

Pre-Kindergarten Skills Assessment

Little Rock School District Pre-Kindergarten Skills Assessment (PKSA) is designed to assess Pre-Kindergarten students' development in two domains: literacy and mathematics. The tasks are designed to build on, rather than replicate, information assessed in the *Early Screening Inventory (ESI)*. The assessment will not represent the full range of knowledge of young children, but will provide a snapshot of student knowledge in important tasks, provide a baseline of information and an opportunity to demonstrate progress.

There are two tasks in the literacy component of the PKSA: Letter Identification and Write Name. There is one task in the mathematics component of the PKSA: Numeral Identification. Additional concepts are assessed within the curriculum or ESI screening.

Become very familiar with each task and the materials prior to beginning the evaluation. Review the purpose for each task, recording procedures, notes regarding administration and observation, and directions for administration.

Administer all tasks in the assessment in accordance with the directions provided. Although the tasks are numbered, teachers may administer the tasks in any order and in as many sessions as necessary. Assessment in all tasks occurs three times per year (Beginning, Mid Year, End of Year).

Use the PKSA results to inform instruction and document progress throughout the year. Teachers are encouraged to review the *Notes for Administration* and *Observation Directions for Administration* before re-administering assessment tasks.

Record observations and enter scores on the corresponding PKSA student records. There are two forms for recording student responses. One is presented after each task. The other is an "Alternate" sheet that combines tasks on fewer pages (pgs. 15-16). Either may be used.

Avoid evaluative comments during the assessment. Be neutral in responses; refrain from negative, positive or instructive feedback. No teaching should occur during administration of any task. Do not laminate pages the students use (Master Letter Identification, etc) as the glare can create a distraction for students and create difficulty in visual discrimination. You may use a non-glare plastic sleeve.

Following administration, compile student information on the PKSA: Class Information Sheet (pg. 14). Submit one (1) copy to building administrator; one (1) copy to Early Childhood office within one week of the assessment period.

On occasion, the Early Childhood Department may request copies of student assessments in order to determine consistency of administration and scoring and to improve the assessment tool. This will ensure we maintain a strong assessment that documents student progress.

Purpose

This task assesses a student’s familiarity and knowledge of alphabetic symbols and the student’s preferred mode of identification.

Materials

- Master Letter Card (do not laminate this page; may use in a “non-glare” sleeve)
- Masking card or plain paper
- Student Response/Recording Sheet
- Pencil

Recording Procedures

- Place a check (✓) in the “name” column for correct naming of a letter.
- Place a check (✓) in the “sound” column for a sound that is acceptable for the letter.
- Write the word given, if a student gives a word/symbol for which the letter is the initial letter *or sound*. (i.e., kite for “c” would be correct).
- Record incorrect responses in the designated column.
- Note any self-corrections as correct and indicate in the column with “sc”.

Directions for Administration – Task 1

- Introduce the Task
Show the student the Master Letter Card, and ask:
What are these? Or What do we call these?
Record the student’s response in the “Comments/Observation” section. (Often, students will say, “abcs, alphabet, letters, words, numbers, etc.)
Offer no response. Continue the assessment.
- Assessment
Then ask: *Can you find some that you know?*
Allow the student to review the page.
 - a. If the student points/identifies a letter anywhere on the page, record the response, then direct the student to the first line on the card. Teacher points to the first letter and says: *What is this?* Continue moving across the line of letters asking: *What is this?*
 - b. If the student **hesitates**, point to the first letter of his name and ask him: *What is this?* Then, move to the first letter on the page (top left), and proceed by asking: *What is this?* for each letter. The student may answer: *I don’t know* or other. Record student response as indicated above.
 - c. If the student begins naming letters without hesitation, record student responses. If the student misses letters while working independently, redirect his attention at the end of the assessment by pointing and asking: *What is this?*
- Continue through page asking: *What is this? Or And this?*
- If the child encounters a letter and does not respond or says “I don’t know” use one of the questions below. If the student responds to the question, do not ask the other questions. Do not ask the same question each time, rather, vary the questions.

