

This Domain Assessment evaluates each student's knowledge relative to Language Arts and Core Content Objectives addressed in the *Families and Communities* 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 day of *Families and Communities*). 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. Because skills and vocabulary are meant to develop across the entire year, teachers may re-administer certain assessments from the *All About Me* domain if students scored poorly at the end of the previous domain.

## Portfolio Collection

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### Work Samples

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**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:

- House Dramatic Play Center: Students' emergent writing samples, such as their efforts to make grocery lists and sign birthday cards.
- Day 1: Extension Activity, My Family Book (make photocopies of pages)
- Days 4, 6, 13, and 15: Handwriting strokes Activity Pages (See Domain Assessment Record Form for a systematic way to evaluate these.)
- Day 12: Make the Rainbow Extension Activity

## Assessment Opportunities

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### Observing Learning Centers

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#### *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)
- ✓ Greet adults as "Mr. (name)," and/or "Ms. or Mrs. (name)" (SL.P.1c)
- ✓ Give simple single-step directions (SL.P.6)
- ✓ Give simple, multi-step directions (SL.P.6)
- ✓ Assume a different role or perspective and express different possibilities, imaginary or realistic (SL.P.6)
- ✓ Use words or situate oneself in space or situate objects in relation to one another according to the indications given by spatial terms (there; here; in-on; in front of-behind; at the top of-at the bottom of; under; next to-in the middle of; near-far; around; etc.) (L.P.1e)
- ✓ Combine simple sentences using *and* (L.P.1f)
- ✓ Understand and use intonation and emphasis to ask a question, express surprise, agreement, displeasure, and/or urgency. (L.P.3)

#### *Materials*

Various colored sticky notes

Pen

### House Dramatic Play Center

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As you observe the House Dramatic Play 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 student's 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

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### Skills Assessment

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#### *Language Arts Objectives Assessed*

- Given a word, provide a rhyming word (RF.P.2b)

#### *Materials*

Rhyme family Image Cards (/at/ and /ee/)

#### *Rhyme*

**Rhyming Pairs:** Place the /at/ family Image Cards and the /ee/ family Image Cards face-up on the table. Review with the students what each picture is, saying the words aloud. Demonstrate how to make a ‘match’ by finding a pair of rhyming words—words that sound the same at the end. Ask the student to find pairs of words that rhyme until all the matches have been made.

**Rhyming Words:** Tell students that you are going to say some words and you want them to say a word that rhymes. Explain that they do not have to say real words; ‘silly words’ are acceptable answers. First, give the example. Then, read the list of words.

Example: cat—bat

List of rhyming stems:

1. rat
2. tree
3. sock
4. ham
5. fox
6. pig

### Listening & Learning Assessment Tasks

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#### *Language Arts Objectives Assessed*

- Classify and sort by color (L.P.5a)
- Describe oneself, home, and immediate family (SL.P.4)
- Describe an event or task that has already taken place outside the

immediate place and time (SL.P.4)

- Understand and use precise nouns and verbs related to families and communities (L.P.1b)
- With prompting and support, use words and phrases acquired through conversations, reading and being read to, and responding to texts (L.P.6)

### **Core Content Objectives Assessed**

- Name the members of their own families
- Name two chores or routines that they do with their families
- Name two activities that they do with their families
- Name and describe one of their own family traditions

### **Materials**

Image Cards: Colors

### **Color Identification**

**Note:** *Receptive language (e.g., point to named colors) typically develops before expressive language (e.g., saying color names). You only need to administer the receptive task if students have difficulty with the expressive task. In the interest of time, you can also assume that students who can name colors would also be able to point to them if you were to supply the name.*

Place the Image Cards: Colors face-up on the table. Ask students to name the colors (expressive task). If students are unable to name the colors, ask students to point to the color you name (receptive task). Show the following colors:

- |          |          |
|----------|----------|
| • red    | • green  |
| • yellow | • purple |
| • blue   | • brown  |
| • white  | • black  |
| • orange |          |

### ***Family Interview***

**Note:** Consider any plausible answer a student provides as correct. For example, if a student says that a chore they do is to take out the trash, but they do not in fact do this chore, count the answer as correct since it correctly identifies a chore (taking out the trash).

In a small group or individually, ask students the following questions about their own families:

1. What are the names of the people in your family? (need not name all)
2. What chores do you or some of the people in your family do?
3. What kinds of fun things or activities do you like to do with your family?
4. What is one tradition you like to celebrate with your family? How do you celebrate that tradition?

***Key to Domain Assessment Record Form***

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**Skills: Rhyming**

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**Not Yet Ready**

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

- Rhyming Pairs: Does not match rhyming words.
- Rhyming Words: Does not produce rhyming words when given a root word.

**Progressing**

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

- Rhyming Pairs: Matches some rhyming words but not others.
- Rhyming Words: Sometimes produces one or more rhyming words given a root word.

**Ready**

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

- Rhyming Pairs: Matches most or all rhyming words.
- Rhyming Words: Produces multiple rhyming word examples given a root word.

## **Listening & Learning: Color Identification**

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### **Not Yet Ready**

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

- Correctly labels fewer than four colors or correctly points to fewer than six colors.

### **Progressing**

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

- Correctly labels fewer than eight colors or correctly points to all colors but cannot label them verbally.

### **Ready**

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

- Correctly labels eight or more colors.

## **Listening & Learning: Family Interview**

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### **Not Yet Ready**

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

- Satisfactorily answers one or zero questions.

### **Progressing**

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

- Satisfactorily answers two or three questions.

### **Ready**

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

- Satisfactorily answers all four questions.







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# Families and Communities

## Teacher Guide

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