

March 16, 2004

Dear Educators, Administrators, Curriculum Specialists,

We are responding to a request from many teachers and schools for a copy of the K-1 Assessment, a kindergarten and early first grade literacy assessment that was developed and is still used in Jefferson County Public Schools in the Denver, Colorado metropolitan area. As schools realize that proficiency on literacy standards at the early childhood level are revealed through individual encounters with young children, an immediate need surfaces for an individually classroom based assessment that can also be employed with standardized assessment guidelines. The K-1 Assessment meets those specifications.

The early drafts of this instrument were constructed through the efforts of a committee of Title 1 teachers in the 1980's with the help of Dr. Lynn Rhodes from the University of Colorado as well through the study of the Marie Clay's work in the *Early Detection of Reading Difficulties* and *An Observation Survey of Early Literacy Achievement*. It was used in its initial format for several years. Further revisions were made through the consultation of Dr. Catherine Felknor, an external evaluation consultant, in 1997-98. Final revisions came about as the district was required by a state law, (the Colorado Basic Literacy Act), to evaluate the reading proficiency of every kindergarten through third grade student yearly. Because of the new standards required for early literacy, a phonemic awareness section was added to the assessment.

During this final revision, it was decided that the assessment should be linked to the Jefferson County District's *Balanced Approach to Literacy* which included Reading and Writing Continuums by Dr. Bonnie Campbell Hill from her books, *Classroom Based Assessment* and *Developmental Continuums: A Framework for Literacy Instruction and Assessment K-8*. In this revision, the proficiency levels were described through the lens of development (continuum stages), as well as required grade level standards proficiencies.

Due to the time and expense of hiring outside research consultants, the district does not feel that it can allow other schools and/or districts to copy the assessment. However, acknowledging the importance of sharing and learning from others in the education profession, the district has graciously given permission for others to have a copy of the K-1 Assessment to use as a model to develop their own similar assessment based upon their district standards, proficiency levels, and curriculum. Therefore, as you receive this copy it is requested that you **DO NOT COPY this assessment** for use in your classroom, school, and/or school district. Please do honor the work that Jeffco put into the original design by adding "adapted from Jefferson County Public Schools" someplace on any newly designed assessment.

Because education embodies the view of learning as a dynamic process, we request that as you review this assessment and develop your own model from it, that you might share any new models and/or learnings from it with us. In this way, we can collaborate and learn from each other to make assessment for early childhood as effective and appropriate as possible. Contacts for questions and/or information are:

Questions and New Information and/or Models

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New Information and/or Models

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Sincerely,

Dave Wendelin
Carrie Ekey

K-1 ASSESSMENT
JEFFERSON COUNTY PUBLIC SCHOOLS
ADMINISTRATION PACKET

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Golden, Colorado
August, 1999

Jefferson County Public Schools K-1 Assessment Continuum Scoring Summary

Student Name _____ Grade _____ Date(s) _____

School _____ District ID# _____

Classroom Teacher _____ ***** Target goals are for end of Kindergarten*****

ALPHABET

	Letter Recognition Total (0-54)	Upper Case (0-26)	Lower Case (0-28)	Letter Sounds (0-26)	Word that Starts with Letter (0-26)
Target Goal	46 - 54	23 - 26	23 - 28	16 - 19	16 - 19

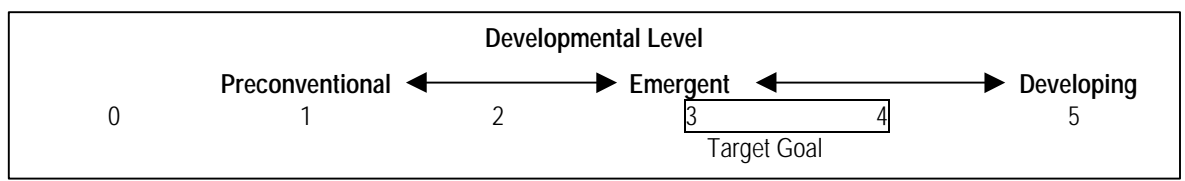
PHONEMIC AWARENESS

	Syllable Segmentation	+ Alliteration	+ Recognizing Rhyming Words	+ Producing Rhyming Words	+ Onset Rime	= Total Score
Target Goal for Total Score						19 - 25

READING TO STUDENT (7 Scales)

