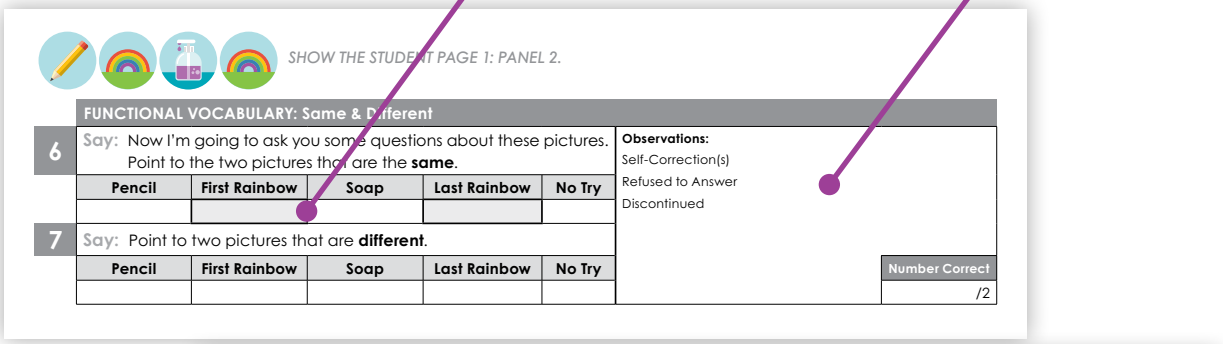
- If a student misses the **first five items** in any of the **five sections**, you may consider discontinuing **that section** of the assessment.
- Even though this assessment is not timed, you can follow the "5-second" rule when a student is stuck on a concept. After five seconds, give the student the answer and move on.

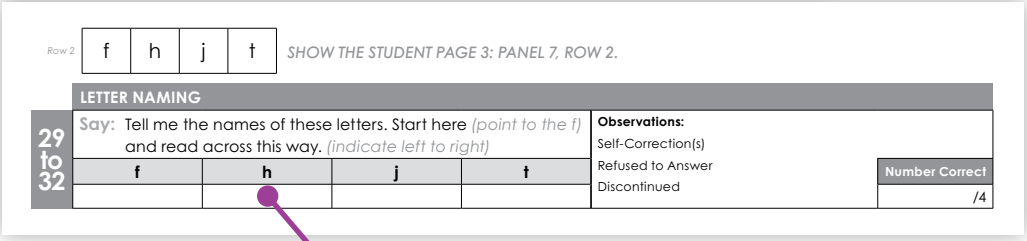
RECORDING

- Place a checkmark (✓) in the box that indicates the student's response. (In the Functional Vocabulary and Phonological Awareness sections, the correct answers are filled in with gray and highlighted with a bold black box.)
- For incorrect responses, write the student's response directly under the correct answer where applicable.
- Write **SC** for self-correction or use the observation box. **Remember self-corrections are counted as errors.**
- Write **P** if the student required additional prompting to answer.
- Pointing to the answer or verbally answering is considered correct for identification items.
- Record additional comments and observations in the space provided.

Bold borders around gray boxes indicate the correct answer for certain items.

Write additional comments or observations in the space provided.





Place a checkmark in the box underneath each correct answer if the student responds correctly. Write the student's exact response directly underneath the correct answer if the student responds incorrectly. Write SC if they self-correct that item. Write P if they required additional prompting. Write NT if they do not try to respond for that item.

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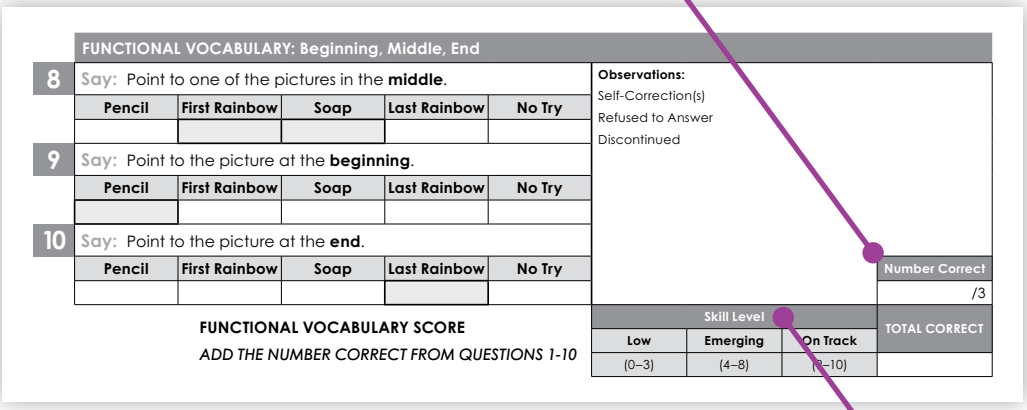
SCORING

After administration:

- Tally the correct responses for each question set.
- Self-corrections count as errors.
- Add the number correct for each section and write the number in the box.
- Circle or highlight the skill level category based on the number of correct responses.
- Decoding section: Whole Words Read vs. Sound-by-Sound
  - If the student reads the word sound-by-sound but does not blend the sounds together to say the whole word, it is **not** considered a correct reading of the word.
  - If the student reads the word sound-by-sound and then blends it together, it **is** considered a correct reading of the word.
  - Teachers can make notes in the observation section of the form regarding how the student read the word (e.g., sound-by-sound, then blended) to capture as much pertinent information as possible.

Write the number correct for each section in the box at the bottom right of the section.



FUNCTIONAL VOCABULARY: Beginning, Middle, End

8	Say: Point to one of the pictures in the **middle**.				
	Pencil	**First Rainbow**	**Soap**	**Last Rainbow**	**No Try**
9	Say: Point to the picture at the **beginning**.				
	Pencil	**First Rainbow**	**Soap**	**Last Rainbow**	**No Try**
10	Say: Point to the picture at the **end**.				
	Pencil	**First Rainbow**	**Soap**	**Last Rainbow**	**No Try**

Observations:
Self-Correction(s)
Refused to Answer
Discontinued

Number Correct /3

FUNCTIONAL VOCABULARY SCORE
ADD THE NUMBER CORRECT FROM QUESTIONS 1-10

Skill Level			TOTAL CORRECT
Low	**Emerging**	**On Track**	
(0–3)	(4–8)	(9–10)	

Circle or highlight the skill level category based on the number of correct responses.

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Interpretation of Results

CRITERION REFERENCED BENCHMARKS

Use the table below as a guideline for determining a student's basic skill level in the areas assessed by the survey.

These scores should **not** be used to determine proficiency of skills. Rather, these scores should be used to determine **which students may need additional support to be successful with early literacy instruction**.

Examiners should use their knowledge of the student, along with the survey results, to determine the best course of action.

	Functional Vocabulary			Phonological/ Phonemic Awareness			Letter Knowledge			Decoding			High-Frequency Words		
	Low	Emerging	On Track	Low	Emerging	On Track	Low	Emerging	On Track	Low	Emerging	On Track	Low	Emerging	On Track
BOYK a/b	0-3	4-8	9-10	0-4	5-10	11-14	0-4	5-10	11-16	N/A	0-2	3-5	N/A	0-2	3-5
MOYK a/b	N/A	N/A	N/A	0-6	7-13	14-16	0-4	5-6	7-8	0-5	6-11	12-16	0-3	4-7	8-10
EOYK a/b	N/A	N/A	N/A	0-6	7-12	13-15	N/A	N/A	N/A	0-11	12-19	20-25	0-3	4-7	8-10

SKILL LEVEL GUIDELINES

The following descriptors are used to label each skill level:

- **LOW:** Students scoring in the Low range on a given skill area have very little base knowledge and may require significant support through direct, explicit instruction to build a foundational level of proficiency in early reading skills in this area. See the next page for additional assessment recommendations.
- **EMERGING:** Students scoring in the Emerging range on a given skill area have some base knowledge but may require frequent monitoring and additional practice with that skill. See the next page for additional assessment recommendations.
- **ON TRACK:** Students scoring in the On Track range in a given skill area have strong base knowledge and are ready to launch into typical early literacy instruction on this skill at the Kindergarten level with little or no support.

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Determining the Need for Further Assessments

Skill	Level	Further Assessment Recommendations
Functional Vocabulary	Low or Emerging	Use **Form BOYKb** for progress monitoring after delivering direct, explicit instruction focused on functional vocabulary.
Letter Knowledge	Low or Emerging	Use Really Great Reading's **Letter Knowledge Survey** (p. 50) for diagnostic purposes to identify which letter names and/or sounds are still not mastered.
Phonological/ Phonemic Awareness	Low	Use **Form BOYKb** or **MOYKb** (p. 23 or 40) for progress monitoring after delivering direct, explicit instruction focused on building foundational phonological and phonemic awareness skills.
Decoding & High-Frequency Words	N/A	There is no expectation at BOYK for whole word reading. After using **Form MOYKa**, deliver direct, explicit instruction. Then use **Form MOYKb** (p. 40) for progress monitoring.

GENERAL RECOMMENDATIONS FOR INSTRUCTION

If the majority of students score in the Low or Emerging range in any one skill, plan whole-group lessons that include direct, explicit instruction targeting that skill. You may also want to follow up with small-group instruction and practice focused on activities that address the deficit in a more intensive instructional setting.

If a smaller group of students score in the Low or Emerging range in any one skill, plan small-group or differentiated instruction for that group of students that includes direct, explicit instruction and practice targeting that skill.

If you wish to progress monitor students' mastery of specific skills, use Form B of the survey after delivering additional instruction and select the section(s) of the assessment that address the skill(s) you have taught. Data from this survey should help you determine if the students have mastered the targeted skill(s).

If students score in the On Track range, they are ready to build on those skills with direct, explicit instruction with additional, developmentally appropriate content.

WHAT DO THESE SKILLS TELL US ABOUT STUDENTS?

FUNCTIONAL VOCABULARY

The **Functional Vocabulary** section measures a child's receptive knowledge of the meaning of the words **first**, **next**, **last**, **before, after**, **same**, **different**, **beginning**, **middle**, and **end**. It is critical for students to understand how to use these terms so they can respond to direct and explicit foundational literacy skills instruction.

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If students score **Low or Emerging**, they may not understand some of the words necessary to respond to foundational literacy skills instruction. This may limit their ability to fully engage in the lessons.

If students are **On Track**, it indicates that they understand functional vocabulary, resulting in an increased likelihood that they can fully engage in typical early literacy instruction.

PHONOLOGICAL/PHONEMIC AWARENESS

Phonemic awareness plays a vital role in a child's ability to decode words. The **Phonological/Phonemic Awareness** section assesses awareness at the phonological and phonemic level. Research indicates that many students who struggle to read words in kindergarten have difficulty with phonemic awareness, or the ability to hear and manipulate the sounds in words.

If students score **Low or Emerging** in the Phonological/Phonemic Awareness section, they may not have adequate phonological or phonemic awareness. Since phonemic awareness is necessary for a student to decode words, intensive support and instruction is critical in this area.

If students are **On Track**, it indicates they understand that words are made of sounds and can skillfully hear the sounds in words. They should be ready to match letters to the sounds and move toward decoding words.

LETTER KNOWLEDGE

The **Letter Knowledge** section measures a child's letter-naming and letter-sound knowledge. A child's letter-naming ability is one of the best predictors of later success in reading, and a child's letter-sound knowledge is critical to his or her decoding success.

If students score **Low or Emerging** in the Letter Knowledge section, they may have limited exposure to letters or print. It is possible, however, even though the specific letters assessed on the survey are unknown, a student may know many other letter names and sounds. Consider using the Letter Knowledge Survey found on p. 50 of this packet. This survey assesses all 26 lowercase and capital letter names and sounds (as well as the consonant digraph sounds), which allows for a more comprehensive analysis, enabling explicit instruction with the specific unknown letters.

If a student is **On Track** in this section, you can most likely proceed with your foundational literacy skills instruction with confidence that he or she will be able to build upon their letter-sound and letter-name knowledge while moving toward decoding simple words. You may still wish to use the Letter Knowledge Survey to gain a more comprehensive understanding of the student's letter knowelge, but this may not be necessary (use your discretion).

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DECODING

The **DECODING** section measures a child's ability to read Closed Syllable words. The Closed Syllable words assessed on the Surveys represent all five short vowel sounds (/ă/, /ĕ/, /ĭ/, /ŏ/, and /ŭ/) as well as a variety of consonant sound features, like voiced and unvoiced sounds, continuants and stops, and nasal sounds.

At the Beginning of the Year, if a student does not read any words correctly in the Decoding section**,** it may be an indication that the student has had little exposure to word reading, but students are generally **not** expected to decode words at the beginning of Kindergarten.

At the Beginning of the Year, if a student scores **Emerging** in the Decoding section, it is an indication the student has had some exposure to word reading that should continue to develop as the student receives typical early literacy instruction.

At the Middle of the Year, a student who scores **Low** or **Emerging** on the Decoding section may need some explicit, scaffolded instruction and practice with the skills of decoding and encoding.

If a student is **On Track** in the Decoding section, it is an indication that the student is well on the way to developing accurate, automatic, and fluent decoding skills. The student's decoding skills should continue to develop as the student receives more instruction in decoding throughout the kindergarten year. Consider differentiating instruction so these students can proceed with advanced instruction in decoding.

