

# Florida Voluntary Prekindergarten (VPK) Assessment

Assessment Period (AP) 1

## Response Booklet

Second Edition

<u>Total Correct - AP1</u>	
PK	_____
PA	_____
MA	_____
OL/V	_____

Child's Name: \_\_\_\_\_

Child's DOB: \_\_\_\_\_

Teacher's Name: \_\_\_\_\_

School Name: \_\_\_\_\_



FLORIDA DEPARTMENT  
OF EDUCATION



FLORIDA CENTER *for* READING RESEARCH

This document was prepared by the Florida Department of Education in collaboration with the Florida Center for Reading Research. Implementation of the Florida Voluntary Prekindergarten (VPK) Assessment is being coordinated by the Office of Early Learning and the Florida Center for Reading Research.

Questions relating to the background and purpose of the Florida VPK Assessment, its relationship to the instructional program, the Florida VPK Assessment instruments, directions, and manuals should be directed to:

Office of Early Learning  
250 Marriott Drive  
Tallahassee, Florida 32399

Technical support for the VPK Assessment Online Reporting System is available in the VPK Assessment Teacher's Manual – Fourth Edition and by contacting VPK Assessment Help Desk.

Phone: 850-645-0835  
Toll-free: 1-844-545-4777  
Email: [vpkassessment@fcrr.org](mailto:vpkassessment@fcrr.org)

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## Reminders:

### When Administering the Assessment

- Read each assessment item to the child.
- Prompts may only be given under specific circumstances outlined in the assessment booklet and the response booklet.
- Prompts must be read exactly as written in the assessment booklet and the response booklet.
- Feedback is only given on practice items.
- Teachers should never provide correct responses to a child on actual assessment items.
- Avoid comments/phrases that might indicate to the child that his/her response is correct (e.g., "That's right." "You are doing well.") or incorrect (e.g., "Good try." "Oh, no." "Not quite.>").
- Keep comments neutral (e.g., "I really like how you are using your listening ears." "I can really tell you are trying your best." "Make sure you are paying attention.>").

### When Recording and Scoring

- Record the child's response for each assessment item.
  - Circle the child's response on multiple choice items.
  - Write the child's response on free response items.
- The teacher should score the child's responses when the assessment session is completed and the child is no longer present.
- Throughout the Florida VPK Assessment, the following scoring notations are to be used:
  - Score 1 for a correct response.
  - Score 0 for an incorrect response.
  - Score 0 for DK (Don't Know).
  - Score 0 for NR (No Response).

**VPK Assessment AP1: Print Knowledge (PK) Measure****Practice item directions.** Say, "Point to \_\_\_\_."P1.            A            B            C            D            DK    NR

Correct: Say, "Yes, that is the picture with words in it. (Point to picture.) Good Job!"

Incorrect: Say, "That's not quite right. Let's try again. Point to the picture with words in it."

Correct: Say, "Yes, that is the picture with words in it. (Point to picture.) Good Job!"

Incorrect again: Say, "Not quite. The answer is (point to picture). That is the picture with words in it. Good try!"

P2.            5            7            A            3            DK    NR

Correct: Say, "Yes, that is the letter (point to picture). Good Job!"

Incorrect: Say, "That is not quite right (point to picture). Let's try again. Point to the letter."

Correct: Say, "Yes, that is the letter (point to picture). Good Job!"

Incorrect again: Say, "Not quite. Here is the letter (point to picture). Good Try!"

**Print concepts (multiple choice) directions.** Say, "Point to \_\_\_\_." For item 1 **only**, if the child does not respond, repeat the item. Do not repeat the item for an incorrect response.1.            A            B            C            D            DK    NR            \_\_\_\_\_2.            A            B            C            D            DK    NR            \_\_\_\_\_**Letter naming (multiple choice) directions.** Say, "Point to \_\_\_\_."3.            K            J            I            O            DK    NR            \_\_\_\_\_4.            C            D            R            L            DK    NR            \_\_\_\_\_5.            t            p            o            h            DK    NR            \_\_\_\_\_6.            r            j            g            u            DK    NR            \_\_\_\_\_**Letter sound (multiple choice) directions.** Say, "Point to the letter that makes the /\_\_ / sound."7.            Y            N            L            H            DK    NR            \_\_\_\_\_8.            p            g            d            k            DK    NR            \_\_\_\_\_**Letter naming (free response) directions.** Say, "What letter is this?" For item 9 **only**, if the child responds with the letter sound instead of the letter name, say, "That's the sound the letter makes. I want you to tell me the name of the letter." Do not prompt for an incorrect response.

