

KINDERGARTEN



KICKOFF

**GUIDING SCHOOLS AND FAMILIES THROUGH
KINDERGARTEN STAGGERED ENTRY**



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DEPARTMENT OF CURRICULUM AND INSTRUCTION

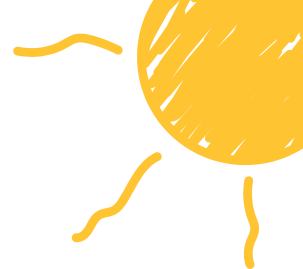


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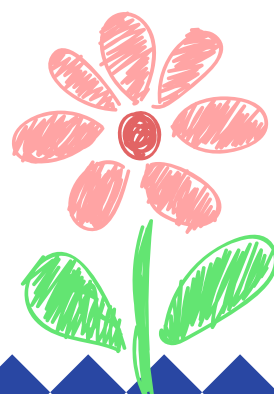
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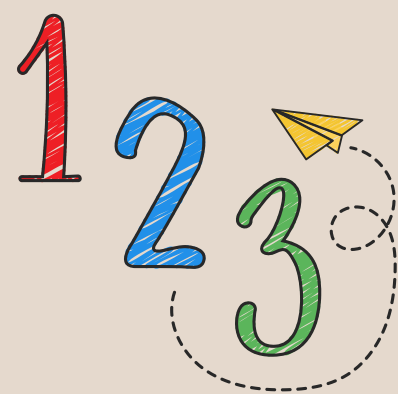
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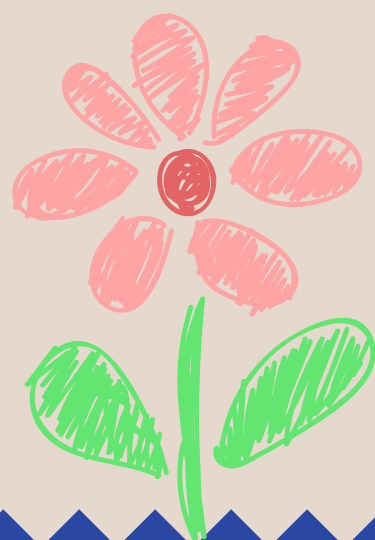
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PARENT FACING STAGGERED ENTRY GUIDANCE





[Click here for the editable version.](#)

Dear Parents of Kindergarten Students,

Welcome to [Insert School Name] School! We are excited about having you and your child as a part of our school family and look forward to working with you this academic year.

To better serve the needs of our students, we will stagger the opening of kindergarten this school year. During this staggered opening, your child will report to school only **one day during the first four days of the 2026-2027 school year**. After the week of staggered entry, all kindergarten students will begin to report daily for kindergarten **beginning** August 10, 2026.

Staggered Schedule [Insert Your School's Staggered Entry Schedule]

Monday, August 3, 2026

Tuesday, August 4, 2026

Wednesday, August 5, 2026

Thursday, August 6, 2026

Friday, August 7, 2026

After your child's staggered entry day, (s)he will not return to school until August 10, 2026, at which time all kindergartners will report. Students should arrive no later than [Insert School Start Time]. **Please be sure to tell the kindergarten teacher how your child will be transported home when school is dismissed on the first day.**

This staggered opening will provide students and teachers with several positive opportunities. The children will be more relaxed about the school day and all the procedures they are required to learn. They will also have an opportunity to become more fully acquainted with the school building and learn lunch and bathroom procedures. Most importantly, students and teachers will have the chance to really learn something about each other. Through small-group interactions, teachers will be able to spend quality time with each child individually. Teachers will also use this initial interaction to complete various assessments. As a result of these assessments, teachers will be able to better plan instruction to meet the needs of all kindergarten students.

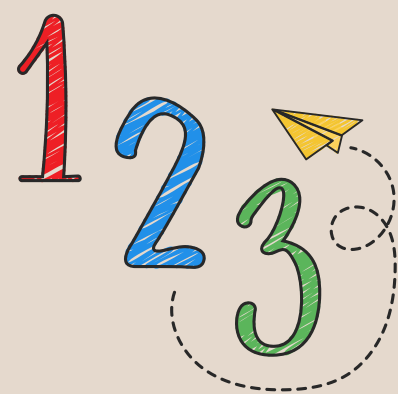
The kindergarten staff is excited about this opportunity for our students as we anticipate positive results for our kindergartners. We also appreciate your support and enthusiasm for this aspect of our program. Together, we can foster a successful kindergarten experience as they begin their educational journey.

If you have any additional questions, please feel free to contact the school at [Insert School Number].

