

Kindergarten: Minimum Assessment Expectations

	Beginning of Year	Monitor Progress		End of Year	
Assess	<ul style="list-style-type: none"> • Use teacher-selected screening instruments • Administer PALS for ALL Students 	<ul style="list-style-type: none"> • Monitor PALS subtest skills for ALL Students • Monitoring Examples: Use Letter ID, Letter Sounds, Rhyme, and Concept of Word; and others as appropriate 	<ul style="list-style-type: none"> • Administer Mid-year PALS subtests for students NOT MEETING subtest benchmarks on FALL PALS and for students for whom more instructional information is needed to guide instructional planning 	<ul style="list-style-type: none"> • Monitor Reading Readiness for students NOT within Mid-year PALS benchmark range • Monitoring Examples: Letter ID, Letter Sounds, Rhyme, Concept of Word, Sight Words; and others as appropriate • Take Running/Reading Record* on All Students with a firm Concept of Word 	<ul style="list-style-type: none"> • Administer PALS for ALL Students
Analyze	<ul style="list-style-type: none"> • Analyze data to group students based on need in small groups for targeted instruction 	<ul style="list-style-type: none"> • Analyze monitor data to regroup students based on need for targeted instruction 	<ul style="list-style-type: none"> • Analyze PALS subtest data to determine which students continue intervention and regroup students based on need for targeted instruction 	<ul style="list-style-type: none"> • Analyze monitor data to regroup students based on need for targeted intervention • Analyze Reading Level based on Accuracy/Self-Correction, Comprehension & Fluency to group students with similar needs and reading levels 	
Apply	<ul style="list-style-type: none"> • For students who do NOT MEET benchmarks, use PALS analysis to plan small-group intervention teaching targets • For ALL students, use PALS analysis to plan instructional teaching targets 	<ul style="list-style-type: none"> • Use monitor analysis to plan small-group intervention teaching targets and plan whole-group instructional teaching targets 	<ul style="list-style-type: none"> • Use PALS analysis to plan small-group intervention teaching targets 	<ul style="list-style-type: none"> • Use monitoring analysis to plan small-group intervention teaching targets • Use Running/Reading Record analysis to plan small-group, guided reading instructional targets 	

Resources

Assessment Records from PreK: PALS (if available from PreK)

***Running/Reading Records:** Fountas & Pinnell Benchmark, PM Benchmark, LLI Reading Records, or informal running record using leveled texts

On-going Assessment: PALS Quick Checks for 1) alphabet recognition, 2) letter sounds, 3) beginning sound production, 4) concept of word, 5) K spelling 6) pseudo-word decoding, 7) word recognition in isolation and 8) Oral Reading in Context (Reading/Running Record); Observational Checklists 1) based on Achievement Record or 2) teacher-created

In practical use, the terms *Running Record* and *Reading Record* are interchangeable. They differ only in the way the teacher records a student’s reading. *Reading Record* is used by Fountas and Pinnell when a teacher codes a student’s oral reading performance on a copy of the text the student is using. *Running Record*, coined by Marie Clay, refers to a teacher coding a student’s oral performance without using a copy of the printed text on the Running Record form.