This assessment can be used to monitor progress for these
Common Core Foundational Standards:

**CCSS.ELA-Literacy.RF.K.3**
Know and apply grade-level phonics and word analysis skills in decoding words.

**CCSS.ELA-Literacy.RF.K.3.a**
Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant.

**CCSS.ELA-Literacy.RF.K.3.b**
Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.

**CCSS.ELA-Literacy.RF.K.3.c**
Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).

**CCSS.ELA-Literacy.RF.K.3.d**
Distinguish between similarly spelled words by identifying the sounds of the letters that differ.

**Directions:**

- Read the direction for each subtest.
- We recommend using the sight word assessment and CVC word assessment once the child can score 26/26 on upper case letter ID and 26/31 on letter sound ID.
Upper Case Letter and Sound Identification

Directions:

- Choose a colored pencil or marker to use for the exam. Indicate this color on this record form. The same record form can be re-used for each assessment period.
- Provide the upper case letter ID page to the child
- Ask the child to say the name of the letter. Then, ask the child to say the sound that the letter makes.
- For the five vowels: A, E, I, O, U, ask the child to name two sounds by saying “can you think of another sound this makes?”

- If the child does not know the name of the letter, mark a / through the letter.
- Tell the child the letter. Then ask, what sound does this letter make?
- If the child does not know the sound, circle the letter. For vowels, if the child does not know any of the sounds, make two circles around the letter.

Materials:

- Upper Case Consonant Letter and Sound Identification Examiner Page (One per child)
- Upper Case Consonant Letter and Sound Identification Child Page (can be used for one whole class)
## Upper case letter and sound identification

**Child Name:** _________________________________________________

**Teacher:** _________________________________

**Analysis:**

<table>
<thead>
<tr>
<th>Date Administered:</th>
<th>Color Marked on record form:</th>
<th>Letter Name</th>
<th>Accuracy # correct/26</th>
<th>Sound Accuracy # correct/31 *Must give two sounds for vowels</th>
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### Upper Case Letter and Sound Identification

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Lower Case Consonant Letter Identification

Directions:

- Choose a colored pencil or marker to use for the exam. Indicate this color on this record form. The same record form can be re-used for each assessment period.
- Provide the lower case letter ID page to the child
- Ask the child to say the name of the letter.
- If the child does not know the name of the letter, mark a / through the letter.

Materials:

- Lower Case Consonant Letter Examiner Page (One per child)
- Lower Case Consonant Letter Page (can be used for one whole class)
## Lower Case Letter Identification

Child Name: _________________________________________________

Teacher: _________________________________________________

Analysis:

<table>
<thead>
<tr>
<th>Date Administered</th>
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Kindergarten High Frequency Sight Words

Directions:

- Choose a colored pencil or marker to use for the exam. Indicate this color on this record form. The same record form can be re-used for each assessment period.
- Provide the Sight Words page to the child
- Ask the child to read the sight word.
- If the child does not know the name of the letter, mark a / through the word.

Materials:

- Sigh Word Examiner Page (One per child)
- Sight Word Child Page (can be used for one whole class)
Kindergarten High Frequency Sight Words

Child Name: _________________________________
Teacher: _________________________________
Analysis:

<table>
<thead>
<tr>
<th>Date Administered</th>
<th>Color Marked on record form</th>
<th>Sight Words Read</th>
<th># correct /52</th>
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ran  be  he  so  on
yes  will  do  she  with
are  eat  ate  into  who
must  want  came  new  ride
have  now  our  saw  went
out  like  say  there  that
they  too  soon  this  was
went  black  why  good  all  under
well  four  know  please  what  brown
Kindergarten High Frequency Sight Words

ran  be  he  so  on
yes  will  do  she  with
are  eat  ate  into  who
must  want  came  new  ride
have  now  our  saw  went
out  like  say  there  that
they  too  soon  this  was
went  black  why  good  all  under
well  four  know  please  what  brown
CVC Word Decoding

Directions:

- Choose a colored pencil or marker to use for the exam. Indicate this color on this record form. The same record form can be re-used for each assessment period.
- Provide the CVC Word Page to the child
- Show the student the example at the top of the page.
- Say to the child: “Read or say the sounds of these letters. You will have one minute.”

- The child can say each sound or read the whole word.
- Mark a / through each sound the child reads incorrectly.

Materials:

- Timer
- CVC word Examiner Page (One per child)
- CVC page Page (can be used for one whole class)
CVC Word Decoding

Child Name: ______________________________________________________

Teacher: ______________________________________________________

Analysis:

<table>
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<tr>
<th>Date Administered:</th>
<th>Color Marked on record form:</th>
<th># of sounds read accurately in one minute:</th>
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bit    dog    hat    man    bob
rag    mat    pit    big    fan
pan    bag    fun    tim    can
pug    hit    tug    cat    pot
tap    mop    fin    top    rug
bus    tip    wig    tip    but
top    fat    hot    sam    hut
hat    sat    top    bug    pat
CVC Word Decoding

bit   dog   hat   man   bob
rag   mat   pit   big   fan
pan   bag   fun   tim   can
pug   hit   tug   cat   pot
tap   mop   fin   top   rug
bus   tip   wig   tip   but
top   fat   hot   sam   hut
hat   sat   top   bug   pat