

Ohio's Assessment System



Reading

Administration Manual

Screening Measure

3rd Edition

Office of Curriculum and Assessment

Copyright © 2012 by the Ohio Department of Education. All rights reserved.



The Ohio Department of Education does not discriminate on the basis of race, color, national origin, sex, religion, age, or disability in employment or the provision of services.

ADMINISTRATION MANUAL

Kindergarten Reading Screening Measure

This Administration Manual provides scripts and step-by-step instructions for administering and scoring the Kindergarten Reading Screening Measure. As the chart below shows, each of the activities is aligned with the Common Core State Standards for Reading.

	Activity	Strand/Topic(s)	Standard Statement(s)
Session 1			
Activity 1 (page 9) Questions 1 – 19	Letter Names and Consonant Sounds	Foundational Skills: Print Concepts; Phonics and Word Recognition	Recognize and name all upper- and lowercase letters of the alphabet. Demonstrate basic knowledge of one-to- one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.
Activity 2 (page 18) Questions 20 – 22	Rhyming	Foundational Skills: Phonological Awareness	Recognize and produce rhyming words.
Activity 3 (page 20) Questions 23 – 25	Syllable Count	Foundational Skills: Phonological Awareness	Count, pronounce, blend, and segment syllables in spoken words.

	Activity	Strand/Topic(s)	Standard Statement(s)
Session 1			
Activity 4 (page 25) Questions 26 – 30	Blending	Foundational Skills: Phonological Awareness	Count, pronounce, blend, and segment syllables into spoken words. Blend and segment onsets and rimes of single-syllable spoken words.
Session 2			
Activity 5 (page 33) Questions 31 – 35	Concepts of Print	Foundational Skills: Print Concepts	Follow words from left to right, top to bottom, and page by page. Recognize that spoken words are represented in written language by specific sequences of letters.
Activity 6 (page 36) Questions 36 and 37	Concepts of Print	Foundational Skills: Print Concepts	Understand that words are separated by spaces in print. Recognize that spoken words are represented in written language by specific sequences of letters.
Activity 7 (page 39) Questions 38 – 40	Story Retelling	Literature: Key Ideas and Details	With prompting and support, identify characters, settings, and major events in a story.

Administration Notes

The following pages provide specific information about administering the Screening Measure, including estimated time, materials, teacher scripts, and scoring guidelines for each question or activity. **Please review this manual carefully before you begin.**

Accommodations

For LEP student, students on 504 plans and students with IEPs, provide the testing accommodations specified in the student's plan. Accommodations should always be related to the student's specific disability. A student's assessment results should reflect his or her true ability and should not be affected by inappropriate accommodations.

Materials

To administer the Kindergarten Reading Screening Measure, you will need the following materials: Kindergarten Student Score Sheets, storybook, and this Administration Manual.

The Student Score Sheet contains the scoring key and has space for you to write the student's response and your comments and to assign an appropriate score. You will need a score sheet for each student.

This Administration Manual contains teacher scripts for each activity, scoring guidelines and general guidelines to follow. Please thoroughly read this manual before beginning the assessment.

Please see your school's testing coordinator if you are missing any of these materials.

Scoring

Scoring guidelines that contain the word “Key” identify one or more correct response(s).

Scoring guidelines that contain the word “Example” identify one or more possible correct response(s); however, other correct responses are possible.

Things to Remember

Before you begin . . .

- Note that the Screening Measure is organized in sessions, which can be administered together or separately as dictated by the district.
- Prepare a Student Score Sheet for each student you are assessing.
- Plan to spend several minutes gathering and organizing the necessary materials before administration.

When the students are ready to begin . . .

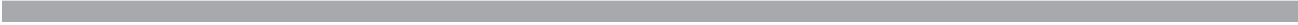
- Explain to the students that they will work on some reading activities and that you will provide breaks when needed.
- Let the students know that this is a chance to show what they know.

While administering the Screening Measure . . .

- Use the script in this Administration Manual. The script is written in **bold type**. You may assist the students, as necessary, to understand the directions.
- Read a question or related text up to three times, if needed or requested by a student.
- Note that the Type of Administration is one way to administer the activities. Teachers may alter the Type of Administration to better meet their needs.
- Observe and document the strategies students use in responding to the questions.

After administering the Screening Measure . . .

- Thank the students for their efforts.
- Score their responses and record the score on the Student Score Sheet.
- Note that total scores are valid if the assessment is administered as a whole during the Spring. Use caution when interpreting scores when assessments are being administered differently.
- Refer to the Resource Manual for guidance in developing strategies or interventions based on the student's performance.