HIGH-FREQUENCY WORDS

The **HIGH-FREQUENCY WORDS** section gives the teacher some indication of how much exposure a child has had to words that frequently occur in printed text. Some of these words can be decoded once students learn the patterns. For example, some high-frequency words (such as the word **did**) are consonant–vowel–consonant (CVC) words and/or Closed Syllable words that can be decoded letter by letter. Once students decode a phonetically regular high-frequency word (such as **did**) 6-8 times, they are likely to unitize that word, and that word is automatically added to their sight word vocabulary (Kilpatrick, 2015)[1]. A student's sight word vocabulary consists not just of high-frequency words, but any word, high-frequency or not, that is read automatically, without conscious effort by the student.

Other words, such as the word **want,** do not follow phonics patterns and are phonetically irregular. These words can be trickier to learn, but expert reading researchers like Tunmer and Chapman (2012)[2], as well as Kilpatrick (2015), have found that when beginning readers apply their decoding skills to an irregular word and are able to partially decode it, they are often able to decode the word close enough to the correct form that they will arrive at the correct identification if it is a word in their

1 Kilpatrick, D. A. *Essentials of Assessing, Preventing, and Overcoming Reading Difficulties.* Wiley: Hoboken, NJ.

2 Tunmer, W. E., & Chapman, J. W. (2012). Does set for variability mediate the influence of vocabulary knowledge on the development of word recognition skills? *Scientific Studies of Reading, 16*(2), 122-140.

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listening vocabulary. Fortunately, these high-frequency words are common enough that they are often part of a typical kindergarten student's vocabulary.

Showing students how to decode the parts of the word that follow the regular phonics patterns and helping students identify and analyze the part of the word that does not follow the pattern (like the **a** in the word **want**) is the best practice for teaching students to read irregular high-frequency words. Once students have analyzed an irregular word and practiced decoding the word with their teacher, then fluency practice with activities can follow to develop automaticity.

At the Beginning of the Year, a kindergarten student is generally **not** expected to read high-frequency words, so students who do not read any words correctly or are **Emerging** in this section are not necessarily at high risk for reading difficulties**.** The **Emerging** category should only be used to indicate which students have been exposed to reading high-frequency words.

At the Middle of the Year, a kindergarten student who scores **Low** or **Emerging** on the High-Frequency Words section may need additional explicit, scaffolded instruction and practice with grade-appropriate high-frequency words. Once students have been taught how to read these irregular words, they need practice with these words to improve their fluency.

If a student is **On Track** in the High-Frequency Words section, it is an indication that the student has been exposed to high-frequency words, may be familiar with basic decoding, and may have added these words to his or her sight word vocabulary.

ON TRACK IN ALL FIVE SECTIONS

Students scoring in the **On Track** range in **all five sections** may benefit from additional assessments to determine if an accelerated scope and sequence for decoding instruction would be appropriate. The Middle of Year Kindergarten Foundational Skills Survey (MOYKa) (see p. 32) is the next step for these students. If students perform well on the MOYKa Kindergarten Foundational Skills Survey, they may benefit from accelerated instruction in or review of typical kindergarten level literacy skills, followed by more advanced literacy instruction focused on the decoding of more complex words and connected text.

If a few students in your class are **On Track** in **all five sections**, you may consider keeping them in regular whole-group instruction with the rest of the class, while also providing differentiated small-group instruction in more advanced literacy skills.

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How can I organize and track my data?

THE GROUPING MATRIX™

The Grouping Matrix is a web-based, password-protected data management system that groups students according to the type and depth of their foundational literacy skills strengths and weaknesses. The Grouping Matrix has direct online data entry that can score assessments and create immediate reports that group students and recommend instruction.

The Grouping Matrix will not assign a "Decoding Level" to kindergarten students, but it will display a skill level for each of the five foundational skill areas that are assessed on the Kindergarten Foundational Skills Surveys.

You can now digitally assess students without making hard copies of the Kindergarten Foundational Skills Surveys. To do this, you will need to access two components:

- **ePanels.online:** Students use the ePanels instead of the paper Student Panels found in this PDF. Visit ePanels.online to access these digital panels.
- **Live Assess:** This feature in the Grouping Matrix allows you to immediately record student responses as you administer the surveys. It also includes the teacher prompts that are located on the paper Teacher Recording Forms found in this document.

Going digital with the Kindergarten Foundational Skills Surveys means there is virtually no prep work and no scoring work after assessing, saving you time. For more information, visit the Video Support library located on the homepage of the Grouping Matrix. There you will find short tutorial videos on getting started with the Grouping Matrix, using Live Assess and the ePanels, and much more.

To request a username and password for the Grouping Matrix, email groupingmatrix@reallygreatreading.com with the following information:

- **State**
- **District/Organization**
- **School**
- **Teacher's name**
- **Teacher's email**
- **Principal's name**
- **Principal's email**

If you have questions about the Grouping Matrix, call 866.401.7323.

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Foundational Skills Survey **BOYKa** Teacher Recording Form

Name _____ **Date of Birth** _____ **Age** _____ **Date of Assessment** _____

Assessor _____ **School** _____ **Preschool Attended** _____

Directions: Put a checkmark in the box below each correct answer. For incorrect answers, write exactly what the student says in the box below the correct answer. Whether students point to the pictures or answer verbally, their answers may be considered correct, as long as they are demonstrating correct knowledge of the concept being assessed.

WARM-UP

Before starting, confirm that the student understands how to point to objects. You might say "Can you point to the window?" or "Point to your nose."	**Observations:**

Section 1. FUNCTIONAL VOCABULARY

Say: I am going to show you some pictures and ask you some questions about them.

SHOW THE STUDENT PAGE 1: PANEL 1.

FUNCTIONAL VOCABULARY: First, Next, Last

1 Say: Point to the **first** picture.

Cat	Hat	Dog	No Try

2 Say: Point to the **last** picture.

Cat	Hat	Dog	No Try

3 Say: This is a hat. *(Point to the hat)* Point to the **next** picture.

Cat	Hat	Dog	No Try

Observations:
Self-Correction(s)
Refused to Answer
Discontinued

Number Correct
/3

FUNCTIONAL VOCABULARY: Before & After

4 Say: Point to the picture **before** the hat.

Cat	Hat	Dog	No Try

5 Say: Point to the picture **after** the hat.

Cat	Hat	Dog	No Try

Observations:
Self-Correction(s)
Refused to Answer
Discontinued

Number Correct
/2

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SHOW THE STUDENT PAGE 1: PANEL 2.

FUNCTIONAL VOCABULARY: Same & Different

6 Say: Now, I'm going to ask you some questions about these pictures. Point to the two pictures that are the **same**.

Pencil	First Rainbow	Soap	Last Rainbow	No Try

7 Say: Point to two pictures that are **different**.

Pencil	First Rainbow	Soap	Last Rainbow	No Try

Observations:
Self-Correction(s)
Refused to Answer
Discontinued

Number Correct
/2

FUNCTIONAL VOCABULARY: Beginning, Middle, End

8 Say: Point to one of the pictures in the **middle**.

Pencil	First Rainbow	Soap	Last Rainbow	No Try

9 Say: Point to the picture at the **beginning**.

Pencil	First Rainbow	Soap	Last Rainbow	No Try

10 Say: Point to the picture at the **end**.

Pencil	First Rainbow	Soap	Last Rainbow	No Try

Observations:
Self-Correction(s)
Refused to Answer
Discontinued

Number Correct
/3

FUNCTIONAL VOCABULARY SCORE

ADD THE NUMBER CORRECT FROM QUESTIONS 1-10

Skill Level			TOTAL CORRECT
Low	Emerging	On Track	
(0–3)	(4–8)	(9–10)	

Section 2 . PHONOLOGICAL/PHONEMIC AWARENESS

SHOW THE STUDENT PAGE 1: PANEL 3.

PHONOLOGICAL/PHONEMIC AWARENESS: Rhyming

11 Say: If words rhyme, they sound the same in the middle and at the end, like **soap** and **hope**. Listen to these three words: **wig**, **pig**, **log**. *(Point to each picture as you name it.)* Which two words rhyme?

Wig	Pig	Log	No Try

Observations:
Self-Correction(s)
Refused to Answer
Discontinued

Number Correct
/1

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SHOW THE STUDENT PAGE 2: PANEL 4.

12 Say: Now listen to these three words: **map**, **lip**, **cap**. *(Point to each picture as you name it.)* Which two words rhyme?

Map	Lip	Cap	No Try

Observations:
Self-Correction(s)
Refused to Answer
Discontinued

SHOW THE STUDENT PAGE 2: PANEL 5.

13 Say: This is a **bat** and a **cat**. *(Point to each picture as you name it.)* The words **bat** and **cat** rhyme. Can you tell me another word* that rhymes with **bat** and **cat**?

Write Student Response →	*Correct	Incorrect	No Try

Nonsense words that rhyme with **bat and **cat** count as a correct response.*

Number Correct
/2

SHOW THE STUDENT PAGE 2: PANEL 6.

PHONOLOGICAL/PHONEMIC AWARENESS: Beginning Sound Isolation

14 Say: Now, I will show you a picture, and I want you to tell me the first sound. If I show you this picture of a **carrot** *(point to the carrot)*, you would say /k/. This is a **pencil**. *(Point to the pencil.)* What is the first sound in **pencil**?

/p/	No Try

15 Say: This is **soap**. *(Point to the soap.)* What is the first sound in **soap**?

/s/	No Try

16 Say: This is a **rainbow**. *(Point to the rainbow.)* What is the first sound in **rainbow**?

/r/	No Try

Observations:
Self-Correction(s)
Refused to Answer
Discontinued

Number Correct
/3

THERE IS NO PANEL TO DISPLAY FOR ITEMS 17–24.

PHONOLOGICAL/PHONEMIC AWARENESS: Blending Compound Words

17 Say: Now, let's try something else. I am going to give you two parts of a word. Put the parts together, and then say the word. For example, **rain** - **bow**. Together, the word is **rainbow**. Now you try. Put the parts together, and then say the word: **cup** - **cake**.

Cupcake	No Try

18 Say: Let's try another one: **dog** - **house**.

Doghouse	No Try

Observations:
Self-Correction(s)
Refused to Answer
Discontinued

Teacher Notes:
If you need to repeat the instructions, it does not count against the student.

Number Correct
/2

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PHONOLOGICAL/PHONEMIC AWARENESS: Blending Onset-Rime

19 Say: Let's try another one. Remember, I am going to give you two parts of a word. Put the parts together, and then say the word. How about: **/k/** - **orn**?

Corn	No Try

20 Say: Put the parts together, and then say the word. How about: **/b/** - **us**?

Bus	No Try

Observations:
Self-Correction(s)
Refused to Answer
Discontinued

Number Correct
/2

PHONOLOGICAL/PHONEMIC AWARENESS: Blending Phonemes

21 Say: Now, let's try a few more. Put the parts together, and then say the word. **/p/ /ī/**

Pie	No Try

22 Say: **/h/ /ŭ/ /g/**

Hug	No Try

23 Say: **/g/ /ō/ /t/**

Goat	No Try

24 Say: Let's try one more. **/k/ /ŏ/ /p/**

Cop	No Try

Observations:
Self-Correction(s)
Refused to Answer
Discontinued

Number Correct
/4

PHONOLOGICAL/PHONEMIC AWARENESS SCORE
ADD THE NUMBER CORRECT FROM QUESTIONS 11-24

Skill Level			TOTAL CORRECT
Low	Emerging	On Track	
(0–4)	(5–10)	(11–14)	

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Directions for the following section: In the boxes below, put a checkmark for correct answer. Also in the boxes, record incorrect responses or NT for No Try if the student does not attempt to answer.

Section 3. LETTER KNOWLEDGE

Row 1 | m | v | b | a | *SHOW THE STUDENT PAGE 3: PANEL 7, ROW 1.*

LETTER NAMING

25 to 28

Say: Now, I am going to ask you to look at some letters and tell me about them. Here they are. *(Show student Student Page 3: Panel 7, Row 1.)* Point to the letter **a**. Point to the letter **m**. Point to the letter **b**. Point to the letter **v**.

a	m	b	v

Observations:
Self-Correction(s)
Refused to Answer
Discontinued

Number Correct
/4

Row 2 | f | h | j | t | *SHOW THE STUDENT PAGE 3: PANEL 7, ROW 2.*

LETTER NAMING

29 to 32

Say: Tell me the names of these letters. Start here *(point to the **f**)* and read across this way *(indicate left to right)*.

f	h	j	t

Observations:
Self-Correction(s)
Refused to Answer
Discontinued

Number Correct
/4

Row 1 | m | v | b | a | *SHOW THE STUDENT PAGE 3: PANEL 7, ROW 1 AGAIN.*

LETTER SOUNDS

33 to 40

Say: Tell me the sounds these letters make. Start here *(point to the **m**)* and read the sounds across this way *(indicate left to right)*.

/m/	/v/	/b/	/ă/

Row 2 | f | h | j | t | *SHOW THE STUDENT PAGE 3: PANEL 7, ROW 2 AGAIN.*

Say: Tell me the sounds these letters make. Start here *(point to the **f**)* and read the sounds across this way *(indicate left to right)*.

/f/	/h/	/j/	/t/

Observations:
Self-Correction(s)
Refused to Answer
Discontinued

Teacher Notes:

- If the student gives you the name of the letter, say, "That's the name of the letter. What sound does it make?"
- If the student gives the long a sound, say, "That is one sound this letter makes; do you know another sound?"

