

KEA EXEMPLARS

The following pages can serve as exemplars for planning purposes.

*Each of the five sections on the KEA will be the same,
but specific test items will be different.*

*Test administrator instructions are also given so that you can
better understand the scope and sequence of the assessment.*

*These exemplars may also be used as a test to periodically monitor
individual student progress.*

The five sections of this KEA are composed of screenings based on the **Five Essential Components of Reading** identified by the National Reading Panel.

- 1) Letter/Sound Identification (phonics)
- 2) Phonemic Awareness (sounds)
- 3) Sight Word Identification (vocabulary)
- 4) Reading Comprehension
- 5) Reading Fluency

Screenings 1: Letter/Sound Identification

Note: This screening is designed to evaluate basic phonics skills. Part A covers letter/sound identification; Part B covers lowercase letter identification.

How to Administer Screening 1

1) Show the student **Letter/Sound Identification - Sheet A**. Use a sheet of paper to cover all the letters except those in the first row. Point to each letter and say:

What letter is this? (pause) **What sound does it make?**

If the student says the letter or sound *correctly*, check the appropriate box on the *Screening 1: Part A (results)* form. When the letter has more than one sound, accept any correct sound. If the student says the letter or sound *incorrectly*, leave the box empty and write the letter or sound the student says under the letter.

Continue the rest of Screening 1 in the same way, moving the sheet of paper below each line to be named, and recording each response.

When the student completes **Letter/Sound Identification Sheet A**, immediately begin Screening 2. (This is to assess lowercase letter knowledge.) Show the student **Letter/Sound Identification Sheet B**. Point to each letter and say:

What letter is this?

If the student says the letter correctly, check the appropriate box on the *Screening 1: Part B (results)* form. If the student says the letter incorrectly, write the letter the student says under the letter.

Struggling Students

If the student is unable to name the letters in the first row, you may prompt the student by pointing to letters from his/her name first. This may give the student the confidence to identify the remaining letters.

If the student does not seem to know the remaining letters or sounds, or appears to be frustrated or upset, stop the screening and check the **early termination** box at the bottom of the scoring form.

V

Z

A

B

F

K

M

P

S

T

G

I

J

L

N

D

E

H

U

W

O

Q

R

Y

C

X

Screening 1: Part A (scoring)

Student: _____ Screener: _____ Date: _____

V

-
- letter
-
-
- sound

Z

-
- letter
-
-
- sound

A

-
- letter
-
-
- sound

B

-
- letter
-
-
- sound

F

-
- letter
-
-
- sound

K

-
- letter
-
-
- sound

M

-
- letter
-
-
- sound

P

-
- letter
-
-
- sound

S

-
- letter
-
-
- sound

T

-
- letter
-
-
- sound

G

-
- letter
-
-
- sound

I

-
- letter
-
-
- sound

J

-
- letter
-
-
- sound

L

-
- letter
-
-
- sound

N

-
- letter
-
-
- sound

D

-
- letter
-
-
- sound

E

-
- letter
-
-
- sound

H

-
- letter
-
-
- sound

U

-
- letter
-
-
- sound

W

-
- letter
-
-
- sound

O

-
- letter
-
-
- sound

Q

-
- letter
-
-
- sound

R

-
- letter
-
-
- sound

Y

-
- letter
-
-
- sound

C

-
- letter
-
-
- sound

X

-
- letter
-
-
- sound

Letters Correct: ___ / 26; **Sounds Correct:** ___ / 26; **TOTAL:** ___ / 52 **Early Termination**

k m p s t

v z a b f

g i j l n

o q r y c

d e h u w

x

Screening 1: Part B (scoring)

Student: _____ Screener: _____ Date: _____

k letter**m** letter**p** letter**s** letter**t** letter**v** letter**z** letter**a** letter**b** letter**f** letter**g** letter**i** letter**j** letter**l** letter**n** letter**o** letter**q** letter**r** letter**y** letter**c** letter**d** letter**e** letter**h** letter**u** letter**w** letter**x** letter**Letters Correct:** ____ / 26 **Early Termination**

Screening 2: Phonemic Awareness

This screening is composed of five sections: beginning sounds, rhyming, syllables, phoneme recognition, and phoneme blending. Please make certain the student is in close proximity to the screener so that all words can be clearly heard.

