

# Assessment

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The focus of Lessons 6–10 is to gauge students’ reading knowledge through the Story Reading and Word Reading Assessments. Taking this time to assess students is crucial to ensure their success as readers. The assessments will help you determine which students have the knowledge and skills they need to profit from Grade 2 Skills instruction and which students need to be regrouped to an earlier point in the Skills program. Warm-Ups are omitted this week in order to maximize the amount of time needed to assess students. Details about interpretation of students’ scores for placement are provided in the Placement section of this Teacher Guide.

## Independent Work

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We have created worksheets for students to complete independently while others are being assessed. They have been designed for students to work on without direct teacher guidance. You may also incorporate an independent activities routine in your classroom, such as looking at trade books, working at a listening station, or writing in journals.

It is important for students to be engaged in activities allowing you to maintain a calm atmosphere conducive to assessment. Decide on the procedure you will implement for preparing students to work independently so things run smoothly during this time.

## Core Knowledge Language Arts K–1 Experience

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To accurately place students in reading groups, it is helpful to have a basic overview of the program from Grades K–1. The following chart provides a broad overview of what is taught in Grades K and 1. Students who did well in CKLA in Grade 1 should be ready for the Grade 2 sequence. In general, students who mastered CKLA Grade 1 material from:

- Units 1–6 should have *adequate* preparation for the Grade 2 sequence.
- Unit 7 should have *good to outstanding* preparation.

## Core Knowledge Language Arts K–2 Experience

Kindergarten	
<b>Units 1–2</b> Purely Oral Phonemic Awareness	
<b>Units 3–5</b> One-to-one letter-sound correspondences, CVC words with “short” vowel sounds like <i>cat</i> , <i>dog</i> , <i>bed</i>	
<b>Unit 6</b> Consonant Clusters, CCVC words like <i>flag</i> , CVCC words like <i>dust</i> , CCVCC words like <i>blast</i>	
<b>Unit 7</b> Consonant sounds written with digraph spellings, e.g., ‘sh’, ‘ch’, ‘th’, ‘ng’	
<b>Units 8–9</b> Tricky Words, double-letter spellings like ‘ss’, ‘ff’, ‘ck’	
<b>Unit 10</b> Basic code spellings for /ee/ spelled ‘ee’, /ae/ spelled ‘a_e’, /oe/ spelled ‘o_e’, /ie/ spelled ‘i_e’, and /ue/ spelled ‘u_e’; Tricky Words	
	<b>Grade 1</b>
	<b>Unit 1</b> Review of CVC, CCVC, CVCC, CCVCC words; Tricky Words
	<b>Unit 2</b> Basic code spellings for /ee/ spelled ‘ee’, /ae/ spelled ‘a_e’, /oe/ spelled ‘o_e’, /ie/ spelled ‘i_e’, and /ue/ spelled ‘u_e’; Tricky Words
	<b>Unit 3</b> Basic code spellings for vowel sounds /oo/, /ou/, /oi/, and /aw/; Tricky Words
	<b>Unit 4</b> Basic code spellings for r-controlled vowel sounds (/er/, /ar/, /or/), past-tense endings, two-syllable words; Tricky Words
	<b>Unit 5</b> Common spelling alternatives for consonant sounds, e.g., ‘tch’ for /ch/, ‘g’ for /j/, ‘wr’ for /r/; Tricky Words
	<b>Unit 6</b> Common spelling alternatives for consonant sounds, e.g., ‘c’ for /s/, ‘kn’ for /n/, ‘wh’ for /w/
	<b>Unit 7</b> Spelling alternatives for long vowel sounds, e.g., ‘ai’ and ‘ay’ for /ae/, ‘oa’ for /oe/
	<b>Grade 2</b>
	<b>Unit 1</b> Review of basic code spellings for /a/, /i/, /e/, /o/, /u/ and all consonant sounds; spelling alternatives for /s/, /j/, /w/, /r/, /n/; tricky spellings for ‘c’, ‘g’, ‘n’
	<b>Unit 2</b> Review of basic code spellings for /ae/, /ee/, /ie/, /oe/, /ue/, /oo/, /ou/, /oi/, /er/, /or/, /ar/; spelling alternatives for /ee/, /ou/, /oi/
	<b>Unit 3</b> Spelling alternatives for /ae/, /oe/, /ie/, /ue/, and /aw/; tricky spellings for ‘a’, ‘o’, ‘i’
	<b>Unit 4</b> Spelling alternatives for: /er/, /i/, /ie/, /oe/, /ee/, and /aw/; tricky spellings for ‘e’, ‘ow’
	<b>Unit 5</b> Spelling alternatives for /u/ and /ə/, tricky spellings for ‘a’, ‘e’, ‘o’, ‘o_e’, and ‘ou’
	<b>Unit 6</b> Spelling alternatives for /er/, /o/, /ə/, /k/, /f/

## Scoring and Placement

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At the end of each lesson, there is information in the Scoring section about evaluating students' scores. The Scoring section also tells you which students will take the next Story Reading and Word Reading tests. After Lesson 10, information is provided guiding the placement of students in appropriate reading groups in the Placement section.