9.            \_\_\_\_\_ letter    \_\_\_\_\_ sound    \_\_\_\_\_ other (correct response: r)            \_\_\_\_\_

**Letter sound (free response) directions.** Say, "What letter makes the /\_\_ / sound?" For item 10 **only**, if the child responds with the letter sound instead of the letter name, say, "That's the sound the letter makes. I want you to tell me the name of the letter." Do not prompt for an incorrect response.

10.            \_\_\_\_\_ letter    \_\_\_\_\_ sound    \_\_\_\_\_ other (correct response: T)            \_\_\_\_\_

11.            \_\_\_\_\_ letter    \_\_\_\_\_ sound    \_\_\_\_\_ other (correct response: P)            \_\_\_\_\_

Date Administered: \_\_\_\_\_

**Letter sound** (free response) **directions.** Say, “**What sound does this letter make?**” For item 12 **only**, if the child responds with the letter name instead of the letter sound, say, “**That’s the name of the letter. I want you to tell me the sound the letter makes.**” Do not prompt for an incorrect response.

12. \_\_\_\_\_ letter \_\_\_\_\_ sound \_\_\_\_\_ other (correct response: /V/) \_\_\_\_\_

**Total** \_\_\_\_\_

(Total Possible Points = 12)

## VPK Assessment AP1: Phonological Awareness (PA) Measure

**Practice item directions.** Say, “Look at these pictures.” (Point to each picture as you name it for the child.) **Point to \_\_\_\_\_ [pause] \_\_\_\_\_.**”

P1.            A            B            C            D            DK    NR

Correct: Say, “Yes, when you put **table** [pause] **cloth** together, you get tablecloth (point to picture). Good job!”  
 Incorrect: Say, “That’s not quite right. Let’s try again.” Repeat entire item.  
 Correct: Say, “Yes, when you put **table** [pause] **cloth** together, you get tablecloth (point to picture). Good job!”  
 Incorrect again: Say, “Not quite. When you put **table** [pause] **cloth** together, you get tablecloth. (Point to picture)  
 Good Try! “

P2.            A            B            C            D            DK    NR

Correct: Say, “Yes, when you put **/g/** [pause] **oat** together, you get goat (point to picture). Good job!”  
 Incorrect: Say, “That’s not quite right. Let’s try again.” Repeat entire item.  
 Correct: Say, “Yes, when you put **/g/** [pause] **oat** together, you get goat (point to picture). Good job!”  
 Incorrect again: Say, “Not quite. When you put **/g/** [pause] **oat** together, you get goat (point to picture).  
 Good Try!”

**Blending item directions.** Say, “Look at these pictures.” (Point to each picture as you name it for the child.) **Point to \_\_\_\_\_ [pause] \_\_\_\_\_.**” For item 1 **only**, if the child does not respond, repeat the item. Do not repeat the item for an incorrect response.

- |    |   |          |          |          |    |    |       |
|----|---|----------|----------|----------|----|----|-------|
| 1. | A | B        | <u>C</u> | D        | DK | NR | _____ |
| 2. | A | B        | C        | <u>D</u> | DK | NR | _____ |
| 3. | A | B        | <u>C</u> | D        | DK | NR | _____ |
| 4. | A | <u>B</u> | C        | D        | DK | NR | _____ |

**Blending (free response) directions.** Say, “What word do these make \_\_\_\_\_ [pause] \_\_\_\_\_?”

- |    |       |                                       |       |
|----|-------|---------------------------------------|-------|
| 5. | _____ | (correct response: <b>hammer</b> )    | _____ |
| 6. | _____ | (correct response: <b>surfboard</b> ) | _____ |
| 7. | _____ | (correct response: <b>dresser</b> )   | _____ |
| 8. | _____ | (correct response: <b>beach</b> )     | _____ |
| 9. | _____ | (correct response: <b>song</b> )      | _____ |

**Deletion (free response) directions.** Say, “My word is \_\_\_\_\_. Say \_\_\_\_\_. Now say \_\_\_\_\_ without \_\_\_\_\_.”