Number Correct
/8

LETTER KNOWLEDGE SCORE

ADD THE NUMBER CORRECT FROM QUESTIONS 25–40.

Skill Level			TOTAL CORRECT
Low	Emerging	On Track	
(0–4)	(5–10)	(11–16)	

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Directions for the following two sections: In the boxes below, put a checkmark for correct answer. Also in the boxes, record incorrect responses or NT for No Try if the student does not attempt to answer.

Section 4. DECODING

sit	nap	fog	jet	mud

SHOW THE STUDENT PAGE 3: PANEL 8.

CLOSED SYLLABLE WORDS

41 to 45

Say: Read these words to me. Start here *(point to "sit")* and read the words across this way *(indicate left to right)*.

sit	nap	fog	jet	mud

Observations:
Self-Correction(s)
Refused to Answer
Sound by Sound, No Blending
Sound by Sound, Blended
Discontinued

Number Correct
/5

Skill Level			TOTAL CORRECT
Low	Emerging	On Track	
N/A*	(0–2)	(3–5)	

**There is typically no expectation for whole word decoding at the beginning of kindergarten.*

Section 5. HIGH-FREQUENCY WORDS

the	and	it	for	go

SHOW THE STUDENT PAGE 3: PANEL 9.

HIGH-FREQUENCY WORDS

46 to 50

Say: Now, read these words. Start here *(point to "the")* and read the words across this way *(indicate left to right)*.

the	and	it	for	go

Observations:
Self-Correction(s)
Refused to Answer
Discontinued

Number Correct
/5

Skill Level			TOTAL CORRECT
Low	Emerging	On Track	
N/A	(0–2)	(3–5)	

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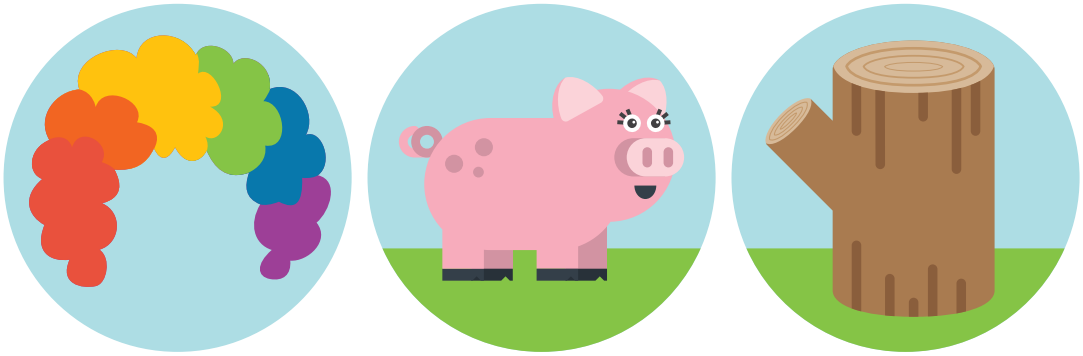
FOLD OR CUT 1

BOYKa Panel 2

FOLD OR CUT 2

BOYKa Panel 3



FOLD OR CUT 3

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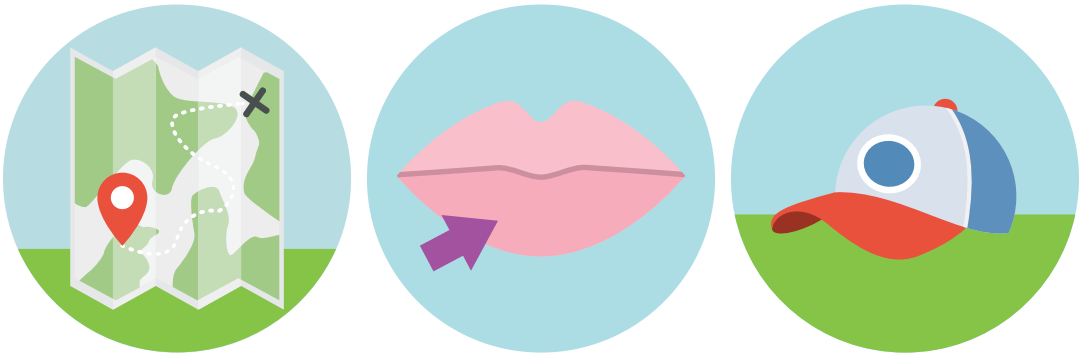
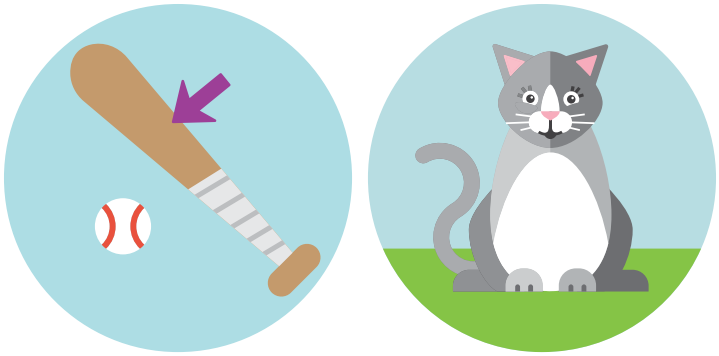


FOLD OR CUT 1

BOYKa Panel 5



FOLD OR CUT 2

BOYKa Panel 6

FOLD OR CUT 3

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Row 1

m	v	b	a

Row 2

f	h	j	t

FOLD OR CUT 1

BOYKa Panel 8

sit	nap	fog	jet	mud

FOLD OR CUT 2

BOYKa Panel 9

the	and	it	for	go

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Foundational Skills Survey **BOYKb**

Teacher Recording Form

Name _____ **Date of Birth** _____ **Age** _____ **Date of Assessment** _____

Assessor _____ **School** _____ **Preschool Attended** _____

Directions: Put a checkmark in the box below each correct answer. For incorrect answers, write exactly what the student says in the box below the correct answer. Whether students point to the pictures or answer verbally, their answers may be considered correct, as long as they are demonstrating correct knowledge of the concept being assessed.

WARM-UP

Before starting, confirm that the student understands how to point to objects. You might say "Can you point to the window?" or "Point to your nose."	**Observations:**

Section 1. FUNCTIONAL VOCABULARY

Say: I am going to show you some pictures and ask you some questions about them.

SHOW THE STUDENT PAGE 1: PANEL 1.

FUNCTIONAL VOCABULARY: First, Next, Last

1 Say: Point to the **first** picture.

Bee	Map	Pot	No Try

2 Say: Point to the **last** picture.

Bee	Map	Pot	No Try

3 Say: This is a map. *(Point to the map)* Point to the **next** picture.

Bee	Map	Pot	No Try

Observations:
Self-Correction(s)
Refused to Answer
Discontinued

Number Correct
/3

FUNCTIONAL VOCABULARY: Before & After

4 Say: Point to the picture **before** the map.

Bee	Map	Pot	No Try

5 Say: Point to the picture **after** the map.

Bee	Map	Pot	No Try

Observations:
Self-Correction(s)
Refused to Answer
Discontinued

Number Correct
/2

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SHOW THE STUDENT PAGE 1: PANEL 2.

FUNCTIONAL VOCABULARY: Same & Different

6 Say: Now, I'm going to ask you some questions about these pictures. Point to the two pictures that are the **same**.

Leaf	First Ball	Flower	Last Ball	No Try
	■		■	

7 Say: Point to two pictures that are **different**.

Leaf	First Ball	Flower	Last Ball	No Try

Observations:
Self-Correction(s)
Refused to Answer
Discontinued

Number Correct
/2

FUNCTIONAL VOCABULARY: Beginning, Middle, End

8 Say: Point to one of the pictures in the **middle**.

Leaf	First Ball	Flower	Last Ball	No Try
	■	■		

9 Say: Point to the picture at the **beginning**.

Leaf	First Ball	Flower	Last Ball	No Try
■				

10 Say: Point to the picture at the **end**.

Leaf	First Ball	Flower	Last Ball	No Try
			■	

Observations:
Self-Correction(s)
Refused to Answer
Discontinued

Number Correct
/3

FUNCTIONAL VOCABULARY SCORE

ADD THE NUMBER CORRECT FROM QUESTIONS 1-10

Skill Level			TOTAL CORRECT
Low	Emerging	On Track	
(0–3)	(4–8)	(9–10)	

Section 2 . PHONOLOGICAL/PHONEMIC AWARENESS

SHOW THE STUDENT PAGE 1: PANEL 3.

PHONOLOGICAL/PHONEMIC AWARENESS: Rhyming

11 Say: If words rhyme, they sound the same in the middle and at the end, like **soap** and **hope**. Listen to these three words: **ham**, **jam**, **cap**. *(Point to each picture as you name it.)* Which two words rhyme?

Ham	Jam	Cap	No Try
■	■		

Observations:
Self-Correction(s)
Refused to Answer
Discontinued

Number Correct
/1

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SHOW THE STUDENT PAGE 2: PANEL 4.

12 Say: Now listen to these three words: **jet**, **mat**, **pet**. *(Point to each picture as you name it.)* Which two words rhyme?

Jet	Mat	Pet	No Try

Observations:
Self-Correction(s)
Refused to Answer
Discontinued

SHOW THE STUDENT PAGE 2: PANEL 5.

13 Say: This is a **bug** and a **mug**. *(Point to each picture as you name it.)* The words **bug** and **mug** rhyme. Can you tell me another word that rhymes with **bug** and **mug**?

Write Student Response →	*Correct	Incorrect	No Try

Nonsense words that rhyme with **bug and **mug** count as a correct response.*

Number Correct
/2

SHOW THE STUDENT PAGE 2: PANEL 6.

PHONOLOGICAL/PHONEMIC AWARENESS: Beginning Sound Isolation

14 Say: Now, I will show you a picture, and I want you to tell me the first sound. If I show you this picture of a **monkey** *(point to the monkey)*, you would say /m/. This is a **leaf**. *(Point to the leaf.)* What is the first sound in **leaf**?

/l/	No Try

15 Say: This is a **ball**. *(Point to the ball.)* What is the first sound in **ball**?

/b/	No Try

16 Say: This is a **fish**. *(Point to the fish.)* What is the first sound in **fish**?

/f/	No Try

Observations:
Self-Correction(s)
Refused to Answer
Discontinued

Number Correct
/3

THERE IS NO PANEL TO DISPLAY FOR #17–24.

PHONOLOGICAL/PHONEMIC AWARENESS: Blending Compound Words

17 Say: Now, let's try something else. I am going to give you two parts of a word. Put the parts together, and then say the word. For example, **straw** - **berry**. Together, the word is **strawberry**. Now you try. Put the parts together, and then say the word. **butter** - **fly**.

Butterfly	No Try

18 Say: Let's try another one: **foot** - **ball**

Football	No Try

Observations:
Self-Correction(s)
Refused to Answer
Discontinued

Teacher Notes:
If you need to repeat the instructions, it does not count against the student.

Number Correct
/2

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PHONOLOGICAL/PHONEMIC AWARENESS: Blending Onset-Rime

19 Say: Let's try another one. Remember, I am going to give you two parts of a word. Put the parts together, and then say the word. How about: **/h/** - **orn**?

Horn	No Try

20 Say: Put the parts together, and then say the word. How about: **/s/** - **ub**?

Sub	No Try

Observations:
Self-Correction(s)
Refused to Answer
Discontinued

Number Correct
/2

PHONOLOGICAL/PHONEMIC AWARENESS: Blending Phonemes

21 Say: Now, let's try a few more. Put the parts together, and then say the word. **/t/ /ō/**

Toe	No Try

22 Say: **/k/ /ă/ /p/**

Cap	No Try

23 Say: **/f/ /ē/ /t/**

Feet	No Try

24 Say: Let's try one more. **/m/ /ŏ/ /p/**

Mop	No Try

Observations:
Self-Correction(s)
Refused to Answer
Discontinued

Number Correct
/4

PHONOLOGICAL/PHONEMIC AWARENESS SCORE
ADD THE NUMBER CORRECT FROM QUESTIONS 11-24

Skill Level			TOTAL CORRECT
Low	Emerging	On Track	
(0–4)	(5–10)	(11–14)	

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Directions for the following section: In the boxes below, put a checkmark for correct answer. Also in the boxes, record incorrect responses or NT for No Try if the student does not attempt to answer.

Section 3. LETTER KNOWLEDGE

Row 1 | n | z | d | i |

SHOW THE STUDENT PAGE 3: PANEL 7, ROW 1.

LETTER NAMING

25 to 28

Say: Now, I am going to ask you to look at some letters and tell me about them. Here they are. *(Show student the Student Sheet 2: Panel 7, Row 1.)* Point to the letter **i**. Point to the letter **d**. Point to the letter **z**. Point to the letter **n**.

i	d	z	n

Observations:
Self-Correction(s)
Refused to Answer
Discontinued

Number Correct
/4

Row 2 | k | p | s | r |

SHOW THE STUDENT PAGE 3: PANEL 7, ROW 2.

LETTER NAMING

29 to 32

Say: Tell me the names of these letters. Start here *(point to the **k**)* and read across this way *(indicate left to right)*.

k	p	s	r

Observations:
Self-Correction(s)
Refused to Answer
Discontinued

Number Correct
/4

Row 1 | n | z | d | i |

SHOW THE STUDENT PAGE 3: PANEL 7, ROW 1 AGAIN.