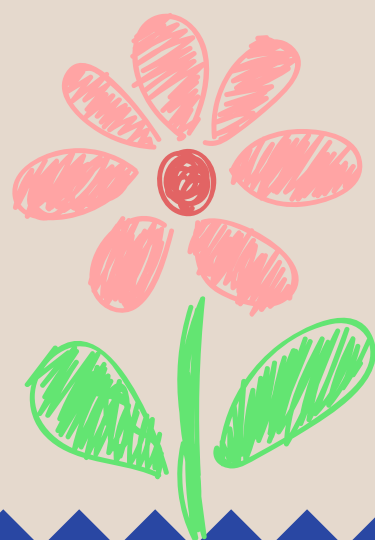
Sincerely,

[Insert Principal and/or Teacher Signature] [Insert

Principal and/or Teacher Name]



SCHOOL FACING STAGGERED ENTRY GUIDANCE



Kindergarten Staggered Entry



Kindergarten students will participate in a staggered entry process for the 2026-27 school year. **Students will attend school one full day during the week of August 3, 2026.**

Schools will determine the date that individual students will attend and communicate the information to parents. The dates for staggered entry are Monday, August 3 - Thursday, August 6. **Kindergartners should be marked present for the entire staggered entry week.**

All kindergarten students will fully begin the school year on August 10, 2026.

During each students' staggered entry day, teachers will observe the students' interactions as well as develop an understanding of the child's knowledge in several areas. Teachers will use this time to engage students in the one-to-one components of the fall universal reading screener. This will include the i-Ready Letter Naming Fluency Task, i-Ready Rapid Automatized Naming Task, and the Written Expression Task. Furthermore, teachers will use the MSCS Skills Test to determine students' basic literacy and math skills. These brief assessments will provide teachers with initial data in the following areas:

- **Fine motor skills-** Holding a pencil, copying shapes, writing his/her first name and cutting with scissors.
- **Understanding of language-** Following 3 step directions and basic communication skills.
- **Producing Letter Sounds-** How many letters does the student know? How many letter sounds can the student produce?
- **Book knowledge-** Holding a book correctly, pointing to the parts of a book, such as cover, title page, author, illustrator
- **Language-** Identifying rhyming words, consonant vowel consonant words, sight words, and naming colors
- **Number Knowledge-** Rote counting and counting and comparing sets of objects.
- **Shapes-** Naming geometric shapes.
- **Patterns-** Extending, copying, and creating patterns.

Note: Kindergarten students will engage in the iReady Reading and Math online Diagnostic test beginning the week of August 10th and only the one-to-one components are to be completed during the staggered entry week.

While this seems like a lot, all these activities will be engaging, short, and fun for the students. We are not expecting mastery of these skills during staggered entry; rather teachers are looking to determine the students' comfort level with each area as they begin kindergarten. The staggered entry assessment will be used to lay the groundwork for learning. Teachers should use the data gathered to build their classroom tiers with the findings from the students focusing on improving skills deficits, as well as understanding the gaps and opportunities.

Staggered Entry Example Schedule

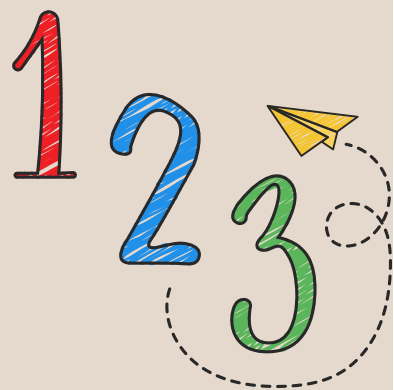
- Only scholars with last names A-G: Come to school on Monday, August 3, 2026.
- Only scholars with last names H-M: Come Tuesday, August 4, 2026.
- Only scholars with last names N-S: Come Wednesday, August 5, 2026.
- Only scholars with last names T-Z: Come Thursday, August 6, 2026.
- Make-up for any newly enrolled scholars on Friday, August 7, 2026.

Schools should decide how they want to group and assign students to a specific staggered entry date. Below is a sample based on last names. However, schools may choose to group students in a way that best fits their kindergarten enrollment.

Staggered Entry Daily Instructional Schedule Example

Time	
8:00 – 8:25 Morning Huddle	• Breakfast Procedures, Bell work task, Teacher and Student Introductions, Bathroom Rules and Expectations • Welcome Song & Activity, Morning Message • Getting to know each other activities. Guided practice with routines and procedures. • Guided practice with pencils, crayons, and scissors. • Framing of the remainder of the day and assigning task to be completed by the 3:00 huddle.
8:25-9:15 Meet and Greet	
9:15-10:15	• Student 1 Assessment
10:15-11:15	• Student 2 Assessment
11:15-12:00 (45 min)	• Recess/Lunch
12:00-1:00	• Student 3 Assessment
1:00-2:00	Student 4 Assessment
2:00-3:00	• Student 5 Assessment
3:00-3:15	Closing huddle and debriefing of the day.

