Overview

The Phonics Plug-In ONE **Readiness Assessment: Kindergarten** is given to students who are pre-readers or emerging readers. The assessment determines if these students are ready to learn to read with Phonics Plug-In ONE.

The Readiness Assessment is administered individually and should take approximately 5 to 10 minutes per student.

WHO TAKES THE READINESS ASSESSMENT?

The **Readiness Assessment** is for **students in kindergarten or early first grade** who appear to be ready to for explicit, systematic, sequential phonics Instruction that teaches them how to decode words accurately and effortlessly.

Students who have had reading instruction and have not learned to decode as expected should take the **Qualifying Assessment**: *Grade 1 and Up* (found on pages 79–85.)

WHAT SKILLS ARE ASSESSED?

The **Readiness Assessment** checks a student's skills in four areas that are critical for being ready to learn to read.

Heart Words

Heart Words are high frequency words that are not spelled according to a common phonics pattern. Therefore, some of the letters have to be "learned by heart".

The Readiness Assessment includes 10 of the most common Heart Words: *the, a, and, I, to, was, for, you, is of.* Students who can read at least 7 of the 10 Heart Words on the **Readiness Assessment** will be ready to read the phrases, sentences, and passages in Units 2–10.

Phonics Plug-In ONE reviews these 10 Heart Words in the Getting Ready lesson and Unit 1, to help students who may not be automatic when reading a few of the words.

Letter Names

Many studies have shown that letter-name knowledge before formal reading instruction is one of the strongest predictors of children's reading ability (see Research section). The **Readiness Assessment** measures the number of letter names a student knows.

Students need to know at least 24 letter names to be ready for Phonics Plug-In ONE. Phonics Plug-In ONE has some letter naming practice to help beginning readers who may not be automatic at naming a few letters.

Letter Sounds

Studies show that understanding letter-sound correspondences is a prerequisite for effective word identification (see Research section), and the primary purpose of Phonics Plug-In ONE is to teach accurate word identification.

Students who know 15 of the 21 consonant letter sounds are ready for Phonics Plug-In ONE. Phonics Plug-In ONE has some consonant letter sound practice to help students who may not know a few of the letter consonant sounds.

Short vowel letter sounds are not assessed because each of these is introduced in a separate Phonics Plug-In ONE Unit. All of the consonant letter sounds are reviewed throughout Phonics Plug-In ONE Units.

Blending Sounds

Researchers agree that phonemic awareness is a strong predictor of reading achievement (see Research section). Once children understand that words can be divided into phonemes and that phonemes can be blended into words, they are ready to use their knowledge of letter-sounds to read words (See Research section).

Students who are able to accurately blend 3 sounds into a word for 2 out of the 3 words on the **Readiness Assessment** are ready for Phonics Plug-In ONE instruction. Students solidify their phonemic awareness by practice blending, segmenting, and manipulating phonemes in all 10 Units of Phonics Plug-In ONE.

Materials

There are two parts to the *Readiness Assessment* materials used for administration:

- **Student Pages:** two pages that the student looks at during the assessment. The assessor will need to make one copy of these pages that can be reused with each student. The two pages can be copied double-sided on one piece of paper. Some assessors laminate these pages.

- **Response Form:** one page the teacher uses to record and score each student's responses. The assessor will need to make a copy of this page for each student being assessed.

Summary administration and scoring directions are included on the Response Form.

Use the detailed directions in the next section when you first give the Readiness Assessment.

Directions for Marking and Scoring Student Responses

Use the one-page Response Form to record the student's responses.

Directions for Marking

MARKING FOR CORRECT RESPONSES

Student gives correct response the first time

- **Heart Words:** Mark a check on the line next to the word.
- **Letter Names:** Mark a check on the line next to the letter.
- **Letter Sounds:** Mark a check on the line next to the letter.
- **Blend 3 Sounds:** Mark a check in the "Correct" box next to the word.

MARKING FOR SELF-CORRECTIONS (Self-corrections count as a correct response)

Student gives an incorrect response the first time, then self–corrects

- **Heart Words:** Write incorrect response on the line, then write SC .
- **Letter Names:** Write the letter name or sound said first, then write SC.
- **Letter Sounds:** Write the sound or letter name said first, then write SC.
- **Blend 3 Sounds:** Write the first response on the line, write SC, and mark a check in the "Correct" box.

MARKING FOR INCORRECT RESPONSES

Student gives an incorrect response and does not self-correct

– **Heart Words**

  - Write the first incorrect response on the line next to the word. (Do not record additional incorrect responses.)

  - If the student says "I don't know" or doesn't respond, write DK for "Don't Know" on the line next to the word.

– **Letter Names**

  - **Incorrect letter name:** If the student says an incorrect letter name, write the letter name given on the line next to the letter.