Section 1 - Beginning Sounds

To introduce this section, say: **You are going to listen to the beginning sounds in words. *Door, dark, and dog* all start with the same beginning sound of /d/. *Danger* is another word that starts with /d/.**

a) Say: **Listen to these words ... *ball, baby, bent*. Tell me another word that starts with the same beginning sound as these words.** Write the word the student says on the *Screening 2 (results)* form. Check the appropriate box to show if this is correct or incorrect. Add your comments as needed.

b) Say: **Listen to these words ... *ran, rake, roof*. Tell me another word that starts with the same beginning sound as these words.** Repeat the same process as in item a.

c) Say: **Listen to these words ... *tell, toy, take*. Tell me another word that starts with the same beginning sound as these words.** Repeat the same process as in item a.

Section 2 - Rhyming

To introduce this section, say: **You are going to listen to two rhyming words and then tell me another rhyming word. *Look* and *hook* rhyme. Another word that rhymes with *look* and *hook* is *book*.**

a) Say: ***See* and *tree* rhyme. Tell me another word that rhymes with *see* and *tree*.** Write the word the student says on the *Screening 2 (results)* form. Check the appropriate box to show if this is correct or incorrect. Add your comments, if any.

b) Say: ***Ran* and *can* rhyme. Tell me another word that rhymes with *ran* and *can*.** Repeat the same process as in item a.

c) Say: ***Lip* and *hip* rhyme. Tell me another word that rhymes with *lip* and *hip*.** Repeat the same process as in item a.

Section 3 - Syllables

To introduce this section, say: **You are going to listen to some words and count the syllables or word parts. For example, the word *student* has two syllables: stu·dent.** Emphasize the syllables of *student* by the way you say it in this example. However, do NOT emphasize the syllables of words used during the screening process (items a, b, and c below). Be sure to say each word in a normal fashion.

- a) Say: **How many syllables do you hear in the word *thunder*?** (2) Write the number of syllables the student says on the *Screening 2 (results)* form. Check the appropriate box to show if this is correct or incorrect. Add your comments, if any.
- b) Say: **How many syllables do you hear in the word *potato*?** (3) Repeat the same process as in item a.
- c) Say: **How many syllables do you hear in the word *tractor*?** (3) Repeat the same process as in item a.

Section 4 - Phoneme Recognition

To introduce this section, say: **You are going to listen to some words and tell me the sounds you hear. The sounds in the word *dog* are /d/ /ŏ/ /g/.** Emphasize the three sounds in *dog* by the way you say it in the example. However, do NOT emphasize the sounds of the words used during the screening process (items a, b, and c below). Be sure to say each word in a normal fashion.

- a) Say: **Tell me each sound you hear in the word *phone*?** (/f/ /ō/ /n/) Write the sounds the student says on the *Screening 2 (results)* form. Check the appropriate box to show if this is correct or incorrect. Add your comments, if any.
- b) Say: **Tell me each sound you hear in the word *slick*?** (/s/ /l/ /i̇/ /k/) Repeat the same process as in item a.
- c) Say: **Tell me each sound you hear in the word *feet*?** (/f/ /ē/ /t/) Repeat the same process as in item a.

Section 5 - Phoneme Blending

To introduce this section, say: **You are going to listen to some sounds and blend the sounds together to make a word. The sounds /k/ /ŭ/ /p/ make the word *cup*.** Be sure you follow basic phoneme rules when enunciating each word during the screening process (items a, b, and c below).

- a) Say: **/m/ /ă/ /p/ What word is this?** (map) Write the word the student says on the *Screening 2 (results)* form. Check the appropriate box to show if this is correct or incorrect. Add your comments, if any.
- b) Say: **/k/ /ī/ /t/ What word is this?** (kite) Repeat the same process as in item a.
- c) Say: **/w/ /ě/ /l/ What word is this?** (well) Repeat the same process as in item a.

Struggling Students

Follow the instructions closely, and *do not prompt* even if the student appears to be struggling. However, if the student appears to be frustrated or upset, you may stop the screening at any time. Check the **early termination** box for the section you are on, then write "not tested" in the comments section of the remaining sections.

Screening 2 (scoring)

Student: _____ **Screener:** _____ **Date:** _____

Section 1: Beginning Sounds

a) The student said: _____ . correct incorrect
comments: _____

b) The student said: _____ . correct incorrect
comments: _____

c) The student said: _____ . correct incorrect
comments: _____

Section 2: Rhyming

a) The student said: _____ . correct incorrect
comments: _____

b) The student said: _____ . correct incorrect
comments: _____

c) The student said: _____ . correct incorrect
comments: _____

Section 3: Syllables

a) Thunder. The student said _____ syllables. correct incorrect
comments: _____

b) Potato. The student said _____ syllables. correct incorrect
comments: _____

c) Hamburger. The student said _____ syllables. correct incorrect
comments: _____

Section 4: Phoneme Recognition

a) The student said: _____ . correct incorrect
comments: _____

b) The student said: _____ . correct incorrect
comments: _____

c) The student said: _____ . correct incorrect
comments: _____

Section 5: Phoneme Blending

a) The student said: _____ . correct incorrect
comments: _____

b) The student said: _____ . correct incorrect
comments: _____

c) The student said: _____ . correct incorrect
comments: _____

Beginning Sounds: ____ / 3

Early Termination

Rhyming: ____ / 3

Early Termination

Syllables: ____ / 3

Early Termination

Phoneme Recognition: ____ / 3

Early Termination

Phoneme Blending: ____ / 3

Early Termination

TOTAL correct: ____ / 15

Screening 3: Sight Word Identification

This screening is designed to measure grade level vocabulary.