**If the placement tests indicate a student is not ready for Grade 2, it is imperative the student be regrouped to get Skills instruction matching his or her reading ability.** There is an appropriate placement in the K–1–2 CKLA materials for every reader (and for nonreaders, as well), but the beginning of Grade 2 is not the best place for students with limited code knowledge and reading ability or for students who rely on picture clues, whole word recollection, and guessing instead of reading by blending.

# Lesson 6

## Student Performance Task Assessment

### ✓ Objectives

The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this unit.

- ✓ Read decodable text that incorporates the letter-sound correspondences taught with sufficient accuracy and fluency to support comprehension (RF.2.4)
- ✓ Read and understand decodable text that incorporates letter-sound correspondences taught, with purpose and understanding (RF.2.4a)
- ✓ Use phonics skills in conjunction with context to confirm or self-correct word recognition and understanding, rereading as necessary (RF.2.4c)
- ✓ Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., *birdhouse*, *lighthouse*, *housefly*; *bookshelf*, *notebook*, *bookmark*) (L.2.4d)

<i>At a Glance</i>	<i>Exercise</i>	<i>Materials</i>	<i>Minutes</i>
<b><i>Student Performance Task Assessment</i></b>	<b><i>Story Reading Assessment “Snacks”</i></b>	Worksheets 6.1, 6.2	Will Vary: 20–30
<b><i>Independent Work</i></b>	<b><i>Worksheet</i></b>	Worksheets 6.3, 6.4	Will Vary: 30–40
<b><i>Scoring</i></b>	<b><i>Scoring “Snacks”</i></b>	Placement Planning Sheet	

### *Advance Preparation*

Copy the Placement Planning Sheet in the Placement section located after Lesson 10 of this Teacher Guide.

## Student Performance Task Assessment

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The primary purpose of this week will be to assess all students to determine placement and instruction in the appropriate level of CKLA materials. Starting today, students will read a story silently and then answer comprehension questions. The stories and questions are located in students' Workbooks. Depending on the student, each assessment can take from 20 to 30 minutes to complete. We have provided additional worksheets that can be completed independently each day after students have finished their assessment.

Students will turn in their completed Story Reading Assessment to you. They should be scored as soon as possible to determine which students will continue with the next assessment. You will follow the same procedure each day this week, i.e., students who successfully complete the daily Story Reading Assessment will continue to read a new story and questions the next day.

If/when students do not successfully complete a Story Reading Assessment, you will give those students an individually administered Word Reading Assessment in order to more accurately determine individual reading strengths and weaknesses for placement consideration. You will begin administering the Word Reading Assessment to any students who do not successfully complete the Story Reading Assessment, "Snacks," today.

As noted above, throughout all lessons this week, we have provided worksheets with instructional activities students should be able to complete independently to ensure adequate time to assess students individually.

Feel free to provide additional or alternate independent activities for students, including looking at trade books, writing in journals, or other activities that can be completed with little or no teacher assistance.

### 10 Story Reading Assessment "Snacks"

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The Story Reading Assessment tests the student's ability to read connected prose and answer simple multiple-choice questions. Each assessment consists of a story and eight multiple-choice questions. The questions are meant to be relatively easy. "Snacks" is 51 words long. It uses only one-syllable words and only a few of the most basic spellings, all of which are taught in Kindergarten.

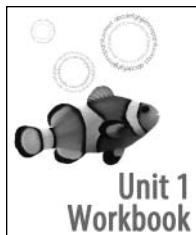


Worksheets 6.1, 6.2

- Have all students tear out "Snacks" on Worksheet 6.1 and the story comprehension page on Worksheet 6.2.
- Have students read the story to themselves and answer the multiple-choice questions on the accompanying page. Tell them they can and should look back at the story and use it to help them answer the questions.
- This is not a timed assessment (the times provided in the At a Glance section are estimates). Allow enough time for students to answer the questions.

## Independent Work

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Worksheets 6.3, 6.4

Some students will complete the assessment more rapidly than others. We have included other work that can be completed independently. Students may complete Worksheets 6.3 and 6.4 when they finish “Snacks.” In addition, they can be engaged in the independent activities you have planned for them, such as quietly looking at trade books, working at listening centers, or writing in journals. Remember, it is important your classroom maintain a calm environment conducive to student assessment.

