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## ABSTRACT

This handbook was developed to assist teachers in monitoring and charting the progress of kindergarten and primary grade students in the Chicago, Illinois, public schools. It is a loose-leaf binder of formal and informal tools designed to provide teachers with ongoing information about students' learning so they can promote continuous growth through appropriate intervention. The handbook is divided into five sections: (1) phonemic awareness; (2) reading comprehension; (3) writing; (4) mathematics; and (5) record keeping. Some of the instruments are appropriate for students at each grade level, kindergarten through second, but most are for use at one or two specific grades. The mathematics section includes a separate instrument for each of the skills listed in the Chicago Academic Standards. Within each section, instruments are presented with an introduction, a summary of key research findings, instructions to the teacher, directions to the student, the assessment itself, scoring, and interpretation information. A teacher survey, which readers are invited to complete, is included at the back of the handbook. There are approximately 60 academic assessments and 8 record-keeping instruments. (SLD)

# Handbook of Kindergarten-Primary Assessment Tools

Consultation Draft

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**Office of Accountability**  
**Department of Research, Assessment and Quality Reviews**

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**Chief Executive Officer**

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# Handbook of Kindergarten-Primary Assessment Tools

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## Principal Writers

Jeanne Borger

Karen Eckert

*Student Assessment*

## Kindergarten-Primary Assessment Committee

Lenora Akhibi, *Sullivan*

Ann Briggs, *Tanner*

Rosie Coleman, *Mann*

Carol Friedman, *Teachers Academy*

Margo Gottlieb, *Illinois Resource Center*

Sheri Hagemann, *Byrd*

Patricia Hight, *Early Childhood Dept.*

Rudy Lubov, *Curriculum and Instruction*

Pam Rehacek, *Palmer*

Ethel Wells, *Warren*

Karen Anderson, *DuBois*

Rosa Brown, *Curriculum and Instruction*

Jie-Qu Chen, *Erikson Institute*

Sharon Frost, *Norwood Park*

Eileen Guerin, *Stevenson*

Mavis Hagemann, *Early Childhood Consultant*

Debbie List, *Hansberry*

Gayle Mindes, *DePaul University*

Edie Suchar, *Hawthorne*

Mattie Williams, *Curriculum and Instruction*

## Student Assessment

Carole L. Perlman, Director

## Department of Research, Assessment and Quality Reviews

Joseph E. Hahn, Director

## Office of Accountability

Philip J. Hansen, Chief Accountability Officer

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Cozette M. Buckney

*Chief Education Officer*

Philip J. Hansen

*Chief Accountability Officer*

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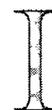
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## Kindergarten-Primary Assessment Tools

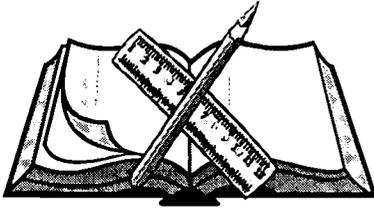
### Preface

**T**he Chicago School Reform Board of Trustees adopted the Chicago Academic Standards as a District mandate for instruction at its meeting in May of 1997. The Office of Accountability provides a comprehensive system to support schools by aligning standards, instruction, and assessment.

*The Handbook of Kindergarten-Primary Assessment Tools* was developed to assist teachers in monitoring and charting the progress of our younger students on the standards. Teachers and schools may use the enclosed tools to identify students' strengths and needs, provide targeted learning help, and document student achievement.

## Kindergarten-Primary Assessment Tools

# Introduction



The Illinois Goals and Chicago Academic Standards set forth what children should know and be able to do in the core subjects. Chicago Public School teachers are teaching to these standards, but how do we know the children are learning? We know how well our students are doing because we observe them, we examine their work products, and we assess their achievement formally and informally.

The Kindergarten-Primary Assessment Handbook was developed to assist teachers in assessing and recording the progress of kindergartners, first and second graders in reaching the Chicago Academic Standards in language arts and mathematics. The handbook is a loose leaf binder of formal and informal tools designed to provide teachers with ongoing information about students' learning so they can promote continuous growth through appropriate interventions. This assessment system, which is aligned with the Chicago Academic Standards, includes checklists, student work, and informal performance measures in reading readiness, phonics, reading comprehension, writing, and mathematics. Although assessment is often done at the end of the year to make decisions about promotion or to determine progress, these instruments are to be used throughout the year to inform teaching. Hopefully, they will provide information which is more useful in the classroom than what is generally obtained from a standardized test given once a year.

**Use of this handbook is not mandated.** The descriptions and reproducible informal assessment instruments are intended to be a resource so teachers can more easily conduct informal assessments throughout the year. You may already be using assessments developed or purchased by your school. We encourage you to continue to use any that meet your needs. Instruments in this handbook are an additional resource to be used at your discretion.

The Kindergarten-Primary Assessment Handbook is a work in progress. All of the Standards are not covered by these instruments. Additional tools addressing the Standards will be sent to you as they become available. A standardized reporting form for informing parents and/or students' next teachers about students' progress is currently under development.

Instruments for use with kindergarten and primary students who speak other languages need to be developed. Several of the assessments in this handbook can be appropriately used with children who speak a language other than English because students can respond in their own language. A few of the included instruments are available in English and Spanish. Others, such as the ones for segmenting, adding and deleting phonemes, may not be appropriate in other languages. Teachers need to use their professional judgement in determining the appropriateness of any given assessment for their students.

The handbook is divided into five sections: phonemic awareness, reading comprehension, writing, mathematics, and record keeping. Some of the instruments are appropriate for students at each grade level, kindergarten through second. Most are for use at one or two specific grades. However, since children grow at different rates and since all students do not enter school with the same experiences and background knowledge, the assessments from another grade level may be more appropriate for some of your students. Therefore, assessments for all three grades are included in one handbook.

Three sections cover the language arts. The phonemic awareness section contains instruments addressing reading readiness and basic word decoding and analysis skills. The section on reading comprehension is broad, covering skills such as oral comprehension for non- and beginning readers, recognition of sight words, and syntactic awareness, as well as a running record/miscue analysis assessment. The Reading Observation — Miscue Analysis is a comprehensive, objective tool for assessing reading achievement and can be used as a summative assessment tool at the end of each marking period. Its real strength, however, is in providing information to teachers for planning appropriate instruction. For this purpose, it is best used periodically throughout the year with classroom texts. As an accountability measure, it can be used with the benchmark books provided. Each school received at least one set of benchmark books covering the Reading Recovery levels for first, second, and early third grade (Levels 3 - 24). Teachers will need to share these books to conduct standardized assessments. The writing section covers developmental and correct spelling and original student compositions.

The mathematics section includes a separate instrument for each of the skills listed in the Chicago Academic Standards. It also includes summary or end-of-year tests for first and second graders.

A list of the instruments which can be used to assess students' progress on each standard is in the record keeping section. A checklist for tracking coverage of the standards at each grade level is included there, too.

Within each academic section, the instruments are presented in the following format:

- ♦ **Introduction** Gives a brief statement of the purpose of the instrument and the students for whom it is appropriate.
- ♦ **Key Research Findings** Presents a concise summary of the latest research on the contribution of this skill to reading, writing, or mathematics ability and/or the appropriateness of the given tool for assessing student achievement in that skill.
- ♦ **Instructions to Teacher** Provides information about the assessment and how it should be administered.
- ♦ **Directions to Students** Gives a standard script for teachers to read aloud so students know what they are to do.
- ♦ **The Assessment** Presents the assessment items and includes a student page if appropriate.
- ♦ **Scoring** Gives information on how teachers should score the assessment.
- ♦ **Interpretation** Gives guidelines on what is expected performance at each grade level and, in most cases, a few suggestions for instructional activities that may help students who are not doing as well as they should.

Teachers from across the city and representing most constituency groups collaborated with university and assessment specialists to develop these assessment tools. The instruments were then piloted in several Chicago Public Schools. Based on the pilot results, instruments were revised or eliminated and a few new ones were added.

We'd like to have your feedback too. A teacher survey is included at the back of the handbook. Please let us know if these tools provide useful information for you and/or how they or the handbook can be improved. The teacher survey forms should be returned to Student Assessment, Accountability, 11<sup>th</sup> Floor, 125 S. Clark, Chicago, Il 60603, Mail Run 125.

We hope these assessment tools are helpful to you as you plan the instructional program for each of your students. If you have any questions or need additional information, please call Student Assessment at 773-553-2413 or 2414.

## Directory of Kindergarten–Primary Language Arts Tools I

The language arts tools cover most of the Chicago Academic Standards. The table below lists each of the language arts tools enclosed in the handbook, the page on which they can be found, and the Chicago Academic Standard they address. The chart on the following page lists the instruments addressing each language arts Chicago Academic Standard by grade level. The standards are listed in the format Illinois State Goal (Arabic numeral) Chicago Academic Standard (capital letter). For example, 3B means Illinois State Goal 3, Chicago Academic Standard B.

<b>Instrument</b>	<b>Standard</b>	<b>Page</b>
Beginning Consonants	1B	P-1
Rhyme	1B	P-7
Initial and Final Sounds (Word Families)	1B	P-13
Segmenting Words into Phonemes	1B	P-15
Adding and Deleting Phonemes	1B	P-16
Oral Retelling	1A, 1D, 2A, 4A, 4B, 4C	R-1
Written Response to Text	1A, 1D, 2A	R-3
Syntactic Structure — Repetition	4B	R-6
Syntactic Structure — Dictation	1A	R-8
Sight Words	1B, 3A	R-10
Reading Observation — Miscue Analysis	1C	R-18
Dragon Developmental Spelling Test	1B, 3A	W-1
Speedy Spelling Test	1B, 3A	W-4
Written Composition	1B, 3A, 3B, 3C	W-5

## Directory of Kindergarten–Primary Language Arts Tools II

Standard	Standard	Kindergarten	First Grade	Second Grade
IA	Strategic Reading Behaviors	Oral Retelling Syntactic Structure— Dictation	Oral Retelling Syntactic Structure— Dictation	Oral Retelling Written Response to Reading Syntactic Structure—Dictation
IB	Word Analysis Strategies	Beginning Consonants Rhyme Initial and Final Sounds Written Composition	Rhyme Initial and Final Sounds Segmenting Words into Phonemes Dragon Spelling Test Sight Words Written Composition Speedy Spelling Test	Segmenting Words into Phonemes Adding and Deleting Phonemes Dragon Spelling Test Sight Words Written Composition Speedy Spelling Test
IC	Reading Fluency		Reading Observation	Reading Observation
ID	Response to Text	Oral Retelling	Oral Retelling Written Response to Text	Oral Retelling Written Response to Text
2A	Literary Techniques		Oral Retelling	Oral Retelling Written Response to Text
2B	Literature of Various Cultures			
3A	Writing Conventions	Written Composition	Written Composition Dragon Spelling Test Speedy Spelling Test	Written Composition Dragon Spelling Test Speedy Spelling Test
3B	Writing Style	Written Composition	Written Composition	Written Composition
3C	Writing Process	Written Composition	Written Composition	Written Composition
4A	Listening	Oral Retelling	Oral Retelling	Oral Retelling
4B	Oral Communication	Oral Retelling Syntactic Structure — Repetition	Oral Retelling Syntactic Structure — Repetition	Oral Retelling Syntactic Structure — Repetition
4C	Speaking	Oral Retelling	Oral Retelling	Oral Retelling
5A	Research			

## Directory of Kindergarten–Primary Mathematics Tools

The math sheets cover 13 different skill areas in kindergarten, first and second grade. The chart indicates the Illinois State Goal and the Chicago Academic Standard (CAS) addressed on each sheet. As needed, pull out the appropriate sheet, so you can address your students’ mastery of that specific skill. On some of the sheets the top half contains the less difficult problems. Printed on the bottom half of the sheet are the more difficult problems.

Skill	State Goal, CAS	Page Number		
		Kindergarten	First Grade	Second Grade
Counting	6A	M-1, 2	M-11	M-25
Addition	6B	M-3	M-12	M-26, 27
Subtraction	6B		M-12	M-26, 27
Place Value	6B		M-13	M-28
Word Problems	6C	M-3, 9	M-14	M-29
Fractions	6D	M-4	M-16	M-31
Time	7C	M-5, 6	M-17	M-32
Measurement	7C		M-18, 19	M-33
Estimation	7C		M-18, 19	M-34, 35
Money	7D	M-5, 6	M-20	M-36, 37
Patterns	8A	M-7	M-21	M-38
Symbols	8B	M-9	M-22	M-39
Geometry	9A	M-7, 8	M-23	M-40, 41
Graphs	10A	M-10	M-23, 24	M-42, 43, 44, 45

## Kindergarten-Primary Assessment Tools

### Phonemic Awareness

**E**mergent readers and writers need to develop a functional command of what is commonly called phonics. Phonological awareness, or the awareness of the sounds which make up words, is both a precursor to and a product of reading. Children need to become interested in and learn to recognize upper and lowercase letters and the sound(s) each letter makes. In addition, they must be able to hear these sounds in the words they and others speak. Word analysis and decoding skills usually increase in tandem with early reading skills.

This section contains tools to assess students' growing ability to recognize and match sounds and letters, the phonemes in words, and the onset (beginning) and rime (vowel and ending) in syllables. The tools are arranged developmentally; that is, success on the later tools generally depends on success on the earlier ones.

Phonics or phonemic awareness skills can be taught through whole language or basal reading programs. They do not necessarily have to be taught in separate, daily lessons, but may be integrated into almost everything that happens during the day. Research suggests that the best plan may be to teach phonics and phonemic awareness in the context of reading and writing to all children and to provide tutoring for children who need more individualized or direct help.

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Kindergarten-Primary Assessment Tools

Beginning Consonants

*This assessment examines students' abilities in letter-name and letter-sound knowledge. It is primarily for use with kindergartners but also may be used with first graders who are having trouble associating sounds with letters.*

**Key Research Findings:** Research has shown that phonemic awareness is the most powerful predictor of learning to read and spell. The next best predictor is letter-sound correspondence. Beginning readers focus on letter-sound relationships when looking at printed material.

**Instructions to Teacher:** This assessment consists of two parts for each semester. It can be administered to the entire class or small groups of students. Each student needs his or her own page.

First Semester

**Directions to Student:** Listen for sounds in words. Put your finger under the first picture. Listen while I name the three pictures. Circle the picture that has the same beginning sound as the first picture.

**Example A:** Look at the first picture, *fan*. Listen to the beginning sound in its name. Now look at the other two pictures, *fish* and *bat*. Which picture begins with the same sound as *fan*?

- |    |        |   |        |   |        |  |
|----|--------|---|--------|---|--------|--|
| 1. | ten    |  | ball   |  | table  |  |
| 2. | comb   |  | cow    |  | bell   |  |
| 3. | rake   |  | ring   |  | kitten |  |
| 4. | bike   |  | duck   |  | book   |  |
| 5. | ladder |  | flower |  | lamp   |  |

**Directions to Student:** Put your finger under the letter. Listen as I name the letter. (For kindergartners, you may say the letter's sound, also.) Look at the two pictures next to the letter as I name the pictures. Draw a circle around the picture that begins with that letter.

**Example B:** Look at the two pictures, *penny* and *bread*. Which one begins with the sound of the letter b?

- |     |   |           |   |      |  |
|-----|---|-----------|---|------|--|
| 6.  | n | telephone |  | nest |  |
| 7.  | m | mitten    |  | pail |  |
| 8.  | d | bus       |  | dog  |  |
| 9.  | f | pig       |  | fish |  |
| 10. | s | sock      |  | kite |  |

## Second Semester

**Directions to Student:** Put your finger under the picture I name. Listen as I say the picture. Look at the two letters next to the picture. Draw a circle around the letter that has the same sound as the beginning sound of the picture.

**Example C:** Look at the picture of the *cow*. Listen to its beginning sound. Now look at the two letters next to the picture, s and c. Which one has the same sound as the beginning sound in *cow*.

- |    |       |   |   |   |
|----|-------|---|---|---|
| 1. | jar   |  | d | j |
| 2. | vase  |  | s | v |
| 3. | watch |  | u | w |
| 4. | gate  |  | j | g |
| 5. | zebra |  | z | n |

**Directions to Student:** Put your finger under the letter. Listen as I name the letter. Look at the two pictures next to the letter as I name the pictures. Draw a circle around the picture that begins with that letter.

**Example D:** Look at the two pictures next to the letter, *dragon* and *girl*. Now look at the letter, d. Which of the pictures has the same beginning sound as the letter, d?

- |     |    |          |   |       |   |
|-----|----|----------|---|-------|---|
| 6.  | p  | pencil   |  | book  |  |
| 7.  | h  | umbrella |  | hand  |  |
| 8.  | k  | ring     |  | keys  |  |
| 9.  | y  | yo-yo    |  | bow   |  |
| 10. | gl | clock    |  | glass |  |

**Scoring:** The child's score is the number correct.

**Interpretation:** Most kindergartners are beginning to hear initial sounds by the end of the first semester and can do the "First Semester" part by the end of the year. Students who are making expected progress can do both sections by the end of the first quarter in first grade.

Students who are having difficulty need more practice hearing and identifying sounds. Play games such as sorting objects by their initial sound or skating from one large letter on the floor to another, saying the letter sounds aloud as they go.

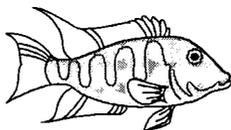
Kindergarten-Primary Assessment Tools

Beginning Consonants

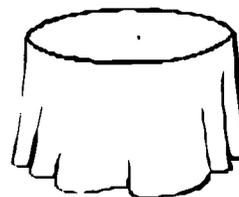
Student Page  
Semester 1

Child's Name \_\_\_\_\_ ID# \_\_\_\_\_ Room \_\_\_\_\_

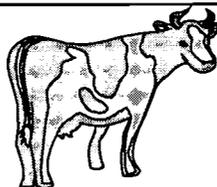
Example A



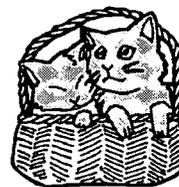
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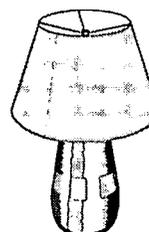
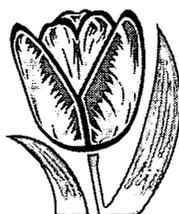
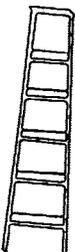
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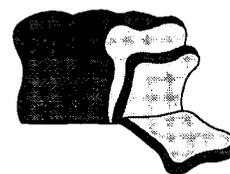


5.



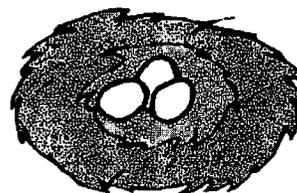
Example B

b



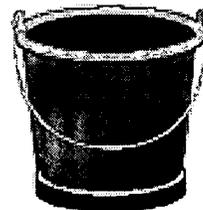
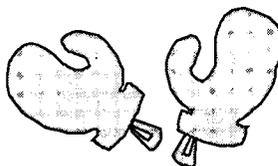
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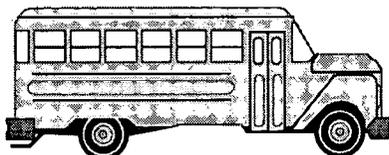
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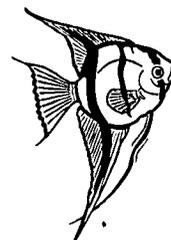
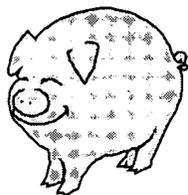
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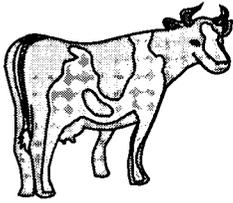
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## Second Semester

Example C



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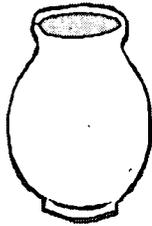
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5.



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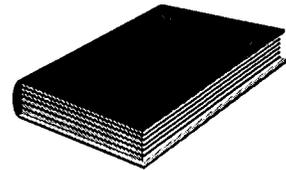
Example D

d



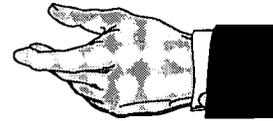
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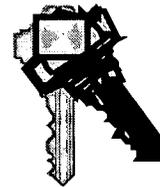
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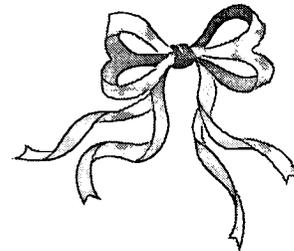
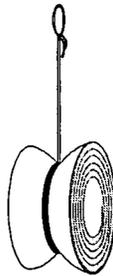
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Kindergarten-Primary Assessment Tools

Phonemic Awareness—Rhyme

*This assessment is appropriate for kindergarten students or older students who are making little progress in learning to read. It can also be used at the beginning of first grade if you want to check whether students can distinguish ending sounds. A Spanish version is included.*

**Key Research Findings:** A prerequisite for learning to read is being able to hear and distinguish various sounds. Because of its appeal to young children, rhyme is often used to give children opportunities to hear the similarities in certain sounds. It can also be given to assess children’s ability to hear ending sounds.

**Instructions to Teacher:** In this assessment children select the word which rhymes with a given word using pictures. The words and reduced-size pictures are given below. The student page contains only the full-size pictures.

Read each of the words pictured. You may repeat the words as necessary. This assessment can be administered to small groups of children or to an entire class.

**Directions to Students:** Look at the first picture in the row. Now look at the other two pictures in that row. Circle the picture that rhymes with the first picture. I’ll name each picture.

<p><b>Example A:</b> Look at the first row. We have pictures of a <i>house</i>, a <i>mouse</i>, and a <i>flower</i>. The first picture is a house. Which word rhymes with <i>house</i> — <i>mouse</i> or <i>flower</i>?</p>						
<p><b>Example B:</b> Look at the next row. We have pictures of a <i>truck</i>, a <i>shovel</i>, and a <i>duck</i>. The first picture is a truck. Which word rhymes with <i>truck</i> — <i>shovel</i> or <i>duck</i>?</p>						
1. man			fan		mail	
2. cake			rake		bug	
3. pail			lamp		whale	
4. cat			can		bat	
5. fish			dish		dog	
6. ring			kite		king	
7. star			bike		car	
8. keys			trees		bus	
9. dog			frog		phone	
10. sock			chick		clock	

**Scoring:** The child’s score is the number correct. Does the child hear the rhyme only if the rhyming words are said in succession? Does the child confuse initial and ending sounds? Analysis of items answered incorrectly may suggest specific areas where help is needed.

**Interpretation:** Most end-of-year kindergartners will have little difficulty with this activity. If a student has trouble, follow-up to determine whether hearing sounds is the problem or if the problem is procedural — following directions, marking pictures, attending to tasks independently, etc. Children having a hard time hearing ending sounds will benefit from singing songs, reading books, and playing games with rhyme. Children can brainstorm rhyming words while having snack or waiting in line. The words can be real or nonsense, i.e., *wing* — *ring, sing, bing, ping*, etc. In another game, a child suggests a word and the rest of the class names as many real words as possible that rhyme with it. Teachers can also read stories with rhyme and wait while children supply the rhyming words.

Kindergarten-Primary Assessment Tools

Phonemic Awareness—Rhyme

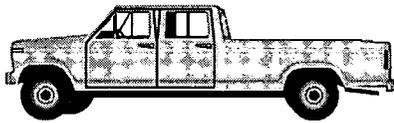
Child's Name \_\_\_\_\_ ID# \_\_\_\_\_ Room \_\_\_\_\_

Select the word that rhymes with the given word. Circle **O** the picture that rhymes with the given picture.

*Example: A*



*Example: B*



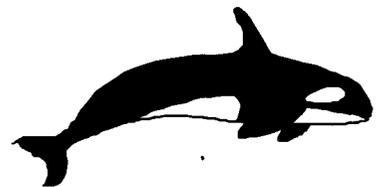
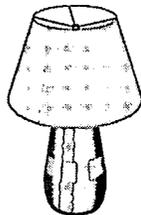
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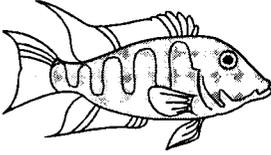
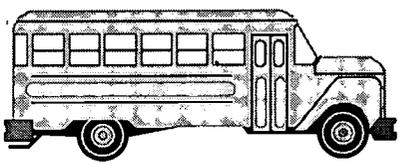
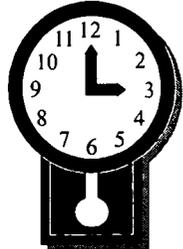


2.



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10.			

Kindergarten-Primary Assessment Tools

Phonemic Awareness—Rhyme (Spanish)

*This assessment is appropriate for Spanish-speaking students in kindergarten or those in first grade who are making little progress in learning to read. It may also be useful at the beginning of first grade to check whether students can distinguish ending sounds.*

**Key Research Findings:** A prerequisite for learning to read is being able to hear and distinguish various sounds. This is particularly important in a syllabic language such as Spanish. Because of its appeal to young children, rhyme is often used to give children opportunities to hear the similarities in certain sounds. It can also be given to assess children’s ability to hear ending sounds.

**Instructions to Teacher:** In this assessment children select the word which rhymes with a given word using pictures. The words and reduced-size pictures are given below. The student page contains only the full-size pictures. Read each of the words pictured. You may repeat the words as necessary. This assessment can be administered to small groups of children or to an entire class.

**Instrucciones:** Mira el primer dibujo que aparece en la fila. Luego mira los otros dos dibujos de la fila. Elige uno de los dibujos que su nombre rima con el nombre del primer dibujo de la fila. (Read each of the words pictured.)

**Ejemplo A:** Mira los dibujos en la primera fila. Ve los dibujos: manzana, rana y mano. El primer dibujo es una manzana. ¿Cuál de las palabras rima con manzana—rana o mano? Haz un círculo alrededor de la rana.

**Ejemplo B:** Mira los dibujos en la segunda fila. Ve los dibujos: gato, perro y pato. El primer dibujo es *gato*. ¿Cuál de las palabras rima con *gato*—*perro* o *pato*? Haz un círculo alrededor del pato.

1. anillo		cuchillo		llama	
2. espejo		conejo		ocho	8
3. bicicleta		maleta		cabeza	
4. niña		llave		piña	
5. avion		corazón		árbol	
6. ratón		jamón		reloj	
7. melón		león		oso	
8. puente		fuelle		pluma	
9. casa		manzana		taza	
10. foca		boca		fruta	

**Scoring:** The child’s score for each part is the number correct.

**Interpretation:** Most end-of-year kindergartners will have little difficulty with this activity. If a student has trouble, follow-up to determine whether the problem is hearing sounds or procedural — following directions, marking pictures, attending to tasks independently, etc. Children having a hard time hearing ending sounds will benefit from singing songs, reading books, and playing games with rhyme. Children can brainstorm rhyming words while having snack or waiting in line. The words can be real or nonsense, i.e., *wing — ring, sing, bing, ping*, etc. In another game, a child suggests a word and the rest of the class names as many real words as possible that rhyme with it. Teachers can also read stories with rhyme and wait while children supply the rhyming words.

