

Bullitt County Public Schools

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To: Jesse Bacon, Superintendent

From: Sheri Hamilton, Director of Elementary Education

Date: January 8, 2019

Re: Requested Change in Kindergarten Exit Criteria Guidelines *DA*

In order to align our Kindergarten Exit Criteria with our BCPS Early Reading Assessment Protocol, I am requesting to replace the MAP reading assessment with the Phonological Awareness Skills Screener. This assessment is given to student three times a year and is used to drive instruction. Kindergarten students are also given the Brigance in August as well as the Developmental Reading Assessment in the Winter and Spring.

A new requested revision of the Kindergarten Exit Criteria Guidelines (Procedure 08.22 AP.2) has been submitted for your approval. It has been reviewed by Amanda Hale, KSBA and Eric Farris.

Kindergarten Exit Criteria Guidelines

Kindergarten is an exciting and very important year for your child! The learning that your child experiences during Kindergarten provides a strong foundation for the rest of his/her school career. As a vital part of exiting Kindergarten and entering first grade, it is essential that your child has mastered specific basic skills in reading, language, writing and math. These basic skills are called “exit criteria” which means your child **must master these basic skills** before entering first grade. If your child does not master basic skills, there is a greater chance of gaps in your child’s learning as they enter the next school year. Here is a listing of basic skills your child needs to master:

| Reading Skills | Writing Skills | Math Skills |
|--|---|---|
| <ul style="list-style-type: none"> • Can identify front, back, title of a book • Can identify where to start reading on a page of a book • Identify letters, words and sentences in a book • Can identify all 26 letters of the alphabet (lowercase and uppercase) • Can pronounce all 26 letter sounds • Can read sight words | <ul style="list-style-type: none"> • Can write first and last name using capitalization • Can write uppercase and lowercase letters (in a random order) • Can copy and write a sentence using correct capitalization, punctuation, spelling and spacing between words • Can write words of basic pictures (sun, cat, pig, etc.) | <ul style="list-style-type: none"> • Can count to 100 • Can count by 10’s to 100 • Can identify numbers up to 20 • Can write numbers 1-20 in order • Can make a specific amount with objects when given a number up to 10 • Can complete basic addition/subtraction problems mentally and using objects (Ex: 5+1, 2+4, etc.) • Can identify basic shapes |

Your child will be learning these basic skills throughout his/her Kindergarten year. However, these are the *minimum skills* your child needs to master. The academic learning goals for Kindergarten for all subject areas are based on Kentucky Academic Standards. For more information, please visit <http://education.ky.gov/curriculum/standards/kyacadstand>.

We want to partner with you to keep you informed of your child’s progress related to mastering the above basic skills, reading level and the results from the Phonological Awareness Skills Screener ~~percentile based on NWEA Measures of Academic Progress (MAP) assessment~~. The following steps will be implemented to keep you informed **if we have any concerns about your child’s progress**.

| | | |
|---|--|--|
| End of Quarter 1- <ul style="list-style-type: none"> • Classroom teacher/parent meeting • Progress related to mastery of above basic skills, reading level and <u>the Phonological Awareness Skills Screener</u> MAP percentile | End of January- <ul style="list-style-type: none"> • Classroom teacher/parent meeting • Begin discussion of another year in Kindergarten • Academic Kindergarten Exit Criteria Results Form reviewed • Developing a plan between school and home to help your child | At Least 5 Weeks Prior to End of School Year- <ul style="list-style-type: none"> • Letter sent to parent stating extra year in Kindergarten • Classroom teacher/parent/principal meeting • Academic Kindergarten Exit Criteria Results Form reviewed |
|---|--|--|

Kindergarten Exit Criteria Guidelines

Based on the timeline above, an *Academic Kindergarten Exit Criteria Results Form* will be provided to you with specific information to provide you progress on your child's basic skills along with other assessment information. A copy of the *Academic Kindergarten Exit Criteria Results Form* is attached. We will base the decision on the need of an additional "bonus" year for your child based on total points gathered on this form towards the end of the school year. If a bonus year is needed, this "bonus" year will provide your child more time to grow and develop academically to reach their full potential.

In addition to using the exit criteria above other considerations may be included for the final placement decision for the following school year. These considerations ***may include, but are not limited to:***

- Age
- Physical and social development
- Academic level
- Any identified disabilities

We hope this exit criteria provides you information on the basic skills expectations and other important assessment information for your child throughout his/her year of Kindergarten. Please sign and return the bottom portion below. If you have any questions, please do not hesitate to contact your child's teacher and/or principal.