	Book Handling	+ Retelling	+ Print Direction	+ Word Letter Concepts	+ Punctuation/ Capital Knowledge	+ Reading Environ. Print	+ Reading Own Dictation	= Total Score	Average Score
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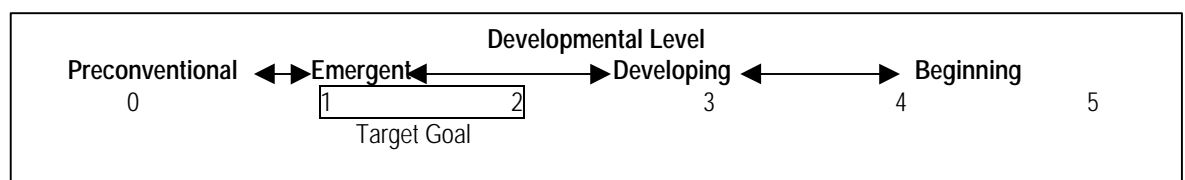
(Total , 7)



WRITING BY STUDENT (5 Scales)

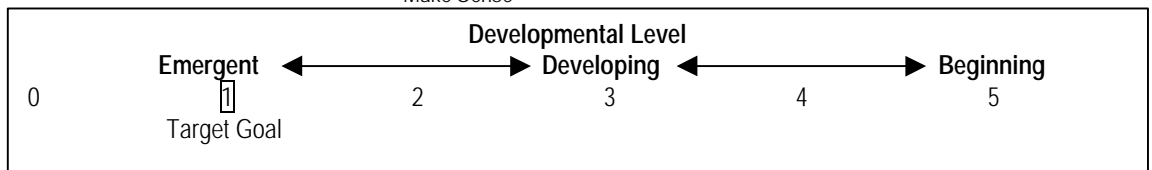
	Sentence Structure	+ Ideas/ Word Choice	+ Organization of Writing	+ Conventions in Writing	+ Spelling	= Total Score	Average Score
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(Total , 5)



READING BY STUDENT (3 Scales)

	Sight Words	+ Strategies Used to Make Sense	+ Retelling	= Total Score	Average Score	(Total +3)
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End of Year Book Level _____ Percent Accuracy _____ Comprehension Score _____

Book Title _____ Date _____
Target Goal - DRA Book Level 2

K-1 ASSESSMENT INSTRUMENT
Alphabet Score Sheet

Name _____

Date _____

Letter Recognition 1 & 2: Point to each letter and ask the student, “**What is the name of this letter?**” If correct, enter ✓. If incorrect, enter letter stated. If no response, leave blank.

Letter Sounds 3: Point to each upper case letter and ask the student, “**What is the sound of this letter?**” If correct, enter ✓. If incorrect, enter student’s response. If no response, leave blank.

Word that Starts with letter or Sound 4: After the student gives the letter sound, ask, “**What is a word that starts with that sound (letter)?**” Enter the word given. If no response, leave blank. Place a check mark at the left edge of the recording column so that it will be easy to count the correct answers.

1. Letter Recognition – upper case		2. Letter Recognition – lower case		3. Letter Sounds	4. Word That Starts with Letter or Sound
A		a			
O		o			
N		n			
Y		y			
C		c			
X		x			
D		d			
W		w			
E		e			
V		v			
F		f			
G		g			
K		k			
U		u			
H		h			
S		s			
I		i			
R		r			
J		j			
Q		q			
T		t			
P		p			
L		l			
Z		z			
M		m			
B		b			
		a			
		g			
Totals					

Transfer these four totals to the Scoring Summary sheet.

K-1 Assessment for Phonemic Awareness

This portion of the K-1 Assessment is designed to determine the level of the student's ability to recognize sounds (phonemes) and manipulate these sounds in our language prior to transferring this knowledge to our alphabetic symbol system for phonics instruction. The student's level of understanding of sound/symbol relationships will be assessed in the ALPHABET and in the WRITING BY THE STUDENT subtests.

Score one point for each correct response.