Kindergarten-Primary Assessment Tools

Phonemic Awareness—Rhyme (Spanish)

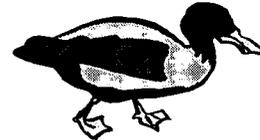
Nombre del Estudiante: \_\_\_\_\_

Escoje la palabra del dibujo que rima con la palabra del primer dibujo. Pon un  en el dibujo que rima con el primer dibujo.

Ejemplo: A



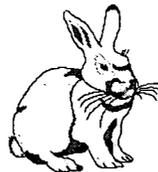
Ejemplo: B



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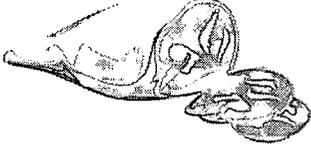
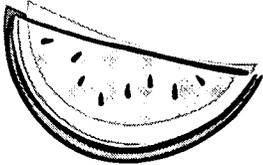
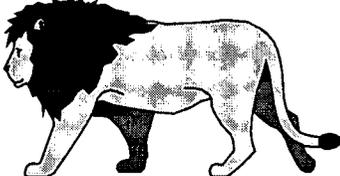
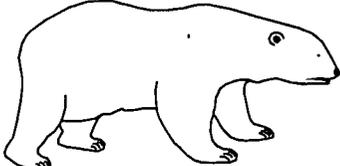
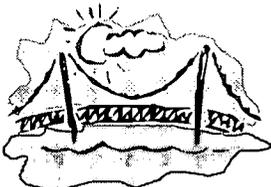
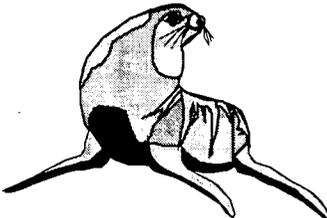


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Kindergarten-Primary Assessment Tools

Phonemic Awareness—Initial and Final Sounds

*This assessment is appropriate for first graders who associate sounds with letters and are beginning to read some words. It is useful in determining if your students are catching on to the idea that words are made up of distinct sounds. It can also be used at the end of kindergarten if your kindergartners have mastered associating sounds with letters. A Spanish version is included.*

**Key Research Findings:** Research shows that the ability to recognize a series of sounds in speech is a precursor to reading. Before children can learn to sound out words, they have to hear the distinct sounds that make up words. Every syllable in a word contains two sections — the opening (onset) and the ending (rime). Once children know letter-sound correspondences and are aware that words are a blend of these letter-sounds, they can begin to segment words either by individual phonemes or by initial sounds (the onset) and the ending sounds (the rime). An awareness of onset and rime is very helpful before reading begins but increases as reading skills develop.

**Instructions to Teacher:** This assessment should be individually administered. No student page is necessary. Children listen as you say the word; then they orally segment the word into two parts — the initial sound and the sounds in the rest of the word (the onset and the rime). You may repeat the word as necessary. **Do not segment the word as you say it.** You may need to practice with several examples to be sure students understand what they are to do.

**Directions to Students:** Listen as I say a word. You’re going to separate the word into two pieces — the beginning sound and the rest of the word.

<b>Example A:</b> Listen to the word: <i>dog</i> . Separate the word into two pieces: the initial sound /d/ and the remaining ending sound or sounds /og/. d-og			
<b>Example B:</b> Now try the word <i>whip</i> . Separate whip into its initial sound and its ending. wh-ip.			
<b>Other Examples:</b>	chalk	ch-alk	shop
	green	gr-een	fight
	trip	tr-ip	branch
			sh-op
			f-ight
			br-anch
1. cap		6. doll	
2. think		7. lunch	
3. church		8. milk	
4. bear		9. grass	
5. fudge		10. bridge	

**Scoring:** The child’s score is the number of words correctly divided into beginning and ending sounds.

**Interpretation:** Most first graders should have little difficulty with this activity in the second half of the year. If a child has a problem doing this activity, first be sure it is not just a procedural one — knowing what is expected. If the problem is hearing the sounds, the child needs more practice “playing” with words through songs, stories, and games. The child can practice matching pictures or objects that begin or end with the same sound.

## Kindergarten-Primary Assessment Tools

### Phonemic Awareness—Initial and Final Sounds (Spanish)

*This assessment is appropriate for Spanish-speaking first graders who associate sounds with letters and are beginning to read some words. It is useful in determining if students understand the idea that words are made up of distinct sounds. It can also be used at the end of kindergarten if your kindergartners have mastered associating sounds with letters.*

**Key Research Findings:** Research shows that the ability to recognize a series of sounds in speech is a precursor to reading. Before children can learn to sound out words, they have to hear the distinct sounds that make up words. Every syllable in a word contains two sections — the opening (onset) and the ending (rime). Once children know letter-sound correspondences and are aware that words are a blend of these letter-sounds, they can begin to segment words either by individual phonemes, by initial and ending sounds, or by syllables. Note that although an awareness of onset and rime is very helpful before reading begins, it increases as reading skills develop.

**Instructions to Teacher:** This assessment should be individually administered. No student page is necessary. Children listen as you say the word; then they orally segment the one-syllable words into two parts—the initial consonant sound and the sounds in the rest of the word (the onset and the rime). In the second part of the assessment, students segment two-syllable words into their syllables. You may repeat the word as necessary. **Do not segment the word as you say it.** You may need to practice with several examples to be sure students understand what they are to do.

**Instrucciones:** Escucha mientras yo digo la palabra. Tú vas a separar la palabra en dos partes — el sonido inicial y el sonido final.

**Ejemplo:** Escucha la palabra: luz. Separa la palabra en dos partes: el sonido inicial /lu/ y el sonido final /z/. lu-z (light)

- |              |                |
|--------------|----------------|
| 1. dos (two) | 3. gris (grey) |
| 2. sol (sun) | 4. sur (south) |

**Instrucciones:** Escucha mientras yo digo la palabra. Tú vas a separar la palabra en dos sílabas— la sílaba inicial y la sílaba final.

**Ejemplo:** Escucha la palabra: mano. Separa la palabra en dos partes: la sílaba inicial (primer sílaba) /ma/ y la sílaba final (última sílaba) /no/. ma-no (hand)

- |                  |                   |
|------------------|-------------------|
| 5. perro (dog)   | 8. león (lion)    |
| 6. tribu (tribe) | 9. brisa (breeze) |
| 7. playa (beach) | 10. llave (key)   |

**Scoring:** The child's score is the number of words correctly segmented.

**Interpretation:** Most first graders should have little difficulty with this activity in the second half of the year. If a child has a problem, first be sure it is not just a procedural one — knowing what is expected. If the problem is hearing the sounds, the child needs more practice “playing” with words through songs, stories, and games. The child can also practice matching pictures or objects that begin or end with the same sound.

Kindergarten-Primary Assessment Tools

**Phonemic Awareness—Segmenting Words into Phonemes\***

*This assessment is appropriate for first graders and for kindergartners who already know that words are made up of sounds. It can be used at the beginning of first grade to learn more about students and plan appropriate literacy experiences for them, or it can be used selectively with individual children who are having difficulty with reading tasks. This instrument is not appropriate for non-English speakers.*

**Key Research Findings:** Studies have found that poor readers have a low awareness of phonemic structures. In fact, the research has identified phonemic awareness as the most important predictor of success in learning to read. If children cannot hear and manipulate the sounds in spoken words, they have an extremely difficult time learning how to map those sounds onto letters and letter patterns.

Training in hearing and identifying the sounds in words is often necessary because many children enter kindergarten without the conscious awareness that words are made up of distinct sounds; rather they hear words as complete units. [Adams, M. J. (1990) *Beginning to Read: Thinking and Learning about Print*. Cambridge, MA: Bolt, Beranek, and Newman, Inc. ED 317950.]

**Directions to Teacher:** In this assessment, students either segment a given word into its individual sounds or identify the word when given the individual sounds. Both skills are important in learning to read and, while highly correlated, distinct. You may try a few items from each part in the same administration or administer the parts on different days.

This assessment should be individually administered. Record students' responses, at least the incorrect ones, on a separate sheet of paper. Later, you can look for patterns which may indicate the child has problems with certain vowel, consonant, or blended sounds.

Part I	Part II
<p><b>Directions to Student:</b> We're going to play a word game. I will say a word and I want you to break the word apart into its separate sounds. You are going to tell me each sound in the word in order. For example, if I say "old," you should say /ɔ/-/l/-/d/. (Say the sounds when you segment the word, not the letters.)</p>	<p><b>Directions to Student:</b> This time I will say the sounds in the word and I want you to put them together and tell me the word. For example, if I say /s/-/a/-/t/, you should say <i>sat</i>. (Be sure to say the sounds, not the letters, when you segment the word.)</p>
<p><b>Examples:</b> (Assist child as necessary.) <i>shy</i> /sh/-/ī/, <i>knee</i> /n/-/ē/, <i>wake</i> /w/-/ā/-/k/</p>	<p><b>Examples:</b> (Assist child as necessary.) /d/-/oo/ <i>do</i>, /f/-/ā/-/s/ <i>face</i>, /l/-/ā/-/n/-/d/ <i>land</i></p>
<p>1. ten    ___ /t/-/ē/-n/    6. whale    ___ /wh/-/ā/-/l/</p> <p>2. meet    ___ /m/-/ē/-/t/    7. fan    ___ /f/-/ā/-/n/</p> <p>3. side    ___ /s/-/ī/-/d/    8. zoo    ___ /z/-/oo/</p> <p>4. bow    ___ /b/-/ō/    9. rip    ___ /r/-/ī/-/p/</p> <p>5. see    ___ /s/-/ē/    10. job    ___ /j/-/ō/-/b/</p>	<p>1. /b/-/ā/-/k/    ___ (bake)    6. /n/-/ō/-/t/    ___ (not)</p> <p>2. /g/-/r/-/oo/    ___ (grew)    7. /ī/-/s/    ___ (ice)</p> <p>3. /p/-/ā/-/t/    ___ (pat)    8. /ch/-/ī/-/t/    ___ (chin)</p> <p>4. /br/-/ē/-/d/    ___ (bread)    9. /h/-/ō/-/p/    ___ (hop)</p> <p>5. /c/-/ū/-/p/    ___ (cup)    10. /th/-/r/-/ō/    ___ (throw)</p>

**Scoring:** The child's score on each part is the number of words correct.

**Interpretation:** First graders who are ready to learn to read should have little difficulty with this activity after practicing with several examples. Phonemic awareness can be strengthened by providing children with rich language experiences that encourage active exploration and manipulation of sounds. Some children need more extensive practice and assistance than others. Start by segmenting words with two sounds; then work up to three and four sounds. Children can categorize words that begin or end with the same sound or they can predict words in shared reading activities when they can see only the initial letter(s). The latter works especially well in stories with rhyme.

\* Adapted from the Yopp-Singer Test of Phoneme Awareness. *The Reading Teacher* (September 1995), Vol. 49, No. 1.

Kindergarten-Primary Assessment Tools

Phonemic Awareness—Adding and Deleting Phonemes\*

*This assessment is appropriate for most second graders and many end-of-year first graders. It involves an unusual manipulation of sounds but students with good phonemic awareness usually like this activity once they understand what to do. Although a more difficult phonemic awareness activity, this task can be useful for identifying specific difficulties of students who are not making expected progress in learning to read.*

**Key Research Findings:** Research indicates that phonological awareness, or the ability to deal with units of sound smaller than the syllable, is the best predictor of ease in learning to read [Stanovich, K., (1993-94) “Romance and Reality (Distinguished Educator Series,” *Reading Teacher*, 47(4)]. Although the ability to add and/or delete phonemes shows a high level of phonemic awareness, children not only need to be aware of the order of sounds so they can be blended correctly, but they must be able to generalize from known to unknown words by dropping sounds in specific positions and substituting others.

**Instructions to Teacher:** This assessment consists of two parts. In the first part, the child forms a new word by adding a phoneme to the beginning or end of a word. In the second part, the child forms a new word by deleting a phoneme from the beginning, middle or end of a word. The first part is easier than the second for most students. Although related tasks, they are two separate skills and should be given on different days. This assessment should be individually administered. Note the words to which the child correctly adds or deletes the indicated phoneme.

Part I	Part II
<p><b>Directions to Student:</b> We’re going to play a word game. I will say a word and I want you to say the new word we would make by adding another sound to the word. For example, if I asked what word we would make if the /b/ sound were added to the beginning of <i>and</i>, you should say “<i>band</i>.”</p>	<p><b>Directions to Student:</b> This time I will say a word and I want you to say the word that we would make if we took a sound away from the word. For example, if I asked what word would be left if the /l/ sound were taken away from the beginning of <i>lend</i>, you should say “<i>end</i>.”</p>
<p><b>Examples:</b> (Assist child in providing the correct words as necessary.) What word do we make if:  the /k/ sound is added to the beginning of <i>at</i>? (cat)  the /m/ sound is added to the end of <i>war</i>? (warm)  the /d/ sound is added to the end of <i>cry</i>? (cried)</p>	<p><b>Examples:</b> (Assist child in providing the correct words as necessary.) What word is left if:  the /s/ sound is taken from the beginning of <i>spin</i> (-pin)  the /d/ sound is taken from the end of <i>card</i> (car-)  the /f/ sound is taken from the middle of <i>left</i>? (le-t)</p>
<p>What word is made if the indicated phoneme is added to the following words?</p> <ol style="list-style-type: none"> <li>/f/ added to the beginning of <i>arm</i> _____ (farm)</li> <li>/j/ added to the beginning of <i>am</i> _____ (jam)</li> <li>/ē/ added to the end of <i>fair</i> _____ (fairy)</li> <li>/th/ added to the beginning of <i>ink</i> _____ (think)</li> <li>/m/ added to the end of <i>for</i> _____ (form)</li> <li>/k/ added to the beginning of <i>old</i> _____ (cold)</li> <li>/ē/ added to the end of <i>part</i> _____ (party)</li> <li>/p/ added to the end of <i>she</i> _____ (sheep)</li> <li>/b/ added to the beginning of <i>right</i> _____ (bright)</li> <li>/n/ added to the beginning of <i>ear</i> _____ (near)</li> </ol>	<p>What word is left if the indicated phoneme is taken away from the following words?</p> <ol style="list-style-type: none"> <li>/s/ from the middle of <i>nest</i> _____ (ne-t)</li> <li>/k/ from the end of <i>fork</i> _____ (for-)</li> <li>/t/ from the end of <i>tent</i> _____ (ten-)</li> <li>/n/ from the middle of <i>sent</i> _____ (se-t)</li> <li>/n/ from the beginning of <i>nice</i> _____ (-ice)</li> <li>/r/ from the end of <i>waiter</i> _____ (wait-)</li> <li>/p/ from the beginning of <i>plate</i> _____ (-late)</li> <li>/ē/ from the end of <i>every</i> _____ (ever-)</li> <li>/b/ from the beginning of <i>bring</i> _____ (-ring)</li> <li>/t/ from the middle of <i>stand</i> _____ (s-and)</li> </ol>

**Scoring:** The child’s score for each part is the number of words correct.

**Interpretation:** Because of the close relationship between a child’s control over sounds and his or her reading ability, a second grader who is performing near grade level should be able to do Part I by mid-year and Part II by the end of the year. If students have difficulty with this activity, direct instruction in phonemic awareness may be indicated. For example, turn the assessment tool into a game; have students think of other words which can be made by adding or deleting a phoneme to a given word.

\* Adapted from “An analysis of word sounds by young children” by D. Bruce, 1964, *British Journal of Educational Psychology*, p. 170.

## Kindergarten-Primary Assessment Tools

### Reading Comprehension

**G**ood readers construct and reconstruct meaning from printed material. While decoding letters and words are necessary first steps, reading is communication or shared meaning. Teachers gather information about students' progress by asking them to read along with Big Books, trade books, or chapter books; demonstrate their understanding by illustrating, retelling, or responding to questions; and connect the story or information to their own experiences. Teachers may also conduct a miscue analysis and note the use of reading strategies as individual students read aloud. If students are struggling with too many words and not reading for meaning, they should be given easier reading material so they can incorporate a variety of reading strategies into a smoother, message-getting process.

This section includes instruments assessing a broad range of reading behaviors from recognition of sight words to oral and written response to text. Comprehension skills such as sight word recognition, word analysis, and knowledge of syntactic structure should be taught in the context of meaningful material at the appropriate reading level. Some of the enclosed tools can be used with kindergartners because they involve listening and then retelling. Other instruments are more appropriate for use with second graders who can read a story and prepare a written response.

The enclosed Reading Observation — Miscue Analysis tool is probably the best indicator of students' overall reading ability because students are engaged in reading and demonstrating understanding of authentic text. In addition, miscue analyses have face and content validity and good reliability when done by trained observers. Teachers gain valuable information to inform instruction as they observe and make notes while a student reads. *Any* text can be used for this purpose.

The observation-miscue analysis can also be used as a systematic measure to provide more standardized information about students' progress. In this case you need to use text which has been leveled by the publisher on a standard scale, i.e., the Reading Recovery or Guided Reading levels. Your school received a few benchmark books leveled by Reading Recovery. Copies of selected text and comprehension questions for the benchmark books are included in this handbook so that teachers can make standardized assessments of students' reading comprehension abilities. This data can be used to document a student's or class's progress as well as to make decisions about instructional programs.

Kindergarten-Primary Assessment Tools

Oral Retelling

*This assessment is appropriate for use with kindergartners through second graders. It can be used to assess students' understanding of stories read to them or, with older students, on stories they read themselves. Oral retelling can be used to assess children's progress on many of the Chicago Academic Standards and is one way to determine comprehension in a reading observation. While retelling works best for narratives, other texts may lend themselves to the retelling format and rubric, too. The story and/or the response can be in whatever language the child is most comfortable.*

**Key Research Findings:** Allowing listeners or readers to retell a story or book in their own words helps them develop language structures, comprehension, and a sense of story structure. It emphasizes holistic comprehension instead of the isolated pieces of information which questioning elicits. It is very important that children monitor their own comprehension as they read. They should be aware of when they are not understanding and be able to apply appropriate strategies as needed, i.e., rereading, reading more slowly, looking up unknown words, etc.

**Instructions to Teacher:** Oral retelling can be very time-consuming. To minimize this inconvenience, make the oral retelling assessment part of your regular reading activities. After reading a story or passage to your class or to a small group, ask one of the students to retell it. Since oral retelling requires only simple recall, you may want to add questions which require more complex thinking such as making inferences or drawing conclusions.

**Directions to Students:** Let students know before you or they read the story that you will be asking some of them to retell it either immediately or later in the day. After the student has read or listened to a story, say: "Tell me the story in your own words," or "What was the story about?" or "Tell me what you remember about the story." You may prompt the child who gives an incomplete response by saying, "Tell me more," or "Tell me more about that." If necessary, direct questions can be used, i.e., "Who is the story about?" or "How was the problem solved?"

**Scoring:** Use the rubric below or another retelling rubric to rate the child's overall performance. The Chicago Public Schools' School Based Problem Solving Process has a reading retelling rubric and there are several retelling rubrics in *The CPS Performance Assessment Idea Book*. You may find it convenient to make notes or use a check-off list of key elements (main character, setting, plot, resolution, etc.) as the child retells the story. An optional checklist is provided on the following page. A child receives a score of "0" if he or she cannot retell or answer questions about the story.

Oral Retelling Comprehension Rubric

<p><b>4 Excellent</b> Major points covered without prompting (Main character, plot/problem and solution) Some details included Logical sequencing</p>	<p><b>2 Adequate</b> Direct questioning may be necessary to elicit major points Few or no details Sequencing may be inaccurate</p>
<p><b>3 Good</b> Most major points covered with little or no prompting Some details included Logical sequencing</p>	<p><b>1 Poor</b> Some response related to story but weak story line Few major points included Sequencing may be confusing</p>

**Interpretation:** The above rubric is developmental rather than grade specific. The difficulty level of the text should increase as students become more proficient readers or practiced listeners. At the end of the school year, students should be able to score a "3" or better on grade-level appropriate text read to them. For text read independently, first and second graders need a score of "3" or better to demonstrate good understanding of the text.



## Kindergarten-Primary Assessment Tools

# Written Response to Text

*This assessment is appropriate for use with second graders. It can be used to assess students' understanding of stories read to them or stories they read themselves. A written response can be used to assess children's progress on many of the Chicago Academic Standards and is one way to determine comprehension. It can also be used to document growth for accountability purposes. The story and/or response can be in whatever language the child is most comfortable.*

**Key Research Findings:** Allowing a listener or reader to construct meaning from a variety of texts both at a literal level and at a conceptual level enables them to extend meaning beyond the text. Teachers often assess students' understanding by asking questions or by having students retell the story in their own words. Third grade students are asked on the *Illinois Standards Achievement Test (ISAT)* to respond in writing to narrative and informational text they read. This tool can be used to assess comprehension in a similar manner.

**Directions to the Teacher:** Teachers can use a variety of devices to get students to write. After reading a story, the students can respond to a question, write a sequential retelling or a written summary. Some examples are: "What happened each time the moose was given something?" "Did you like the way Amelia Bedelia handled the ball game? Why or why not?" "Did you like (or agree) with the main character? Why or why not?" Students can give a sequential retelling by writing what happens in *The Very Quiet Cricket* or *The Day Jimmy's Boa Ate the Wash*.

### **Rubric for Grading**

- *Excellent* 4 points

Response shows good understanding of text. Student clearly answers question and provides information to substantiate his or her response. Response includes many details from the text and/or interpretation of the text based on their personal experiences.

- *Satisfactory* 3 points

Response shows basic understanding of the text but may include some gaps. Response may include a few general details but lacks specific, text-based support.

- *Needs Help* 2 points

Unclear from response whether student understood the text. Response may be vague.

- *Insufficient* 1 point

Response is unrelated to text, is insufficient, or shows significant misunderstanding of text.

### **Interpretation of Scores**

Teachers can calculate scores for their own class. A score of 3 or 4 points suggests the student is making very good progress. Students whose papers are not as developed need practice writing short descriptions of pictures or stories. Use predictable or patterned books to help students develop clear beginning, middle and ending sentences.

## Scoring Examples (Student work)

### *Written Summary*

A Chair for My Mother by Vera B. Williams, Greenwillow Books, New York, 1982

Score:2

The girl and her family like to sav monee. They were a nice family. I like them. They need things. There good. It was a good story. It was my favrit.

Score:3

There was a fire their house. The girl and her mom saved monee in a big jar. When they had lot of monee they got a chair. Everyone liked the chair.

Score:4

A girl and her mother and her grama needed new fernechur becus their house got burned down. They did not have much money so thay saved there koyns in a jar when the jar was full of koyns they went to the stor and found the chair they rellee wanted. They took it home and were happy.

### *Sequential Retelling*

Millions of Cats by Wanda Gag, Putnam, New York, 1996

Score:1

Cats are good. Cats are nice. I like cats. I am good.

Score:2

A man and ladee got lots of cats. Cats are black. Cats are white. Cats are big. Cats are small. Ther are lots and lots of cats

Score:3

A man and ladi were alon. They had no kids. The man went out to get his wife a pet cat. He walked and walked and walked. He found lots of cats and took them home to make his wife happy.

Score:4

One day, an old lady and old man wanted pets. The old man went walking to find one cat. But he found milliyons of cats. He loved all the cats he saw. He put a lot of cats in his arms and walked back home to his wife. Cats and cats went with him. Cats drank all the water in the pond. Cats ate all the gras on the hill. All the cats were fighting each other. 1cat was left to be with the old lady and old man for a very long time.

*Responding to a question*

Young Harriet Tubman, Freedom Fighter by Anne Benjamin, Troll Assoc., 1992

Did you like the character? Why or why not?

Score:1

She ran very fast.

Score:2

I didn't like her because she could have saved more people. She just wanted to be famous.

Score:3

I liked Harriet because she was a nice lady that saved a lot of slaves. She had a hard life. She was brave and I liked her.

Score:4

I liked Harriet Tubman because she helped save many peoples lives. She was only 3 when she started working. I can't image myself working at such a young age. She found the Underground Railroad. She had a lot of courage. She is the bravest woman in the whole world and I liked her.

## Syntactic Structure — Repetition

(Developed by UCLA/CRESST)

*This assessment is appropriate for kindergarten through second grade students who are making little progress in learning to read. It is administered individually. This assessment is not appropriate for second-language learners.*

**Key Research Findings:** Children’s knowledge and use of complex syntactic structures (patterns of words, regularities, and relationships of words in sentences) is related to reading and writing achievement. Accurate imitation of complex syntax has been used as an indicator of children’s comprehension abilities.

**Instructions to the Teacher:** In this assessment you read each model sentence and ask the children to repeat the sentence exactly as they hear it. You can repeat an item if the child does not respond or if he/she explicitly asks for a repetition. You may not repeat the sentence if the child has given an incorrect response; simply move on to the next item. *If the child makes errors or gives no response on three (3) consecutive items, stop and calculate the total score.*

**Additional Instructions for Second Grade Teachers:** You may want to begin with item #10 since most second graders will have mastered simple declarative or declarative conjunction sentences. If the second grader makes errors on items #10, #11, and #12, begin again with item #1.

**Directions to Students:** Listen very carefully. I’m going to say some sentences. I want you to listen and then say them after me. (If the child fails to respond, the examiner repeats the test sentence one time only before moving on to the next item.)

**Example A:** Now listen very carefully. Say the sentence after me. *The dog ran after the cat.*

**Example B:** Let’s do some more. Listen carefully and repeat exactly what I say. *The car was towed by the truck.*

Item	Sentence	Type	Score	
1.	The boy read the book.	Simple Declarative	1	0
2.	The girl did not walk to school.	Simple Negative	1	0
3.	Is that your new teacher?	Yes/No Interrogative	1	0
4.	What did the teacher talk about today?	WH-Interrogative	1	0
5.	The boy and girl went to the playground.	Coordinating Conjunction	1	0
6.	The students wanted to finish their homework.	Infinitive Phrase	1	0
7.	We read the books in school during quiet time.	Prepositional Phrase	1	0
8.	The children traced and colored the pictures.	Sentential Coordination	1	0
9.	The teacher wrote a sentence and the students copied it.	Coordinating Conjunction	1	0

Item	Sentence	Type	Score	
10.	I think that the teacher's gone.	Object Noun-phrase Complement	1	0
11.	If it is cold, I will bring a sweater to school.	Subordinating Conjunction	1	0
12.	The teacher corrected, scored, and returned the homework assignments.	Sentential Coordination	1	0
13.	The girl did not go to school today because she is sick.	Subordinating Conjunction	1	0
14.	Chantelle saw where the student went.	Embedded Wh-Question	1	0
15.	What does he think is for lunch today?	Complex Wh-Interrogative	1	0
16.	I know how to do my homework.	Complex Infinitive Phrase	1	0
17.	The people who work at school are nice.	Relative Clause	1	0
18.	I see the boy who rides his bike to school every day.	Relative Clause	1	0
19.	The girl who lived next door decided to go to school with them.	Relative Clause	1	0
20.	The book was read by the girl.	Passive	1	0
21.	The book was not bought by that girl.	Passive Negative	1	0
22.	Was the book borrowed from the library?	Passive Interrogative	1	0
23.	Wasn't the story written by the teacher?	Negative/passive Interrogative	1	0
24.	The teachers were dismissed to recess by the students.	Non-intuitive Passive Construction	1	0
		<i>Total Score</i>		

**Scoring:** The child's score is the total number of correct responses. The answer is correct if it is an exact repetition of the test item or if it reflects acceptable dialectal variations. The answer is considered incorrect if the repetition contains substitutions, omissions, additions, or inversions of either words or clauses. A child receives a "0" score for an incorrect response or no response.

