

About the Assessments & Documents

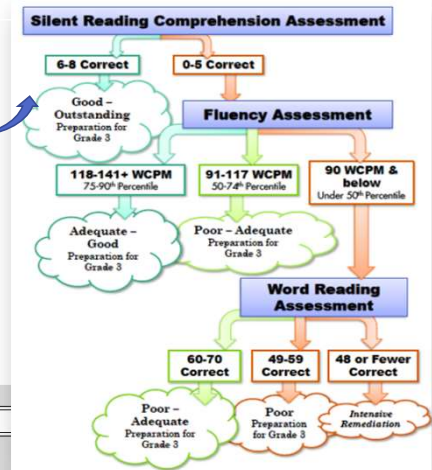
About the Assessments

The CKLA Skills program designed these end-of-year assessments in a flowchart fashion – that is, fewer and fewer students take each test. Ostensibly, this is to minimize unnecessary testing and target those who really need further testing.

In the flowchart model, those who passed the Silent Reading Comprehension Assessment are done testing.

My teachers and I have found, however, that there are many factors that make up “good” or “on-grade-level” reading, and that one or even two tests are not sufficient to make these end-of-year judgments.

Therefore, we make the time to **administer all three tests to all students**. We use the combination of results to gather a more accurate profile of each reader.



About the Synthesis

I have taken the liberty of determining what each new combination "equals" overall. (The breakdowns could certainly be quibbled with, and I am open to hearing your thoughts!) I've labeled the buckets in a variety of ways to meet the variety of end-of-year reporting needs:

CKLA uses **intensive remediation**, **poor**, **adequate**, **good**, and **outstanding preparation** labels. I combined these categories to paint an additional picture of **below grade level**, **on grade level**, and **above grade level**.

I also considered possible report card needs and equated the categories to letter grades, **A through F**.

Go to the next tab, "**Start Here #2**," to see these breakdowns.

These buckets and their criteria may be approximate, but overall it is my hope that these modifications and variety of ways of reporting will give a more comprehensive snapshot of reading achievement.

About the Documents

I have designed these spreadsheets to calculate almost everything automatically. All you need to do is enter student names and their scores in "(1) Tracker," and most of the rest will fill in.

Exceptions: In column S of "(1) Tracker," if a student was absent, is an English learner, is a student with disabilities, or otherwise has a score that will not "count" toward the totals, please type the word **"Other"** in that box. Typing it exactly like that is important for the grouping tab to populate.

Please also type the **classroom name or number** in cell A3 and the **date or season and year** in cell A2.

Help & Contact

I very much want to help you navigate these documents. My ultimate goal is to make your life easier! It's difficult to anticipate the various ways you might need to use this, so please, please reach out to me with any questions. As I've said, I made most calculations automatic, but absolutely let me know if something doesn't work, and feel free to ask me how to eliminate or add rows, for example, or any other ways to customize this to your needs.

Maggie

www.teacherspayteachers.com/Store/Curriculum-Joy

Do feel free to email me!

I can walk you through tweaks you want to make.

