

## English Language Arts Common Core Assessments

Common Core Standard:

### **RF.K.1. Demonstrate understanding of the organization and basic features of print.**

- **Follow words from left to right, top to bottom, and page by page.**
- **Recognize that spoken words are represented in written language by specific sequences of letters.**
- **Understand that words are separated by spaces in print.**
- **Recognize and name all upper- and lowercase letters of the alphabet.**

#### **Assessment:**

MLPP Concepts About Print

Scoring: out of 24 possible

1 =22

2=18-21

3=17-10

4=9 or below

MLPP Letter Identification

Scoring:

1=All known

2=20-25

3=10-19

4=9 or below

### **RF.K.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).**

- **Recognize and produce rhyming words.**

#### **Assessment:**

MLPP Rhyme Choice and Supply

Scoring:

Out of 16 possible points

1=15/16

2=12-14

3=11-9

4=below 9

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- **Count, pronounce, blend, and segment syllables in spoken words.**

**Assessment:**

MLPP Onset and Rime

Scoring: 8 points possible

1=7-8

2=5-6

3=4

4=3 or below

- **Blend and segment onsets and rimes of single-syllable spoken words.**

**Assessment:**

MLPP Onset and Rime

Scoring: 8 points possible

1=7-8

2=5-6

3=4

4=3 or below

- **Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.<sup>1</sup> (This does not include CVCs ending with /l/, /r/, or /x/.)**

**Assessment:**

Phoneme Segmentation

Scoring: 8 points possible

1=7-8

3=4

2=5-6

4=3 or below

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- **Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.**

R.F.K.2 Making new words

Assessment: Give MLPP phoneme segmentation assessment.

**RF.K.3. Know and apply grade-level phonics and word analysis skills in decoding words.**

- **Demonstrate basic knowledge of letter-sound correspondences by producing the primary or most frequent sound for each consonant.**

**Assessment:**

MLPP Letter Sound Identification

Scoring: 26 possible points

1=100%

2=20-25

3=10-19

4=9 or below

- **Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.**

**Assessment:**

The teacher will ask the student to state the vowels and give the long and short sound for each vowel.

Checklist: check the vowels the student knows

\_\_\_a      \_\_\_e      \_\_\_i      \_\_\_o      \_\_\_u

Long sound    short sound

\_\_\_a      \_\_\_a

\_\_\_e      \_\_\_e

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\_\_\_i            \_\_\_i

\_\_\_o            \_\_\_o

\_\_\_u            \_\_\_u

Scoring: 15 possible

1=14-15

2=12-13

3=11-10

4=below 9

- **Read common high-frequency words by sight (e.g., *the, of, to, you, she, my, is, are, do, does*).**

**Assessment:**

The student will read words off the dolch word list.

Scoring:

1=50 words            3=30-39

2=40-50            4=38 and below

- Distinguish between similarly spelled words by identifying the sounds of the letters that differ.

R.F.K.2 & 3 Making new words (Same assessment as above, Assessment covers both standards)

This word is CAT.

1. What word would you have if you change “c” to a “m”? (mat)
2. Now, change the “t” to an “n” (man)
3. Now change the “m” to a “f” (fan)
4. Now, change the “n” to a “t” (fat)

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5. Now take away the “f” . What do you have? (at)

Scoring:

All 5 correct = 1

4 correct = 2

3 correct = 3

2 or less correct = 4

**RF.K.4. Read emergent-reader texts with purpose and understanding.**

**Assessment: DRA**

Scoring:

1=D- (5/6)

2= C (3/4)

3= B (2)

4= A (1)

**RL.K.1. With prompting and support, ask and answer questions about key details in a text.**

**Assessment:** See Below

**RL.K.2. With prompting and support, retell familiar stories, including key details.**

**RL.K.3. With prompting and support, identify characters, settings, and major events in a story.**

**Assessment for RLK1,2&3:** The teacher will read a story to the students and each student will produce a flow map depicting the beginning, middle and end of the story. They will be able to use the map to retell the story.

