

This Domain Assessment evaluates each student's knowledge relative to Language Arts and Core Content Objectives addressed in the *All About Me* domain. Portfolio Collection and Assessment Opportunities can occur throughout the domain; the Task Assessment is designed to be administered to each student at the end of the domain (i.e., during Pausing Point 2 and the Domain Assessment days of *All About Me*). In order to conduct individual Task Assessments, teachers may find it convenient to pull individual students into a quiet corner of the classroom, perhaps during Learning Center or snack time.

Portfolio Collection

Materials

- Manila folders
- Large zip-top bags
- Marker

Portfolio Preparation

Prepare a portfolio for each student where you can collect work samples and reflections across the school year. Write each student's name on a manila folder and a zip-top bag.

Work Samples

Note: *Be sure to date each piece of student work as it is added to the portfolio.*

In this domain, students' work from the following activities may be included in their portfolios:

- Doctor's Office Learning Center: Students' emergent writing samples, such as their efforts to represent their names when signing in with the receptionist
- Day 12: Self-Portrait

Assessment Opportunities

Observing Learning Centers

Language Arts Objectives Assessed

- ✓ Carry on a dialogue or conversation with an adult or same-aged peer, initiating comments or responding to partner's comments (SL.P.1b)
- ✓ Recognize and call classmates and teacher by name (SL.P.1c)
- ✓ Acknowledge and return greetings and farewells (SL.P.1c)

Materials

- Various colored sticky notes
- Pen

Doctor's Office Learning Center

As you observe the Doctor's Office Learning Center, keep the above Language Arts Objectives with you. When you see a student demonstrating a behavior or using language that is related to the objective, write that student's name and a brief description of what occurred on a sticky note. You might use different colored notes for each objective. At the end of the day, reflect on these notes and distribute them to students' portfolios, sticking them inside the manila folder or on a separate piece of paper. At the end of the domain, review notes collected in each student's portfolio, perhaps writing a sentence or two reflecting on each student's progress across the domain and current performance relative to the Language Arts Objectives.

Task Assessments

Skills Task Assessment

Language Arts Objectives Assessed

- ✓ Recognize the written form of one's first name (RF.P.1d, RF.P.3b)
- ✓ Recognize the initial letter of one's first name (RF.P.1d)

Materials

- **Transition Cards: Name Cards**
- **Transition Cards: Capital Letters**

Recognize Your Name and Letter

Name: Put four **Transition Cards: Name Cards** on the table (include the student's name and three other classmates' names). Ask the student to point to his/her own name. If the student is unable to point to his/her own name, reduce to three choices and ask again. Continue reducing choices until only one name card is left.

Letter: Show the students four of the Capital Letter Cards (include the student's letter and three other classmates' letters). Ask the student to identify his/her letter from among the group. If the student is unable to point to his/her own letter, reduce to three choices and ask again. Continue reducing choices until only one letter card is left.

Listening & Learning Task Assessments

Core Content Objectives Assessed

- ✓ Point to and name the following body parts: ankle, arm, back, body, chest, cheek, chin, ear, elbow, eye, eyebrow, eyelash, face, finger, foot, forehead, hair, hand, heel, hip, knee, leg, lips, mouth, nail, neck, nose, shoulder, teeth, toe, tongue, waist, wrist
- ✓ State that the five senses are sight, hearing, smell, taste, touch
- ✓ Identify the body parts that correspond to each sense:
 1. Eyes—Sight
 2. Ears—Hearing
 3. Nose—Smell
 4. Tongue—Taste
 5. Skin—Touch

Materials

- **Transition Cards: 5 Senses** (one set)
- **Transition Cards: 5 Senses-Actions** (one set)

Body Parts Identification

Remind students that you have been learning about the names of body parts. Say the names of different body parts and ask the student to point to the body part on his or her own body. Use the list below to ensure that the student knows all or most of the body parts taught in this domain.

- head
- hair
- scalp
- lips
- tongue
- nose
- nostrils
- chin
- cheeks
- forehead
- ears
- eyes
- neck
- hands
- shoulders
- arms
- elbow
- wrist
- fingers
- hip
- waist
- back
- chest
- toes
- knees
- legs
- feet
- ankles

Five Senses Identification

Five Senses: Remind students that you have been talking all about the five senses. Ask the student to name the five senses. If students are unable to name the five senses, show the **Transition Cards: 5 Senses-Actions** to the student. Point to each card and ask the student to name the sense depicted. Accept both noun and verb forms of the senses as correct (e.g., sight and seeing, touch and touching).

Body Parts: Show students **Transition Cards: 5 Senses** (one set). Tell students that you want them to tell you the sense that goes with each body part. Point to each card and say, “Which body part do you use to _____ (see, taste, touch, hear, smell)?”

Key to Domain Assessment Record Form

Recognize Your Name and Letter

Not Yet

Student does not yet demonstrate this skill, knowledge or behavior.

- Name: Does not locate his/her name
- Letter: Does not locate his/her letter

Progressing

Student sometimes demonstrates this skill, knowledge or behavior, but not on a consistent basis.

- Name: Locates his/her name when one or two distractor cards are present
- Letter: Locates his/her letter when one or two distractor cards are present

Ready

Student consistently and independently demonstrates this skill, knowledge or behavior.

- Name: Locates his/her name when three distractor cards are present
- Letter: Locates his/her letter when three distractor cards are present

Body Parts Identification

Not Yet

Student does not yet demonstrate this skill, knowledge or behavior.

- Correctly points to fewer than ten body parts.

Progressing

Student sometimes demonstrates this skill, knowledge or behavior, but not on a consistent basis.

- Correctly points to between ten and twenty body parts.

Ready

Student consistently and independently demonstrates this skill, knowledge or behavior.

- Correctly points to more than twenty body parts.

Five Senses Identification

Not Yet

Student does not yet demonstrate this skill, knowledge or behavior.

- Five Senses: Does not name any of the five senses
- Body Parts: Does not correctly associate any body parts with the senses

Progressing

Student sometimes demonstrates this skill, knowledge or behavior, but not on a consistent basis.

- Five Senses: Names one to four of the five senses with or without the help of the Transition Cards
- Body Parts: Correctly associates one to four of the body parts with its corresponding sense

Ready

Student consistently and independently demonstrates this skill, knowledge or behavior.

- Five Senses: Names five senses without the help of the Transition Cards
- Body Parts: Correctly associates all five body parts with their corresponding senses

CORE KNOWLEDGE LANGUAGE ARTS

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Domain 1: All About Me

Teacher Guide

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