m.dillier@gmail.com

PLEASE FOLLOW & RATE! I WANT TO HELP AS MANY EDUCATORS AS POSSIBLE

Synthesis of All 3 Tests

Reading Comprehension	<i>plus</i>	Oral Reading Fluency	<i>plus</i>	Word Reading in Isolation	<i>equals</i>	<i>or</i>	<i>or</i>
0 - 5 Correct		0 - 52 WCPM*		40 or Fewer Words*	(1) Intensive Remediation	Intensive Remediation	F
0 - 5 Correct		53 - 81 WCPM		40 or Fewer Words	(1) Intensive Remediation	Intensive Remediation	F
0 - 5 Correct		0 - 52 WCPM		41 - 49 Words	(2) Below Grade Level	Poor	D
0 - 5 Correct		82 - 111+ WCPM		40 or Fewer Words	(2) Below Grade Level	Poor	D
6 - 7 Correct		0 - 52 WCPM		40 or Fewer Words	(2) Below Grade Level	Poor	D
6 - 7 Correct		53 - 81 WCPM		40 or Fewer Words	(2) Below Grade Level	Poor	D
6 - 7 Correct		82 - 111+ WCPM		40 or Fewer Words	(2) Below Grade Level	Poor	D
0 - 5 Correct		0 - 52 WCPM		50 - 60 Words	(2) Below Grade Level	Poor	D
0 - 5 Correct		53 - 81 WCPM		41 - 49 Words	(3) On Grade Level	Adequate	C
0 - 5 Correct		53 - 81 WCPM		50 - 60 Words	(3) On Grade Level	Adequate	C
0 - 5 Correct		82 - 111+ WCPM		41 - 49 Words	(3) On Grade Level	Adequate	C
6 - 7 Correct		0 - 52 WCPM		41 - 49 Words	(3) On Grade Level	Adequate	C
0 - 5 Correct		82 - 111+ WCPM		50 - 60 Words	(3) On Grade Level	Good	B
6 - 7 Correct		0 - 52 WCPM		50 - 60 Words	(3) On Grade Level	Good	B
6 - 7 Correct		53 - 81 WCPM		41 - 49 Words	(4) Above Grade Level	Good	A
6 - 7 Correct		82 - 111+ WCPM		41 - 49 Words	(4) Above Grade Level	Good	A
6 - 7 Correct		53 - 81 WCPM		50 - 60 Words	(4) Above Grade Level	Outstanding	A
6 - 7 Correct		82 - 111+ WCPM		50 - 60 Words	(4) Above Grade Level	Outstanding	A

*words correct per minute

*read correctly out of 60

preparation for Grade 2
reading

If letter grades are required

Unit 7 Skills Assessments

Spring 2019

Room 3

Reading Comprehension

19.1, 19.2, 19.3

Total Correct Out of 7

Oral Reading Fluency

20.1

WCPM

Words correct / Time in seconds x 60

Word Reading in Isolation

21.1, 21.2

Total Words Read Correctly Out of 60

Last Name	First Name		0 - 5 Correct	6 - 7 Correct
C.	ROGER	1		6
C.	JAVIER	2	4	
D.	LUCAS	3	5	
D.	AMELIA	4		6
F.	ALEXANDER	5		6
G.	ESTHER	6		7
G.	JONATHAN	7	3	
H.	YOLANDA	8		6
L.	ERICA	9	5	
L.	ANGELA	10	4	
L.	ANTONIO	11	5	
N.	MELVIN	12		7
O.	HOPE	13	3	
O.	ELEANOR	14	4	
P.	BRIAN	15		6
P.	EDGAR	16		6
P.	ANTHONY	17		
R.	FRED	18		6
R.	SHERYL	19	5	
S.	BRYAN	20		
S.	ANDREW	21		
T.	STEPHEN	22		6
T.	DIANA	23		7
T.	REBECCA	24		
V.	MELANIE	25		7

Under 53 WCPM	53 - 81 WCPM	82 - 111+ WCPM
	72	
21		
12		
36		
50		
	66	
0		
	69	
24		
28		
22		
		120
0		
26		
		142
		98
		99
	79	
40		
52		
52		

40 or Fewer Correct	41 - 49 Correct	50 - 60 Correct
		56
39		
36		
		51
		60
		53
0		
	47	
	43	
	41	
20		
		60
0		
34		
		60
		60
		60
		58
40		
		57
	49	

Reading Comprehension			
	Score	# of S	Percentage
Remediation	0 - 5	9	43%
Mastery	6 - 7	12	57%