Part A SYLLABLE SEGMENTATION

"We're going to count the parts of a word. Listen while I count the parts of my name as I say it." (As you say your first name, clap out the syllables with the child. Do the same thing with your last name.) "Now you clap out the parts in your first name as you say it. Now try your last name." When the child can do this successfully, ask the child to say each of these words as he claps out the parts: button, me and kangaroo. "Let's do some more words. Remember to say the word as you clap it." (Circle + for the correct response and - if the student is not successful.)

monkey + - bug + - pizza + - hamburger + - tiger + -

SCORE _____

Part B ALLITERATION

"Let's think of words that have the same beginning. If I say /d/, I could say words like 'dad, dog, donut, dinosaur'. What is one word that starts with":

/m/ _____ + - /s/ _____ + - /b/ _____ + -

/t/ _____ + - /p/ _____ + - SCORE _____

Part C RECOGNIZING RHYMING WORDS

"I'm going to say three words. Two of the words rhyme. Listen: 'book/eat/hook'. Now you say the words with me. 'Book' and 'hook' sound the same. They rhyme. 'Eat' doesn't belong because it doesn't rhyme. Now listen and say these words. Tell which two words rhyme." (Circle the word the child says rhyme.)

cat/bat/tip + - bike/tree/like + - play/stop/mop + -

pin/run/tin + - boat/coat/trap + - SCORE _____

Part D PRODUCING RHYMING WORDS

"I want you to tell me a word that rhymes with a word I say. If I said 'mat', you could say 'bat'. What word rhymes with:" (Write student's response. Nonsense words are okay at this level.)

can/ _____ + - cake/ _____ + - far/ _____ + -

feet/ _____ + - mug/ _____ + - SCORE _____

Part E ONSET – RIME SEGMENTATION

"Now I want you to listen for the sound you hear at the beginning of each word I say. If I said 'cat', you could say /k/. If I said 'dog', you could say /d/. Let's do some more words."

mouse _____ + - fish _____ + - jump _____ + -

king _____ + - nail _____ + - SCORE _____

TOTAL SCORE FOR PHONEMIC AWARENESS SECTION _____

K-1 ASSESSMENT CONTINUUM ~ READING TO STUDENT

Student Name _____	School _____	Date(s) Administered _____
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An appropriate book for these sections is short, with conventional text print and format. It has a clear beginning, middle and end for ease in retelling. Highly predictable story lines and repetitive language are not desirable. Use a different book for each test administration. See attached list for suggested books. ★ Alternative administration guidelines for Print Direction, Word/Letter Concepts, and Punctuation/Capital Knowledge -- These sections could be administered during regular classroom instruction. After a book at Level 12 or above has been read to the class, ask one student when proficient to do the tasks of these three sections during the shared reading session. This assessment strategy would be used with a different book each day until all students had been assessed. There is to be no assistance from peers. Leveled text lists may be located on the Jeffco web site in the Literacy section of English Language Arts.

Hand the child the book upside-down and backwards. Say, "Please find the front of the book." Watch to see how the child orients the book. Point to the title and ask, "Why are these words here?" If they indicate understanding, ask, "What do you call that?" Then point to the author's and/or illustrator's name and ask, "Why are these words here?" If they indicate understanding, ask, "What do you call that person?" If they accurately identify the title, author and/or illustrator, ask, "What does that word mean?" Then ask, "Where should I start reading? Which part tells me what to say?" Read the story to the child.

		PRECONVENTIONAL		EMERGENT		DEVELOPING	
Book Handling	<ul style="list-style-type: none"> • Hesitates or has difficulty orienting the book • Shows little awareness of text • Turns pages in a random order • Is not familiar with terms such as author, illustrator or title • Verbally labels pictures on cover when asked what the book is about 	<ul style="list-style-type: none"> • Orients book to front cover • Holds book right way up • Doesn't differentiate between the print and the picture on the cover • Correctly turns pages from the front to the back • When asked where the story begins, may point to front, copyright page or other nonconventional starting point • Points randomly to the page when asked which part tells the reader what to say 	1	<ul style="list-style-type: none"> • Points to where story begins (title page or first page of text) • Points to text (part that tells the reader what to say) • May identify title, author, or illustrator, but does not know all three 	3	<ul style="list-style-type: none"> • Identifies title as "name of the book" or "what the book is about" • Identifies author as person who writes the book or story or words • Identifies illustrator as person who makes the pictures • Correctly locates title and author/illustrator on front cover of book 	5
	0		2		4		

Say, "Now you tell the story in your own words pretending I have never heard the story before. Optional: **You may use the book.**"

Print	<ul style="list-style-type: none"> • Shrugs or says "I don't know," or talks about unrelated topics even with support and prompts 	<ul style="list-style-type: none"> • Names items in the pictures • Only relates pictures to personal experiences • Retells, making up a story from the pictures 	1	<ul style="list-style-type: none"> • Talks about the pictures, with some reference to the original storyline • Uses some language similar to that in the book • Retells story in approximately the original order with high level of support from pictures 	3	<ul style="list-style-type: none"> • Uses words or phrases from the book in retelling • Keeps pattern or other unique features of the book intact when retelling • Uses complete sentences or thoughts • Retells story in a logical order • Uses pictures to monitor retelling 	5
	0		2		4		

Turn to a page and say, "You point to the words as I read. Show me where the sentence begins. Show me where the sentence ends." (Use a page with at least 2 lines of print.)

