

Reading Assessment in Kindergarten

Category	Reading Benchmark	What it Looks Like	How it Can be Monitored
<p>Personal Perceptions, Attitudes, and Interests</p>	<p>Communicates personal ideas and concepts</p>	<ul style="list-style-type: none"> <li>- can talk about particular books and is able to state likes and dislikes (“I like this book because...”, “This is my favourite part...”,)</li> <li>- can tell a story or explain content based on pictures (“See this big truck? It’s going to move all that rock!”, “The gorilla took the keys. Now he’s going to let out all the animals.”)</li> </ul>	<ul style="list-style-type: none"> <li>- anecdotal observations, conferencing</li> </ul>
	<p>Expresses desire to read</p>	<ul style="list-style-type: none"> <li>- chooses books during “reading” times (DEAR, Stop, Drop and Read, or other quiet reading times)</li> <li>- actively participates during shared and group reading</li> <li>- actively listens during read-alouds</li> <li>- asks to be read to</li> <li>- “pretends” to read</li> <li>- “reads” familiar text from memory</li> <li>- talks about learning to read</li> </ul>	<ul style="list-style-type: none"> <li>- anecdotal observations</li> </ul>
	<p>Talks about what has been read</p>	<ul style="list-style-type: none"> <li>- retells familiar stories, talks about characters, setting, or plot events (“Look how the tree keeps tipping over the more letters go in it.”; “There’s no such thing as a purple cat!”, “When the bear sneezes, they all get blown out of the mitten!”)</li> </ul>	<ul style="list-style-type: none"> <li>- anecdotal observations, conferencing</li> </ul>
<p>Comprehension</p>	<p>Begins to talk about connections between prior and new experiences or knowledge</p>	<ul style="list-style-type: none"> <li>- makes connections between what has been read and what is already known (“We have a boat just like that one.”; My grandpa drives the loader here. He moves snow with it.”; “I went to Disneyland, too. I saw Mickey Mouse.”). Can also begin to talk about how making connections can help with understanding what is read (“When I slept over at Marcie’s last weekend, I was homesick, just like Ira.”)</li> </ul>	<ul style="list-style-type: none"> <li>- anecdotal observations, conferencing, small guided reading groups</li> </ul>
	<p>Recognizes that print has meaning</p>	<ul style="list-style-type: none"> <li>- can point to the text when asked what part is “read”; asks others what various print examples say; looks for familiar words and names in print</li> </ul>	<ul style="list-style-type: none"> <li>- anecdotal observations</li> </ul>
	<p>Recognizes that print and pictures are connected in text</p>	<ul style="list-style-type: none"> <li>- can match familiar words to pictures in text (“This word says ‘Clifford’ – see, it’s Clifford, the big, red dog!”); can follow patterns based on pictures (“I like, reading, I like writing – I can use the pictures to read the story”; “This is my mom. This is my dad. This is my sister...”)</li> </ul>	<ul style="list-style-type: none"> <li>- anecdotal observations</li> </ul>
	<p>Begins to use comprehension strategies (making connections, asking questions, predicting...)</p>	<ul style="list-style-type: none"> <li>- makes predictions about what will happen next, asks questions about content (“How...?”, “Why...?”), and makes to connections to previous experiences that assist understanding (“My cat is just like Cookie – my mom says he’s always getting into trouble.”; “When I don’t get picked to be on my friend’s team, I feel just like</li> </ul>	<ul style="list-style-type: none"> <li>- anecdotal observations</li> </ul>

	<p>Begins to make predictions about text</p> <p>Retells stories</p>	<p>Corduroy.”)</p> <ul style="list-style-type: none"> <li>- can make reasonable predictions about what might happen next or what characters might do or say (“Now the wolf will try to blow down the next pig’s house”; “It’s going to Grover at the end of the book. I just know it!”)</li> <li>- can retell story using oral or picture prompts</li> </ul>	<ul style="list-style-type: none"> <li>- conferencing, small guided reading group,</li> </ul>
Processing Words and Other Text Features	<p>Recognizes own name, environmental print, and familiar words with personal significance, in context</p> <p>Identifies some letters and some beginning and ending consonant sounds</p> <p>Recognizes that print has meaning</p> <p>Recognizes that letters go together to make words and word to make sentences</p> <p>Demonstrates reading-like behaviours</p>	<ul style="list-style-type: none"> <li>- can pick out own name in attendance lists, in texts, on name cards, and in environmental print in the classroom; recognizes such words as “mom”, “dad”, “love”, as well as names of siblings or pets; may recognize some high frequency words including “a”, “and”, “he”, “I”, “in”, “is”, “it”, “of”, “that”, “the”, “to”, and “was”</li> <li>- knows first letter of own name</li> <li>- can identify certain words that start with the same sound of own name or those of friends (“My name starts with ‘J.’”; “Monkey starts the same as Michael.”)</li> <li>- may recognize specific ending consonants (“‘Dog’ ends with /g/, the same as my name.” “Peter and Walter both end with the same sound.”)</li> <li>- understands that print represents talk written down, that things that can be spoken can also be written down; can point to text as the part of the story to be “read”; asks to have unfamiliar print read (“What does this say?”)</li> <li>- uses letters (magnetic, letter cards, pasta, plastic, etc) to build familiar words (own name, personal words, environmental print); writes strings of letters to represent words</li> <li>- can name letters to spell familiar words (own name, personal words)</li> <li>- recognizes that the white space between words shows where words start and end</li> <li>- can reassembled word cards to build sentences from familiar text (songs, poems, chants, read-alouds)</li> <li>- holds book as though reading (right side up, turns pages from front to back)</li> <li>- tracks words from left to right in familiar text</li> <li>- “reads” familiar texts from memory or in approximated form (simple stories, poems, charts, environmental print)</li> </ul>	<ul style="list-style-type: none"> <li>- anecdotal observations, specific performance assessment tasks, small group instruction opportunities</li> <li>- anecdotal observations, specific assessment tasks</li> <li>- anecdotal observations, small group instruction opportunities</li> <li>- anecdotal observations, centre activities, specific performance assessment tasks</li> <li>- anecdotal observations</li> </ul>
Fluency	“Reads” familiar text with	- uses memory and possibly some basic word recognition to “read”	- specific performance assessment

	appropriate pacing, pauses, and intonation	familiar stories, songs, poems, chants, and other environmental print around the classroom; uses appropriate inflection, pauses, and pacing (modeled on group reading experiences with the same text).	task, anecdotal observations, small group instruction opportunities, whole class instructions
Metacognition and Reading Strategies	Begins to talk about how an author expresses his/her voice through techniques of style	- recognizes that certain authors have familiar elements such as style, illustrations that make them unique ("The pictures in these two books [ <i>The Very Hungry Caterpillar</i> and <i>The Greedy Python</i> ] look the same"; "All these books [ <i>Green Eggs and Ham</i> , <i>The Cat in the Hat</i> , and <i>Hop on Pop</i> ] are rhyming books!")	- anecdotal observations, small group discussions, conferencing
	Begins to reflect on personal behaviours and/or learning style	- may talk about preferred ways of learning ("I like it best when the teacher reads books to us."; "I like watching books on the computer"; "I like listening to books on tapes.")  - may talk about preferences for quiet when reading; to work alone or with others; to draw, write or talk about ideas, etc.	- conferencing, small group discussions
	Begins to reflect on personal behaviours that contribute to group success	- may observe such things as "It's better when we share the crayons at the table."; "If we hold the book between us, we can both see the pictures."; "If we take turns with the black marker, we can both finish faster."	- anecdotal observations, class discussions after group activities

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