

Assessments in K-5 CKLA

Created by Maggie Dillier

Notes:

- Spelling tests are not included on the following charts, nor are optional sight-word assessments.
- **[10.1]**, for example, refers to the Student Activity Book page and also indicates the lesson in which the assessment is located (Lesson 10, in this case).
- **48 out of 60**, for example, refers to the cutoff for proficiency.

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All Summative Assessments

Unit-level assessments in comprehension, fluency, word reading, dictation, grammar, etc.

All Assessments in Kindergarten Skills

Second Edition

Kindergarten					
	Approximate Ending	Phonological Awareness <i>"understanding of spoken words, syllables, and sounds" (RF.K.2) & Word Recognition (RF.K.3)</i>	Handwriting	Print Concepts <i>"understanding of the organization and basic features of print" (RF.K.1)</i>	Phonics: Letter & Word Reading <i>(RF.K.3)</i> <i>plus comprehension in Unit 8</i>
Unit 1	<i>Early September</i>	Blending Pretest [4.1] Student Performance Assessment, Part 3: Word Discrimination [10.2]	Writing Strokes Pretest [6.1, 6.2] Student Performance Assessment, Part 1: Writing Strokes [10.1]	Student Performance Assessment, Part 2: Position Words [10.1]	
Unit 2	<i>Late September</i>	Student Performance Assessment, Part 2: Blending [10.3]	Student Performance Assessment, Part 1: Writing Strokes [10.1, 10.2]	<i>Optional</i> /Letter Name Pretest [TG Appendix C, p. 171]	<i>Optional</i> /Letter-Sound Correspondence Pretest [TG Appendix B, p. 167]
Unit 3	<i>Late October</i>	Reading Assessment, Part 1: CVC Word Recognition [11.2]			Reading Assessment, Part 2: CVC Word Reading [12.2 + Word Cards, p. 163]
Unit 4	<i>Late November</i>	Reading Assessment, Part 1: CVC Word Recognition [11.1]			Reading Assessment, Part 2: CVC Word Reading [12.2 + Word Cards, p. 189]
Unit 5	<i>Late December</i>	Reading Assessment, Part 1: CVC Word Recognition [12.1]			Reading Assessment, Part 2: CVC Word Reading [13.3 + Word Cards, pp. 202-3]
Unit 6	<i>Late January</i>	Unit Assessment, Part B: Rhyming Words [17.2] Part C-1: Reading Consonant Clusters [17.4]		Unit Assessment, Part A: Letter Names [17.1]	Unit Assessment, Part C-2: Reading Consonant Clusters [17.3 + Word Cards, p. 256]
Unit 7	<i>Early March</i>	Reading Assessment, Part 1: Short Vowel Words with Consonant Clusters and Digraphs [11.1]			Reading Assessment, Part 2: Short Vowel Words with Consonant Clusters and Digraphs [12.2 + Word Cards, p. 261]

Skills

Unit Assessment Overview

Second Edition

Kindergarten					
	Approximate Ending	Phonological Awareness <i>"understanding of spoken words, syllables, and sounds" (RF.K.2) & Word Recognition (RF.K.3)</i>	Handwriting	Print Concepts <i>"understanding of the organization and basic features of print" (RF.K.1)</i>	Phonics: Letter & Word Reading <i>(RF.K.3)</i> <i>plus comprehension in Unit 8</i>
Unit 8 □	<i>Early April</i>	Student Performance Assessment #1: Word Recognition [15.1, 15.2]		Student Performance Assessment #2: Lowercase Letter Names [16.1]	Student Performance Assessment #3: Pseudoword <i>OR</i> Real-Word Reading [16.2 <i>OR</i> 16.3 + pp. 276-7] Student Performance Assessment #4: Tricky Word Reading [17.1] Student Performance Assessment #5: Code Knowledge Diagnostic [17.4 + p. 282] Student Performance Assessment #6: Story Reading [18.1, 18.2]
Unit 9	<i>Mid-May</i>	Tricky Word Recognition [10.1] Student Performance Assessment #1: Tricky Word Recognition [20.1]		Student Performance Assessment #2: Uppercase Letter Writing [20.2] Student Performance Assessment #3: Punctuation [20.3]	Student Performance Assessment #4: Sentence Reading [21.5 + p. 277]
Unit 10	<i>Mid-June</i>	Student Performance Assessment, Parts 1A & 1B: Word Reading [26.1, 26.2, 26.3]		<i>Optional</i> /Student Performance Assessment, Part 4: Writing Lowercase Letters [28.1] Part 5: Uppercase Letter Names [28.2]	Student Performance Assessment, Part 2: Sound Writing [27.1] Part 3: Letter Sounds [27.4]

□ Unit 8's Performance Assessment is considered a "soft closing" of the school year. It assesses all required kindergarten skills. Teachers have the option of remediating based on Unit 8 results, as content from Units 9 and 10 are repeated at the beginning of first grade.