NOTE: Per state law, students must be 5 years old on or before August 15, 2026, to enroll in kindergarten.



STAGGERED ENTRY STUDENT ASSESSMENTS

i-Ready Letter Naming Fluency Task pp. 9-21

i-Ready Rapid Automatized Naming Task pp. 22-36

Fall Written Expression Task p. 37

MSCS Skills Test pp. 38-42



Letter Naming Fluency Task

Mixed-Case Form

Literacy Tasks

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Directions

Allot two to three minutes for this Letter Naming Fluency (LNF) task. Although the student will respond for only 60 timed seconds, it will take time to read the directions, orient the student to the task, and score the responses.

To administer the task, follow the instructions below.

**Learn More:**

Consult the Appendix on pages 6–9 for the following:

- information on task purpose and structure
- a task fidelity checklist
- solutions for common questions and issues

To prepare to administer the task:

- 1 Print the Teacher page, the Practice page, and the Student page from pages 10–12 of this packet.
- 2 Set a timer device to count down **60 seconds**. Then preview the directions you will use throughout this packet.
- 3 Set up your workspace to minimize distractions and ensure that you can clearly view your materials and the student's materials as well as clearly hear the student's responses.
- 4 When the student arrives to work with you, say:



Administering the task **remotely**? Refer to page 9 for more information.

Today, we will see how quickly you can name some letters you know.

**To prepare for and practice the task with the student:**

- 1 Preview the letters with the student by showing them the Practice page. Say:

Tell me the names of these letters. I'll help you if you need me to.

Begin here <point to leftmost letter of top practice row>

and go this way <touch the next two letters, working from left to right, in sequence>.

When you finish the row, go on to the next row below it.

- 2 Then redirect the student's attention to the practice rows and say:

When I say "GO!" point to each letter and say its name as quickly as you can.

You'll start here <point to leftmost letter of top practice row>

and go this way <touch the next two letters, working from left to right, in sequence>.

then go on to the next row. If you get stuck, I'll help you. Are you ready to point and go as quickly as you can? GO!

! Consult the **Common Administration Scenarios** chart on pages 8 and 9 for answers to common questions and solutions for potential issues.



- 3 Follow along as the student names each letter in the practice rows.

If the student incorrectly names a letter, give them the correct letter name after they have finished both rows. You might say: *This is the letter <correct letter name>.*

S	e	r	B	n
t	m	D	a	C

Have the student repeat the practice rows up to three times maximum until they have correctly named all the letters. If after three attempts the student continues to say incorrect letter names, move on to the next step of the task since it contains additional letters the student may be able to name.

Students who may encounter difficulty tracking left to right or top to bottom require support for this task. See page 8 for more information.

**To administer the task:**

- 1 When practice is complete, remove the Practice page and hand the Student page to the student. Immediately say:

Just like you did in practice, when I say "GO!" point to each letter and say its name.

Start here <point to top-left letter of form>

and go this way <touch the next two letters, working from left to right, in sequence>.

If you get stuck, I'll help you so you can keep going. Are you ready to point and go as quickly as you can?

- 2 Immediately start the timer to count down **60 seconds** and say: **GO!**
- 3 As the student names each letter on the Student page, put a corresponding check above the letter on the Teacher page to note a correct response. If the student incorrectly names a letter, put an X above the letter on the Teacher page.

If the student pauses for **more than three seconds**, give the student the correct response and tell them to keep going. Then put an X above the letter on the Teacher page.

Below is a sample marked-up row:

✓ S	✓ e	✓ r	✗ B	✓ n
--------	--------	--------	--------	--------

- 4 When the timer has counted down **60 seconds**, end the task. Say:

STOP! You worked so hard! We are now done with this task.

! If you have administration concerns, review the **Common Administration Scenarios** chart on pages 8 and 9 to determine how to proceed.

**To score the task:**

- 1 Count the number of correct responses. Do not count incorrect letter names or letter names that you gave the student because of a pause that exceeded three seconds.
- 2 Record and report the student's score, per instructions provided by your administrator. Then consult the following chart:

Administration Period	Below Level	On Level	Above Level
K Fall	12 or fewer letters	13–27 letters	28 or more letters
K Winter	26 or fewer letters	27–40 letters	41 or more letters
K Spring	36 or fewer letters	37–50 letters	51 or more letters
1 Fall	37 or fewer letters	38–50 letters	51 or more letters
1 Winter	51 or fewer letters	52–60 letters	61 or more letters
1 Spring	54 or fewer letters	55–61 letters	62 or more letters
2 Fall	54 or fewer letters	55–61 letters	62 or more letters



Appendix

Task Purpose and Structure

Letter Naming Fluency (LNF) in early literacy acquisition is highly predictive of students' future reading performance. Students in Grades K–1 can be expected to demonstrate increasing mastery and automaticity with identifying letters by name. This LNF task includes all letters except for “l,” which can represent both an uppercase and a lowercase letter.

