



COWICHAN VALLEY SCHOOL DISTRICT

EARLY LEARNING INVENTORY

KINDERGARTEN

LITERACY ASSESSMENT

(French Version)

January 2026



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Early Learning Inventory (ELI) Kindergarten

The Cowichan Valley Early Learning Inventory (ELI) Reading Assessment has been designed as a common formative assessment and universal screener for our district. This assessment is done with and for our learners. The design honours that our learners often progress at different rates. Our kindergarten assessment aligns with the Ministry of Education and Child Care mandated screeners.

The information gained from this tool will serve as a universal screener for our district's tiered instruction model. The data will inform individual, small group, and class instruction. It will also help identify patterns of instructional needs in a class, school, or across the district, as we work to ensure students master these critical components.

Each fall, classroom teachers and school teams will work together to identify each student's strengths and needs with early literacy skills. The ELI provides mid-year and end-of year opportunities to monitor students' progress and can be used for communication of student learning. Teachers are invited to administer the assessments in small parts.

Each grade level screener is an inventory of skills and does not represent the full, complex set of skills necessary for independent reading. Our district's Literacy Framework provides more in-depth information, instructional resources, and intervention strategies.

Key Information:

- Oral Language can be administered on-line (iPad, laptop, etc.). Scoring is automated.
- Letter and Sound Recognition assessment only requires a total for each section to be entered.
- Teachers use paper administration and enter raw scores.
- Sub-tests can be administered prior to timelines if appropriate for learners.
- If students cannot attempt a subtest, please enter "0" for the item. This is not punitive, simply the learner's truth at this time.
- A blank entry will indicate that the student has been absent, and the teacher has not yet administered the assessment.

Early Learning Inventory (ELI) Kindergarten French Immersion

Fall *(by the end of October)*

- ☐ Oral Language - **English**
- ☐ First Sound Fluency (FSF) - **English**
- ☐ Letter Naming Fluency (LNF) - **English**

Winter *(by the end of February)*

- ☐ First Sound Fluency (FSF) - **English**
- ☐ Letter Naming Fluency (LNF) - **English or French**
- ☐ Facilité à segmenter des phonèmes (FSP) / *Phoneme Segmentation Fluency* - **French**

Spring *(by the end of May)*

- ☐ Facilité à dénommer des lettres (FDL) / *Letter Naming Fluency* - **French**
- ☐ Facilité à segmenter des phonèmes (FSP) / *Phoneme Segmentation Fluency* - **French**
- ☐ Letter Sound Recognition - **French**

Learning Inventories Quick Start Guide: Kindergarten

Oral Language: *Fall (English)*

- Paper recording: make one copy of oral language checklist for each student and record responses
- Enter values in the assessment portal (District Website – Staff – SSDAS)
- Electronic recording of scores: login to the Assessment Portal using an iPad or computer and complete the subtest (scoring is automatic)

First Sound Fluency (FSF): *Fall (English), Winter (English)*

- See scoring booklet – oral only
- One minute timer is required
- Assessor circles the corresponding sounds, or group of sounds, the student says
- See pages 50-57 in the Acadiance manual for additional information

Letter Naming Fluency (LNF) / Facilité à dénommer des lettres (FDL): *Fall (English), Winter (English or French), Spring (French)*

- See scoring booklet
- Make one copy of Letter Naming Fluency Student Copy (*note: each term uses a different copy as the letters are in different orders*)
- One minute timer is required
- Total score is based on the number of correct 1- and 2-point responses the student says in one minute
- See pages 59-64 in the Acadiance manual for additional information

Facilité à segmenter des phonèmes (FSP) / Phoneme Segmentation Fluency (PSF): *Winter (French), Spring (French)*

- See scoring booklet – oral only
- One minute timer is required
- Score is number of correct sound segments (different, correct parts of the words) the student says in 1 minute
- See pages 66-74 in the Acadiance manual for additional information

Letter Sounds: *Spring (French)*

- Paper recording: make one copy of page 23 as a visual
- Access the slide decks using the QR code on the page, or on Cowichan Learns
- Make one copy of page 22 for each student and record responses

Enter values in the assessment portal: District Website – Staff SSDAS

[Data Dashboard Procedures – Click Here for manual](#)



Kindergarten Early Learning Inventory: Assessment Guide

Oral Language

This measure helps us understand each child's early oral language and listening skills—foundational abilities that support all later learning, including reading, writing, and social communication. The *Following Directions* tasks show how well students can listen, process spoken language, and follow multi-step instructions, which are essential for classroom routines. The *Sentence Repetition* activity gives us a window into a child's expressive language, grammar development, vocabulary, and working memory by allowing us to hear how they naturally produce sentences when the model is removed. The *Questionnaire* helps teachers reflect on how children use language in real classroom situations—interacting with peers, expressing needs, using age-appropriate grammar, being understood, and choosing accurate vocabulary. Together, these three components help identify early speech or language concerns. Teachers should revisit these skills throughout the year to monitor growth and share any concerns with the School-Based Team.