All Assessments in Grade 1 Skills

Second Edition

Grade 1

	Approximate Ending	Comprehension	Word Reading & Code Knowledge	Word Recognition	Grammar & a little bit of spelling	Fluency
Unit 1	<i>Early October</i>	"Gwen's Hens" [7.1]	Pseudoword Reading [7.3 + p. 390] Code Knowledge Diagnostic [7.4 + p. 392] Letter Name Test [7.5 + pp. 93-4]	Word Recognition [6.1] 18 out of 20		
Unit 2	<i>Late November</i>	"Saved by the Bells" [18.2 + Reader p. 78] 3 out of 5		Word Recognition [18.1] 12 out of 15	Grammar: Identifying Nouns [19.1]	
Unit 3	<i>Late December</i>	"The Fox and the Crane" [19.2 + Reader p. 66] 4 out of 6		Word Recognition [19.1] 12 out of 15		
Unit 4	<i>Mid-February</i>	"Amber the Bat" [26.1] 8 out of 9	Word Reading in Isolation [pp. 346-51] 48 out of 60		Dictation [p. 272] Grammar: Nouns & Verbs, Contractions, Future & Past-Tense Verbs [25.1]	
Unit 5	<i>Late March</i>			Word Recognition [22.1] 12 out of 15	Grammar: Nouns & Verbs, Punctuation, Adding Adjectives, Plural Nouns [22.2]	
Unit 6	<i>Mid-May</i>	"The Prince Gets a Pet" [25.1, 25.2] 7 out of 8		Word Recognition [24.1]		
Unit 7	<i>Mid-June</i>	"Shark and Wee Fish" [19.1, 19.2] 5 out of 7	Word Reading in Isolation [21.1, 21.2] 41 out of 60			"Shark and Wee Fish" [20.1, 20.2] 53 W.C.P.M

All Assessments in Grade 2 Skills

Grade 2						
	Approximate Ending	Comprehension	Word Reading	Word Recognition	Grammar & a little bit of spelling	Fluency
Unit 1	<i>Late September</i>	"Snacks" [6.1] then 3 more passages	Word Reading Assessment [7.5] <i>First 17 lines</i>			
		"The Catfish" [22.1]		Dictation Identification Assessment [22.2]	Add Punctuation; Add -ing [22.3, 22.4]	
Unit 2	<i>Late October</i>	"Cat and Mouse Keep House" [16.2] <i>7 out of 8</i>		Dictation Identification Assessment [16.1] <i>16 out of 18</i>		"The Fox and the Cat" [16.3, directions p. 133] <i>51 WCPM</i>
Unit 3	<i>Late December</i>	"The Splash Artist" [25.2]		Midpoint Assessment: Dictation Decoding [15.3]	Grammar Assessment Nouns vs. Verbs, Action Verbs, Proper Nouns [25.3]	
				Dictation Identification Assessment [25.1]		
Unit 4	<i>Early February</i>	"The Tally" [22.1] <i>8 out of 10</i>		Word Identification and Decoding Skills Assessment [23.4]	Grammar Assessment Common vs. Proper Nouns, Capitalization, Irregular Plural Nouns, To be [22.2]	Oral Reading Fluency Assessment [23.1-23.3] <i>Multi-Dimensional Fluency Scale</i>
Unit 5	<i>Early April</i>	"Marching Orders" [26.1] <i>8 out of 11</i>		Decoding Assessment [27.1] <i>15 out of 20*</i> <i>*Individual Decoding Assessment [28.1]</i> <i>*Individual High Frequency Word Assessment [28.2]</i>	Grammar Assessment Punctuation & Capitalization, Plurals, Parts of Speech, Subject and Predicate, Verb Tense [26.2, 26.3] Alphabetizing Assessment [27.3]	
Unit 6	<i>Mid-June</i>	"The Young Mouse" [33.1, 33.2] <i>6 out of 8</i>	Word Reading in Isolation [35.1, 35.2] <i>49 out of 70</i>			"The Young Mouse" [33.1] <i>91 WCPM</i>

All Assessments in Grade 3 CKLA

	Approximate Ending	Reading & Writing	Grammar	Morphology	Fluency & Phonics
Unit 1 * <i>Classic Tales</i>	<i>Late September</i>	<i>Beginning-of-Year Comprehension Assessment</i>			<i>Beginning-of-Year Word Reading in Isolation</i>
Unit 2 <i>Animal Classification</i>	<i>Late October</i>	<i>End-of-Unit Assessment: Reading</i>			<i>Optional Fluency Assessment</i>
Unit 3 <i>Human Body</i>	<i>Mid-November</i>	<i>End-of-Unit Assessment: Reading</i>			<i>End-of-Unit Assessment: Fluency</i>
Unit 4 <i>Ancient Roman Civilization</i>	<i>Early December</i>	<i>End-of-Unit Assessment: Case Studies</i>			
Unit 5 <i>Light and Sound</i>	<i>Late January</i>	<i>End-of-Unit Assessment: Reading</i>	<i>End-of-Unit Assessment: Grammar</i>	<i>End-of-Unit Assessment: Morphology</i>	
Unit 6 <i>The Viking Age</i>	<i>Mid-February</i>	<i>Middle-of-Year Comprehension Assessment</i>	<i>Middle-of-Year Grammar Assessment</i>	<i>Middle-of-Year Morphology Assessment</i>	<i>Middle-of-Year Word Reading in Isolation</i>
Unit 7 <i>Astronomy</i>	<i>Mid-March</i>	<i>Performance Tasks: Reading</i>			
Unit 8 <i>Native Americans</i>	<i>Mid-April</i>	<i>End-of-Unit Assessment: Reading</i>			
Unit 9 <i>Early Explorations of North America</i>	<i>Early May</i>	<i>End-of-Unit Assessment: Reading</i>			<i>End-of-Unit Assessment: Fluency</i>
Unit 10 <i>Colonial America</i>	<i>Late May</i>	<i>End-of-Unit Assessment: Reading</i>			<i>Optional Fluency Assessment</i>
Unit 11 <i>Ecology</i>	<i>Mid-June</i>	<i>End-of-Year Comprehension Assessment</i>	<i>End-of-Year Grammar Assessment</i>	<i>End-of-Year Morphology Assessment</i>	<i>End-of-Year Word Reading in Isolation</i> <i>End-of-Year Fluency Assessment</i>