**Interpretation:** Most kindergartners and many first grade children will still be in the process of acquiring complex syntactic structures. Kindergarten children will have acquired simple declarative sentences, negative and interrogative constructions, as well as declarative sentences with prepositional and infinitive phrases. First graders should have acquired conjunctions, sentential coordination, and sentences with simple relative clauses. By the end of second grade most children fully comprehend and spontaneously produce sentences comprising complex syntax. They should be receiving full marks, with the possible exception of the non-intuitive passive constructions which research shows can be challenging even for nine-year-old children. Children who do not do as well as expected on this assessment may profit from increased opportunities with language – listening to stories (being read to or listening to books on tape), telling their experiences, or engaging in extensive discussions on high-interest subjects with you or others who model complex syntax.

## Syntactic Structure — Dictation

(Developed by UCLA/CRESST)

*This assessment is appropriate for kindergarten through second grade students who are making little progress in learning to read. It is individually-administered. Although this assessment requires more time to score and the scores may be more subjective than the Syntactic Structure — Repetition assessment, it may give a clearer picture of their comprehension ability. This assessment is not appropriate for second-language learners.*

**Key Research Findings:** To assess children’s communicative ability, it is important to look at their understanding of the syntax of language: patterns of words, regularities, and relationships of words in sentences. Children’s production of sentences with complex syntax can be elicited by asking them to retell a familiar story. Their ability to generate novel sentences using constructions with relative clauses and subordinating conjunctions is an indicator of their reading and writing achievement.

**Instructions to the Teacher:** In this assessment you ask the student to retell a familiar fairytale or the events from a familiar storybook. (For example, you may suggest Goldilocks, Red Riding Hood, or a Disney children’s movie.) Write down the children’s sentences verbatim. If possible, tape record the child’s retelling for accuracy. You may need to limit the child’s story telling if he or she is too long-winded. Use the attached rubric to score the dictation.

**Directions to Students:** I want you to tell me the story of \_\_\_\_\_ (suggest a fairytale or storybook familiar to the child). Be careful not to go too fast because I’m writing down everything you say. Tell me at least three things that happened in this story.

Name of story: _____ (fill in title)
Retold by: _____ Score: _____
_____
_____
_____
_____
_____
_____
_____
_____

**Scoring:** Score only the syntactic structures the child produces. Grammatical errors such as incorrect subject verb agreement or incorrect past tenses should be ignored.

### Scoring Rubric\*

- 3 Competent Production of Complex Syntax**  
Uses a relatively even mix of both simple (e.g., simple declarative and negative sentences, sentences with prepositional or infinitive phrases) and complex sentences (e.g., relative clauses and subordinating conjunctions).
- 2 Emergent Production of Complex Syntax**  
Uses primarily simple sentences (e.g., simple declarative and negative sentences, sentences with prepositional or infinitive phrases). Uses only a few complex sentences (e.g., relative clauses and subordinating conjunctions).
- 1 Production Limited to Simple Sentences**  
Accurately uses simple sentences (e.g., simple declarative and negative sentences, sentences with prepositional or infinitive phrases). Uses no complex syntactic structures.
- 0 No Response or Impaired Production of Simple Sentences**  
Child does not respond to story retelling prompt. Inaccuracy in both simple and complex sentences (e.g., sentence fragments, word order inverted).

**Interpretation:** Most kindergartners and many first grade children are still in the process of acquiring complex syntactic structures. Kindergarten children will have acquired simple declarative sentences, negative and interrogative constructions, as well as declarative sentences with prepositional and infinitive phrases (score = 1 or 2). First graders should be using some complex sentences and many will use an even mix of simple and complex sentence structures (score = 2 or 3). By the end of second grade most children fully comprehend and spontaneously produce many sentences comprising complex syntax. They should be scoring “3.” Students who do not score as well as expected on this assessment may profit from increased opportunities with language — listening to stories (being read to or listening to books on tape), telling their experiences, or entering into extended discussions with you or others about subjects of high interest.

### \* Examples of Sentence Types

Simple Declarative

*She ran home.*

Simple Negative

*He did not like the wet weather.*

Prepositional Phrase

*I am bringing a friend home for the holidays.*

Infinitive Phrase

*The children liked to draw pictures.*

Relative Clause

*The students who finished their homework had a party.*

Subordinating Conjunction

*I'll help you if I have time.*

*When Mary comes, send her upstairs please.*

## Kindergarten-Primary Assessment Tools

# Sight Words

*First and second graders need a sizable bank of sight words in order to read fluently. This assessment can assist you in determining your students' recognition of common words. The words on the attached word list were adapted from the Dolch and Fry words lists. According to Edward Fry in the Reading Teacher's Book of Lists, Prentice Hall (1993), the first grade list (100 words) makes up about half of all written material. The words on the second grade list are also frequently-used words.*

**Key Research Findings:** Fluent readers instantly recognize many words. Many sight words do not have a sound-symbol relationship and cannot be sounded out or analyzed. In addition, most of the words are not nouns which make them more difficult for children to remember because they do not have a concrete referent. Children who read widely see these words often enough that they automatically recognize them. Sometimes children are specifically taught to memorize the words on these lists. However children learn them, reading teachers agree that effective readers have substantial sight-word vocabularies.

**Instructions to Teacher:** You may put the words on flash cards, write them on the board, use the columnar word lists enclosed, or use some other method to determine how many of the words each of your students knows. Pages are included which list the sight words — two columns on each side of the paper. If you fold the paper in half lengthwise, students can use a place marker and read down the column.

Ask each student to read the words in a column. Generally, only one column is presented at a sitting. However, if the student reads the words in a column confidently and correctly, you may ask him or her to read the next column also. Some of your students may be working on words above or below their grade level. For example, some second graders may still be learning first grade words, and a list of bonus words is included for second graders who know the second grade words.

**Instructions to Student:** These words are often found in the books we read. Read the words down the column. If you come to a word you don't know, skip it and continue with the next one. You may use a marker to help you keep your place.

**Scoring:** As the child reads the words, follow along using the student's individual word list sheet. Check the words the child correctly reads and put the number correct for that column at the bottom of the column. At the end of the school year, put the total number of words recognized in Total Score.

**Interpretation:** Beginning readers need a steadily increasing bank of sight words. In order to read at grade level, students should know 90% or more of the sight words for their grade level by the end of the year.

Kindergarten-Primary Assessment Tools

First Grade Word List

Name \_\_\_\_\_

ID \_\_\_\_\_

School \_\_\_\_\_

Room \_\_\_\_\_

First Quarter

Second Quarter

Third Quarter

Fourth Quarter

a \_\_\_\_\_  
and \_\_\_\_\_  
are \_\_\_\_\_  
at \_\_\_\_\_  
be \_\_\_\_\_  
come \_\_\_\_\_  
for \_\_\_\_\_  
go \_\_\_\_\_  
have \_\_\_\_\_  
he \_\_\_\_\_  
I \_\_\_\_\_  
in \_\_\_\_\_  
is \_\_\_\_\_  
it \_\_\_\_\_  
me \_\_\_\_\_  
on \_\_\_\_\_  
see \_\_\_\_\_  
the \_\_\_\_\_  
they \_\_\_\_\_  
to \_\_\_\_\_  
up \_\_\_\_\_  
was \_\_\_\_\_  
we \_\_\_\_\_  
with \_\_\_\_\_  
you \_\_\_\_\_

all \_\_\_\_\_  
an \_\_\_\_\_  
but \_\_\_\_\_  
by \_\_\_\_\_  
can \_\_\_\_\_  
do \_\_\_\_\_  
had \_\_\_\_\_  
his \_\_\_\_\_  
how \_\_\_\_\_  
if \_\_\_\_\_  
jump \_\_\_\_\_  
look \_\_\_\_\_  
my \_\_\_\_\_  
no \_\_\_\_\_  
not \_\_\_\_\_  
of \_\_\_\_\_  
one \_\_\_\_\_  
or \_\_\_\_\_  
said \_\_\_\_\_  
she \_\_\_\_\_  
that \_\_\_\_\_  
this \_\_\_\_\_  
were \_\_\_\_\_  
what \_\_\_\_\_  
your \_\_\_\_\_

about \_\_\_\_\_  
as \_\_\_\_\_  
from \_\_\_\_\_  
get \_\_\_\_\_  
has \_\_\_\_\_  
her \_\_\_\_\_  
him \_\_\_\_\_  
into \_\_\_\_\_  
like \_\_\_\_\_  
make \_\_\_\_\_  
many \_\_\_\_\_  
more \_\_\_\_\_  
other \_\_\_\_\_  
out \_\_\_\_\_  
play \_\_\_\_\_  
some \_\_\_\_\_  
them \_\_\_\_\_  
then \_\_\_\_\_  
there \_\_\_\_\_  
these \_\_\_\_\_  
time \_\_\_\_\_  
two \_\_\_\_\_  
will \_\_\_\_\_  
write \_\_\_\_\_  
yes \_\_\_\_\_

ask \_\_\_\_\_  
been \_\_\_\_\_  
call \_\_\_\_\_  
could \_\_\_\_\_  
day \_\_\_\_\_  
did \_\_\_\_\_  
down \_\_\_\_\_  
find \_\_\_\_\_  
first \_\_\_\_\_  
here \_\_\_\_\_  
its \_\_\_\_\_  
long \_\_\_\_\_  
made \_\_\_\_\_  
may \_\_\_\_\_  
now \_\_\_\_\_  
people \_\_\_\_\_  
so \_\_\_\_\_  
than \_\_\_\_\_  
want \_\_\_\_\_  
way \_\_\_\_\_  
went \_\_\_\_\_  
which \_\_\_\_\_  
who \_\_\_\_\_  
why \_\_\_\_\_  
would \_\_\_\_\_

Score \_\_\_\_\_

Score \_\_\_\_\_

Score \_\_\_\_\_

Score \_\_\_\_\_

Total Score \_\_\_\_\_

## First Grade Word List

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First Quarter	Second Quarter
a	all
and	an
are	but
at	by
be	can
come	do
for	had
go	his
have	how
he	if
I	jump
in	look
is	my
it	no
me	not
on	of
see	one
the	or
they	said
to	she
up	that
was	this
we	were
with	what
you	your

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Third Quarter	Fourth Quarter
about	ask
as	been
from	call
get	could
has	day
her	did
him	down
into	find
like	first
make	here
many	its
more	long
other	made
out	may
play	now
some	people
them	so
then	than
there	want
these	way
time	went
two	which
will	who
write	why
yes	would

Kindergarten-Primary Assessment Tools

Second Grade Word List

Name \_\_\_\_\_ ID \_\_\_\_\_

School \_\_\_\_\_ Room \_\_\_\_\_

First Quarter

away \_\_\_\_\_  
before \_\_\_\_\_  
came \_\_\_\_\_  
don't \_\_\_\_\_  
every \_\_\_\_\_  
four \_\_\_\_\_  
going \_\_\_\_\_  
good \_\_\_\_\_  
help \_\_\_\_\_  
know \_\_\_\_\_  
little \_\_\_\_\_  
must \_\_\_\_\_  
night \_\_\_\_\_  
off \_\_\_\_\_  
old \_\_\_\_\_  
our \_\_\_\_\_  
out \_\_\_\_\_  
put \_\_\_\_\_  
saw \_\_\_\_\_  
soon \_\_\_\_\_  
stop \_\_\_\_\_  
think \_\_\_\_\_  
too \_\_\_\_\_  
want \_\_\_\_\_  
work \_\_\_\_\_

Score \_\_\_\_\_

Second Quarter

after \_\_\_\_\_  
again \_\_\_\_\_  
any \_\_\_\_\_  
because \_\_\_\_\_  
far \_\_\_\_\_  
give \_\_\_\_\_  
got \_\_\_\_\_  
keep \_\_\_\_\_  
kind \_\_\_\_\_  
light \_\_\_\_\_  
new \_\_\_\_\_  
once \_\_\_\_\_  
over \_\_\_\_\_  
read \_\_\_\_\_  
right \_\_\_\_\_  
take \_\_\_\_\_  
those \_\_\_\_\_  
try \_\_\_\_\_  
under \_\_\_\_\_  
us \_\_\_\_\_  
very \_\_\_\_\_  
walk \_\_\_\_\_  
when \_\_\_\_\_  
where \_\_\_\_\_  
white \_\_\_\_\_

Score \_\_\_\_\_

Third Quarter

always \_\_\_\_\_  
around \_\_\_\_\_  
both \_\_\_\_\_  
carry \_\_\_\_\_  
does \_\_\_\_\_  
found \_\_\_\_\_  
grow \_\_\_\_\_  
hold \_\_\_\_\_  
just \_\_\_\_\_  
laugh \_\_\_\_\_  
live \_\_\_\_\_  
much \_\_\_\_\_  
never \_\_\_\_\_  
only \_\_\_\_\_  
open \_\_\_\_\_  
own \_\_\_\_\_  
show \_\_\_\_\_  
start \_\_\_\_\_  
tell \_\_\_\_\_  
thank \_\_\_\_\_  
their \_\_\_\_\_  
together \_\_\_\_\_  
use \_\_\_\_\_  
wash \_\_\_\_\_  
well \_\_\_\_\_

Score \_\_\_\_\_

Fourth Quarter

along \_\_\_\_\_  
between \_\_\_\_\_  
children \_\_\_\_\_  
city \_\_\_\_\_  
country \_\_\_\_\_  
different \_\_\_\_\_  
each \_\_\_\_\_  
enough \_\_\_\_\_  
family \_\_\_\_\_  
few \_\_\_\_\_  
found \_\_\_\_\_  
great \_\_\_\_\_  
large \_\_\_\_\_  
move \_\_\_\_\_  
myself \_\_\_\_\_  
next \_\_\_\_\_  
often \_\_\_\_\_  
picture \_\_\_\_\_  
please \_\_\_\_\_  
really \_\_\_\_\_  
something \_\_\_\_\_  
sometimes \_\_\_\_\_  
thought \_\_\_\_\_  
until \_\_\_\_\_  
world \_\_\_\_\_

Score \_\_\_\_\_

Total Score \_\_\_\_\_

## Second Grade Word List

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### First Quarter

away  
before  
came  
don't  
every  
four  
going  
good  
help  
know  
little  
must  
night  
off  
old  
our  
out  
put  
saw  
soon  
stop  
think  
too  
want  
work

### Second Quarter

after  
again  
any  
because  
far  
give  
got  
keep  
kind  
light  
new  
once  
over  
read  
right  
take  
those  
try  
under  
us  
very  
walk  
when  
where  
white

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Third Quarter	Fourth Quarter
always	along
around	between
both	children
carry	city
does	country
found	different
grow	each
hold	enough
just	family
laugh	few
live	found
much	great
never	large
only	move
open	myself
own	next
show	often
start	picture
tell	please
thank	really
their	something
together	sometimes
use	thought
wash	until
well	world

---

## Second Grade Bonus Words

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\_\_\_ above  
\_\_\_ answer  
\_\_\_ aunt  
\_\_\_ beach  
\_\_\_ beyond  
\_\_\_ chase  
\_\_\_ earth  
\_\_\_ favorite  
\_\_\_ fight  
\_\_\_ goes  
\_\_\_ ground  
\_\_\_ hero  
\_\_\_ island  
\_\_\_ joke  
\_\_\_ journey  
\_\_\_ pencil  
\_\_\_ poor  
\_\_\_ quiet  
\_\_\_ soft  
\_\_\_ teacher  
\_\_\_ treasure  
\_\_\_ turn  
\_\_\_ watch  
\_\_\_ weather

## Instructions for Reading Observation—Miscue Analysis

*This reading observation is an individually-administered, authentic assessment tool appropriate for evaluating first or second graders' reading skills. It can inform instruction when used during the year to note students' reading strategies. It also can be used to document growth in reading for accountability purposes. Using the reading observation assessment with leveled text can confirm teachers' judgments about materials which are at students' instructional levels, determine focus for reading instruction, and monitor students' progress. While doing a reading observation assessment may be time-consuming, especially at the beginning, many teachers find the information it yields well worth the trouble.*

**Key Research Findings:** Research shows a student's independent reading level in first or second grade is a significant predictor of reading performance in third grade, as measured by standardized, norm-referenced reading tests. A reading observation assessment shows how students process print and helps teachers understand whether the reader is attempting to construct meaning or is just decoding sound-symbol relationships. If a child misreads a word and does not notice the loss of meaning, the teacher might infer that the reader relies heavily on graphophonic cues and may not be thinking about or comprehending what he or she reads. In addition, an analysis of students' oral reading gives teachers information about students' sight word identification, ability to decode, and the specific areas where students may be having problems.

**Instructions for Teachers:** *Two methods — with any text or with benchmark books.* The reading observation may be done in different ways depending on its purpose. If the purpose is to inform instruction, teachers can use this method with any text to evaluate students' use of reading strategies, decoding ability, and comprehension. Knowing the approximate level of the text (early first grade, middle second grade, etc.) informs teachers about the level of text materials which should be provided for instruction and for independent reading. If the purpose is to document progress in a systematic way, teachers may use the enclosed benchmark books to conduct the reading observation. The enclosed books are leveled by Reading Recovery and, therefore, provide a standard which can be used citywide.

*Selecting the text.* The observation/miscue analysis is done on an individual basis, generally with unfamiliar text. You may use part of a basal reader story or tradebook or a passage from a content textbook. Depending on your purpose, select a book from your classroom collection or one of the benchmark books your school received. Select one which you think the student can read with 90 to 95% accuracy. (Please note that the reading assessment can be done in English or the child's home language. In fact, you may want to do it for some students in both languages.) In general, select a text with 60-100 words for beginning readers and longer text (200-250 words) for older students (end of second grade).

*Introduction.* Establish a relaxed atmosphere. Give a brief introduction to the text, i.e., title and a one or two sentence overview. An introduction is provided for each of the benchmark books. Ask the student to read aloud as if he or she were reading alone. Remind the student to do whatever he would do if no one was there to help him with words he doesn't know. Also, be sure the student knows *before* he begins reading that when he is finished, he will be asked to retell or answer some questions about what he read. While this is not a timed assessment, you may want to note and record the students' reading fluency — reads smoothly, reads with some hesitation, or reads haltingly, word by word.

*Marking the errors.* (Tape recording the child's reading helps in coding the miscues but may not be practical.) Encourage a child to read independently when he or she looks to you for help. If he or she hesitates on a word for six or seven seconds, say the word and mark it as an error. As the child reads from the book, mark his or her errors, self-corrections, and repetitions according to the attached coding system. You may also mark the words read correctly if you wish. (Make small check marks for each word read correctly.) Mark on a blank piece of paper or, for the benchmark books, on the typed copy of text included. Mispronun-

ciations of proper nouns, repetitions, and self-corrections are *not* considered errors. Total the number of errors — substitutions, omissions, insertions which change the meaning, and words you had to tell the student. In addition, note the strategies the child uses as he reads. Record this information on the attached record sheet, noting any other behaviors which may assist you in helping the student become a proficient reader. Through careful observation and analysis of repetitions and self-corrections, you can determine whether a student uses picture clues, sounds out words, or uses word structure clues. Most importantly, you will be able to tell if students monitor their reading and recognize when something is wrong.

*Checking comprehension.* After the student reads the text selection, ask the student a few questions about the text or ask the student to tell you about what he or she read. Four comprehension questions are included for each of the benchmark books. Two questions are recall (R) and two questions require the student to use critical thinking skills (A) to analyze, compare, or make inferences about what was read. Be sure to include analysis or inference questions if you make up your own questions.

**Directions to Students** (after introducing the text as indicated): I'd like you to read to me. Read the words aloud. If you come to a word you don't know, do whatever you would do to figure it out if you were alone. While you read, I'm going to use my own system to record what good things you're doing. When you finish reading, I want you to tell me about what you've read.

**Scoring:** Three separate scores should be calculated to gain the most information from the observation.

*Computation of accuracy rate.* To calculate the accuracy rate, divide the number of words correct by the number of words in the passage and multiply by 100%. Alternatively, you may use the included table to calculate the accuracy rate. (See examples and table on pages R-22-23.)

*Computation of self-correction rate.* To calculate the self-correction rate, divide the number of self-corrections by the number of errors plus the number of self-corrections. Write the quotient as a ratio, i.e., 1:4, 1:6, 2:5, etc. (See examples and table on pages R-22-23.)

*Computation of comprehension.* For the benchmark books, note the number of questions answered correctly (Excellent = 4; Good = 3; Adequate = 2; Poor = 0, 1). For other text, note the percentage of teacher-constructed questions answered correctly or use a rubric to evaluate the student's retelling.\*

**Interpretation:** The goal is for students to read increasingly more difficult text (higher level) accurately and with understanding. According to the Reading Recovery system, levels 5 - 14 are considered appropriate first grade texts, levels 15-20 are considered second grade, and levels 22-26 are considered third grade.

*Accuracy.* As a general guideline, if the rate is greater than 95%, the text is easy for the reader (the student is an independent reader at this level). If the rate is between 90 and 95%, the text is at the student's instructional level. If the rate is less than 90%, the text is at the student's frustration level. Students should be provided with many opportunities to read material at both their independent and instructional reading levels. Continually providing reading materials at the child's frustration level will not promote learning; in fact, it may hinder reading improvement because trying to decipher text which is too difficult is discouraging.

*Self-correction.* Students who are correcting one or more of every four miscues (self-correction rate  $\geq$  1:4) demonstrate they are monitoring their reading and making sufficient progress to recognize and correct mistakes. Students who are not self-correcting their errors need additional help in using structure, visual, and meaning cues.

*Comprehension.* For the benchmark books, students who answer three or four questions correctly can be considered readers at that level. If the student answers two of the four questions correctly, he or she can be considered an emergent reader at that level — demonstrates simple understanding of the text read. Students who answer fewer than two questions correctly have not demonstrated they understood what they read and may not really be *readers* at that level. For text other than the benchmark books, apply your professional judgment or a rubric to the student's response to text.\*

\*See the oral retelling rubric in this handbook or the ones in the *CPS Performance Assessment Idea Book*.

## Reading Observation—Miscue Analysis Symbols

### Marking Errors

Use the conventions below to mark errors the student makes in reading the passage selected for the reading observation. Only four types of errors are recorded.

#### Substitution:

substituted word  
text word

#### Omission

text word

#### Insertion

added word  
text word ^ text word

#### Told

text word or text word

*Tell children the unknown word if they hesitate 6 or 7 seconds or if, after repeated tries, they are unable to sound out the word.*

---

It's important to mark all errors which the student self-corrects because they are no longer errors. In addition, students who self-correct at least some of their errors are beginning to use either meaning, visual, sentence structure or a combination of these cues to monitor their reading.

#### Self Corrections

SC

---

You may also want to mark word(s) which a student rereads. Although it depends on the situation, this is often an indication that the student notices something is wrong even if he or she can't correct the problem.

#### Rereads

R

---

Many reading teachers find it helpful to mark the words read correctly as well as the words read incorrectly. As the student reads the passage, the observer makes small check marks or ticks for each correct word. Later, the observer can see at a glance the proportion of words read correctly and incorrectly by looking at the ticks and the miscue symbols.

#### Words Correct

✓  
text word

---

## Record Sheet for Reading Observation—Miscue Analysis

Child's Name \_\_\_\_\_ ID # \_\_\_\_\_ Grade \_\_\_\_\_ Room \_\_\_\_\_

Date	Text Level	Title	# Words	# Errors	# Self Corrections	# Words Correct	Accuracy Rate (# correct ÷ # words x 100%)	Comprehension (Excellent, Good, Adequate, Poor)

Date	Strategies Used	Patterns	Notes
	<input type="checkbox"/> Picture clues <input type="checkbox"/> Rereads <input type="checkbox"/> Self-corrects	<input type="checkbox"/> Context clues <input type="checkbox"/> Guesses <input type="checkbox"/> Sounds out  <input type="checkbox"/> Meaning <input type="checkbox"/> Structure <input type="checkbox"/> Visual	
	<input type="checkbox"/> Picture clues <input type="checkbox"/> Rereads <input type="checkbox"/> Self-corrects	<input type="checkbox"/> Context clues <input type="checkbox"/> Guesses <input type="checkbox"/> Sounds out  <input type="checkbox"/> Meaning <input type="checkbox"/> Structure <input type="checkbox"/> Visual	
	<input type="checkbox"/> Picture clues <input type="checkbox"/> Rereads <input type="checkbox"/> Self-corrects	<input type="checkbox"/> Context clues <input type="checkbox"/> Guesses <input type="checkbox"/> Sounds out  <input type="checkbox"/> Meaning <input type="checkbox"/> Structure <input type="checkbox"/> Visual	
	<input type="checkbox"/> Picture clues <input type="checkbox"/> Rereads <input type="checkbox"/> Self-corrects	<input type="checkbox"/> Context clues <input type="checkbox"/> Guesses <input type="checkbox"/> Sounds out  <input type="checkbox"/> Meaning <input type="checkbox"/> Structure <input type="checkbox"/> Visual	
	<input type="checkbox"/> Picture clues <input type="checkbox"/> Rereads <input type="checkbox"/> Self-corrects	<input type="checkbox"/> Context clues <input type="checkbox"/> Guesses <input type="checkbox"/> Sounds out  <input type="checkbox"/> Meaning <input type="checkbox"/> Structure <input type="checkbox"/> Visual	



## Reading Observation—Miscue Analysis Calculation and Conversion Tables

Children’s errors give teachers useful information about students’ reading strategies and problem-solving behaviors. However, if students make too many errors, they can’t make sense of the text. Beginning readers need opportunities to read easy material so they can focus on the meaning. Somewhat more challenging material is used to facilitate growth. One way to ensure that students are not being frustrated by text that is too challenging is to calculate their accuracy rate on a representative text selection. Generally a 96 – 100% accuracy rate means the text is easy for the student; a 90 - 95% accuracy rate means the text is at the instructional level; and below 90% accuracy means the text is frustrating.