The task is organized into the following sections:

- *Preparation* and *Practice* allow time for the student to familiarize themselves with the types of content and terminology they will use in the task and then work at an increased pace appropriate for the timed portion of the task. You should not administer the task until the student has demonstrated familiarity with the content and at the appropriate pace.
- *Administration* uses content the student has not previewed.
- *Scoring* involves determining the student's demonstrated proficiency with the task based on the number of correct responses.

Also note these considerations:

- *Suggested scripting* appears in blue italic font in the directions, but this language may be modified to suit the task administrator, student, and setting as long as important details about the task are not omitted or altered.



- Accept accurate nonstandard *student responses* as correct as long as they are intelligible. These responses include articulations and pronunciations that may not conform to a specific dialect but can be interpreted as correct based on the student's articulation pattern.

Use the following fidelity checklist to ensure all appropriate steps are completed for this task:

Letter Naming Fluency (LNF) Fidelity Checklist

- ☐ Prepare for the task administration by printing the Teacher page, the Practice page, and the Student page from this packet and setting a timer device to count down 60 seconds.
- ☐ Preview the task with the student by showing the student the Practice page and having them name the letters in the practice rows.
- ☐ Redirect the student's attention to the practice rows and have the student read the letters as quickly as they can.
- ☐ If the student responds to an item incorrectly during practice, correct them after they have finished both rows. Have the student repeat the practice rows up to three times maximum until no errors persist.
- ☐ Remove the Practice page, hand the Student page to the student, and review the task directions with the student.
- ☐ Begin the task administration by starting the timer to count down 60 seconds and saying, "Go!"
- ☐ Put a check to note a correct response or an X to note an incorrect response above each letter on the Teacher page (scoresheet).
- ☐ Give the student the correct response and tell them to keep going if they pause on an item for more than three seconds.
- ☐ Mark an item correct if the student self-corrects before moving on to the next item.
- ☐ End the task administration once the timer has counted down 60 seconds.
- ☐ Accurately count and record the total number of correct responses the student gave within 60 seconds.



Common Administration Scenarios

GENERAL ADMINISTRATION	
IF...	THEN...
A student requires accommodations (e.g., visual or audio)	Follow your district's guidance regarding appropriateness of the Literacy Tasks for specific students and application of accommodations. Administrators may contact their <i>i-Ready</i> Account Managers for support as needed.
A student has difficulty tracking left to right or begins to work down a column instead of across a row	In addition to the guidance for modeling tracking included in most task directions, try these tips: • Before you begin the timed portion of the task, ask, "Do you have questions about what order to work in?" • Encourage and/or model the use of a finger or another pointer aid on the page or screen. • Provide a shield (such as a blank sheet of paper) for the student to cover subsequent rows and adjust accordingly as they navigate down the page. • As the student finishes one row, silently point to the next row. Any strategy used must not delay the student from progressing at their own pace or interrupt their verbal tempo.
A student asks if their response is correct	Say, "I can tell you when we're done," and tell the student to go immediately to the next item.
A student skips a row or rows	If the student skips a row or rows and you can follow where they resume the task, cross out the skipped row(s) and do not count those items as correct or incorrect. If the student skips a row or rows and you cannot follow where they resume the task, mark the task as incomplete. In this case, it is best to invalidate the administration and try again another day.
A student skips an item	During preparation and practice, redirect the student once they have finished the rows. Then have the student repeat the rows correctly. During task administration, mark the item incorrect on the Teacher page as the student continues the task.



IF...	THEN...
A student self-corrects their response to the current item before moving on to the next item	Mark the item correct as the student continues the task.
A student restarts any portion of the task other than the current item or goes back to make corrections	Do not score the second attempt/self-corrections. Prompt the student to continue moving forward, and resume recording responses when the student reaches the items they have not yet attempted.
There is a disruption or distraction, whether external or due to attentional challenges	Discontinue the task administration or invalidate the task. If you are administering remotely, we recommend discontinuing or invalidating the administration if you suspect an internet disruption has occurred.
A student does not seem to work as quickly as they're capable of OR does not begin the task promptly at the start of the timer and sustain attention for the full time	During preparation and practice , say, "Remember, it's important to work as quickly as you can." Have the student repeat the practice rows. During task administration , discontinue the task and invalidate the score. Attempt the task on another day with another form, as available.
You are administering the task remotely	Before the student joins the videoconference, scroll to the Student page and optimize the screen parameters so the full page appears without the need for scrolling and with minimal white space. Do not zoom in or out again during the entire task administration. Then scroll to the practice rows and display them at the appropriate time indicated in the task directions. During preparation and practice , confirm the student can see what they need to in order to complete the task. If anything about the student's response to the practice rows indicates the resolution is not clear or the display is not large enough for the student to see what they are supposed to see, discontinue the administration before the student has seen the Student page used for the timed portion of the task and find another way to administer the task. This may include a later attempt after you have arranged better remote/technology conditions or administering in person in a manner that observes all health protocols for your district.