LETTER SOUNDS

33 to 40

Say: Tell me the sounds these letters make. Start here *(point to the **n**)* and read the sounds across this way *(indicate left to right)*.

/n/	/z/	/d/	/ĭ/

Row 2 | k | p | s | r |

SHOW THE STUDENT PAGE 3: PANEL 7, ROW 2 AGAIN.

Say: Tell me the sounds these letters make. Start here *(point to the **k**)* and read the sounds across this way *(indicate left to right)*.

/k/	/p/	/s/	/r/

Observations:
Self-Correction(s)
Refused to Answer
Discontinued

Teacher Notes:
- If the student gives you the name of the letter, say, "That's the name of the letter. What sound does it make?"
- If the student gives the long i sound, say, "That is one sound it makes, do you know another sound?"

Number Correct
/8

LETTER KNOWLEDGE SCORE

ADD THE NUMBER CORRECT FROM QUESTIONS 25–40.

Skill Level			TOTAL CORRECT
Low	Emerging	On Track	
(0–4)	(5–10)	(11–16)	

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Directions for the following two sections: In the boxes below, put a checkmark for the correct answer. Also in the boxes, record incorrect responses or NT for No Try if the student does not attempt to answer.

Section 4. DECODING

rub	hog	mat	sip	wet

SHOW THE STUDENT PAGE 3: PANEL 8.

CLOSED SYLLABLE WORDS

41 to 45

Say: Read these words to me. Start here *(point to "rub")* and read the words across this way *(indicate left to right)*.

rub	hog	mat	sip	wet

Observations:
Self-Correction(s)
Refused to Answer
Sound by Sound, No Blending
Sound by Sound, Blended
Discontinued

Number Correct
/5

Skill Level			TOTAL CORRECT
Low	Emerging	On Track	
N/A*	(0–2)	(3–5)	

**There is typically no expectation for whole word decoding at the beginning of kindergarten.*

Section 5. HIGH-FREQUENCY WORDS

to	you	said	is	we

SHOW THE STUDENT PAGE 3: PANEL 9.

HIGH-FREQUENCY WORDS

46 to 50

Say: Now, read these words. Start here *(point to "to")* and read the words across this way *(indicate left to right)*.

to	you	said	is	we

Observations:
Self-Correction(s)
Refused to Answer
Discontinued

Number Correct
/5

Skill Level			TOTAL CORRECT
Low	Emerging	On Track	
N/A	(0–2)	(3–5)	

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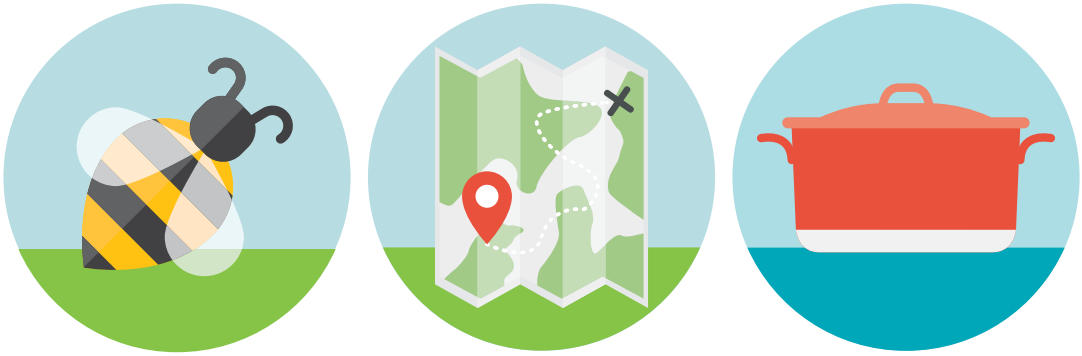
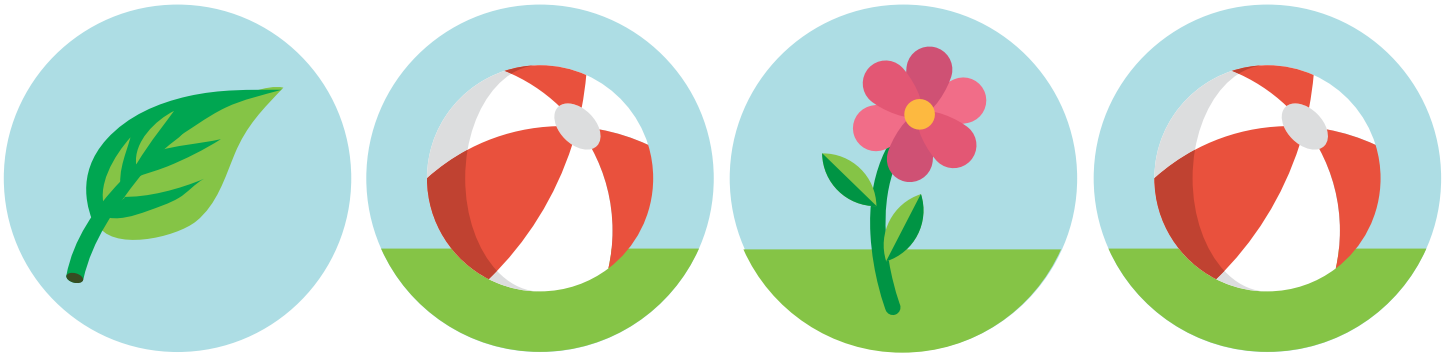


FOLD OR CUT 1

BOYKb Panel 2



FOLD OR CUT 2

BOYKb Panel 3

FOLD OR CUT 3

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FOLD OR CUT 1

BOYKb Panel 5

FOLD OR CUT 2

BOYKb Panel 6

FOLD OR CUT 3

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Row 1

n	z	d	i

Row 2

k	p	s	r

FOLD OR CUT 1

BOYKb Panel 8

rub	hog	mat	sip	wet

FOLD OR CUT 2

BOYKb Panel 9

to	you	said	is	we

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Foundational Skills Survey **MOYKa** Teacher Recording Form

Name _____ **Date of Birth** _____ **Age** _____ **Date of Assessment** _____

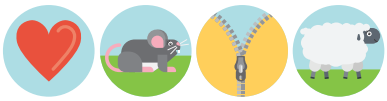
Assessor _____ **School** _____ **Preschool Attended** _____

WARM-UP

Before starting, confirm that the student understands how to point to objects. You might say "Can you point to the window?" or "Point to your nose."	**Observations:**

Directions: Put a checkmark in the box below each correct answer. For incorrect answers, write exactly what the student says in the box below the correct answer. Whether students point to the pictures or answer verbally, their answers may be considered correct, as long as they are demonstrating correct knowledge of the concept being assessed.

Section 1. PHONOLOGICAL/PHONEMIC AWARENESS



SHOW THE STUDENT PAGE 1: PANEL 1.

PHONEMIC AWARENESS: Beginning Sound Isolation

1 Say: Now, I will show you a picture, and I want you to tell me the first sound. If I show you this picture of a **heart** *(point to the heart)*, you would say /h/. This is a **mouse**. *(Point to the mouse.)* What is the first sound in **mouse**?

/m/	No Try

2 Say: This is a **zipper**. *(Point to the zipper.)* What is the first sound in **zipper**?

/z/	No Try

3 Say: This is a **sheep**. *(Point to the sheep.)* What is the first sound in **sheep**?

/sh/	No Try

Observations:
Self-Correction(s)
Refused to Answer
Discontinued

Number Correct /3

THERE IS NO PANEL TO DISPLAY FOR ITEMS 4–10.

PHONOLOGICAL/PHONEMIC AWARENESS: Blending Compound Words

4 Say: Now, let's try something else. I am going to give you two parts of a word. Put the parts together, and then say the word. For example, **bath** - **tub**. Together, the word is **bathtub**. Now you try. Put the parts together, and then say the word: **tooth** - **brush**.

Toothbrush	No Try

5 Say: Let's try another one: **sun** - **flower**

Sunflower	No Try

Observations:
Self-Correction(s)
Refused to Answer
Discontinued

Teacher Notes:
If you need to repeat the instructions, it does not count against the student.

Number Correct /2

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PHONOLOGICAL/PHONEMIC AWARENESS: Blending Onset-Rime

6 Say: Let's try another one. Remember, I am going to give you two parts of a word. Put the parts together, and then say the word. How about: **/k/** - **ake**?

Cake	No Try

7 Say: Put the parts together, and then say the word. How about: **/ch/** - **in**?

Chin	No Try

Observations:
Self-Correction(s)
Refused to Answer
Discontinued

Number Correct
/2

PHONOLOGICAL/PHONEMIC AWARENESS: Blending Phonemes

8 Say: Now, let's try a few more. Put the parts together, and then say the word. **/ē/ /t/**

Eat	No Try

9 Say: **/r/ /ŭ/ /b/**

Rub	No Try

10 Say: Let's try one more. **/f/ /r/ /ŏ/ /g/**

Frog	No Try

Observations:
Self-Correction(s)
Refused to Answer
Discontinued

Number Correct
/3

PHONEMIC AWARENESS: Segmenting Phonemes

SHOW THE STUDENT PAGE 1: PANEL 2.

Say: Great job! Now, I am going to give you a word. Say all the sounds you hear in the word. If I say **cat**, you should say /k/ /ă/ /t/. Touch the boxes while you say the sounds, like this: /k/ /ă/ /t/ *(touch each box, one at a time, while saying the sounds)*.

11 Say: How about: **nap**.

/n/	/ă/	/p/	No Try

12 Say: Here's another: **get**.

/g/	/ĕ/	/t/	No Try

13 Say: Try one more: **hose**.

/h/	/ō/	/z/	No Try

Observations:
Self-Correction(s)
Refused to Answer
Discontinued

Teacher Notes:
Place a checkmark below each individual sound the student segments correctly in the word.

Number Correct
/3

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PHONEMIC AWARENESS: Adding Phonemes

SHOW THE STUDENT PAGE 1: PANEL 3.

Say: Nice job! Now, we're going to take some words that we know and add new sounds to the end. When we add these new sounds, they will make new words. If I took the word **lay** *(touch the first box)* and added /k/ to the end *(touch the second box)*, the new word would be **lake**. Touch the boxes while you say the sounds, like this: /lā/ /k/ *(touch each box, one at a time, while saying the sounds)*.

14 **Say:** Let's play with some more words. Our first word is **bee**. If we add /ch/ to the end, what's the new word?

beach	No Try	Other

15 **Say:** How about **no**; add the sound /z/ to the end. What's the new word?

nose	No Try	Other

16 **Say:** Now, how about **tie**; add the sound /m/ to the end. What's the new word?

time	No Try	Other

Observations:
Self-Correction(s)
Refused to Answer
Discontinued

Number Correct
/3

PHONOLOGICAL/PHONEMIC AWARENESS SCORE
ADD THE NUMBER CORRECT FROM QUESTIONS 1-16

Skill Level			TOTAL CORRECT
Low	Emerging	On Track	
(0–6)	(7–13)	(14–16)	

Directions for the following section: In the boxes below, put a checkmark for correct answer. Also in the boxes, record incorrect responses or NT for No Try if the student does not attempt to answer.

Section 2. LETTER KNOWLEDGE

Row 1

w	g	l	e

SHOW THE STUDENT PAGE 2: PANEL 4, ROW 1.

LETTER SOUNDS

17 to 20 **Say:** Tell me the sounds these letters make. Start here *(point to the w)* and read the sounds across this way *(indicate left to right)*.

/w/	/g/	/l/	/ĕ/

Row 2

y	b	x	u

SHOW THE STUDENT PAGE 2: PANEL 4, ROW 2.

21 to 24 **Say:** Tell me the sounds these letters make. Start here *(point to the y)* and read the sounds across this way *(indicate left to right)*.

/y/	/b/	/ks/	/ŭ/

Observations:
Self-Correction(s)
Refused to Answer
Discontinued

Teacher Notes:
- If the student gives you the name of the letter, say, "That's the name of the letter. What sound does it make?"
- If the student gives the long e or long u sound, say, "That is one sound it makes, do you know another sound?"

Number Correct
/8

LETTER KNOWLEDGE SCORE
ADD THE NUMBER CORRECT FROM QUESTIONS 17–24.

Skill Level			TOTAL CORRECT
Low	Emerging	On Track	
(0–4)	(5–6)	(7–8)	

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Directions for the following section: In the boxes below, put a checkmark for correct answer. Also in the boxes, record incorrect responses or NT for No Try if the student does not attempt to answer.

Section 3. DECODING

top	pot	peg
map	mop	pet

SHOW THE STUDENT PAGE 2: PANEL 5.

DECODING: Closed Syllable Words in Isolation (Part 1)

25 Say: Super! Let's look at a group of words. There is one word in each box *(point to the grid)*. Point to the words I say. Let's start with **top**.

Top	No Try

26 Say: The next word is **pet**.

Pet	No Try

27 Say: How about **map**?

Map	No Try

Observations:
Self-Correction(s)
Refused to Answer
Discontinued

Number Correct
/3

tug	fin	rot	bed	wag

SHOW THE STUDENT PAGE 2: PANEL 6.