Oral Reading Fluency		
13	4	4
62%	19%	19%
Below Level	On Level	Above Level

Word Reading in Isolation		
7	4	10
33%	19%	48%
Below Level	On Level	Above Level

Student Placement

Spring 2019

Room 3

Student	Reading Comprehension	Oral Reading Fluency	Word Reading in Isolation	EOY Placement
Roger C.	Mastery	On Level	Above Level	(4) Above Grade Level
Javier C.	Remediation	Below Level	Below Level	(1) Intensive Remediation
Lucas D.	Remediation	Below Level	Below Level	(1) Intensive Remediation
Amelia D.	Mastery	Below Level	Above Level	(3) On Grade Level
Alexander F.	Mastery	Below Level	Above Level	(3) On Grade Level
Esther G.	Mastery	On Level	Above Level	(4) Above Grade Level
Jonathan G.	Remediation	Below Level	Below Level	(1) Intensive Remediation
Yolanda H.	Mastery	On Level	On Level	(4) Above Grade Level
Erica L.	Remediation	Below Level	On Level	(2) Below Grade Level
Angela L.	Remediation	Below Level	On Level	(2) Below Grade Level
Antonio L.	Remediation	Below Level	Below Level	(1) Intensive Remediation
Melvin N.	Mastery	Above Level	Above Level	(4) Above Grade Level
Hope O.	Remediation	Below Level	Below Level	(1) Intensive Remediation
Eleanor O.	Remediation	Below Level	Below Level	(1) Intensive Remediation
Brian P.	Mastery	Above Level	Above Level	(4) Above Grade Level
Edgar P.	Mastery	Above Level	Above Level	(4) Above Grade Level
Anthony P.				Other
Fred R.	Mastery	Above Level	Above Level	(4) Above Grade Level
Sheryl R.	Remediation	On Level	Above Level	(3) On Grade Level
Bryan S.				Other
Andrew S.				Other
Stephen T.	Mastery	Below Level	Below Level	(2) Below Grade Level
Diana T.	Mastery	Below Level	Above Level	(3) On Grade Level
Rebecca T.				Other
Melanie V.	Mastery	Below Level	On Level	(3) On Grade Level
				Numbers of Students:
				6 (1) Intensive Remediation
				3 (2) Below Grade Level
				5 (3) On Grade Level
				7 (4) Above Grade Level

Synthesis of All 3 Tests

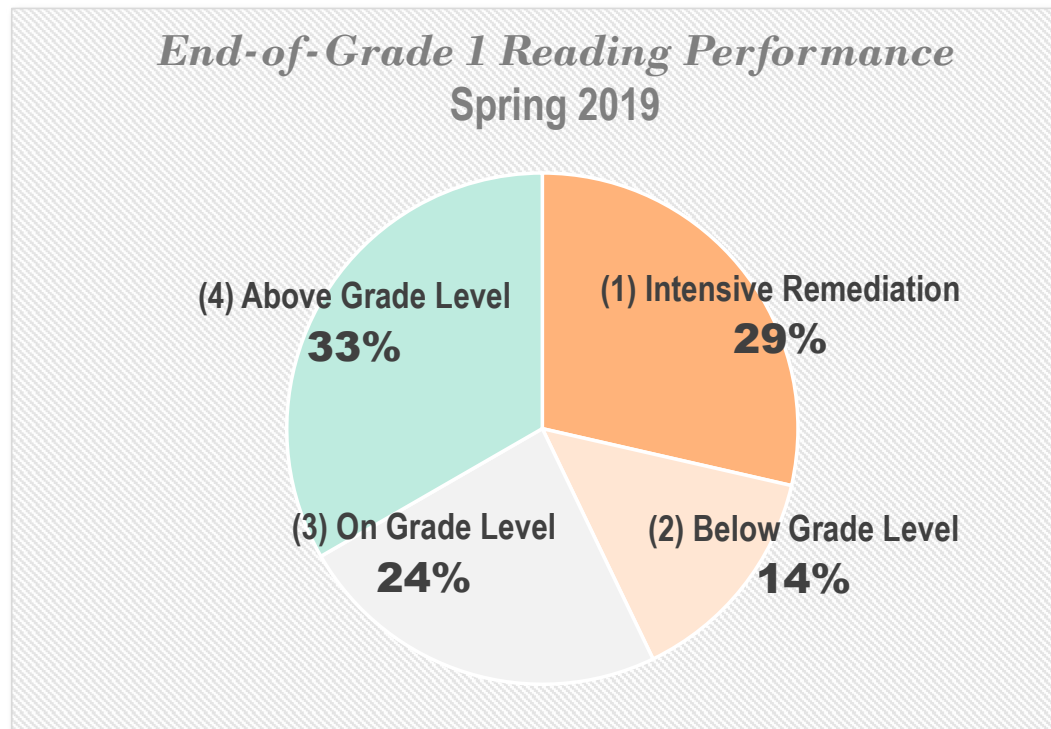
Reading Comprehension	plus	Oral Reading Fluency	plus	Word Reading in Isolation	equals
Remediation		Below Level		Below Level	(1) Intensive Remediation
Remediation		On Level		Below Level	(1) Intensive Remediation
Remediation		Below Level		On Level	(2) Below Grade Level
Remediation		Above Level		Below Level	(2) Below Grade Level
Mastery		Below Level		Below Level	(2) Below Grade Level
Mastery		On Level		Below Level	(2) Below Grade Level
Mastery		Above Level		Below Level	(2) Below Grade Level
Remediation		Below Level		Above Level	(2) Below Grade Level
Remediation		On Level		On Level	(3) On Grade Level
Remediation		On Level		Above Level	(3) On Grade Level
Remediation		Above Level		On Level	(3) On Grade Level
Mastery		Below Level		On Level	(3) On Grade Level
Remediation		Above Level		Above Level	(3) On Grade Level
Mastery		Below Level		Above Level	(3) On Grade Level
Mastery		On Level		On Level	(4) Above Grade Level
Mastery		Above Level		On Level	(4) Above Grade Level
Mastery		On Level		Above Level	(4) Above Grade Level
Mastery		Above Level		Above Level	(4) Above Grade Level