First Sound Fluency

First Sound Fluency (FSF) is an important early literacy assessment as it provides a quick, reliable snapshot of a child's developing phonemic awareness; the ability to hear and identify the first sound in spoken words. Awareness of the sounds that make words is essential for blending and decoding, and the first sound of a word is typically the easiest for young learners to hear and isolate. Because the ability to identify initial phonemes is strongly linked to later reading success (Yopp, 1988), FSF is used at the beginning and middle of kindergarten. When administering FSF, teachers clearly articulate each word and ask students to say the first sound they hear. Results help teachers identify students who may require additional focus and allow them to monitor progress over time, ensuring all learners develop strong phonological foundations for reading.

Letter Naming Fluency

Letter Naming Fluency (LNF) is a quick assessment that measures how fluently a student can name letters of the alphabet when presented in random order. LNF is a strong predictor of later reading achievement because it reflects a child's familiarity with print and automaticity in letter recognition. This measure is important because it serves as an early risk indicator for reading difficulties, helping educators identify students who may need additional instruction. LNF is typically administered at the beginning of kindergarten through the start of first grade, and the next steps after identifying low performance should focus on building phonemic awareness and the alphabetic principle—skills that directly impact reading outcomes—rather than spending extensive time on letter names alone. Instruction should prioritize letter- sound knowledge and blending skills to prepare students for decoding and fluent reading.

Kindergarten Early Learning Inventory: Assessment Guide

Phoneme Segmentation Fluency

Phoneme Segmentation Fluency (PSF) measures a student's ability to break spoken words into their individual sounds (phonemes), a critical component of phonemic awareness. This skill is essential because phonemic awareness is strongly linked to successful reading acquisition. Students who can segment words into sounds are better prepared to decode and spell words. PSF is administered from the middle of kindergarten through the beginning of first grade. It involves asking students to say all the sounds in a word within one minute. Low performance on PSF signals a need for targeted instruction in phonemic awareness, such as activities that involve listening for, identifying, and manipulating sounds in words. Next steps should include explicit, systematic instruction using strategies like sound-by-sound segmentation, Elkonin boxes, and blending practice to strengthen the foundation for phonics and fluent reading.

Letter and Sound Recognition

Letter name and letter sound recognition refers to a student's ability to identify letters of the alphabet and state the sounds they represent. Unlike timed fluency measures, this type of assessment focuses on accuracy and completeness, helping teachers know exactly what a student has mastered by the end of the year. This knowledge is critical because understanding letter-sound relationships is the foundation of the alphabetic principle, which enables decoding and spelling. When students can confidently recognize letters and their sounds, they are prepared to blend sounds into words and progress toward fluent reading. Assessing this skill ensures teachers can target gaps early, provide explicit instruction where needed, and build a strong base for phonics and word recognition, which are key predictors of future reading success.

Early Learning Inventory (ELI) Kindergarten

Fall: Oral Language – (English)

1. Following Directions

- ☐ Touch your feet
- ☐ Clap your hands, then touch your head

2. Sentence Repetition

“We are going to play a copycat game – you say what I say.”

* Make a note about any patterns in student responses that were not captured by the marking procedures.

- ☐ “This soap is bubbly.”
-

- ☐ “He was eating hotdogs for lunch.”
-

3. Questionnaire – Can they?

- ☐ Socially interact with adults and peers?
 - Uses words to get needs met
 - Uses language in play
- ☐ Have appropriate grammar?
 - Correct pronouns, correct place, past tenses, be – verb (is, was, are)
 - Words in the correct order
- ☐ Be ***understood** 90% of the time?
 - speech errors may still be present (‘lello, wabbit, otay etc.)
- ☐ Use appropriate vocabulary for subject and situations?
 - at least one describing word, correct prepositions, at least 4 words in a variety of sentences

Do these identify speech and language concerns, or others not identified here?
Please share with the SBT. Reassess for mastery throughout the school year.

