

Overview

The Kindergarten diagnostic test provides options to assess specific skills necessary for successful reading. It is designed to be used to assess students' abilities, to guide reading instruction, and to measure students' growth in reading skills throughout the year. The test evaluates students' recognition of letter names and sounds, reading and decoding skills, phoneme segmentation, and oral vocabulary usage.

Testing Materials

- Benchmark Scoring Sheet
- Teacher Scoring Sheet for each portion of the test
- Student Test Page—Letter Names: Uppercase
- Student Test Page—Letter Names: Lowercase
- Student Test Page—Letter Sounds: Consonants
- Student Test Page—Letter Sounds: Vowels
- Student Test Pages—Initial Sounds (Sections A–D)
- Student Test Pages—Reading and Decoding (Sections A–F)
- Student Test Page—Phoneme Segmentation

Preparation

1. Print and use the Kindergarten diagnostic test to assess students' skills. This same assessment will be administered at the beginning, middle, and end of the school year as indicated in the teacher edition.
2. Print a Benchmark Scoring Sheet for each student. Throughout the year, use the sheets to record total scores for each section to track growth.
3. Print one copy of each Student Test Page. These will be used throughout the year every time you administer the test.
4. Print new Teacher Scoring Sheets for each student each time the test is administered.

How to Administer the Test

- Administer the test to students individually.
- Give the test three times during the year as indicated in the teacher edition.
- If students hesitate while responding, wait three seconds before prompting them. Do not count prompting as errors if students respond correctly.
- Allow students to self-correct on all portions of the test. Do not count self-corrections as errors.



Kindergarten Diagnostic Test
Benchmark Scoring Sheet

NAME _____

TEACHER _____

	BEGINNING OF YEAR Benchmark 1	MIDDLE OF YEAR Benchmark 2	END OF YEAR Benchmark 3
TEST DATE			
LETTER NAMES AND SOUNDS	/83	/83	/83
INITIAL SOUNDS	/16	/16	/16
READING AND DECODING	/110	/110	/110
PHONEME SEGMENTATION	/61	/61	/61
ORAL VOCABULARY USAGE	/15	/15	/15

NAME _____



Kindergarten Diagnostic Test
Teacher Scoring Sheet

LETTER NAMES AND SOUNDS

Total Score for **LETTER NAMES AND SOUNDS**:

_____/83

Letter Names – Uppercase

_____/26

Teacher Directions: Direct the student to point to each letter and to say the letter name. On this scoring sheet, cross out any incorrectly named letters.

H	J	A	D	B	E	V
C	L	X	I	P	S	W
F	O	M	T	Z	G	K
Q	Y	U	R	N		

Letter Names – Lowercase

_____/26

Teacher Directions: Direct the student to point to each letter and to say the letter name. On this scoring sheet, cross out any incorrectly named letters.

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

NAME _____



Kindergarten Diagnostic Test
Teacher Scoring Sheet

Letter Sounds – Consonants

_____/21

Teacher Directions: Direct the student to point to each letter and to give the sound for it. On this scoring sheet, cross out the letters for each incorrect sound given.

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

Letter Sounds – Vowels (*Short and Long*)

_____/10

Teacher Directions: Direct the student to point to each letter and to say a sound for it. For each letter, ask what other sound it can make. Cross out the letters for each incorrect sound given.

i	o	a	u	e	(short)
i	o	a	u	e	(long)

NAME _____



INITIAL SOUNDS

Total Score for INITIAL SOUNDS:

_____/16

Teacher Directions: For each section A–D, point to and name the pictures on the corresponding student page. Then, ask the questions for that section and place a check mark next to each question the student answers correctly.

A. This page shows an apple, grapes, a banana, and a watermelon.

- ☐ 1. What sound does *watermelon* begin with?
- ☐ 2. Which picture begins with /b/?
- ☐ 3. Which picture begins with /gr/?
- ☐ 4. What sound does *apple* begin with?

B. This page shows a yo-yo, a doll, a robot, and a guitar.

- ☐ 1. Which picture begins with /r/?
- ☐ 2. Which picture begins with /y/?
- ☐ 3. What sound does *guitar* begin with?
- ☐ 4. What sound does *robot* begin with?

C. This page shows a fish, a turtle, a monkey, and a cat.

- ☐ 1. What sound does *monkey* begin with?
- ☐ 2. Which picture begins with /f/?
- ☐ 3. Which picture begins with /k/?
- ☐ 4. What sound does *turtle* begin with?

