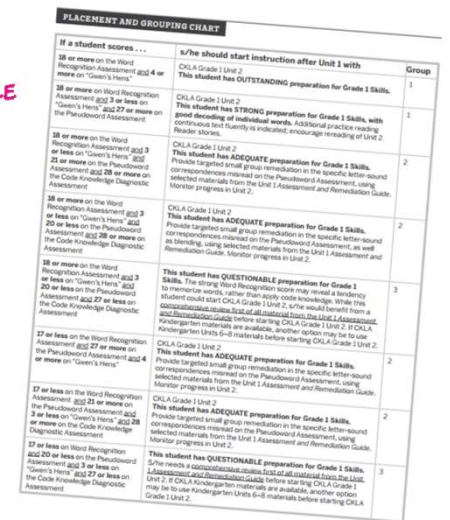# CKLA Version, Mostly As Is

The graphic below represents the order of assessments, from left (Word Recognition) to right (the group labels "1 – Outstanding, etc.).

Note that Letter Names is not included as it is informational, not instructional. Also, you are free to give ALL tests to all students.



There are a few problems here, however.

One is that the table on TE page 106 (right) suggests that all students eventually do "Gwen's Hens" – without accounting for all the possible combinations of those results. In fact, adding "Gwen's Hens" creates **FOURTEEN** different groups and, in my opinion, without adding valuable information. I think you can get all the information you need from students' performance on Pseudoword Reading and Code Knowledge. Therefore, the graphic above (and the directions in my tracker) has *only* students scoring 18-20 taking the "Gwen's Hens" test.

Secondly, even without including "Gwen's Hens," the CKLA chart and groupings misses three possible combinations – the **??s** above. I account for these "wild card" groups in my tweaks on the next page.