Session 1: Foundational Skills: Print Concepts, Phonics and Word Recognition, Phonological Awareness

Activities 1 – 4

Questions 1 – 28

Type of Administration: Individual

Estimated Time to Administer: 14 minutes

Materials

- Student Score Sheet
- Uppercase and lowercase letters for Activity 1

Notes

Remember, you may say each question up to three times.

If the student gives a correct response, circle the appropriate score on the Student Score Sheet. You do not have to write the student's correct response in the Student Response column.

If the student gives a partially correct response, circle the appropriate score on the Student Score Sheet. Additionally, write the student's response in the Student Response column on the Student Score Sheet.

If the student gives an incorrect or irrelevant response, write the student's response in the Student Response column on the Student Score Sheet.

 Script

Today we will work with reading activities using letters, sounds and words. These activities will help me understand what you already know about letters, sounds and words. It is important that you do your best work, but if you are not really sure of an answer, it is OK to make your best guess. You will have as much time as you need. While we are working together, I will be writing notes. Do you have any questions?

Answer any questions.

Activity 1: Letter Names and Consonant Sounds

Foundational Skills: Print Concepts

Standard Statement

Recognize and name all upper- and lowercase letters of the alphabet.

Foundational Skills: Phonics and Word Recognition

Standard Statement

Demonstrate basic knowledge of one-to-one letter-sound correspondence.

Questions 1 – 19

Type of Administration: Individual

Estimated Time to Administer: 5 minutes

Materials

- Student Score Sheet
- Uppercase vowels: A, O
- Lowercase vowel: e
- Uppercase consonants: M, S, L, G
- Lowercase consonants: c, t, r, d

Reminder

Be sure to organize the letters ahead of time so that you show them to the student in the following order: A, O, e, M, S, L, G, c, t, r, d.

Script

Today we are going to look at some letters. I will ask you to tell me the name of these letters. Your answers will help me understand what you already know about letters. You can ask me questions at any time. I want you to do your best, but if you really do not know the answer, it is OK to make your best guess. Do you have any questions?

Answer any questions.

Scoring Guidelines — Questions 1 – 19

- 1 The student states the correct letter name or sound.
- 0 The student states an incorrect letter name or sound or gives an irrelevant response.
- NR No response is given.

Question 1

Setup

Place the uppercase vowel “A” in front of the student.

Script

What is the name of this letter?

Wait for a response.

Question 2

 Setup

Place the uppercase vowel “O” in front of the student.

 Script

What is the name of this letter?

Wait for a response.

Question 3

 Setup

Place the lowercase vowel “e” in front of the student.

 Script

What is the name of this letter?

Wait for a response.

 Script

Now we are going to look at some more letters. I will show you a letter and I will ask you to tell me the name of the letter. Then I will ask you to tell me the sound that some of the letters make.

Question 4



Setup

Place the uppercase consonant “M” in front of the student.



Script

What is the name of this letter?

Wait for a response.

Question 5



Script

What sound does this letter make?

Wait for a response.

Question 6



Setup

Place the uppercase consonant “S” in front of the student.



Script

What is the name of this letter?

Wait for a response.

Question 7

 Script

What sound does this letter make?

Wait for a response.

Question 8

 Setup

Place the uppercase consonant “L” in front of the student.

 Script

What is the name of this letter?

Wait for a response.

Question 9

 Script

What sound does this letter make?

Wait for a response.

Question 10



Setup

Place the uppercase consonant “G” in front of the student.



Script

What is the name of this letter?

Wait for a response.

Question 11



Script

What sound does this letter make?

Wait for a response.

Question 12



Setup

Place the lowercase consonant “c” in front of the student.



Script

What is the name of this letter?

Wait for a response.

Question 13

 Script

What sound does this letter make?

Wait for a response.

Question 14

 Setup

Place the lowercase consonant “t” in front of the student.

 Script

What is the name of this letter?

Wait for a response.

Question 15

 Script

What sound does this letter make?

Wait for a response.

Question 16



Setup

Place the lowercase consonant “r” in front of the student.



Script

What is the name of this letter?

Wait for a response.

Question 17



Script

What sound does this letter make?

Wait for a response.

Question 18



Setup

Place the lowercase consonant “d” in front of the student.



Script

What is the name of this letter?

Wait for a response.

Question 19

 Script

What sound does this letter make?

Wait for a response.