Please sign and return this portion to your child's teacher.

I have received and read the exit criteria guidelines for Kindergarten.

Student Name

Parent/Guardian Signature

Date

Kindergarten Exit Criteria Guidelines**KINDERGARTEN EXIT ASSESSMENT-READING**

Directions: Administer the reading assessment exactly as stated below. Circle points obtained next to assessment item. Please total points and calculate percentage at end of assessment.

Supplies Needed: Teacher recording sheet, student skills sheet, student recording sheet, a simple book that has three lines of text and pencil Students may not reference an alphabet strip for any part of the assessment.

| | | | | | |
|---|--|--|----------|----------|----------|
| Student Name: _____ Date: _____ | | | | | |
| School: _____ | | | | | |
| “Point to the front cover of the book.” (1=yes, 0=no) | | | | 1 | 0 |
| “Point to the back cover of the book.” (1=yes, 0=no) | | | | 1 | 0 |
| Teacher turns to the first page of text. Then asks, “Show me where I would start reading.” (1=yes, 0=no) | | | | 1 | 0 |
| “Show me with your finger where I would go if I were reading this page.” (2=demonstrates return sweep on own, 1=return sweep with prompt, 0=no) If student demonstrates sweep on their own they get 2 points. If the student stops at the end of the first line and needs a prompt: “where would I go next” they get one point, and if they demonstrate return sweep with no prompt, they would get zero points. | | | 2 | 1 | 0 |
| Student holds book correctly through teacher observation (1=yes, 0=no) | | | | 1 | 0 |
| “Look at this sentence ‘I see a red bird’. “Point to a letter and tell me what it is.” (1=yes, 0=no) (do not read the sentence) | | | | 1 | 0 |
| “Look at the sentence and point to a word and tell me what it is.” (1=yes, 0=no) | | | | 1 | 0 |
| “Use your finger to circle the sentence.” (1=yes, 0=no) | | | | 1 | 0 |
| “Point to the words as I read this sentence.” (Teacher reads “I see a bird.” on the skill sheet) (1=yes, 0=no) | | | | 1 | 0 |
| “Look at the word green and point to the beginning sound of this word.” (1=yes, 0=no) | | | | 1 | 0 |

Kindergarten Exit Criteria Guidelines**KINDERGARTEN EXIT ASSESSMENT-READING (CONTINUED)**

| | | | | | |
|--|----------|----------|----------|----------|----------|
| <p>Student recognizes _____ (write number) uppercase letters on skill sheet.</p> <p>Z V R N J F B Y U Q M I E A X T P L H D W S O K G C</p> <p>(4 points=26 letters, 3=23-25 letters, 2=20-22 letters, 1=19 letters, 0=18 letters or less)</p> | 4 | 3 | 2 | 1 | 0 |
| <p>Student recognizes _____ (write number) lowercase letters on skill sheet.</p> <p>d h l p t x c g k o s w b f j n r v z a e i m q u y</p> <p>(4 points=26 letters, 3=23-25 letters, 2=20-22 letters, 1=19 letters, 0=18 letters or less)</p> | 4 | 3 | 2 | 1 | 0 |
| <p>Student produces _____ (write number) letter sounds.</p> <p>d h l p t x c g k o s w b f j n r v z a e i m q u y</p> <p>(4 points=26 letters, 3=23-25 letters, 2=20-22 letters, 1=19 letters, 0=18 letters or less)</p> | 4 | 3 | 2 | 1 | 0 |
| <p>Student reads _____ sight words on skill sheet.</p> <p>the it said look for of and go am to can like my do here me you see is are</p> <p>(4 points=16-20 words, 3=13-15 words, 2=10-12 words, 1=6-9 words and 0-5 words or less)</p> | 4 | 3 | 2 | 1 | 0 |
| Total Possible Points: 27 | | | | | |
| Total Points Scored: _____ Percentage: _____ | | | | | |

Kindergarten Exit Criteria Guidelines

READING KINDERGARTEN EXIT ASSESSMENT-STUDENT RECORDING SHEET 1

I see a red bird.

green

I see a bird.