- |     |       |                                   |       |
|-----|-------|-----------------------------------|-------|
| 10. | _____ | (correct response: <b>walk</b> )  | _____ |
| 11. | _____ | (correct response: <b>paper</b> ) | _____ |
| 12. | _____ | (correct response: <b>nut</b> )   | _____ |
| 13. | _____ | (correct response: <b>may</b> )   | _____ |
| 14. | _____ | (correct response: <b>at</b> )    | _____ |

**Total** \_\_\_\_\_

(Total Possible Points = 14)

## VPK Assessment AP1: Mathematics (MA) Measure

For item 1 **only**, if the child does not respond, repeat the item. Do not repeat the item for an incorrect response.

1. Say, “**Let’s see how high you can count. Start at number 1 and I will tell you when to stop.**” Stop the child after two mistakes or after the number 30. Use the chart below to record the child’s response. Mark an **X** over each number the child misses. Circle the last number the child reached. Score 1 for each complete, correct row. Score 0 for each row containing errors or not administered.

1	2	3	4	5	_____
6	7	8	9	10	_____
11	12	13	14	15	_____
16	17	18	19	20	_____
21	22	23	24	25	_____
26	27	28	29	30	_____

2. Say, “**How many cars are there?**” If the child counts **all objects** say, “**How many cars are there?**”

\_\_\_\_\_ (correct response: **4**) \_\_\_\_\_

For a correct response, the child must touch **each** car as he/she counts aloud then stops counting on the final car and says the correct number **OR** if the child does not touch each car and/or does not count aloud **but** says correct number of cars. All other responses (e.g., child skips or double counts a car, skips an oral number, or counts silently but says incorrect number aloud) are incorrect.

3. Say, “**What is the name of this number?**” If the child says the letter L, say, “**That’s the name of a letter, what is the name of this number?**”

\_\_\_\_\_ (correct response: **one**) \_\_\_\_\_

4. Say, “**What is the name of this number?**”

\_\_\_\_\_ (correct response: **four**) \_\_\_\_\_

5. Say, “**I’m going to start counting and I want you to keep counting when I stop. My turn. Ready? 1, 2, 3, 4, 5... Your turn, you keep going from there.**” Stop the child after the number 10. If the child starts counting from 1, stop them immediately and repeat the prompt.

\_\_\_\_\_ \_\_\_\_\_

If the child says, “6, 7, 8, 9, 10,” or “5, 6, 7, 8, 9, 10,” he/she will receive credit for this item. However, if the child says, “4, 5, 6, 7, 8, 9, 10,” he/she does not receive credit for this item.

6. Say, “**Which of these groups of dots** (point to each set of dots) **means the same thing as the number up here** (point to the number)?”  
 1                    5                    2                    3                    4                    DK                    NR                    \_\_\_\_\_

7. Run your finger across the row of ducks starting at the child’s left. Say, “**Here are some ducks in a line, point to the last duck.**”  
 Correct                    Incorrect                    \_\_\_\_\_

8. Run your finger across 14 dots and say, “**Count these dots, point to each one as you count.**” If the child says a number without pointing to the dots (correct or incorrect), say, “**Count these dots. Point to each one as you count.**”  
 Correct                    Incorrect                    \_\_\_\_\_

For a correct response, the child must point to each dot only once **and** say a different number as he/she counts to the number 14. Child does NOT receive credit if he/she only says, “14” without pointing to each dot.

9. Run your finger across the numbers. Say, “**Which number means the least?**” If child asks what least means, say “**Least means the smallest number. Which number means the least?**” If the child says the name of the number, say, “**Point to the number that means the least.**”  
3                    6                    7                    5                    DK                    NR                    \_\_\_\_\_

10. Say, “**When you count, which number is closest to 8: 9, 5, 6, or 4?**” If the child says a number that is not an option above, say, “**Listen carefully, when you count, which of these numbers is closest to 8: 9, 5, 6, or 4?**”  
9                    5                    6                    4                    DK                    NR                    \_\_\_\_\_

11. Say, “**If there are four children playing on the playground and one child goes home, how many children are still playing on the playground?**”  
 \_\_\_\_\_ (correct response: 3)                    \_\_\_\_\_

12. Point to problem and say, “**How much is 1 plus 2?**”  
 \_\_\_\_\_ (correct response: 3)                    \_\_\_\_\_

13. Point to problem and say, “**How much is 1 plus 3?**”  
 \_\_\_\_\_ (correct response: 4)                    \_\_\_\_\_

**Total** \_\_\_\_\_  
 (Total Possible Points = 18)

## VPK Assessment AP1: Oral Language/Vocabulary (OL/V) Measure

For item 1 **only**, if the child does not respond, repeat the item. Do not repeat the item for an incorrect response. Items 2, 4, 6, & 8 should be administered regardless if the child gives a correct response for the previous question. **If the child responds with a synonym for the target word, give the following prompt: "Yes, and can you think of another word for that?"** Do not administer the prompt more than once per item. Do not prompt if the child gives an incorrect response to the original question.