  - **Student says letter sound instead of letter name:**

    Correct letter sound instead of letter name – If the student says the correct letter sound for the letter, write the letter between slashes, e.g., /m/, and say: **That's the letter sound. What is the name of the letter?** If the student names the letter correctly the first time, check to indicate the student gave the correct letter name after the prompt. If the student names the sound again, the answer is incorrect.

    Incorrect letter sound instead of letter name – If the student says a wrong letter sound, write the letter inside slashes. This is an incorrect answer.

– **Letter Sounds**

  - **Incorrect letter sound:** If student says an incorrect letter sound, write the letter sound between slashes, e.g., /m/.

  - **Student says letter name instead of letter sound:**

    Correct letter name instead of letter sound – If the student says the correct letter name, write the letter and say: **That's the letter name. What's the sound?** If the student gives the correct letter sound first, mark a check to indicate the student gave the correct letter sound after the prompt.

    Incorrect name instead of sound – If the student says the wrong letter name, write the letter given and circle the prompt letter. This is an incorrect answer.

– **Blend 3 Sounds**

  - Write the first incorrect response on the line next to the box. (Do not record additional incorrect responses.)

  - If the student says "I don't know" or doesn't respond, write DK for "Don't Know" on the line next to the box.

Directions for Scoring and Determining Readiness

After the student finishes the entire assessment, tally the scores to determine if the student is ready for Phonics Plug-In ONE.

1. Record Total Correct

   – Write the number correct for each of the four sections on the "Total Correct" line to the right of each section title.

2. Complete the Readiness Table

   – In the Readiness Table at the bottom of the Response Form, place a check in the box next to the range that includes the student's score. The check will either be under "Still Working" or "Ready" for each section. There will be 4 checkmarks total.

3. Use the Readiness Table

   – The student is ready for Phonics Plug-In ONE if all 4 checkmarks are in the Ready column.

   – The student is not ready for Phonics Plug-In ONE if **any** checkmarks are in the Still Working column.

4. Complete the Ready box

   – In the Ready box at right side of the top of the Response Form, check Yes or No to indicate whether or not the student is ready for Phonics Plug-In ONE.

   – The student must have checks in all four "Ready" boxes in the Readiness Table at the bottom of the page in order to be ready to start Phonics Plug-In ONE.

What To Do If Student Is Not Ready for Phonics Plug-In ONE

If a student is not ready for Phonics Plug-In ONE, work with the student on the skills that have scores in the Still Working column.

- **Heart Words, Letter Names, Letter Sounds**

   Use the student's Response Form to find out which Heart Words, letter names, or letter sounds the student does and does not know. Work with the student on the ones that need to be learned.

- **Blending Sounds**

   Work with the student to blend and segment syllables, then onset-rime, and finally, phonemes.

If the student has "Still Working" scores for more than one section, administer the *Readsters Pre-Reading Probes*, available on at our website (**www.readsters.com**) under **Resources/ Materials/Assessments**. The Probes will give the teacher a detailed account of the student's strengths and weaknesses with regard to orthographic (letter-related) and phonological (sound-related) skills related to reading readiness.

Reassess the student with the **Readiness Assessment** when the student has learned the skills that were missing.

Directions for Administration

The **Readiness Assessment** is for students in kindergarten or early first grade who have not had any reading instruction. Use the **Qualifying Assessment**: *Grade 1 and Up* (found on pages 79–85) for students who have had reading instruction and need intervention.

The **Readiness Assessment** is administered individually.

Administer the assessment in a quiet space where you can easily hear the student and where the student will not be distracted.

The assessment should take about 5 to 10 minutes.

Use the Response Form to record the student's responses.

Preparation

1. Make one copy of the Student Pages on pages 75 and 76.

2. Make one copy of the Response Form on page 77 for each student being assessed.

Administration

Write the student's name, grade, the date, and the assessor's name on the Response Form.

Place a copy of Student Page 1 in front of the student.

Heart Words

Point to the "Read Heart Words" section on the Student Page and say:

1. I will ask you to point to these words and read them.

2. **You'll start here** (pointing to 'the'), **read down the column** (moving finger down first column), **then read this column** (pointing to and moving finger down the second column)**.**

3. **It's okay if you don't know a word. Just say, "I don't know it".**

4. **Point to the first word.**

Wait until the student points to the word 'the'.

5. Remember to point to each word before you read.

6. Start reading.

After the student finishes reading, say with a positive voice: **You got # right!**

Letter Names

Point to the letter 'm' at the top of "Lower Case Letter Names" section and say:

1. Now you will name the letters. You will say the letter names, not the sounds.

2. **The name of this letter is 'm'** (pointing to the letter 'm').

3. **What is the name of this letter?**

  - Student says 'm'.

  - If student does not say 'm', repeat steps 1–2 only once.

4. **You'll start here** (pointing to 't'), **and say the letter names in each line** (moving finger across all four lines).

5. **If you don't know a letter name. Just say, "I don't know it".**

6. **Point to the first letter.**

  - Wait until the student points to the letter 't'.

