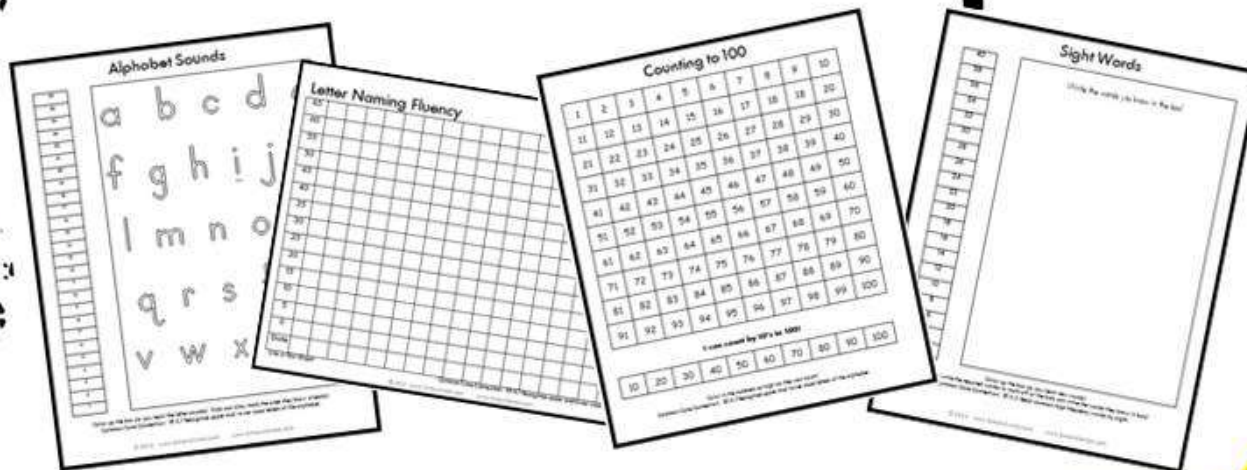


Kindergarten Data Book Graphs



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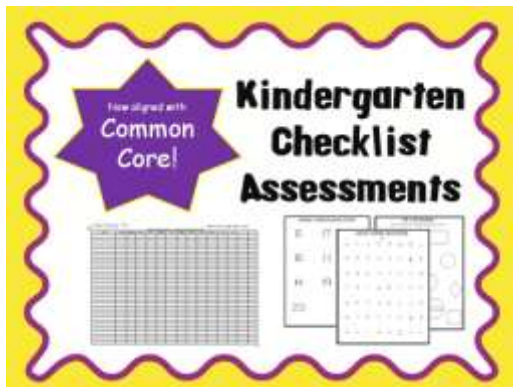
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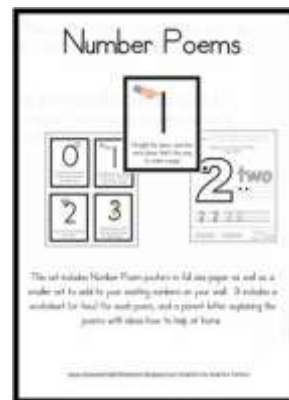
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Kindergarten Data Books

Take it from someone who knows:

1. Having students track data is very valuable! Setting goals with kids is important and they need to know where they are going!
2. Data books are very time consuming on the teachers part because the kids generally cannot manage them. See tips below.
3. Yes, you could have a graph for everything but filling these out will take time so I suggest you pick no more than 3 (and do less if you can) graphs to do with your students!
4. DIBELS is a good place to start because most of us have to progress monitor there anyways. If not, keep basic with letter names, sound, counting, and/or sight words.
5. Students in kindergarten also often ebb and flow with learning, today they can count to 60 but tomorrow they can only count to 40 on their own. You have to learn to let go of the graphs not being 100 % accurate and only record the growth... how devastating to have to cross off they don't know something! Use the Kindergarten Assessment Checklists listed above with pencil to record the actual scores as they vary a bit from time to time.

Tips to use these:

1. Color code them... print all the Letter Sound pages on red or Counting on blue. This way the kids can manage "Open up to the blue Counting graph."
2. Depending on your class and your comfort level, have kids hold them and bring them to you when you test them OR you store and pull out when you test them.
3. I let them decorate the front so it feels like their book!
4. Always have 'one kid on deck' ready to go so you are not wasting time waiting for a student to come or find their book.
5. Start by showing them what they scored last time and set a goal orally. "You got 2 letters last time, I think you can get 6 this time, let's see!" Then test the child and praise any gain they have.
6. Start by coloring the graphs with the kids. Then slowly back off and just color the top score. For example, if they got 30 sounds in a minute color in the 30 box and draw a line all the way down to the zero. Tell them only to color the boxes you drew the line in. (You will lose so much valuable time filling out graphs if you don't train them to do so! And if you don't explicitly state where to color they will color it all crazy!)
7. You may also want to make them line graphs, so they can be done and on their way! I would also date the square they color up to if the date is not included in the graph itself.
8. You can also highlight the row for the ultimate goal for that indicator so they know where they are headed

Goal in a minute

Letter Naming Fluency

65																			
60																			
55																			
50																			
45																			
40																			
35																			
30																			
25																			
20																			
15																			
10																			
5																			
0																			
Date																			

Line or Bar Graph

Common Core Connection: RF.K.1 Recognize upper and lower case letters of the alphabet.