# Adjusted Version

The graphic here represents how my spreadsheet is set up. Nothing is different as far as test content, testing order, or cutoff scores.
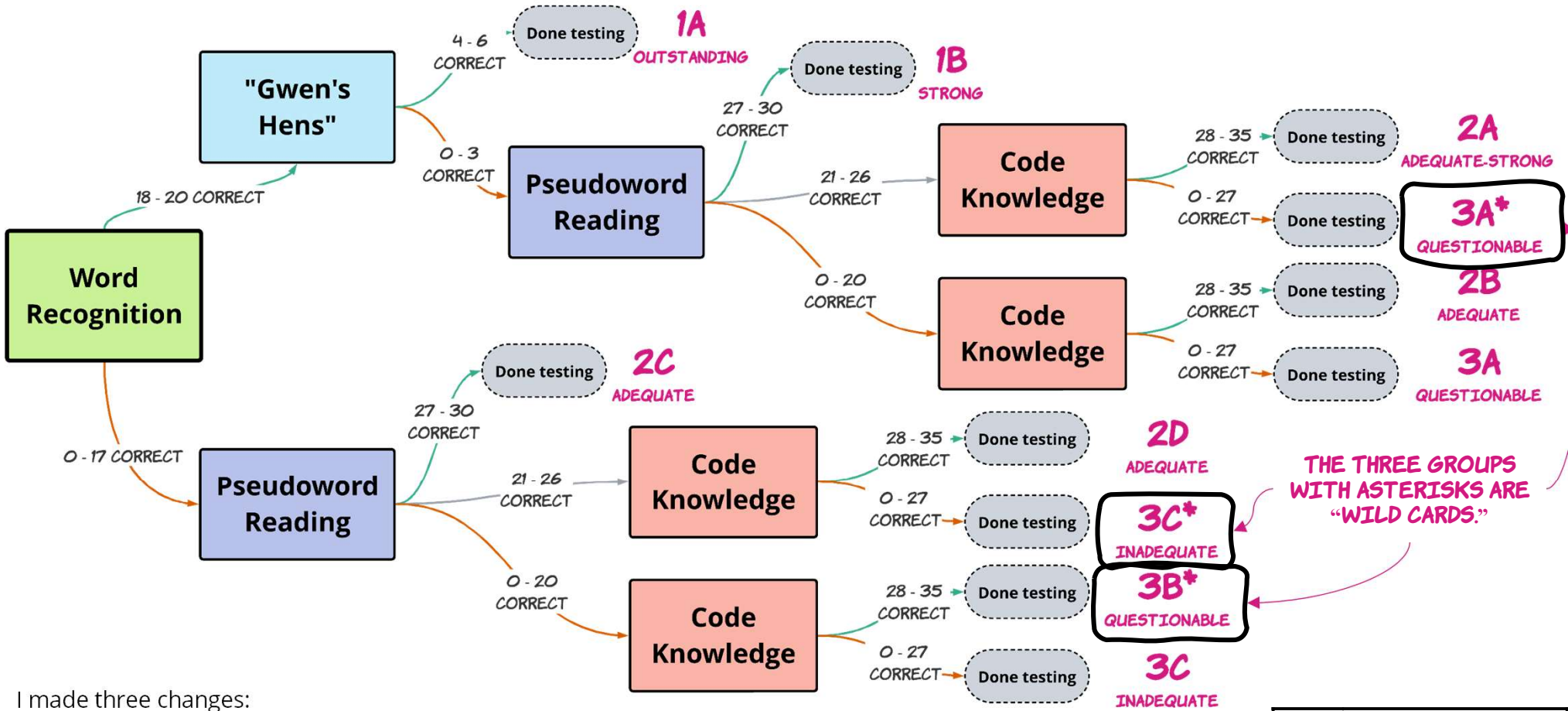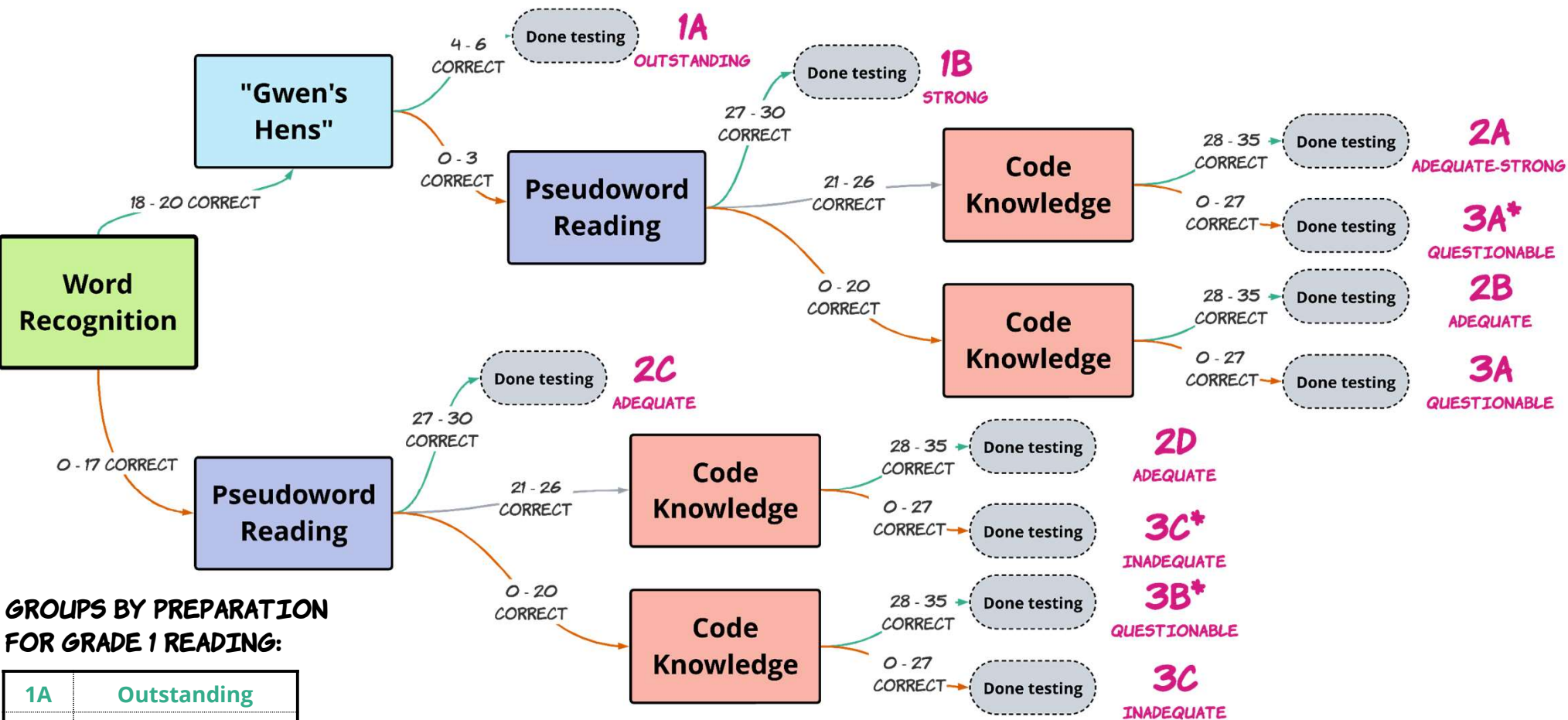