* Unit 1's assessments are *benchmark* rather than *unit*.

All Assessments in Grade 4 CKLA

Grade 4					
	Approximate Ending	Reading & Writing	Grammar	Morphology	Fluency & Phonics
Unit 1 * <i>Personal Narratives</i>	Early October	<i>Beginning-of-Year Comprehension Assessment</i>	<i>Beginning-of-Year Grammar Assessment</i>	<i>Beginning-of-Year Morphology Assessment</i>	<i>Beginning-of-Year Word Reading in Isolation</i> <i>Beginning-of-Year Fluency Assessment</i>
Unit 2 <i>Empires in the Middle Ages</i>	Late November	<i>Mid-Unit Assessment: Reading</i>	<i>Mid-Unit Assessment: Grammar</i>	<i>Mid-Unit Assessment: Morphology</i>	<i>Optional Fluency Assessment</i>
		<i>End-of-Unit Assessment: Reading</i>	<i>End-of-Unit Assessment: Grammar</i>	<i>End-of-Unit Assessment: Morphology</i>	
Unit 3 <i>Poetry</i>	Early January	"They Were My People" Reading & Writing			
Unit 4	Late January	<i>Eureka! Student Inventor is a ten-day Quest and does not have a formal assessment</i>			
Unit 5 <i>Geology</i>	Early March	<i>Middle-of-Year Comprehension Assessment</i>	<i>Middle-of-Year Grammar Assessment</i>	<i>Middle-of-Year Morphology Assessment</i>	<i>Middle-of-Year Word Reading in Isolation</i> <i>Middle-of-Year Fluency Assessment</i>
Unit 6 <i>Contemporary Fiction</i>	Early April	"A Rice Sandwich" Reading & Writing			
Unit 7 <i>American Revolution</i>	Mid-May	<i>Unit Assessment: Reading</i>	<i>Unit Assessment: Grammar</i>	<i>Unit Assessment: Morphology</i>	<i>Optional Fluency Assessment</i>
Unit 8 <i>Treasure Island</i>	Mid-June	<i>Unit Assessment: Reading</i>	<i>Unit Assessment: Grammar</i>	<i>Unit Assessment: Morphology</i>	<i>Optional Fluency Assessment</i>
		<i>End-of-Year Comprehension Assessment</i>	<i>End-of-Year Grammar Assessment</i>	<i>End-of-Year Morphology Assessment</i>	<i>End-of-Year Word Reading in Isolation</i> <i>End-of-Year Fluency Assessment</i>

* Unit 1's assessments are *benchmark* rather than *unit*.

All Assessments in Grade 5 CKLA

Grade 5					
	Approximate Ending	Reading & Writing	Grammar	Morphology	Fluency & Phonics
Unit 1 <i>Personal Narratives</i>	<i>Early October</i>	<i>Beginning-of-Year Comprehension Assessment</i>	<i>Beginning-of-Year Grammar Assessment</i>	<i>Beginning-of-Year Morphology Assessment</i>	<i>Beginning-of-Year Word Reading in Isolation</i> <i>Beginning-of-Year Fluency Assessment</i>
Unit 2 <i>Early American Civilizations</i>	<i>Early November</i>	<i>End-of-Unit Assessment: Reading Comprehension</i>	<i>End-of-Unit Assessment: Grammar</i>	<i>End-of-Unit Assessment: Morphology</i>	<i>Optional Fluency Assessment</i>
Unit 3 <i>Poetry</i>	<i>Early December</i>	<i>End-of-Unit Assessment: Reading & Writing Poetry</i>			
Unit 4 <i>Don Quixote</i>	<i>Late January</i>	<i>End-of-Unit Assessment: Reading Comprehension</i>			<i>Optional Fluency Assessment</i>
Unit 5 <i>The Renaissance</i>	<i>Early March</i>	<i>End-of-Unit Assessment: Reading Comprehension</i>	<i>End-of-Unit Assessment: Grammar</i>	<i>End-of-Unit Assessment: Morphology</i>	<i>Optional Fluency Assessment</i>
Unit 6 <i>The Reformation</i>	<i>Early April</i>	<i>End-of-Unit Assessment: Reading Comprehension</i>	<i>End-of-Unit Assessment: Grammar</i>	<i>End-of-Unit Assessment: Morphology</i>	<i>Optional Fluency Assessment</i>
		<i>Middle-of-Year Comprehension Assessment</i>	<i>Middle-of-Year Grammar Assessment</i>	<i>Middle-of-Year Morphology Assessment</i>	<i>Middle-of-Year Word Reading in Isolation</i>
<i>Unit 7: A Midsummer Night's Dream is a Quest and does not have a formal written assessment</i>					
Unit 8 <i>Native Americans</i>	<i>Mid-May</i>	<i>End-of-Unit Assessment: Reading Comprehension</i>	<i>End-of-Unit Assessment: Grammar</i>	<i>End-of-Unit Assessment: Morphology</i>	<i>Optional Fluency Assessment</i>
Unit 9 <i>Chemical Matter</i>	<i>Mid-June</i>	<i>End-of-Year Comprehension Assessment</i>	<i>End-of-Year Grammar Assessment</i>	<i>End-of-Year Morphology Assessment</i>	<i>End-of-Year Word Reading in Isolation</i> <i>End-of-Year Fluency Assessment</i>