In addition to calculating accuracy rates at various times, teachers gain important information by noting how and when students are able to correct their errors. Students who seldom correct or attempt to correct their errors are probably not reading for meaning. They should have a self-correction rate of 1:4 or better, e.g., 1:3 or 1:2.

The Calculations and Conversion Tables below provide a quick way to determine a child’s accuracy rate. To estimate a student’s accuracy rate, divide the number of words read correctly by the number of words in the text. Multiply by 100%. To use the table to calculate the accuracy rate, first calculate the error rate by dividing the number of errors by the number of words in the text. Express as a ratio, 1:X. In the table, find the closest ratio. For example, if a student made 11 errors while reading a text of 185 words, the ratio of errors to words in the format 1:X is 1:17. According to the Conversion Table, this student has an accuracy rate of 94%. If a student made 14 errors while reading a text of 163 words, the ratio of errors to words is 1:12 and the accuracy rate is approximately 91%.

**Calculations**  
(W = Words; E = Errors; SC = Self-corrections)

Error Rate	Accuracy Rate	Self-Correction Rate
$\frac{E}{W}$ <p>e.g. <math>\frac{9}{180} = \frac{1}{20} = 1:20</math></p>	$\frac{(W - E)}{W} \times 100\%$ <p>e.g. <math>\frac{(180 - 9)}{180} \times 100\% = \frac{171}{180} \times 100\% =</math></p> <p style="text-align: center;">.95 x 100% = 95%</p>	$\frac{SC}{E + SC}$ <p>e.g. <math>\frac{3}{9 + 3} = \frac{3}{12} = 1:4</math></p>

Conversion Table

Error Rate	Accuracy Rate	Interpretation
1:200	99.5	Text is not challenging so students can concentrate on reading for enjoyment or information.
1:100	99	
1:50	98	
1:35	97	
1:25	96	
1:20	95	Text is somewhat challenging so it stretches students' knowledge and provides a good opportunity for teachers to observe students' reading strategies.
1:17	94	
1:14	93	
1:12.5	92	
1:11.75	91	
1:10	90	
1:9	89	Text is too difficult for students; they can not concentrate on meaning and may be so frustrated they stop trying to read.
1:8	87.5	
1:7	85.5	
1:6	83	
1:5	80	
1:4	75	
1:3	67	
1:2	50	

**Kindergarten-Primary Assessment Tools**

Name \_\_\_\_\_ Date \_\_\_\_\_

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***One Bird Sat on the Fence*** written by Carol Krueger and illustrated by Andrea Jaretzki, Wright Group Publishers,  
19201 120th Ave. NE, Bothell, WA (425) 486-8011

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**Level 3**

**40 words**

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Show the child the cover and read the title. Turn to the title page and ask the child to read the title. Introduce the story. "The birds sit on the fence until something happens."

P.2 One bird sat on the fence.

P.3 Two birds sat on the fence.

P.4 Three birds sat on the fence.

P.5 Four birds sat on the fence.

P.6 Five birds sat on the fence.

P.7 Along came the cat.

P.8 No birds sat on the fence!

---

**Questions**

1. How many birds sat on the fence?
2. Why did the birds fly away?
3. When will the birds come back to the fence?
4. What other title would be good for this story?

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**Kindergarten-Primary Assessment Tools**

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Name \_\_\_\_\_ Date \_\_\_\_\_

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*Whisper and Shout* written by Jill Eggleton and illustrated by Fred Thomas, Wright Group Publishers, 19201 120th Ave. NE, Bothell, WA (425) 486-8011

---

**Level 4**

**92 words**

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Show the child the cover and read the title. Turn to the title page and ask the child to read the title. Introduce the story. "Some noises are very loud and other sounds are quiet."

P.2 Lions

make a loud sound,

P.3 and so does thunder

in the sky.

P.4 Fireworks

make a loud sound,

P.5 and so do jets

when they fly.

P.6 A saw

makes a loud sound,

P.7 and a hammer does, too.

P.8 I can make a loud sound

P.9 when I shout to you.

P.10 A leaf

makes a quiet sound

P.11 when it falls from a tree.

P.12 A snake

makes a quiet sound,

P.13 and so do crabs

by the sea.

P.14 Snowfall

makes a quiet sound,

P.15 and a watch does, too.

P.16 I can make a quiet sound

when I whisper to you.

---

**Questions**

1. Name two loud sounds mentioned in the story.
2. Name two quiet sounds mentioned in the story.
3. On page 15, why is the man holding the watch to the child's ear?
4. Look at the picture on pages 10 and 11. Are the leaves making quiet **and** loud sounds? Explain.

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**Kindergarten-Primary Assessment Tools**

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Name \_\_\_\_\_ Date \_\_\_\_\_

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*After School* by Jillian Cutting, Wright Group Publishers, 19201 120th Ave. NE, Bothell, WA (425) 486-8011

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**Level 5**

**58 words**

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Show the child the cover and read the title. Turn to the title page and ask the student to read the title. "The children go home after school. Let's read what some children like to do after school."

P.2 What do you do after school?

P.3 After school,

I like to have a snack.

P.4 After school,

I watch cartoons on TV.

P.5 After school,

I do my homework.

P.6 After school,

I read stories to my sister.

P.7 I like to play with my toys

after school.

P.8 After school,

I like to help Mom get dinner.

Tonight we are having chicken.

---

**Questions**

1. Name two things the children did after school.
2. Do you do any of the same things after school as the children in the story? Explain.
3. What toys does the girl play with after school?
4. Name two ways that family members help each other in this story.

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**Kindergarten-Primary Assessment Tools**

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Name \_\_\_\_\_ Date \_\_\_\_\_

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*The School Bus* written by Jillian Cutting, Wright Group Publishers, 19201 120th Ave. NE, Bothell, WA (425) 486-8011

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**Level 7**

**61 words**

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Show the child the cover and read the title. Turn to the title page and ask the child to read the title. "These children ride this special bus to school. Let's see what happens on the school bus."

P.2 Every day,

I go to school by bus.

P.3 I wait at the bus stop

with my mom.

P.4 We see the bus coming.

"Here comes the bus,"

says Mom.

P.5 "Hello," I say

to the bus driver.

P.6 "Hello," I say

to my friend.

P.7 I wave good-bye

to my mom.

P.8 Here we are at school.

Our teacher is waiting for us!

"Hello, teacher!"

---

**Questions**

1. Why does the girl take the bus?
2. Where does the girl wait for the bus?
3. Who waits with the girl in the morning?
4. What does the girl do on the bus?

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**Kindergarten-Primary Assessment Tools**

Name \_\_\_\_\_ Date \_\_\_\_\_

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*Mrs. Sato's Hens* written by Laura Min and illustrated by Benrei Huang, Celebration Press

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**Level 7**

**51 words**

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Show the child the cover and read the title. Turn to the title page and ask the child to read the title. Introduce the story. "The girl visits Mrs. Sato every day. They see different eggs each time."

P.2 On Sunday I went to see

Mrs. Sato's hens.

P.3 On Monday we counted

two white eggs.

P.4 On Tuesday we counted

three brown eggs.

P.5 On Wednesday we counted

four speckled eggs.

P.6 On Thursday we counted

five small eggs.

P.7 On Friday we counted

six big eggs.

P.8 On Saturday we didn't count

any eggs.

---

**Questions**

1. Which day did they count two white eggs?
2. What kind of eggs did they count on Thursday?
3. Why does Mrs. Sato raise hens?
4. Why didn't they count any eggs on Saturday?

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**Kindergarten-Primary Assessment Tools**

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Name \_\_\_\_\_ Date \_\_\_\_\_

---

*Samuel's Sprout* written by Angela Shelf Medearis and illustrated by Michael Bryant, Celebration Press

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**Level 9**

**194 words**

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Show the child the cover and read the title. Turn to the title page and ask the child to read the title. Introduce the story. "Samuel planted a garden and took care of his plants."

P.2 Samuel planted a garden  
on a sunny day.

P.4 Samuel watered his garden  
on a sunny day.  
The beans grew, the cabbage grew,  
the corn grew, and the tomatoes  
grew. And the weeds grew too.

P.6 Samuel weeded his garden  
on a sunny day.  
He weeded and weeded each little  
sprout. But one big sprout just  
wouldn't come out.  
He said, "I know what I  
can do. I'll call my wife.  
She can pull too."

P.8 Samuel called his wife  
on a sunny day.  
They pulled and pulled and pulled  
that sprout. But that big sprout  
just wouldn't come out.  
He said, "I know what I  
can do. I'll call my son.  
He can pull too."

P.10 Samuel called his son  
on a sunny day.  
They pulled and pulled and pulled  
that sprout. But that big sprout  
just wouldn't come out.  
He said, "I know what I can do.  
I'll call my baby. She can pull  
too."

P.12 Samuel called his baby  
on a sunny day.  
They all pulled and pulled and  
pulled that sprout....

P.14 And a BIG brown potato  
popped right out.

P.16 Samuel said, "I know what I can  
do. I'll make potato chips for all  
of you."

---

**Questions**

1. Name two plants that grow in Samuel's garden.
2. Who helped Samuel pull on the sprout?
3. Why was it so difficult to pull out that sprout?
4. What message was the author trying to tell through this story?

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**Kindergarten-Primary Assessment Tools**

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Name \_\_\_\_\_ Date \_\_\_\_\_

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*The Four Getters and Arf* written by Helen Lester and illustrated by Brian Karas, Celebration Press

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**Level 11**

**123 words**

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Show the child the cover and read the title. Turn to the title page and ask the child to read the title. Introduce the story. "The Getter family goes on a picnic and they forget lots of things. Let's see what they do."

P.2 The four Getters and Arf went on a picnic. "How nice it is to be together," they said.

P.3 "I forgot the eggs," said Brother Getter. So he went home to get the eggs.  
  
Bye, Brother Getter.

P.4 "I forgot the sandwiches," said Sister Getter. So she went home to get the sandwiches.  
  
Bye, Sister Getter.

P.5 "I forgot the drinks," said Daddy Getter. So Daddy Getter went home to get the drinks.  
  
Bye, Daddy Getter.

P.6 "I forgot the fruit," said Mommy Getter. So Mommy Getter went home to get the fruit.  
  
Bye, Mommy Getter.

P.7 "I forgot why I am here," said Arf.  
  
So Arf went home.  
  
Bye, Arf.

P.8 The four Getters and Arf had a picnic. "How nice it is to be together," they said.

---

**Questions**

1. Where did the four Getters and Arf go for a picnic?
2. What do you think is in the picnic basket?
3. What did Sister Getter forget?
4. Where did the four Getters and Arf finally have their picnic?

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**Kindergarten-Primary Assessment Tools**

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Name \_\_\_\_\_ Date \_\_\_\_\_

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*Sharing Danny's Dad* by Angela Shelf Medearis, illustrated by Jan Spivey Gilchrist, Celebration Press

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**Level 12**

**89 words**

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Show the child the cover and read the title. Turn to the title page and ask the child to read the title. Introduce the book. "A little boy went to visit his friend Danny. Danny's dad played with both boys."

P.2 When my dad went to work,

I felt sad.

P.3 I went to Danny's house to play.

P.4 Danny said, "Don't feel sad.

P.5 Today we can share my dad!"

P.6 Danny's dad tickled him,

P.7 and then he tickled me.

P.8 Danny's dad threw a ball to him,

P.9 and then he threw it to me.

P.10 Danny's dad chased him

P.11 and then he chased me.

P.12 Danny's dad pushed him

on the swing,

P.13 and then he pushed me.

P.14 We rode down the slide together,

P.15 and when we got to the bottom...

P.16 we shared a big hug.

---

**Questions**

1. Why did the boy (the author) feel sad?
2. Who is Danny?
3. Name three things the boys did with Danny's dad.
4. What do you think the boys did when they got back to Danny's house?

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**Kindergarten-Primary Assessment Tools**

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Name \_\_\_\_\_ Date \_\_\_\_\_

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*Animal Builders* written by John Mudge, illustrated by Bill Pappas, Celebration Press

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**Level 14**

**148 words**

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Show the children the cover and read the title. Turn to the title page and ask the child to read the title. Introduce the story. "The animals in this book use different things to make very unusual homes. Let's read about how they build their homes."

P.2 Who builds a house of wax?

Honey bees do.

They make rows of little rooms called cells.

P.3 Who builds a house of paper?

Wasps do.

They use paper to make nests.

The queen chews wood to make the paper.

P.4 Who builds a house of clay?

Ovenbirds do.

Ovenbirds use clay to make nests.

Their nests look like little ovens.

P.5 Who builds a house of leaves?

Tailorbirds do.

They use leaves to make nests. They sew leaves together with spider silk.

P.6 Who builds a house of wood?

Beavers do.

Beavers use big and small branches to make dams. They use mud and stones to keep the sticks together.

P.7 Who builds an underground neighborhood?

Prairie dogs do.

They use their noses and paws to dig tunnels. They make streets to run on and houses to live in.

P.8 Who builds amazing houses?

These animals do!

---

**Questions**

1. How do wasps get paper to build their houses?
2. Which animal builds underground?
3. Tell what this story is about.
4. Why does the author refer to these homes as amazing houses?

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**Kindergarten-Primary Assessment Tools**

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Name \_\_\_\_\_ Date \_\_\_\_\_

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*Fly Away Home* written by Diana Noonan and photographs by Audrie Leslie, Wright Group Publishers, 19201 120th Ave. NE, Bothell, WA (425) 486-8011

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**Level 15**

**198 words (p.2-10)**

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Show the child the cover and read the title. Turn to the title page and ask the child to read the title. Introduce the story. "This story is about how a ladybug lives."

P.2 Ladybug, ladybug,

Fly away home.

Your house is on fire,

And your children are alone!

P.4 That rhyme has been repeated by children

for many hundreds of years.

It's about a real insect called a ladybug.

P.5 In winter, ladybugs hide from the cold.

In warmer weather, they choose a mate

so that the female can lay her eggs.

P.6 Ladybug eggs are tiny.

You could fit hundreds of eggs on your fingernail.

The female ladybug lays her eggs in groups.

She "glues" them to the undersides of leaves.

Here, they have shelter from the rain-

and from hungry birds!

P.7 After about ten days, tiny *larvae* hatch from the eggs.

They are a gray-black color and look like little beetles.

P.8 Gardeners like ladybugs and ladybug larvae.

Ladybugs eat the pests that harm garden plants.

This larvae has just eaten a greenfly.

It is spitting out the skin!

P.9 After three weeks of eating tiny garden pests,

the larvae build *pupal cases*,

which are like leathery sleeping bags.

They live in the cases

while some very special changes happen.

P.10 After two weeks, a pupal case begins to split open.

Slowly, an insect crawls out.

The larva has turned into a ladybug!

---

**Questions**

1. Could you spot one ladybug egg on a leaf?  
Why or why not?
2. Why does the ladybug glue her eggs to the underside of a leaf?
3. What does the story say ladybugs are likely to be doing on a day like today?
4. What happens to the ladybug larvae in the pupal case?

**Kindergarten-Primary Assessment Tools**

Name \_\_\_\_\_ Date \_\_\_\_\_

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*The Changing Land* by Jane Buxton, Learning Media Limited Publishers

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**Level 16**

**61 words**

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Show the child the cover and read the title. Turn to the title page and ask the child to read the title. Introduce the story. "There are many ways the land can change how it looks. Let's read how these changes take place."

P.2 The land is always changing.

The sun can change the land.

It dries the earth and makes it crack.

P.5 The wind can change the land.

It blows sand and soil

from one place to another.

P.6 Water can change the land.

It washes away rocks and soil.

P.8 Ice can change the land.

P.9 It cracks the rocks,

and they crumble.

P.10 People change the land, too.

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**Questions**

1. How did the sun change the land?
2. How does the land change in winter?
3. How do people change the land?
4. Why is *The Changing Land* a good title for this story?

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**Kindergarten-Primary Assessment Tools**

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Name \_\_\_\_\_

Date \_\_\_\_\_

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*Malawi, Keeper of the Trees* written by Alan Trussell-Cullen and illustrated by Fabricio Vanden Broeck, Celebration Press

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**Level 18**

**219 words (p.4-12)**

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Show the child the cover and read the title. Turn to the title page and ask the child to read the title. Introduce the story. "Malawi, the elephant is in a bad mood. She tries doing different things to feel better."

P.2 It was a hot, hot day, and Malawi the baby elephant was in a bad mood.

P.4 Malawi wanted everyone to know she was in a bad mood, so she stamped to the water hole. She splashed and thrashed around in the water until it turned brown and muddy.

But it didn't make Malawi feel any better.

P.6 Malawi still wanted everyone to know she was in a bad mood, so she stamped over to the only patch of green grass on the plains. She rolled over and over in the grass until it was flattened and crushed. But it didn't make Malawi feel any better.

P.8 Malawi still wanted everyone to know she was in a bad mood, so she stamped over to the only tree on the plains. She leaned against the tree. Then she pushed and pushed until the tree fell over. But it didn't make Malawi feel any better.

P.10 The next day the sun rose high in the sky. It was very, very hot. Malawi soon became very thirsty.

She made her way down to the water hole. But the water was brown and muddy. Malawi couldn't drink.

P.12 Malawi soon became very hungry. She made her way to the only patch of fresh, green grass on the plains. But it was crushed and flattened. Malawi couldn't eat.

---

**Questions**

1. What was the weather like in the story?
2. What did Malawi do to show she was in a bad mood?
3. How did the water get brown and muddy?
4. How did Malawi's behavior on the first day affect her on the second day?

Kindergarten-Primary Assessment Tools

Name \_\_\_\_\_ Date \_\_\_\_\_

*The Twiddle Twins' Haunted House* written by Howard Goldsmith and illustrated by Jack Kent, from Mondo's BOOKSHOP Literacy Program. Text copyright © 1997, 1985 by Howard Goldsmith, reprinted by permission of Mondo Publishing, One Plaza Road, Greenvale, N.Y. 11548. All rights reserved.

Level 18

222 words (p.6-13)

Show the child the cover and read the title. Turn to the title page and ask the child to read the title. Introduce the story. "Tabitha hears a strange noise. She goes to investigate."

P.6 *Who Is Knocking at the door?*  
TAP. TAP. TAP.  
Tabitha Twiddle opened her eyes. The tapping had woken her. She felt sleepy. She looked at the clock. It said five o'clock. Tabitha pulled the blanket over her head. She tried to go back to sleep.

P.7 But the noise came again.  
TAP. TAP. TAP.  
Someone must be knocking at the door. It was too early for visitors. Who was at the door?  
TAP. TAP. TAP.

P.8 Tabitha hopped out of bed. She went into the hall. Listening at her parents' door, she heard: Zz z z z z z z z z.

P.9 Mr. Twiddle was snoring. Tabitha's mother must be sleeping, too. Tabitha didn't want to wake them. She decided to go downstairs and see who was there.

P. 10 As Tabitha started down the steps, her twin brother Timothy opened his door.

His left eye was closed.  
*He's still half asleep,* Tabitha thought.  
"Who's knocking at the door?" Timothy asked.  
P. 11 "I don't know. Let's go see together," said Tabitha.  
Tabitha and Timothy went downstairs.  
"Who's there?" they called.  
There was no answer.  
P. 12 They looked out the window. They didn't see anyone.  
Tabitha opened the door. No one was there.  
"Whoever it was went away," said Timothy.  
As they started upstairs, the tapping began again. They dashed to the door.  
But no one was there!  
P. 13. "Maybe it's a ghost," said Tabitha with a shiver.

Questions

1. What time did Tabitha wake up?
2. What sound woke Tabitha?
3. Why couldn't Tabitha fall back asleep?
4. Why did Tabitha and her brother think a ghost might be at the door?

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**Kindergarten-Primary Assessment Tools**

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Name \_\_\_\_\_ Date \_\_\_\_\_

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*Whatever Am I Going to Do Now?* Written by Alan Trussell-Cullen and illustrated by Erin Mauterer, Celebration Press

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**Level 20**

**207 words (pages 2 - 9)**

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Show the child the cover and read the title. Turn to the title page and ask the child to read the title. Introduce the story. "A little boy makes up dreams before he falls asleep. Let's read about his stories."

P.2 Just before I go to sleep, I like to make up  
daydreamy stories inside my head.

That's what I'm doing right now.

I'm in this canoe and I'm rowing down a  
river deep in the dark, dark jungle.

P.4 But soon the water begins to move faster and  
faster and faster!

Suddenly, I see I'm being swept along toward  
a giant waterfall! I try to paddle my canoe  
out of the current but it is too strong for me.

I paddle and paddle but the waterfall is  
getting closer and closer!

P.5 *Whatever am I going to do now?*

P.6 Just as my canoe is about to be swept over the  
edge of the waterfall, I see a vine. I reach up  
and grab hold! I take a mighty leap and  
swing across the edge of the waterfall to land  
on the shore.

P.7 But just when I think I'm safe again...

P.8 I realize that it isn't a vine I'm hanging onto,  
but a people-eating snake! And it looks like it  
just happens to be very hungry! It begins to  
wind itself around and around my body. Then  
it begins to squeeze tighter and tighter! I  
can hear my bones beginning to creak!

P.9 *Whatever am I going to do now?*

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**Questions**

1. Did the boy's adventure really happen?
2. On page 6, what carried the boy to safety across the waterfall?
3. Why does the boy hear his bones creak, on page 8?
4. How does the author make the story exciting?

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**Kindergarten-Primary Assessment Tools**

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Name \_\_\_\_\_ Date \_\_\_\_\_

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*Annie's Secret Diary* written by Mary K. Hawley, Celebration Press

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**Level 22**

**190 words (p.3-4)**

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Show the child the cover and read the title and sub-title. Turn to the title page and ask the child to read the title. Introduce the story. "Annie and her family are planning to visit friends in Honduras. Annie writes her thoughts about the trip in her diary."

P.3 June 10

Dear Diary,

Today my mom said, "Annie, we are doing something special for vacation this year."

"Like what?", I said.

My dad said, "We're going to Honduras to see our friends the Sanchez family. And guess what! They have a daughter your age. You can play together!"

Then my mom and dad gave me a present. It was you, Diary.

My mom said, "You can write about our trip in this diary. Then you will always remember it."

Where is Honduras? Will I like that girl?

Love,

Annie

P.4 June 12

Dear Diary,

We're packing. The house is a mess. It looks like we're leaving for a year, not two weeks.

I asked my mom, "Where is Honduras?"

She said, "It's a country in Central America. I used to work there. That's how I met Beth and Pedro Sanchez.

I have a passport now. It has my name and picture so people in Honduras will know who I am.

I had to get shots so I won't get sick.

I'm not sure I'll like Honduras. I'm glad you're coming with me.

Love,

Annie

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**Questions**

1. Who is Annie writing to?
2. Why did Annie's parents give her a diary?
3. Why did Annie get a passport?
4. From the story, what do you think Annie will do in Honduras?

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Kindergarten-Primary Assessment Tools

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Name \_\_\_\_\_ Date \_\_\_\_\_

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*No Way, Winky Blue!*, written by Pamela Jane and illustrated by G. Brian Karas, from Mondo's BOOKSHOP Literacy Program. Text copyright © 1997 by Pamela Jane, reprinted by permission of Mondo Publishing, One Plaza Road, Greenvale, N.Y. 11548. All rights reserved.

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Level 24

225 words ( p.5-6)

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Show the child the cover and read the title. Turn to the title page and ask the child to read the title. Introduce the story. "Rosie and Michael visit the pet shop. There they meet a blue parakeet."

P.5 Hello, Winky Blue!

Rosie closed her eyes and took a deep breath. She did that every time she visited Wags 'n' Wiskers Pet Shop. Michael poked her. "Rosie, what are you doing?" "I'm smelling," said Rosie, breathing deeply. Rosie loved the way the pet shop smelled of warm puppies, and dog biscuits, and squeaky rubber toys. The smell made her happy. Michael giggled. "You look funny," he said. Rosie opened her eyes. Her happy feeling went away. The puppies were there, all right. But seeing them made her sad.

P.6 Ever since she had gone to see the movie

*Lassie*, Rosie had longed for a smart, brave dog, one who could do tricks and rescue people from danger. But Rosie's Aunt Maria said their house was too small for a dog. And that was a *big* problem. Rosie sighed. Michael understood how she

felt.

"Maybe your Aunt Maria will let you get something else, like a spider," he said. "My sister Karen had a pet tarantula that was real friendly." Rosie giggled. "No way am I getting anything with long, hairy legs, Michael!" "Lassie has long, hairy legs," Michael pointed out. "That's different," said Rosie. "Lassie can jump fences and attack crooks." "How about a gerbil?" suggested Michael. "They don't take up much room." Rosie shook her head. "Can you see a gerbil attacking a crook?"

**Questions**

1. Why does Rosie like the smell in the pet shop?
2. Why did Rosie feel sad when she saw the puppies?
3. How did Michael know what Rosie was feeling?
4. Do you think Rosie would like a snake for a pet? Why or why not?

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**Kindergarten-Primary Assessment Tools**

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Name \_\_\_\_\_ Date \_\_\_\_\_

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*Tiger Tales A Story of Survival* written by Mary Peace Finley, Celebration Press

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**Level 24**

**248 words (p.3-7)**

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Show the child the cover and read the title and sub-title. Turn to the title page and ask the child to read the title. Introduce the story. "Inga is a Siberian tiger at the Denver Zoo. In the first two chapters you will read about Inga and her four newborn cubs."

**P.3 In the Quiet of Night**

Inga hasn't eaten all day. Now, deep inside her den at the Denver Zoo, she waits alone. No sounds disturb her. It's dark. Something is about to happen.

At eight o'clock the next morning, zookeeper Liz Hooton tiptoes to a tiny camera. She peeks into the den. Two cubs! By ten o'clock there are two more.

Inga has given birth to four healthy Siberian tigers — one of the most endangered animals on earth. And Liz can already tell that Inga's going to be a very good mother.

**P.4 A Scary World Out There**

For the first six weeks, Inga's babies stay in their den. When Liz opens the door, they flatten their ears. They hiss and huddle together.

**P.5** Even though they're afraid, the cubs can't stay in the den forever. After six weeks, Dmitri, Serge, Sasha, and Helga creep into the Feline House exhibit. There are trees and rocks and cliffs and caves. Their new home is filled with scary sights, scary smells, scary shapes.

**P.7** Over several days, one by

one, the boards

covering the

exhibit windows

are removed.

Zoo visitors

want to see

the babies.

But people

get too close!

Too noisy!

Some people

bang on the

windows!

Inga charges at them

and crashes into the glass. She grabs her cubs

by their heads and legs and skin and drags

them away. It's hard on the cubs, and it's hard

on Inga. Zoo volunteers stand guard to keep

people away from the windows.

