

## **Assessment Overview**

Progress monitoring and assessment are important components of the *Building on Patterns Kindergarten (BOP-K)* program. A variety of informal tools provides opportunities to assess a child's progress and to plan or modify instruction at different intervals. Below is a brief description of the assessments included in *BOP-K*.

- **Progress Monitoring Sheets** are used for collecting data and analyzing a child's growth in foundational literacy skills such as name writing and alphabet knowledge.
- The **Independent Writing Progression for Assessment Lessons** provides a developmental sequence of skills related to composition and content, spelling, and mechanics (spacing, capitalization, and punctuation). It is designed to analyze writing that the child completes independently during the five assessment lessons. This cumulative form allows you to track the development of the child's writing skills throughout the year.
- **Moving-On Checklists** are completed at the end of each lesson, except for Lessons 1 and 2 (Beginning Assessment) and Lessons 9, 19, 29, and 36 (Checkups). They document the child's ability to demonstrate objectives from the current lesson independently, such as number and letter recognition and phonics skills. They also provide documentation for the child's reading of familiar connected text in the student storybook.
- The **Beginning Assessment** (Lessons 1 and 2) serves as an introduction to the program and an informal assessment of the child's literacy skills and braille knowledge while allowing you to build rapport with the child through motivating activities. This assessment uses five of the Progress Monitoring Sheets and the Independent Writing Progression for Assessment Lessons. Results are summarized on the Beginning Assessment Summary form to share with parents and teachers.
- **Checkup lessons** (Lessons 9, 19, 29, and 36), which take place approximately quarterly, provide an opportunity for the child to demonstrate skills learned up to that point in the curriculum. The activities encompass both discrete skills in isolation—such as those related to letter recognition, phonemic awareness, and

phonics—and the application of these skills to the reading and writing of continuous text. Data for each Checkup is collected on a Recording Sheet and the Independent Writing Progression for Assessment Lessons. The results are summarized on a Checkup Summary form to share with parents and teachers.

- **My Letter Graph** is a tactile bar graph that allows you and the child to track the child’s progress in learning to read the letters of the alphabet. The Letter Checkup activity, completed on Day 5 of Lessons 3–8 and 10–18, provides the data for this graph.

The kit includes two resources related to assessment. The *Assessment Booklet* describes the procedures and forms available for you to use with the curriculum. The *Assessment Binder* contains all the forms needed to complete each type of assessment. [Copies of each form](#) are also on the Kindergarten Teacher Resources page. The chart below lists the forms used in the *BOP-K* assessment program.

### Chart of Assessment Forms

Form (how many)	Where Used	Notes	Sample Forms
<p><b>Progress Monitoring Sheets (9)</b></p> <ol style="list-style-type: none"> <li>1. Braillewriter Skills*</li> <li>2. Name Writing*</li> <li>3. Alphabet Knowledge*</li> <li>4. Number Reading and Writing*</li> <li>5. Book Orientation, Hand Positioning, and Tracking*</li> <li>6. Independent Writing Progression</li> <li>7. Retelling</li> <li>8. High Frequency Words and Color Words</li> <li>9. Writing Anecdotal Record</li> </ol>	<p>*Five used for baseline data in the Beginning Assessment Lessons 1–2</p> <p>High Frequency Words and Color Words used in Lessons 20–28 and 30–35</p> <p>For the rest of the program, the Progress Monitoring Sheets are optional.</p>	<p><i>Nice to Meet You</i> book and additional activities</p> <p>Teacher decides whether and how frequently to use.</p>	<ul style="list-style-type: none"> <li>• Name Writing</li> <li>• Retelling</li> <li>• High Frequency Words and Color Words</li> <li>• Writing Anecdotal Record</li> </ul>

<b>Form (how many)</b>	<b>Where Used</b>	<b>Notes</b>	<b>Sample Forms</b>
<b>Independent Writing Progression for Assessment Lessons (1)</b>	Beginning Assessment Lessons 1–2; Checkup Lessons 9, 19, 29, and 36	Cumulative for Checkups	<ul style="list-style-type: none"> <li>• Student work samples</li> <li>• Cumulative completed form</li> </ul>
<b>Moving-On Checklist (MOC) (30)</b>	Each Lesson (except Lessons 1 and 2, and the Checkup Lessons 9, 19, 29, and 36)	Includes Miscue Assessment	<ul style="list-style-type: none"> <li>• MOC Lesson 8</li> <li>• MOC Lesson 25</li> <li>• MOC Lesson 32</li> </ul>
<b>Checkup Recording Form (4 – multiple pages)</b>	Checkup Lessons 9, 19, 29, and 36	One tailored to each Checkup Lesson	
<b>Assessment Summary (5)</b>	Beginning Assessment Lessons 1-2; Checkup Lessons 9, 19, 29, and 36	One tailored to each Assessment Lesson	<ul style="list-style-type: none"> <li>• Beginning Assessment Summary</li> <li>• Lesson 9 Checkup Summary</li> </ul>
<b>Assessment Summary for Teacher Reference (5)</b>	Beginning Assessment Lessons 1-2; Checkup Lessons 9, 19, 29, and 36	One tailored to each Assessment Lesson	

Note: Completed sample forms are included in the Sample Completed Forms section of the *Assessment Booklet* and on the [Kindergarten Teacher Resources page](#).

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