Kindergarten French Immersion Benchmark Assessments
(Acadiance)

Student Name: _____

		1 (Fall)	2 (Winter)	3 (Spring)
Date				
Acadiance Name	First Sound Fluency	English	English	
	Letter Naming Fluency Facilité à dénommer des lettres	English	English or French	French
	Facilité à segmenter des phonèmes		French	French

Kindergarten French Immersion - Fall

1 Acadience First Sound Fluency Directions

Make sure you have reviewed the directions in the *Acadience Reading K–6 Assessment Manual* and have them available. Say these specific directions to the student:

- Practice item #1) **Listen to me say this word, “man.” The first sound that you hear in the word “man” is /mmm/. Listen. /mmm/. “Man.” What is the first sound you hear in the word “man”?**

Correct response /mmm/ or /ma/	Good. /mmm/ is the first sound in “man.”	(Present practice item #2.)												
Incorrect response Student does not respond within 3 seconds or responds incorrectly	/mmm/ is the first sound you hear in the word “man.” Listen. /mmm/. “Man.” Say it with me. /mmm/. Let’s try it again. What is the first sound you hear in the word “man”?	<table> <tr> <td>Correct response</td><td>Good.</td><td>(Present practice item #2.)</td></tr> <tr> <td>Incorrect response</td><td>/mmm/. Say /mmm/.</td><td> <table> <tr> <td>Correct</td><td>Good.</td><td>(Present practice item #2.)</td></tr> <tr> <td>Incorrect</td><td>Okay.</td><td>(Present practice item #2.)</td></tr> </table> </td></tr> </table>	Correct response	Good.	(Present practice item #2.)	Incorrect response	/mmm/. Say /mmm/.	<table> <tr> <td>Correct</td><td>Good.</td><td>(Present practice item #2.)</td></tr> <tr> <td>Incorrect</td><td>Okay.</td><td>(Present practice item #2.)</td></tr> </table>	Correct	Good.	(Present practice item #2.)	Incorrect	Okay.	(Present practice item #2.)
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- Practice item #2) **Listen to me say another word, “moon.” What is the first sound you hear in the word “moon”?**

Correct response /mmm/ or /moo/	Good. /mmm/ is the first sound in “moon.”	(Present practice item #3.)												
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- Go to the next page.

1 Acadience First Sound Fluency Directions continued

- Practice item #3) **Let’s try another word, “sun.”** (Wait up to 3 seconds for student to respond.) If the student does not respond, ask, **What is the first sound you hear in the word “sun”?**

Correct response /sss/ or /su/	Good. /sss/ is the first sound in “sun.”	(Begin testing.)												
Incorrect response Student does not respond within 3 seconds or responds incorrectly	/sss/ is the first sound you hear in the word “sun.” Listen. /sss/. “Sun.” Say it with me. /sss/. Let’s try it again. What is the first sound you hear in the word “sun”?	<table> <tr> <td>Correct response</td><td>Good.</td><td>(Begin testing.)</td></tr> <tr> <td>Incorrect response</td><td>/sss/. Say /sss/.</td><td> <table> <tr> <td>Correct</td><td>Good.</td><td>(Begin testing.)</td></tr> <tr> <td>Incorrect</td><td>Okay.</td><td>(Begin testing.)</td></tr> </table> </td></tr> </table>	Correct response	Good.	(Begin testing.)	Incorrect response	/sss/. Say /sss/.	<table> <tr> <td>Correct</td><td>Good.</td><td>(Begin testing.)</td></tr> <tr> <td>Incorrect</td><td>Okay.</td><td>(Begin testing.)</td></tr> </table>	Correct	Good.	(Begin testing.)	Incorrect	Okay.	(Begin testing.)
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- Begin testing. **Now I am going to say more words. You tell me the first sound you hear in the word.** Say the first word from the list in the scoring booklet.

Timing	1 minute. Start your stopwatch after saying the first test item.
Wait	If the student does not respond within 3 seconds on a word, mark a slash (/) through the zero and say the next word.
Discontinue	If no sounds are correct in the first five words, discontinue and record a score of 0.
Reminders	If you think the student may have forgotten the task, say Remember to tell me the first sound that you hear in the word. Immediately say the next word. (Repeat as often as needed.) If the student says the name of the letter, say Remember to tell me the first sound in the word, not the letter name. Immediately say the next word. (Allowed one time.)