Kindergarten Exit Criteria Guidelines

READING KINDERGARTEN EXIT ASSESSMENT-STUDENT RECORDING SHEET 2

**Z V R N J F B Y U Q M I
E A X T P L H D W S O K
G C**

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

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

Kindergarten Exit Criteria Guidelines

READING KINDERGARTEN EXIT ASSESSMENT-STUDENT RECORDING SHEET 3

| | | |
|-------------|-------------|-------------|
| the | look | and |
| to | my | me |
| is | it | for |
| go | can | do |
| you | are | said |
| of | am | like |
| here | see | |

Kindergarten Exit Criteria Guidelines**KINDERGARTEN EXIT ASSESSMENT-WRITING**

Directions: Administer the reading assessment exactly as stated below. Circle points obtained next to assessment item. Please total points and calculate percentage at end of assessment.

Supplies Needed: Teacher recording sheet, student skills sheet, student recording sheet, and pencil Students may not reference an alphabet strip for any part of the assessment.

| | | | | | |
|--|----------|----------|----------|----------|----------|
| Student Name: _____ Date: _____ | | | | | |
| School: _____ | | | | | |
| Have student write first and last name (first letter capital, all others lowercase) (4=first and last name correct, 3=first and last name spelled correctly with some capitalization errors, 2=first name correct and 1=first name spelled correctly with some capitalization errors 0=incorrect spelling first and last name) | 4 | 3 | 2 | 1 | 0 |
| “Write the following uppercase letters as I say them aloud: M S R T P C A N D G F I L H B K O W X V J E Y Z Q U (4 points=26 letters, 3=23-25 letters, 2=20-22 letters, 1=19 letters, 0=18 letters or less) *backwards letters okay | 4 | 3 | 2 | 1 | 0 |
| “Write the following lowercase letters as I say them aloud: m s r t P c a n d g f i l h b k o w x v j e y z q u (4 points=26 letters, 3=23-25 letters, 2=20-22 letters, 1=19 letters, 0=18 letters or less) *backwards letters okay | 4 | 3 | 2 | 1 | 0 |
| Student copies “I see a ball.” from the skills sheet correctly. (1 point for each of the following=capital I, words spelled correctly {using lowercase letters}, finger spaces and punctuation) | 4 | 3 | 2 | 1 | 0 |
| Using the skill sheet, show the pictures of the pig, sun and cat. “Write the word of the picture on the line.” (4=9 letters correct, 3=7-8 letters correct, 2=6 letters correct, 1=5 letters correct and 0=4 letters correct) | 4 | 3 | 2 | 1 | 0 |
| Total Possible Points: 20 | | | | | |
| Total Points Scored: _____ Percentage: _____ | | | | | |

Kindergarten Exit Criteria Guidelines

WRITING KINDERGARTEN EXIT ASSESSMENT: STUDENT RECORDING SHEET 1

Write your first and last name:

Write your uppercase letters:

[illegible]

Kindergarten Exit Criteria Guidelines

WRITING KINDERGARTEN EXIT ASSESSMENT: STUDENT RECORDING SHEET 1 (CONTD)

Write your lowercase letters:

Handwriting practice lines consisting of four sets of three horizontal lines each. Each set includes a solid top line, a dashed middle line, and a solid bottom line, providing a guide for letter height and placement.

Kindergarten Exit Criteria Guidelines

WRITING KINDERGARTEN EXIT ASSESSMENT: STUDENT RECORDING SHEET 1 (CONTD)

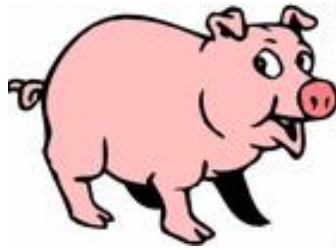
Write this sentence: I see a ball.

Kindergarten Exit Criteria Guidelines

WRITING KINDERGARTEN EXIT ASSESSMENT-STUDENT RECORDING SHEET 2

Write the word of the picture on the line:







Kindergarten Exit Criteria Guidelines**KINDERGARTEN EXIT ASSESSMENT-MATH**

Directions: Administer the reading assessment exactly as stated below. Circle points obtained next to assessment item. Please total points and calculate percentage at end of assessment.