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**Questions**

1. What special event happened in Inga's den?
2. How many cubs are there?
3. Why did the zoo workers keep the windows covered?
4. What frightens the cubs?

## Kindergarten-Primary Assessment Tools

# Characteristics of Book Levels\*

*Teachers can use these guidelines to level stories they are using with their students.*

### Levels 1-4

- memorable, repetitive language patterns
- illustrations strongly support most of text; objects and actions are clearly portrayed without much clutter or extraneous detail
- book presents complete message, or story likely reflects experiences or knowledge common to many beginning readers
- language of books reflects primarily the syntax and organization of young children's speech
- sentences and books are comparatively short
- text print consistently appears on the same place on page throughout each book
- many sources of support and prediction
- precise message
- many sources of information assist reader in using the reading process
- when encountering unknown word, child learns to search for information in illustration, in overall meaning of book, and in language patterns of sentences
- sentences express concrete, easily illustrated ideas

### Levels 5 - 8

- memorable, repetitive language patterns—same pattern does not dominate entire text
- when pattern repeated through most or part of book, it is with more variation than the one- or two-word changes found in Levels 1-4
- some books do not have consistent sentence patterns repeated
- “Instead phrases” or groups of words express different meaning through slightly different sentence structure
- by Level 8, most books have some syntax more typical of written than oral language
- text cannot be illustrated precisely; reader must gradually decrease dependence on pictures

### Levels 9 -12

- most exhibit great deal of variation in sentence pattern
- some contain repeated language patterns
- sentences serve as refrains instead of as primary carriers of meaning
- more prominent written style of language
- use of some verb forms not often used by young children in oral settings
- sentences are longer; longest sentence approximately double that of Level 5-8 books with many short sentences made more difficult because of unfamiliar or idiomatic (dialect [language] of a people or region) expressions
- a single event continues over several pages
- a reader must be able to read and comprehend longer stretches of more complex language structures not easily illustrated
- illustrations provide moderate support to meaning of stories

### **Levels 13 -15**

- do not differ markedly from many of Levels 9-12
- variation in sentence pattern continues
- less dependence on repetition of same words or groups of words
- many books use a greater variety of words (more specialized vocabulary)
- illustrations usually contain many details
- illustrations provide support for overall meaning of story
- illustrations cannot be used by reader to interpret precise message in printed text

### **Levels 16-20**

- longer stories or sequence of events
- events often developed more fully than individual books at lower levels
- rich and varied vocabulary
- no effort to repeat words solely to serve as signposts for novice readers
- words used are high-frequency words in natural context of the language
- word language forms more common than oral language forms
- illustrations help create and portray story atmosphere, rather than specifically depict context of text
- reader must follow text layout of full pages of print—challenge
- single episodes often longer than entire book at lower levels

### **Levels 21-24**

- less emphasis on including high-frequency words for own sake
- more complex stories, sometimes divided into chapters
- fewer illustrations and illustrations give minimal clues to text content
- rich and varied vocabulary
- events fully developed—beginning character development
- book language rather than oral language forms
- full pages of print, text layout varied
- may use techniques such as flashbacks and predictions

\*Barbara Peterson, Ohio State University Reading Recovery

## Kindergarten-Primary Assessment Tools

### Writing

Understanding how and why print is used is the first step in becoming a reader. Young children learn that signs and letter-shapes carry messages. They learn that communication can be written as well as spoken. Children develop their writing concepts and skills through looking at books, drawing, scribbling, making letters, dictating, labeling, and writing simple sentences.

Most educators today advocate teaching reading and writing together because they build on one another. This section contains tools which teachers can use from kindergarten through second grade to assess a variety of writing skills such as sense of story in children's dictations, concepts of print in beginners' "written" compositions, the developmental or invented spelling of first graders, and the conventional spelling of young readers and writers.

The developmental spelling test enables you to make some tentative judgments about students' knowledge of letter-sound relationships. The words differ in complexity, allowing you to see changes in the beginning stages of spelling. You can also learn a great deal about a student's sight word identification, phonics analysis, and spelling abilities by administering the Speedy Spelling Test.

Second graders and many first graders should be able to write a paragraph or two on a given topic. A rubric for scoring compositions similar to the one used for third graders on the *Illinois Standards Achievement Tests* (ISAT) is also included. Enclosed samples of students' scored compositions serve as anchor papers to aid with consistent scoring.

Kindergarten-Primary Assessment Tools

“The Dragon”—A Developmental Spelling Test\*

*This assessment is appropriate at the end of kindergarten, during first grade, or at the beginning of second grade. Its purpose is to analyze students’ strategies in spelling words and their understanding of written language. It is also an indicator of the student’s phonemic awareness. Therefore, this task deliberately includes unfamiliar words and the words should not be taught in a formal spelling program.*

**Key Research Findings:** Research suggests that there is a developmental pattern in the way children form words, a pattern which is common among children in the kindergarten and primary grades. While correct spelling is the eventual goal, children’s progress through the developmental levels provides insights into their understanding of letter sounds and patterns in words. For example, a student who spells dinosaur as D has some understanding of initial sounds. The student who spells dinosaur as DNASR has broken down the sounds in the word, matched them with letters, and blended them together.

**Instructions to Teacher:** This assessment can be administered to a group of students. Because it is a developmental spelling test, correct spelling of the words is not necessary. Be sure students understand they are not expected to know the correct spelling of the words but to guess how the word is spelled based on its sounds. Before giving the test, prepare children by modeling spelling. Ask them to “spell” a few sample words not found on the list. Write the letters they hear on the board, supplying any unknown letters if necessary. Say each word carefully, but not segmenting it. You may repeat the word as necessary and use it in a sentence if that seems helpful.

**Directions to Student:** We’re going to write some words by listening to how they sound.

**Examples:** Suppose we want to spell *map*. How does it start? /m/ The letter ‘m’ makes the /m/ sound. Now hear the /ā/ sound made by the letter ‘a’. How does it end? The sound of ‘p’ is /p/. So we would write *map* — ‘map’. Model the spelling of *beg*, *trots*, and other words if needed.

Now it’s your turn to write some words. (Students may use any appropriate paper and number it 1-10.) Some words are new. I want to see how you think certain difficult words should be spelled. Listen to each of the following words carefully and write it the way it sounds. Do the best you can.

- |           |  |            |  |
|-----------|--|------------|--|
| 1. dragon | The <i>dragon</i> was friendly.            | 6. press   | Please <i>press</i> the doorbell firmly.         |
| 2. bed    | She went to <i>bed</i> at eight o’clock.   | 7. chin    | She spilled soup down her <i>chin</i> .          |
| 3. light  | He took a <i>light</i> into the dark room. | 8. feet    | He likes to walk in sand in bare <i>feet</i> .   |
| 4. stamp  | She put a <i>stamp</i> on her letter.      | 9. picking | We were <i>picking</i> apples at the farm.       |
| 5. rake   | We <i>rake</i> the leaves in the fall.     | 10. mail   | I’ll <i>mail</i> your letter at the post office. |

**Scoring:** Score each word (0-4) according to the attached rubric. Child’s score is the sum of the points for each word (a maximum score of 40).

**Interpretation:** Kindergarten children are **not** expected to spell conventionally. However, they are beginning to learn the relationship between sounds in words and written letters in words. By the end of kindergarten, students should be able to identify most of the beginning sounds for a score of approximately 10. By the end of first grade, students should hear most beginning and ending sounds and recognize the need for a

vowel in every syllable. End of year first graders should be scoring at or near the phonetic stage or approximately 30 points. Second graders should be able to spell most of the words either conventionally or phonetically, scoring 35-40 points.

You can help children to continue their progress through the developmental stages by pointing to the words in big books as they read, using the child's and other students' printed names in a variety of games, and talking about writing words as they take dictation for experience charts, labeling pictures, or writing a child's "story." Ask questions, such as, "How do you think the word begins? What shall I put at the end? Should there be any other letters? What letters?"

### **Scoring Rubric for "The Dragon" Developmental Spelling Test**

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0 points	Random letters	
1 point	Prephonetic	Beginning letter sound
2 points	Semi-phonetic	Beginning and ending letter sounds
3 points	Phonetic	Vowels are included - at least in the accented syllable of two-syllable words
4 points	Transitional or Conventional	Words are represented according to more conventional patterns. All sounds are represented. Attempt made to mark long vowels. (The transitional spelling may be the correct spelling.)

---

See the accompanying table for examples of some developmental spellings of these and other words.

NOTE: The order of the letters is important. Subtract one point if the order of the letters in the child's spelling of that word is incorrect. (For example: *bumped* spelled 'butm' is scored as 2 points, not 3 because the 'm' follows the /t/ or /p/ sound rather than precedes it as it sounds.)

## Examples of Developmental Spellings

Word	Prephonetic	Semi-phonetic	Phonetic	Transitional/Correct
dragon	d dr	drn drgn	dagn jran dragn jragn	dragin
bed	b	bd bt	bad bat	bed
light	l	lt	lit	lite liet
stamp	s st	smp stp sp	sap stap samp	stamp
rake	r	rk rat	rak rac	rake raek
press	p pr	ps prs	pras	pres
chin	c ch	cn chn jn	chen	chin
feet	f	ft	fet	fete
picking	p	pn pkn	pikn pekn	piking picing
mail	m	ml	mal	male mael

### Additional Words

Word	Prephonetic	Semi-phonetic	Phonetic	Transitional/Correct
monkey	m	mk	munke monke	munkee monkee
pail	p	pl	pal	pale pael
trip	t tr	tp trp	tip trep	trip
bread	b br	bd brd		bred
type	t	tp	tip	tipe
sack	s	sc sk	sac	sak
damp	d	dm dmp jm jmp	jamp dam	damp
fret	f fr	ft frt	fet	fret
biked	b	bk bkt	bikt bikd	biked bicked
cheese	c ch	chz	chez	cheez cheze

\* Adapted from Darrell Morris and Jan Perney, 1984, "Developmental Spelling as a Predictor of First Grade Reading Achievement," *Elementary School Journal*, 84 (March 1984) pp. 441-457 and the School District of Philadelphia, Office of Accountability and Assessment, *Title I Resource Guide: Suggested Performance Assessment Tasks for English Language Arts, Kindergarten - Grade 2*, December 16, 1996 draft.

## Kindergarten-Primary Assessment Tools

# Speedy Spelling Test

*This assessment is a quick and easy way to get a picture of a student's growing literacy skills. It is appropriate for first or second graders and can be done at any time during the school year. Students can respond to this assessment in their home language or it can be used to assess progress in English for second-language learners.*

**Key Research Findings:** Just as fluent readers can identify many words on sight, good writers (and readers) can spell many words. In the primary grades, correct spelling is not generally emphasized as strongly as the content of students' writing and phonemic awareness. However, young children's spelling errors show something about their understanding of how words are put together, enabling teachers to plan appropriate instructional activities.

**Instructions for Teachers:** This assessment can be used at various times throughout the primary years to get a quick picture of students' sight vocabularies, knowledge of letter-sound relationships, and phonics rules. Let students know that they can write word families, but proper nouns and adding plurals will not increase their scores.

**Directions to Students:** You know and are learning more words every day. I'd like to find out how many words you know today. Write the words you know. Do not use names of people and places. Write as many words as you can in the next six minutes.

**Scoring:** Each word spelled correctly is one point. Plurals do not count as an additional word. Proper nouns do not count.

**Interpretation:** There is no set number of words students should be able to spell correctly. What's important is that the number steadily increases as the child progresses from the beginning of first grade through second grade. In addition, any misspellings should reflect the student's growing awareness of letter-sound relationships, spelling patterns, and spelling conventions. Continue to model writing, verbalize spelling strategies, and note unusual spelling patterns, linking them to known words. Remember that developmental spelling and strategies come first; drilling for memorization is not the goal.

## Kindergarten-Primary Assessment Tools

# Instructions and Scoring Rubric for Kindergarten and First Grade Written Compositions

*This rubric can be used to assess students' emerging writing skills. It is appropriate for kindergartners at the end of the year and first grade students in the beginning of the year. The composition can be in response to a prompt or on a topic the child chooses and can be done in the child's home language.*

**Key Research Findings:** Research indicates that “emerging” literacy behaviors are related to later reading achievement. Although kindergarten children are not expected to read and write, we can obtain an indication of the child’s sense of story structure and comprehension as well as the child’s awareness of print from a child’s “reading” of his or her own story. Kindergarten children should be engaged in “writing” about anything they wish and in any way they can — scribbling, drawing, labeling pictures, and using invented spelling. Examination of children’s “writing” provides valuable insight into their growing reading and writing readiness.

**Instructions for Teachers:** Children may write in response to a prompt or on a topic they choose or you assign. Some examples of prompts/topics are “My Favorite Toy,” “Once upon a time....,” “If I found a magic hat, I would...,” or “Doctors are important because ....” Remind students they are to write their story by themselves and to do the best they can. Be sure they understand that they will make up their own story or composition. Let the children know they can “write” in any way: scribble, write letters, sound out words, and so on. Offer encouragement, but do not give direct assistance while they write. Although this is not a timed assessment, it should take only 30 to 40 minutes. After the child “writes” his story, ask the child to “read” the story to you, another adult, or older student. Write down exactly what the child says.

**Directions to Students:** Today you will “write” a story all by yourself. Draw a picture to go with your story. Then write your story any way you know how. I can’t help you with spelling, but you can spell the words as they sound. Write the story as you want to tell it. After you’ve written your story, read it to me (or another adult or older student).

**Scoring:** Score each composition for content and print awareness. The score for each dimension is the sum of the points earned. A maximum score for each dimension is seven points. Some examples of scored compositions are attached.

**Content:** *The content score is an indicator of the child’s sense of story structure and comprehension. Scoring is based on the child’s “reading” of the story to his/her teacher or other adult.*

Score one point for each of the following:

- Drawing matches “story.”
- At least one idea is clearly stated.
- Two or more ideas are given. They may be a listing, such as “I saw a dog. I saw a bunny. I saw a bird.”
- At least two ideas are presented in a way that is clearly more than a listing. They may be on the same topic.
- One or more sentences or several descriptive phrases or details are used to develop the idea(s).
- Some evidence of sequencing is present, i.e., “I ate lunch. Then I played.”
- Story has a clear beginning, middle, and end.

**Print:** *The print score is based on the child's "writing" and is an indicator of the child's understanding of how print represents language.*

Score one point for each of the following: (Children may use upper or lower case letters.)

- Child scribbles or prints letter-like forms. (**This point is also given if any other print points are given.**)
- Child prints letters (includes random or copied letters) or prompt.
- Words are present (includes random, copied (other than prompt), or nonsense words).
- Child shows sense of left to right awareness, i.e., capitals, punctuation, etc. indicate beginning and left to right, top to bottom direction.
- More than one beginning sound matches story as read (not just on sight or copied words).
- Student uses invented spelling occasionally or story consists of at least 10 words and all are spelled correctly.
- Invented spelling is used throughout the story — one can almost read it.

**Interpretation:** Kindergartners who score four or more points in each dimension are probably making good progress in literacy skills. Kindergartners who score below three points need additional encouragement in looking at books; experience in hearing, retelling, and making up stories; and practice writing messages and creative stories. First graders should be able to score five or six points by mid-year and all seven points in print and at least six in content by the end of the year.

## Kindergarten-Primary Assessment Tools

# Instructions and Scoring Rubric for First and Second Grade Written Compositions

*This rubric can be used to assess the progress students are making in written communication. The composition can be in response to a prompt or on a topic the child chooses and can be done in the child's home language. This rubric works best with students who are writing "readable" words and sentences. If a student is producing little phonetic or conventional spelling, the kindergarten-first grade rubric may be more appropriate.*

**Key Research Findings:** Current teaching practices emphasize the importance of learning reading and writing together. Each one reinforces the other. Writing is essential to help children learn phonics and to communicate clearly and logically. Children who write regularly learn that speaking, writing, and reading are interrelated. They gain understanding about the structure of their language and can more easily grasp other people's ideas when reading. Examination of children's writing provides insight into their growing competency as writers and readers.

**Instructions for Teachers:** For the writing assignment, you may assign a topic such as "Winter Fun," "A Big Surprise," or "My Favorite TV Show;" provide a prompt, i.e., "When I grow up I will....," "If I lived on the moon I would...," or "If I were the teacher I would...;" or assign a task, i.e., "Describe how to make a sandwich," or "Persuade your parent to let you stay up very late." Remind students they are to write the composition by themselves and to do the best they can. Be sure they understand that they will make up their own story or composition. Offer encouragement, but do not give direct assistance while they write. Although this is not a timed assessment, it should take only 30 to 40 minutes. If the child's story is not readable, you may ask the child to "read" their story to you, another adult, or older student who can write down exactly what the child says.

**Directions to Students:** Today you will write a story all by yourself. If you don't know how to write a word, just write down the letters you hear. You may draw a picture to go with your story if you want.

**Scoring:** Score each composition on the four dimensions listed below. The Language Production scale should also be used if an LEP child writes the composition in English. The scores for focus, support, and organization are the numbers which best reflect the composition. The score for conventions is the sum of the points earned. Some examples of scored compositions are attached.

**Focus:**

- 3 Consistently stays on topic
- 2 Generally stays on topic
- 1 Few ideas related to prompt or insufficient response to determine if focus maintained
- 0 No response or no ideas related to topic

**Support:**

- 3 At least one idea, well developed with specific details
- 2 One or more general ideas, minimally expanded
- 1 A simple listing (a string of ideas or repeated sentence pattern)
- 0 No response or insufficient writing to score

**Organization:**

- 3 Story plan is well-defined — clear beginning, middle, and end
- 2 Story plan can be inferred but may lack a clear beginning or ending
- 1 Bare-bones story — poor structure, no transitions or sequencing
- 0 No response, no story line, or insufficient writing to score

The score for conventions is the **sum** of the points listed below. (Do not count off for misspellings.)

**Conventions:**

- 1 Writes in complete sentences
- ½ Demonstrates knowledge of capitalization (initial letter, proper nouns)
- ½ Demonstrates knowledge of ending punctuation (periods, question marks)
- 1 Spells basic sight words correctly
- 1 Uses phonetic spelling for unknown words (includes beginning, middle and ending consonant and vowel sounds)

**Language Production:** *(Score only for second-language learners who have written their compositions in English. The score is the number which best reflects the composition.)*

- 3 Variety of sentence lengths and structures used; overall meaning clear, and minimal presence of second language learner indicators
- 2 Expanded sentences; complex structures attempted; overall meaning minimally obscured; some words from native language may be present
- 1 Simple sentences; some meaning may be obscured; may be frequent repetition, substitution, or omission of words
- 0 One or two English word labels or no English response

**Interpretation:** At the end of first grade, many students can produce several sentences that stay on topic, provide some detail, and are readable (phonetic or correct spelling). Students at the end of second grade should be scoring “3” in most dimensions. Continue to provide opportunities every day for independent reading and writing, act as a scribe for children when asked, read aloud to children each day to familiarize them with book language and patterns, and model writing for a variety of purposes.

Kindergarten-Primary Assessment Tools

Graded Writing Samples

The following are student papers. They were copied exactly as the student wrote the story (phonetic spelling, punctuation, spacing, etc.). The drawings matched the stories.

**Kindergarten**, writing from a prompt. The teacher printed prompt is underlined.

One day I found a puppy.

I Love pupy  
a Pupy love milk  
a pupy es yellow

$\frac{3}{C}$        $\frac{6}{P}$

One day I found a puppy.

I call My puppy Mufet  
I Took Mafet to The  
Pok. I Gav him some  
dog food him Lok The  
dog food

$\frac{5}{C}$        $\frac{7}{P}$

One day I found a puppy.

One day I found a puppy  
a puppy can play  
you pat a puppy  
you play a puppy

$\frac{3}{C}$        $\frac{6}{P}$

One day I found some magic shoes.

Omdy I fdeon My ishes.  
We l t 6 EQAOc frs  
ForeHtll a mettss. Ea  
MaemWtaaeEs..  
VdeHBet taeH Hs.  
ReFd Be Hd Bted Hs H L cLcc  
Child's dictation: *The boys and girls were playing  
outside. The boys were bad and had to go in.*

$\frac{3}{C}$        $\frac{2}{P}$

One day I found some magic shoes.

I- can- B- ap Sat- dan  
Child's dictation: *I can be upside down.*

$\frac{2}{C}$        $\frac{6}{P}$

<p>C = Story Content P = Concepts of Print</p>
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**First Grade**, writing from a prompt. The teacher printed prompt is underlined.

One day I found a magic hat.

I Put it on. And I wish that I can Be  
a kitten. Then I can Bite My sister.  
And I can tickl my mom.

$\frac{5}{C}$        $\frac{7}{P}$

F. 3  
S. 2  
O. 2  
C. 3 $\frac{1}{2}$

One day I found a magic hat.

And I wood go to floriDa.  
And I wood go to Buy a bog.  
And I wood go to Porterico.

$\frac{3}{C}$        $\frac{7}{P}$

F. 3  
S. 1  
O. 1  
C. 2 $\frac{1}{2}$

One day I found a magic hat.

I Put It on and Then I was  
flying.I went to Australia  
I saw The koala Bear It was  
so Prity.

$\frac{6}{C}$        $\frac{7}{P}$

F. 3  
S. 3  
O. 2  
C. 3

One day I found a magic hat.

I said to the magic hat  
I woud go to Mexuko and  
Pothrek and I will be  
a difrit prsen Selena.  
Child's dictation: *One day I found a magic hat.  
I said to the magic hat that I would go to  
Mexico and Puerto Rico. I will be a different  
person, Selena, the singer.*

$\frac{4}{C}$        $\frac{7}{P}$

F. 3  
S. 2  
O. 2  
C. 3

One day I found a magic hat.

My hat was red and blue  
and brown.

$\frac{2}{C}$        $\frac{5}{P}$

F. 1  
S. 1  
O. 0  
C. 2

C = Story Content  
P = Concepts of Print

F = Focus  
S = Support  
O = Organization  
C = Conventions

**Second Grade**, writing from an oral prompt. The oral prompt is underlined.

I wish it would snow

I wish it would snow because I cude have a snowball fight. I wish it would snow because I wlud Make a snowman because I like to Make it. I like to ics skin I want to Play hikey. I like to Make snowanjls.

F. 3  
S. 2  
O. 1  
C. 3

I wish it would snow because...

I make money. I would go to Michaigain and ice skate. I would make two snow man and a women. I would help my brother make snow angles. Sometimes we stay in Chicago and sometimes we go some where for christmas. We go to cruch and than we go home and open our prizes. Last year my cats go a new food feeder. Christmas night watching movies. I Love christmas.

F. 2  
S. 2  
O. 2  
C. 2 $\frac{1}{2}$

I wish it would snow

bacase I can make Angele picers and I could go snow Bording. And I can pretend with The snow that I have berd and a snow ball fight and I can make a snowman. I can get Toys and play like The snow is Lava or I can dive in the snow. We can Take Pictrs of us playing in the snow.

F. 3  
S. 2  
O. 2  
C. 2 $\frac{1}{2}$

One day I found a magic hat. I pickde it up and put it in. When I put it on I began to shack than I diserpeard. Than I herd something talking. it was my hat. It was scary. I ran away from the hat. And I sceremde Help I saw a light cut on and it cut back off. I was so scerd. Than the hat diserpead. I ran all the way home the next day I went to school I did not pick up anything. And I live happily ever ather.

F. 3  
S. 3  
O. 3  
C. 3

One day I found a magic hat. This is what I will do with It. I will do all the thing that I want to get I will get all the balls. And I will fly in the air. My mom will do all my things. I will play all day. I will get all the dogs. And cats to. I will be the boss et of all Jobs. All the PePle will be doing my home work. I Love haveing a magic hat. I will get all the bikes in the word. I will be a bad gril the end.

F. 3  
S. 2  
O. 2  
C. 2 $\frac{1}{2}$

F = Focus  
S = Support  
O = Organization  
C = Conventions

## Kindergarten-Primary Assessment Tools

# Mathematics

**A** knowledge of mathematics is necessary for functioning and solving problems in everyday life. Most young children come to school with a beginning understanding of mathematical concepts, e.g., some idea of the meaning of equal, more, and two. The Chicago Academic Standards identify the math skills and concepts that are important for kindergarten and primary students to learn.

This section contains assessment pages addressing the major math concepts in the Chicago Academic Standards and Curriculum Framework Statements. A page of problems is provided for each topic at each of the targeted grades. The first half of the items on each page are easier problems; the second half are more difficult ones. Teachers can use these sheets to identify students' knowledge of the covered concepts before or after teaching. Almost all can be group-administered although with young children, small groups are preferred. Teachers read the tests to the students.

In addition, a first grade math test and a second grade math test are included. These tests can be used at the end of the year to measure students' progress relative to the Standards.

Kindergarten-Primary Assessment Tools  
Kindergarten Mathematics

# Counting and Number Recognition

Name \_\_\_\_\_ Date \_\_\_\_\_

1. Finish writing the numbers to five.

1, 2, 3, \_\_\_\_\_, \_\_\_\_\_

2. Fill in the missing numbers.

8, 9, \_\_\_\_\_, 4, 5, \_\_\_\_\_

3. For each row, put your finger on the named picture. Color the given number.

	3	5	7	2
	4	1	6	3
	8	0	9	4

4. Draw a line to connect the number with the matching number word.

1	two
2	four
3	one
4	five
5	three

*(Note: A dashed line is drawn from the number 1 to the word 'one' in the original image.)*

5. Write the numbers to twenty.

0, 1, 2, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

10, 11, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

6. Fill in the missing number.

18, 19, \_\_\_\_\_

10, 11, \_\_\_\_\_

30, 31, \_\_\_\_\_

15, 16, \_\_\_\_\_

7. Write the number in the box to match the number name.

five

two

six

three

one

four

ten

seven

eight

nine

zero

four

Kindergarten-Primary Assessment Tools  
Kindergarten Mathematics

Addition

Name \_\_\_\_\_ Date \_\_\_\_\_

Write the answer to the problem.