Print	<ul style="list-style-type: none"> • Is unaware of conventions of print orientation 	<ul style="list-style-type: none"> • Follows print with finger but may switch from left-right to right-left pointing 	1	<ul style="list-style-type: none"> • Uses top to bottom finger pointing • Follows print with finger from top to bottom, left to right, & return sweep • Indicates beginning and end of sentence 	3	<ul style="list-style-type: none"> • Uses <u>accurate</u> finger-voice-print matching 	5
	0		2		4		

K-1 ASSESSMENT CONTINUUM ~ READING TO STUDENT

Using the retelling book, select a page with one line of print, say, "Point to (or frame) a word." You might want to use little cards as frames. "How many words are in this line? Point to a space between the words. Now, point to a letter. What letter is that?" If the child is successful, point to a page with multiple sentences and ask, "How many sentences are on this page?"

		PRECONVENTIONAL		EMERGENT		DEVELOPING
Word/ Letter Concepts	<ul style="list-style-type: none"> Does not differentiate between words, letters and spaces <p style="text-align: right;">0</p>	<ul style="list-style-type: none"> Points to print May use terms "word" and "letter" but not always correctly Differentiates terms when used in known context, such as own name <p style="text-align: right;">1</p>	2	<ul style="list-style-type: none"> Locates words Locates letters Locates spaces between words <p style="text-align: right;">3</p>	4	<ul style="list-style-type: none"> Accurately counts number of words in a line of text Accurately counts number of sentences on a page <p style="text-align: right;">5</p>

Point to punctuation marks in the text and ask, "What's this for/do? Do you know what it is called?" Point to the first letter in a character's name and ask, "Why is this letter capital/big/upper case?" Point to the first letter in a sentence and ask, "Why is this letter capital/big/upper case?" Point to a capital letter on the page and say, "Find a little (lower case) letter like this." If they are not able to respond, demonstrate for the student. Then try it again with another capital/small letter pair.

Punctuation/ Capital Knowledge	<ul style="list-style-type: none"> Has little awareness of marks other than letters <p style="text-align: right;">0</p>	<ul style="list-style-type: none"> Is aware that there are marks other than letters Notices that there are two ways to write a letter <p style="text-align: right;">1</p>	2	<ul style="list-style-type: none"> Has some awareness of punctuation marks—knows one or two marks Knows the difference between upper and lower case letters <p style="text-align: right;">3</p>	4	<ul style="list-style-type: none"> Uses capital letters to locate names Uses capital letters to locate the beginning of a sentence Recognizes 2 or more end marks and can tell the purpose of the mark <p style="text-align: right;">5</p>
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(See attached picture sheet) Show environmental print page to the child. Say, "Can you tell me what these say?" If all 5 print signs are identified, say, "Please find and read 3 words from word lists in our classroom." Check the ones the child recognizes on page 6 or circle the recognized words here: Broncos Stop ToysRUs Exit McDonald's

Rdg. Environ. Print	<ul style="list-style-type: none"> Recognizes 0 of the environmental print signs <p style="text-align: right;">0</p>	<ul style="list-style-type: none"> Recognizes 1-2 of the environmental print signs <p style="text-align: right;">1</p>	2	<ul style="list-style-type: none"> Recognizes 4 of the environmental print signs <p style="text-align: right;">3</p>	4	<ul style="list-style-type: none"> Recognizes 3 or more words around the classroom <p style="text-align: right;">5</p>
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Before administering the following subtest, proceed to the Writing BY Student section (page 7). Give the assessment. Once the student's writing sample in that section has been scored, proceed with the following directions:

Score the student's writing sample in the WRITING BY STUDENT section of this assessment packet. Tell the student, "Please point to your name and read it for me. Now read what you have written. As you read it to me, I'll be writing it in adult writing at the bottom of the page." As the child reads his/her writing to you, write their dictation in manuscript with large spaces between words trying to keep up with the child's pace and reading the dictation to the child as you write. If the child dictates only a phrase or one sentence, prompt the child to embellish the response to the level of a sentence. Then prompt the child, "Tell me some more" until there are at least two sentences of text. Then say, "Please read it (the transcript) to me."