How to Administer Screening 3

1) Show the student the **Sight Word Identification Sheet**. Use a sheet of paper to cover the words, showing only one column at a time. Say, **Now you are going to read some words. If you do not know a word, you may skip the word and go on to the next word.**

2) Point to the first word and say: **What word is this?**

If the student says the word *correctly*, check the box beside the word on the *Screening 3 (results)* form. If the student says the word *incorrectly*, write the word the student says in the box. Add comments as needed.

Continue the rest of Screening 3 in the same way, moving the sheet of paper to show the next column, and recording each response.

Struggling Students

If the student is unable to read the first few words, remove the cover sheet and prompt the student to see if he/she knows any of the words. Say, **Point to any words you know and tell me what they are.**

If the student does not appear to know any of the words, or seems to be frustrated or upset, you may stop the screening at any time. Check the **early termination** box on the scoring form, then write "not tested" in the comments section beside the last word attempted and draw a down arrow to the bottom of the page.

is

of

we

has

with

there

and

put

then

see

have

out

for

a

are

the

said

saw

I

she

you

this

home

they

went

Screening 3 (scoring)

Student: _____ Screener: _____ Date: _____

<i>sight word</i>	<i>correct (✓)</i>	<i>comments</i>
is		
with		
then		
for		
said		
you		
went		
of		
there		
see		
a		
saw		
this		
we		
and		
have		
are		
I		
home		
has		
put		
out		
the		
she		
they		

Words Correct: ____ / 25

Early Termination

Screening 4: Reading Comprehension

This screening is designed to measure grade level reading comprehension.

How to Administer Screening 4

- 1) Show the student the **Reading Comprehension - Sheet A**. Use a sheet of paper to cover the sections, showing only one row at a time.
- 2) Say, **Now you are going to read some sentences. Read the sentence, then circle the picture that the sentence describes.** Give the student adequate time to read each sentence and circle one of the three pictures.
- 3) Check the appropriate boxes on the *Screening 4 (results)* form to indicate whether the student read the sentence correctly or incorrectly and circled the correct or incorrect picture. Add comments as needed.

Continue the rest of Screening 4 in the same way, moving the sheet of paper to show each row, and recording each response. (Note: **Reading Comprehension - Sheet B** contains sentences 4 and 5.)

Struggling Students

If the student is unable to read the first sentence, remove the cover sheet and prompt the student to see if he/she knows any of the sentences. Say, **Point to any sentence you know and tell me what it says.**

If the student appears unable to read any of the sentences, or seems to be frustrated or upset, you may stop the screening at any time. Check the **early termination** box at the bottom of the page, then write "not tested" in the comments section of any sentence not attempted.

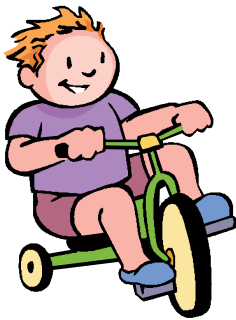
I like to eat my food.



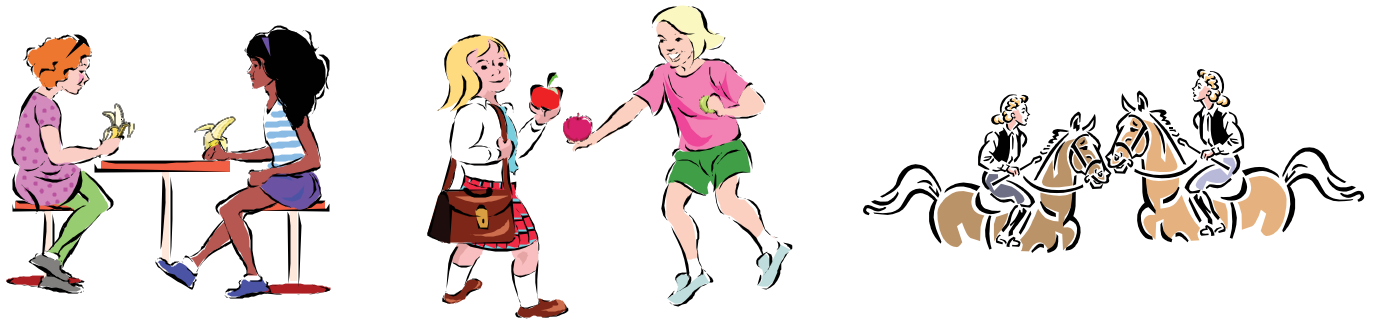
They play on the swings.