1.  $2 + 1 = \underline{\hspace{2cm}}$

2.  $2 + 3 = \underline{\hspace{2cm}}$

3. 
$$\begin{array}{r} 1 \\ +4 \\ \hline \end{array}$$

4. 
$$\begin{array}{r} 5 \\ +2 \\ \hline \end{array}$$

5. 
$$\begin{array}{r} 4 \\ +0 \\ \hline \end{array}$$

6. My mom gave me 3 red balloons. My dad gave me 5 yellow balloons. How many balloons do I have?



$3 + 5 = \underline{\hspace{2cm}}$



7.  $6 + 4 = \underline{\hspace{2cm}}$

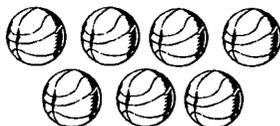
8.  $7 + 2 = \underline{\hspace{2cm}}$

9. 
$$\begin{array}{r} 8 \\ +3 \\ \hline \end{array}$$

10. 
$$\begin{array}{r} 9 \\ +0 \\ \hline \end{array}$$

11. 
$$\begin{array}{r} 5 \\ +5 \\ \hline \end{array}$$

12. I saw 7 balls in the gym. I carried in 2 more basketballs. Now there are \_\_\_\_\_ balls in the gym.



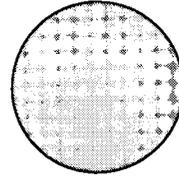
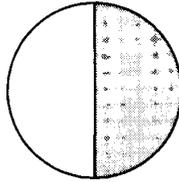
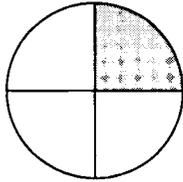
$\underline{\hspace{2cm}} + \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$

Kindergarten-Primary Assessment Tools  
Kindergarten Mathematics

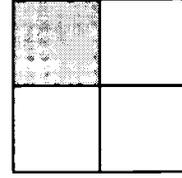
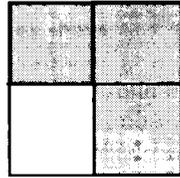
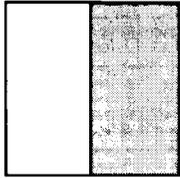
Fractions

Name \_\_\_\_\_ Date \_\_\_\_\_

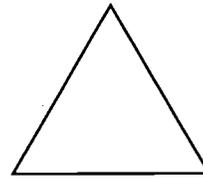
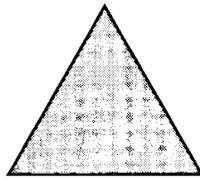
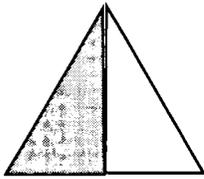
1. Put an X on the circle that is  $\frac{1}{2}$  colored.



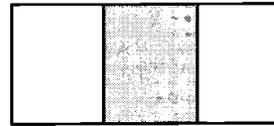
2. Put an X on the square that is  $\frac{1}{4}$  colored.



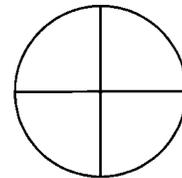
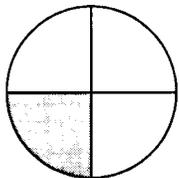
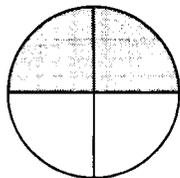
3. Put an X on the triangle that is  $\frac{1}{2}$  colored.



4. Put an X on the rectangle that is  $\frac{1}{3}$  colored.



5. Put an X on the circle that is  $\frac{1}{4}$  colored.



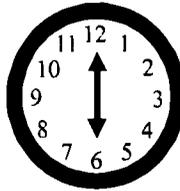
Kindergarten-Primary Assessment Tools  
Kindergarten Mathematics

Time and Money

Name \_\_\_\_\_ Date \_\_\_\_\_

1. How many paper clips long is the line? (Give each child several paper clips.)
- \_\_\_\_\_

2. Put an X on the clock that shows 3:00.



3. Put an X on the clock that shows 11:00.



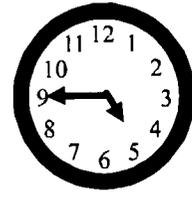
4. Put an X on the nickel.



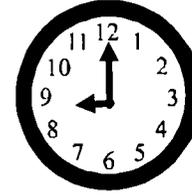
5. Put an X on the dime.



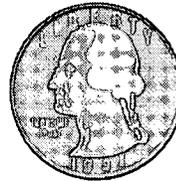
6. Put an X on the clock that shows 4:30.



7. Put an X on the clock that shows 12:00.



8. Put an X on the coin that equals 25¢.



9. Add the coins. Write down the amount.



¢

\_\_\_\_\_

10. Add the coins. Write down the amount.



¢

\_\_\_\_\_

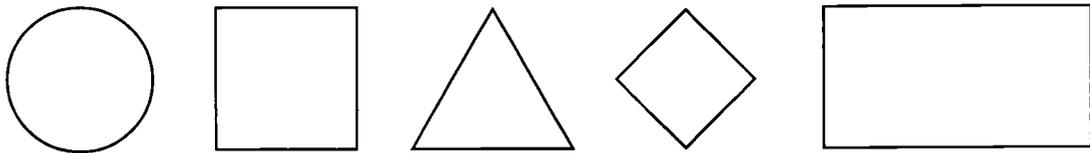
Kindergarten-Primary Assessment Tools  
Kindergarten Mathematics

Shapes and Patterns

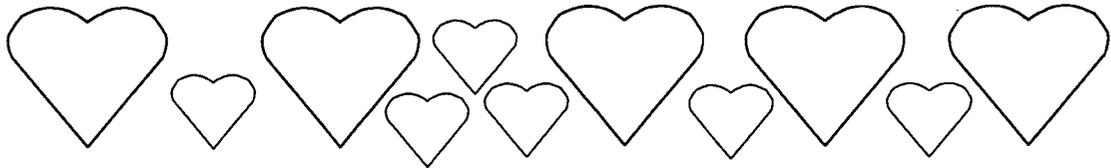
Name \_\_\_\_\_

Date \_\_\_\_\_

1. Put an X on the triangle. (Teacher may name other shapes or ask students to color each shape a certain color.)



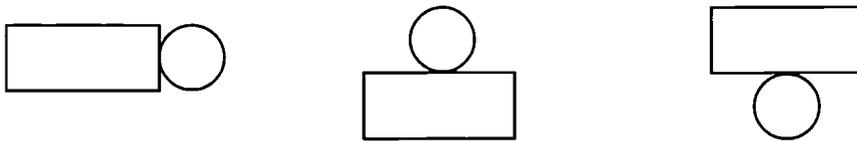
2. Color all the large hearts.



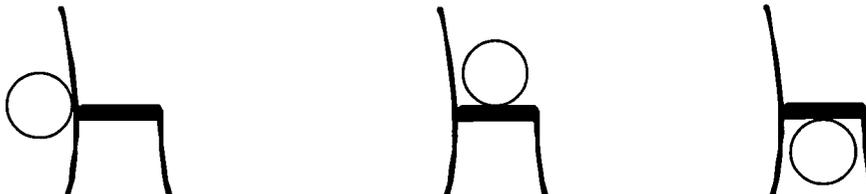
3. Finish the pattern.



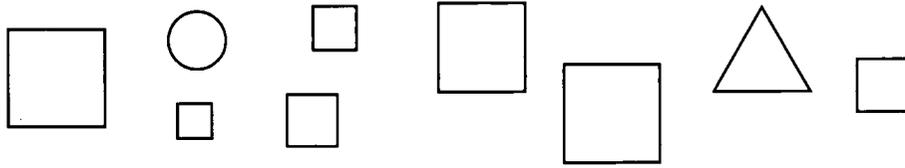
4. Put an X on the picture of the circle under the box.



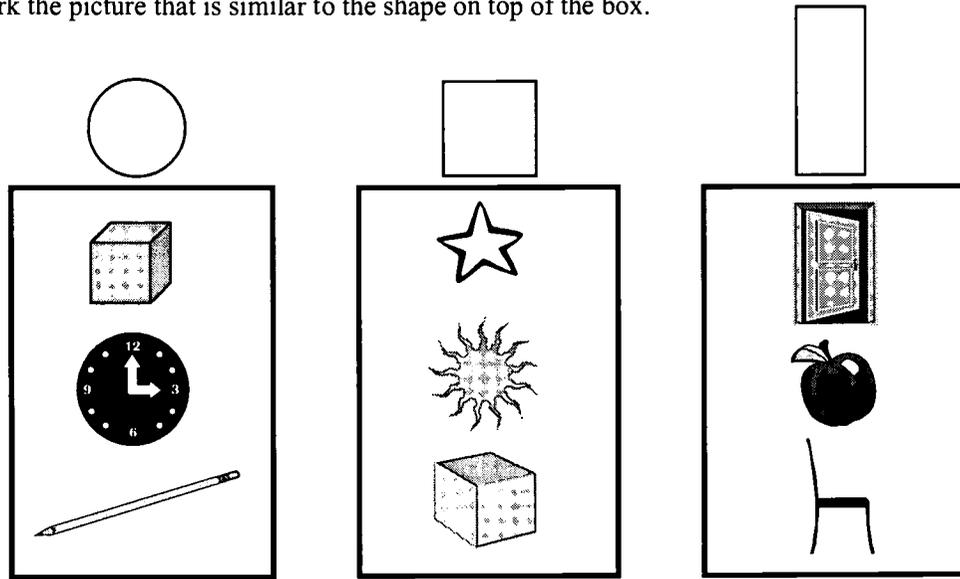
5. Put an X on the picture of the ball next to the chair.



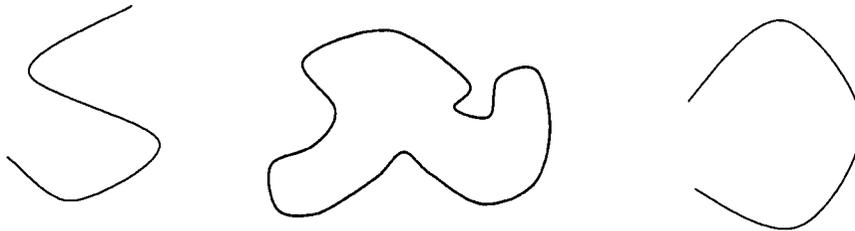
6. Color all the squares.



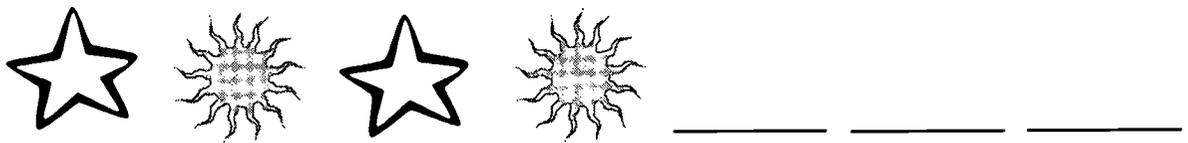
7. Mark the picture that is similar to the shape on top of the box.



8. Put an X on the closed shape.



9. Finish the pattern.



10. Finish the pattern.



Kindergarten-Primary Assessment Tools  
Kindergarten Mathematics

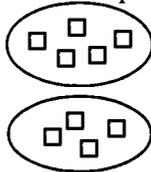
Number Relationships and Symbols

Name \_\_\_\_\_ Date \_\_\_\_\_

Draw a line to the set of pictures that equals the number.

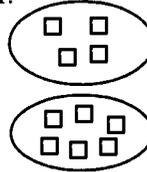
1.

4



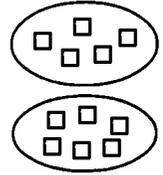
2.

6

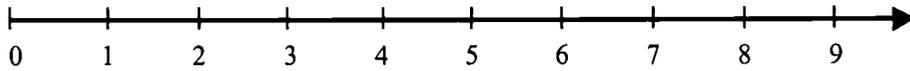


3.

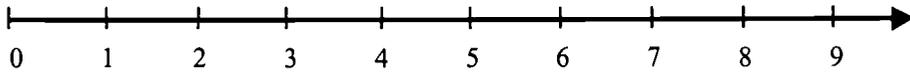
5



4. On the number line, circle the number that is given. (Teacher chooses a number.)



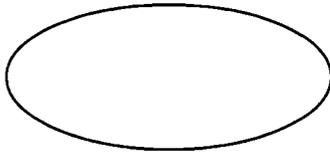
5. On the number line, circle the number that is given. (Teacher chooses a number.)



Draw a set of shapes that equals the number.

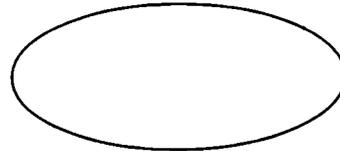
6.

6

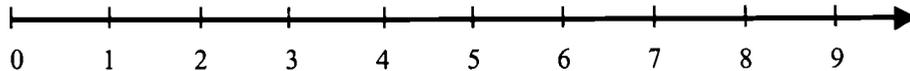


7.

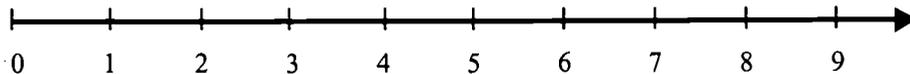
7



8. On the number line, circle the number that comes after 6.



9. On the number line, show this addition problem,  $2 + 3 = 5$



10. Write an addition sentence for the picture.



\_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_

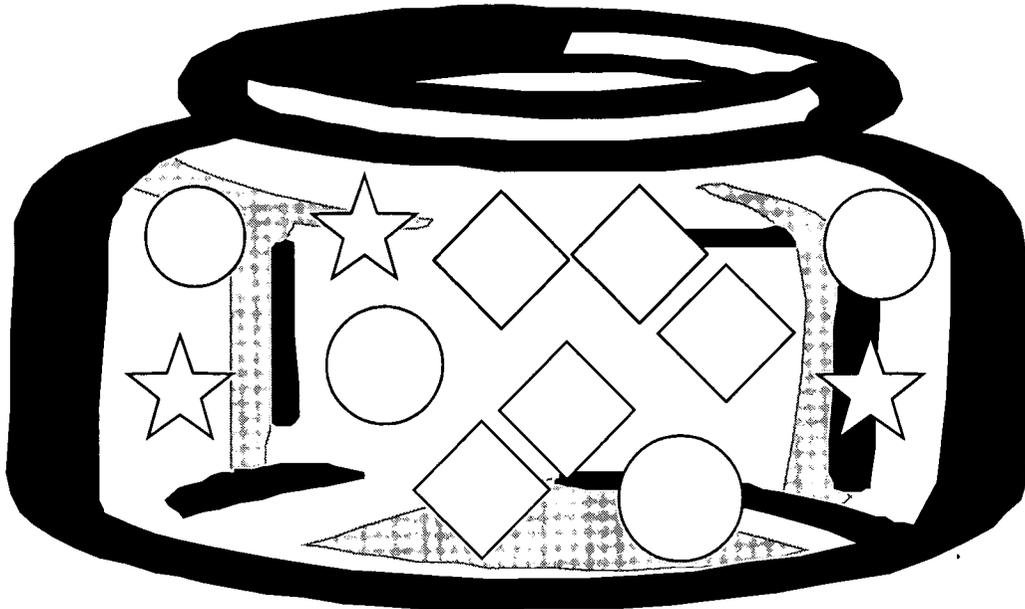
Kindergarten-Primary Assessment Tools  
Kindergarten Mathematics

Picture Graph

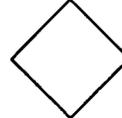
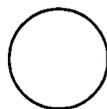
Name \_\_\_\_\_

Date \_\_\_\_\_

1. Using the picture of the cookie jar, count the number of cookies.



1. How many  cookies? \_\_\_\_\_
2. How many  cookies? \_\_\_\_\_
3. How many  cookies? \_\_\_\_\_
4. Most of the cookies in the cookie jar are what shape? Circle the correct shape.



Using the picture of the cookie jar, color the correct number of bars for each shape.

Cookies	Number of Cookies				
	1	2	3	4	5
					
					
					

Kindergarten-Primary Assessment Tools  
First Grade Mathematics

Counting and Number Order

Name \_\_\_\_\_ Date \_\_\_\_\_

Fill in the blanks. Count by ones.

1. \_\_\_\_\_, 2, \_\_\_\_\_, \_\_\_\_\_, 5
2. 4, \_\_\_\_\_, 6, \_\_\_\_\_, 8
3. 11, \_\_\_\_\_, \_\_\_\_\_, 14
4. 8, \_\_\_\_\_, 10, \_\_\_\_\_
5. \_\_\_\_\_, 18, 19, \_\_\_\_\_
6. \_\_\_\_\_, 15, \_\_\_\_\_, \_\_\_\_\_
7. \_\_\_\_\_, 31, 32, \_\_\_\_\_, 34
8. 46, 47, \_\_\_\_\_, \_\_\_\_\_, 50
9. 24, \_\_\_\_\_, 26, \_\_\_\_\_
10. 38, \_\_\_\_\_, \_\_\_\_\_, 41



11. 71, \_\_\_\_\_, \_\_\_\_\_, 74
12. 89, \_\_\_\_\_, 91, \_\_\_\_\_, \_\_\_\_\_
13. 700, \_\_\_\_\_, 702, \_\_\_\_\_, \_\_\_\_\_
14. \_\_\_\_\_, 99, \_\_\_\_\_, \_\_\_\_\_
15. 450, \_\_\_\_\_, \_\_\_\_\_

Put these numbers in order.

16. 2, 7, 5, 1, 3  
\_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_
17. 15, 27, 13, 21  
\_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_
18. 46, 18, 58, 29  
\_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_
19. 140, 150, 130, 180  
\_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_
20. 250, 200, 255, 220  
\_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

Kindergarten-Primary Assessment Tools  
First Grade Mathematics

**Addition and Subtraction Facts**

Name \_\_\_\_\_ Date \_\_\_\_\_

Complete the number sentences.

1.  $2 + 2 = \underline{\quad}$

4.  $5 - 2 = \underline{\quad}$

2.  $4 + 2 = \underline{\quad}$

5.  $6 - 3 = \underline{\quad}$

3.  $5 + 0 = \underline{\quad}$

6.  $8 + 2 = \underline{\quad}$

9.  $10 - 6 = \underline{\quad}$

7.  $5 + 4 = \underline{\quad}$

10.  $8 - 0 = \underline{\quad}$

8.  $3 + 7 = \underline{\quad}$



11.  $8 + \underline{\quad} = 17$

14.  $8 - 7 = \underline{\quad}$

12.  $9 + 4 = \underline{\quad}$

15.  $10 - \underline{\quad} = 2$

13.  $\underline{\quad} + 4 = 10$

Complete the problems.

16. 
$$\begin{array}{r} 12 \\ + 24 \\ \hline \end{array}$$

19. 
$$\begin{array}{r} \$ 4.00 \\ + 3.00 \\ \hline \end{array}$$

17. 
$$\begin{array}{r} 15 \\ - 5 \\ \hline \end{array}$$

20. 
$$\begin{array}{r} 39 \\ - 10 \\ \hline \end{array}$$

18. 
$$\begin{array}{r} 85 \\ + 11 \\ \hline \end{array}$$

Kindergarten-Primary Assessment Tools  
First Grade Mathematics

Place Value

Name \_\_\_\_\_

Date \_\_\_\_\_

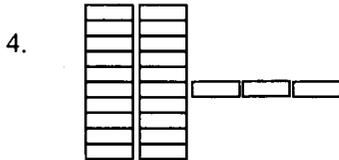
Fill in the blanks.

1.  $15 = \underline{\quad}$  tens  $\underline{\quad}$  ones

2.  $24 = \underline{\quad}$  tens  $\underline{\quad}$  ones

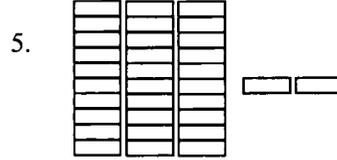
3.  $34 = \underline{\quad}$  tens  $\underline{\quad}$  ones

Fill in the blanks. Write the number on the line below.



$\underline{\quad}$  tens  $\underline{\quad}$  ones

\_\_\_\_\_



$\underline{\quad}$  tens  $\underline{\quad}$  ones

\_\_\_\_\_

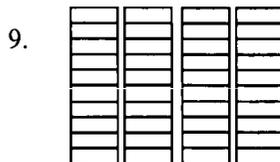
Fill in the blanks.

6.  $56 = \underline{\quad}$  tens  $\underline{\quad}$  ones

7.  $79 = \underline{\quad}$  tens  $\underline{\quad}$  ones

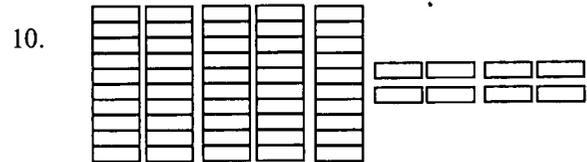
8.  $84 = \underline{\quad}$  tens  $\underline{\quad}$  ones

Fill in the blanks and write the number on the line below. Then put the missing symbol ( $<$ ,  $>$ ,  $=$ ) in the circle to make the number sentence true.



$\underline{\quad}$  tens  $\underline{\quad}$  ones

\_\_\_\_\_  39



$\underline{\quad}$  tens  $\underline{\quad}$  ones

\_\_\_\_\_  85

**Kindergarten-Primary Assessment Tools  
First Grade Mathematics**

**Word Problems**

Name \_\_\_\_\_

Date \_\_\_\_\_

**Read the following word problems to the students. Give time after each problem for students to work out the problem on their worksheets. You may repeat the word problems as necessary. Also, you may translate the word problems into the child's home language.**

**Write a number sentence for the story and solve the problem on the worksheet. Circle your answer.**

1. At the first bus stop 5 children got on the bus. At the next stop 2 children got on the bus. How many children are on the bus?
2. Nine (9) children were at the park. Four (4) children went home for lunch. How many children are left at the park?
3. I read 6 library books. My friend, Sam, read 4 books. How many books did my friend and I read together?
4. I had 7 pencils. I lost 2 pencils. How many pencils do I have left?
5. Mom gave Danny a nickel. Dad gave Danny 3 pennies. How much money does Danny have?
6. Antonio has 8 candy bars. Corey has 3 candy bars. How many more candy bars does Antonio have?
7. Four (4) dogs and 3 cats live in the apartment next door. One cat ran away. How many animals are left in the apartment?
8. Lakeisha has 4 balloons. Chris has 2 balloons and Kevin has 3 balloons. How many balloons do the children have all together.
9. Five (5) children wanted to play in the snow. Their moms said they had to wear boots. How many boots did they need?
10. I brought 12 pieces of candy to the park. I am going to share them equally with my friend Bob. How many pieces of candy will we each get?

1.	2.
3.	4.
5.	6.
7.	8.
9.	10.

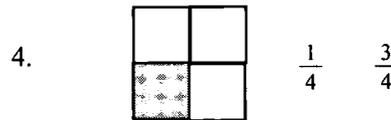
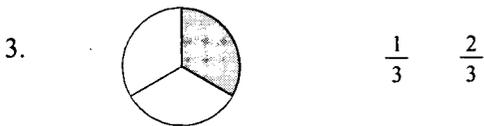
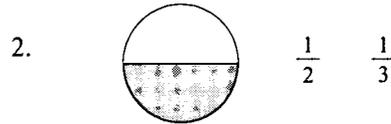
Kindergarten-Primary Assessment Tools  
First Grade Mathematics

Fractions

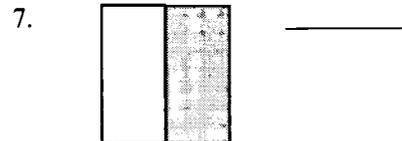
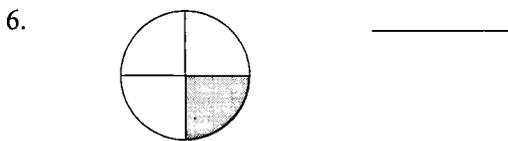
Name \_\_\_\_\_

Date \_\_\_\_\_

What part of the shapes are shaded? Circle the correct answer.

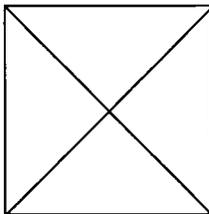


Write the fraction for the part of the shape that is shaded.

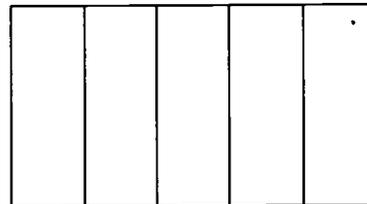


Color part of the shape.

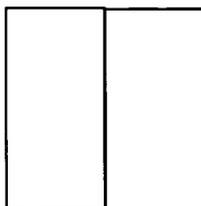
8. Color  $\frac{1}{4}$  of the square



9. Color  $\frac{2}{5}$  of the rectangle



10. Color  $\frac{1}{2}$  of the square.



Kindergarten-Primary Assessment Tools  
First Grade Mathematics

Time

Name \_\_\_\_\_

Date \_\_\_\_\_

Write the time.

1.



\_\_\_\_\_ : \_\_\_\_\_

2.



\_\_\_\_\_ : \_\_\_\_\_

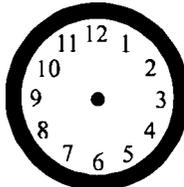
3.



\_\_\_\_\_ : \_\_\_\_\_

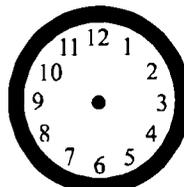
Draw the hands.

4.



2:00

5.



8:30

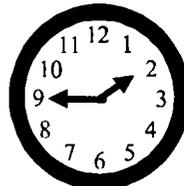
Write the time.

6.



\_\_\_\_\_ : \_\_\_\_\_

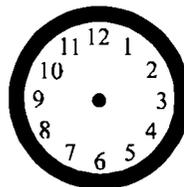
7.



\_\_\_\_\_ : \_\_\_\_\_

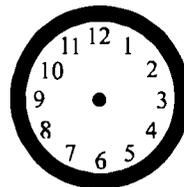
Draw the hands.

8.



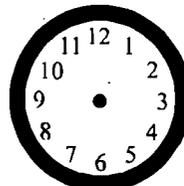
11:30

9.



10:15

10.



4:45

Kindergarten-Primary Assessment Tools  
First Grade Mathematics

Measurement

Name \_\_\_\_\_

Date \_\_\_\_\_

1. How many centimeters long is the line? Write your answer in the box.



2. How many inches long is the line? Write your answer in the box.



3. Use a crayon to make a line five (5) inches long.

4. Use a crayon to make a line nine (9) centimeters long.

5. What units should you use to measure the distance between two cities?



feet



pounds



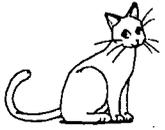
miles

6. In the figure, how many inches long is side A? Write your answer in the box.

A

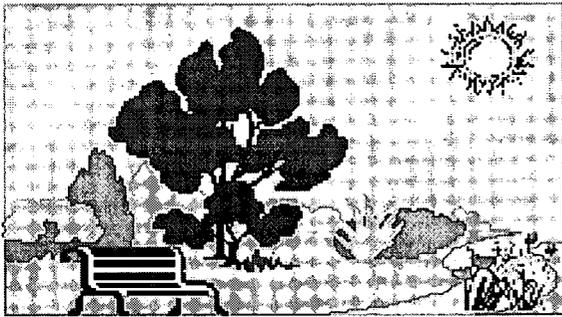


7. Draw a line between the cat and the dog. Now draw a line between the sun and the star. Estimate which line is longer. Measure the lines. Put an X on the line that is longer.