Scoring:

1=complete map and full retelling

2= partial map or partial retelling (recalls 2/3 events)

3= incomplete map or retelling

4=incomplete map and is unable to retell the story

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- **RL.K.4. Ask and answer questions about unknown words in a text.**

**Assessment:** Use information from benchmark test

- **RL.K.5. Recognize common types of texts (e.g., storybooks, poems).**

**Assessment:**

Shown 3 books the student will be able to identify which book is narrative/informational/poetry and will discuss similarities and differences of each genre.

Scoring:

1- Student is able to identify each genre and easily discuss the similarities and differences

2- Student can identify the genres, but have limited information about similarities and differences.

3- Has limited information

4- Has no comprehension of the differences/similarities of narrative or informational writing.

- **RL.K.6. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.**

**Assessment:** After reading a story, the student will orally name the author and illustrator and define the role of each.

Scoring:

1=gives all the information

2=partial information (knows 3 of the 4)

3=limited information (knows 2 of the 4)

4=no information (knows 0-1 of the 4)

- **RL.K.7. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).**

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### **Assessment:**

The teacher will show an illustration from a familiar story and will ask the student how the picture is related to the story.

Scoring:

1- Detailed explanation

2-Limited Explanation

3/4- Not able to discuss the illustration

- **RL.K.8. (Not applicable to literature)**
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- **RL.K.9. With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.**

**Assessment:** The student will be able to contribute to a double bubble thinking map comparing and contrasting 2 stories.

**Scoring:** Pass/Fail

### **RL.K.10. Actively engage in group reading activities with purpose and understanding.**

Assessment:

- \_\_\_ Student enjoys listening to a variety of written texts
- \_\_\_ Student is an active listener when stories are read
- \_\_\_ Student contributes to discussions
- \_\_\_ Student demonstrates an understanding of stories

(Mark under social skills on the report card)

### **RI.K.1. With prompting and support, ask and answer questions about key details in a text.**

**RI.K.2. With prompting and support, identify the main topic and retell key details of a text.**

**Assessment for RI.K.1 & 2**

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Benchmark Balanced Literacy Leveled Assessment and assess student's answers for the informational reading. Use the information book from the Benchmark kit and scoring.

**RI.K.3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.**

**Assessment:** Students will participate in making a double bubble map comparing two given variables.

**RI.K.4. With prompting and support, ask and answer questions about unknown words in a text.**

**Assessment:** Teacher will observe and note how students ask and answer questions about unknown words throughout the year.

(Same assessment as RL.K.4)

**RI.K.5. Identify the front cover, back cover, and title page of a book.**

**Assessment:** Use the Information for the Concepts of Print

**RI.K.6. Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.**

**Assessment:** After reading the story, the student will orally name the author and illustrator and define the role of each.

Scoring:

1=gives all the information

2=partial information (knows 3 of the 4)

3=limited information (knows 2 of the 4)

4=no information (knows 0-1 of the 4)



**RI.K.7. With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).**

**Assessment:** After reading a story, the student will orally name the author and illustrator and define the role of each. (Same as RL.K.7 Assessment)

**RI.K.8. With prompting and support, identify the reasons an author gives to support points in a text.**

**RI.K.9. With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).**

**Assessment:** The student will be able to contribute to a double bubble thinking map comparing and contrasting 2 variables.

**Scoring:** Pass/Fail

**RI.K.10. Actively engage in group reading activities with purpose and understanding.**

**Assessment:** Same as RL.K.10

**W.K.1. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., *My favorite book is...*).**

**Assessment:** Give writing prompt: Write about you favorite thing to do in the school and why you like it.

**Scoring:** Use the Write from the Beginning scoring rubric.

**W.K.2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.**

**Assessment:** Combine with W.K.7 & 8. Ask students to write information piece about research topic.

**Scoring:** Use the Write from the Beginning scoring rubric.

**W.K.3. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.**

**Assessment:** Give writing prompt: Write about your favorite person.

**Scoring:** Use the Write from the Beginning scoring rubric.

**W.K.4. (Begins in grade 3)**

**W.K.5. With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.**

**Assessment:** Students will participate in writing conferences and peer sharing.

**W.K.6. With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.**

**Assessment:** Student will have a published PowerPoint.

**W.K.7. Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).**

**Assessment:** Combine with W.K.5

**W.K.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.**

**Assessment:** Combine with W.K.7

**W.K.9. (Begins in grade 4)**

**SL.K.1. Participate in collaborative conversations with diverse partners about *kindergarten topics and texts* with peers and adults in small and larger groups.**

