

Scoring Sheet for Kindergarten Houghton Mifflin Quick Checkouts

Student Name _____

THEME 1:

*Assess blending skills. Say to student, *You're going to blend individual sounds to make words. I'll tap a cube as I say each sound in the word, then when I slide my finger above the cubes you'll say the whole word.* Tap one cube as you say each sound from left to right from student perspective; one second between each sound. Then quickly slide finger above cubes from left to right from student perspective.

/d/ /u/ /k/ (duck)	/f/ /i/ /n/ (fin)	/n/ /e/ /t/ (net)	/3
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Assess letter names. Place the student probe in front of the student making sure to cover tasks for other themes. Say to student, *You're going to say the names for some letters. Put your finger under the first letter in the box. Point to each letter, and tell me the name of the letter. (Stop testing when students miss four letters in a row.)*

s	m	r	t	b	n	h	v	c	p	g	f	a
l	k	q	i	d	z	x	o	w	y	e	j	u
												/26

THEME 2:

*Assess blending skills. Say to student, *You're going to blend individual sounds to make words. I'll tap a cube as I say each sound in the word, then when I slide my finger above the cubes you'll say the whole word.* Tap one cube as you say each sound from left to right from student perspective; one second between each sound. Then quickly slide finger above cubes from left to right from student perspective.

/t/ /e/ /n/ (ten)	/h/ /u/ /t/ (hut)	/m/ /u/ /d/ (mud)	/3
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Assess letter names and sounds. Place the student probe in front of the student making sure to cover tasks for other themes. Say to student, *You're going to say the names for some letters. Put your finger under the first letter in the box. Point to each letter, and tell me the name of the letter. Now put your finger under the first letter and tell me the sound for each letter.*

Names:

s	m	r	
			/3

Sounds:

/s/	/m/	/r/	
			/3

THEME 3:

*Assess blending skills. Say to student, *You're going to blend individual sounds to make words. I'll tap a cube as I say each sound in the word, then when I slide my finger above the cubes you'll say the whole word.* Tap one cube as you say each sound from left to right from student perspective; one second between each sound. Then quickly slide finger above cubes from left to right from student perspective.

/h/ /e/ /n/ (hen)	/n/ /u/ /t/ (nut)	/m/ /o/ /p/ (mop)	/3
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Assess letter names and sounds. Place the student probe in front of the student making sure to cover tasks for other themes. Say to student, *You're going to say the names for some letters. Put your finger under the first letter in the box. Point to each letter, and tell me the name of the letter. Now put your finger under the first letter and tell me the sound for each letter.*

Names:

s	m	r	
t	b	n	
			/6

Sounds:

/s/	/m/	/r/	
/t/	/b/	/n/	
			/6

Assess high frequency words. Place the student probe in front of the student making sure to cover tasks for other themes. Say to student, *You're going to read some words. Put your finger under the first word and go across the page.*

I	see	like	my	/4
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THEME 4:

*Assess blending skills. Say to student, *You're going to blend individual sounds to make words. I'll tap a cube as I say each sound in the word, then when I slide my finger above the cubes you'll say the whole word.* Tap one cube as you say each sound from left to right from student perspective; one second between each sound. Then quickly slide finger above cubes from left to right from student perspective.

/p/ /i/ /n/ (pin)	/k/ /i/ /d/ (kid)	/r/ /i/ /p/ (rip)	/3
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Assess sounds. Place the student probe in front of the student making sure to cover tasks for other themes. Say to student, *You're going to say the sounds for some letters. Put your finger under the first letter in the box. Point to each letter, and tell me the sound of the letter.*

/s/	/m/	/r/	/a/	/t/	/b/	/n/	/h/	/v/	/c/	/10
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Assess reading words. Place the student probe in front of the student making sure to cover tasks for other themes. Say to student, *You're going to read some words. Put your finger under the first word and go across the page.*

CVC Words:

ran	Sam	cab	hat	van	
					/5

High Frequency Words:

I	see	like	my	to	
					/5

THEME 5:

*Assess blending skills. Say to student, *You're going to blend individual sounds to make words. I'll tap a cube as I say each sound in the word, then when I slide my finger above the cubes you'll say the whole word.* Tap one cube as you say each sound from left to right from student perspective; one second between each sound. Then quickly slide finger above cubes from left to right from student perspective.