Kindergarten French Immersion - Fall

1 Acadience First Sound Fluency Grade K/Benchmark 1

Test Items	Correct/2 points	Correct/1 point	Incorrect
1. laughed	/l/	/la/	0
2. pine	/p/	/pie/	0
3. skirt	/s/	/sk/ /sker/	0
4. flag	/f/	/fl/ /fla/	0
5. rang	/r/	/ra/	0
6. crow	/k/	/kr/	0
7. hide	/h/	/hie/	0
8. blame	/b/	/bl/ /blai/	0
9. deck	/d/	/de/	0
10. crab	/k/	/kr/ /kra/	0
11. bright	/b/	/br/ /brie/	0
12. knock	/n/	/no/	0
13. trash	/t/	/tr/ /tra/	0
14. list	/l/	/li/	0
15. spring	/s/	/sp/ /spr/ /spri/	0
16. chief	/ch/	/chea/	0
17. grand	/g/	/gr/ /gra/	0
18. sweat	/s/	/sw/ /swe/	0
19. shelf	/sh/	/she/	0
20. heard	/h/	/her/	0
21. crisp	/k/	/kr/ /kri/	0
22. plow	/p/	/pl/	0
23. hat	/h/	/ha/	0
24. sad	/s/	/sa/	0
25. swan	/s/	/sw/ /swo/	0
26. voice	/v/	/voy/	0
27. grapes	/g/	/gr/ /grai/	0
28. shell	/sh/	/she/	0
29. top	/t/	/to/	0
30. steal	/s/	/st/ /stea/	0

2-pt responses: _____

x 2: _____ + 1-pt responses: _____ = Total: _____

Kindergarten French Immersion - Fall

1 Acadience Letter Naming Fluency

Directions

Make sure you have reviewed the directions in the *Acadience Reading K-6 Assessment Manual* and have them available. Say these specific directions to the student:

- **I am going to show you some letters. I want you to point to each letter and say its name.**
(Put the page of letters in front of the student.)
- Begin testing. **Start here** (point to the first letter at the top of the page). **Go this way** (sweep your finger across the first two rows of letters) **and say each letter name. Put your finger under the first letter** (point). **Ready, begin.**

Timing	1 minute. Start your stopwatch after telling the student to begin. Place a bracket () and say Stop after 1 minute.
Wait	If the student does not name a letter within 3 seconds, mark a slash (/) through the letter and say the correct letter name.
Discontinue	If no letters are named correctly in the first row, say Stop and record a score of 0.
Reminders	If the student names letters from top to bottom, or points to letters randomly, say Go this way. (Sweep your finger across the row.) (Allowed one time.) If the student skips four or more consecutive letters, say Try to say each letter name. (Allowed one time.) If the student says letter sounds, say Say the letter name, not its sound. (Allowed one time.) If the student stops (not a hesitation on a specific item), say Keep going. (Repeat as often as needed.) If the student loses his/her place, point. (Repeat as often as needed.)

1 Acadience Letter Naming Fluency

Grade K/Benchmark 1

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

Total Correct: _____

LNF Response Patterns:

- ☐ Makes random errors
- ☐ Makes consistent errors on specific letter(s)
- ☐ Says letter sound instead of letter name

- ☐ Doesn't track correctly
- ☐ Other

Kindergarten French Immersion – Fall Letter Naming Fluency (English)

Student Copy



s J z v e X T t V D

f F W Q P q l c O o

R n B w g E d u p y

S m x L k Z a Y H j

i K U G M r A N h C

I b S F f u L A m B

V T Y G e W E a N X

l b M C q z P x i Q

g J O s d Z K o v j

D t h w R U c r I k

n H y p s J z v e X

Kindergarten French Immersion - Winter

2 Acadience First Sound Fluency Directions

Make sure you have reviewed the directions in the *Acadience Reading K–6 Assessment Manual* and have them available. Say these specific directions to the student:

- Practice item #1) **Listen to me say this word, “man.” The first sound that you hear in the word “man” is /mmm/. Listen. /mmm/. “Man.” What is the first sound you hear in the word “man”?**

Correct response /mmm/ or /ma/	Good. /mmm/ is the first sound in “man.”	(Present practice item #2.)												
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2 Acadience First Sound Fluency Directions continued

- Practice item #3) **Let’s try another word, “sun.”** (Wait up to 3 seconds for student to respond.) If the student does not respond, ask, **What is the first sound you hear in the word “sun”?**

