

# Scoring Sheet for Kindergarten Scott Foresman Quick Checkouts

Student Name \_\_\_\_\_

## UNIT 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												

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.*

High Frequency Words:

I	am	the	little	/4
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## UNIT 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:

m	t	a	s	
p	c	i		/7

Sounds:

/m/	/t/	/a/	/s/	
/p/	/k/	/i/		/7

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:

am	sat	tap	it	tip	
					/5

High Frequency Words:

have	my	like	to	is	
					/5

### UNIT 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:

m	t	a	s	p	c	i	b	n	r	d	
k	f	o									/14

Sounds:

/m/	/t/	/a/	/s/	/p/	/k/	/i/	/b/	/n/	/r/	/d/	
/k/	/f/	/o/									/14

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:

ban	fin	dot	rob	kid	
					/5

High Frequency Words:

she	see	look	me	with	
					/5

## UNIT 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.***

/m/	/t/	/a/	/s/	/p/	/k/	/i/	/b/	/n/	/r/	/d/	
/k/	/f/	/o/	/h/	/l/	/g/	/e/					/18

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:

hot	lit	gas	hen	bet	
					/5

High Frequency Words:

are	here	from	do	go	
					/5

## UNIT 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.*

/m/	/t/	/a/	/s/	/p/	/k/	/i/	/b/	/n/	/r/	/d/	/k/	/f/
/o/	/h/	/l/	/g/	/e/	/w/	/j/	/ks/	/u/	/v/	/z/	/y/	/kw/
												/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:

jug	yum	wax	vet	zip	
					/5

High Frequency Words:

what	said	was	come	where	
					/5