Reading Own Dictation	<ul style="list-style-type: none"> May not recognize own name, especially if printed in unfamiliar form May not remember what was said or tells you the topic of their idea rather than repeating the text Little or no eye contact with print <p style="text-align: right;">0</p>	<ul style="list-style-type: none"> Locates first name on the paper Repeats some of the words or phrases used in the original text May paraphrase what was said May follow print but does not match word to word <p style="text-align: right;">1</p>	2	<ul style="list-style-type: none"> Locates first and last name Makes some voice print match while pointing and reading/repeating text May recognize 1 or 2 words Rephrases own text when reading <p style="text-align: right;">3</p>	4	<ul style="list-style-type: none"> Points to and accurately reads basic text Voice-print matches on familiar words Watches and reads along as text is being written to check for accuracy Paces dictation to writer's recording rate <p style="text-align: right;">5</p>
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K-1 ASSESSMENT CONTINUUM ~ WRITING BY STUDENT

Hand the child paper and pencil, say **"Please write your name for me."** As the child finishes, say, ask the child to write as you would normally ask or prompt him/her to write. The child may draw a picture first if this helps him/her begin writing. If child refuses, try other prompts such as, **"What words can you write?"** or **"Can you write the names of people in your family?"** or **"Can you write the names of anything in your picture or pretend to write?"** Have the child read his/her writing back to you. **Note:** the writing (i.e., names, words, etc.) is not scored directly but is used to evaluate writing in terms of the following scales.

	PRECONVENTIONAL	EMERGENT		DEVELOPING		BEGINNING
Ideas, Word Choice & Types of Text	<ul style="list-style-type: none"> • Demonstrates awareness that print conveys meaning • Relies primarily on pictures to convey meaning • Pictures stand for words and phrases <p style="text-align: right;">0</p>	<ul style="list-style-type: none"> • Uses pictures and print to convey meaning about observations or experiences • Writes words (labels) to describe or support pictures • Copies signs, labels, names, and words (environmental print). <p style="text-align: right;">1</p>	2	<ul style="list-style-type: none"> • Generates own ideas for writing • Meaning of the general idea is understandable • Writes noun/verb phrases or simple sentences which may or may not be patterned or repetitive, (I LK MI" (I like my ...) <p style="text-align: right;">3</p>	4	<ul style="list-style-type: none"> • Writing begins to tell a story or make a point • Begins to focus on a topic • Some details are present • Writes about observations and experiences with some descriptive words <p style="text-align: right;">5</p>
Organization of Writing	<ul style="list-style-type: none"> • Writes in a random manner on the page <p style="text-align: right;">0</p>	<ul style="list-style-type: none"> • Usually writes top to bottom • Usually writes left to right <p style="text-align: right;">1</p>	2	<ul style="list-style-type: none"> • Writes from top to bottom, left to right and front to back • Writes two or more sentences • Sentences may be related <p style="text-align: right;">3</p>	4	<ul style="list-style-type: none"> • Writes related sentences • Attempts beginning, middle and end around a main idea <p style="text-align: right;">5</p>
Sentence Fluency	<ul style="list-style-type: none"> • Begins to label and add "words" to pictures <p style="text-align: right;">0</p>	<ul style="list-style-type: none"> • Writes words (labels) to describe or support pictures • May write a whole word with one, two, or three letters <p style="text-align: right;">1</p>	2	<ul style="list-style-type: none"> • Writes noun/verb phrases or complete sentences which may or may not be patterned or repetitive, "I LK MI" (I like my...) <p style="text-align: right;">3</p>	4	<ul style="list-style-type: none"> • Writes recognizable short sentences • Most sentences are complete <p style="text-align: right;">5</p>
Conventions in Writing	<ul style="list-style-type: none"> • Makes marks other than drawing on paper (scribbles) • No evidence of punctuation <p style="text-align: right;">0</p>	<ul style="list-style-type: none"> • Demonstrates understanding of letter/sound relationship • Prints with upper case letters • Does not use punctuation <p style="text-align: right;">1</p>	2	<ul style="list-style-type: none"> • Intermixes upper and lower case letters in words • Begins to use spaces between words • May over-generalize use of periods to be used for separating words rather than sentences <p style="text-align: right;">3</p>	4	<ul style="list-style-type: none"> • Uses spacing between words consistently • Forms most letters legibly and writes pieces that self and others can read • Experiments with punctuation and usually uses end punctuation (.!?) <p style="text-align: right;">5</p>
Spelling	<ul style="list-style-type: none"> • Writes random recognizable letters (DRMZ for "tree)) to represent words <p style="text-align: right;">0</p>	<ul style="list-style-type: none"> • Uses beginning/ending consonants to make words (but may be out of sequence) • Writes first name accurately <p style="text-align: right;">1</p>	2	<ul style="list-style-type: none"> • Uses beginning, middle, and ending sounds to make words • Some vowel sounds may be represented by a letter <p style="text-align: right;">3</p>	4	<ul style="list-style-type: none"> • spells high frequency words correctly and uses phonetic spelling for other words <p style="text-align: right;">5</p>