Correct response /sss/ or /su/	Good. /sss/ is the first sound in “sun.”	(Begin testing.)												
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Timing	1 minute. Start your stopwatch after saying the first test item.
Wait	If the student does not respond within 3 seconds on a word, mark a slash (/) through the zero and say the next word.
Discontinue	If no sounds are correct in the first five words, discontinue and record a score of 0.
Reminders	If you think the student may have forgotten the task, say Remember to tell me the first sound that you hear in the word. Immediately say the next word. (Repeat as often as needed.) If the student says the name of the letter, say Remember to tell me the first sound in the word, not the letter name. Immediately say the next word. (Allowed one time.)

Kindergarten French Immersion - Winter

2 Acadience First Sound Fluency Grade K/Benchmark 2

Test Items	Correct/2 points	Correct/1 point		Incorrect
1. land	/l/	/la/		0
2. gift	/g/	/gi/		0
3. snail	/s/	/sn/	/snai/	0
4. stove	/s/	/st/	/stoa/	0
5. mild	/m/	/mie/		0
6. stream	/s/	/st/	/str/ /strea/	0
7. pairs	/p/	/pe/		0
8. flare	/f/	/fl/	/fle/	0
9. peace	/p/	/pea/		0
10. sly	/s/	/sl/		0
11. plate	/p/	/pl/	/plai/	0
12. thank	/th/	/tha/		0
13. sweet	/s/	/sw/	/swea/	0
14. life	/l/	/lie/		0
15. blank	/b/	/bl/	/bla/	0
16. doll	/d/	/do/		0
17. sling	/s/	/sl/	/sli/	0
18. stairs	/s/	/st/	/ste/	0
19. knees	/n/	/nea/		0
20. peek	/p/	/pea/		0
21. cream	/k/	/kr/	/krea/	0
22. clang	/k/	/kl/	/kla/	0
23. bag	/b/	/ba/		0
24. ride	/r/	/rie/		0
25. fruit	/f/	/fr/	/froo/	0
26. porch	/p/	/por/		0
27. flour	/f/	/fl/	/flow/	0
28. race	/r/	/rai/		0
29. chin	/ch/	/chi/		0
30. steam	/s/	/st/	/stea/	0

2-pt responses: _____

x 2: _____ + 1-pt responses: _____ = Total: _____

Kindergarten French Immersion – Winter

****Note:** answers accepted in both English and French for Letter Naming Fluency**

2 Acadience Letter Naming Fluency

Directions

Make sure you have reviewed the directions in the *Acadience Reading K–6 Assessment Manual* and have them available. Say these specific directions to the student:

- **I am going to show you some letters. I want you to point to each letter and say its name.**
(Put the page of letters in front of the student.)
- **Begin testing. Start here** (point to the first letter at the top of the page). **Go this way** (sweep your finger across the first two rows of letters) **and say each letter name. Put your finger under the first letter** (point). **Ready, begin.**

Timing	1 minute. Start your stopwatch after telling the student to begin. Place a bracket () and say Stop after 1 minute.
Wait	If the student does not name a letter within 3 seconds, mark a slash (/) through the letter and say the correct letter name.
Discontinue	If no letters are named correctly in the first row, say Stop and record a score of 0.
Reminders	If the student names letters from top to bottom, or points to letters randomly, say Go this way. (Sweep your finger across the row.) (Allowed one time.) If the student skips four or more consecutive letters, say Try to say each letter name. (Allowed one time.) If the student says letter sounds, say Say the letter name, not its sound. (Allowed one time.) If the student stops (not a hesitation on a specific item), say Keep going. (Repeat as often as needed.) If the student loses his/her place, point. (Repeat as often as needed.)

2 Acadience Letter Naming Fluency

Grade K/Benchmark 2

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

Total Correct: _____

LNF Response Patterns:

- ☐ Makes random errors
- ☐ Makes consistent errors on specific letter(s)
- ☐ Says letter sound instead of letter name

- ☐ Doesn't track correctly
- ☐ Other

Kindergarten French Immersion – Winter Letter Naming Fluency (*English or French*)

Student Copy



C R o d y j A g O H

r Y G N x f a D Z z

V B T s h k l W b F

M P u m n S L Q e c

U q K p E t J i w X

I v F X U m w H h s

g L D i N d T S r B

Q C b y q c o M p E

O n A P W f G v u a

I J x z V K Y l e t

k Z j R C R o d y j

2 Acadiance Facilité à segmenter des phonèmes
Directives succinctes

Assurez-vous d'avoir révisé les directives entières telles qu'elles ont été présentées durant l'atelier et qui se trouvent dans le guide d'administration. Dites ces consignes précises à l'élève :

► Je vais dire un mot. Ensuite, tu vas me dire tous les sons que tu entends dans le mot. Alors, si je dis, « pic » tu dirais, /p/ /i/ /k/. Essayons ensemble (attendez une seconde). Dis-moi tous les sons que tu entends dans le mot « lac ».