Activity 2: Rhyming

Foundational Skills: Phonological Awareness

Standard Statement

Recognize and produce rhyming words.

Questions 20 – 22

Type of Administration: Individual

Estimated Time to Administer: 3 minutes

Materials

- Student Score Sheet

Reminder

Any word that rhymes is counted as correct, even if the spelling pattern is different or the word is a nonsense word. For example, if the words in the question are “sky” and “high,” then “bye,” “my” and “fie” are correct responses.

Script

Now we are going to play a rhyming word game. You are going to listen to the rhyming words I say. Then tell me a word that rhymes with those words.

Let’s try one together.

Remember, I am going to say two rhyming words and you are going to give me a word that rhymes with them.

Be sure to speak clearly and pause briefly between the words.

Sample

Script

Tell me a word that rhymes with these two words:

“he,” “me.”

Wait for a response. If the student responds correctly, go on to the three rhyming word sets below. If the student does not respond, prompt with another rhyming word (“be,” “tea,” “see”).

“be”

“Be” is a word that rhymes with “he” and “me”:

“be,” “he,” “me.”

“Re” also rhymes with “he” and “me”:

“re,” “he,” “me.”

Continue with questions 20 – 22.

Now let’s try some more words.



Scoring Guidelines — Questions 20 – 22

- 1 The student gives a rhyming word or a nonsense rhyming word.
- 0 The student gives a word or a nonsense word that does not rhyme or makes an irrelevant response.
- NR No response is given.

Question 20

 Script

Tell me a word that rhymes with these two words:

“bed,” “fed.”

Wait for a response.

Question 21

 Script

Tell me a word that rhymes with these two words:

“noon,” “moon.”

Wait for a response.

Question 22

 Script

Tell me a word that rhymes with these two words:

“pit,” “fit.”

Wait for a response.

Activity 3: Syllable Count

Foundational Skills: Phonological Awareness

Standard Statement

Count, pronounce, blend, and segment syllables in spoken words.

Questions 23 – 25

Type of Administration: Individual

Estimated Time to Administer: 3 minutes

Materials

- Student Score Sheet

Note

Instead of the word “parts,” you may use “syllables” or another familiar word used in class. The student’s clap must be aligned with the syllable(s) of the word.

Script

Now we are going to play a clapping game. Listen to the word I say. Then say the word and clap how many parts you hear.

Let’s try one together.

Sample A

Script

Listen to this word: “mister.”

Now let’s clap the parts we hear in “mister.”

Clap with the student.

“**mis**” (first clap) “**ter**” (second clap)

Sample B

Script

Now you try one: “together.”

Clap the parts you hear in “together.”

Wait for a response. If the student responds correctly with three claps, go on to the next three questions. If the student does not respond, clap along with the student.

Let’s clap together.

“**to**” (first clap) “**geth**” (second clap) “**er**” (third clap) OR

“**to**” (first clap) “**ge**” (second clap) “**ther**” (third clap)

Continue with the following three questions.

Now let’s try some more words.

Question 23

 Script

Clap the parts you hear in “football.”

Wait for a response.



Scoring Guidelines — Question 23

- 2 The student claps two times while saying the word. The claps are correctly aligned with both syllables.
Key: foot•ball
- 1 The student claps one time while saying the word. The clap is correctly aligned with one syllable.
Key: football (one clap)
- 0 The student claps more than two times, does not align claps with syllables or makes an irrelevant response.
- NR No response is given.

Question 24

Script

Clap the parts you hear in “lollipop.”

Wait for a response.

Scoring Guidelines — Question 24

- 3 The student claps three times while saying the word. The claps are correctly aligned with all three syllables.
Key: loll•i•pop OR lo•lli•pop
- 2 The student claps two times while saying the word. The claps are correctly aligned with two syllables.
Example: lolli•pop OR lo•llipop
- 1 The student claps one time while saying the word. The clap is correctly aligned with one syllable.
Key: lollipop (one clap)
- 0 The student claps more than three times, does not align claps with syllables or makes an irrelevant response.
- NR No response is given.

Question 25

Script

Clap the parts you hear in “river.”

Wait for a response.

Scoring Guidelines — Question 25

- 2 The student claps two times while saying the word. The claps are correctly aligned with both syllables.
Key: riv•er OR ri•ver
- 1 The student claps one time while saying the word. The clap is correctly aligned with one syllable.
Key: river (one clap)
- 0 The student claps more than two times, does not align claps with syllables or makes an irrelevant response.
- NR No response is given.

