

Kindergarten Global Assessments Information:

As our community changes and grows, Artman Elementary continues to push each child to strive for excellence. Literacy has always been a high priority and we are dedicated in providing the necessary tools for each child to grow and succeed in a literate world. One way we ensure that each child is meeting expectations is through assessments. At the Artman level, early skills are an imperative foundation for further learning. We track every child's progress in the areas of reading three times a year.

The purpose of this literature is to provide you with an explanation of these assessments.

Dynamic Indicators of Early Literacy Skills (DIBELS) is a timed assessment of early skills needed (as determined by the *National Institute for Literacy*) to develop success in learning how to read. DIBELS is divided to assess each early reading skill independently. In **Kindergarten**, these skills include *First Sound Fluency, Letter Naming Fluency, Phoneme Segmentation Fluency, and Nonsense Word Fluency*. These skills are timed for one minute to measure the automaticity of correct responses. To understand what these skills are, read further for a brief explanation.

First Sound Fluency is the child's ability to hear a word and then reproduce the first sound in the word. For example, the proctor says the word *bat* and the child's response should be */b/*. Another tested skill is **Phoneme Segmentation Fluency** which is the child's ability to break apart sounds in words. If the proctor says *house* the child's response should be */h/, /ou/, /s/*. Both First Sound and

Phoneme Segmentation Fluency are a part of Phonemic Awareness which is the understanding that sounds of **spoken** language work together to make words.

Letter Naming Fluency is the ability to read uppercase and lowercase letters in random order and **Nonsense Word Fluency** is the skill of blending or, in other words, putting sounds together to make a whole non-word.

In the beginning of the year, *First Sound Fluency* and *Letter Naming Fluency* are the only two skills tested. In January, *Phoneme Segmentation* and *Nonsense Word Fluency* are assessed in addition to *First Sound* and *Letter Naming Fluency*.

Title I Assessments are required at the federal level thus Title I schools must give these assessments three times a year. These include *Letter Recognition, Sound Recognition, and Concepts of Print*. The difference between DIBELS and Title I tests is that Title I assessments are not timed. Therefore, our professional staff can distinguish between automaticity and knowledge of learned skills. All three of the Title I Assessments are administered three times a year.

As the year progresses the expectations rise, thus the benchmarks increase throughout the year. These benchmarks serve as a baseline and are used to set goals for each student.

As with any type of assessment, there are factors that can skew results. For example, test anxiety can place a barrier on student performance. Also, children who are sick, tired, or just having a bad day can sometimes not perform as well as he/she could. When analyzing results of these assessments, we keep

those factors in mind when making instructional decisions.

It is Artman's goal to communicate to the parents and community our purpose for testing and assessment. In doing so, we hope this literature provides you with a clear overview of our assessments. If you have further questions please contact the Artman Reading Specialist, Vincent D'Angelo at (724) 981-8750 ext. 5025 or Building Principal, Amy Wanchisn at ext. 5011.

For more information and research on teaching children to read go to the National Institute for Literacy Website at www.nifl.gov and National Reading Panel at www.nationalreadingpanel.org.