Réponse correcte : L'élève produit bien les sons /l/ /a/ /k/	Très bien. Les sons dans le mot « lac » sont /l/ /a/ /k/.	(Commencez l'épreuve.)						
Réponse incorrecte : L'élève hésite dans un délai de 3 secondes, ou donne une réponse avec des erreurs.	Les sons dans le mot « lac » sont /l/ /a/ /k/. C'est ton tour. Dis-moi les sons dans le mot « lac ».	<table><tr><td>Réponse correcte</td><td>Bien.</td><td>(Commencez l'épreuve.)</td></tr><tr><td>Réponse incorrecte</td><td>D'accord.</td><td>(Commencez l'épreuve.)</td></tr></table>	Réponse correcte	Bien.	(Commencez l'épreuve.)	Réponse incorrecte	D'accord.	(Commencez l'épreuve.)
Réponse correcte	Bien.	(Commencez l'épreuve.)						
Réponse incorrecte	D'accord.	(Commencez l'épreuve.)						

► Commencez l'épreuve. Je vais dire plus de mots. Je vais dire le mot et tu vas me dire tous les sons que tu entends dans le mot. Présentez le premier mot de l'épreuve et mettez le chronomètre en marche.

Chronométrage	1 minute. Mettez le chronomètre en marche après avoir présenté le premier mot de l'épreuve.
Règle d'attente	Si l'élève hésite ou ne répond pas dans un délai de 3 secondes, passez au mot suivant.
Règle d'arrêt complet de l'épreuve	Si l'élève ne produit aucun son sur les cinq premiers mots, arrêtez d'administrer l'épreuve et inscrivez un score de zéro dans le cahier de notation.
Rappels des consignes	Si l'élève épelle le mot, dites : « Dis-moi tous les sons que tu entends dans le mot ». (Permis une fois.) Si l'élève répète le mot, dites : « N'oublie pas de me dire tous les sons que tu entends dans le mot ». Dites immédiatement le prochain mot. (Permis une fois.)

2 Acadiance Facilité à segmenter des phonèmes
Maternelle/But repère 2

				Score
qui /k/ /i/	mon /m/ /on/	été /é/ /t/ /è/	crie /k/ /r/ /i/	/10
mère /m/ /è/ /r/	nid /n/ /i/	du /d/ /u/	sale /s/ /a/ /l/	/10
trop /t/ /r/ /au/	mouche /m/ /ou/ /ch/	sont /s/ /on/	j'aime /j/ /è/ /m/	/11
manger /m/ /an/ /j/ /é/	tante /t/ /an/ /t/	déjà /d/ /é/ /j/ /a/	très /t/ /r/ /è/	/14
mille /m/ /i/ /l/	petit /p/ /e/ /t/ /i/	renard /r/ /e/ /n/ /a/ /r/	pris /p/ /r/ /i/	/15
terre /t/ /è/ /r/	s'il /s/ /i/ /l/	vide /v/ /i/ /d/	l'eau /l/ /au/	/11

Total : _____

Type d'erreurs

- ☐ Répète les mots
- ☐ Fait des erreurs aléatoires
- ☐ Énonce le son initial seulement
- ☐ Énonce l'attaque et la rime seulement
- ☐ Énonce les syllabes
- ☐ Ne segmente pas les consonnes fusionnées
- ☐ Ajoute des sons
- ☐ Fait des erreurs consistantes sur un ou des sons
- ☐ Autre

Kindergarten French Immersion – Spring

****Note:** assessing letter names in French, not English**

3 Acadiance Facilité à dénommer des lettres

Directives succinctes

Assurez-vous d'avoir révisé les directives entières telles qu'elles ont été présentées durant l'atelier et qui se trouvent dans le guide d'administration. Dites ces consignes précises à l'élève :