Student Name: _____

Task Administrator: _____

Task Administration Date: _____

Total Correct in 60 Seconds: _____

R	t	S	b	m	(5)
c	N	d	a	P	(10)
F	B	h	K	s	(15)
M	o	G	v	n	(20)
j	L	r	X	D	(25)
u	C	E	p	W	(30)
H	z	T	y	k	(35)
A	V	q	f	x	(40)
w	J	O	Z	e	(45)
Q	Y	i	g	U	(50)
p	s	R	H	c	(55)
v	D	L	a	F	(60)
T	j	u	K	b	(65)
E	n	x	G	M	(70)
S	f	q	P	o	(75)
r	W	C	e	Y	(80)
k	Z	A	d	V	(85)
N	t	h	Q	i	(90)
B	X	g	y	w	(95)
z	O	m	J	U	(100)

Total Correct: _____



S	e	r	B	n
t	m	D	a	C



R	t	S	b	m
c	N	d	a	P
F	B	h	K	s
M	o	G	v	n
j	L	r	X	D
u	C	E	p	W
H	z	T	y	k
A	V	q	f	x
w	J	O	Z	e
Q	Y	i	g	U
p	s	R	H	c
v	D	L	a	F
T	j	u	K	b
E	n	x	G	M
S	f	q	P	o
r	W	C	e	Y
k	Z	A	d	V
N	t	h	Q	i
B	X	g	y	w
z	O	m	J	U

Rapid Automated Naming Task

Objects

Literacy Tasks

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Directions

Allot two to three minutes for this Rapid Automated Naming (RAN) task. Although the student will respond for only 60 timed seconds, it will take time to read the directions, orient the student to the task, and score the responses.

To administer the task, follow the instructions below.

**Learn More:**

Consult the Appendix on pages 6–11 for the following:

- information on task purpose and structure
- a task fidelity checklist
- solutions for common questions and issues

To prepare to administer the task:

- 1 Print the Teacher page, the Practice page, and the Student page from pages 12–14 of this packet.
- 2 Set a timer device to count down **60 seconds**. Then preview the directions you will use throughout this packet.
- 3 Set up your workspace to minimize distractions and ensure that you can clearly view your materials and the student's materials as well as clearly hear the student's responses.
- 4 When the student arrives to work with you, say:



Administering the task **remotely**? Refer to page 10 for more information.

Today, we will see how quickly you can name some things you know.

**To prepare for and practice the task with the student:**

- 1 Preview the objects with the student by showing them the Practice page. Say:

Tell me the names of these things. I'll help you if you need me to.

Begin here <point to leftmost object of top practice row>

and go this way <touch the next two objects, working from left to right, in sequence>.

When you finish the row, go on to the next row below it.

- 2 Then redirect the student's attention to the practice rows and say:

When I say "GO!" point to each thing and say its name as quickly as you can.

You'll start here <point to leftmost object of top practice row>

and go this way <touch the next two objects, working from left to right, in sequence>.

then go on to the next row. If you get stuck, I'll help you. You'll see the same things more than once. Are you ready to point and go as quickly as you can? GO!

! Consult the **Common Administration Scenarios** chart on pages 8–11 for answers to common questions and solutions for potential issues.



- 3 Follow along as the student names each object (i.e., book, dog, hand, chair, moon) in the practice rows.

If the student incorrectly names an object, give them the correct object name after they have finished both rows. You might say: *This is a <correct object name>.*

Have the student repeat the practice rows until no errors persist.

Note that the student must automatically recognize the objects in order to complete this task. If the student has difficulty identifying the objects correctly, **discontinue the task.**

Students who may encounter difficulty tracking left to right or top to bottom require support for this task. See page 8 for more information.

**To administer the task:**

- 1 When practice is complete, remove the Practice page and hand the Student page to the student. Immediately say:

Just like you did in practice, when I say "GO!" point to each thing and say its name.

Start here <point to top-left object of form>

and go this way <touch the next two objects, working from left to right, in sequence>.