Activity 4: Blending

Foundational Skills: Phonological Awareness

Standard Statements

Count, pronounce, blend, and segment syllables in spoken words.

Questions 26 – 30

Type of Administration: Individual

Estimated Time to Administer: 3 minutes

Materials

- Student Score Sheet

Script

Now we are going to play a word game. I am going to say some sounds. You are going to listen to the sounds and tell me the word I am saying.

Let's try one together.

Sample A

Script

Listen to the sounds I say.

Say the sounds in the word “ran.”

/r/ /a/ /n/

What word did I say?

/r/ /a/ /n/

I said the word “ran”; /r/ /a/ /n/ are the sounds you hear in the word “ran.”

Sample B

Script

Listen to the sounds I say.

Say the sounds in the word “go.”

/g/ /o/

What word did I say?

/g/ /o/

Wait for a response. If the student responds correctly, continue with questions 26–30. If the student responds incorrectly or does not respond, tell the student the word and then continue with questions 26–30.

I said the word “go”; /g/ /o/ are the sounds you hear in the word “go.”

Now let’s try some more words.



Scoring Guidelines — Questions 26 – 30

- 1 The student says the correct word.
- 0 The student does not say the correct word or makes an irrelevant response.
- NR No response is given.

Question 26

Script

Listen to the sounds I say.

Say the sounds in the word “take.”

/t/ /a/ /k/

What word did I say?

/t/ /a/ /k/

Wait for a response.

Question 27

Script

Listen to the sounds I say.

Say the sounds in the word “fun.”

/f/ /u/ /n/

What word did I say?

/f/ /u/ /n/

Wait for a response.

Question 28

 Script

Listen to the sounds I say.

Say the sounds in the word “web.”

/w/ /e/ /b/

What word did I say?

/w/ /e/ /b/

Wait for a response.

 Script

We are going to play another word game. I am going to say some more sounds. You are going to listen to the sounds and tell me the word I am saying. Let’s try one together.

Listen to the sounds I say.

Say the onset and rime for the word “man.”

/m/ /an/

What word did I say?

/m/ /an/

Wait for a response.

Question 29

 Script

Listen to the sounds I say.

Say the onset and rime for the word “dog.”

/d/ /og/

What word did I say?

/d/ /og/

Wait for a response.

Question 30

 Script

Listen to the sounds I say.

Say the onset and rime for the word “sat.”

/s/ /at/

What word did I say?

/s/ /at/

Wait for a response.

END OF SESSION 1

Session 2: Foundational Skills: Print Concepts; Literature: Key Ideas and Details

Please take a break if you are continuing from Session 1.

Activities 5 – 7

Questions 31 – 40

Type of Administration: Individual

Estimated Time to Administer: 14 minutes

Materials

- Student Score Sheet
- Storybook: “The Zoo”
- Two index cards

Notes

Remember, you may say each question up to three times.

If the student gives a correct response, circle the appropriate score on the Student Score Sheet. You do not have to write the student’s correct response in the Student Response column.

If the student gives a partially correct response, circle the appropriate score on the Student Score Sheet. Additionally, write the student’s response in the Student Response column on the Student Score Sheet.

If the student gives an incorrect or irrelevant response, write the student’s response in the Student Response column on the Student Score Sheet.

 Script

Now we will complete some reading activities with a storybook. These activities will help me understand what you already know about books. It is important that you do your best work, but if you are not really sure of an answer, it is OK to make your best guess. You will have as much time as you need. While we are working together, I will be writing notes. Do you have any questions?

Answer any questions.

Activity 5: Concepts of Print

Foundational Skills: Print Concepts

Standard Statements

Follow words from left to right, top to bottom, and page by page.

Recognize that spoken words are represented in written language by specific sequences of letters.

Questions 31 – 35

Type of Administration: Individual

Estimated Time to Administer: 5 minutes

Materials

- Student Score Sheet
- Storybook: “The Zoo”



Setup

Hand the student the book, right side up, vertically, with the binding facing the student.



Script

Where do we begin reading the story?



Scoring Guidelines — Questions 31 – 35

- 1 The student indicates the next word, next line, or next page of the book.
- 0 The student incorrectly identifies a portion of the book or gives an irrelevant response.
- NR No response is given.

Question 31

Script

Where is the first page of the story?

Wait for a response.

Question 32

Setup

Open the book to the first page if the student has not done so.

Script

Show me what I read on this page.

Wait for a response.

Question 33

 Script

Show me where I start reading on this page.

