

P-3 Skills Assessment

Little Rock School District P-3 Skills Assessment (P3SA) is designed to assess P-3 students' development in three domains: literacy, mathematics and general knowledge (colors). 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, as well as an opportunity to demonstrate progress.

There are two tasks in the literacy component of the P3SA: Letter Recognition/Letter Identification and Write Name. There are two tasks in the mathematics component of the P3SA: Numeral Recognition/Numeral Identification and Shape Recognition/Shape Identification. P-3 will also be assessed on Color Recognition/Color Identification. Additional concepts are assessed within the curriculum or ESI screening.

For clarification, identification is a higher-level task requiring students to name an object or item; recognition simplifies the concept to allow the child to choose between options. Both are valuable for young learners as language develops. Therefore, both are counted as correct in the P3SA.

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. Record observations and enter scores on the corresponding P3SA student records. There are two forms for recording student responses. One is presented after each task. The other is an "Alternate" sheet that combines the tasks on one page (pg. 22) Either may be used. Maintain copies of the Student Recording forms and place in the child's record at the end of the year.

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). Instruction should continue during assessment periods.

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.

Use the P3SA 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.

Following administration, compile student information on the P3SA: Class Information Sheet (pg. 21). **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.

Literacy Tasks

Task 1: **Letter Recognition/Letter Identification**

Letter Recognition (from an array)

| | |
|---------------------------------|---|
| Task Information | 2 |
| Student Response/Recording Form | 4 |

Letter Identification (naming)

| | |
|---------------------------------|---|
| Task Information | 5 |
| Master Letter Card | 7 |
| Student Response/Recording Form | 8 |

Task 2: **Write Name**

| | |
|---------------------------------|----|
| Task Information | 9 |
| Scoring Rubric | 10 |
| Student Response/Recording Form | 11 |

Mathematics Tasks

Task 3: **Numeral/Number Recognition/Identification**

| | |
|---------------------------------|----|
| Task Information | 12 |
| Student Response/Recording Form | 13 |

Task 4: **Shape Recognition/Identification**

| | |
|---------------------------------|----|
| Task Information | 14 |
| Master Shape Card | 16 |
| Student Response/Recording Form | 17 |

General Knowledge Tasks

Task 5: **Color Recognition/Identification**

| | |
|---------------------------------|----|
| Task Information | 18 |
| Master Color Card | 19 |
| Student Response/Recording Form | 20 |

Additional Materials

| | |
|---------------------------------------|----|
| Student Recording Form/Combined Tasks | 21 |
| Class Recording Form | 22 |

P3SA Task 1: Letter Recognition

Use this task until the child demonstrates proficiency of 3-4 or more of the letters. At this point, discontinue the use of Letter Recognition and use Letter Identification.

If child successfully identifies 3-4 or more letters in this task, proceed to Letter Identification.

Purpose

This task assesses a student's familiarity of high-frequency letters within an array of letters. The student is not asked to name the letters but identify those indicated by the assessor.

Materials

- Letter Cards
- Student Response/Recording Sheet
- Pencil

Recording Procedures

- Complete the personalized letters within the array on the Student Response/Record Sheet (all students will have X, O, S, Z, A – include other letters from the child's name including the first and last letter (capital letters)).
- Place a check (✓) in the "Correct Response" column for the recognition of the letters indicated by the teacher.

Directions for Administration

- Introduce the Task

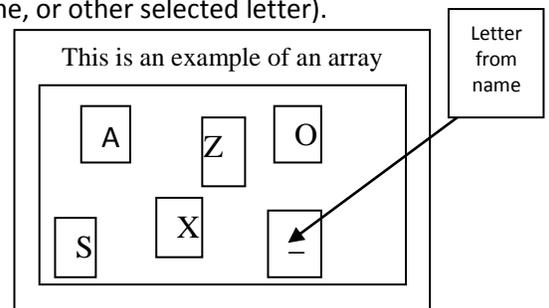
Lay out 7 letter cards in an array in front of the child (face up, all oriented correctly). Include the following letters: X, O, S, Z, A plus the child's first letter and last letter of their name. (If the child has one of the letters already laid out, add in the first letter of their last name, or other selected letter).