Do you know its name?

What sound does it make?

Do you know a word that starts with this?

Record student responses; continue with task.

REMINDER: Students are not asked to name the letter, sound, and word for each letter. The task should not be repeated for the additional information. This determines the students' primary association and mode of identification.

Notes Regarding Administration & Observations

Record responses as the student identifies the letters. If the student responds so quickly that the teacher is unable to keep pace, it is acceptable to ask the student to stop for a few seconds and then resume.

The student **does not** need to identify the letter in more than one way. The student **should not** be asked or prompted to do so.

Use of a masking card/sheet of paper may assist in focusing the student on a line of letters or a single letter and keeping a student's attention to the task. This is not required or recommended for all students. A student who begins naming or identifying letters in the top row, moving left to right and continuing down the page may not need a masking card. Teachers must use good judgment in utilizing this tool.

Provide the opportunity for the students to name/identify all letters; picking and choosing letters and not assessing the full set may neglect some of the students' knowledge. However, the student who says, "I don't know" or identifies all letters as numbers, color words, pictures, etc., should not be prompted beyond reason.

Note the speed with which the student responds. Which letters are named quickly? Which letters require more time for responding?

Notice letters the student confuses so these letters can be taught separately (not at the same time) during instruction. Confusing letters should be taught separately. If letters are unknown, note the types of letters. Are unknown letters considered "high-utility" letters, for example, are they part of the student's name? Or, are the unknown letters used infrequently (i.e. x, q, u).

Scoring – Task 1

- Score one point for each correctly identified letter name, sound or word.
- Maximum score is 52.

PKSA – Master Letter Card

G T M L Q C J

U V B R W O E

D F Z S H X N

K A Y P I

d t i l b y j

u a q r w m e

g f z k h p n

s v c x o

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PKSA: Letter Identification (Task 1) Student Response/Recording Form

Student Name: _____ Check one: Beginning Mid Year End of Year

	Name	Sound	Word	Incorrect Response		Name	Sound	Word	Incorrect Response
G					d				
T					t				
M					i				
L					l				
Q					b				
C					y				
J					j				
U					u				
V					a				
B					q				
R					r				
W					w				
O					m				
E					e				
D					g				
F					f				
Z					z				
S					k				
H					h				
X					p				
N					n				
K					s				
A					v				
Y					c				
P					x				
I					o				
Totals									

Comments/Observations:

Purpose

This task is designed to determine how the student represents his/her name in written form.

Materials

- ✓ Markers or pens for student writing
- ✓ Student writing page
- ✓ Note-taking page for observations (see Notes Regarding Administration & Observation)

Recording Procedures

- Observe the student as s/he writes. Take notes about: letter formation, pencil grip, directionality, and speed of response. Note placement on page and the order in which letters are written.
- See Scoring Rubric on the next page. Maximum Score is 5.

Directions for Administration

Place the Student Recording Sheet in front of the student. Ensure the heading is folded under. Say: *Choose a marker.* Offer students a choice of markers/pens. Then say: *Your name is an important word. Can you write your name?* Do not indicate first and/or last name.

- ✓ If the child asks whether s/he should write his/her first and/or last name, say: *You can write both names.*
- ✓ If the student says “Yes”, say, *Write your name.*
 - If the student writes the first name correctly, prompt the student to write his/her last name.
- ✓ If the student says “no”, say, *Do you know any letters in your name? Write those letters.*

Notes Regarding Administration & Observation

Providing a blank recording paper “allows the greatest scope of response for students who have the least control over the writing process” (Clay, 2002). A blank page provides opportunities for students to reveal what s/he does and does not know about recording print on a page using their most-known word (their name). A lined paper is inappropriate and forces students to focus on letter formation and placement rather than what is known about their name.

Avoid light colored markers such as yellow. Light colored markers do not provide the contrast with white paper needed by early literacy learners.

From this task, teachers begin to observe what a student understands and can demonstrate about the requirement that written language must be read in a certain **direction**. Important questions include: Does the student know that symbols and letters have a particular **orientation** (direction)? Does the student know that the rules of print require a particular **sequence** (order)?