D. This page shows socks, pants, a hat, and a vest.

- ☐ 1. Which picture begins with /p/?
- ☐ 2. Which picture begins with /v/?
- ☐ 3. What sound does *socks* begin with?
- ☐ 4. What sound does *hat* begin with?

NAME _____

Kindergarten Diagnostic Test
Teacher Scoring Sheet**READING AND DECODING**Total Score for **READING AND DECODING**:

_____/110

Teacher Directions: For each subsection of decodable words, direct the student to read the real and nonsense words. For each row of real words, have the student sound out real words. For each row of nonsense words, direct the student to sound out made-up words without trying to make these words sound like real words. Score one point for each word the student reads correctly. If the student self-corrects in three seconds or less, count that word as correct. If the student is unable to read the row of real words, do not have the student read the following row of nonsense words. Skip to the next row of real words and have the student attempt to read those.

A. Short Vowels in CVC Words

1. tap mix hen rug hot (real) ____/5

2. dom ket mup faz lig (nonsense) ____/5

B. Consonant Blends and Double Consonants with Short Vowels

1. strum plug skip flap clog (real) ____/5

2. blid snud glep strog clak (nonsense) ____/5

3. raft milk elf sock help (real) ____/5

4. guft malp teck hift bolf (nonsense) ____/5

5. egg click buzz huff snack (real) ____/5

6. riss glezz smill kaff vogg (nonsense) ____/5



NAME _____

C. Consonant Digraphs and Trigraphs with Short Vowels

1. thick ship chap knob that (real) _____/5
2. whog cham *theg shub knid (nonsense) _____/5
(*Note: Accept pronunciation of *th* as a breath or voice sound in the word *theg*.)
3. lamb patch rush bath itch (real) _____/5
4. totch gish fath petch vush (nonsense) _____/5

D. Long Vowels

1. cake boat kite keep mute (real) _____/5
2. fape sipe pute hain toam (nonsense) _____/5
3. queen slime blame squeeze cheek (real) _____/5
4. fease glite squeeme blain clupe (nonsense) _____/5

E. R-controlled Vowels

1. park her torn fir burn (real) _____/5
2. girp lurp bort darp ver (nonsense) _____/5

F. Variant Spellings and Diphthongs

1. way night stay cloud flight (real) _____/5
2. *boud vay zight *houd pight (nonsense) _____/5
(*Note: Accept pronunciation of *ou* in the words *boud* and *houd* as in the words *loud*, *country*, *you*, or *thorough*.)
3. cow book grow soon shook (real) _____/5
4. *jook *fow *dook *dow *mook (nonsense) _____/5
(*Note: Accept pronunciation of *oo* in the words *jook*, *dook* and *mook* as in the words *look* or *soon*. Accept pronunciation of *ow* in the words *fow* and *dow* as in the words *mow* or *cow*. Count any of these pronunciations as correct for the indicated nonsense words.)

NAME _____



Kindergarten Diagnostic Test
Teacher Scoring Sheet

PHONEME SEGMENTATIONTotal Score for **PHONEME SEGMENTATION**:

_____/61

Teacher Directions: One at a time, say each word. After you say the word, have the student say, in order, all the sounds in the word. Record the number of sounds the student correctly says for each word.

mat /m//ă//t/ _____/3

clip /k//l//ĭ//p/ _____/4

run /r//ŭ//n/ _____/3

egg /ĕ//g/ _____/2

be /b//ĕ/ _____/2

cake /k//ă//k/ _____/3

shape /sh//ă//p/ _____/3

pray /p//r//ă/ _____/3

suit /s//ōō//t/ _____/3

ranch /r//ă//n//ch/ _____/4

frown /f//r//ou//n/ _____/4

pick /p//ĭ//k/ _____/3

sound /s//ou//n//d/ _____/4

rain /r//ă//n/ _____/3

stop /s//t//ò//p/ _____/4

shy /sh//ĭ/ _____/2

night /n//ĭ//t/ _____/3

cow /k//ou/ _____/2

car /k//är/ _____/2

flight /f//l//ĭ//t/ _____/4



NAME _____

ORAL VOCABULARY USAGE

Total Score for **ORAL VOCABULARY USAGE**:

_____/15

Teacher Directions: One at time, say the words below and have the student use each word in a sentence.

Place a check mark next to each word if the student uses the word correctly. Say the following as an example for the student: "Here is my sentence for the word *flower*: I picked a pink *flower* from the garden." For the middle- and end-of-year tests, assess students only on the words they did not use correctly in the previous assessments.