Unit 1's assessments are *benchmark* rather than *unit*.

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Benchmark Assessments

Beginning-, middle-, and/or end-of-year tests unrelated to current unit skills, used as checkpoints for a variety of skills.

Benchmark Assessments

Beginning-, Middle-, and/or End-of-Year

	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
BOY	--	Unit 1	Unit 1	Unit 1	End of Unit 1	End of Unit 1
MOY	Unit 5*	Unit 4	Unit 4*	Unit 6	Unit 5	Unit 6
EOY	Unit 8** Unit 10	Unit 7	Unit 6	Unit 11	Unit 8	Unit 9

Notes:

Kindergarten does not have a beginning-of-year benchmark because no prerequisite skills are expected. Two pretests are given in Unit 1: Writing Strokes and Blending.

BOY tests in Grades 1, 2, and 3 are built into Lessons 6-10 of Unit 1. BOY tests for Grades 4 and 5 are at the end of Unit 1.

* Not every grade level has an official middle-of-year assessment. Kindergarten and Grade 2 do not.

** Unit 8 could be considered the more official EOY assessment for Kindergarten. Getting to Unit 10 is optional based on student/class need.

Beginning-of-Year Assessment Trackers

Links to Google Sheets Versions of Unit 1 Assessment Trackers

Make a copy in order to edit

Grade K	<u>Unit 1 Assessment Tracker</u> (Not all of this is a diagnostic pretest)	
Grade 1	<u>BOY Assessment Tracker</u>	
Grade 2	<u>BOY Assessment Tracker</u>	<u>Word Reading Tracker</u>
Grade 3	<u>BOY Assessment Tracker</u>	<u>Word Reading Tracker</u>
Grade 4	<u>BOY Assessment Tracker</u>	<u>Word Reading Tracker</u> (The Word Reading test is the same for BOY 4 th and 5 th)
Grade 5	<u>BOY Assessment Tracker</u>	

Kindergarten Benchmark Assessments

Middle-of-Year:

- If a middle-of-the-year checkpoint is desired, use results from **Unit 5** assessments. At the end of Unit 5, students have read CVC words for three units and are about to move on to consonant clusters in Unit 6, so this is a natural benchmark opportunity.

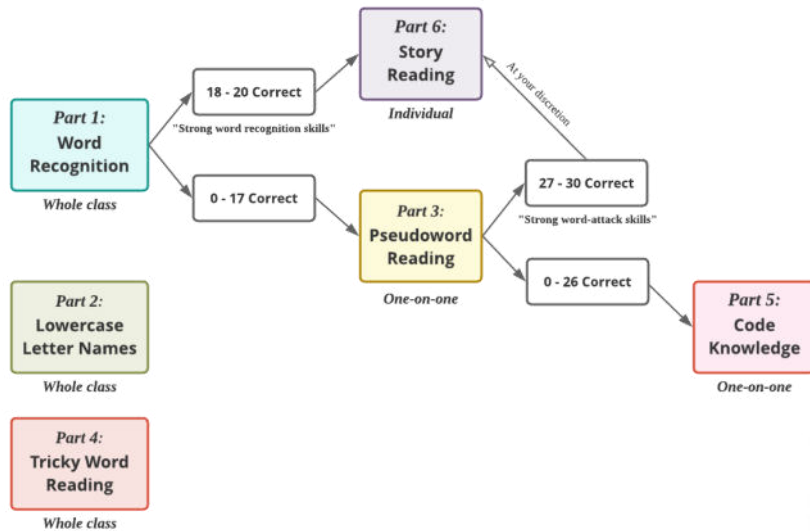
End-of-Year:

- Kindergarten is different from grades 1 and 2 in that there are two sets of tests designated as “benchmark”. Those are the six assessments in **Unit 8** and the two performance tasks in **Unit 10**.
 - **Unit 8**: All students take three assessments (Word Recognition, Letter Names, and Tricky Words) and the rest are based on performance.
 - **Unit 10**: All students take three assessments: Word Reading, Sound Writing, and Letter Sounds. There are two optional progress-monitoring checks for Letter Names.

Kindergarten Benchmark Assessments

Unit 8 Assessments:

The purpose of this series of tasks is to determine whether students have mastered all the required content of kindergarten Skills or whether they should experience reteaching.