► **Voici des lettres.** (Placez la planche devant l'élève.) **Tu vas me dire le nom de ces lettres.** **Dis-moi le nom d'autant de lettres que possible.** **Dis-moi aussi le nom des lettres avec les accents.**

► Commencez l'épreuve. **Quand je dis « vas-y », commence ici** (indiquez du doigt la première lettre), **continue comme ça**, (indiquez en bougeant le doigt de gauche à droite pour les deux premières rangées) **et dis-moi le nom de chaque lettre. S'il y a une lettre que tu ne connais pas, je vais te la dire. Prêt-e ? Vas-y.**

Chronométrage	1 minute. Mettez le chronomètre en marche après avoir dit « Vas-y ». À la fin de la minute, mettez une parenthèse () après la dernière lettre nommée et dites « Arrête ».
Règle d'attente	Si l'élève hésite sur une lettre ou ne répond pas dans un délai de 3 secondes, rayez (/) la lettre et dites le nom de la lettre.
Règle d'arrêt complet de l'épreuve	Si l'élève ne réussit pas à vous dire le nom des dix premières lettres sur la première rangée, dites-lui « Arrête ». Arrêtez d'administrer l'épreuve et inscrivez un score de zéro dans le cahier de notation.
Rappels des consignes	Si l'élève ne lit pas les lettres de gauche à droite, dites-lui : « Va dans cette direction » en lui indiquant d'aller de gauche à droite. (Permis une fois.) Si l'élève saute quatre ou plus de lettres consécutives, dites-lui : « Essaye de dire le nom de chaque lettre ». (Permis une fois.) Si l'élève dit le son des lettres, dites-lui : « Dis-moi le nom de la lettre, non pas le son ». (Permis une fois.) Si l'élève s'arrête et qu'il ne s'agit pas d'une hésitation sur une lettre, dites-lui : « Continue ». (Répétez aussi souvent que nécessaire.) Si l'élève perd sa place durant la lecture des lettres, indiquez-lui l'endroit avec le doigt. (Répétez aussi souvent que nécessaire.)

3 Acadiance Letter Naming Fluency

Grade K/Benchmark 3

► G A u b p x w R W f

Q E v L e k J l M c

y r a D I d B z Z H

q n P O t i S C h T

g F U o X V N m K j

s Y D Y h c p y C n

t E d A U L v F o X

i J V Q w a x k e I

B b T P r O M q s W

R g z H f Z j G l K

N m u S G A u b p x

Total Correct: _____

LNF Response Patterns:

- ☐ Makes random errors
- ☐ Makes consistent errors on specific letter(s)
- ☐ Says letter sound instead of letter name

- ☐ Doesn't track correctly
- ☐ Other

Kindergarten French Immersion – Spring Letter Naming Fluency (French)

Student Copy



G A u b p x w R W f

Q E v L e k J l M c

y r a D I d B z Z H

q n P O t i S C h T

g F U o X V N m K j

s Y D Y h c p y C n

t E d A U L v F o X

i J V Q w a x k e I

B b T P r O M q s W

R g z H f Z j G l K

N m u S G A u b p x

Kindergarten French Immersion – Spring

3 Acadiance Facilité à segmenter des phonèmes

Directives succinctes

Assurez-vous d'avoir révisé les directives entières telles qu'elles ont été présentées durant l'atelier et qui se trouvent dans le guide d'administration. Dites ces consignes précises à l'élève :

► **Je vais dire un mot. Ensuite, tu vas me dire tous les sons que tu entends dans le mot. Alors, si je dis, « pic » tu dirais, /p/ /i/ /k/. Essayons ensemble** (attendez une seconde). **Dis-moi tous les sons que tu entends dans le mot « lac ».**

Réponse correcte : L'élève produit bien les sons /l/ /a/ /k/	Très bien. Les sons dans le mot « lac » sont /l/ /a/ /k/.	(Commencez l'épreuve.)						
Réponse incorrecte : L'élève hésite dans un délai de 3 secondes, ou donne une réponse avec des erreurs.	Les sons dans le mot « lac » sont /l/ /a/ /k/. C'est ton tour. Dis-moi les sons dans le mot « lac ».	<table><tr><td>Réponse correcte</td><td>Bien.</td><td>(Commencez l'épreuve.)</td></tr><tr><td>Réponse incorrecte</td><td>D'accord.</td><td>(Commencez l'épreuve.)</td></tr></table>	Réponse correcte	Bien.	(Commencez l'épreuve.)	Réponse incorrecte	D'accord.	(Commencez l'épreuve.)
Réponse correcte	Bien.	(Commencez l'épreuve.)						
Réponse incorrecte	D'accord.	(Commencez l'épreuve.)						