Goal in a minute

Phoneme Segmentation

65																			
60																			
55																			
50																			
45																			
40																			
35																			
30																			
25																			
20																			
15																			
10																			
5																			
0																			
Date																			

Goal in a minute

Nonsense Word Fluency *Letter Sounds

65																			
60																			
55																			
50																			
45																			
40																			
35																			
30																			
25																			
20																			
15																			
10																			
5																			
0																			
Date																			

Line or Bar Graph

Common Core Connection: RF.K.3 Knowledge of letter-sound correspondence producing primary sounds of letters.

Goal in a minute

Nonsense Word Fluency *Whole Words

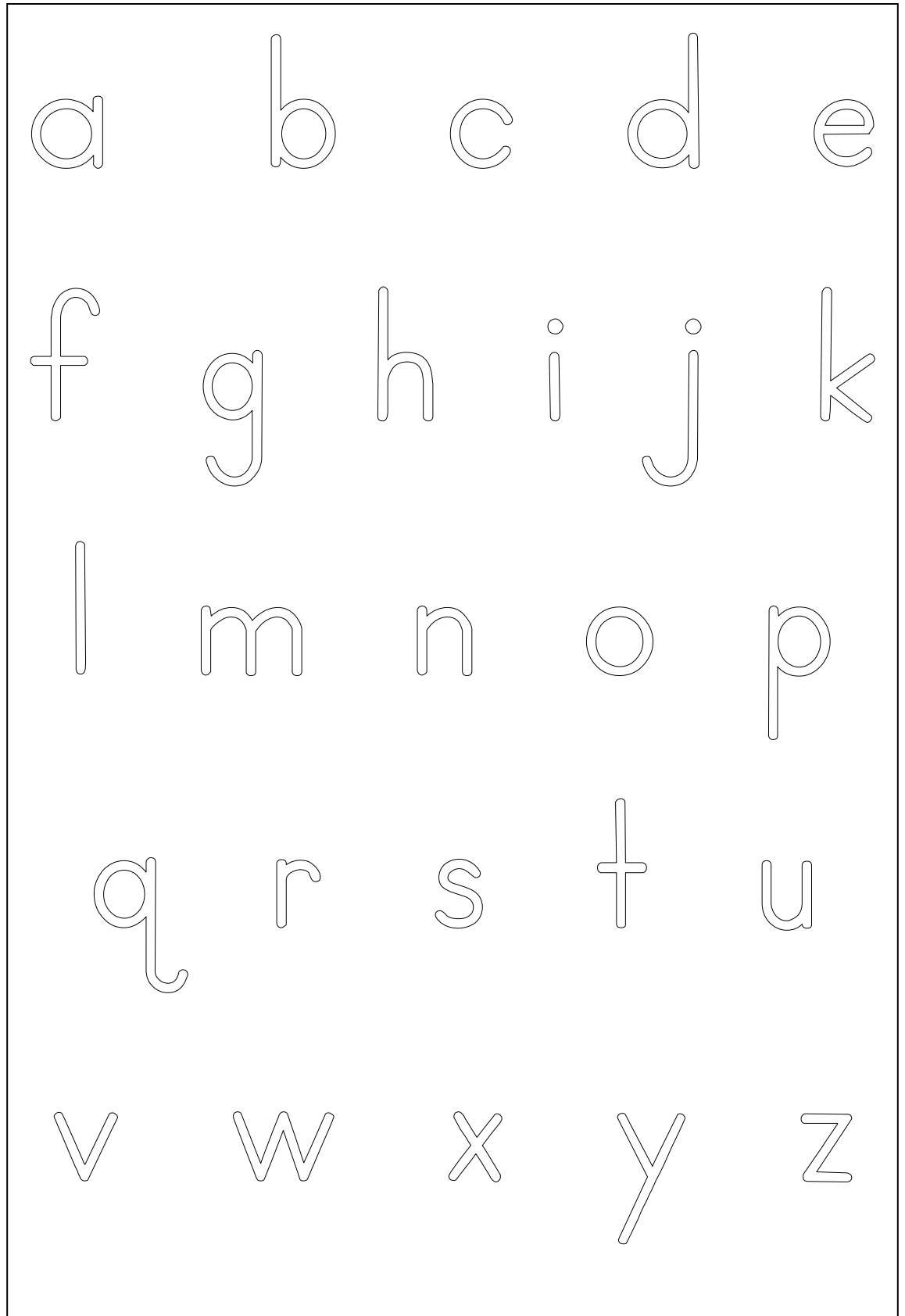
40																			
35																			
30																			
25																			
20																			
15																			
10																			
5																			
0																			
Date																			

Line or Bar Graph

Common Core Connection: RF.K.2 Blend beginning, middle, and end phonemes in words.

