

Directions for Administering and Scoring the Kindergarten Reading Readiness Probes



Circle Letter Probe

Timing: Administer stimulus items in 5-second intervals. Requires exactly 2 minutes 10 seconds.

Materials needed: Probe sheets for each student, pencils for each student, digital timer

1. Arrange students so that they can only see their own work. Tell students **“You will be doing a fun activity for practice. When you get your paper, write your name at the top and then put your pencils down so we can start together.”**
2. Distribute probe sheets. Prompt students, **“Put your pencil down when you have finished writing your name on your paper so that we can all start together.”**
3. Say, **“If you are ready look at me”** (make sure all eyes are on you). Tell students, **“Look at the picture on the left (point). When I tell you the name of the picture on this side of the page (point) you will find the letter over here (pointing) that the picture starts with. For example, let’s pretend that the first picture is a boat. What letter would you look for in the boxes? B, that’s right. Does anyone have any questions? Remember to find the letter that the picture starts with when I tell you the name of the picture.”**
4. State the name of each stimulus item in five-second intervals. State each object’s name twice approximately 1-second apart.
5. Five seconds after naming the last stimulus item, say **“Put your pencils down and hold your papers up in the air so that we can pick them up.”** Monitor for compliance.

Scoring:

1. Count number of correctly answered items. Correct items consist of items for which only the correct letter is circled.
2. Count number of errors. Errors are defined as the wrong letter circled or more than one answer choice circled.

Discrimination Probe

Timing: 1 minute

Materials needed: Probe sheets for each student, pencils for each student, digital timer

1. Arrange students so that they can only see their own work. Tell students **“You will be doing a fun activity for practice. When you get your paper, write your name at the top and then put your pencils down so we can start together.”**
2. Distribute probe sheets. Prompt students, **“Put your pencil down when you have finished writing your name on your paper so that we can all start together.”**
3. Say, **“If you are ready look at me** (make sure all eyes are on you). **Look at the items in the row (point). One of these things does not belong with the others. Your job is to find the one that is different or does not belong and then circle it. Let’s do the first one together. The first row (point) has four letters. One of these letters is different. Which one is different or does not belong? C, that’s right! So which one do you circle? C, that’s right! Circle the C and then put your pencil down so that we can all start together.”** Monitor for compliance. If students continue working, remove their papers and give them a new one.
4. Say, “I’ll tell you when to start and stop. It’s okay if you don’t finish your paper. Is everyone ready? On your mark, get set, start.” Begin the timer. Prompt students to turn the page if they finish the first page and continue working. If a student finishes all three pages before 1 minute has elapsed, give the student a fresh probe and instruct the student to “keep working.”
5. Do not assist or teach students the task during the timed probe. Say only, **“Do your best work”** if students ask questions during the probe.
6. When the timer rings say, **“Stop. Put your pencils down and hold your papers up in the air so we can pick them up.”** Monitor to ensure that all papers are held up so that students cannot continue working.

Scoring: Count number of correctly answered items. Count number of errors. Correct items consist of items for which only the correct stimulus item (e.g., letter, number, object) is circled. Errors are defined as the wrong stimulus item marked or more than one stimulus item marked. If the student does not attempt an item, it is not counted as an error.