► Commencez l'épreuve. **Je vais dire plus de mots. Je vais dire le mot et tu vas me dire tous les sons que tu entends dans le mot.** Présentez le premier mot de l'épreuve et mettez le chronomètre en marche.

Chronométrage	1 minute. Mettez le chronomètre en marche après avoir présenté le premier mot de l'épreuve.
Règle d'attente	Si l'élève hésite ou ne répond pas dans un délai de 3 secondes, passez au mot suivant.
Règle d'arrêt complet de l'épreuve	Si l'élève ne produit aucun son sur les cinq premiers mots, arrêtez d'administrer l'épreuve et inscrivez un score de zéro dans le cahier de notation.
Rappels des consignes	Si l'élève épelle le mot, dites : « Dis-moi tous les sons que tu entends dans le mot ». (Permis une fois.) Si l'élève répète le mot, dites : « N'oublie pas de me dire tous les sons que tu entends dans le mot ». Dites immédiatement le prochain mot. (Permis une fois.)

3 Acadiance Facilité à segmenter des phonèmes

Maternelle/But repère 3

				Score
ours /ou/ /r/ /s/	bras /b/ /r/ /a/	poulet /p/ /ou/ /l/ /è/	près /p/ /r/ /è/	/13
sabot /s/ /a/ /b/ /au/	ravi /r/ /a/ /v/ /i/	avait /a/ /v/ /è/	dort /d/ /o/ /r/	/14
cassa /k/ /a/ /s/ /a/	joli /j/ /au/ /l/ /i/	allons /a/ /l/ /on/	chat /ch/ /a/	/13
la-bas /l/ /a/ /b/ /a/	rouge /r/ /ou/ /j/	lion /l/ /i/ /on/	voir /v/ /oi/ /r/	/13
place /p/ /l/ /a/ /s/	boule /b/ /ou/ /l/	danser /d/ /an/ /s/ /é/	douce /d/ /ou/ /s/	/14
mise /m/ /i/ /z/	penser /p/ /an/ /s/ /é/	lutin /l/ /u/ /t/ /in/	tomber /t/ /on/ /b/ /é/	/15

Total: _____

Type d'erreurs

- ☐ Répète les mots
- ☐ Fait des erreurs aléatoires
- ☐ Énonce le son initial seulement
- ☐ Énonce l'attaque et la rime seulement
- ☐ Énonce les syllabes
- ☐ Ne segmente pas les consonnes fusionnées
- ☐ Ajoute des sons
- ☐ Fait des erreurs consistantes sur un ou des sons
- ☐ Autre



Kindergarten Early Learning Inventory (French Version) : Letter Sounds Recording Sheet

This is the teacher recording page. Please use QR to access student flash cards or use letter tile, magnets, flash cards, or other tools your class is familiar with. Ask the student to identify the letter and what sound it makes.

Student Name: _____

Letter & Sound Recognition

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

Date: _____ Names: _____ Sounds: _____ /26 /26 *Only letter sounds are entered into the dashboard, names for teacher information.

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

Spring

Kindergarten Early Learning Inventory (French Version) : Letters Sounds

i

s

m

t

p

a

c

d

h

r

f

k

g

n

e

w

b

l

v

j

o

z

u

y

q

x

Learning Inventory Cut Points

Kindergarten - French									
Assessment	Fall			Winter			Spring		
	Red	Yellow	Green	Red	Yellow	Green	Red	Yellow	Green
Oral Language- Following Directions	0	1	2						
Oral Language- Sentence Repetition	0	1	2						
Oral Language – Can They	0-1	2	3-4						
First Sound Fluency	0-5	6-9	10+	0-20	21-29	30+			
Letter Naming Fluency	0-15	16-24	25+	0-30	31-36	37+	0-34	35-41	42+
Phoneme Segmentation Fluency				0-7	8-17	18+	0-15	16-26	27+
Letter Sound Recognition							0-15	16-20	21-26

***Green – student exhibits mastery of the skill assessed.**

***Yellow – supplemental instruction needed to ensure mastery of the skill assessed.**

***Red – direct instruction and/or intervention needed to move learner forward in the specific skill(s).**