/h/ /a/ /t/ (hat)	/m/ /e/ /n/ (men)	/t/ /o/ /p/ (top)	/3
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Assess letter sounds. Place the student probe in front of the student making sure to cover tasks for other themes. Say to student, *You're going to say the sounds for some letters. Put your finger under the first letter in the box. Point to each letter, and tell me the sound of the letter.*

/s/	/m/	/r/	/a/	/t/	/b/	/n/	/h/	/v/	/c/	/p/	/g/	/f/	/13
-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----

Assess reading words. Place the student probe in front of the student making sure to cover tasks for other themes. Say to student, *You're going to read some words. Put your finger under the first word and go across the page.*

CVC Words:

fan	pat	tag	can	sag	/5
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High Frequency Words:

I	see	like	my	to	and	go	/7
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THEME 6:

Assess letter sounds. Place the student probe in front of the student making sure to cover tasks for other themes. Say to student, *You're going to say the sounds for some letters. Put your finger under the first letter in the box. Point to each letter, and tell me the sound of the letter.*

/s/	/m/	/r/	/a/	/t/	/b/	/i/	/n/	/h/
/v/	/c/	/p/	/g/	/f/	/l/	/k/	/q/	/17

Assess reading words. Place the student probe in front of the student making sure to cover tasks for other themes. Say to student, *You're going to read some words. Put your finger under the first word and go across the page.*

CVC Words:

lit	hat	him	kit	tip	bag	map	sit	tab	bat	/10
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High Frequency Words:

see	like	my	to	go	here	/6
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THEME 7:

Assess letter sounds. Place the student probe in front of the student making sure to cover tasks for other themes. Say to student, ***You're going to say the sounds for some letters. Put your finger under the first letter in the box. Point to each letter, and tell me the name of the letter.***

/s/	/m/	/r/	/a/	/t/	/b/	/i/	/n/	/h/		
/v/	/c/	/p/	/g/	/f/	/l/	/k/	/q/	/d/	/z/	
										/19

Assess reading words. Place the student probe in front of the student making sure to cover tasks for other themes. Say to student, ***You're going to read some words. Put your finger under the first word and go across the page.***

CVC Words:

zig	nap	pit	dig	lap	tin	fig	cap	fat	mad		/10
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High Frequency Words:

see	like	my	to	here	for	have					/7
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THEME 8:

Assess letter sounds. Place the student probe in front of the student making sure to cover tasks for other themes. Say to student, ***You're going to say the names for some sounds. Put your finger under the first letter in the box. Point to each letter, and tell me the sound of the letter.***

/s/	/m/	/r/	/a/	/t/	/b/	/i/	/n/	/h/	/o/	
/v/	/c/	/p/	/g/	/f/	/l/	/k/	/q/	/d/	/z/	/x/
										/21

Assess reading words. Place the student probe in front of the student making sure to cover tasks for other themes. Say to student, ***You're going to read some words. Put your finger under the first word and go across the page.***

CVC Words:

box	him	big	fox	bag	cat	lot	got	fit	cot		/10
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High Frequency Words:

like	here	for	have	said							/5
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THEME 9:

Assess letter sounds. Place the student probe in front of the student making sure to cover tasks for other themes. Say to student, ***You're going to say the sounds for some letters. Put your finger under the first letter in the box. Point to each letter, and tell me the sound of the letter.***

/s/	/m/	/r/	/a/	/t/	/b/	/i/	/n/	/h/	/o/	/v/	/c/	
/e/	/f/	/l/	/k/	/q/	/d/	/z/	/x/	/w/	/y/	/p/	/g/	
												/24

Assess reading words. Place the student probe in front of the student making sure to cover tasks for other themes. Say to student, ***You're going to read some words. Put your finger under the first word and go across the page.***

CVC Words:

get	win	peg	yes	sit	not	tan	hen	wet	got	/10
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High Frequency Words:

here	for	have	said	play	she	/5
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THEME 10:

Assess letter sounds. Place the student probe in front of the student making sure to cover tasks for other themes. Say to student, ***You're going to say the sounds for some letters. Put your finger under the first letter in the box. Point to each letter, and tell me the sound of the letter.***

/s/	/m/	/r/	/a/	/t/	/b/	/i/	/n/	/h/	/o/	/v/	/c/	/e/
/p/	/g/	/u/	/f/	/l/	/k/	/q/	/d/	/z/	/x/	/w/	/y/	/j/
												/26

Assess reading words. Place the student probe in front of the student making sure to cover tasks for other themes. Say to student, ***You're going to read some words. Put your finger under the first word and go across the page.***

CVC Words:

sun	yak	wet	hut	bug	jet	nut	cup	jug	den	/10
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High Frequency Words:

here	have	said	she	are	/5
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