K-1 ASSESSMENT CONTINUUM ~ READING BY STUDENT

(See attached list) Show the child the list of words and ask him/her to read as many words as possible. You may want to mask the words so only one word is seen at a time. Record which words the child is able to read on the Sight Words List on page 10 or on the list below.

		EMERGENT		DEVELOPING		BEGINNING
Sight Words	• Reads 0 words correctly 0	• Reads 1-4 words correctly 1	2	• Reads 10-14 words correctly 3	4	• Reads 18 - 20 words correctly 5

I me it the to on and you are she was they with said

here them away which friend could

BOOK LEVEL FOR ORAL READING: Choose a book from the DRA folder that you think the child can read at a proficient level (94% and above based on a running record or record or oral reading). You may need to try several books to find this level. Performance on the word list as well as performance on leveled texts in the classroom may help in selecting an appropriate book. Record only the title of the book that is at the child's proficient level. Follow the directions on the [DRA Observation Guide](#) that includes the typed texts. As the child reads, evaluate the strategies used as a basis for the rating in the next scale. **Record the date and word accuracy score on the typed text sheet. Record the word accuracy score and comprehension score on the page 9 (Reading BY Student, Reelling Rubric). Record both scores and the DRA Book Level on the Scoring Summary, page 1.**

		EMERGENT		DEVELOPING		BEGINNING
Strategies Used To Make Sense	• Role plays reading behaviors • Uses pictures only 0	• Recognizes some names and words in context • Relies on memory of text pattern to reread simple texts • Uses illustrations to tell stories • Does not always make sense of text 1	2	• Recognizes and relies on some sight words • Relies on print and illustrations • Uses pictures, page features (i.e., font, bubbles, labels) and context to predict unfamiliar words • Notices own errors (miscues) and may add, delete or substitute words to make sense of text 3	4	• Begins to self correct • Sometimes rereads or reads on to clarify meaning • Uses meaning cues (context) • Uses letter/sound cues and patterns (phonics) • Uses sentence structure (grammar or syntax) 5