DECODING: Closed Syllable Words in Isolation (Part 2)

28 to 32 Say: Read these words to me. Start here *(point to "tug")* and read the words across this way *(indicate left to right)*.

tug	fin	rot	bed	wag

Observations:
Self-Correction(s)
Refused to Answer
Sound by Sound, No Blending
Sound by Sound, Blended
Discontinued

Number Correct
/5

DECODING CLOSED SYLLABLES IN ISOLATION
ADD THE NUMBER CORRECT FROM QUESTIONS 25–32.

Total Correct

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DECODING: Words in Sentences

Hop with Ted.
My job is fun.
Ken set down the hot cup.

SHOW THE STUDENT PAGE 3: PANEL 7.

Say: Fantastic! Now, let's read some sentences. Start here *(point to "Hop")* and read each sentence one at a time. It is more important to read the words correctly than fast. Let's get started.

		No Try
33 to 35	Hop A E S* _____ *with* A E S _____ Ted A E S _____ .	
36 to 39	*My* A E S _____ job A E S _____ *is* A E S _____ fun A E S _____ .	
40 to 45	Ken A E S _____ set A E S _____ *down* A E S _____ *the* A E S ____ hot A E S _____ cup A E S _____ .	

*For each word in the sentences, place a checkmark in one box:
A = Read Automatically
E = Word Read With Effort
S = Word Self-Corrected

DECODING CLOSED SYLLABLE WORDS SCORE

ADD THE NUMBER OF CORRECT CLOSED SYLLABLE WORDS (NOT IN ITALICS) FROM QUESTIONS 25-45.

Observations:
Self-Correction(s)
Refused to Answer
Sound by Sound, No Blending
Sound by Sound, Blended
Discontinued

Teacher Notes: The gray italicized words in the sentences are high-frequency words. Total the number of high-frequency words read correctly in sentences; write the total both in the gray box and in the box in Section 4 below.

High-Frequency Words Correct in Sentences (transfer this number to Section 4 below)
/5

Closed Syllable Words Correct in Isolation (from Items 25-32)
/8

Closed Syllable Words Correct in Sentences
/8

Skill Level			TOTAL CLOSED SYLLABLE WORDS CORRECT (Items 25-45)
Low	Emerging	On Track	
(0–5)	(6–11)	(12–16)	

Section 4. HIGH-FREQUENCY WORDS

see	me	where	they	out

SHOW THE STUDENT PAGE 3: PANEL 8.

Say: Read these words to me. Start here *(point to "see")* and read the words across this way *(indicate left to right)*.

46 to 50	see	me	where	they	out

READING HIGH-FREQUENCY WORDS SCORE

ADD THE NUMBER OF CORRECT HIGH-FREQUENCY WORDS FROM QUESTIONS 33-50.

Observations:
Self-Correction(s)
Refused to Answer
Discontinued

High-Frequency Words Correct in Sentences (from Items 33-45)
/5

High-Frequency Words Correct in Isolation
/5

Skill Level			TOTAL CORRECT (Isolation & Sentences)
Low	Emerging	On Track	
(0–3)	(4–7)	(8–10)	

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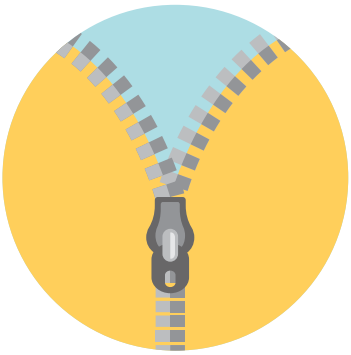

FOLD OR CUT 1

MOYKa Panel 2

FOLD OR CUT 2

MOYKa Panel 3

FOLD OR CUT 3

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Row 1

w	g	l	e

Row 2

y	b	x	u

FOLD OR CUT 1

MOYKa Panel 5

top	pot	peg
map	mop	pet

FOLD OR CUT 2

MOYKa Panel 6

tug	fin	rot	bed	wag

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Hop with Ted.

My job is fun.

Ken set down the hot cup.

FOLD OR CUT 1

MOYKa Panel 8

see	me	where	they	out

FOLD OR CUT 2

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Foundational Skills Survey **MOYKb** Teacher Recording Form

Name _____ **Date of Birth** _____ **Age** _____ **Date of Assessment** _____

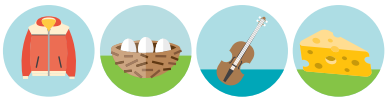
Assessor _____ **School** _____ **Preschool Attended** _____

WARM-UP

Before starting, confirm that the student understands how to point to objects. You might say "Can you point to the window?" or "Point to your nose."	**Observations:**

Directions: Put a checkmark in the box below each correct answer. For incorrect answers, write exactly what the student says in the box below the correct answer. Whether students point to the pictures or answer verbally, their answers may be considered correct, as long as they are demonstrating correct knowledge of the concept being assessed.

Section 1. PHONOLOGICAL/PHONEMIC AWARENESS



SHOW THE STUDENT PAGE 1: PANEL 1.

PHONEMIC AWARENESS: Beginning Sound Isolation

1 Say: Now, I will show you a picture, and I want you to tell me the first sound. If I show you this picture of a **jacket** *(point to the jacket)*, you would say /j/. This is a **nest**. *(Point to the nest.)* What is the first sound in **nest**?

/n/	No Try

2 Say: This is a **violin**. *(Point to the violin.)* What is the first sound in **violin**?

/v/	No Try

3 Say: This is **cheese**. *(Point to the cheese.)* What is the first sound in **cheese**?

/ch/	No Try

Observations:
Self-Correction(s)
Refused to Answer
Discontinued

Number Correct /3

THERE IS NO PANEL TO DISPLAY FOR ITEMS 4–10.

PHONOLOGICAL/PHONEMIC AWARENESS: Blending Compound Words

4 Say: Now, let's try something else. I am going to give you two parts of a word. Put the parts together, and then say the word. For example, **paint** - **brush**. Together, the word is **paintbrush**. Now you try. Put the parts together, and then say the word: **hot** - **dog**.

Hotdog	No Try

5 Say: Let's try another one: **air** - **plane**

Airplane	No Try

Observations:
Self-Correction(s)
Refused to Answer
Discontinued

Teacher Notes:
If you need to repeat the instructions, it does not count against the student.

Number Correct /2

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PHONOLOGICAL/PHONEMIC AWARENESS: Blending Onset-Rime

6 Say: Let's try another one. Remember, I am going to give you two parts of a word. Put the parts together, and then say the word. How about: **/g/** - **ame**?

Game	No Try

7 Say: Put the parts together, and then say the word. How about: **/sh/** - **op**?

Shop	No Try

Observations:
Self-Correction(s)
Refused to Answer
Discontinued

Number Correct
/2

PHONOLOGICAL/PHONEMIC AWARENESS: Blending Phonemes

8 Say: Now, let's try a few more. Put the parts together, and then say the word. **/k/ /ē/**

Key	No Try

9 Say: **/n/ /ŏ/ /t/**

Not	No Try

10 Say: Let's try one more. **/f/ /ă/ /s/ /t/**

Fast	No Try

Observations:
Self-Correction(s)
Refused to Answer
Discontinued

Number Correct
/3

PHONEMIC AWARENESS: Segmenting Phonemes

SHOW THE STUDENT PAGE 1: PANEL 2.

Say: Great job! Now, I am going to give you a word. Say all the sounds you hear in the word. If I say **cat**, you should say /k/ /ă/ /t/. Touch the boxes while you say the sounds, like this: /k/ /ă/ /t/ *(touch each box, one at a time, while saying the sounds)*.

11 Say: How about: **tape**.

/t/	/ā/	/p/	No Try

12 Say: Here's another: **head**.

/h/	/ĕ/	/d/	No Try

13 Say: Try one more: **lock**.

/l/	/ŏ/	/k/	No Try

Observations:
Self-Correction(s)
Refused to Answer
Discontinued

Teacher Notes:
Place a checkmark below each individual sound the student segments correctly in the word.

Number Correct
/3

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PHONEMIC AWARENESS: Adding Phonemes

SHOW THE STUDENT PAGE 1: PANEL 3.

Say: Nice job! Now, we're going to take some words that we know and add new sounds to the end. When we add these new sounds, they will make new words. If I took the word **say** *(touch the first box)* and added /m/ to the end *(touch the second box)*, the new word would be **same**. Touch the boxes while you say the sounds, like this: /sā/ /m/ *(touch each box, one at a time, while saying the sounds)*.

14 **Say:** Let's play with some more words. Our first word is **go**. If we add /t/ to the end, what's the new word?

goat	No Try	Other

15 **Say:** How about **by**; add the sound /k/ to the end. What's the new word?

bike	No Try	Other

16 **Say:** Now, how about **see**; add the sound /t/ to the end. What's the new word?

seat	No Try	Other

Observations:
Self-Correction(s)
Refused to Answer
Discontinued

Number Correct
/3

PHONOLOGICAL/PHONEMIC AWARENESS SCORE

ADD THE NUMBER CORRECT FROM QUESTIONS 1-16

Skill Level			TOTAL CORRECT
Low	Emerging	On Track	
(0–6)	(7–13)	(14–16)	

Directions for the following section: In the boxes below, put a checkmark for correct answer. Also in the boxes, record incorrect responses or NT for No Try if the student does not attempt to answer.

Section 2. LETTER KNOWLEDGE

Row 1

qu	c	r	i

SHOW THE STUDENT PAGE 2: PANEL 4, ROW 1.

LETTER SOUNDS

17 to 20 **Say:** Tell me the sounds these letters make. Start here *(point to the qu)* and read the sounds across this way *(indicate left to right)*.

/kw/	/k/	/r/	/ĭ/

Row 2

h	d	z	o

SHOW THE STUDENT PAGE 2: PANEL 4, ROW 2.

21 to 24 **Say:** Tell me the sounds these letters make. Start here *(point to the h)* and read the sounds across this way *(indicate left to right)*.

/h/	/d/	/z/	/ŏ/

Observations:
Self-Correction(s)
Refused to Answer
Discontinued

Teacher Notes:

- If the student gives you the name of the letter, say, "That's the name of the letter. What sound does it make?"
- If the student gives the long i or long o sound, say, "That is one sound it makes, do you know another sound?"

Number Correct
/8

LETTER KNOWLEDGE SCORE

ADD THE NUMBER CORRECT FROM QUESTIONS 17–24.

Skill Level			TOTAL CORRECT
Low	Emerging	On Track	
(0–4)	(5–6)	(7–8)	

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Directions for the following section: In the boxes below, put a checkmark for correct answer. Also in the boxes, record incorrect responses or NT for No Try if the student does not attempt to answer.

Section 3. DECODING

tag	pen	dot
pod	pat	tap

SHOW THE STUDENT PAGE 2: PANEL 5.

DECODING: Closed Syllable Words in Isolation (Part 1)

25 Say: Super! Let's look at a group of words. There is one word in each box *(point to the grid)*. Point to the words I say. Let's start with **dot**.

Dot	No Try

26 Say: The next word is **pen**.

Pen	No Try

27 Say: How about **tap**?

Tap	No Try

Observations:
Self-Correction(s)
Refused to Answer
Discontinued

Number Correct: /3

log	zip	cab	hen	jug

SHOW THE STUDENT PAGE 2: PANEL 6.

DECODING: Closed Syllable Words in Isolation (Part 2)

28 to 32 Say: Read these words to me. Start here *(point to "log")* and read the words across this way *(indicate left to right)*.

log	zip	cab	hen	jug

Observations:
Self-Correction(s)
Refused to Answer
Sound by Sound, No Blending
Sound by Sound, Blended
Discontinued

Number Correct: /5

DECODING CLOSED SYLLABLES IN ISOLATION

ADD THE NUMBER CORRECT FROM QUESTIONS 25–32.

Total Correct:

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DECODING: Words in Sentences

Rob was too mad.
Fit a blue peg there.
Gus let Kim win.

SHOW THE STUDENT PAGE 3: PANEL 7.

Say: Fantastic! Now, let's read some sentences. Start here *(point to "Rob")* and read each sentence one at a time. It is more important to read the words correctly than fast. Let's get started.

		No Try
33 to 36	Rob A E S* _____ *was* A E S _____ *too* A E S _____ mad A E S _____ .	
37 to 41	Fit A E S _____ *a* A E S _____ *blue* A E S _____ peg A E S _____ *there* A E S _____ .	
42 to 45	Gus A E S _____ let A E S _____ Kim A E S _____ win A E S _____ .	

*For each word in the sentences, place a checkmark in one box:
A = Read Automatically
E = Word Read With Effort
S = Word Self-Corrected

DECODING CLOSED SYLLABLE WORDS SCORE

ADD THE NUMBER OF CORRECT CLOSED SYLLABLE WORDS (NOT IN ITALICS) FROM QUESTIONS 25-45.

Observations:
Self-Correction(s)
Refused to Answer
Sound by Sound, No Blending
Sound by Sound, Blended
Discontinued

Teacher Notes:
The gray italicized words in the sentences are high-frequency words. Total the number of high-frequency words read correctly in sentences; write the total both in the gray box and in the box in Section 4 below.