Student Summary Sheet

Student Name: **Angelica Thomas**
Date: **October 3, 2020**

Performance Assessments for All Students

50%	Word Recognition <small>RF.K.3</small> Know and apply grade-level phonics and word analysis skills in decoding words.	Students listen to words read aloud and choose the correct one out of several options. CVC words like <i>cat, yes, sip, rob</i> Words with consonant digraphs like <i>th, sh, ch, qu, ai, oi, er</i> Words with double consonants like <i>egg, buzz</i> Words with consonant clusters like <i>chip, que, st, drip</i>	10 / 20
69%	Lowercase Letter Names <small>RF.K.1d</small> Recognize and name all upper- and lowercase letters of the alphabet.	Students listen to the name of a letter and then circle the correct (lowercase) form of the letter. All lowercase letters in a random order	18 / 26
88%	Tricky Words <small>RF.K.3c</small> Read common high-frequency words by sight (e.g., <i>the, of, to, you, she, my, is, are, do, does</i>).	Students listen to Tricky Words read aloud and choose the correct one out of several options. Tricky Words assessed: <i>is, all, are, blue, down, from, little, look, of, one, out, the, three, two, was, yellow</i>	15 / 17

Individually-Administered Assessments Based on Performance

87%	Pseudoword Reading <small>RF.K.3a (b)</small> Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant.	Students decode nonsense (or real) words spelled with learned sound-spellings. CVC words like <i>zot, kern, jid, youz, wug</i> Words with consonant digraphs like <i>th, og, ch, im, qu, it, sh, up</i> Words with double consonants like <i>da, gg, ge, ck, ta, ss, be, ff, ve, ll</i> Words with consonant clusters like <i>ni, st, br, in, cl, up, glo, sp</i>	26 / 30
71%	Code Knowledge Diagnostic <small>RF.K.3a</small> Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant.	Students observe a list of letters and letter combinations and pronounce the sound they make. Vowels (<i>a, e, i, o, u</i>) Consonants (all 21 individual spellings plus <i>ck, ff, gg, ll, ss</i>) Consonant digraphs (<i>ch, ng, qu, sh, th</i>)	25 / 35
Words read correctly	Story Reading <small>RF.K.4 (plus RF.K.1a-c; RF.K.3a-c)</small> Read emergent-reader texts with purpose and understanding.	Students read aloud a passage consisting of decodable words, then answer comprehension questions orally. 51 - 54 words read correctly: <i>Very good. Student is decoding easily and fluidly.</i> 48 - 50 words read correctly: <i>Good. Student is on the way to conquering the code!</i> 47 or below: <i>Concerning. Student may not be processing the code knowledge automatically and would benefit from rereading stories.</i>	Words read correctly / 54 Questions answered correctly / 3

Recommendation:

<input type="checkbox"/>	Continue to Units 9 and 10 for instruction.
<input checked="" type="checkbox"/>	Place in remediation group for instruction—do not continue to Units 9 and 10.

Kindergarten Benchmark Assessments

Unit 10 Assessments:

Two of these test results are combined to give an overall rating on first-grade readiness:

Word Reading +	Sound Writing =	Grade 1 Readiness
Outstanding	Outstanding	Outstanding
Outstanding	Strong	Strong
Outstanding	Adequate	Adequate
Outstanding	Questionable	Adequate
Strong	Outstanding	Strong
Strong	Strong	Strong
Strong	Adequate	Adequate
Strong	Questionable	Adequate
Adequate	Outstanding	Adequate
Adequate	Strong	Adequate
Adequate	Adequate	Adequate
Adequate	Questionable	Questionable
Questionable	Outstanding	Questionable
Questionable	Strong	Questionable
Questionable	Adequate	Questionable
Questionable	Questionable	Questionable

Kindergarten CKLA End-of-Year Sum

Student Name: **Joseph Ross**

Date: _____

Kindergarten Teacher Name: _____

Recommended Placement for Next Year

Outstanding (Above Level)

Adequate (Slightly Below Level)

Strong (On Level)

Questionable (Intensive Remediation)

Assessment Scores

Based on combined score out of 28:

75%

Word Reading

RF.K.3

Know and apply grade-level phonics and word analysis skills in decoding words.

Students listen to words read aloud and choose the correct one out of several options.

Part 1A: Reading decodable words using spellings learned in kindergarten: magic e words (*cute, joke, wade*) and consonant digraphs (*qu en ch, th ing*) and clusters (*sm ash, th u mp*).

8 / 10

Part 1B: Reading tricky words learned in kindergarten: *are, he, of, once, said, their, was, what, where, your*.

7 / 10

93%

Sound Writing

RF.K.2

Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

Students listen to individual sounds read aloud and write the correct spelling for each sound.