If you get stuck, I'll help you so you can keep going. Are you ready to point and go as quickly as you can?

- 2 Immediately start the timer to count down **60 seconds** and say: **GO!**
- 3 As the student names each object on the Student page, put a corresponding check above the object name on the Teacher page to note a correct response. If the student incorrectly names an object, put an X above the object name on the Teacher page.

If the student pauses for **more than three seconds**, give the student the correct response and tell them to keep going. Then put an X above the object name on the Teacher page.

Below is a sample marked-up row:

✓ Book	✓ Dog	✓ Hand	✗ Chair	✓ Moon
-----------	----------	-----------	------------	-----------

- 4 When the timer has counted down **60 seconds**, end the task. Say:

STOP! You worked so hard! We are now done with this task.

! If you have administration concerns, review the **Common Administration Scenarios** chart on pages 8–11 to determine how to proceed.

**To score the task:**

- 1 Count the number of correct responses. Do not count incorrect object names or object names that you gave the student because of a pause that exceeded three seconds.
- 2 Record and report the student's score, per instructions provided by your administrator. Then consult the chart below. Any score at or above the listed cut score for the student's grade/time of year indicates adequate performance. Scores below the listed cut score may indicate that the student is demonstrating difficulty with automaticity.

RAN Objects	
Administration Period	Cut Score
K Fall	34
K Winter	38
K Spring	41
1 Fall	43
1 Winter	46
1 Spring	50



Appendix

Task Purpose and Structure

Rapid Automatized Naming (RAN) in preliteracy acquisition can be an indicator of students' automaticity, which can sometimes be a predictor of their future reading performance. In order to assess automaticity, it is necessary to use information that is very familiar to students.

By the time they enter kindergarten, students can be expected to recognize the five common objects used in the RAN Objects task. As each object name consists of a single syllable, it can be spoken quickly and simply, even by students who may benefit from articulation support.

The task is organized into the following sections:

- *Preparation* and *Practice* allow time for the student to familiarize themselves with the types of content and terminology they will use in the task and then work at an increased pace appropriate for the timed portion of the task. You should not administer the task until the student has demonstrated familiarity with the content and at the appropriate pace.
- *Administration* uses multiple repetitions of the content the student has just practiced to determine how quickly they can retrieve this information when it is presented in an unpredictable manner.
- *Scoring* involves determining the student's demonstrated proficiency with the task based on the number of correct responses.

Also note these considerations:

- *Suggested scripting* appears in blue italic font in the directions, but this language may be modified to suit the task administrator, student, and setting as long as important details about the task are not omitted or altered.



- Accept accurate nonstandard *student responses* as correct as long as they are intelligible. These responses include articulations and pronunciations that may not conform to a specific dialect but can be interpreted as correct based on the student's articulation pattern.

Use the following fidelity checklist to ensure all appropriate steps are completed for this task:

Rapid Automatized Naming (RAN) Objects Fidelity Checklist

- ☐ Prepare for the task administration by printing the Teacher page, the Practice page, and the Student page from this packet and setting a timer device to count down 60 seconds.
- ☐ Preview the task with the student by showing the student the Practice page and having them name the objects in the practice rows.
- ☐ Redirect the student's attention to the practice rows and have the student name the objects as quickly as they can.
- ☐ If the student responds to an item incorrectly during practice, correct them after they have finished both rows. Have the student repeat the practice rows until no errors persist.
- ☐ Remove the Practice page, hand the Student page to the student, and review the task directions with the student.
- ☐ Begin the task administration by starting the timer to count down 60 seconds and saying, "Go!"
- ☐ Put a check to note a correct response or an X to note an incorrect response above each object name on the Teacher page (scoresheet).
- ☐ Give the student the correct response and tell them to keep going if they pause on an item for more than three seconds.
- ☐ Mark an item correct if the student self-corrects before moving on to the next item.
- ☐ End the task administration once the timer has counted down 60 seconds.
- ☐ Accurately count and record the total number of correct responses the student gave within 60 seconds.



Common Administration Scenarios

GENERAL ADMINISTRATION	
IF...	THEN...
A student requires accommodations (e.g., visual or audio)	Follow your district's guidance regarding appropriateness of the Literacy Tasks for specific students and application of accommodations. Administrators may contact their <i>i-Ready</i> Account Managers for support as needed.
A student has difficulty tracking left to right or begins to work down a column instead of across a row	In addition to the guidance for modeling tracking included in most task directions, try these tips: • Before you begin the timed portion of the task, ask, "Do you have questions about what order to work in?" • Encourage and/or model the use of a finger or another pointer aid on the page or screen. • Provide a shield (such as a blank sheet of paper) for the student to cover subsequent rows and adjust accordingly as they navigate down the page. • As the student finishes one row, silently point to the next row. Any strategy used must not delay the student from progressing at their own pace or interrupt their verbal tempo.
A student asks if their response is correct	Say, "I can tell you when we're done," and tell the student to go immediately to the next item.
A student skips a row or rows	If the student skips a row or rows and you can follow where they resume the task, cross out the skipped row(s) and do not count those items as correct or incorrect. If the student skips a row or rows and you cannot follow where they resume the task, mark the task as incomplete. In this case, it is best to invalidate the administration and try again another day.