1. Say, "Point to the picture of the thing that travels on the water."  

<u>A</u>	B	C	D	DK	NR	_____
----------	---	---	---	----	----	-------
2. Say, "What is the name for this object?" (correct response: **ship** or **boat**)  

	DK	NR	_____
--	----	----	-------
3. Say, "Point to the bird that comes out at night and says, 'who, whoo.'"  

A	B	<u>C</u>	D	DK	NR	_____
---	---	----------	---	----	----	-------
4. Say, "What is the name for that bird?" (correct response: **owl**)  

	DK	NR	_____
--	----	----	-------
5. Say, "Point to the place with lots of sand and no water."  

A	B	C	<u>D</u>	DK	NR	_____
---	---	---	----------	----	----	-------
6. Say, "What is the name for this place?" (correct response: **desert** or **name of specific desert**)  

	DK	NR	_____
--	----	----	-------
7. Say, "Point to the group of people who play sports together."  

A	<u>B</u>	C	D	DK	NR	_____
---	----------	---	---	----	----	-------
8. Say, "What is the name for this group of people?" (correct response: **team** or **hockey players**)  

	DK	NR	_____
--	----	----	-------
9. Say, "Point to the child who dropped the glass."  

A	<u>B</u>	C	D	DK	NR	_____
---	----------	---	---	----	----	-------
10. Say, "Point to the picture of cars."  

A	<u>B</u>	C	D	DK	NR	_____
---	----------	---	---	----	----	-------
11. Say, "Point to the picture of mice."  

<u>A</u>	B	C	D	DK	NR	_____
----------	---	---	---	----	----	-------
12. Say, "Point to the cat that is inside the box."  

A	<u>B</u>	C	D	DK	NR	_____
---	----------	---	---	----	----	-------
13. Say, "Point to the group of children."  

A	B	C	<u>D</u>	DK	NR	_____
---	---	---	----------	----	----	-------
14. Say, "Point to the line that is straight."  

A	B	<u>C</u>	D	DK	NR	_____
---	---	----------	---	----	----	-------

Date Administered: \_\_\_\_\_

15. Say, "Point to the cat that is beside the chair."  
A B C D DK NR \_\_\_\_\_

16. Say, "Point to the person who is without food."  
A B C D DK NR \_\_\_\_\_

For the following items: A synonym for the correct response is correct; a synonym for the incorrect response is incorrect. Do not prompt in either of these cases. If you select "Other" for any question, prompt the child by repeating the question, and stressing the two options, (e.g., "I need you to tell me **yes** or **no**. Can she still run and jump on it?" or "I need you to listen carefully. Are bones **hard** or **soft**?")

17. Say, "The girl's leg is broken. Can she still run and jump on it?"  
Yes No Other DK NR \_\_\_\_\_

18. Say, "This is a key. What would I use a key for?" If the child only responds with a correct action say, "Tell me more about that."  
\_\_\_\_\_ DK NR \_\_\_\_\_

Correct response must include one of the following actions: open, close, lock, or unlock along with the words something or stuff or an object that usually has a lock (e.g., a door, vehicle, house, safe, chest) OR to start/turn off a vehicle.

19. Say, "A skeleton is made of bones. Are bones hard or soft?"  
Hard Soft Other DK NR \_\_\_\_\_

20. Say, "This is a turtle. Which animal moves faster, a tiger or a turtle?"  
Tiger Turtle Other DK NR \_\_\_\_\_

21. Say, "This is a picture of a roof. Why does a house need a roof?"  
\_\_\_\_\_ DK NR \_\_\_\_\_

Correct response must include to keep out or prevent one of the following from entering the house: any form of weather (e.g., rain, snow, sun), flying animals or insects OR to keep the inside of the house from being too hot or cold.

22. Say, "This man is standing with his shadow. What made the shadow appear?"  
\_\_\_\_\_ DK NR \_\_\_\_\_

Correct response must include: a source of light (e.g., sun, light, moon, lamp) OR something in front of or blocking the source of light.

**TOTAL** \_\_\_\_\_  
(Total Possible Points = 22)