Supplies Needed: Teacher recording sheet, student skills sheet, student recording sheet, pencil and 10 counters. Students may not reference a number line as a reference for this assessment.

| | | | | | |
|---|----------|----------|----------|----------|----------|
| Student Name: _____ Date: _____ | | | | | |
| School: _____ | | | | | |
| Student counted to _____ without making any errors. (4 points=counted to 100, 3 points=counted to 75, 2 points=counted to 50, 1 point=counted to 25 or 0=counted less than 25) | 4 | 3 | 2 | 1 | 0 |
| “Count by 10s to 100.” (1=yes, 0=no) | | | | 1 | 0 |
| Student recognizes _____ numbers on the skill sheet. (4 points=20 numbers, 3 points=18-19 numbers, 2 points=16-17 numbers and 1 point=15 numbers or 0 points=14 numbers or less) | 4 | 3 | 2 | 1 | 0 |
| “Write the numbers 1-20 in sequence/order.” (4 points=20 numbers, 3 points=18-19 numbers, 2 points=16-17 numbers 1 point=15 numbers or 0 points=14 numbers or less) | 4 | 3 | 2 | 1 | 0 |
| Provide the child with 10 counters/manipulatives. Ask them to count out the following numbers: 8, 3, 5, and 10. (Give 1 point for each number made correct) | 4 | 3 | 2 | 1 | 0 |
| Using the student recording sheet, the student will complete 4 addition problems. (without manipulatives, sums to 5) (2 points=all correct, 1 point=2 or 3 correct or 0 points=0 or 1 correct) | | | 2 | 1 | 0 |
| Using the student recording sheet, the student will complete 4 subtraction problems. (without manipulatives, differences to 5) (2 points=all correct, 1 point=2 or 3 correct or 0 points=0 or 1 correct) | | | 2 | 1 | 0 |

Kindergarten Exit Criteria Guidelines**KINDERGARTEN EXIT ASSESSMENT-MATH (CONTINUED)**

| | | | | | |
|--|---|---|---|---|---|
| Using student recording sheet, students will complete 4 addition problems. (with manipulatives, sums to 10) (2 points=all correct, 1 point=2 or 3 correct or 0 points=0 or 1 correct) | | | 2 | 1 | 0 |
| Using student recording sheet, students will complete 4 subtraction problems. (with manipulatives, differences to 10) (2 points=all correct, 1 point=2 or 3 correct or 0 points=0 or 1 correct) | | | 2 | 1 | 0 |
| Using the skill sheet, identify each shape. (1 point for each shape identified correctly) | 4 | 3 | 2 | 1 | 0 |
| Total Possible Points: 29 | | | | | |
| Total Points Scored: _____ Percentage: _____ | | | | | |

Kindergarten Exit Criteria Guidelines**KINDERGARTEN EXIT ASSESSMENT-MATH: STUDENT RECORDING SHEET 1****What are these numbers:****11 17 1 13 6 15 18 3****9 14 5 12 4 20 8 19****2 7 10 16****Write numbers in sequence:**

| | | | | |
|-------|-------|-------|-------|-------|
| _____ | _____ | _____ | _____ | _____ |
| _____ | _____ | _____ | _____ | _____ |
| _____ | _____ | _____ | _____ | _____ |
| _____ | _____ | _____ | _____ | _____ |

Kindergarten Exit Criteria Guidelines**KINDERGARTEN EXIT ASSESSMENT-MATH: STUDENT RECORDING SHEET 2****Add the following numbers:**

$$3 + 2 = \underline{\hspace{2cm}}$$

$$2 + 2 = \underline{\hspace{2cm}}$$

$$4 + 1 = \underline{\hspace{2cm}}$$

$$5 + 0 = \underline{\hspace{2cm}}$$

Subtract the following numbers:

$$5 - 3 = \underline{\hspace{2cm}}$$

$$3 - 1 = \underline{\hspace{2cm}}$$

$$4 - 2 = \underline{\hspace{2cm}}$$

$$3 - 3 = \underline{\hspace{2cm}}$$

Kindergarten Exit Criteria Guidelines**KINDERGARTEN EXIT ASSESSMENT-MATH: STUDENT RECORDING SHEET 3**

Add the following numbers:

$6 + 4 = \underline{\hspace{2cm}}$

$5 + 2 = \underline{\hspace{2cm}}$

$3 + 7 = \underline{\hspace{2cm}}$

$8 + 1 = \underline{\hspace{2cm}}$

Subtract the following numbers:

