

### Kindergarten Acceleration Assessment Matrix

Student: \_\_\_\_\_ Campus: \_\_\_\_\_

Date of Testing: \_\_\_\_\_ Date of Birth: \_\_\_\_\_

- 1 -Developing prerequisites for the standard**  
**2 -Approaching the expectations for the standard**  
**3 -Meets the expectations for the standard**  
**4 -Exceeds the expectations for the standard**

Area	Standards Assessed	1	2	3	4
<b>Math</b>	Number Concepts <ul style="list-style-type: none"> <li>• Uses one-to-one correspondence</li> <li>• Recognizes numerals to 20</li> <li>• Identifies coins by name and value (pennies, nickels, dimes, and quarters)</li> </ul>				
	Number Operations in Context <ul style="list-style-type: none"> <li>• Adds in real situations using concrete objects</li> <li>• Subtracts in real situations using concrete objects</li> </ul>				
	Patterns and Algebraic Thinking <ul style="list-style-type: none"> <li>• Identifies, extends, and creates patters</li> <li>• Counts to 100 with fluency and accuracy</li> <li>• Uses patters to skip count by 5's and 10's to 100</li> </ul>				
	Geometry and Spatial Reasoning <ul style="list-style-type: none"> <li>• Recognizes and describes attributes of 2-D figures</li> <li>• Recognizes and describes attributes of 3-D figures</li> <li>• Sorts and describes objects based on attributes</li> </ul>				
	Measurement <ul style="list-style-type: none"> <li>• Compares attributes of length and area</li> <li>• Compares and orders by weight/mass, temperature and capacity</li> </ul>				
	Organizing and Analyzing Data <ul style="list-style-type: none"> <li>• Constructs and uses a real object graph or picture graph</li> </ul>				
<b>Language &amp; Literacy</b>	Reading Comprehension <ul style="list-style-type: none"> <li>• Retells with appropriate reference to events, characters and use of vocabulary</li> <li>• Reflects on a specific event and provides a relevant reason for response</li> <li>• Makes a connection that demonstrates understanding of the story</li> </ul>				
	Oral Reading Fluency <ul style="list-style-type: none"> <li>• Reads with appropriate phrasing</li> <li>• Uses decoding/monitoring strategies (as needed)</li> </ul>				

	<ul style="list-style-type: none"> <li>Reads with high accuracy</li> </ul>				
<b>Language &amp; Literacy</b>	Letter and Word Recognition <ul style="list-style-type: none"> <li>Recognizes 30 high frequency words</li> </ul>				
	Oral and Written Conventions <ul style="list-style-type: none"> <li>Spells words with short vowels and common spelling patterns</li> <li>Writes legibly, using upper- and lower-case appropriately</li> <li>Recognizes and uses ending punctuation marks</li> </ul>				
	Writing <ul style="list-style-type: none"> <li>Chooses and develops an original idea when responding to the prompt</li> <li>Uses basic organizational structure</li> <li>Uses vocabulary to enhance message</li> <li>Writes with expression and awareness of audience</li> </ul>				
	Listening and Speaking <ul style="list-style-type: none"> <li>Communicates clearly and to the point</li> <li>Listens and asks relevant questions to clarify information</li> <li>Follows and restates oral instructions</li> </ul>				
<b>Social and Emotional Development</b>	Student demonstrates social and emotional readiness for 1 <sup>st</sup> grade based on the kindergarten acceleration observation inventory.				
<b>Totals</b>	<b>Point totals for each column 1-4.</b>				
	The point total range for the kindergarten acceleration assessment is 13 to 52. <ul style="list-style-type: none"> <li>13 to 29: Not ready for 1<sup>st</sup> grade</li> <li>30 to 38: Approaching standard, but not ready</li> <li>39 to 45: Can move to 1<sup>st</sup> grade with caution</li> <li>46 to 52: Excellent candidate for acceleration to 1<sup>st</sup></li> </ul>	<b>Grand Total</b>			

Does this student meet the Coppel ISD standards for acceleration to 1<sup>st</sup> grade:      Yes   or   No

If the student meets the standard for acceleration, is it with caution?      Yes   No   or   N/A

\_\_\_\_\_  
CISD Kindergarten Acceleration Administrator

\_\_\_\_\_  
Date