- ☐ excited
- ☐ proud
- ☐ worried
- ☐ adventure
- ☐ imagination
- ☐ beautiful
- ☐ noise
- ☐ problem
- ☐ hungry
- ☐ kind
- ☐ ignore
- ☐ wonder
- ☐ plan
- ☐ reason
- ☐ lazy

Student Test Page—Letter Names: Uppercase

H

J

A

D

B

E

V

C

L

X

I

P

S

W

F

O

M

T

Z

G

K

Q

Y

U

R

N

Kindergarten Diagnostic Test
Student Test Page—Letter Names: Lowercase

h

j

a

d

b

e

v

c

l

x

i

p

s

w

f

o

m

t

z

g

k

q

y

u

r

n

Kindergarten Diagnostic Test
Student Test Page—Letter Sounds: Consonants

h

j

d

b

v

c

l

x

p

s

w

f

m

n

z

g

k

qu

y

r

t

Student Test Page—Letter Sounds: Vowels

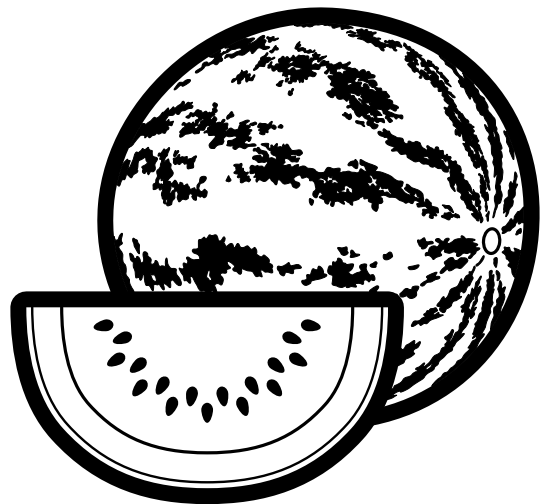
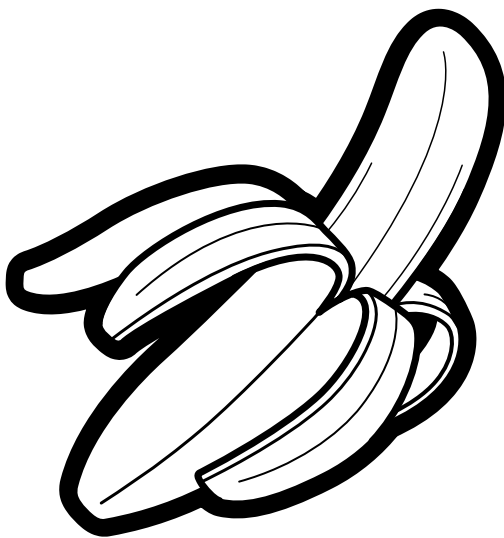
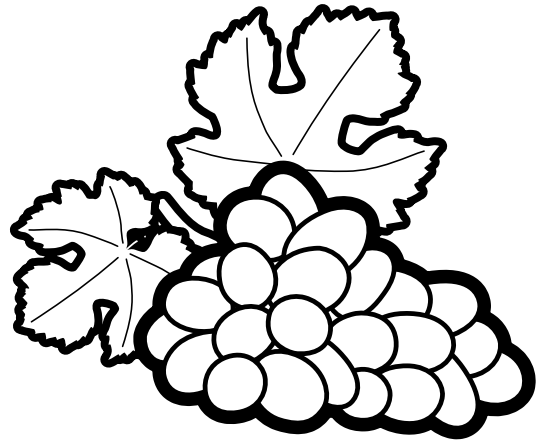
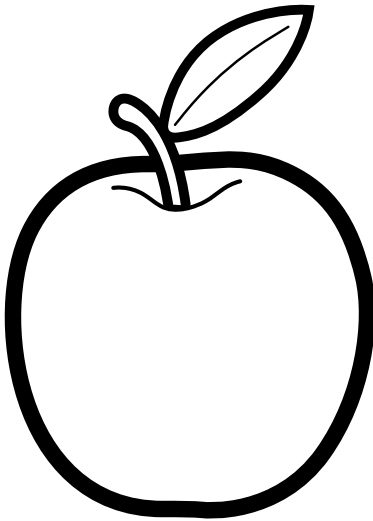
i