8. What units should you use to measure how heavy your desk is? \_\_\_\_\_

9. Draw lines from the pictures to the most likely temperatures on the days pictured.



25°

45°

75°



10. Approximately how many regular Oreo cookies will fit in an empty pop can?

10 cookies

20 cookies

30 cookies

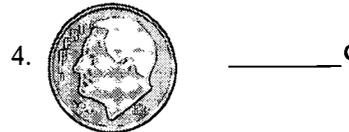
Kindergarten-Primary Assessment Tools  
First Grade Mathematics

# Money

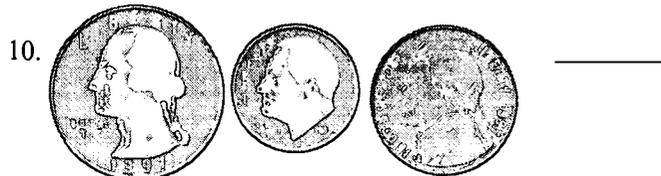
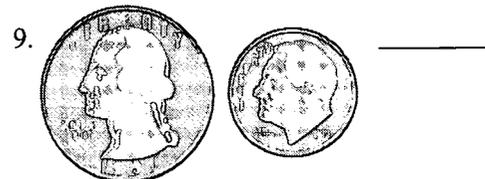
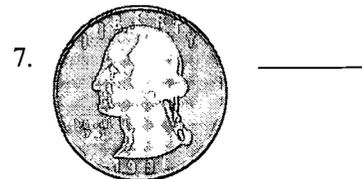
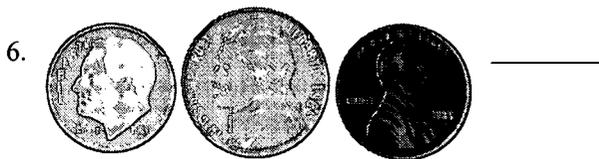
Name \_\_\_\_\_

Date \_\_\_\_\_

Add the coins. Write the answer on the line.



.....  
Add the coins. Write the answer on the line. Don't forget the cent sign.



Kindergarten-Primary Assessment Tools  
First Grade Mathematics

# Patterns

Name \_\_\_\_\_ Date \_\_\_\_\_

Finish the patterns.



5. 3, 2, 1, 3, 2, 1, 3, \_\_\_\_\_, \_\_\_\_\_



9. 2, 4, 6, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, 14

10. 10, \_\_\_\_\_, 30, 40, \_\_\_\_\_, 60

Kindergarten-Primary Assessment Tools  
First Grade Mathematics

Number Relationships and Symbols

Name \_\_\_\_\_

Date \_\_\_\_\_

Put the missing symbol ( $=$ ,  $>$ ,  $<$ ) in the circle.

1.  $1 \bigcirc 3$

4.  $4 \bigcirc 9$

2.  $5 \bigcirc 8$

5.  $10 \bigcirc 3$

3.  $6 \bigcirc 2$

6.  $5 - 1 \bigcirc 3 + 2$

9.  $8 + 3 \bigcirc 10$

7.  $5 + 4 \bigcirc 10 - 1$

10.  $90 \bigcirc 88$

8.  $375 \bigcirc 550$



Kindergarten-Primary Assessment Tools  
First Grade Mathematics

Geometry and Graphs

Name \_\_\_\_\_ Date \_\_\_\_\_

Listen to the word problems and solve them in the spaces below. Circle your answer.

1. Fill in the boxes. Count how many sides and how many corners.

Shapes	Sides	Corners
		
		
		
		

2. Team A and Team B met at the park to play ball. At the end of the game, this was the score:

<b>Team A</b>	<b>Team B</b>

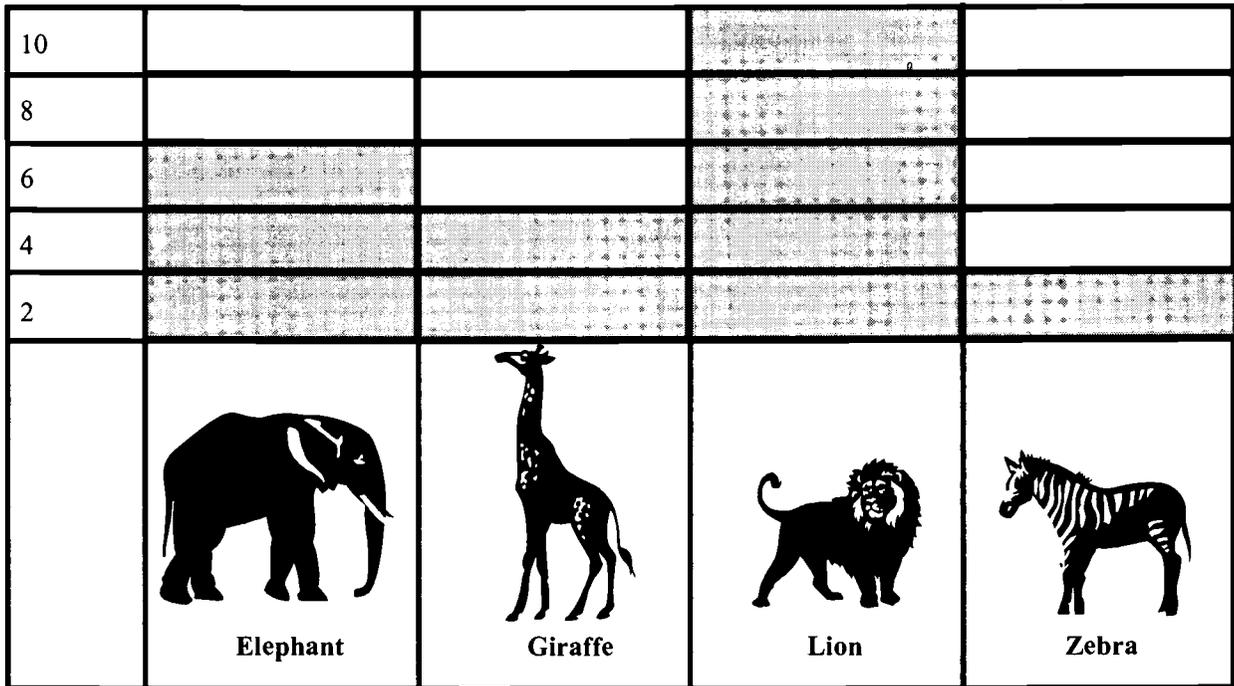
- Which team won? \_\_\_\_\_
- How many more points did the winning team have than the losing team? \_\_\_\_\_
- Write a number sentence for this problem in the space below.

3. Use the graph below to answer the questions.

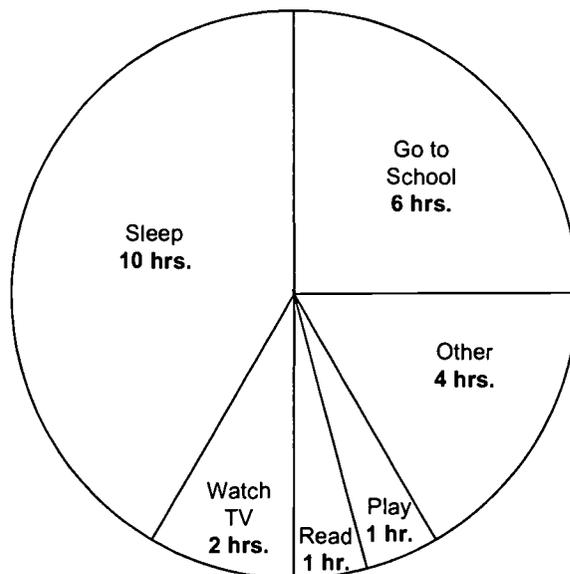
- How many snowy days did we have? \_\_\_\_\_
- How many more sunny days than rainy days did we have? \_\_\_\_\_

	1	2	3	4	5
					
					
					

4. Children in Mrs. Smith's class have chosen their favorite zoo animals. (Use the graph below.)
- What is their favorite animal? \_\_\_\_\_
  - How many children liked the elephant the best? \_\_\_\_\_
  - How many more children voted for the lion than for the elephant? \_\_\_\_\_



5. Kelly made a graph of how she spends her time. (Use the graph below.)
- How many hours does Kelly sleep? \_\_\_\_\_
  - How many hours does Kelly spend reading and playing? \_\_\_\_\_
  - Which **two** activities together take exactly 8 hours of Kelly's time each day?



Kindergarten-Primary Assessment Tools  
Second Grade Mathematics

Reading and Writing Number Words

Name \_\_\_\_\_

Date \_\_\_\_\_

Read the number words and write the numerals:

1. twelve \_\_\_\_\_

6. eighty \_\_\_\_\_

2. sixteen \_\_\_\_\_

7. thirty-three \_\_\_\_\_

3. twenty \_\_\_\_\_

8. fifty-eight \_\_\_\_\_

4. fifteen \_\_\_\_\_

9. forty-one \_\_\_\_\_

5. sixty-two \_\_\_\_\_

10. one hundred nine \_\_\_\_\_

Read the number words and write the numerals:

Read the numerals and write the number words:

11. one hundred twenty-two \_\_\_\_\_

6. 242 \_\_\_\_\_

12. eight hundred twelve \_\_\_\_\_

7. 980 \_\_\_\_\_

13. one thousand three hundred \_\_\_\_\_

8. 1,568 \_\_\_\_\_

14. seven hundred sixty-one \_\_\_\_\_

9. 704 \_\_\_\_\_

15. four thousand five \_\_\_\_\_

10. 6,031 \_\_\_\_\_

Kindergarten-Primary Assessment Tools  
Second Grade Mathematics

Addition and Subtraction

Name \_\_\_\_\_ Date \_\_\_\_\_

Solve the problems and write the answers. You may need to regroup in some problems.

1.  $\begin{array}{r} 25 \\ +30 \\ \hline \end{array}$

2.  $\begin{array}{r} 45 \\ +25 \\ \hline \end{array}$

3.  $\begin{array}{r} 72 \\ +19 \\ \hline \end{array}$

4.  $\begin{array}{r} \$6.40 \\ + .40 \\ \hline \end{array}$

5.  $\begin{array}{r} 56 \\ +27 \\ \hline \end{array}$

6.  $\begin{array}{r} 76 \\ -25 \\ \hline \end{array}$

7.  $\begin{array}{r} 54 \\ -20 \\ \hline \end{array}$

8.  $\begin{array}{r} 82 \\ -36 \\ \hline \end{array}$

9.  $\begin{array}{r} 63 \\ -53 \\ \hline \end{array}$

10.  $\begin{array}{r} 47 \\ -29 \\ \hline \end{array}$



11.  $\begin{array}{r} 74 \\ +16 \\ \hline \end{array}$

12.  $\begin{array}{r} 61 \\ + 8 \\ \hline \end{array}$

13.  $\begin{array}{r} 4.8 \\ +9.6 \\ \hline \end{array}$

14.  $36 + 72 = \underline{\hspace{2cm}}$

15.  $47 + 9 = \underline{\hspace{2cm}}$

16.  $\begin{array}{r} 69 \\ -26 \\ \hline \end{array}$

17.  $\begin{array}{r} 70 \\ -15 \\ \hline \end{array}$

18.  $\begin{array}{r} 3.60 \\ -2.40 \\ \hline \end{array}$

19.  $57 - 47 = \underline{\hspace{2cm}}$

20.  $45 - 27 = \underline{\hspace{2cm}}$

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Kindergarten-Primary Assessment Tools  
Second Grade Mathematics

**Addends and Subtrahends**

Name \_\_\_\_\_ Date \_\_\_\_\_

**Fill in the missing addends:**

1.  $35 + \underline{\quad\quad} = 70$

2.  $21 + \underline{\quad\quad} = 52$

3.  $8 + \underline{\quad\quad} = 151$

4.  $9 + \underline{\quad\quad} = 99$

5.  $19 + \underline{\quad\quad} = 113$

**Fill in the missing subtrahends:**

6.  $91 - \underline{\quad\quad} = 40$

7.  $75 - \underline{\quad\quad} = 52$

8.  $110 - \underline{\quad\quad} = 57$

9.  $136 - \underline{\quad\quad} = 99$

10.  $115 - \underline{\quad\quad} = 7$



**Fill in the missing addends:**

11.  $\underline{\quad\quad} + 90 = 184$

12.  $\underline{\quad\quad} + 62 = 80$

13.  $36 + \underline{\quad\quad} = 132$

14.  $\underline{\quad\quad} + 26 = 100$

15.  $\underline{\quad\quad} + 105 = 213$

**Fill in the missing subtrahends:**

16.  $108 - \underline{\quad\quad} = 75$

17.  $173 - \underline{\quad\quad} = 159$

18.  $214 - \underline{\quad\quad} = 107$

19.  $147 - \underline{\quad\quad} = 88$

20.  $642 - \underline{\quad\quad} = 267$

Kindergarten-Primary Assessment Tools  
Second Grade Mathematics

Place Value

Name \_\_\_\_\_ Date \_\_\_\_\_

Fill in the blanks, counting up by ones.

1. 98, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, 102, \_\_\_\_\_
2. 209, \_\_\_\_\_, \_\_\_\_\_, 212, \_\_\_\_\_
3. 463, \_\_\_\_\_, 465, \_\_\_\_\_, \_\_\_\_\_

Follow the directions your teacher reads.

4. 47	5. 90	6. 251	7. 943	8. 678
Circle the digit in the ten's place.	Circle the digit in the one's place.	Circle the digit in the ten's place.	Circle the digit in the hundred's place	Circle the digit in the one's place

.....  
Fill in the missing numbers. (Count up or down by ones.)

9. \_\_\_\_\_, 257, \_\_\_\_\_, 259, \_\_\_\_\_, \_\_\_\_\_
10. 598, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_
11. \_\_\_\_\_, 808, \_\_\_\_\_, \_\_\_\_\_

Write the corresponding number for:

12. 5 tens, 9 ones, and 8 hundreds \_\_\_\_\_
13. 4 hundreds, 3 ones, and 6 tens \_\_\_\_\_
14. 0 ones, 2 hundreds, and 7 tens \_\_\_\_\_
15. 9 hundreds, 8 tens, and 7 ones \_\_\_\_\_
16. 2 tens, 0 ones, and 9 hundreds \_\_\_\_\_

Kindergarten-Primary Assessment Tools  
Second Grade Mathematics

## Word Problems

Name \_\_\_\_\_ Date \_\_\_\_\_

**Read the following word problems to the students. Give time after each problem for students to work out the problem on their worksheets. You may repeat the word problems as necessary. Also, you may translate the word problems into the child's home language.**

1. At the first stop, five (5) children got on the bus. At the next stop, three (3) children got on the bus. At the last stop, four (4) children got on the bus. How many children got on the bus?
2. Eleven (11) children were playing at the playground. Four (4) children had to go home for lunch. How many children were left at the playground?
3. I have five (5) apple trees in my backyard. Each tree has 10 apples on it. How many apples are there altogether?
4. My brother got seven (7) presents for his birthday. I got 10 presents for my birthday. How many more presents did I get?
5. Stephanie's mom bought 16 balloons. On the way home, two (2) balloons flew away and one (1) balloon popped. How many balloons did Stephanie's mom have when she got home?
6. Four (4) brothers and three (3) sisters live in the apartment next door. Two of the children got sick and stayed home from school. How many children from this family went to school?
7. I brought 12 pieces of candy to the park. I am going to share them equally with my friend Bob. How many pieces of candy will we each have?
8. Our school has 45 students on the first floor and 39 students on the second floor. How many students are there in our school?
9. My mother has five (5) bracelets. Each bracelet has three (3) beads on it. How many beads does my mother have on her bracelets?
10. There are 21 students in our class. Today we are going on a field trip and our teacher told us to bring a lunch. Fourteen (14) people brought a lunch. How many people forgot their lunch?

Listen to the word problems and solve them in the spaces below. Circle your answer.

1.	2.
3.	4.
5.	6.
7.	8.
9.	10.

Kindergarten-Primary Assessment Tools  
Second Grade Mathematics

Fractions

Name \_\_\_\_\_

Date \_\_\_\_\_

Put an X on the picture that shows the fraction named.

1. $\frac{3}{4}$ 	2. $\frac{1}{4}$ 	3. $\frac{1}{3}$ 	4. $\frac{2}{3}$ 	5. $\frac{1}{2}$ 
----------------------	----------------------	----------------------	----------------------	----------------------

What part is shaded? Fill in the correct circle (○).

6. ○ $\frac{1}{6}$ ○ $\frac{2}{6}$ ○ $\frac{1}{4}$ ○ $\frac{2}{4}$	7. ○ $\frac{2}{3}$ ○ $\frac{1}{3}$ ○ $\frac{1}{4}$ ○ $\frac{2}{5}$	8. ○ $\frac{1}{2}$ ○ $\frac{1}{4}$ ○ $\frac{2}{3}$ ○ $\frac{2}{5}$
--	--	--

9. Color in $\frac{1}{4}$ of the balloons. 	10. Color $\frac{1}{5}$ of the pencils. 
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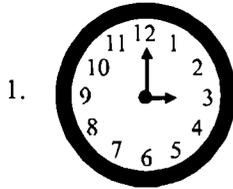
Kindergarten-Primary Assessment Tools  
Second Grade Mathematics

Time

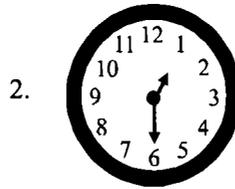
Name \_\_\_\_\_

Date \_\_\_\_\_

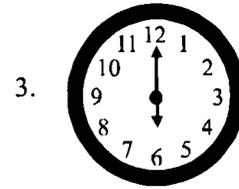
Write the time that is shown on each clock.



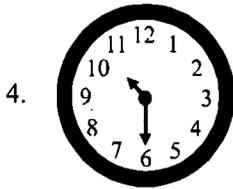
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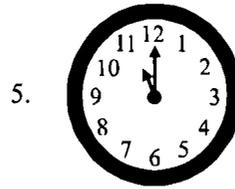
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\_\_\_\_\_

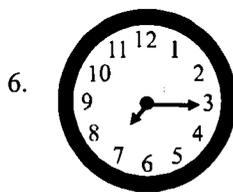


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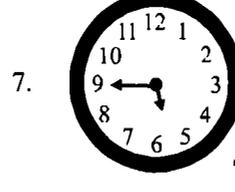


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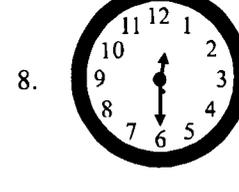
-----  
Write the time that is shown on each clock.



\_\_\_\_\_

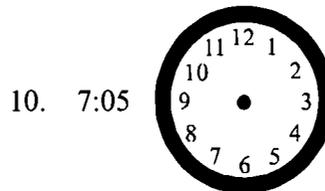
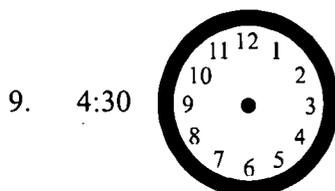


\_\_\_\_\_



\_\_\_\_\_

Draw hands on the clocks to show the following times.



Kindergarten-Primary Assessment Tools  
Second Grade Mathematics

Measuring Length

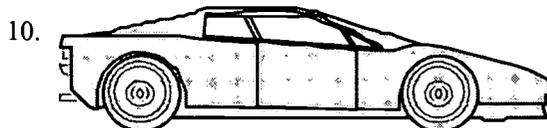
Name \_\_\_\_\_

Date \_\_\_\_\_

Measure each line in inches. Write the length in the box after the line.



Measure the length of each object in centimeters. Write the length in the box after each object.



Kindergarten-Primary Assessment Tools  
Second Grade Mathematics

## Estimation

Name \_\_\_\_\_ Date \_\_\_\_\_

### Part I

Pose questions about situations with which children are familiar. Some examples follow.

1. Predict how many minutes it will take to read a story, do the math assignments, etc. Then do it and see how well you predicted.
2. Predict how many objects are in the jar. (Use the same objects in different-sized jars and use different objects in same-sized jars.)
3. Predict the length of various objects in the classroom. For example: How many “hands” wide is your desk, the teacher’s desk, the chalkboard. Extend the activity by asking students to predict this length in inches if their “hand” is 5 inches long.
4. Estimate the average temperatures at various seasons of the year.
5. If a seven year old child weighs about 60 pounds, predict how much a new-born baby weighs? An adult man?

Ask students to measure various objects and/or line segments to the nearest centimeter and half inch.

Kindergarten-Primary Assessment Tools  
Second Grade Mathematics

Estimation

Name \_\_\_\_\_ Date \_\_\_\_\_

Part II

Fill in the circle by the answer choice which is the best estimate.

1. Approximately how long does it take to brush your teeth?  
 2 seconds                       2 minutes                       2 hours
2. Approximately how long does it take to build a snowman?  
 1 second                       1 minute                       1 hour
3. Approximately how long does it take to print your name?  
 5 seconds                       5 minutes                       5 hours
4. Approximately how many children are in your school?  
 Fewer than 50 children       50 - 200 children               More than 200 children
5. Approximately how tall is your classroom door?  
 2 feet                       7 feet                       12 feet
6. Approximately how long is a worm?  
 2 inches                       2 feet                       2 yards
7. Approximately how many gallons of water will fit in your bathtub?  
 1 gallon                       100 gallons                       1000 gallons
8. Approximately how many glasses of milk are in a gallon?  
 5 glasses                       15 glasses                       75 glasses
9. What is the most likely temperature of the water in your bath?  
 20°                       50°                       80°
10. Approximately how much does a backpack containing four large textbooks weigh?  
 3 pounds                       18 pounds                       45 pounds

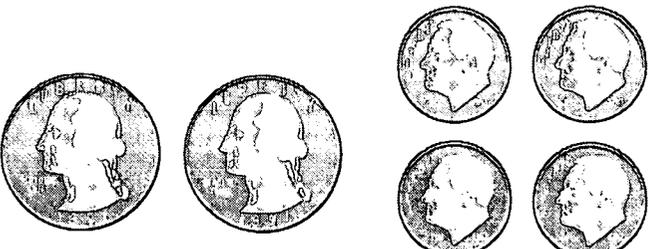
Kindergarten-Primary Assessment Tools  
Second Grade Mathematics

# Money

Name \_\_\_\_\_

Date \_\_\_\_\_

Add up the coins in each row and write the amount on the blank line.

1.		_____
2.		_____
3.		_____
4.		_____
5.		_____

**Pretend you work in a store and must give customers change for their purchases. Tell how many pennies, nickels, dimes, quarters, and dollars you would give the customer.**

6. Customer gives you a quarter (25¢) for a fifteen cent (15¢) piece of candy.

*Change:* \_\_\_ pennies \_\_\_ nickels \_\_\_ dimes \_\_\_ quarters \_\_\_ dollars

7. Customer gives you a quarter (25¢) and a dime (10¢) for a 32¢ pad of paper.

*Change:* \_\_\_ pennies \_\_\_ nickels \_\_\_ dimes \_\_\_ quarters \_\_\_ dollars

8. Customer gives you a dollar ( \$1.00 ) for an 85¢ toy.

*Change:* \_\_\_ pennies \_\_\_ nickels \_\_\_ dimes \_\_\_ quarters \_\_\_ dollars

9. Customer gives you a dollar ( \$1.00 ) for a 55¢ newspaper.

*Change:* \_\_\_ pennies \_\_\_ nickels \_\_\_ dimes \_\_\_ quarters \_\_\_ dollars

10. Customer gives you five dollars ( \$5.00 ) for a \$3.70 t-shirt.

*Change:* \_\_\_ pennies \_\_\_ nickels \_\_\_ dimes \_\_\_ quarters \_\_\_ dollars

Kindergarten-Primary Assessment Tools  
Second Grade Mathematics

Patterns

Name \_\_\_\_\_

Date \_\_\_\_\_

Look at the pattern. What comes next? Fill in the blanks.

1. 2, 4, 6, 8, 10, 12, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

2. A B B A B B A B \_\_\_\_\_ \_\_\_\_\_ \_\_\_\_\_

3.  \_\_\_\_\_ \_\_\_\_\_

4. 68, 79, 90, 101, \_\_\_\_\_ \_\_\_\_\_ \_\_\_\_\_

5.  \_\_\_\_\_ \_\_\_\_\_ \_\_\_\_\_



6. S, T, V, 2S, 2T, 2V, 3S, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

7. 3, 6, 9, 12, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

8. 40, 35, 30, 25, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

9. 8:00, 7:30, 7:00, 6:30, \_\_\_\_\_ \_\_\_\_\_ \_\_\_\_\_

10. \$ .25, \$ .50, \$ .75, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

Kindergarten-Primary Assessment Tools  
Second Grade Mathematics

# Symbols

Name \_\_\_\_\_

Date \_\_\_\_\_

Fill in the box with the symbol (+, -, =) that makes the math sentence true.

1.  $19 - 9$    $10$

2.  $14$    $4 = 10$

3.  $12 + 8$    $30 - 10$

4.  $6 + 8$    $7 + 7$

5.  $36 + 5 = 33$    $8$

Fill in the box with the symbol (= or  $\neq$ ) that makes the math sentence true.

6.  $6 - 4$    $10$

7.  $22$    $20 + 2$

8.  $41 + 9$    $49$

9.  $100 + 9$    $200$

10.  $19 + 4$    $36 - 13$

.....

Fill in the box with the symbol (<, >, or =) that makes the sentence true.

11.  $24 + 5$    $45 - 14$

12.  $2 \times 4$    $7$

13.  $100$    $49 + 51$

14.  $400$    $200 + 199$

15.  $86 + 27$    $122 - 14$

16.  $5 \times 4$    $20$

17.  $550 + 50$    $599$

18.  $17$    $6 \times 3$

19.  $25 + 25$    $50$

20.  $53 - 28$    $6 \times 4$

Kindergarten-Primary Assessment Tools  
Second Grade Mathematics

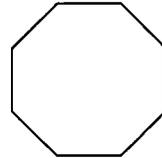
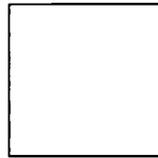
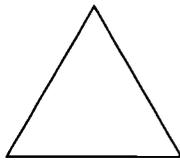
Geometry

Name \_\_\_\_\_

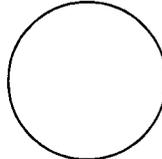
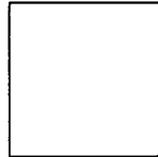
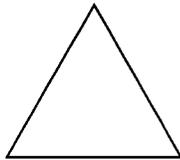
Date \_\_\_\_\_

Put an X on the shape your teacher names.

