## Kindergarten: Minimum Assessment Expectations

<table>
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<th>Beginnning of Year</th>
<th>Monitor Progress</th>
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<td><strong>Assess</strong></td>
<td><strong>Analyze</strong></td>
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|  • Use teacher-selected screening instruments  
  • Administer PALS for ALL Students |  • Monitor PALS subtest skills for ALL Students  
  • Monitoring Examples: Use Letter ID, Letter Sounds, Rhyme, and Concept of Word; and others as appropriate |  • 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 |
|  • 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 |  • Analyze PALS subtest data to determine which students continue intervention and regroup students based on need for targeted instruction |  • Use monitoring analysis to plan small-group intervention teaching targets  
  • Use PALS analysis to plan small-group instructional teaching targets  
  • Use Running/Reading Record analysis to plan small-group, guided reading instructional targets |

### Apply

- 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

### 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.