Wait for a response.

Question 34

 Setup

Point to the first word on the first page.

 Script

Show me where I go from here.

Wait for a response.

Question 35

 Setup

Point to the last word in the first line of print.

 Script

Show me where I go from here.

Wait for a response.

Activity 6: Concepts of Print

Foundational Skills: Print Concepts

Standard Statements

Understand that words are separated by spaces in print.

Recognize that spoken words are represented in written language by specific sequences of letters.

Questions 36 and 37

Type of Administration: Individual

Estimated Time to Administer: 3 minutes

Materials

- Student Score Sheet
- Storybook: "The Zoo"
- Two index cards or highlighting tape (choose one or the other)

Script

Now we are going to do an activity where you will frame a word or letter.

Let's try one together.

Sample


Setup

Display the cover of the "The Zoo" storybook.

Using two index cards or highlighting tape, demonstrate how to frame a word. Place one index card/highlighting tape just before the "Z" in the word "Zoo" and the other index card/highlighting tape just after the second "o" in the word "Zoo."

 Script

**I put one card at the beginning of the word and one card at the end of the word.
Now I have framed the word.**

 Scoring Guidelines — Questions 36 and 37

- 1 The student correctly identifies a word or letter.
- 0 The student incorrectly identifies a word or letter or gives an irrelevant response.
- NR No response is given.

Question 36

 Setup

Turn to another page in the book.

 Script

Now I will give you the index cards.

Use the index cards to frame one word on this page.

Wait for a response.

Question 37

 Setup

Keep the book open to the page.

 Script

Use the index cards to frame one letter.

Wait for a response.

Activity 7: Story Retelling

Literature: Key Ideas and Details

Standard Statement

With prompting and support, identify characters, settings, and major events in a story.

Questions 38 – 40

Type of Administration: Individual

Estimated Time to Administer: 10 minutes

Materials

- Student Score Sheet
- Storybook: “The Zoo”

Reminder

You will need to record the student’s retelling of the selection on the score sheet as the student is talking. Make sure to review this portion of the score sheet before you use it for the first time.

 Script

Now I am going to read you a story.

When I am finished, I will ask you to retell the story to me. Listen so that when it is your turn, you can tell me about the people in the story, where they are and what they do in the story. You will need to tell me what happens in the beginning, middle and end of the story. You may use the storybook to help you answer the questions.

Read the “The Zoo” to the student.

Questions 38 – 40

 Setup

Place the storybook “The Zoo” in front of the student.

 Script

Now I’d like you to tell me about the story as if I were a friend who has never heard it. Start at the beginning. Tell me all that you can remember about the story: who the people are, where they are, and what they do in the beginning, the middle and the end of the story. You may use the storybook to help you answer the questions.

Wait for a response.



Scoring Guidelines — Question 38

Characters — The main characters and any supporting characters

- 1 The student correctly recalls the main characters or the relevant supporting characters.
Example: Jamie and Alex
- 0 The student does not correctly recall the main characters or the relevant supporting characters.

The student gives an irrelevant response.
- NR No response is given.



Scoring Guidelines — Question 39

Setting — Where the story takes place

- 1 The student recalls anything correctly about the setting.
Example: at the zoo
- 0 The student does not recall anything correctly about the setting.

The student gives an irrelevant response.
- NR No response is given.



Scoring Guidelines — Question 40

Events — What happens in the beginning, middle and end of the story

- 3 The student correctly retells all events in the story with the correct sequence.
Example: Jamie and Alex went to the zoo. Jamie saw a giraffe. Alex saw some monkeys.
- 2 The student correctly retells two events in the story.
Example: Jamie and Alex went to the zoo. Jamie saw a giraffe.
- 1 The student correctly retells one event in the story.
Example: Jamie and Alex went to the zoo.
- 0 The student does not retell any of the events in the story.
The student gives an irrelevant response.
- NR No response is given.

If the student has finished the retelling but has not retold enough of the story to achieve the highest retelling score possible, you may prompt him or her by using one or more of the following questions. Do not use any questions that are not listed here. The prompts are not scored separately but are linked to the parts of the story-retelling Scoring Guidelines listed in the parentheses.

Who is in the story? (characters)

Where do you think they are? (setting)

What happens in the story? (events)

What happens first? (events)

What happens next? (events)

What happens at the end? (events)

Increase the student's score in each or any of the questions on the basis of the prompted retelling.

 Script

Thank you for doing these reading activities with me. You did a great job today!