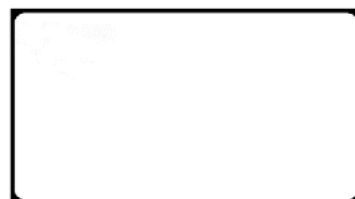
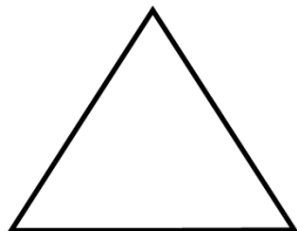
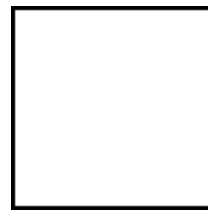
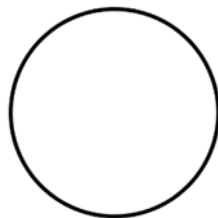
$6 - 3 = \underline{\hspace{2cm}}$

$7 - 5 = \underline{\hspace{2cm}}$

$9 - 4 = \underline{\hspace{2cm}}$

$8 - 2 = \underline{\hspace{2cm}}$

What are the following shapes:



Kindergarten Exit Criteria Guidelines**ACADEMIC KINDERGARTEN EXIT CRITERIA RESULTS FORM**

| Student Name: _____ Date: _____ | | |
|---|--|---------------------------|
| School: _____ | | |
| Assessment Performance Indicators | Total Points | Teacher Comments |
| <u>PASSMAP Assessment Reading Percentile</u> (Phonological Awareness Skills Screener Measures of Academic Progress) | 76-100%ile 75-50%ile 49-26%ile 25-0%ile | 0 6 8 10 |
| <u>MAP Assessment Math Percentile</u> (Measures of Academic Progress) | 76-100%ile 75-50%ile 49-26%ile 25-0%ile | 0 6 8 10 |
| <u>DRA Assessment Level</u> (Developmental Reading Assessment) | Level 3 or above Level 2 Level 1 or below | 0 6 10 |
| <u>BCPS K-Exit Assessment Reading</u> | 90% and above 80%-89% 70%-79% 60-69% Below 60% | 5 15 18 22 25 |
| <u>BCPS K-Exit Assessment Math</u> | 90% and above 80%-89% 70%-79% 60-69% Below 60% | 5 15 18 22 25 |
| <u>BCPS K-Exit Assessment Writing</u> | 90% and above 80%-89% 70%-79% 60-69% Below 60% | 5 10 13 17 20 |
| Total Points | | |

Kindergarten Exit Criteria Guidelines**ACADEMIC KINDERGARTEN EXIT CRITERIA RESULTS FORM (CONTINUED)****END OF JANUARY UPDATE (CHECK ONE):**

_____ Your child's progress indicates that he/she **may not** meet End of Year Exit Criteria.

_____ Your child's progress indicates that he/she is **expected to** meet End of Year Exit Criteria.

Five (5) weeks prior to end of year (check one):

_____ Bonus Year Recommended/Needed (60 points or more)

_____ Borderline Bonus Year or Promotion (30 to 60 points)

_____ Recommended for Promotion (30 points or less)

Light's Retention Scale Completed/Attached**Teacher Comments:**

The Academic Kindergarten Exit Criteria and other factors have been considered to determine the following grade placement for the next school year of

_____.

Teacher Signature: _____ **Date:** _____

Principal Signature: _____ **Date:** _____

Kindergarten Exit Criteria Guidelines**BONUS YEAR CONFERENCE FORM****Student Name:** _____**Date:** _____**School:** _____**Summary of Concern(s):**

Please check all that apply and note other concern areas if applicable:

| |
|---|
| <input type="checkbox"/> Present Level of Academic Performance |
| <input type="checkbox"/> Classroom Performance |
| <input type="checkbox"/> Social Maturity |
| <input type="checkbox"/> Motivational Maturity |
| <input type="checkbox"/> Attendance |
| <input type="checkbox"/> Transiency |
| <input type="checkbox"/> Formative Assessment Results (attach/include) |
| <input type="checkbox"/> Individual Assessment Results (attach/include) |
| <input type="checkbox"/> Other Assessments/Documentation (attach/include) |

Committee Members Present:

Consensus Decision to Bonus at Current Level of: _____**Committee Recommendation/ Principal Final Decision to Bonus at
Current Level of:** _____**Agreement:** _____ **Parent decision to promote to the next level:** _____

| | |
|---|-------------------------------|
| _____ Parent Signature | _____ Teacher(s) Signature |
| _____ Principal / Designee Signature | _____ Other / Title |

It is understood that a primary student, according to best practice and research, should only receive one bonus year in the primary school program.

Review/Revised:6/18/2018