Say:

Do you see any that are in your name?

Allow the student to look at the letters.

- If the student says no, or hesitates,
- If the student points to a letter from his/her name, record this on the recording form.
- If the student names the letters, record this on the recording form.



- Assess

Say:

Show me the X. Record what the student pointed to or indicated on the recording form.

Show me the ___ (use one of the letters you included).

Continue with each letter.

Record each answer on the recording form.

Notes Regarding Administration & Observations

Scoring

- Score one point for each correctly identified or recognized letter.
- Maximum score 6.

P3SA Task 1: Letter Recognition Student Response/Recording Form

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

Student Response: What do we call these? _____

| | Identified (v) <small>(Named the number)</small> | Recognized (v) <small>(Pointed/indicated the number after "Show me...")</small> | Incorrect Response <small>(Record student response)</small> | I Don't Know (v) |
|-------------------------------|---|--|--|------------------|
| X | | | | |
| O | | | | |
| S | | | | |
| A | | | | |
| Z | | | | |
| ___ (teacher selected letter) | | | | |
| Totals | | | | |

Comments/Observations:

P3SA Task 1: Letter Identification

Use Letter Identification when students successfully identify 3-4 or more letters on Letter Recognition.

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 “Correct Response” column for correct naming of a letter.
- Record incorrect responses in the “Incorrect Response” column.
- Write the word given, if a student gives a word/symbol for which the letter is the initial letter. (i.e., cat for “c” would be correct).
- 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?

Do you know a word that starts with this?

Record student responses; continue with task.

REMINDER: Students are not asked to name the letter, 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.

This is not a timed assessment.

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.

P3SA TASK 1 - 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 | d | x | o | | |

P3SA Task 1: Letter Identification

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

Student Response: What do we call these? _____

| | Correct Response | Sound | Word | Incorrect Response | | Correct Response | 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 (Fold down top prior to administering)
- ✓ 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?

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 | May have one or two of the letters in the first name in any order | Has all or most of the letters in the first name (more than half) | First name is spelled correctly (Must have ALL Letters in first name) | First and last names are spelled correctly |
| Random letters | Letters may be out of sequence/order (Bsty for Betsy) | May include a mixture of upper- and lower-case letters | Written Left to right in the correct order | Names include correct upper-and lower-case letters |
| Letter-like forms | May not include all letters in first name | Written Left to Right in the correct order | Names may include any mixture of upper-and lower-case letters | |
| Scribbles | Letter forms may be reversed, upside down, or written right to left | | | |
| May be scattered around paper (does not look like a word) | | | | |
| No attempt | | | | |

Examples:

If child writes “ BeTSy James” – Score 4.

If child writes “bTY” – Score 3.

If child writes “BstY” – Score 2.

If Written Left to right:

Lsa – Score 3

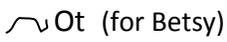
LsA – Score 3

asiL – Score 2

If Written Right to left:

Lisa – score 2

If written in random order, but the end result looks like LISA or Lisa – Score 2

| | | |
|-----------------|---|---------|
| If child writes |  | Score 2 |
| If child writes |  | Score 1 |
| If child writes | xmrl | Score 1 |

PKSA Task 2: Write Name

Score: ___/5

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

FOLD HEADING UNDER BEFORE STUDENT IS GIVEN FORM

P3SA Task 3: Numeral Recognition/Identification

Purpose

This task assesses a student’s familiarity of numerals within an array. The student is not asked to name the numbers but identify those indicated by the assessor.

Materials

- Number Cards (0, 1, 2, 3, 4, 5) (Included in curriculum materials or write with black ink on white card)
- Student Response/Recording Sheet
- Pencil

Recording Procedures

- Place a check (✓) in the “Correct Response” column for the recognition or identification of the numerals indicated by the teacher.
- Record an incorrect response (write what is said) or “I don’t know” in the appropriate column.