- **Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).**
- **Continue a conversation through multiple exchanges.**

**Assessment:** Daily participation and interaction in the classroom.

**SL.K.2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.**

**Assessment:** Daily participation and interaction in the classroom.

**SL.K.3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.**

**Assessment:** Daily participation and interaction in the classroom.

**SL.K.4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.**

**Assessment:** Daily participation and interaction in the classroom.

**SL.K.5. Add drawings or other visual displays to descriptions as desired to provide additional detail.**

**Assessment:** Daily participation and interaction in the classroom.

**SL.K.6. Speak audibly and express thoughts, feelings, and ideas clearly.**

**Assessment:** Daily participation and interaction in the classroom.

\_\_\_ Student participates in conversations with peers and adults

\_\_\_ Student demonstrates appropriate conversation behaviors (eye contact, turn taking, audible speaking voice, stays on topic...)

\_\_\_ Student asks questions to clarify

\_\_\_ Student can describe things and add details

\_\_\_ Student can use visual display to provide additional detail

**L.K.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**

- **Print many upper- and lowercase letters.**
- **Use frequently occurring nouns and verbs.**
- **Form regular plural nouns orally by adding /s/ or /es/ (e.g., *dog, dogs; wish, wishes*).**
- **Understand and use question words (interrogatives) (e.g., *who, what, where, when, why, how*).**
- **Use the most frequently occurring prepositions (e.g., *to, from, in, out, on, off, for, of, by, with*).**
- **Produce and expand complete sentences in shared language activities.**

**Assessment:** Checklist of the following:

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- \_\_\_ Print many upper-and lowercase letters
- \_\_\_ Use frequently occurring nouns and verbs
- \_\_\_ Form regular plural nouns orally by adding /s/ or /es/ (esp., dog, dogs; wish, wishes)
- \_\_\_ Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).
- \_\_\_ Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).
- \_\_\_ Produce and expand complete sentences in shared language activities.

### **L.K.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**

- **Capitalize the first word in a sentence and the pronoun *I*.**
- **Recognize and name end punctuation.**
- **Write a letter or letters for most consonant and short-vowel sounds (phonemes).**
- **Spell simple words phonetically, drawing on knowledge of sound-letter relationships.**

#### **Assessment: Checklist**

- \_\_\_ Capitalize the first word in a sentence and the pronoun I.
- \_\_\_ Recognize and name end punctuation.

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\_\_\_ Write a letter or letters for most consonant and short-vowel sounds  
(phonemes).

\_\_\_ Spell simple words phonetically, drawing on knowledge of sound-letter relationships.

### **L.K.3. (begins in grade 2)**

### **L.K.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.**

- **Identify new meanings for familiar words and apply them accurately (e.g., knowing *duck* is a bird and learning the verb to *duck*).**
- **Use the most frequently occurring inflections and affixes (e.g., *-ed*, *-s*, *re-*, *un-*, *pre-*, *-ful*, *-less*) as a clue to the meaning of an unknown word.**

**Assessment: Daily classroom conversations.**

### **L.K.5. With guidance and support from adults, explore word relationships and nuances in word meanings.**

- **Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.**
- **Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).**
- **Identify real-life connections between words and their use (e.g., note places at school that are colorful).**
- **Distinguish shades of meaning among verbs describing the same general action (e.g., *walk*, *march*, *strut*, *prance*) by acting out the meanings.**

**Assessment: Checklist**

\_\_\_ Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.

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\_\_\_ **Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).**

\_\_\_ **Identify real-life connections between words and their use (e.g., note places at school that are colorful).**

\_\_\_ **Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.**

**L.K.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.**

**Assessment: Daily conversations**