IF...	THEN...
A student skips an item	During preparation and practice, redirect the student once they have finished the rows. Then have the student repeat the rows correctly. During task administration, mark the item incorrect on the Teacher page as the student continues the task.
A student self-corrects their response to the current item before moving on to the next item	Mark the item correct as the student continues the task.
A student restarts any portion of the task other than the current item or goes back to make corrections	Do not score the second attempt/self-corrections. Prompt the student to continue moving forward, and resume recording responses when the student reaches the items they have not yet attempted.
There is a disruption or distraction, whether external or due to attentional challenges	Discontinue the task administration or invalidate the task. If you are administering remotely, we recommend discontinuing or invalidating the administration if you suspect an internet disruption has occurred.
A student does not seem to work as quickly as they're capable of OR does not begin the task promptly at the start of the timer	During preparation and practice, say, "Remember, it's important to work as quickly as you can." Have the student repeat the practice rows. During task administration, discontinue the task and invalidate the score. Attempt the task on another day with another form, as available.



IF...	THEN...
You are administering the task remotely	Before the student joins the videoconference, scroll to the Student page and optimize the screen parameters so the full page appears without the need for scrolling and with minimal white space. Do not zoom in or out again during the entire task administration. Then scroll to the practice rows and display them at the appropriate time indicated in the task directions. During preparation and practice, confirm the student can see what they need to in order to complete the task. If anything about the student’s response to the practice rows indicates the resolution is not clear or the display is not large enough for the student to see what they are supposed to see, discontinue the administration before the student has seen the Student page used for the timed portion of the task and find another way to administer the task. This may include a later attempt after you have arranged better remote/technology conditions or administering in person in a manner that observes all health protocols for your district.



TASK SPECIFIC	
IF...	THEN...
A student responds with an alternate but appropriate name for an object (e.g., “puppy” for “dog”)	During preparation and practice, correct the student after they have finished both rows. Say, “For now, we’ll call this <correct object name>.” During task administration, • if used consistently throughout the task AND the word is one syllable (e.g., “seat” for “chair”), mark the item correct. • if used consistently throughout the task AND the word is two syllables or more (e.g., “puppy” for “dog”), discontinue the task and readminister it at another time.* • if used inconsistently or occasionally, mark the item incorrect. *If the student frequently uses multisyllabic responses during the timed portion of the task, then the student’s total score will likely be a lower estimate of their true potential. Results in such cases should be considered invalid.



Student Name: _____

Task Administrator: _____

Task Administration Date: _____

Total Correct in 60 Seconds: _____

Chair	Dog	Chair	Dog	Chair	(5)
Dog	Hand	Dog	Hand	Dog	(10)
Hand	Chair	Hand	Moon	Hand	(15)
Chair	Hand	Moon	Hand	Dog	(20)
Hand	Book	Chair	Moon	Hand	(25)
Dog	Moon	Hand	Book	Chair	(30)
Moon	Hand	Dog	Hand	Book	(35)
Chair	Book	Hand	Moon	Dog	(40)
Hand	Dog	Book	Chair	Hand	(45)
Book	Hand	Chair	Hand	Moon	(50)
Dog	Moon	Hand	Dog	Hand	(55)
Moon	Hand	Book	Hand	Book	(60)
Hand	Book	Hand	Chair	Hand	(65)
Moon	Hand	Chair	Moon	Dog	(70)
Chair	Book	Moon	Hand	Book	(75)

Total Correct: _____





FALL KINDERGARTEN

WRITTEN EXPRESSION TASK

- Present students with the following items (toy car, three blocks, playdough, a few coins, pencil, paper) and ask the student to pick the objects that they would use to write. (pencil, paper)
- Students selecting pencil and paper will be marked with a plus while any other combination will be marked with a minus.





