

The following tables show the possible ZPD levels and the measures that correspond with them. The Foundational Skills- Beginner test includes only items from levels 0-2 and are indicated with an asterisk below; the Foundational Skills and Adaptive Oral Reading tests can assess all levels. Keep in mind that Foundational Skills is intended for younger students; see [Test Types](#) on page 9 for more information.

Zone of Proximal Development Levels

Phonics/Word Recognition	
ZPD Level	Measurements
0 - Letters & Sounds (Introduce)	* Letter-Sound Fluency —Measures letter sound correspondence knowledge
1 - Letters & Sounds	* Letter Knowledge —Measures letter identification knowledge
2 - Initial Letter & Word Families	* Build Words: One Letter —Measures letter sound decoding skills in word * Word Families: Initial Letter —Measures letter sound decoding skills in words
3 - CVC Words	Silent CVC Word Reading —Measures early word decoding skills Build Words: CVC —Measures early word encoding skills
4 - One Syllable Words	Silent One Syllable Word Reading —Measures word decoding skills
5 - One Syllable Words (Reinforce)	Build Words: One Syllable —Measures word encoding skills
	* = Included in Foundational Skills- Beginner
Phonological Awareness	
ZPD Level	Measurements
0 - Rhymes & Syllables (Introduce)	* Rhyming Word Matching —Measures phonological rhyme identification skills
1 - Rhymes & Syllables	* Counting Syllables —Measures phonological syllable segmenting skills
2 - Initial Sounds	* Onset-Rime Blending —Measures initial phoneme blending skills * Initial Sound Matching —Measures initial phoneme identification skills
3 - Phoneme Blending & Segmenting	Blend Phonemes —Measures phoneme blending skills Segment & Count Phonemes —Measures phoneme segmenting skills

Phonological Awareness Continued.

ZPD Level	Measurements
4 - Phoneme Manipulation	Add/Delete Phonemes —Measures phoneme manipulation skills
5 - Phoneme Manipulation (Reinforce)	Substitute Phonemes —Measures phoneme manipulation skills
* = Included in Foundational Skills- Beginner	

Phonics ZPD Level	Tasks/ measurements explained
0	Letter sound correspondence
1	Letter sound <u>and</u> letter identification
2	Identify letter and sound within a word (<i>i.e. Which letter in the word cat makes the /t/ sound?</i>) Read and identify initial sound in word families (CVC tasks clustered by word families...i.e...ten, hen, ben)
3	Silent cvc word reading (all short vowels and all consonants) Cvc word spelling (building)
4	Silent one syllable word reading **This is a BIG jump from level 3 as here all the possible vowel combinations and consonant blends are included for single syllable words with long or short vowel sounds (i.e. glued sounds, vowel teams, r-controlled vowels, diphthongs...CVCE, CCVC, CCVCC, CVCC, CVVC, CCVVCC, CCVVC.)
5	Spell (Build) one syllable words (same spelling variations as ZPD level 4).

In Foundations, the emphasis is on encoding for progress-monitoring, rather than decoding. However, in MAP Fluency the assumption is that decoding skills are developed by students before encoding. This highlights the importance of progress monitoring phonics knowledge through decoding assessments such as the [Quick Phonics Screener](#) or the [Foundations Probes](#). In order to move from level 3 to level 4 at a gap-closing pace, teachers would need formative assessment data to target instruction and move students toward mastery of all the skills embedded within level 4.

Foundational Skills Tables

Grade-Level Expectations

- The following table shows the grade-level expectations for the Foundational Skills topics of Phonological Awareness, Phonics and Word Recognition.

Term	Level 0	Level 1	Level 2	Level 3	Level 4	Level 5
			Pre-K			
Fall						
Winter						
Spring						
Kindergarten						
Fall						
Winter						
Spring						
First Grade						
Fall						
Winter						
Spring						
Second Grade						
Fall						
Winter						
Spring						
Third Grade and Above						
Fall						
Winter						
Spring						
Legend	No Expectation*	Below Expectations	Approaching Expectations	Meets Expectations	Exceeds Expectations	

*-No Expectation: Students are not expected to perform well on this topic at their grade level.