The boy pulls his books.



Two girls ride horses.



The cat sits on the chair.





Three Campuses • One District • One Mission

Screening 4 (scoring)

Student: _____ **Screener:** _____ **Date:** _____

Sentence 1

sentence correct sentence incorrect picture correct picture incorrect

comments: _____

Sentence 2

sentence correct sentence incorrect picture correct picture incorrect

comments: _____

Sentence 3

sentence correct sentence incorrect picture correct picture incorrect

comments: _____

Sentence 4

sentence correct sentence incorrect picture correct picture incorrect

comments: _____

Sentence 5

sentence correct sentence incorrect picture correct picture incorrect

comments: _____

Sentences Correct: ____ / 5 *Pictures Correct:* ____ / 5 *Early Termination*

Screening 5: Reading Fluency

This screening is designed to measure grade level reading fluency.

How to Administer Screening 5

1) Show the student the **Reading Fluency Sheet**. Say, **Now you are going to read a story. Read this story as though you were talking.** Give the student adequate time to read the entire story.

2) Check the appropriate boxes on the *Screening 5 (results)* form to indicate whether the student read the story fluently. Add comments as needed.

Struggling Students

If the student is unable to read the first sentence, prompt the student to see if he/she knows any of the sentences. Say, **Point to any sentence you know and tell me what it says.**

If the student appears unable to read any of the sentences, or seems to be frustrated or upset, you may stop the screening at any time. Check the **early termination** box at the bottom of the page, then write "not tested" in the comments section of any sentence not attempted.

See me ride.

I am on the road.

I am in a car.

See me float.

I am at the lake.

I am on a boat.

See me fly.

I am in the sky.

I am on a plane.

See me have fun.



Three Campuses • One District • One Mission

Screening 5 (scoring)

Student: _____ Screener: _____ Date: _____

Sentence 1

sentence correct sentence incorrect comments: _____

Sentence 2

sentence correct sentence incorrect comments: _____

Sentence 3

sentence correct sentence incorrect comments: _____

Sentence 4

sentence correct sentence incorrect comments: _____

Sentence 5

sentence correct sentence incorrect comments: _____

Sentence 6

sentence correct sentence incorrect comments: _____

Sentence 7

sentence correct sentence incorrect comments: _____

Sentence 8

sentence correct sentence incorrect comments: _____

Sentence 9

sentence correct sentence incorrect comments: _____

Sentence 10

sentence correct sentence incorrect comments: _____

Overall Fluency (see rubric below)

1 2 3 4 5

Overall Fluency Rubric:

5 = Consistent conversational pace; reads with expression and confidence, self-corrects

4 = Inconsistent pace; few deviations from text, but occasionally too fast or too slow

3 = Moderately slow; word groups do not always reflect sentence structure, often little intonation

2 = Very slow; frequent stops, repetitions, sound-outs, and multiple attempts at words

1 = Minimal fluency; unable to string words together to make sentences; usually word-by-word

Sentences Correct: ____ / 10 Overall Fluency: ____ (1-5) Early Termination

Kindergarten Exit Assessment FINAL SUMMARY



Three Campuses • One District • One Mission

Student: _____ Birthdate: _____ Male Female
 Student's Teacher: _____ Grade: _____
 Screener: _____ Date of Screenings: _____

RAW SCORES

Transfer the scores from each Assessment Sheet to the blanks below.

Screening 1: Part A - Uppercase Letter/Sound Identification Score: _____
Screening 1: Part B - Lowercase Letter Identification Score: _____
Screening 2 - Phonemic Awareness Score: _____
Screening 3 - Sight Word Identification Score: _____
Screening 4 - Reading Comprehension Score: _____
Screening 5 - Reading Fluency Score: _____

GRAPHIC REPRESENTATION

Transfer the scores from above by making a mark at the appropriate place on each line below.

	NEEDS SUPPORT											PROFICIENT				
Screening 1a:	0	5	10	15	20	25	30	35	40	42	45	50	52			
Screening 1b:	0		5		10		15		20	21		25	26			
Screening 2:	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Screening 3:	0		5		10		15		19		20		25			
Screening 4:	0		1		2		3		4		5					
Screening 5:	0		1		2		3		4		5					