7. Remember to point to each letter before you say the letter name.

8. Start.

After the student finishes reading, say with a positive voice: **You got # right!**

ERROR CORRECTION: If the student says the correct letter *sound*, say:

  - **That's the sound for the letter. What is the name of the letter?**

Letter Sounds

Place a copy of Student Page 2 in front of the student. Point to the letter 'm' at the top of the "Consonant Letter Sounds" section and say:

1. Now you will say the letter-sounds.

2. **The sound for this letter is /mmmm/** (pointing to the letter 'm').

3. **What is the sound for this letter?**

   - Student says /mmmm/.

   - If student does not say /mmmm/, repeat steps 1–2 only once.

4. **You'll start here** (pointing to 't'), **and say the letter sounds in each line** (moving finger across all three lines).

5. **If you don't know a letter sound. Just say, "I don't know it".**

6. **Point to the first letter.**

   - Wait until the student points to the letter 't'.

7. **Remember to point to each letter before you say the letter sound.**

8. **Start.**

After the student finishes reading, say with a positive voice: **You got # right!**

ERROR CORRECTION: If the student says a letter *name* for any letter, say:

   - **That's the name of the letter. What is the sound?** (If the student gives the name of the letter, the answer is correct.)

Blending 3 Sounds

Remove the Student Pages and say:

1. Now I'll say three sounds and you will turn them into a word.

2. **Tell me the word after I say the sounds.**

3. **/s/   /ĭ/   /k/**

4. If student responds correctly, go to step 5.

ERROR CORRECTION: If student does not respond correctly, say:

   - **I'll say the sounds and the word, then you repeat the sounds and the word**

   - **/s/   /ĭ/   /k/, sick**

   - Wait for the student to respond

   - Whether the student responds correctly or incorrectly, continue with step 5.

4. **We'll do three more.**

5. **/m/   /ā/   /k/**

   - Check box for correct or write incorrect response on the line.

6. **/sh/   /ŏ/   /p/**

   - Check box for correct or record incorrect response on the line.

7. **/g/   /ā/   /s/**

   - Check box for correct or record incorrect response on the line.

8. **Thank you. You gave me all the information I need. We are finished.**

READ HEART WORDS

1. the
2. a
3. and
4. I
5. to

6. was
7. for
8. you
9. is
10. of

LOWER CASE LETTER NAMES

m

t n k z l r

a y o b v f

c p j e x g u

d m h q i s w

CONSONANT LETTER SOUNDS

m

t   s   f   z   n   v   r   l

d   c   j   p   g   m   b   k

y   w   h   x   qu

STUDENT: _____ **READY: YES** ☐ **NO** ☐

(from Readiness Table)

GRADE: _____ DATE: _____ ASSESSOR: _____

RECORDING INSTRUCTIONS   See page 69 in Program Guide for detailed directions.

As the student responds:
- Write a check for correct responses.
- Write any incorrect response in the space provided.

- Write DK for Don't Know or no response.
- Self-correction: Write incorrect response and SC for self-correct. Self-correction counts as correct.

HEART WORDS   TOTAL CORRECT _____ /10

1. the _____   3. and _____   5. to _____   7. for _____   9. is _____
2. a _____   4. I _____   6. was _____   8. you _____   10. of _____

LETTER NAMES   TOTAL CORRECT _____ /26

MODEL— Point to the 'm' and say: **The name of this letter is 'm'.**

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

_____ b-d or p-q confusion

LETTER SOUNDS   TOTAL CORRECT _____ /21

MODEL— Point to the 'm' and say: **The sound for this letter is /m/.**

t _____   s _____   f _____   z _____   n _____   v _____   r _____
l _____   d _____   c _____   j _____   p _____   g _____   m _____
b _____   k _____   y _____   w _____   h _____   x _____   qu _____

_____ b-d or p-q confusion   _____ adds /uh/ to many sounds (adding /uh/ counts as correct)

BLEND 3 SOUNDS   TOTAL CORRECT _____ /3

	PROMPT			(ANSWER)	CORRECT	WRITE ANY INCORRECT RESPONSE ON LINE
MODEL—	/s/	/ĭ/	/k/	(sick)		
1.	/m/	/ā/	/k/	(make)	☐	_____
2.	/sh/	/ŏ/	/p/	(shop)	☐	_____
3.	/g/	/ă/	/s/	(gas)	☐	_____

READINESS TABLE   See page 71 in Program Guide for detailed directions.

- Check 'Still Working' or 'Ready' for each section based on the student's score.
- Student must have a check in **all 4 Ready boxes** before starting Phonics Plug-In ONE.

	STILL WORKING	READY
Heart Words Score	0 – 6 ☐	**7 – 10** ☐
Letter Names Score	0 – 23 ☐	**24 – 26** ☐
Letter Sounds Score	0 – 14 ☐	**15 – 21** ☐
Blending 3 Sounds Score	0 – 1 ☐	**2 – 3** ☐