Frog Street Press Assessment

User Guide

Log In

FSP Assessment is a web-based program. To access the program, teachers and administrators will need a **username** and **password**. Upon registration, you will receive your username and password in an e-mail generated by Frog Street Press. Please contact customerservice@frogstreet.com for questions concerning login.

The first three tabs in the left margin of your Home page allow you to set up your class roster, name your class, and make specific student groupings.

Students

Click "Add" next to the **Students** tab. Type in a student's first and last name and click "Save."

Classes

Click "Add" next to the **Classes** tab. Give your class roster a name, such as Room 7 AM, Room 7 PM, Ms. Foster English, or Ms. Foster Bilingual.

Groups

Click "Add" next to the **Groups** tab to create a subset of students from your class roster. Use the arrows in between the boxes to move "available students" into the new group you are forming or to remove students from a group. Give your new group a name. You can use this function after children have been tested and you are ready to form flexible groups for differentiated instruction.

You will find this set of tabs across the top of your Home page:
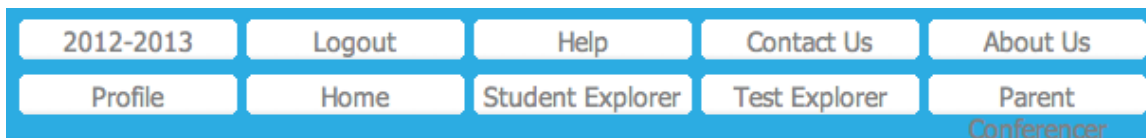
School Year

The first tab identifies the school year. This tab allows you to store data for multiple school years.

Logout

Use this tab to logout when you leave FSP Assessment. This will protect the student data you have collected.

Help

This tab provides a User Guide for FSP Assessment. The User Guide offers a brief overview of each of the 30 Skill Domains with a summary of each assessment and a list of any materials you may need to administer a test.

Contact Us

This tab offers you a quick and easy way to connect to our Customer Service support team should you need assistance.

About Us

Want to know more about Frog Street Press? Click this tab to find out!

Profile

This tab stores your personal information and settings.

Home
Click this tab to easily return to your Home page during navigation.

Student Explorer
This tool allows you to add and remove student profiles from your class lists.

Test Explorer
This tab allows you to organize test data.

Click the **Manage Subjects** tab. Under "Add New Subject" (at the bottom of the screen) type in a "Subject Tab Name" to identify the group you are creating and then click "Add." From the selections above, scroll down to find the subject name you just created. Check the box in front of it and then click "Edit." From the drop-down menu, choose the subject area from which you would like to select tests for your new group by highlighting it. Move the highlighted test into your new group on the right by clicking on the arrow pointing towards the new group located in between the boxes. After adding desired tests to your new group, click "Save." Your new group will now be available in the subject choices for all areas of the assessment program.

Parent Conferencer
This tool allows you to schedule parent conferences and send home customized family letters and reminders regarding scheduled meetings. After adding times and dates to your schedule, click on an empty cell to add a student. Click on a student to view the appointment and to edit or print *Parent Conference Letters* and *Reminders*. (This feature is not available with 60-day free trial.)

These tools are located on the right side of your Home page:

Class Totals Report
This tool allows you to view, download, and print a report showing B – Baseline score. This score is recorded the first time you test a student and can be used for BOY, MOY and EOY data collection. Any additional testing scores are reported in the second column.

In addition, students can be grouped using the arrows beside the B and 1. Click the arrow to group students in each subtest from most correct to least correct answers.

Bar Graphs Analysis
This tool allows you to view and print bar graphs showing individual test questions, comparing the number of correct and incorrect answers, and grouping students into categories based on their answers. After selecting a test tab from below the graph, you may sort your results by *Least Known, Most Known, Question Order, or Alphabetical* by choosing one of the Sort Options from the left margin.

The bar graph is set to show 10 bars on the screen. If the question names are too long, they may overlap or be cut off. In this case you can use the Zoom tool to show less bars. The lower the number, the more space there will be for the question names. Use the scroll bar to view the rest of the questions.

Click on the gray or green areas of a bar on the graph to see specifically which students answered correctly (green) or which students answered incorrectly or have not been tested (gray).

Test Result Letters
This tool allows you to generate family letters showing selected test results for each child. Place a check mark beside tests you want to include in the family letter. You can edit the generated letters by clicking on the "Edit Template" box in the right margin. Print letters for the whole class (All Students) or select a single student from the class roster in the left margin.
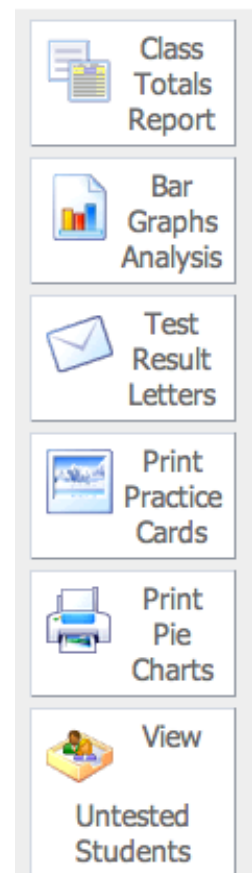
Each letter can be customized by student. Click on student name from the class roster. Check the test results to be shared in the family letter. Scroll to the bottom of the center column and click "Show for <u>Student Name</u>." Once the letter has been downloaded, click "Download as Word File." As a Word file, the document can be customized with school logos, address, phone number, etc.

You may also print Practice Cards for selected tests by selecting "Print Practice Cards" located below the Class Summary. Print cards for the whole class or select a single student. Practice Cards from tests such as Vocabulary, Letter Recognition, and Shapes will be especially useful for practice and reinforcement. (Some assessments are based on teacher observation. Keep in mind that the Practice Cards for these tests will not be appropriate for student practice or instruction.)

Print Practice Cards
This tool allows you to generate, download, and print Practice Cards by selecting test results for the whole class or an individual student. Remove the check mark from tests you do not want to include for printing. Choose which tests to show by selecting BOY, MOY, EOY (English or Spanish), or other created Subjects from the choices above the Class Summary. (Use the scroll arrows to view all Subject choices.)

Print Pie Charts
This tool allows you to view and print pie charts by Subject. Pie charts give an overview of the percentage of correct answers for each test. View charts for the whole class (All Students) or an individual student by making a selection from the class roster in the left column.

View Untested Students
This tool shows which students have not been tested for each individual test. (Use the scroll bar at the bottom to view all test names.) It also allows you to view a set of students by the number of days since they were last tested.

FSP Assessment Subtest Descriptions

Frog Street Assessment includes 30 Pre-K Skill Domains with a Beginning-of-Year (**BOY**), Middle-of-Year (**MOY**), and End-of-Year (**EOY**) assessment for each skill.

LANGUAGE AND LITERACY

Follow Directions
Materials: red, green, blue, yellow crayons; pencil and drawing paper (EOY test only)
Directions: Read the prompt on each screen aloud. Prompt child to follow simple directions.
BOY: 1-step directions
MOY: 1- and 2-step directions
EOY: 2- and 3-step directions

Vocabulary
Materials: none
Directions: Child is assessed on ability to identify 30 different pictures for each testing period (90 pictures total). Prompt child to identify what picture he/she sees on the screen. Some images may be correctly identified by more than one name. For example, a picture of a "woman" may also be identified as a "lady" or a "mother." Accept all reasonable answers.
BOY: one-syllable, familiar words
MOY: one- and two-syllable words
EOY: two- and three-syllable, more complex words

Sentence Structure
Materials: none
Directions: Child is prompted to describe what is happening in a photograph. The same photograph appears on five screens as you progress through the assessment. Each screen will prompt you to ask the child to tell more about that picture.

BOY:
1- If a child responds minimally on the first screen, stop the test by clicking "no" on all five screens.
If the child can continue verbalizing what he/she sees, continue the assessment. The further you progress through the five screens by clicking "Y" for "yes", the higher the child's score will be thereby reflecting the child's ability to use more complex sentences and correct sentence structure.
2- Listen for child to respond with individual words, short phrases, minimal detail, and simple vocabulary.
3- Listen for child to respond with complete sentences with some detail and basic vocabulary.
4- Listen for child to respond with sentences with more than one phrase and some rich vocabulary.
5- Listen for child to respond with complex sentence structure and vocabulary.
MOY: same format as BOY with a different photograph
EOY: same format as BOY with a different photograph

Uppercase Letters
Materials: none
Directions: Child is prompted to identify each uppercase letter of the alphabet. Letters that are typically more easily identified appear at the beginning of the assessment.
BOY: 26 uppercase letters (English test); 30 uppercase letters (Spanish test)
MOY: 26 uppercase letters (English test); 30 uppercase letters (Spanish test)
EOY: 26 uppercase letters (English test); 30 uppercase letters (Spanish test)

Lowercase Letters

Materials: none
Directions: Child is prompted to identify each lowercase letter of the alphabet. The tests for BOY, MOY, and EOY are identical. Letters that are typically more easily identified appear at the beginning of the assessment.
BOY: 26 lowercase letters (English test); 30 lowercase letters (Spanish test)
MOY: 26 lowercase letters (English test); 30 lowercase letters (Spanish test)
EOY: 26 lowercase letters (English test); 30 lowercase letters (Spanish test)

Syllables & Sounds

Materials: none
Directions: Child is assessed on ability to blend syllables, blend onsets with rimes, and blend three individual phonemes. The skills are progressive through the BOY, MOY, and EOY stages.
BOY: Child is asked to blend two syllables (that you say aloud) to make one word. Example: *You say "class" - "room" and child says "classroom."*
MOY: Test begins with same format as BOY (blending 2 syllables). Last two prompts ask child to blend an onset and rime. Example: *Which picture is a /s/-/un/?*
EOY: Child is asked to clap the beats (syllables) in his/her name, blend two syllables as in BOY, blend onset with rime as in MOY, and finally to blend three individual phonemes. Example: *Which picture is a /c/-/a/-/t/?*

Rhyming

Materials: none
Directions: Child is assessed on ability to both **identify** and **produce** a rhyme. Familiarize yourself with the picture names before beginning the assessment.
BOY: Child will **identify** rhyming pictures. Say the name of three pictures with child. Prompt child to identify the two pictures that rhyme.
MOY: Child is asked to **identify** two rhyming pictures as in BOY. Then child is asked to **produce** a rhyme. Example*: Tell me a word that rhymes with "bear."*
EOY: Child is asked to **identify** and **produce** rhymes as in BOY and MOY.

Alliteration

Materials: none
Directions: Child is assessed on ability to both **identify** and **produce** words that begin with the same sound. Familiarize yourself with the picture names before beginning the assessment.
BOY: Child will **identify** pictures that begin with the same sound. Say the name of three pictures with child. Prompt child to identify the two pictures that begin with the same sound.
MOY: Child is asked to **identify** two pictures that begin with the same sound as in BOY. Then child is asked to **produce** a word that begins with the same sound as a picture.
Example*: Tell me a word that begins the same as "pig."*
EOY: Child is asked to **identify** and **produce** words that begin with the same sound as in BOY and MOY.

Letter Sounds

Materials: none
Directions: Each screen displays a set of three letters (upper-and lowercase pairs), such as Mm, Ff, Nn. Prompt child to identify which letter makes the target sound. Example*: Which letter says /f/?*
(Note: When a letter is enclosed in slash marks, say the letter's *sound* not its name.)
BOY: not applicable
MOY: 14 letter sounds that are most closely associated with the letter name (s,l,n,d,f,p,b,m,r,j,v,k,t,z)
EOY: 26 letter sounds (English test); 30 letter sounds (Spanish test)

Name Writing

Materials: none

Directions: Use daily observations and portfolio work samples to document child's ability to write his/her name. Child need not be present for this assessment. Each stage of this assessment asks one question most developmentally appropriate for that stage of development. Simply click "Y" for "yes" or "N" for "no" to indicate child's ability.

BOY: Child writes own first name with partial accuracy.

MOY: Child writes own first and last name with partial accuracy.

EOY: Child writes own first and last name with complete accuracy.

Writing

Materials: none

Directions: Use daily observations and portfolio work samples for this assessment. Child need not be present. (See FSPK2001 *Assessment: A Portfolio Approach* Resource Guide page 75 for stages of emergent writing.)

BOY:

1- Scribbles or makes simple shapes.

2- Uses drawings to convey meanings.

3- Writes letters and strings resembling words or parts of words.

4- Begins to label pictures.

5- Writes some letters independently or on request.

6- Writes letters or symbols to describe events or stories.

MOY: same

EOY: same

MATHEMATICS

Rote Counting
Materials: none
Directions: Child is assessed on ability to rote count up to 30. Each screen prompts you to identify in increments of 5 how high a child can count. As soon as a child is no longer able to count in succession, stop the test.
BOY: rote count to 30
MOY: rote count to 30
EOY: rote count to 30

Numeral Recognition
Materials: none
Directions: Child is assessed on ability to identify numerals from 1-30. All 30 numerals are included at all three test stages. Numbers 1-10 are randomized in the first section of the test, numbers 11-20 are randomized in the second section, and numbers 21-30 in the last section.
BOY: 1-30
MOY: 1-30
EOY: 1-30

Subitize
Materials: none
Directions: Child is assessed on ability to identify the quantity in sets from 1-5 <u>without counting</u>. Give the child 3 seconds to name the amount of dots on a domino before moving to the next screen. In the MOY and EOY stages, child is also asked to compare two sets (from 1-5) and identify which has more.
BOY: sets 1-5
MOY: sets 1-5; compare two sets
EOY: sets 1-5; compare two sets

1-to-1 Counting
Materials: none
Directions: Child is assessed on ability to use 1-to-1 correspondence to count sets 1-10.
BOY: sets 2-8
MOY: sets 2-9
EOY: sets 3-10

Cardinality
Materials: 20-25 frog counters (EOY test only)
Directions: Child is assessed on ability to count sets and to identify the last count as the quantity of that set.
BOY: count sets 2-8
MOY: match numerals to sets 2-9
EOY: create sets up to 20

Positional Words
Materials: one crayon
Directions: Child is assessed on ability to follow directions that include positional words.
<u>Example</u>: *Place the crayon **under** your hand.*
BOY: under, over, in, beside, on top of, above, behind, in front of, between
MOY: under, over, in, beside, on top of, above, behind, in front of, between, right, left
EOY: same as MOY

Sorting
Materials: red, blue, green, and yellow frog counters (MOY and EOY tests only); gather 15 of each color (5 small, 5 medium, 5 large)
Directions: Child is assessed on ability to recognize attributes and make groups.
BOY: Child identifies one picture out of four that does not belong.
MOY: Child sorts frog counters by color and size.
EOY: Child sorts frog counters by color and size.

Shapes
Materials: none
Directions: Child is assessed on ability to identify and name shapes.
BOY: Child identifies shapes that are the same and then names triangle, rectangle, circle, square, rhombus.
MOY: Child identifies shapes and counts sides and corners.
EOY: Child identifies, counts, and describes shapes.

Patterns
Materials: red, blue, green, and yellow connecting cubes (8 of each color)
Directions: Child will identify, copy, and extend patterns including AB, ABB, AAB, ABC, and ABBA.
BOY: Child identifies and copies patterns.
MOY: Child identifies, copies, and extends patterns.
EOY: Child identifies, copies, and extends patterns and creates own pattern and names the pattern core.

Ordinal Words
Materials: none
Directions: Child is assessed on ability to identify and name frogs in a line from first through fifth.
BOY: first, second, third, fourth, fifth
MOY: same as BOY
EOY: same as BOY

Measurement
Materials: none
Directions: Use daily observations and portfolio work samples for this assessment. Child need not be present.
BOY:
1- Recognizes the differences in height/length of two people.
2- Compares sizes of blocks.
3- Compares capacity of two containers.
4- Compares weights using a balance scale.
5- Orders 3-5 objects from smallest to largest.
6- Uses non-standard units (such as blocks) to measure length.
7- Begins to use standard measuring tools (rulers, measuring tapes).
8- Uses language to describe the passing of time (in the morning, after snack, tomorrow, yesterday).
MOY: same
EOY: same

Operations
Materials: 10 frog counters and "lily pad" (print the "lily pad" from FSPK *Games and Patterns* CD or cut one from green construction paper)
Directions: Child will compare two sets and identify which has more or less. Child will also add and subtract using "lily pad" word problems. Example: *There are 2 frogs on the lily pad. If 1 more frog joins them, how many will there be?*
BOY: not applicable
MOY: addition 1-5
EOY: addition and subtraction 1-5

ADDITIONAL DOMAINS

Social Emotional

Materials: none
Directions: Use daily observations for this assessment. Child need not be present.
BOY: 1- Child is aware of body in space.
2- Child follows classroom rules.
3- Child takes care of classroom materials.
4- Child is aware of own feelings.
5- Child sustains attention to a task.
6- Child focuses during group time for 20 minutes or more at one time.
7- Child initiates social interactions.
8- Child initiates problem-solving strategies.
9- Child begins to have meaningful friendships.
10- Child understands others have different opinions.
11- Child regulates behavior in a variety of contexts and settings.
12- Child shares easily and can resolve conflicts independently.
MOY: same
EOY: same

Gross Motor

Materials: none
Directions: Use daily observations for this assessment. Child need not be present.
BOY: 1- Demonstrates balance (balance beam, hop on one foot, walk a line).
2- Uses axial movements (reach, twist, turn bend).
3- Navigates body through space with boundaries (such as obstacle course).
4- Pedals and climbs.
5- Moves in rhythm to simple tunes and patterns.
6- Participates in group games.
7- Moves in a variety of ways (runs, jumps, hops, skips, gallops).
8- Moves and stops with control (back and forth, side to side, changing direction).
9- Coordinates leg and body movement to swing on a swing.
10- Throws, catches, and kicks a ball.
11- Coordinates multiple movements (such as running and kicking a ball).
MOY: same
EOY: same

Fine Motor

Materials: none
Directions: Use daily observations and portfolio work samples for this assessment. Child need not be present.
BOY: 1- Manipulates and shapes modeling clay.
2- Grasps small objects between thumb and index finger (tweezers, eyedroppers, etc.).
3- Manipulates classroom materials (marker caps; various sizes of paint brushes, etc.).
4- Holds writing utensils with fingers (not fist).
5- Puts puzzles together with interlocking pieces.
6- Strings small beads.
7- Draws recognizable pictures and shapes.
8- Uses scissors to cut paper into smaller pieces.
9- Uses computer keyboard and mouse with accuracy.
10- Attempts to copy letters or simple shapes.
11- Accomplishes self-help tasks (buttons, zips, snaps).
MOY: same
EOY: same

Science
Materials: none
Directions: Use daily observations and portfolio work samples for this assessment. Child need not be present.
BOY:
1- Engages with new materials and asks questions.
2- Uses tools to investigate in the science center.
3- Uses varied strategies to learn about items of interest.
4- Puts materials or objects together in new and inventive ways.
5- Uses five senses to explore.
6- Sorts, groups, and classifies objects in meaningful ways.
7- Predicts, uses prior knowledge, and develops a plan.
8- Discusses and records observations.
MOY: same
EOY: same

Social Studies
Materials: none
Directions: Child is assessed on ability to name and identify roles of family members and community helpers.
BOY: father, mother, brother, sister, grandparents, doctor, dentist, firefighter, police officer, teacher
MOY: same
EOY: same

Creative Arts
Materials: none
Directions: Use daily observations and portfolio work samples for this assessment. Child need not be present.
BOY:
1- Talks about what he/she is going to create.
2- Comments on the artwork of classmates.
3- Recognizes books illustrated by the same illustrator.
4- Draws figures with round head, arms, legs, facial features, detailed clothing.
5- Notices how materials in the environment create sound.
6- Shows enjoyment and joins in musical activities.
7- Takes on a role in group pretend play.
MOY: same
EOY: same

Approaches to Learning
Materials: none
Directions: Use daily observations for this assessment. Child need not be present.
BOY:
1- Asks questions.
2- Shows a desire to learn.
3- Demonstrates independent learning. (Example: Looks at a book or listens to an audio story from beginning to end.)
4- Begins and finishes activities with persistence and attention. (Example: Works at completing a puzzle even when having trouble finding the right pieces.)
5- Usually works through difficulties during tasks. (Example: Rebuilds a block tower when it tumbles.)
6- Works well in groups by helping and sharing.
7- Initiates cooperative play with peers.
8- Continues working on a task even with some distractions. (Example: Focuses on own task even when another child is playing with a noisy toy nearby.)
MOY: same
EOY: same