## Scoring

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### Scoring “Snacks”

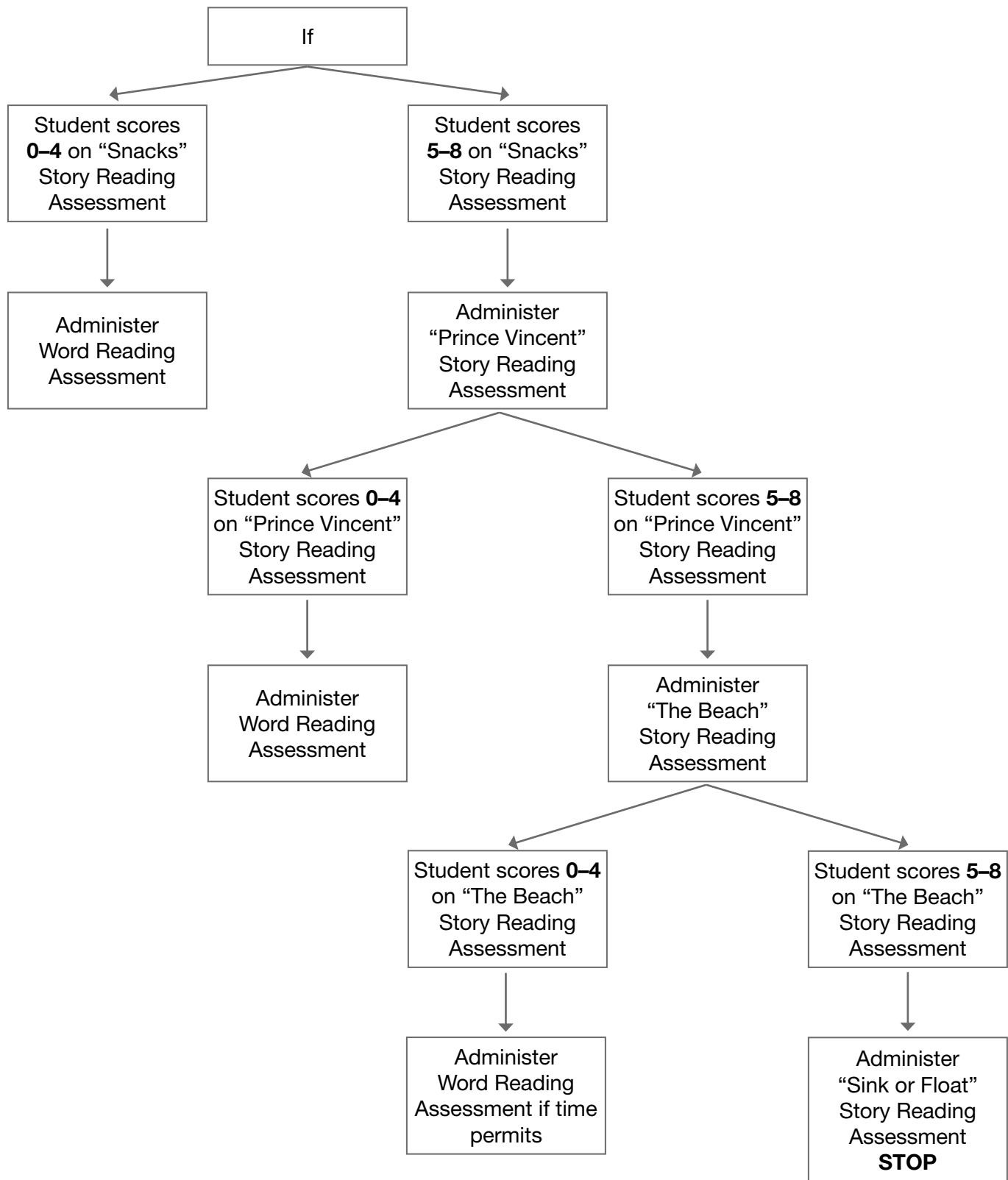
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We recommend you score the “Snacks” Assessment during this class period as soon as students complete the assessment. Enter students’ scores on the Placement Planning Sheet found in the Placement Section following Lesson 10 of this Teacher Guide. Those students who were able to answer **five or more of the questions correctly** will take the “Prince Vincent” Assessment tomorrow. Students who answered **fewer than five correct** will take the Word Reading Placement Assessment tomorrow, which will help you determine placement for those students.

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| 1. C | 5. B |
| 2. A | 6. C |
| 3. A | 7. B |
| 4. A | 8. C |

## Flow Chart for Order of Student Performance Task Assessment

Administer “Snacks” Story Reading Assessment to entire class.



**Please Note:** Cutoff scores on this page are used only to determine which tests to administer during the beginning of the year. The scores on this page are not used in interpreting Assessment Scores.