Short vowel sounds (*a, e, i, o, u*)

14 / 15

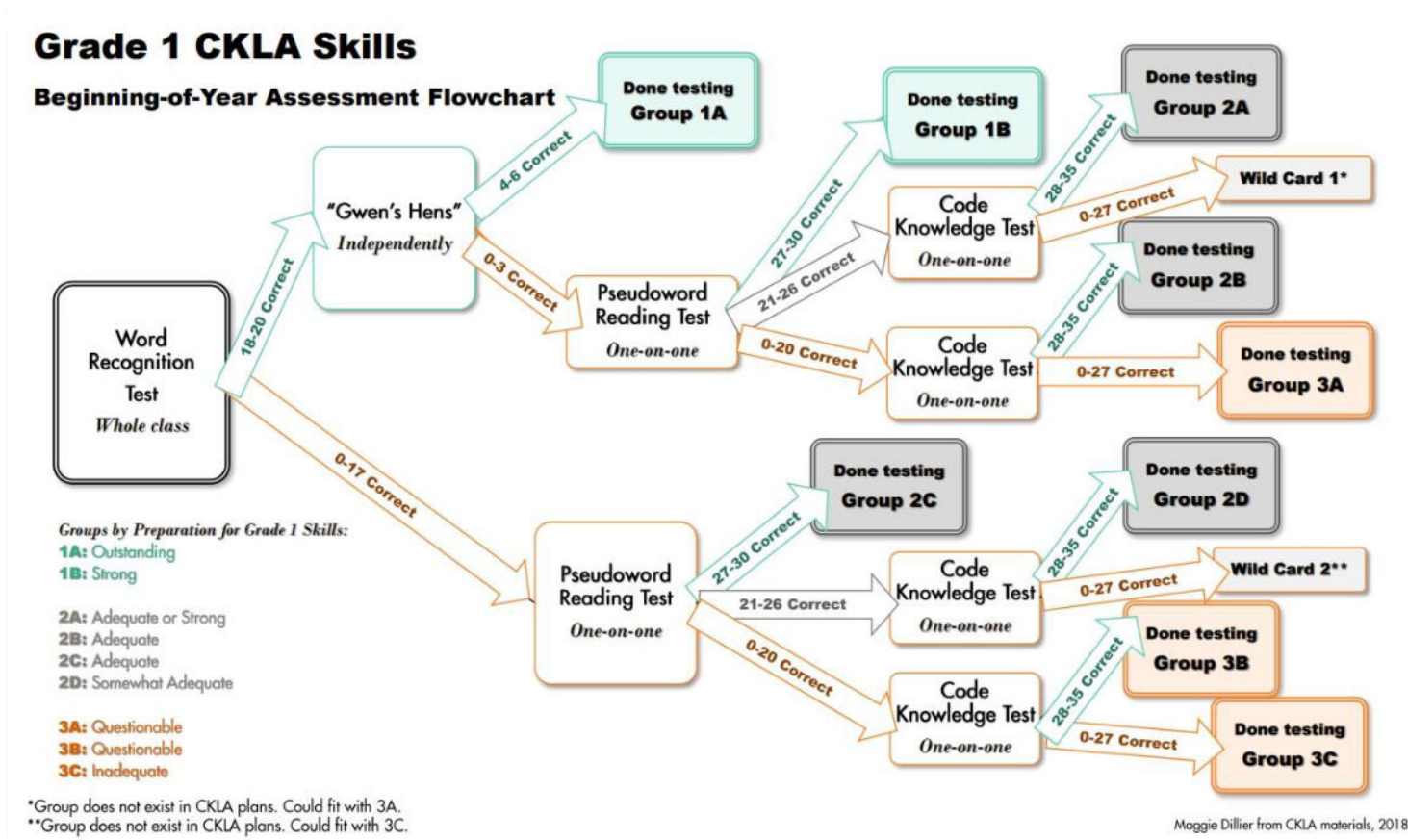
Consonants (*t, h, l, r, s, m, n*)

Consonant digraphs (*ch, ng, qu, sh, th*)

Grade 1 Beginning-of-Year

Unit 1 contains diagnostic assessments to pinpoint students' entering abilities.

- Word Recognition (all students)
- Reading Comprehension (maybe)
- Pseudoword Reading (maybe)
- Code Knowledge (maybe)



Grade 1 Beginning-of-Year

Word Recognition:

All students listen to words read aloud and select the correct one out of four similar choices.

1. met man mat bat

2. zip zap sip vat

3. cut cot got gut

Reading Comprehension:

Students who do well on Word Recognition independently read a text and answer comprehension questions.

Gwen's Hens

Gwen had a red hen.

Gwen kept the hen in a pen.

The hen sat on its eggs.

It sat and sat and sat.

When Gwen got up, the hen was still on its eggs.

When Gwen went to bed, the hen was still there.

Then the hen was a mom!

Grade 1 Beginning-of-Year

Unit 1

Pseudoword Reading (maybe)

Code Knowledge (maybe)

Grade 1 Benchmark Assessments

Middle-of-Year:

Unit 4 tests are a checkpoint for students' ability to read and comprehend silently and to decode words with sound-spellings learned so far.

- Reading Comprehension
- Word Reading in Isolation

End-of-Year:

Unit 7 assessments provide an overall “rating” of reading ability across three domains:

- Reading Comprehension
- Word Reading in Isolation
- Oral Reading Fluency: for the first time this year

Grade 1 Benchmark Assessments

Unit 4 Assessments:

The **Word Reading in Isolation Assessment** in particular is an excellent progress check on decoding abilities. It contains:

- one- and two-syllable words
- single consonants
- consonant digraphs
- short vowel sounds
- long vowel sounds
- vowel digraphs
- r-controlled vowels, and
- -ed endings

Grade 1 Unit 4 Word Reading in Isolation Scoring Sheet

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Grade 1 Benchmark Assessments

Unit 7 Assessments:

This end-of-year battery combines results from Reading Comprehension, Oral Reading Fluency, and Word Reading in Isolation to give a rating for second-grade readiness.