MSCS Skills Test Score Sheet

Name: _____

Date: _____

Letter Sounds	/m/ /a/ /s/ /p/ /t/ /i/ /n/ /c/ /o/ /d/ /h/ /e/ /f/ /r/ /b/ /l/ /k/ /u/ /g/ /w/ /x/ /v/ /j/ /q/ /y/ /z/	/26
Identify Rhyming Words	I am going to say two words. Tell me "yes" if they rhyme and "no" if they don't. Practice with cat/ hat and fog/fish. Now it's your turn. dog/log cow/mouse fish/dish	/3
Produce Rhyming Words	I am going to say two words. Tell me yes if they rhyme and no if they don't. I am going to say some rhyming words. Tell me a real word or made up word that rhymes with dog and log (hog, bog, jog). Now it's your turn. cat, hat, _____ top, stop, _____ fell, sell, _____	/3
Initial Consonants	I am going to read some words for you. Tell me the sound you hear at the beginning of each word. Let's try one. Top (sound /t/). If the concept is not understood, give another example. box _____ lamp _____ table _____ foot _____ dog _____	/5
Detail Recall	Read the short story and ask student to recall 3 details. Pam digs in the sand. She will run and skip. Pam has fun in the sun. Teacher may provide an example. Say "Liam jumps in the puddles. He splashes and laughs. Liam enjoys the rain with his bright yellow boots." Tell three details. Ask your students to identify three details from this story! Can recall 1 detail? Y/N Can recall 2 details? Y/N Can recall 3 details? Y/N	/3
Understand Syllables	Teacher will say "How many syllables do you hear in puppy?" to student and the student will identify syllables for the word. Teacher may provide an example. Say "pillow" and clap the syllables. "Pillow has two syllables." Repeat with the words truck and bicycle ____puppy _____truck ____bicycle	/3
Full Name	Tell me your full name.	/1



Kindergarten Staggered Entry

Spell name	Spell your first name.	/1
How I Write My Name		/2
Numbers	5 0 3 4 2 7 1 9 8 6 10	/11
Counting	Have student count. Stop at first mistake. 0-5 6-10	/2
Colors	red orange yellow green blue purple black white brown pink gray	/11
Shapes	circle square triangle rectangle oval rhombus/diamond	/6
Count the Objects	I am going to show you some objects and I want you to count them. Show students the object in the attached materials. 	/25
Writing Numbers	Give the student a piece of paper and have him/her write numbers as high as they can go. If unable to complete task prompt student by saying can you write then number 1, How about the number 2 and so forth. Give credit for each number 0-10 written correctly. 0, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10	/11
Cutting and Gluing	Have student cut out an object and glue onto a separate piece of paper.	/2



MSCS Skills Test

Letter Sound Identification

Teacher says: "Point to the letter that makes the /m/ sound; point to the letter that makes the /a/ sound; point to the letter that makes the /s/ sound" (Continue until all letters have been identified).

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

Numbers

Teacher says: "Point to the number 1; point to the number 2; point to the number 3" (Continue until all numbers have been identified).

5	0	3	4
2	7	1	9



Kindergarten Staggered Entry

8	6	10	
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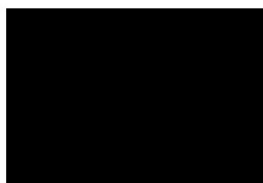
Counting

Teacher Directions: Have students count from 0-10. Stop at their first mistake.

0-5 6-10

Colors

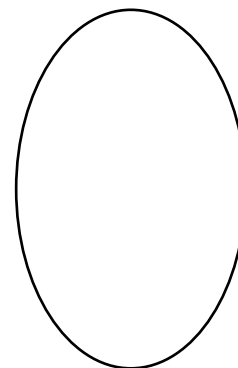
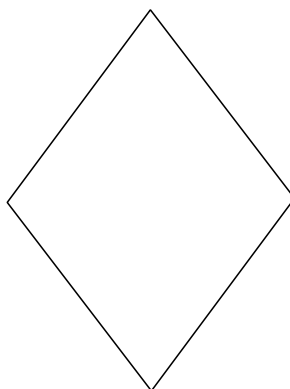
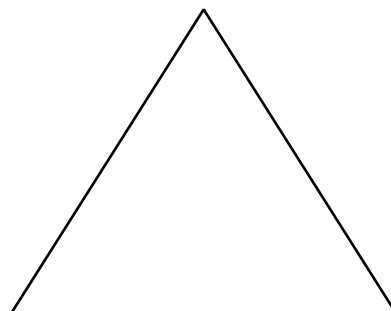
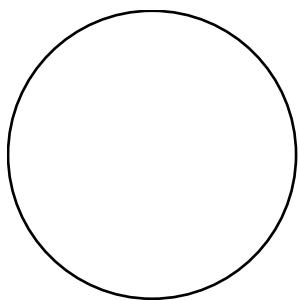
Teacher says: "Point to the color ____." (Continue until all colors have been identified).





Shapes

Teacher says: "Point to the shape ____." (Continue until all shapes have been identified).



Count the Objects

Teacher says: "Count each object."



Kindergarten Staggered Entry