EMERGENT (A, 1, 2, 3, 4, 6)		DEVELOPING (8, 10, 12)		BEGINNING (14, 16, 18, 20, 24)		
SCORE 0 (0-1 descriptors)	<p>FIRST GRADE DRA LEVEL TARGET 16-18</p> <p><i>Tell in your own words what happened in the story. Pretend I have never heard the story before.</i></p> <p>POSSIBLE RESPONSES:</p> <ul style="list-style-type: none"> ➤ states main <u>topic/subject of the book</u> ➤ lists objects, places and/or characters in text <p>OTHER POSSIBLE PROMPTS:</p> <p>“Tell more about the story.”</p> <p>“What is the story about?”</p> <p>“What is the interesting part?” “Why?”</p> <p>“Tell me about the (things, places, animals or characters) in text.”</p> <p style="text-align: right;">SCORE 1</p>	SCORE 3	<p>DIRECTION PROMPT:</p> <p>“Tell in your own words what happened in the story. Pretend I have never heard the story before.”</p> <p>POSSIBLE RESPONSES”</p> <ul style="list-style-type: none"> ➤ states the <u>main idea</u> and <u>problem</u> in the story (if applicable) ➤ retells events of story (not necessarily in sequence) ➤ discusses main character(s) and other supporting characters ➤ uses some language from the text in the retelling <p>OTHER POSSIBLE PROMPTS:</p> <p>“Tell more about the story.”</p> <p>“What is the story about?”</p> <p>“What is the interesting part?” “Why?”</p> <p>“Who are the characters in the story?”</p> <p>“What was the problem?” (if applicable)</p> <p>“How was it solved?” (if applicable)</p> <p style="text-align: right;">SCORE 4</p>	SCORE 5	<p>DIRECTION PROMPT:</p> <p>“Tell in your own words what happened in the story. Pretend I have never heard the story before.”</p> <p>POSSIBLE RESPONSES:</p> <ul style="list-style-type: none"> ➤ <i>states the main idea</i> ➤ <i>retells beginning, middle, and end of the book in sequential order</i> ➤ <i>refers to the setting (where and when)</i> ➤ <i>identifies main character(s) and discusses other supporting characters</i> ➤ <i>discusses the problem and solution/resolution</i> ➤ <i>relates story to personal experience</i> ➤ <i>begins to make inferences* with prompting</i> ➤ <i>identifies the story’s lesson with prompting</i> <p>OTHER POSSIBLE PROMPTS:</p> <p>“Tell more about ...</p> <p>... the main idea of the story.”</p> <p>...what happened in the beginning/middle/end of the story.”</p> <p>... the characters.”</p> <p>... the main character.”</p> <p>...the setting.”</p> <p>... the problem and solution/resolution.”</p> <p>“Explain how the story reminds you of something you have experienced or know something about.”</p> <p>“Why do you think (<u>character</u>) did that?”</p> <p>“Why do you think (<u>event</u>) happened?”</p> <p>“What do you think is the author’s message?”</p> <p style="text-align: right;">SCORE 6</p>	SCORE 7
	<p>KINDERGARTEN DRA LEVEL TARGET 2</p> <p>DIRECTION PROMPT:</p> <p><i>“Tell in your own words what happened in the story. Pretend I have never heard the story before.”</i></p> <p>POSSIBLE RESPONSES:</p> <ul style="list-style-type: none"> ➤ states main topic/subject of the book ➤ states objects, places and/or animals in text ➤ identifies events in the story ➤ identifies characters (if applicable) <p>OTHER POSSIBLE PROMPTS:</p> <p>“What is the story about?”</p> <p>“What are some of the events in the story?”</p> <p>“Who are the characters in the story?” (if applicable)</p> <p>“Tell me about the (things, places, animals) in the story.”</p> <p style="text-align: right;">SCORE 2</p>					

RETELLING SCORING TABLE (SHOWING THE NUMBER OF DESCRIPTORS INCLUDED IN THE RETELL)

Emergent Levels A, 1, 2	Developing Levels 8, 19	Beginning Levels 14, 16, 18
2 descriptors = proficient (score 1)	2 or 3 descriptors = proficient (score 4)	4 or 5 descriptors = proficient (score 6)
3 or more descriptors = advanced (score 2)	4 or more descriptors = advanced (score 5)	6 or more descriptors = advanced (score 7)
Emergent Levels 3, 4, 6	Developing 12	Beginning Levels 20, 24
3 descriptors = proficient (score 2)	4 descriptors = proficient (score 5)	7 or 8 descriptors = proficient (score 7)
4 or more descriptors = advanced (score 3)	5 or more descriptors = advanced (score 6)	9 or more descriptors = advanced (score 8)

*Examples of inferences: drawing conclusions, forming an opinion, compare and effect, etc.

K-1 ASSESSMENT INSTRUMENT

Reading BY the Student: Sight Words List

There is a progression of difficulty within the list.

I was

me they

it with

the said

to here

on them

and away

you which

are friend

she could

K-1 ASSESSMENT INSTRUMENT ATTACHMENT
Alphabet Knowledge Sheet

A O N Y C X
D W E V F G
K U H S / R
J Q T P L Z
M B

a o n y c x
d w e v f g
k u h s i r
j q t p l z
m b a g

K-1 ASSESSMENT INSTRUMENT ATTACHMENT

Reading TO the Student: Suggested Book List for Retelling

A book appropriate for this section is short, with conventional text print and format, and has a clear beginning, middle and end for ease in retelling. Highly predictable story lines and repetitive language are not desirable. Use a different book for each text administration. The books you choose may already be a part of your classroom or school library. If so, you need to set them aside exclusively for this assessment.

Books by Mercer Mayer

Baby Sister Says No

Just Go to Bed

Just Grandpa and Me

Just Lost! (by Gina and Mercer Mayer)

Just Shopping with Mom

Books by David McPhail

Emma's Pet

Fix It

Pig Pig Gets a Job

Pig Pig Grows Up

Books by Rosemary Wells

Max's Dragon Shirt

Bunny Cakes

Morris's Disappearing Bag

Shy Charles

Retelling Rubric Guidelines

Use the Retelling Rubric to score the student's comprehension of the text.