Directions for Administration

- Introduce the Task

Lay out the number cards in an array in front of the child (face up, all oriented correctly). Include the following letters: 5, 3, 1, 0, 4, 2. (See sample below)

Say:

What do we call these?

Do you see any that you know?

Allow the student to look at the numbers.

- If the student says no, or hesitates, proceed to “Recognition directions” (below)
- If the student points to a number and identifies it (or attempts to), record this on the recording form.
- If the student names the numbers, record the on the recording form.

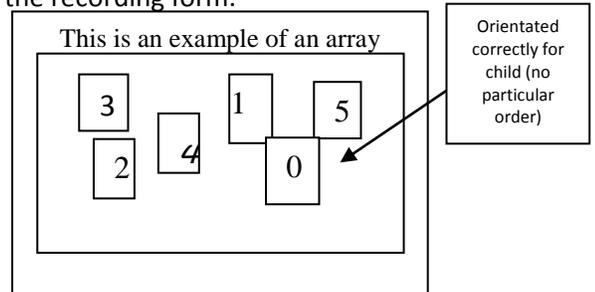
- Assessment

Identification

- Use above procedures
- Student identifies the numbers without support
- May or may not point to each number.

Recognition

- Use this procedure if student hesitates or indicates “I don’t know” when asked to identify numbers (above in “Introduce the task”).



Say: *Show me 3.* Record what the student pointed to or indicated on the recording form.

Show me __. Continue through numbers in random order.

Record each answer on the recording form.

Notes Regarding Administration & Observations

Students need only identify or recognize numbers; they do not need to repeat the activity for identification and also for recognition. Indicate on the Student Response/Record Form if the student identified or recognized the numbers.

Scoring

- Score one point for each correctly identified number.
- Maximum score 6.

P3SA: Number Recognition Student Response/Recording Form

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

Student Response: What do we call these? _____

| | Identified (√) <small>(Named the number)</small> | Recognized (√) <small>(Pointed/indicated the number after "Show me...")</small> | Incorrect Response <small>(Record student response)</small> | I Don't Know (√) |
|--------|---|--|--|------------------|
| 3 | | | | |
| 2 | | | | |
| 1 | | | | |
| 5 | | | | |
| 0 | | | | |
| 4 | | | | |
| Totals | | | | |

Comments/Observations:

Purpose

The purpose of this task is to assess knowledge of shapes.

Materials

- Master Shape Card
- Shape Identification/Recognition Student Response Sheet
- Masking card
- Pencil

Recording Procedures

- Place a check (√) in the column for each correctly named or recognized shape.
- 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

Shapes may be identified in any order; if student cannot identify the shapes, proceed with prompting listed below.

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 shape on the card. Do not name the shape for the student. 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 4

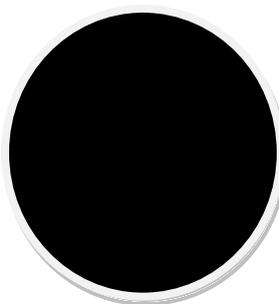
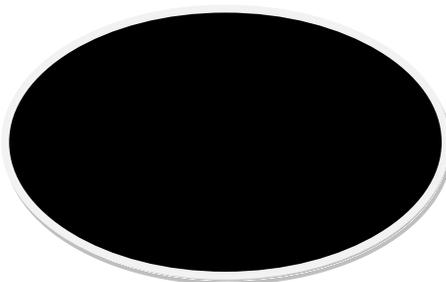
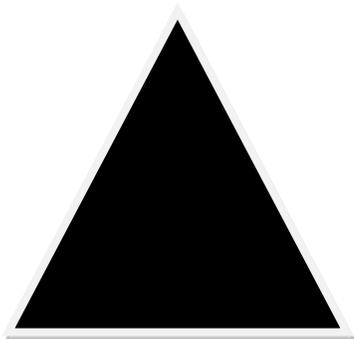
- Introduce the Task
 - Show the student the Master Shape card.
 - Teacher asks: *What are these? Or What do we call these?*
Record student response on the Student Response/Recording Form
- Assess
 - Teacher asks: *Do you know any of these?*
 - If the student begins to identify shapes, record the information on the Student Sheet. Allow the student to continue.
 - If the student says *no*, point to the square (first one) and say what is this?
 - If correctly identified, point to the next shape and continue.
 - If incorrectly identified, or says “I don’t know”, use alternate procedure for “Shape Recognition” listed below.
 - Alternate Procedure: Shape Recognition
 - If student is unable to identify shapes by name, lay the sheet in front of the child and prompt:
 - **Show me the square.**
 - **Show me the ____.**
 - Continue until you have assessed all shapes.