Although this task provides a small sample, the teacher observes how the student holds the writing tool (marker/pen) and the motions used to form particular letters. Which motions are efficient and can be used to learn the form of other letters? Are letters formed by piecing parts together or in a fluid manner?

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Scoring Rubric

Record score on the student page after review.

1	2	3	4	5
May have letters that are not in the first name Random letters Letter-like forms Scribbles May be scattered around paper (does not look like a word) No attempt	May have one or two of the letters in the first name in any order Letters may be out of sequence May not include all letters in first name Letter forms may be reversed, upside down, or written right to left	Has all or most of the letters in the first name May include a mixture of upper- and lower-case letters	First name is spelled correctly Names may include any mixture of upper- and lower-case letters	First and last names are spelled correctly Names include correct upper- and lower-case letters

Examples:

If child writes “ BeTSy James” – Score 4.

If child writes “bTY” – Score 3.

If child writes “BstY” – Score 2.

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PKSA: Write Name

Score: ___/5

Name: _____ Check one: Beginning Mid Year End of Year

FOLD HEADING UNDER BEFORE STUDENT IS GIVEN FORM

Purpose

The purpose of this task is to assess knowledge of printed numbers.

Materials

- Master Number Card (A and B), folded in half to show only one part
- Number Recognition Student Response Sheet
- Masking card
- Pencil

Recording Procedures

- Place a check (✓) in the column for each correctly named number.
- When an incorrect response is given, write the student's response in the "Incorrect Response" column.
- When a student indicates that s/he doesn't know a number, place a check (✓) in the "I don't know" column.
- Note any self-corrections as correct and indicate in the column with "sc".

Notes Regarding Administration & Observations

Even though symbols on the Master Number Card are technically numerals, it is NOT expected that students use the term numerals. For the purpose of the assessment, teachers will accept the term "numbers."

Note the numerals the student identifies first. A student may, for example, begin with numeral 1, and continue to identify numerals in numerical sequence. This could indicate an understanding of numerals and sequencing. Observational notes should be recorded in the comments/observations section.

If the student does not provide a response within 5-7 seconds, or if s/he says "I don't know" or "I can't tell you" or offers some other response indicating the numeral is unknown, move to the next numeral on the card. Do not name the numeral for the student.

The task is organized so numerals 1-10 are listed in the first two rows. If the student correctly names all numerals 1-10 (in any order), proceed with numeral naming task for part b. If the student is unable to identify any of the first ten numerals, discontinue the task after allowing the student to respond to the first ten.

Do not respond to the student's answer in any way that provides feedback. Maintain neutrality and an observer's role in the administration.

Directions for Administration – Task 3

- Introduce the Task
 - Show the student the Master Number Card (PART A only).

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- Teacher asks: *What are these? Or What do we call these?*
Record student response on the Student Response/Recording Form

- Assess
 - With a masking card/sheet or with the page folded in half, only reveal the numbers in part a (1-10).
 - Teacher asks: *Do you know any of these?*
 - If the student begins by identifying numeral 1 and continues in counting sequence (1-10), record the information on the Student Sheet. Allow the student to continue.
 - If the student begins with numeral 8, teacher will point to the next numeral and say: *What is this?* Continue.
 - If the student begins with a numeral other than 8 (first row, left position), or 1, indicate the numeral on the Student Record sheet. Then Teacher Ask: *Do you know any other ones?* Allow the student to respond. Guide the student to the top row, left position and continue the task. Do not repeat numerals.
 - If the student says *no*, point to the numeral 8 and say: *do you know this one?* If the student says no or offers no response within a 5-7 second time frame, move to the next numeral and continue through the assessment.
 - If the student correctly identifies at least six numerals in 1-10, continue the task as indicated below:
 - If the student identified the first ten numerals in counting number sequence, unmask (or flip the page) to the remaining rows, and allow the student to continue.
 - If the student is unable to continue counting, or is stalled, the teacher should use the masking card or point to each number moving left-right across the rows.
 - If the student identified the first ten numerals following left-right across the rows, allow the student to continue
 - If the student confused 6 and 9, the teacher may continue with the part b.
 - The task can be discontinued anytime after row 3 at the discretion of the teacher.