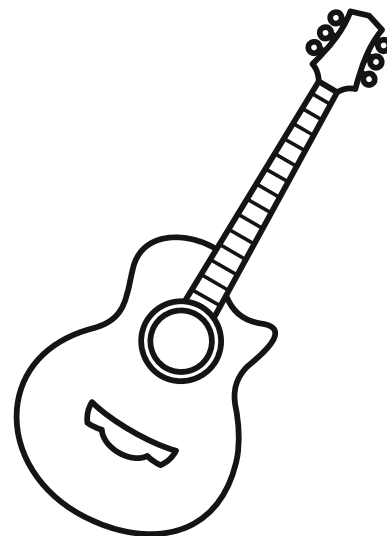
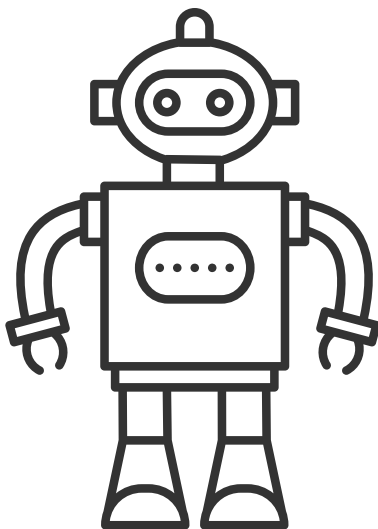
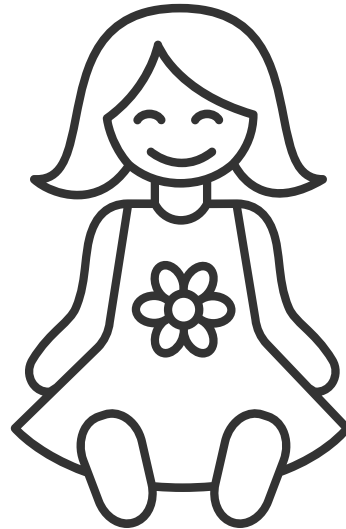
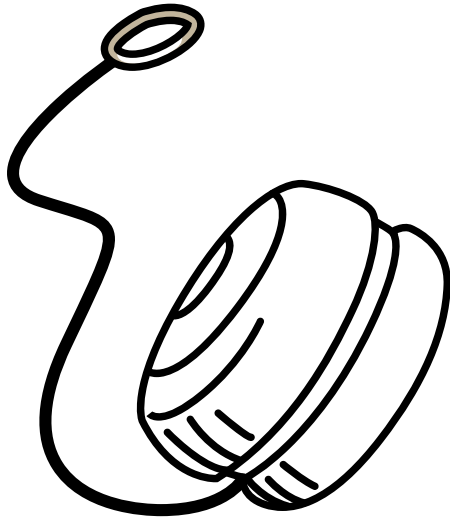
o

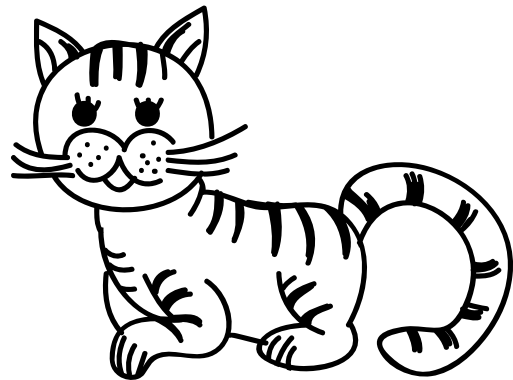
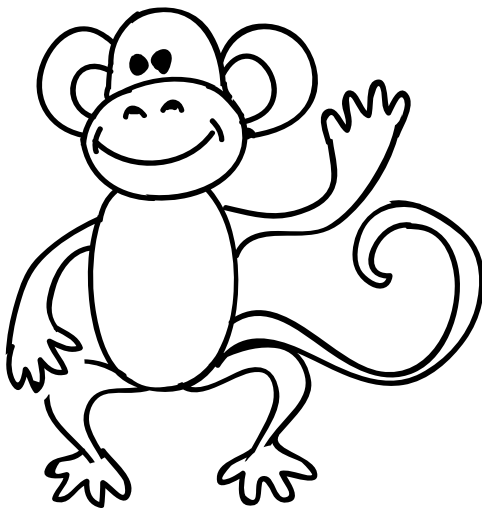
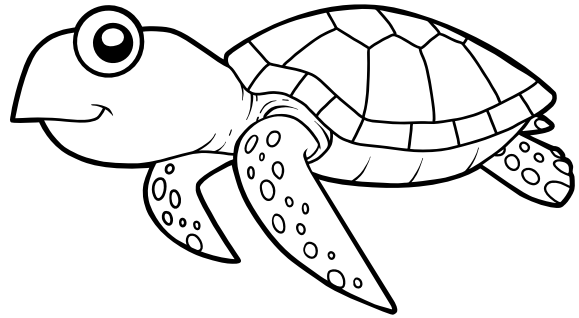
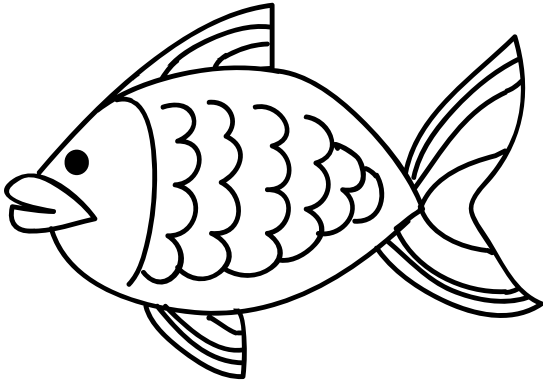
a