- Discontinue after three shapes have been attempted without response. (Incorrect identification is not the same as “no response” or “I don’t know”).

Scoring - Task 4

- Indicate if the child identified the shapes by name, or recognized the shapes (matched) when prompted.
- Scoring is 1 point for each correctly identified or recognized shape.

MASTER SHAPE CARD



P3SA Task 4: Mathematics: Shape Identification/Recognition Student Response/Recording Form

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

Student Response: What do we call these? _____

| Shape | Identification by name (✓) (named shape) | Recognition in an array (✓) (pointed to shape when asked) | "I don't know" | Incorrect Response | Comments |
|---|--|---|----------------|--------------------|----------|
|  | | | | | |
|  | | | | | |
|  | | | | | |
|  | | | | | |
|  | | | | | |

Purpose

The purpose of this task is to assess knowledge of colors.

Materials

- Master Color Card
- Color Identification/Recognition Student Response Sheet
- Masking card
- Pencil

Recording Procedures

- Place a check (✓) in the column for each correctly named or recognized color.
- 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 color, place a check (✓) in the "I don't know" column.

Notes Regarding Administration & Observations

Colors may be identified in any order; if student cannot identify the colors, proceed with prompting listed below. 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 color is unknown, move to the next color on the card. Do not name the color for the student. Do not respond to the student's answer in any way that provides feedback. Maintain neutrality and an observer's role in the administration.

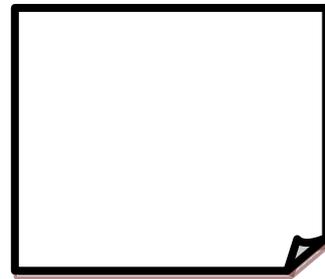
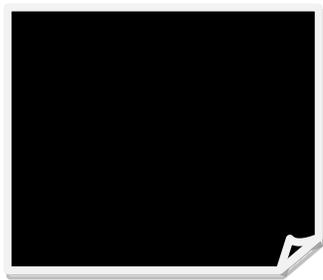
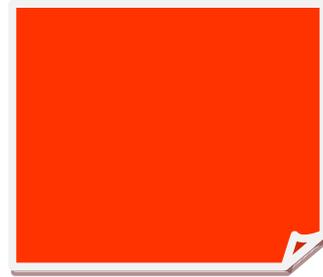
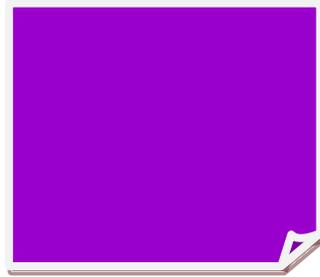
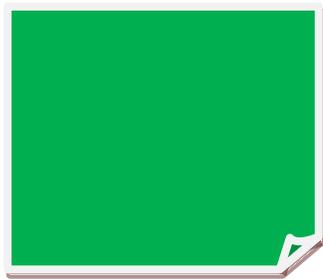
Directions for Administration

- Introduce the Task
Show the student the Master Color card.
Teacher says, "I want to see what colors you know."
- Assess
 - Teacher asks: *Do you know any of these?*
 - If the student begins to identify colors, record the information on the Student Sheet. Allow the student to continue.
 - If the student says *no*, point to a color and ask "What is this" or "What color is this?"
 - If correctly identified, point to the next shape and continue.
 - If incorrectly identified, or says "I don't know", use alternate procedure for "Shape Recognition" listed below.
 - Alternate Procedure: Shape Recognition
 - If student is unable to identify colors by name, lay the sheet in front of the child and prompt:
 - **Show me red.**
 - **Show me ____ . (color)**
 - Continue until you have assessed all colors.
 - Discontinue after three colors have been attempted without response. (Incorrect identification is not the same as "no response" or "I don't know").