Scoring - Task 3

- Scoring is 1 point for each correctly identified number. Maximum score for Part A is 10; Part B is 10.

8

2

9

5

1

3

7

4

6

10

13

15

18

11

19

16

20

14

17

12

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PKSA: Mathematics: Number Recognition (Task 3)

Student Response/Recording Form

Teacher asks: *What are these? Or, What do we call these?*

	Correctly named (√)	Incorrect response (write response)	"I don't know" or No response
8			
2			
9			
5			
1			
3			
7			
4			
6			
10			
ONLY ASSESS (part b) if students correctly responded to at least six in 1-10.			
13			
15			
18			
11			
19			
16			
20			
14			
17			
12			
Total			

Comments/Observations:

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PKSA: Student Assessment Profile

Student Name: _____ Teacher: _____ School: _____

	Beginning of year	Mid Year	End of Year
Task 1 <i>Letter Identification</i> (Max 52)			
Task 2 <i>Write Name</i> (Max 5)			
Task 3 <i>Number Identification</i> (Max 20)			

Notes/Comments/Observations:

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PKSA: Alternate Form – Task 1

Name: _____ Check one: Beginning Mid Year End of Year

	Name	Sound	Word	Incorrect Response		Name	Sound	Word	Incorrect Response
G					d				
T					t				
M					i				
L					l				
Q					b				
C					y				
J					j				
U					u				
V					a				
B					q				
R					r				
W					w				
O					m				
E					e				
D					g				
F					f				
Z					z				
S					k				
H					h				
X					p				
N					n				
K					s				
A					v				
Y					c				
P					x				
I					o				
Totals									

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PKSA: Alternate Form – Task 2 & Task 3

Name: _____ Check one: Beginning Mid Year End of Year

Task 2: Write Name

Observations/Comments:

Task 3: Numeral Identification

	Correctly Named (v)	Incorrect Response (Write Response)	"I don't know" or No Response
PART A			
8			
2			
9			
5			
1			
3			
7			
4			
6			
10			
Total			
PART B			
ONLY ASSESS if students correctly identified at least six numerals in 1-10.			
13			
15			
18			
11			
19			
16			
20			
14			
17			
12			
Total			

Comments/Observations:

Sample Assessment Pages

	Name	Sound	Word	Incorrect Response		Name	Sound	Word	Incorrect Response
G	v				d				b
T	v				t	v			
M	v				i	v			
L				T	l				l
Q			queen		b	v			
C		v			y				w
J				G	j				i
U				N	u				N
V	v				a	v			
B	v				q				b
R	v				r				n
W				v	w				v
O	v				m				n
E	v				e	v			
D	v				g				a
F	v				f	v			
Z	v				z	v			
S			snake		k		"k"		
H	v				h	v			
X	v				p				b
N				A	n	v			
K			cat		s	v			
A	v				v				w
Y				Z	c	v			
P	v				x	v			
I				one	o	v			
Totals	15	1	3			13	1		

Notes/Comments:

Total Score: 33 (count all from name, sound and word columns).

Notes: Called the letters "ABCS"

Some visual similarity between letters that have v/w/Y shapes.

Moved l → r across rows easily, identified first letter of name first.

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Sample Assessment Pages

	Correctly Named (✓)	Incorrect Response (Write Response)	"I don't know" or No Response
PART A			
8	✓		
2	✓		
9		S	
5	✓		
1	✓		
3	✓		
7		T	
4	✓		
6		S	
10		one	
Total	6		
PART B			
ONLY ASSESS if students correctly identified at least six numerals in 1-10.			
13			✓
15			✓
18			✓
11			✓
19			✓
16			✓
20			✓
14			✓
17			✓
12	✓		
Total	1		

Total Score: 7

Notes/Comments:

Started with 1 and counted 1-5 in order