Skill Level		
Low	**Emerging**	**On Track**
(0–5)	(6–11)	(12–16)

High-Frequency Words Correct in Sentences (transfer this number to Section 4 below)	/5
Closed Syllable Words Correct in Isolation (from Items 25-32)	/8
Closed Syllable Words Correct in Sentences	/8
TOTAL CLOSED SYLLABLE WORDS CORRECT (Items 25-45)	

Section 4. HIGH-FREQUENCY WORDS

one	come	here	she	have

SHOW THE STUDENT PAGE 3: PANEL 8.

46 to 50

Say: Read these words to me. Start here *(point to "one")* and read the words across this way *(indicate left to right)*.

one	come	here	she	have

READING HIGH-FREQUENCY WORDS SCORE

ADD THE NUMBER OF CORRECT HIGH-FREQUENCY WORDS FROM QUESTIONS 33-50.

Observations:
Self-Correction(s)
Refused to Answer
Discontinued

Skill Level		
Low	**Emerging**	**On Track**
(0–3)	(4–7)	(8–10)

High-Frequency Words Correct in Sentences (from Items 33-45)	/5
High-Frequency Words Correct in Isolation	/5
TOTAL CORRECT (Isolation & Sentences)	

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FOLD OR CUT 1

MOYKb Panel 2

FOLD OR CUT 2

MOYKb Panel 3

FOLD OR CUT 3

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Row 1

qu	c	r	i

Row 2

h	d	z	o

FOLD OR CUT 1

MOYKb Panel 5

tag	pen	dot
pod	pat	tap

FOLD OR CUT 2

MOYKb Panel 6

log	zip	cab	hen	jug

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Rob was too mad.

Fit a blue peg there.

Gus let Kim win.

FOLD OR CUT 1

MOYKb Panel 8

one	come	here	she	have

FOLD OR CUT 2

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Foundational Skills Survey **EOYKa**

Teacher Recording Form

Name _____ **Date of Birth** _____ **Age** _____ **Date of Assessment** _____

Assessor _____ **School** _____ **Preschool Attended** _____

WARM-UP

Before starting, confirm that the student understands how to point to objects. You might say "Can you point to the window?" or "Point to your nose."	**Observations:**

Directions: Put a checkmark in the box below each correct answer. For incorrect answers, write exactly what the student says in the box below the correct answer. Whether students point to the pictures or answer verbally, their answers may be considered correct, as long as they are demonstrating correct knowledge of the concept being assessed.

PHONEMIC AWARENESS: Blending Phonemes

THERE IS NO PANEL TO DISPLAY FOR ITEMS 1–3.

1 Say: I am going to give you the parts of a word. Put the parts together, and then say the word. For example, **/j/ /ō/ /k/**. Together, the word is **joke**. Now you try. Put the parts together, and then say the word. **/p/ /ī/ /n/**

Pine	No Try

2 Say: **/j/ /ŭ/ /m/ /p/**

Jump	No Try

3 Say: Let's try one more. **/sh/ /ĭ/ /f/ /t/**

Shift	No Try

Observations:
Self-Correction(s)
Refused to Answer
Discontinued

Number Correct
/3

PHONEMIC AWARENESS: Segmenting Phonemes

SHOW THE STUDENT PAGE 1: PANEL 1.

Say: Great job! Now, I am going to give you a word. Say all the sounds you hear in the word. If I say **cat**, you should say /k/ /ă/ /t/. Touch the boxes while you say the sounds, like this: /k/ /ă/ /t/ *(touch the first three boxes, one at a time, while saying the sounds)*.

4 Say: How about: **yet**.

/y/	/ĕ/	/t/	No Try

5 Say: Here's another: **cone**.

/k/	/ō/	/n/	No Try

6 Say: Try one more: **vest**.

/v/	/ĕ/	/s/	/t/	No Try

Observations:
Self-Correction(s)
Refused to Answer
Discontinued

Teacher Notes:
Place a checkmark below each individual sound the student segments correctly in the word.

Number Correct
/3

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PHONEMIC AWARENESS: Adding Phonemes

SHOW THE STUDENT PAGE 1: PANEL 2.

Say: Nice job! Now, we're going to take some words that we know and add new sounds to the end. When we add these new sounds, they will make new words. If I took the word **we** *(touch the first box)* and added /k/ to the end *(touch the second box)*, the new word would be **week**. Touch the boxes while you say the sounds, like this: /wē/ /k/ *(touch each box, one at a time, while saying the sounds)*.

7 **Say:** Let's play with some more words. Our first word is **may**. If we add /n/ to the end, what's the new word?

Main	No Try	Other

8 **Say:** How about **row**; add the sound /p/ to the end. What's the new word?

Rope	No Try	Other

9 **Say:** Now, how about **hi**; add the sound /d/ to the end. What's the new word?

Hide	No Try	Other

Observations:
Self-Correction(s)
Refused to Answer
Discontinued

Number Correct
/3

PHONEMIC AWARENESS: Deleting Phonemes

SHOW THE STUDENT PAGE 1: PANEL 2.

Say: Good job! Now, we're going to take some words that we know and delete, or take away, a sound from the end. When we delete the last sound, it will make a new real word. If the word is **meat**, we could divide it like this: /mē/ *(touch the first box)* /t/ *(touch the second box)*. If I take away the last sound, /t/ *(touch the second box)*, I am left with the word **me** *(touch the first box)*.

10 **Say:** Let's play with some more words. Our first word is **bean**. If we take away the last sound, /n/, what's the new word?

Be	No Try	Other

11 **Say:** How about **plate**; delete the sound /t/ from the end. What's the new word?

Play	No Try	Other

12 **Say:** Now, how about **dent**; delete the sound /t/ from the end. What's the new word?

Den	No Try	Other

Observations:
Self-Correction(s)
Refused to Answer
Discontinued

Number Correct
/3

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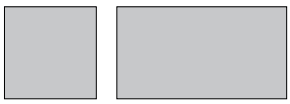
PHONEMIC AWARENESS: Substituting Phonemes



SHOW THE STUDENT PAGE 1: PANEL 3.

Say: Good job! Now, we're going to take some words that we know and substitute, or change, the first sound. When we change the first sound, it will make a new real word. If the word is **cub**, we could divide it like this: /k/ *(touch the first box)* /ŭb/ *(touch the second box)*. If I change the first sound, /k/, to /t/ *(touch the first box)*, my new word is **tub** *(sweep finger along both boxes, left to right)*.

13 **Say:** Let's play with some more words. Our first word is **rap**. If we change the first sound to /l/, what's the new word?

Lap	No Try	Other

14 **Say:** How about the word **him**; change the first sound to /d/. What's the new word?

Dim	No Try	Other

15 **Say:** How about **beat**; change the first sound to /n/. What's the new word?

Neat	No Try	Other

Observations:
Self-Correction(s)
Refused to Answer
Discontinued

Number Correct
/3

PHONEMIC AWARENESS SCORE

ADD THE NUMBER CORRECT FROM QUESTIONS 1-15

Skill Level			TOTAL CORRECT
Low	Emerging	On Track	
(0–6)	(7–12)	(13–15)	

Directions for the following section: In the boxes below, put a checkmark for correct answer. Also in the boxes, record incorrect responses or NT for No Try if the student does not attempt to answer.

Section 2. DECODING

flap	lash	lip
lick	chip	flag

SHOW THE STUDENT PAGE 2: PANEL 4.

DECODING: Closed Syllable Words in Isolation (Part 1)

16 **Say:** Super! Let's look at a group of words. There is one word in each box *(point to the grid)*. Point to the words I say. Let's start with **lip**.

Lip	No Try

17 **Say:** The next word is **lash**.

Lash	No Try

18 **Say:** How about **flag**?

Flag	No Try

Observations:
Self-Correction(s)
Refused to Answer
Discontinued

Number Correct
/3

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kid	nut	zap	leg	jot

SHOW THE STUDENT PAGE 2: PANEL 5.

19 to 23

DECODING: Closed Syllable Words in Isolation (Part 2)

Say: Read these words to me. Start here *(point to "kid")* and read the words across this way *(indicate left to right)*.

kid	nut	zap	leg	jot

Observations:
Self-Correction(s)
Refused to Answer
Sound by Sound, No Blending
Sound by Sound, Blended
Discontinued

Number Correct
/5

clip	dent	stomp

SHOW THE STUDENT PAGE 2: PANEL 6.

24 to 26

DECODING: Closed Syllable Words with 2-Sound Blends

Say: Read these words to me. Start here *(point to "clip")* and read the words across this way *(indicate left to right)*.

clip	dent	stomp

Observations:
Self-Correction(s)
Refused to Answer
Sound by Sound, No Blending
Sound by Sound, Blended
Discontinued

Number Correct
/3

chat	hush	thick

SHOW THE STUDENT PAGE 3: PANEL 7.

27 to 29

DECODING: Closed Syllable Words with Digraphs

Say: Read these words to me. Start here *(point to "chat")* and read the words across this way *(indicate left to right)*.

chat	hush	thick

Observations:
Self-Correction(s)
Refused to Answer
Sound by Sound, No Blending
Sound by Sound, Blended
Discontinued

Number Correct
/3

robin	picnic	subject

SHOW THE STUDENT PAGE 3: PANEL 8.

30 to 32

DECODING: Closed Syllable Words with Two Syllables

Say: Read these words to me. Start here *(point to "robin")* and read the words across this way *(indicate left to right)*.

robin	picnic	subject

Observations:
Self-Correction(s)
Refused to Answer
Sound by Sound, No Blending
Sound by Sound, Blended
Discontinued

Number Correct
/3

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DECODING: Words in Sentences

Grab that new pumpkin.
Please finish soon.
Two fast bobcats dash under fog.

SHOW THE STUDENT PAGE 3: PANEL 9.

Say: Fantastic! Now, let's read some sentences. Start here *(point to "Grab")* and read each sentence, one at a time. It is more important to read the words correctly than fast. Let's get started.

		No Try
33 to 36	Grab A E S* _____ that A E S _____ *new* A E S _____ pumpkin A E S _____ .	
37 to 39	*Please* A E S _____ finish A E S _____ *soon* A E S _____ .	
40 to 45	*Two* A E S _____ fast A E S _____ bobcats A E S _____ dash A E S _____ *under* A E S _____ fog A E S _____ .	

*For each word in the sentences, place a checkmark in one box:
A = Read Automatically
E = Word Read With Effort
S = Word Self-Corrected

Observations:
Self-Correction(s)
Refused to Answer
Sound by Sound, No Blending
Sound by Sound, Blended
Discontinued

Teacher Notes: The gray italicized words in the sentences are high-frequency words. Total the number of high-frequency words read correctly in sentences; write the total both in the gray box and in the box in Section 4 below.

High-Frequency Words Correct in Sentences (transfer this number to Section 4 below)	Closed Syllable Words Correct in Sentences
/5	/8

DECODING CLOSED SYLLABLE WORDS SCORE

ADD THE NUMBER OF CORRECT CLOSED SYLLABLE WORDS (NOT IN ITALICS) FROM QUESTIONS 16-45.

Skill Level			TOTAL CLOSED SYLLABLE WORDS CORRECT (Items 16-45)
Low	Emerging	On Track	
(0–11)	(12–19)	(20–25)	

Section 4. HIGH-FREQUENCY WORDS

all	funny	are	what	good

SHOW THE STUDENT PAGE 4: PANEL 10.

Say: Read these words to me. Start here *(point to "all")* and read the words across this way *(indicate left to right)*.

46 to 50

all	funny	are	what	good

Observations:
Self-Correction(s)
Refused to Answer
Discontinued

High-Frequency Words Correct in Sentences (from Items 33-45)
/5

High-Frequency Words Correct in Isolation
/5

READING HIGH-FREQUENCY WORDS SCORE

ADD THE NUMBER OF CORRECT HIGH-FREQUENCY WORDS FROM QUESTIONS 33-50.

Skill Level			TOTAL CORRECT (Isolation & Sentences)
Low	Emerging	On Track	
(0–3)	(4–7)	(8–10)	

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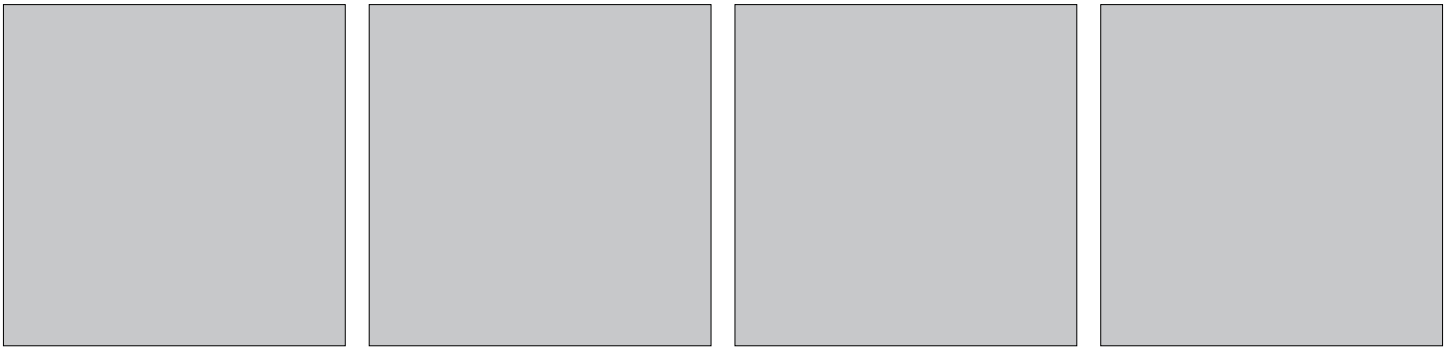

FOLD OR CUT 1

EOYKa Panel 2

FOLD OR CUT 2

EOYKa Panel 3

FOLD OR CUT 3

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flap	lash	lip
lick	chip	flag

FOLD OR CUT 1

EOYKa Panel 5

kid	nut	zap	leg	jot

FOLD OR CUT 2

EOYKa Panel 6

clip	dent	stomp

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chat	hush	thick

FOLD OR CUT 1

EOYKa Panel 8

robin	picnic	subject

FOLD OR CUT 2

EOYKa Panel 9

Grab that new pumpkin.

Please finish soon.

Two fast bobcats dash under fog.

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all	funny	are	what	good

FOLD OR CUT 1

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Foundational Skills Survey **EOYKb**

Teacher Recording Form

Name _____ **Date of Birth** _____ **Age** _____ **Date of Assessment** _____

Assessor _____ **School** _____ **Preschool Attended** _____

WARM-UP

Before starting, confirm that the student understands how to point to objects. You might say "Can you point to the window?" or "Point to your nose."	**Observations:**

Directions: Put a checkmark in the box below each correct answer. For incorrect answers, write exactly what the student says in the box below the correct answer. Whether students point to the pictures or answer verbally, their answers may be considered correct, as long as they are demonstrating correct knowledge of the concept being assessed.

PHONEMIC AWARENESS: Blending Phonemes

THERE IS NO PANEL TO DISPLAY FOR ITEMS 1–3.

1 Say: I am going to give you the parts of a word. Put the parts together, and then say the word. For example, **/b/ /ă/ /g/**. Together, the word is **bag**. Now you try. Put the parts together, and then say the word. **/k/ /ā/ /m/**

Came	No Try

2 Say: **/d/ /ŭ/ /s/ /t/**

Dust	No Try

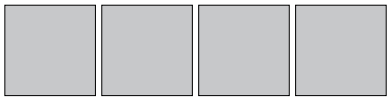
3 Say: Let's try one more. **/ch/ /ŏ/ /m/ /p/**

Chomp	No Try

Observations:
Self-Correction(s)
Refused to Answer
Discontinued

Number Correct /3

PHONEMIC AWARENESS: Segmenting Phonemes



SHOW THE STUDENT PAGE 1: PANEL 1.

Say: Great job! Now, I am going to give you a word. Say all the sounds you hear in the word. If I say **cut**, you should say /k/ /ŭ/ /t/. Touch the boxes while you say the sounds, like this: /k/ /ŭ/ /t/ *(touch the first three boxes, one at a time, while saying the sounds)*.

4 Say: How about: **web**.

/w/	/ĕ/	/b/	No Try

5 Say: Here's another: **peek**.

/p/	/ē/	/k/	No Try

6 Say: Try one more: **last**.

/l/	/ă/	/s/	/t/	No Try

Observations:
Self-Correction(s)
Refused to Answer
Discontinued

Teacher Notes:
Place a checkmark below each individual sound the student segments correctly in the word.

Number Correct /3

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PHONEMIC AWARENESS: Adding Phonemes

SHOW THE STUDENT PAGE 1: PANEL 2.

Say: Nice job! Now, we're going to take some words that we know and add new sounds to the end. When we add these new sounds, they will make new words. If I took the word **way** *(touch the first box)* and added /t/ to the end *(touch the second box)*, the new word would be **wait**. Touch the boxes while you say the sounds, like this: /wā/ /t/ *(touch each box, one at a time, while saying the sounds)*.

7 **Say:** Let's play with some more words. Our first word is **boo**. If we add /m/ to the end, what's the new word?

Boom	No Try	Other

8 **Say:** How about **he**; add the sound /t/ to the end. What's the new word?

Heat	No Try	Other

9 **Say:** Now, how about **so**; add the sound /k/ to the end. What's the new word?

Soak	No Try	Other

Observations:
Self-Correction(s)
Refused to Answer
Discontinued

Number Correct
/3

PHONEMIC AWARENESS: Deleting Phonemes

SHOW THE STUDENT PAGE 1: PANEL 2.

Say: Good job! Now, we're going to take some words that we know and delete, or take away, a sound from the end. When we delete the last sound, it will make a new real word. If the word is **grade**, we could divide it like this: /grā/ *(touch the first box)* /d/ *(touch the second box)*. If I take away the last sound, /d/ *(touch the second box)*, I am left with the word **gray** *(touch the first box)*.

10 **Say:** Let's play with some more words. Our first word is **zoom**. If we take away the last sound, /m/, what's the new word?

Zoo	No Try	Other

11 **Say:** How about **past**; delete the sound /t/ from the end. What's the new word?

Pass	No Try	Other

12 **Say:** Now, how about **toad**; delete the sound /d/ from the end. What's the new word?

Toe	No Try	Other

Observations:
Self-Correction(s)
Refused to Answer
Discontinued

Number Correct
/3

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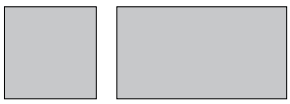
PHONEMIC AWARENESS: Substituting Phonemes



SHOW THE STUDENT PAGE 1: PANEL 3.

Say: Good job! Now, we're going to take some words that we know and substitute, or change, the first sound. When we change the first sound, it will make a new real word. If the word is **rat**, we could divide it like this: /r/ *(touch the first box)* /ăt/ *(touch the second box)*. If I take change the first sound, /r/, to /s/ *(touch the first box)*, my new word is **sat** *(sweep finger along both boxes, left to right)*.

13 Say: Let's play with some more words. Our first word is **pin**. If we change the first sound to /th/, what's the new word?

Thin	No Try	Other

14 Say: How about the word **fuzz**; change the first sound to /b/. What's the new word?

Buzz	No Try	Other

15 Say: How about **home**; change the first sound to /f/. What's the new word?

Foam	No Try	Other

Observations:
Self-Correction(s)
Refused to Answer
Discontinued

Number Correct
/3

PHONEMIC AWARENESS SCORE

ADD THE NUMBER CORRECT FROM QUESTIONS 1-15

Skill Level			TOTAL CORRECT
Low	Emerging	On Track	
(0–6)	(7–12)	(13–15)	

Directions for the following section: In the boxes below, put a checkmark for correct answer. Also in the boxes, record incorrect responses or NT for No Try if the student does not attempt to answer.

Section 2. DECODING

shop	west	stop
mud	much	wish

SHOW THE STUDENT PAGE 2: PANEL 4.

DECODING: Closed Syllable Words in Isolation (Part 1)

16 Say: Super! Let's look at a group of words. There is one word in each box *(point to the grid)*. Point to the words I say. Let's start with **mud**.

Mud	No Try

17 Say: The next word is **wish**.

Wish	No Try

18 Say: How about **stop**?

Stop	No Try

Observations:
Self-Correction(s)
Refused to Answer
Discontinued

Number Correct
/3

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beg	cot	hum	fig	sad

SHOW THE STUDENT PAGE 2: PANEL 5.

19 to 23 — **DECODING: Closed Syllable Words in Isolation (Part 2)**

Say: Read these words to me. Start here *(point to "beg")* and read the words across this way *(indicate left to right)*.

beg	cot	hum	fig	sad

Observations:
Self-Correction(s)
Refused to Answer
Sound by Sound, No Blending
Sound by Sound, Blended
Discontinued

Number Correct: /5

frog	pump	spend

SHOW THE STUDENT PAGE 2: PANEL 6.

24 to 26 — **DECODING: Closed Syllable Words with 2-Sound Blends**

Say: Read these words to me. Start here *(point to "frog")* and read the words across this way *(indicate left to right)*.

frog	pump	spend

Observations:
Self-Correction(s)
Refused to Answer
Sound by Sound, No Blending
Sound by Sound, Blended
Discontinued

Number Correct: /3

whiz	math	check

SHOW THE STUDENT PAGE 3: PANEL 7.

27 to 29 — **DECODING: Closed Syllable Words with Digraphs**

Say: Read these words to me. Start here *(point to "whiz")* and read the words across this way *(indicate left to right)*.

whiz	math	check

Observations:
Self-Correction(s)
Refused to Answer
Sound by Sound, No Blending
Sound by Sound, Blended
Discontinued

Number Correct: /3

limit	rabbit	invent

SHOW THE STUDENT PAGE 3: PANEL 8.

30 to 32 — **DECODING: Closed Syllable Words with Two Syllables**

Say: Read these words to me. Start here *(point to "limit")* and read the words across this way *(indicate left to right)*.

limit	rabbit	invent

Observations:
Self-Correction(s)
Refused to Answer
Sound by Sound, No Blending
Sound by Sound, Blended
Discontinued

Number Correct: /3

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DECODING: Words in Sentences

Find six cloth napkins.

I like this plastic bathtub. *SHOW THE STUDENT PAGE 3: PANEL 9.*

Hal ate white crab.

Say: Fantastic! Now, let's read some sentences. Start here *(point to "Find")* and read each sentence one at a time. It is more important to read the words correctly than fast. Let's get started.

		No Try
33 to 36	*Find* A E S* _____ six A E S _____ cloth A E S _____ napkins A E S _____ .	
37 to 41	*I* A E S _____ *like* A E S _____ this A E S _____ plastic A E S _____ bathtub A E S _____ .	
42 to 45	Hal A E S _____ *ate* A E S _____ *white* A E S _____ crab A E S _____ .	

*For each word in the sentences, place a checkmark in one box:
A = Read Automatically
E = Word Read With Effort
S = Word Self-Corrected

Observations:
Self-Correction(s)
Refused to Answer
Sound by Sound, No Blending
Sound by Sound, Blended
Discontinued

Teacher Notes: The gray italicized words in the sentences are high-frequency words. Total the number of high-frequency words read correctly in sentences; write the total both in the gray box and in the box in Section 4 below.

High-Frequency Words Correct in Sentences (transfer this number to Section 4 below)	Closed Syllable Words Correct in Sentences
/5	/8

DECODING CLOSED SYLLABLE WORDS SCORE

ADD THE NUMBER OF CORRECT CLOSED SYLLABLE WORDS (NOT IN ITALICS) FROM QUESTIONS 16-45.

Skill Level			TOTAL CLOSED SYLLABLE WORDS CORRECT (Items 16-45)
Low	Emerging	On Track	
(0–11)	(12–19)	(20–25)	

Section 4. HIGH-FREQUENCY WORDS

want	away	into	who	saw

SHOW THE STUDENT PAGE 4: PANEL 10.

Say: Read these words to me. Start here *(point to "want")* and read the words across this way *(indicate left to right)*.

want	away	into	who	saw

Observations:
Self-Correction(s)
Refused to Answer
Discontinued

High-Frequency Words Correct in Sentences (from Items 33-45)
/5

High-Frequency Words Correct in Isolation
/5

READING HIGH-FREQUENCY WORDS SCORE

ADD THE NUMBER OF CORRECT HIGH-FREQUENCY WORDS FROM QUESTIONS 33-50.

Skill Level			TOTAL CORRECT (Isolation & Sentences)
Low	Emerging	On Track	
(0–3)	(4–7)	(8–10)	

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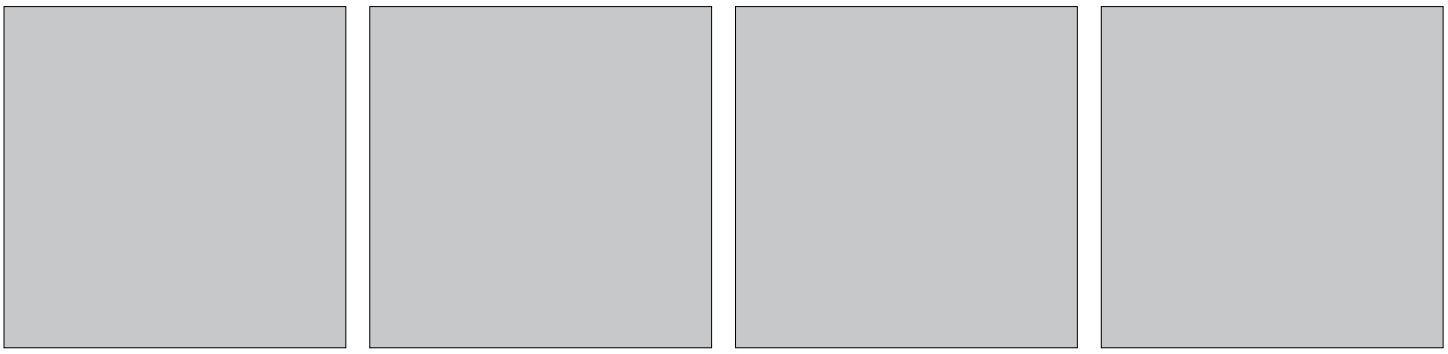
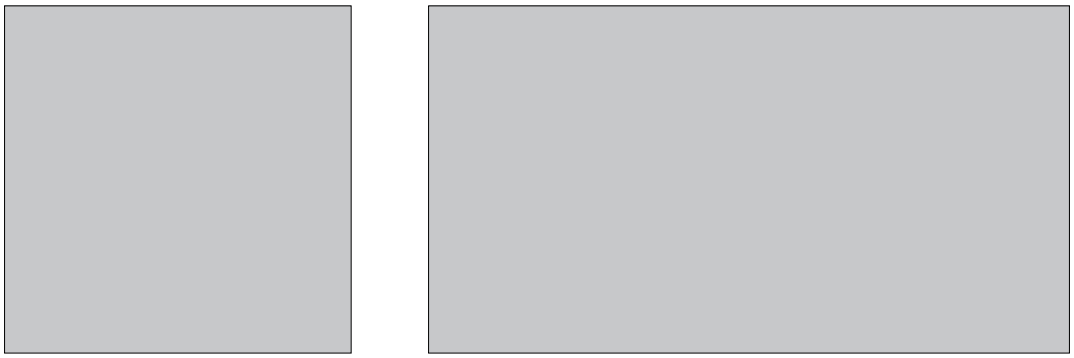


FOLD OR CUT 1

EOYKb Panel 2

FOLD OR CUT 2

EOYKb Panel 3



FOLD OR CUT 3

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shop	west	stop
mud	much	wish

FOLD OR CUT 1

EOYKb Panel 5

beg	cot	hum	fig	sad

FOLD OR CUT 2

EOYKb Panel 6

frog	pump	spend

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whiz	math	check

FOLD OR CUT 1

EOYKb Panel 8

limit	rabbit	invent

FOLD OR CUT 2

EOYKb Panel 9

Find six cloth napkins.

I like this plastic bathtub.

Hal ate white crab.

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want	away	into	who	saw

FOLD OR CUT 1

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Letter Knowledge Survey

Letter Sounds

SUMMARY DIRECTIONS

TARGET AUDIENCE & PURPOSE

- Give to emerging readers or students who have scored Low, Emerging, or On Track on the Kindergarten Foundational Skills Survey
- Quickly identify which letter sounds a student knows

WHAT IS ASSESSED

- Short vowel sounds
- Sounds of all consonants and qu
- Sounds of digraphs ch, sh, ck, wh, and th

MATERIALS

- Letter Sounds Student Page – Form A (or B)
- Letter Knowledge Survey – Recording Form A (or B)
- Pen or pencil

ADMINISTRATION

Use the Letter Sounds Student Page:

- Ask student to name the sound spelled by letter(s).
- Explain accuracy is more important than speed.

NOTE

- Short vowel sounds are the correct answers for the vowels.
- *Hard c*, /k/, for **c** and *hard g*, /g/, for **g** are the correct answers for letters **c** and **g**.
- If student gives correct long vowel sounds (or the *soft c*, /s/, or *soft g*, /j/, sounds), prompt with:
  "Do you know any other sounds that letter spells?"
- If student gives a letter name, prompt with:
  "That is a letter name, do you know the sound this letter spells?"
- If the student gives the individual sounds of the letters in a digraph, prompt with:
  "Do you know the sound these letters makes when they are together?"

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RECORDING

Use the Letter Sounds box on the Recording Form (see examples on p. 69):

- Place checkmark (✔) next to each letter sound the student says correctly (**Example 1**).
- For errors, record exactly what student says next to the correct letter (**Example 2**).
- Record all incorrect attempts (**Example 3**).
- Write SC next to the error if the student self-corrects (be sure to still record the errors) (**Example 4**).
- Cross out the response and write NT for no try or "I don't know" if the student makes no attempt to name a letter (**Example 5**).
- If a student adds an "uh" (or schwa sound) after the correct sound (e.g., /b/ is articulated as /b/ /uh/), record "uh." Count these as correct.
- Record additional comments and observations in the space provided.

SCORING

After administration:

- Tally correct responses for each row.
- Self-corrections count as errors.
- Total correct responses.
- Highlight or circle appropriate skill level box.

Letter Names

SUMMARY DIRECTIONS

TARGET AUDIENCE & PURPOSE

- Give to emerging readers or students who have scored Low, Emerging, or On Track on the Kindergarten Foundational Skills Survey
- Quickly identify which lowercase and uppercase letter names a student knows

WHAT IS ASSESSED

- Student's ability to identify and name the 26 letters of the alphabet (both lowercase and uppercase)

MATERIALS

- Letter Names Student Page – Form A (or B)
- Letter Knowledge Survey – Recording & Scoring Form A (or B)
- Pen or pencil

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ADMINISTRATION

Use the Letter Names Student Pages:

- Ask student to name each letter
- Explain accuracy is more important than speed

NOTE

- If student gives letter sound, prompt with: "That is a letter sound, do you know the name of this letter?"

RECORDING

Use the Letter Names box (lowercase or uppercase) on the Recording Form (see examples on page 69):

- Place checkmark (✔) next to correct responses (**Example 1**).
- For errors, record exactly what student says next to the target letter (**Example 2**).
- Record all incorrect attempts (**Example 3**).
- Write SC next to the error if the student self-corrects (be sure to still record the errors) (**Example 4**).
- Cross out the response and write NT for no try or "I don't know" if the student makes no attempt to name a letter (**Example 5**).
- Record additional comments and observations in the space provided.

SCORING

After administration:

- Tally correct responses for each row.
- Self-corrections count as errors.
- Total correct responses.
- Highlight or circle appropriate skill level box.

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SAMPLE RECORDING FORMS FOR LETTER SOUNDS AND LETTER NAMES PORTIONS OF LETTER KNOWELDGE SURVEY

Letter Sounds

						Number Correct
b ✓	s ✓	f ✓	j ✓	e /ĭ/		4 / 5
r ✓	n said letter name	u ✓	a ✓	t ✓		4 / 5
i ✓	c ✓	y ✓	l ✓	o ✓		5 / 5
h ✓	p ✓	d /b/ /p/	z ✓	k ✓		4 / 5
x ✓	g ✓	v /w/ sc	m ✓	w ✓	qu ✓	5 / 6
ch ✓	NT sh	ck ✓	th ✓	wh ✓	ph ✓	5 / 6

Observations:

Total Number Correct: 27 / 32

Letter Names: Lowercase

						Number Correct
c ✓	b d p	i ✓	g j sc	n ✓		3 / 5
a ✓	j ✓	l ✓	m ✓	r ✓		5 / 5
s /s/	v ✓	e ✓	w /w/	f ✓		3 / 5
u ✓	y ✓	z ✓	p ✓	k ✓		5 / 5
x ✓	o ✓	d ✓	h ✓	t ✓	NT q	5 / 6

Observations:

Total Number Correct: 21 / 26

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Name _____ Grade _____ Age _____ Date _____

Assessor _____

Letter Sounds

						Number Correct
/ă/	/ĕ/	/ĭ/	/ŏ/	/ŭ/		
/k/	/b/	/g/	/n/	/j/		
/l/	/m/	/r/	/s/	/v/		
/w/	/f/	/y/	/z/	/p/		
/k/	/ks/	/d/	/h/	/t/		
/ch/	/sh/	/k/	/th/	/w/	/kw/	

Comments:

Skill Level			Number Correct
Low	Emerging	On Track	
0-21	**22-28**	**29-31**	**/31**

Letter Names: Lowercase

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

Comments:

Skill Level			Number Correct
Low	Emerging	On Track	
0-16	**17-24**	**25-26**	**/26**

Letter Names: Uppercase

						Number Correct
O	A	E	U	I		/ 5
Y	W	P	M	J		/ 5
S	Z	D	F	T		/ 5
G	N	B	R	K		/ 5
C	L	Q	H	V	X	/ 6

Comments:

Skill Level			Total Number Correct
Low	Emerging	On Track	
0-16	**17-24**	**25-26**	**/ 26**

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Letter Sounds Student Page: FORM A

a e i o u

c b g n j

l m r s v

w f y z p

k x d h t

ch sh ck th wh qu

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

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O A E U I

Y W P M J

S Z D F T

G N B R K

C L Q H V X

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Name _____ Grade _____ Age _____ Date _____

Assessor _____

Letter Sounds

						Number Correct
/ŏ/	/ĭ/	/ŭ/	/ă/	/ĕ/		
/b/	/h/	/v/	/n/	/k/		
/j/	/p/	/w/	/d/	/k/		
/t/	/ks/	/f/	/r/	/l/		
/y/	/g/	/m/	/s/	/z/		
/sh/	/w/	/th/	/ch/	/k/	/kw/	

Comments:

Skill Level			Number Correct
Low	Emerging	On Track	
0-21	**22-28**	**29-31**	**/31**

Letter Names: Lowercase

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

Comments:

Skill Level			Number Correct
Low	Emerging	On Track	
0-16	**17-24**	**25-26**	**/26**

Letter Names: Uppercase

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

Comments:

Skill Level			Number Correct
Low	Emerging	On Track	
0-16	**17-24**	**25-26**	**/26**

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Letter Sounds Student Page: FORM B

o i u a e

b h v n c

j p w d k

t x f r l

y g m s z

sh wh th ch ck qu

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o i u a e

b h v n c

j p w d k

t x f r l

y g m s z q

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I U O E A

F J M Q Z

K P T X D

R H S G N

B V L W Y C

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Letter Knowledge Survey Kindergarten Benchmarks by Phase of Year

Letter Sounds

Phase of Year	Skill Level		
	Low	Emerging	On Track
BOYK	0-6	7-17	18-31
MOYK	0-13	14-19	20-31
EOYK	0-17	18-23	24-31

Letter Names

Phase of Year	Skill Level		
	Low	Emerging	On Track
BOYK	0-6	7-18	19-26
MOYK	0-10	11-19	20-26
EOYK	0-16	17-24	25-26

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Using This Packet with Countdown

How can I use the Foundational Skills Surveys with *Countdown*?

Really Great Reading's *Countdown* program is a set of supplemental literacy lessons, structured in units, for students in kindergarten. The lessons provide playful, targeted instruction in foundational literacy skills.

Countdown instruction encompasses the five strands assessed in the Kindergarten Foundational Skills Survey:

- Functional Vocabulary
- Phonological and Phonemic Awareness
- Letter Knowledge
- Decoding
- High-Frequency Words

The Kindergarten Foundational Skills Surveys can provide teachers with information about their students' background knowledge in the various strands of *Countdown* instruction at the beginning of the year and can allow them to measure students' progress in each of those skills at the middle and at the end of the year. This can allow teachers to anticipate the level of additional support some students may need in order to succeed in and benefit from *Countdown*'s lessons. It may also help teachers determine how to utilize additional assessments and supplemental resources to make instructional decisions about pacing, scaffolding, and intervention instruction.

Applying Results of Kindergarten Foundational Skills Survey to a Response to Intervention System Using Additional *Countdown* Activities

Skill	Low Level at BOYK	Further Assessment Recommendations	Intervention Recommendations
Functional Vocabulary	0-3	Use Form B form for progress monitoring after interventions.	Additional Small Group Instruction: Use *Countdown* Alternative Scope and Sequence Activities, focused on Functional Vocabulary, found in Supplemental Resources
Letter Knowledge	0-4	Use Letter Knowledge Survey for diagnostic purposes to identify which letter names and sounds are still not known.	Additional Small Group Instruction: Use Additional Activities for Practice on Page 200 of *Countdown* Book One, focused on Alphabetic Principle

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Phonological/ Phoneme Awareness	0-4	Use Form B for progress monitoring after interventions.	Additional Small Group Instruction: Use Additional Activities for Practice on Page 200 of *Countdown* Book One, focused on Phonological Awareness Skills
Decoding & High-Frequency Words	N/A	There is no expectation at BOYK for reading whole words. After using MOYKa, use Form B for progress monitoring after interventions.	After MOY, Additional Small Group Instruction: Use Additional Activities for Practice on Page 200 of Countdown Book One, focused on Decoding Skills

Why do we measure different skills at different times of the year?

The skills measured by the Kindergarten Foundational Skills Surveys change over time because the skills that are typically taught to Kindergarteners change over the course of the year. Kindergarten instruction gradually advances students toward more complex skills, and in order to measure the effectiveness of this instruction and of student growth, the assessment measures must be sensitive to these instructional changes.

For example, the MOYK Survey (administered in the middle of the year) no longer includes Functional Vocabulary (which is a component of the BOYK Survey) because it is expected that students should have mastered these functional vocabulary skills by the middle of Kindergarten.

It is important to use the BOYK Form B with students who scored in the Emerging or Low ranges on Functional Vocabulary at the beginning of the year after they have had additional instruction; however, once students have mastered these skills, they no longer need to be assessed.

The specific Phonemic Awareness skills assessed on the Kindergarten Foundational Skills Surveys also change throughout the course of the Kindergarten year. Rhyming is measured on the BOYKa and b, but on the MOYK, rhyming is dropped, while additional skills (such as segmenting phonemes) are added. This change reflects the shift in Kindergarten foundational literacy skills instruction to more complex phonemic awareness skills that provide the foundation for decoding skills.

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Really Great Reading's Phonics Suite

Really Great Reading's lessons (*Countdown*, *Blast Foundations*, *HD Word*, *Phonics Blitz*, and *Phonics Boost*) help prevent and remediate decoding weaknesses in students of all ages.

Really Great Reading's Phonics Suite provides a comprehensive set of tools to diagnose, group, and teach students with weaknesses in their foundational reading skills. Our other complimentary assessments (the Diagnostic Decoding Surveys, First Grade Foundational Skills Surveys, and Pre-Decoding Skills Survey) help educators identify students with decoding issues that may contribute to comprehension weaknesses.

For more information, please visit www.reallygreatreading.com or call us at 866.401.READ (7323).