Scoring

- Indicate if the child identified the colors by name, or recognized the colors (matched) when prompted.
- Scoring is 1 point for each correctly identified or recognized shape.
- Maximum score: 9

P3SA Task 5: General Knowledge: Color Identification/Recognition



P3SA Task 5: General Knowledge: Color Identification/Recognition

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

Student Response: What do we call these? _____

| Color | Identification by name | Recognition in an array | "I don't know" | Incorrect Response | Comments |
|--------|------------------------|-------------------------|----------------|--------------------|----------|
| red | | | | | |
| blue | | | | | |
| green | | | | | |
| purple | | | | | |
| black | | | | | |
| yellow | | | | | |
| orange | | | | | |
| white | | | | | |
| brown | | | | | |
| Totals | | | | | |

P3SK: Student Recording Form/Combined Tasks

Name: _____

Check one: Beginning Mid Year End of Year

Task 1: Letter Recognition

Total Points: ____/5

Student Response: What do we call these? _____

| | Identified (v) (Named the number) | Recognized (v) (Pointed/indicated the number after "Show me...") | Incorrect Response (Record student response) | I Don't Know (v) |
|------------------------------|--------------------------------------|---|---|------------------|
| X | | | | |
| O | | | | |
| S | | | | |
| A | | | | |
| Z | | | | |
| __ (teacher selected letter) | | | | |
| Totals | | | | |

Task 2: Write Name Total Score: ____/5

Task 3: Numeral Recognition

Total Score: ____/6

Student Response: What do we call these? _____

| | Identified (v) (Named the number) | Recognized (v) (Pointed/indicated the number after "Show me...") | Incorrect Response (Record student response) | I Don't Know (v) |
|--------|--------------------------------------|---|---|------------------|
| 3 | | | | |
| 2 | | | | |
| 1 | | | | |
| 5 | | | | |
| 0 | | | | |
| 4 | | | | |
| Totals | | | | |

Task 4: Shape Recognition

Total Points: ____/5

Student Response: What do we call these? _____

| Shape | Identification by name | Recognition in an array | "I don't know" | Incorrect Response | Comments |
|---|------------------------|-------------------------|----------------|--------------------|----------|
|  | | | | | |
|  | | | | | |
|  | | | | | |
|  | | | | | |
|  | | | | | |

Task 5: Color Recognition

Total Points ____/9

Student Response: What do we call these? _____

| Color | Identification by name | Recognition in an array | "I don't know" | Incorrect Response | Comments |
|--------|------------------------|-------------------------|----------------|--------------------|----------|
| red | | | | | |
| blue | | | | | |
| green | | | | | |
| purple | | | | | |
| black | | | | | |
| yellow | | | | | |
| orange | | | | | |
| white | | | | | |
| brown | | | | | |

P3SA: Student Assessment Profile

Student Name: _____ Teacher: _____ School: _____

| | Beginning of year | Mid Year | End of Year |
|--|-------------------|----------|-------------|
| Task 1a <i>Letter Recognition</i> (Max 5) | | | |
| Task 1b <i>Letter Identification</i> (Max 52) | | | |
| Task 2 <i>Write Name</i> (Max 5) | | | |
| Task 3 <i>Numeral Recognition/Identification</i> (Max 6) | | | |
| Task 4 <i>Shape Recognition/Identification</i> (Max 5) | | | |
| Task 5 <i>Color Recognition/Identification</i> (Max 9) | | | |

Notes/Comments/Observations: