

Kindergarten Beginning-of-Year (BOY) Measures

Measures by grade level and time of year

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
All times of year						
Fluidez en nombrar letras (FNL) <i>Required</i>						
Fluidez en la segmentación de sílabas (FSS) <i>Required</i>						
Fluidez en los sonidos de las letras (FSL) <i>Required</i>						
Fluidez en los sonidos de sílabas (LSS) <i>Required</i>						
Fluidez en las palabras (FEP) <i>Required</i>						
		Fluidez en la lectura oral (FLO) <i>Required</i>				

Click on the section you'd like to read.

[Fluidez en nombrar letras \(FNL\)](#)

[Fluidez en la segmentación de sílabas \(FSS\)](#)

[Fluidez en los sonidos de las letras \(FSL\)](#)

[Fluidez en los sonidos de sílabas \(LSS\)](#)

[Fluidez en la lectura de palabras \(FEP\)](#)

Kindergarten benchmark data is represented by the composite of all measures tested at beginning of year (BOY). As seen in the chart above, the purpose of all measures listed is to assess early foundational reading skills at the beginning of year.

Fluidez en nombrar letras (FNL)

FNL is a standardized assessment that provides a measure of risk for Spanish reading achievement. FNL assesses students' ability to recognize individual Spanish letters and say their letter names.

The purpose of FNL is to measure students' automaticity with letter naming and identify which letters students know and do not know. Fluency in naming letters is a strong predictive utility of Spanish letter-naming skills for more developmentally complex skills such as word reading (Alvarado et al., 2015; Kim & Pallante, 2012; Martínez & Goiketxea, 2020). FNL is considered the best risk indicator, because it is not a foundational skill in reading.

Benchmark levels for kindergarten BOY:
Fluidez en nombrar letras (FNL)

BOY	0–2	Well-below benchmark (red)
	3–5	Below benchmark (yellow)
	6–21	At benchmark (green)
	22+	Above benchmark (blue)

Knowledge of letter names Students identify randomly mixed uppercase and lowercase letter names.

Cristela Cavero										
Grade 1 Middle of Year										
Fluidez en nombrar letras FNL										
0:34										
Salir										
⊗	A	n	e	u	F	s	O	B	t ^{AC}	M
⊗	i	T ^{AC}	L	U	f	P	m	o	E	a
⊗	l	V	e	W	S	ñ	d	r	v	X
⊗	C	Z	rr	x	D	I	N	b	p	R
⊗	H	g	y	K	j	h	q	k	Ll	G
⊗	Y	w	Q	ll	J	y	G	j	H	k
⊗	P	f	u	t	r	L	F	o	B	a
⊗	i	E	s	O	U	R	p	M	T	S
⊗	N	l	w	rr	b	X	ll	c	Y	I
⊗	x	h	Z	Ll	J	v	K	C	W	g

Fluidez en la segmentación de sílabas (FSS)

FSS assesses students' ability to segment a word into as many syllables as possible. The purpose of FSS is to assess students' ability to fluently separate two- to four-syllable words into syllables. Given the orthographically regular syllabic structure of Spanish, syllable segmentation is a robust indicator for Spanish phonological awareness skills and a strong predictor of reading fluency.

Benchmark levels for kindergarten BOY: Phonemic Segmentation Fluency

BOY	0	Well-below benchmark (red)
	1-4	Below benchmark (yellow)
	5-14	At benchmark (green)
	15+	Above-benchmark (blue)

(Phonological/Syllable Awareness) Students segment orally spoken words into syllables. Each distinct, correct syllable produced is scored as one point.



Fluidez en los sonidos de las letras (FSL)

Benchmark levels for KBOY: Fluidez en los sonidos de las letras (FSL)

Time of year (TOY)	Student cut score	Benchmark level
BOY	0-3	Well-below benchmark (red)
	4-5	Below benchmark (yellow)
	6-20	At benchmark (green)
	21+	Above benchmark (blue)

(Letter Sounds) Students are presented with a page of mixed uppercase and lowercase letters and asked to correctly identify as many letter sounds as they can.

Cristela Cavero 0:39 Salir

Grade 1 Middle of Year
Fluidez en los sonidos de las letras FSL

⊗	C /k/ /s/ /th/	A /a/	S /s/	p /p/	N ^{AC} /n/	U /u/	t /t/	M /m/	f /f/	o /o/
⊗	n /n/	T /t/	V /b/	o /o/	s /s/	m /m/	E /e/	c /k/ /s/ /th/	u /u/	a /a/
⊗	i /i/	r /r/	L /l/	b /b/	X /ks/ /j/ /s/ /gs/	e /e/	Z /s/ /th/	g ^{AC} /g/ /j/	d /d/	k /k/
⊗	I /i/	F /f/	x ^{AC} /ks/ /j/ /s/ /gs/	R /r/	D /d/	l /l/	v /b/	K /k/	B /b/	P /p/
⊗	y /y/ /i/ /sh/ /zh/	ll /y/ /sh/ /zh/	G /g/ /j/	J /j/	Y /y/ /i/ /sh/ /zh/	W /w/	j /j/	ñ /ñ/	rr /rr/	q /k/
⊗	ll /y/ /sh/ /zh/	w /w/	Y /y/ /i/ /sh/ /zh/	G /g/ /j/	q /k/	y /y/ /i/ /sh/ /zh/	ll /y/ /sh/ /zh/	ñ /ñ/	w /w/	o /k/
⊗	E /e/	a /a/	M /m/	U /u/	T /t/	s /s/	K /k/	o /o/	f /f/	N /n/
⊗	e /e/	S /s/	V /b/	Z /s/ /th/	p /p/	A /a/	u /u/	m /m/	t /t/	C /k/ /s/ /th/

Fluidez en los sonidos de sílabas (LSS)

The purpose of LSS is to measure a student's alphabetic understanding. LSS provides educators with information about students' letter-sound correspondence knowledge as well as early decoding skills measured by the ability to blend two and three sounds together to form orthographically regular Spanish syllables.

Benchmark Levels for KBOY: Fluidez en los sonidos de sílabas (LSS)

Time of year (TOY)	Student cut score	Benchmark level
BOY	NA	Well-below benchmark (red)
	0-1	Below benchmark (yellow)
	2-5	At benchmark (green)
	6+	Above benchmark (blue)

(Alphabetic Principle and Basic Phonics) Students are presented with a page of orthographically regular syllables composed of two, three, or four phonemes (e.g., VC, (Vowel-Consonant) CVC, CCV, CVCC, CVVC) and asked to decode as many syllables as they can in one minute.

Cristela Cavero
0:36
Salir

Grade 1 Middle of Year
Fluidez en los sonidos de sílabas LSS

⊗	ti	fi	za	som	sen ^{AC}
⊗	va	vi	pu	ba	lar
⊗	ko	tin	ga	pol ^{AC}	zi
⊗	ji	am	com	col	til
⊗	ju	pla	ño	jo	zar
⊗	op	ex	fru	ner	fer
⊗	om	au	cul	nue	tec
⊗	bri	mons	ai	iz	rec
⊗	tro	luar	miem	clu	qui
⊗	sue	tla	gua	plau	cer
⊗	dre	oi	cir	hue	eu
⊗	ge	ciu	nie	cie	neu

Fluidez en la lectura de palabras (FEP)

FEP is a measure of accuracy and fluency in reading “sight” words. Monosyllabic and multisyllabic words with syllable structures of varying complexity comprise the 100 words on each form. There is a strong relation between word reading in Spanish and reading comprehension. There is also emerging evidence of a cross-language transfer of word reading accuracy, specifically in Spanish-English bilinguals.

Benchmark levels for KBOY: Fluidez en la lectura de palabras (FEP)

Time of year (TOY)	Student cut score	Benchmark level
BOY	0–1	Below benchmark (yellow)
	2–3	At benchmark (green)
	4+	Above benchmark (blue)

(Phonics, Word Recognition) This measure assesses student automaticity with the alphabetic code by having students read real words out of context. Students are presented with real words of increasing complexity.

Andreina Velez
Grade 1 Beginning of Year
Fluidez en la lectura de palabras FEP

0:40

Salir

X	pez	ver	para	vez ^{AC}	luz
Silabas	✓	✓	✓	✓	✓
Sonidos	✓	✓	✓	✓	✓
X	vida	ropa	bebé	lata	mapa
Silabas	✓	✓	✓	✓	✓
Sonidos	✓	✓	✓	✓	✓
X	feliz	mucho	azul	tengo	viento
Silabas	✓	✓	✓	✓	✓
Sonidos	✓	✓	✓	✓	✓