Alphabet Names

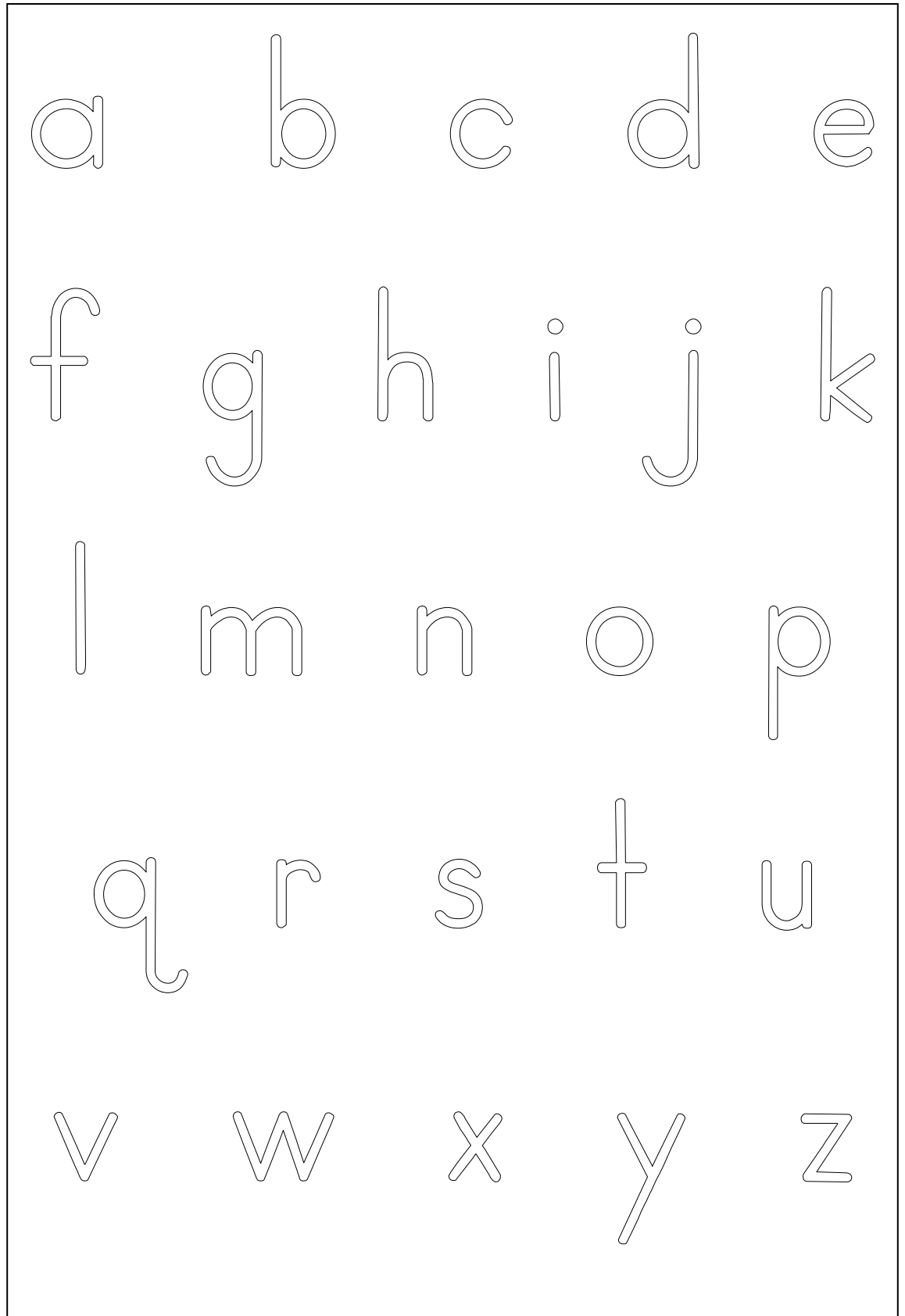
26
25
24
23
22
21
20
19
18
17
16
15
14
13
12
11
10
9
8
7
6
5
4
3
2
1



Color up the bar as you learn the letter sounds! Kids can also mark the ones they know already!
Common Core Connection: RF.K.1 Recognize upper and lower case letters of the alphabet.

Alphabet Sounds

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



Color up the bar as you learn the letter sounds! Kids can also mark the ones they know already!
Common Core Connection: RF.K.3 Knowledge of letter-sound correspondence producing primary sounds of letters.

Counting to 100

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	18	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

I can count by 10's to 100!

10	20	30	40	50	60	70	80	90	100
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Color in the numbers as high as they can count!

Common Core Connection: RF.K.1 Recognize upper and lower case letters of the alphabet.

Sight Words

40
38
36
24
32
30
28
26
24
22
20
18
16
14
12
10
8
6
4
2

Write the words you know in the box!

Color up the bar as you learn new words!

You can write the required words to mark off or the kids can write the words they know in box!

Common Core Connection: RF.K.3 Read common high frequency words by sight.



Kindergarten Data Book

Name _____

Teacher _____

Year _____