Grade 1 CKLA End-of-Year Summary

School Year
2018 - 2019

Teacher Name
Ms. Smith

Student Name
Erica L.

Silent Reading Comprehension Assessment



Students who answer 4 or fewer out of 7 correctly appear to have *poor* preparation for Grade 2.

Students who answer 5 out of 7 questions correctly appear to have *adequate* preparation for Grade 2.

Students who answer 6 or 7 out of 7 questions correctly have *good - outstanding* preparation for Grade 2.

This student's score:

5

Adequate

Oral Reading Fluency Assessment

Words Correct Per Minute	Percentile
111	90th
82	75th
53	50th
28	25th
15	10th



Students who score under the 50th percentile are *below grade level*.

Students who score in the 50th - 75th percentile are *on grade level*.

Students who score above the 75th percentile are *above grade level*.

This student's W.C.P.M.:

24

Below Grade Level

Word Reading in Isolation Assessment



Students who read 40 or fewer words out of 60 correctly have *poor* preparation for Grade 2.

Students who read 41 - 49 out of 60 words correctly have *adequate* preparation for Grade 2.

Students who read 50 or more out of 60 words correctly have *good - outstanding* preparation for Grade 2.

This student's score:

43

Adequate

Recommended Placement for Next Year

(2) Below Grade Level

Grade 2 Benchmark Assessments

Beginning-of-Year:

Unit 1 benchmarks are a checkpoint for students' ability to read and comprehend silently, to d

Middle-of-Year:

Unit 4 tests are a checkpoint for students' ability to read and comprehend silently, to decode words with sound-spellings learned so far, and to read out loud with accuracy and understanding. *This is not labeled as an official MOY assessment.*

- Reading Comprehension
- Word Identification and Decoding Skills
- Oral Reading Fluency

End-of-Year:

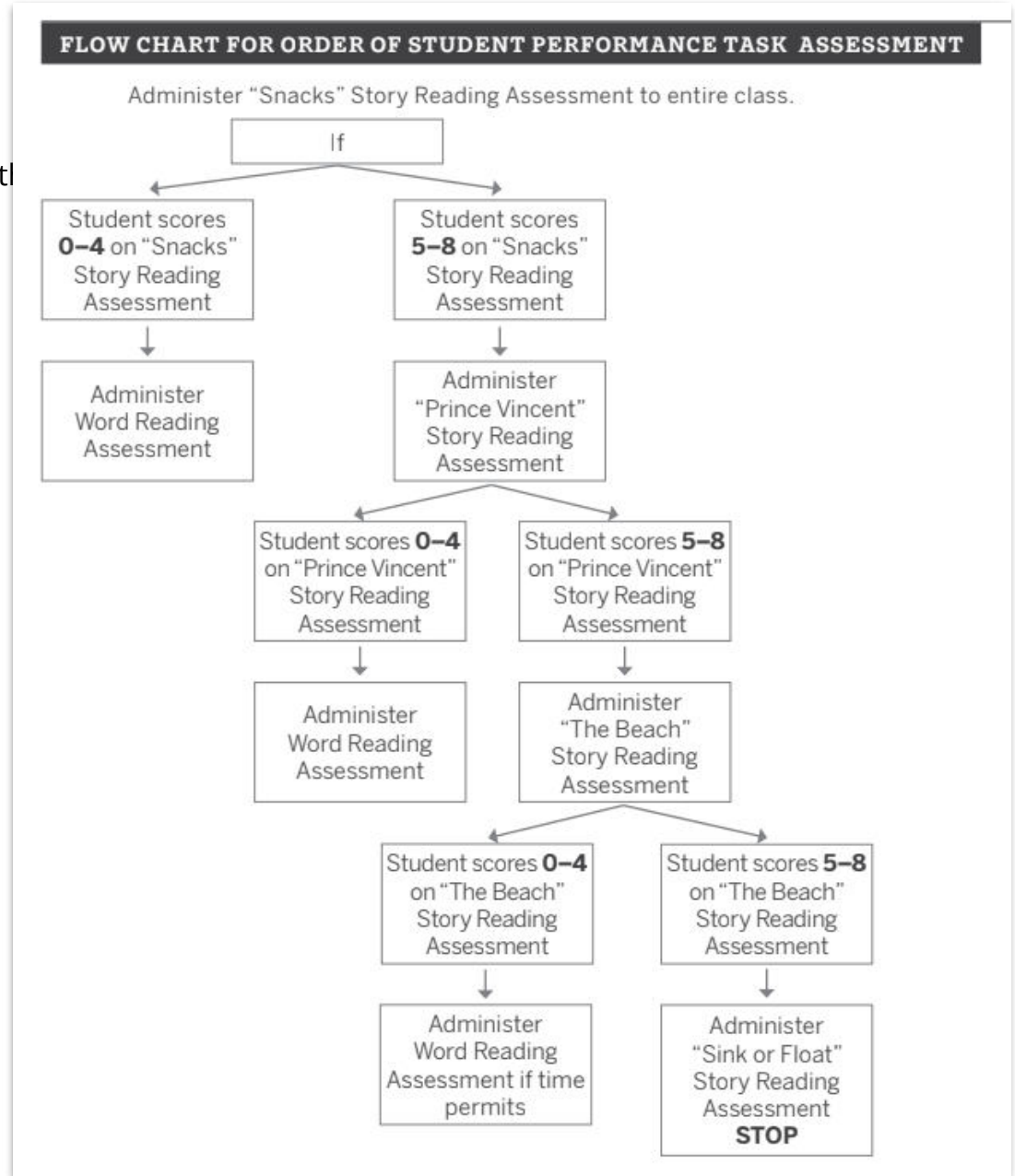
Unit 6 assessments provide an overall "rating" of reading ability across three domains:

- Reading Comprehension
- Word Reading in Isolation

Grade 2 Benchmark Assessments

Unit 1 Assessments:

Oral Reading Fluency: Students are assessed on the



Grade 2 Benchmark Assessments

Unit 4 Assessments:

Oral Reading Fluency: Students are assessed on the “three P’s” (phrasing, prosody, and pace) as well as on words correct per minute.

Word Identification and Decoding: Students listen to the teacher say a word and must distinguish from similarly-spelled words to find the correct one.

(Words for items 1-4 are

fern

burn

first

myth)

Descriptions			Circle One	Com
Phrasing	Prosody	Pace	Score	
Mostly reads word-by-word	Many long pauses, rereads, and multiple attempts	Very slow and laborious	Labored	
Attempts to make text meaningful but still struggles with decoding words	Attempts phrases, may still have word-by-word reading for some of passage	Still hesitant and not fluid; very choppy	Improving	
May stumble occasionally over words	May read too fast and/or too slow without regard to textual signals	Generally appropriate expression and rate	Mostly Fluent	
Good expression and engagement with text	Observation of functional text signals and meaningful expression	Smooth, appropriate pace for the text	Fluent	

1. fern first find furl

2. burnt bend burn bunt

3. fist first find furl

4. mist math miss myth

Grade 2 Benchmark Assessments

Unit 6 Assessments:

This end-of-year battery combines results from Reading Comprehension, Oral Reading Fluency, and Word Reading in Isolation to give a rating for third-grade readiness.

Grade 2 CKLA End-of-Year Summary

School Year

2018 - 2019

Teacher Name

Ms. Johnson

Student Name

Diego N.

Silent Reading Comprehension Assessment



Students who answer 5 or fewer out of 8 correctly appear to have *poor* preparation for Grade 3.

Students who answer 6 out of 8 questions correctly appear to have *adequate* preparation for Grade 3.

Students who answer 7 or 8 out of 8 questions correctly have *outstanding preparation* for Grade 3.

This student's score:

8

Outstanding

Oral Reading Fluency Assessment

Students who score under the 50th percentile are *below grade level*.

Students who score in the 50th - 75th percentile are *on grade level*.

Students who score above the 75th percentile are *above grade level*.

Spring of Grade 2 Fluency Benchmarks
Hadsreuck & Tindal, 2006

W.C.P.M.	Percentile
141	90 th
118	75 th
91	50 th
62	25 th
31	10 th



This student's W.C.P.M.:

100

On Grade Level

Word Reading in Isolation Assessment



Students who read 48 or fewer words out of 70 correctly have *minimal* preparation for Grade 3.

Students who read 49 - 59 out of 70 words correctly have *adequate* preparation for Grade 3.

Students who read 60 or more out of 70 words correctly have *outstanding* preparation for Grade 3.

This student's score:

66

Outstanding

Recommended Placement for Next Year

(4) Above Grade Level

3

Intervention & Remediation

Supplemental resources for Grades K-5

Intervention & Remediation

CKLA Supplemental Resources for K-5

Intervention Toolkit

<https://ckla.amplify.com/intervention-toolkit/intervention-toolkit/>

This is basically a more visual/excerpted index to resources from the ARG

Skills Boost

<https://ckla.amplify.com/skillsboost/>

For Grades 1-3, nine weeks of lessons from the previous grade: Warm Up, Skills Lesson Video, Reading Practice

Assessment & Remediation Guides

A PDF document with reteaching lesson plans, sentences, phrases, and passages, progress monitoring checks, and games

Intervention Toolkit

<https://ckla.amplify.com/interventiontoolkit/intervention-toolkit/>



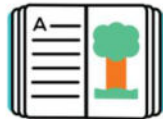
Phonological /
Phonemic Awareness



Letter / Sound
Knowledge



Multisyllabic Words



Fluency



Simple Patterns



Complex Patterns



Comprehension



Handwriting

This is basically a more
visual/excerpted index to
resources from the ARG

Skills Boost

<https://ckla.amplify.com/skillsboost/>



Warm Up

Watch this warm-up first to get ready for today's lesson.



Skills Lesson

Join Miss Moss for today's skills lesson!



Reading Practice

Enjoy reading today's story.

For Grades 1-3, nine weeks of lessons from the previous grade: Warm Up, Skills Lesson Video, Reading Practice

Assessment & Remediation Guides



Kindergarten and Grade 1: *One for every unit*
(except the last unit)

Kindergarten: 9 in all

Grade 1: 6 in all



Grades 2-3: *One for each grade*



Grades 4-5: *One overall for both grades, called the Decoding and Encoding Remediation Supplement*

3

Intervention & Remediation

Unit-level assessments in comprehension, fluency, word reading, dictation, grammar, etc.