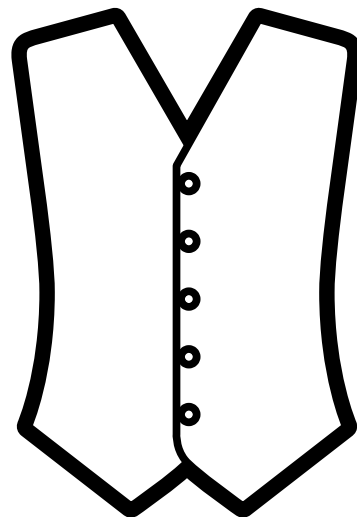
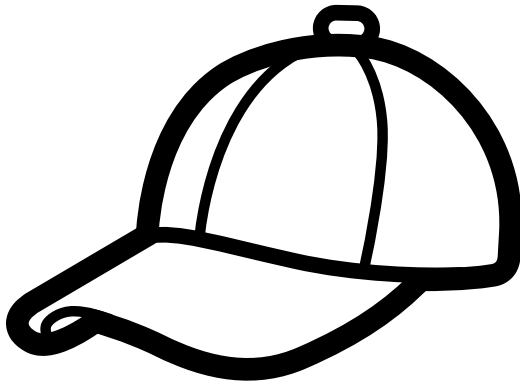
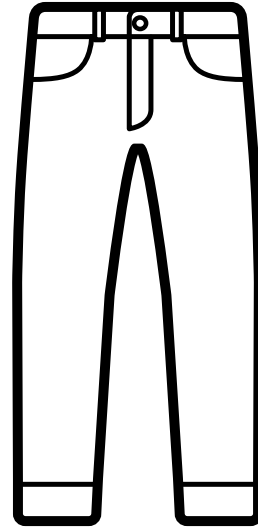
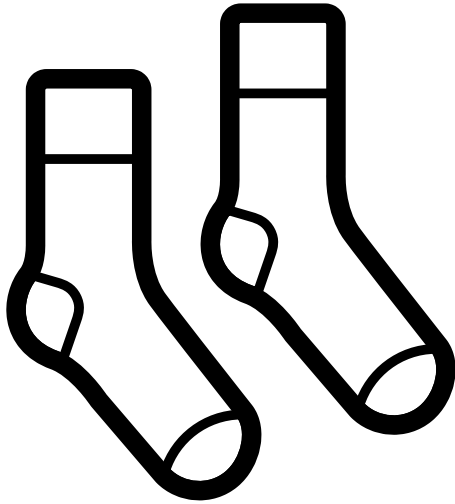
u

e









A

1.	tap	mix	hen	rug	hot
2.	dom	ket	mup	faz	lig

B

1.	strum	plug	skip	flap	clog
2.	blid	snud	glep	strog	clak
3.	raft	milk	elf	sock	help
4.	guft	malp	teck	hift	bolp
5.	egg	click	buzz	huff	snack
6.	riss	glezz	smill	kaff	vogg

1.	thick	ship	chap	knob	that
2.	whog	cham	theg	shub	knid
3.	lamb	patch	rush	bath	itch
4.	totch	gish	fath	petch	vush

C

1.	cake	boat	kite	keep	mute
2.	fape	sipe	pute	hain	toam
3.	queen	slime	blame	squeeze	cheek
4.	fease	glite	squeeme	blain	clupe

D

E

1.

park

her

torn

fir

burn

2.

girp

lurp

bort

darp

ver

1.

way

night

stay

cloud

flight

2.

boud

vay

zight

houd

pight

F

3.

cow

book

grow

soon

shook

4.

jook

fow

dook

dow

mook

Kindergarten Diagnostic Test
Student Test Page—Phoneme Segmentation

mat

clip

run

egg

be

cake

shape

pray

suit

ranch

frown

pick

sound

rain

stop

shy

night

cow

car

flight