- Record the DRA text on the student's retelling form.
- **Close the book** and begin by stating the direction prompt at the top of the box. For example, in the developing stage, the prompt is, "Tell in your own words what happened in the story. Pretend I have never heard the story before."
- While the student is responding, **circle** the ▶ descriptor indicating the student's inclusion of that descriptor. If the student seems to be doing more than the ▶ descriptors, glance at the next developmental stage and analyze if the child is demonstrating proficiency at that developmental stage and circle those descriptors.
- Allow the student to tell as much as he can **before** using the suggested prompts following the ▶ descriptors.
- Use only the prompts that refer to the ▶ descriptors the student did not include in his initial retelling and **check off** those descriptors the student demonstrated with his appropriate answers. If the student seems to be doing more than the ▶ descriptors, glance at the next developmental stage and analyze if the child is demonstrating proficiency at that developmental stage and check those specific descriptors at that stage.
- When you have asked all the prompts and the student has indicated that he has told you all that he knows about the story, stop and count the number of descriptors he demonstrated.
- In order for a student's retelling to be rated as advanced, he must have included the number of ▶ descriptors at the developmental stage in which he was being assessed as indicated on the Retelling Scoring Table. Use the Retelling Scoring Table and the student's book level to determine whether or not to go on to the next stage.

For example: a student reads a book at the Beginning level (Level 20) with 94% accuracy or above:

- If he is able to retell with all eight descriptors in this section of the Retelling Rubric, and has demonstrated proficiency on word accuracy the child could be assessed at the next highest book level.
- If he is able to retell with all eight descriptors in this section of the Retelling Rubric, and has demonstrated proficiency on some of the ▶ descriptors at the next developmental stage, he would be marked Level 20 advanced or a score of 8.
- If he demonstrated all eight descriptors and didn't immediately show proficiency on any of the ▶ descriptors at the next stage but as the teacher you feel he could if prompted, use these specific prompts from the next developmental stage. If he is able to retell using some of the descriptors at the next highest level, his score is Level 20 advanced or a score of 8. ★★ ★ This might also be an indicator that he could be assessed for word accuracy and comprehension at the next highest book level.
- If he able to retell with 7 or 8 of the descriptors at the Beginning stage, he would be at Level 20 proficient or a score of 7, indicating testing is complete.
- If he is unable to retell at least 7 of the descriptors, he should then be reassessed at the next lowest book level for both word accuracy and comprehension.

To Determine Student's Reading Level

- Follow the Scoring Table at the bottom of the Retelling Rubric to determine the student's comprehension score. Record the word accuracy and comprehension score at the top of the Retelling Rubric.
- For each different level of text administered to the student, it is suggested a new Retelling Rubric sheet be used.

DISTRICT SUGGESTED PLAN FOR K-1 ASSESSMENT

		AUG.	SEPT.	OCT.	NOV.	DEC.	JAN.	FEB.	MAR.	APR.	MAY
Alphabet	Alphabet Upper Case					Recheck those				Recheck those	
	Alphabet Lower Case					students not				students not	
	<u>Alphabet Sounds</u>					meeting				meeting	
	<u>Alphabet Words</u>					expectations				expectations	
Phonemic Awareness	Phonemic Awareness			Parts A and B						Parts C, D and E	
Reading To the Student	<u>Retelling & 4 Related Scales</u>										
	Environmental Print										
	<u>Dictation</u>										
Writing By the Student	Writing										
Reading By the Student	Oral Reading of Leveled Books								Check when appropriate for individual child		

All kindergarten students will be administered the K-1 Assessment. The entire assessment does not need to be given in one sitting. Modify these guidelines as they apply to your students' needs. Shaded space indicates when that portion of the assessment might be given.

PLANNING FORM FOR K-1 ASSESSMENT

		AUG.	SEPT.	OCT.	NOV.	DEC.	JAN.	FEB.	MAR.	APR.	MAY
Alphabet	Alphabet Upper Case										
	Alphabet Lower Case										
	<u>Alphabet Sounds</u>										
	<u>Alphabet Words</u>										
Phonemic Awareness	Phonemic Awareness										
Reading To the Student	<u>Retelling & 4 Related Scales</u>										
	Environmental										
	<u>Dictation</u>										
Writing By the Student	<u>Writing</u>										
Reading By the Student	Oral Reading of Leveled Books										

All kindergarten students will be administered the K-1 Assessment. The entire assessment does not need to be given in one sitting. Modify these guidelines as they apply to your students' needs. This form is for the classroom teacher to design a personal plan for the K-1 Assessment.