I made three changes:

1. The three **??** groups have been given names. **3A\*** fits with the "regular" 3A because of the 0-27 score on Code Knowledge. **3C\*** fits with the other 3C group for the same reason. **3B\*** is a new category of "3"s because they seem to have a unique skillset: low ability to blend pseudowords, but high code knowledge. With this tweak, you end up with nine groups in all rather than 11 or 14.

2. I added the letters A, B, or C to the 1s, 2s, and 3s just for clarity's sake. So, from highest to lowest, you have **1A, 1B, 2A, 2B, 2C, 2D, 3A, 3B, and 3C**.

3. Labels: The G1 U1 manual gives the groups the labels *Outstanding, Strong, Adequate,* and *Questionable*. However, working with Grade 2 Unit 1, I notice those labels are more specific, so both for clarity and for alignment, I adopted those labels, including *Adequate-Strong* for 2A and *Inadequate* for 3C here. See the chart to the right →

**THE NEXT PAGE IS A CLEAN VERSION, WITH ANNOTATIONS, OF THIS GRAPHIC.**

| | |
|---|---|
| **1A** | **Outstanding** |
| **1B** | **Strong** |
| 2A | Adequate-Strong |
| 2B | Adequate |
| 2C | Adequate |
| 2D | Adequate |
| 3A | Questionable |
| 3B | Questionable |
| 3C | Inadequate |

# CKLA Skills Grade 1 Unit 1 Assessments

Follow the flowchart from left to right to organize the testing, as well as to sort student results into a group that describes their readiness for Grade 1 reading (1 = above grade level, 2 = on grade level, 3 = below grade level).

**Word Recognition**

**18 - 20 CORRECT** → **"Gwen's Hens"**
- **4 - 6 CORRECT** → Done testing → **1A** OUTSTANDING
- **0 - 3 CORRECT** → **Pseudoword Reading**
  - **27 - 30 CORRECT** → Done testing → **1B** STRONG
  - **21 - 26 CORRECT** → **Code Knowledge**
    - **28 - 35 CORRECT** → Done testing → **2A** ADEQUATE-STRONG
    - **0 - 27 CORRECT** → Done testing → **3A\*** QUESTIONABLE
  - **0 - 20 CORRECT** → **Code Knowledge**
    - **28 - 35 CORRECT** → Done testing → **2B** ADEQUATE
    - **0 - 27 CORRECT** → Done testing → **3A** QUESTIONABLE

**0 - 17 CORRECT** → **Pseudoword Reading**
- **27 - 30 CORRECT** → Done testing → **2C** ADEQUATE
- **21 - 26 CORRECT** → **Code Knowledge**
  - **28 - 35 CORRECT** → Done testing → **2D** ADEQUATE
  - **0 - 27 CORRECT** → Done testing → **3C\*** INADEQUATE
- **0 - 20 CORRECT** → **Code Knowledge**
  - **28 - 35 CORRECT** → Done testing → **3B\*** QUESTIONABLE
  - **0 - 27 CORRECT** → Done testing → **3C** INADEQUATE

**GROUPS BY PREPARATION FOR GRADE 1 READING:**

| | |
|---|---|
| 1A | Outstanding |
| 1B | Strong |
| 2A | Adequate-Strong |
| 2B | Adequate |
| 2C | Adequate |
| 2D | Adequate |
| 3A | Questionable |
| 3B | Questionable |
| 3C | Inadequate |