End-of-Grade-1 Reading Performance

Room 3

Spring 2019

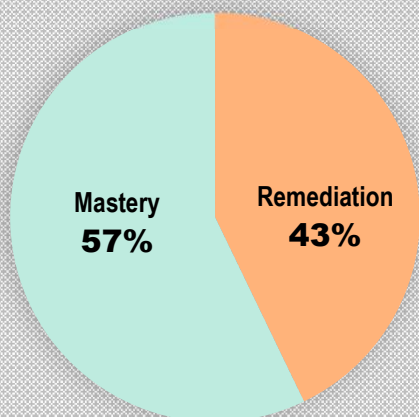
(1) Intensive Remediation	(2) Below Grade Level	(3) On Grade Level	(4) Above Grade Level	Other
Javier C.	Erica L.	Amelia D.	Roger C.	Anthony P.
Lucas D.	Angela L.	Alexander F.	Esther G.	Bryan S.
Jonathan G.	Stephen T.	Sheryl R.	Yolanda H.	Andrew S.
Antonio L.		Diana T.	Melvin N.	Rebecca T.
Hope O.		Melanie V.	Brian P.	
Eleanor O.			Edgar P.	
			Fred R.	



Unit 7 End-of-Year Assessments

Spring 2019

Reading Comprehension

Unit 7
Reading Comprehension

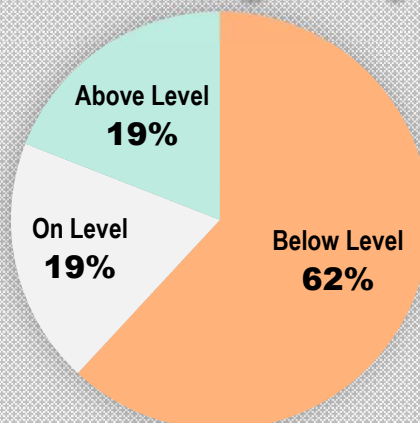
Assessing ability to read a text independently and answer:

Literal questions (5) : recalling details from the text**Inferential** question (1) : paraphrasing or inferencing from the text**Evaluative** question (1) : drawing an opinion based on the text**Reading
Comprehension**

Number of Students

Remediation	9
Mastery	12

Oral Reading Fluency

Unit 7
Oral Reading Fluency

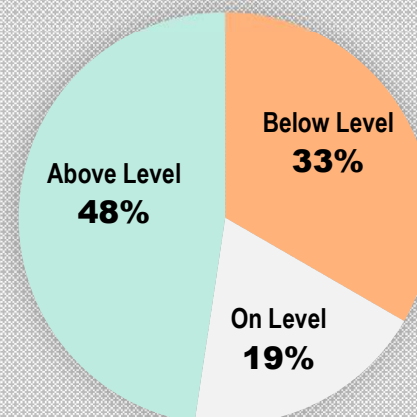
Assessing ability to decode quickly and accurately, with understanding

Below Level (1st-49th percentile) : **Under 53 words** correct per minuteOn Level (50th-74th percentile) : **53-81 words** correct per minuteAbove Level (75th-99th percentile) : **82+ words** correct per minute**Oral Reading
Fluency**

Number of Students

Below Level	13
On Level	4
Above Level	4

Word Reading in Isolation

Unit 7
Word Reading in Isolation

Assessing ability to read words with spellings taught in Grade 1

Below Level: Reading **40 or fewer words out of 60** correctlyOn Level: Reading **41-49 out of 60** correctlyAbove Level: Reading **50+ out of 60** correctly**Word Reading
in Isolation**

Number of Students

Below Level	7
On Level	4
Above Level	10

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

National Norms for Spring of Grade 1

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