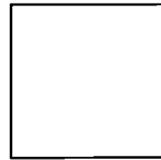
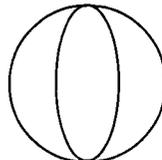
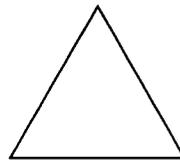
1. octagon



2. triangle



3. sphere



4. a) How many angles does a square have? \_\_\_\_\_

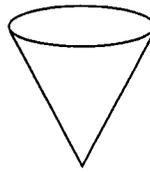
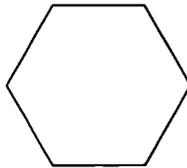
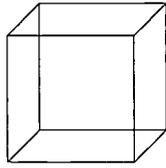
b) How many sides does a triangle have? \_\_\_\_\_

5. a) How many flat sides (faces) does a cube have? \_\_\_\_\_

b) How many flat sides (faces) does a pyramid have? \_\_\_\_\_

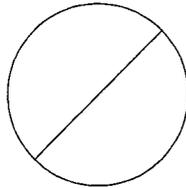
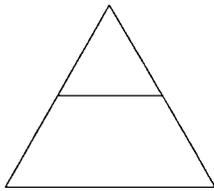
Put an X on the shape your teacher names.

6. cone

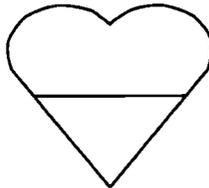


Put an X on the shape that shows a line of symmetry.

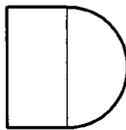
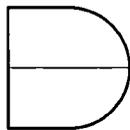
7.



8.



9.

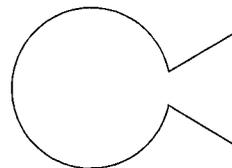


10. Draw **one** line of symmetry for each shape.

h)



b)



Kindergarten-Primary Assessment Tools  
Second Grade Mathematics

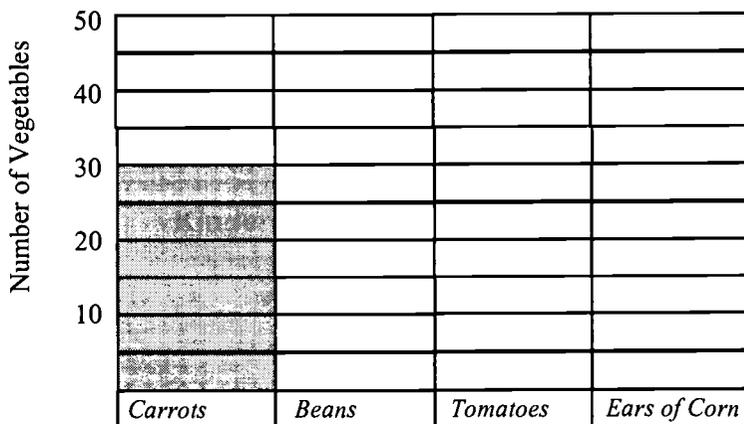
# Graphs

Name \_\_\_\_\_

Date \_\_\_\_\_

- 1-3. Complete the graph below, showing the number of plants grown in the garden if they grew:
- 35 bean plants
  - 50 tomato plants
  - 20 fewer ears of corn than carrot plants.

Vegetables Grown in the Garden

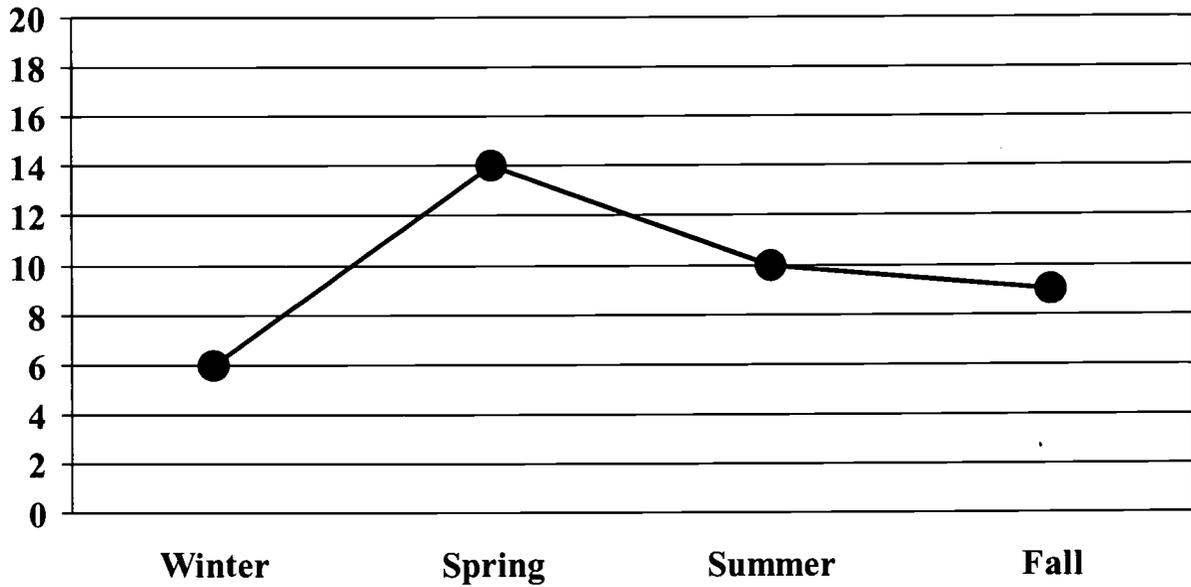


4. How many plants all together grew in the garden?

- 30       115  
 95       125

Use the graph below to answer Questions 5–7.  
Color the circle next to the correct answer.

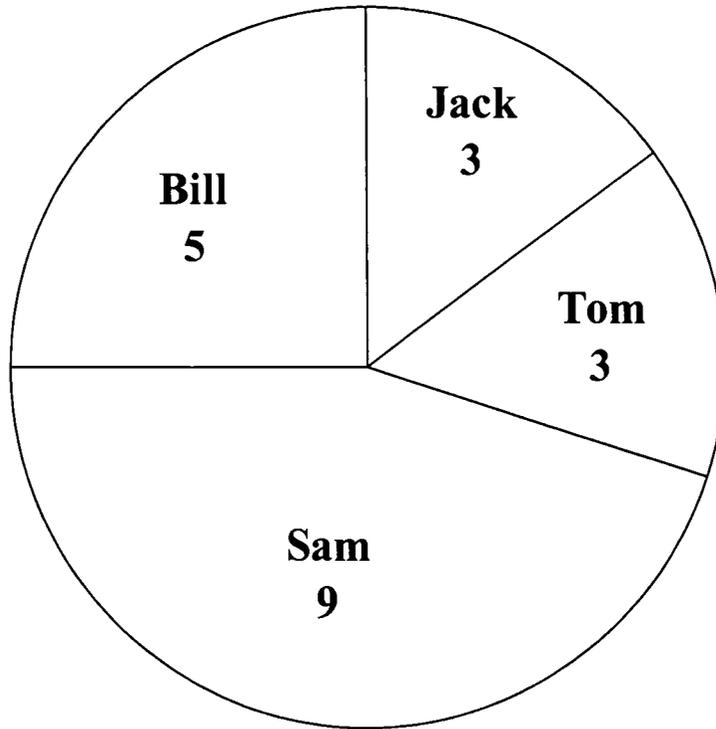
**Favorite Seasons**



<p>5. Which season did most people pick?</p> <p><input type="radio"/> Winter</p> <p><input type="radio"/> Spring</p> <p><input type="radio"/> Summer</p>	<p>6. How many people liked fall best? *</p> <p><input type="radio"/> 10</p> <p><input type="radio"/> 9</p> <p><input type="radio"/> 8</p>
<p>7. How many more people picked spring than picked summer?</p> <p><input type="radio"/> 2</p> <p><input type="radio"/> 4</p> <p><input type="radio"/> 6</p>	

Use the graph below to answer Questions 8–10.  
Color the circle next to the correct answer.

**Number of Books Read**



<p>8. How many books did the four boys read this week?</p> <p><input type="radio"/> 9</p> <p><input type="radio"/> 17</p> <p><input type="radio"/> 20</p> <p><input type="radio"/> 24</p>	<p>9. Which two boys read the most books?</p> <p><input type="radio"/> Jack and Tom</p> <p><input type="radio"/> Bill and Jack</p> <p><input type="radio"/> Tom and Sam</p> <p><input type="radio"/> Bill and Sam</p>
<p>10. Bill read how many more books than Tom?</p> <p><input type="radio"/> 2</p> <p><input type="radio"/> 5</p> <p><input type="radio"/> 3</p> <p><input type="radio"/> 8</p>	

Use the class schedule to answer the problems below.

**Grade School  
Schedule for Room 100**

Time	Mon.	Tues.	Wed.	Thurs.	Fri.
9:00 - 10:00	Reading	Reading	Reading	Reading	Reading
10:00 - 10:45			Art		Library
10:45 - 11:00					
11:00 - 11:50				Music	
11:50 - 12:30					
12:30 - 1:00		Computer Lab			Computer Lab
1:00 - 1:45				P. E.	
1:45 - 2:30		P. E.			

11. On which day of the week does Room 100 have music? \_\_\_\_\_
12. On which day of the week does this room have no *special* classes? \_\_\_\_\_
13. How much time do students in Room 100 spend on reading each week? \_\_\_\_\_
14. How much time do students in Room 100 spend in Computer Lab each week? \_\_\_\_\_
15. In which *special* subject (not reading) do Room 100 students spend the most time? \_\_\_\_\_

Kindergarten-Primary Assessment Tools  
First Grade Mathematics

End of Year Test

Name \_\_\_\_\_

Date \_\_\_\_\_

Fill in the blanks. Count by ones.

1. 800, 801, \_\_\_\_\_, 803, \_\_\_\_\_, \_\_\_\_\_, 806

2. 111, \_\_\_\_\_, 113, \_\_\_\_\_, \_\_\_\_\_, 116

Fill in the circle with the symbol ( $<$ ,  $>$ , or  $=$ ) that makes the number sentence true.

3.  $58 \bigcirc 49$

4.  $499 \bigcirc 500$

Solve the problems.

5.  $6 + 4 = \underline{\quad}$   
 $4 + \underline{\quad} = 10$   
 $10 - 4 = \underline{\quad}$   
 $10 - \underline{\quad} = 4$

6.  $\begin{array}{r} 9 \\ + 7 \\ \hline \end{array}$

7.  $\begin{array}{r} 14 \\ + 8 \\ \hline \end{array}$

8.  $\begin{array}{r} 17 \\ - 6 \\ \hline \end{array}$

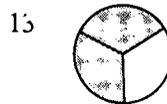
9.  $\begin{array}{r} 24 \\ - 14 \\ \hline \end{array}$

Write a number sentence and solve the story problem. Circle your answer.

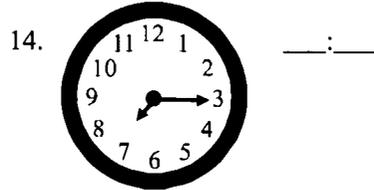
10. Team A scored 7 points at the ball game. Team B scored 12 points more than team A. How many points did team B score?

11. The cafeteria lady had 13 apples and 14 oranges to serve at lunch. The first grade had 26 children. Is there enough for each student to have one whole fruit with lunch?

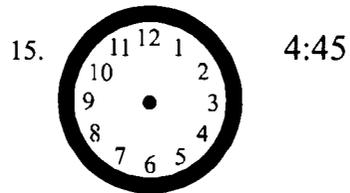
Write the fraction for the part of the shape that is shaded.



Write the time that is shown on the clock.



Draw the hands on the clock to show the following time.



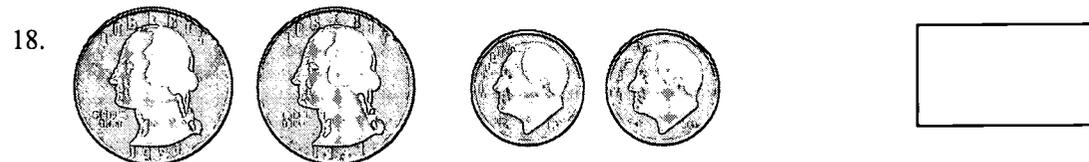
Measure the lines. Write the answer in the box.

16. How many centimeters long is the line?



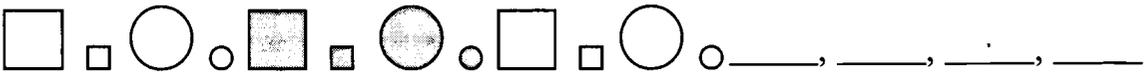
17. How many inches long is the line?

Add the coins. Write the answer in the box.



Finish the patterns.

20. 5; 10, 15, \_\_\_\_\_, 25, \_\_\_\_\_, \_\_\_\_\_, 40

21. 

Draw the shapes.

22. circle

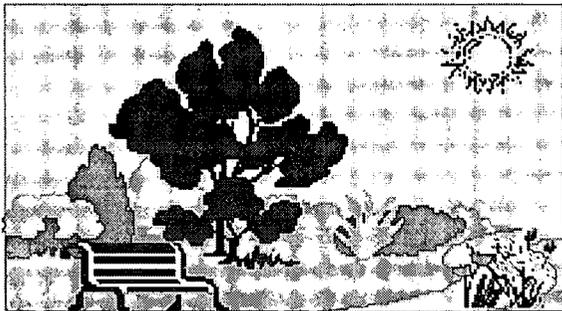
23. square

24. triangle

25. rectangle

Draw lines from the pictures to the most likely temperatures on the days pictured.

26.



25°

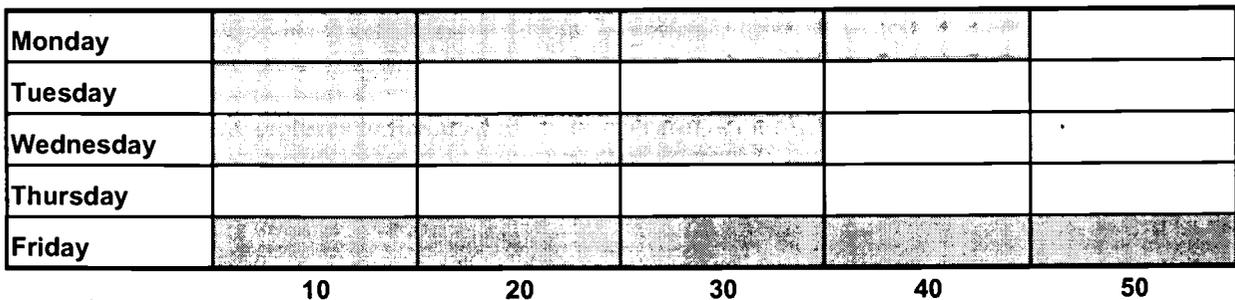


45°

75°

Use the graph below to answer the questions.

Mrs. Gorman's first grade class planted flowers around their school. The graph shows the number of flowers planted each day.



27. On which day did the children plant the most flowers? \_\_\_\_\_

28. How many flowers did the children plant on Wednesday? \_\_\_\_\_

29. On which day were no flowers planted? \_\_\_\_\_

30. How many more flowers were planted on Monday than Tuesday? \_\_\_\_\_

Kindergarten-Primary Assessment Tools  
Second Grade Mathematics

End of Year Test

Name \_\_\_\_\_

Date \_\_\_\_\_

Fill in the blanks. Count by ones.

1. 700, 701, \_\_\_\_\_, 703, \_\_\_\_\_, \_\_\_\_\_, 706

2. 397, 398, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, 402

Write the corresponding number for:

3. Seven hundreds, six tens, and two ones \_\_\_\_\_

4. Four tens, zero ones, and nine hundreds \_\_\_\_\_

Write a number sentence and solve the story problem. Circle your answer.

5. At the baseball game, the crowd ate 114 hot dogs with ketchup and 208 hot dogs with ketchup and mustard. How many hot dogs did the crowd eat?

6. There are two first grade rooms. Room 100 has 28 students and room 101 has 23 students. There are two second grade rooms. Room 203 has 27 students and room 204 has 25 students. Are there more first or second graders?

Solve the problems.

7. 
$$\begin{array}{r} 69 \\ + 43 \\ \hline \end{array}$$

8. 
$$\begin{array}{r} \$5.25 \\ + .83 \\ \hline \end{array}$$

9. 
$$\begin{array}{r} 60 \\ - 15 \\ \hline \end{array}$$

10. 
$$\begin{array}{r} 148 \\ - 56 \\ \hline \end{array}$$

Fill in the circle with the symbol (<, >, or =) that makes the number sentence true.

11. 59 ○ 30+30

12. 899 ○ 908

Fill in the missing numeral.

13.  $218 - \underline{\quad} = 10$

14.  $\underline{\quad} + 7 = 133$

Write the fraction for the part that is shaded.



Finish the patterns.

17. 16, 14, 12, \_\_\_\_\_, 8, \_\_\_\_\_, \_\_\_\_\_, 2

18. 390, 395, 400, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, 420

Measure the lines. Write the answer in the box.

19. How many centimeters long is the line?



20. How many inches long is the line?

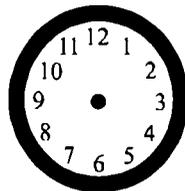


Draw the shapes.

21. Octagon

22. Rectangle

23. Draw the hands on the clock to show the following time.



(6:05)

24. Write the time that is shown on the clock.



\_\_\_\_\_ : \_\_\_\_\_

25. What four coins would you use to purchase a candy bar that costs 32¢?

\_\_\_\_\_

26. If you bought 3 candy bars that cost 20 cents each and gave the cashier \$1.00, how much change would you receive?

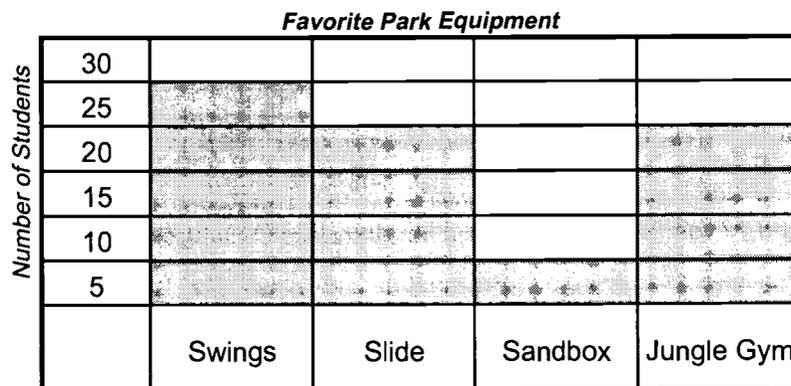
27. A second grader lives 4 blocks from school. If she *walks* without stopping, approximately how long will it take her to get to school?

3 minutes

12 minutes

$\frac{1}{2}$  hour

Use the graph below to answer the questions.



All the second grade students at Lincoln School graphed their favorite playground equipment.

28. How many more children picked jungle gym than the sandbox? \_\_\_\_\_

29. How many children voted? \_\_\_\_\_

30. Choose which combination of two pieces of equipment was most popular?

swings and sandbox

slide and jungle gym

## Kindergarten-Primary Assessment Tools

### Record-Keeping

**W**ith any assessment system, it is important to have a way to record the results for classroom use and, in some cases, for parent and school reports. This section of the handbook contains tools which may be helpful for charting students' progress and tracking coverage of the Chicago Academic Standards.

Lists of the Curriculum Framework Statements in language arts and mathematics are enclosed for each grade level. Curriculum Framework Statements were written to assist teachers in planning and implementing a standards-based instructional program. The framework statements for each standard are listed in one column. The adjoining column can be used to check off or date when that concept or skill has been taught. This listing can also be used as a handy reference to the standards when writing lesson plans.

Most assessment of kindergartners is done necessarily by observation.

The included Kindergarten Profiles in language arts and mathematics are one-page reports which can be marked to reflect what each student knows and can do. The concepts and skills included in the Profiles are labeled to show the Chicago Academic Standards and Curriculum Framework Statements they address.

The Profiles can be used to plan and group students for instruction and to report students' progress to principals or at parent conferences.

Kindergarten-Primary Assessment Tools

Kindergarten Assessment Profile Language Arts

Name \_\_\_\_\_ I.D. \_\_\_\_\_

\* The code in the corner of each box refers to the Illinois State Goal, Chicago Academic Standard, and the Curriculum Framework Statement addressed by that skill. For example, 3A4 means State Goal 3, Chicago Academic Standard A, and Curriculum Framework Statement 4.

◇ The diamond symbol identifies items listed in the Kindergarten Curriculum Activities Guide, "Making It Better."

4 A 2, 3 LISTENS ATTENTIVELY TO STORY IN SMALL GROUP <input type="checkbox"/> LARGE GROUP <input type="checkbox"/>																																								
1 A 1 - 7 RETELLS STORY <input type="checkbox"/>																																								
1 B 1 IDENTIFIES PART OF THE BOOK: FRONT COVER <input type="checkbox"/> SPINE <input type="checkbox"/> BACK COVER <input type="checkbox"/> TITLE PAGE <input type="checkbox"/>																																								
1 B 1 ASSOCIATES MEANING WITH PRINT <input type="checkbox"/>																																								
1 B 1 FOLLOWS WORDS FROM LEFT TO RIGHT TOP TO BOTTOM <input type="checkbox"/>																																								
1 B 2 KNOWS ALPHABET Identifies letters <table border="1"><tr><td>A</td><td>B</td><td>C</td><td>D</td><td>E</td><td>F</td><td>G</td><td>H</td><td>I</td><td>J</td><td>K</td><td>L</td><td>M</td><td>N</td><td>O</td><td>P</td><td>Q</td><td>R</td><td>S</td><td>T</td><td>U</td><td>V</td><td>W</td><td>X</td><td>Y</td><td>Z</td></tr></table> Identifies letter sounds	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z														
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1 B 2 USES BEGINNING AND ENDING SOUNDS beginning (top row) <input type="checkbox"/> <table border="1"><tr><td>m</td><td>s</td><td>t</td><td>p</td><td>n</td><td>c</td><td>k</td><td>r</td><td>b</td><td>j</td></tr><tr><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td></tr><tr><td>f</td><td>g</td><td>l</td><td>v</td><td>w</td><td>z</td><td>g</td><td>h</td><td>d</td><td> </td></tr><tr><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td></tr></table> ending (bottom row) <input type="checkbox"/>	m	s	t	p	n	c	k	r	b	j											f	g	l	v	w	z	g	h	d											
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1 B 2 DISTINGUISHES LETTERS FROM WORDS <input type="checkbox"/>																																								
1 B 2 IDENTIFIES RHYMING SOUNDS <input type="checkbox"/>																																								
3 B 1 WRITES Scribbles <input type="checkbox"/> Words <input type="checkbox"/> Random numbers & letters <input type="checkbox"/> Sentences <input type="checkbox"/> Groups of letters and numbers <input type="checkbox"/>																																								

4 B 2 SPEAKS CLEARLY <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Does not speak in complete sentences Speaks in complete sentences composed of 5 words or less Speaks in complete sentences composed of 5 words or more																																						
4 A 1 FOLLOWS DIRECTIONS <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> One Step Two Step Three or more Steps																																						
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1 B 2 RECOGNIZES HIGH FREQUENCY WORDS <table border="1"><tr><td>IN</td><td>IS</td><td>A</td><td>I</td><td>GO</td><td>TO</td><td>YOU</td><td>THE</td><td>WILL</td><td>NOT</td><td>AND</td></tr><tr><td> </td><td> </td></tr></table> <table border="1"><tr><td>ON</td><td>WE</td><td>SEE</td><td>HE</td><td>ME</td><td>SHE</td><td>CAN</td><td>IT</td></tr><tr><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td></tr></table>	IN	IS	A	I	GO	TO	YOU	THE	WILL	NOT	AND												ON	WE	SEE	HE	ME	SHE	CAN	IT								
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5 A 2 USES PICTURE TO GAIN CONTEXTUAL INFORMATION <input type="checkbox"/>																																						
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◇ PERFORMS PHYSICAL SKILLS (Gross Motor) (Fine Motor) Runs <input type="checkbox"/> Cutting <input type="checkbox"/> Jumps <input type="checkbox"/> Coloring <input type="checkbox"/> Skips <input type="checkbox"/> Zips <input type="checkbox"/> Hops <input type="checkbox"/> Buttons <input type="checkbox"/> Gallops <input type="checkbox"/> Ties <input type="checkbox"/>																																						
◇ KNOWS PERSONAL DATA Knows phone no. <input type="checkbox"/> Knows birthday <input type="checkbox"/> Knows address <input type="checkbox"/>																																						

## Kindergarten Checklist

Teachers may use this checklist to monitor their coverage of the Chicago Academic Standards. The last column can be used to check off or date when a particular objective is covered or assessed.

### Language Arts Objectives

Objective	Standard*	
Retells stories from writing, reading or pictures. 🖐️ ★	1A1	
Identifies main idea from oral stories and pictures. 🖐️ ★	1A2	
Identifies location, time, and order (e.g., near, far, before, middle, after). ★	1A3	
Recognizes the author's purpose. 🖐️	1A4	
Organizes information sequentially from oral stories and pictures. 🖐️ ★	1A5	
Makes predictions using oral stories and pictures. 🖐️	1A6	
Uses prior knowledge to dramatize familiar stories.	1A7	
Identifies front cover, back cover, spine and title page of a book.	1B1	
Follows words from left to right and top to bottom on a printed page.	1B1	
Associates meaning with print.	1B1	
Names upper and lowercase letters. ☐	1B2	
Distinguishes letters from words.	1B2	
Identifies and uses beginning consonants in single syllable words. ★	1B2	
Matches sounds to symbols (letters). ★	1B2	
Reads one-syllable and high frequency words. 🖐️	1B2	
Identifies rhyming words. ★	1B2	
Uses beginning and ending consonants in sounding single-syllable words. 🖐️	1B2	
Exhibits engagement in reading by responding to text orally or through the arts. 🖐️	1D	
Distinguishes reality from make-believe.	2A1	
Uses punctuation appropriate for kindergarten (periods, question marks). ☐	3A1	
Writes random letters, groups of letters, words, sentences. ☐ ★	3B1	
Dictates descriptive sentences that express reactions, feelings and thoughts. (Dictates labels, captions, and stories.) ★	3C1	

Objective	Standard*	
Follows one step, two-step and three-step oral directions.	4A1	
Listens to develop strategies for asking questions.	4A2	
Listens attentively.	4A3	
Expresses ideas in complete sentences.	4B1	
Uses singular and plural nouns correctly.	4B1	
Uses oral language appropriate for age.	4B2	
Speaks clearly and coherently in formal and informal settings.	4C	
Asks how and why questions.	5A1	
Locates information in reference materials. 	5A2	

 Denotes objectives which may be documented by a performance assessment.

★ Denotes objectives which are covered in this assessment handbook. Some are performance assessments and some are pencil and paper tasks.

Denotes objectives which may best be documented by collecting samples of student work.

\* The codes refer to the Illinois State Goal, Chicago Academic Standard, and Curriculum Framework Statement addressed by that objective. For example, 3A4 means Illinois State Goal 3, Chicago Academic Standard A, and Curriculum Framework Statement 4.

## First Grade Checklist

Teachers may use this checklist to monitor their coverage of the Chicago Academic Standards. The last column can be used to check off or date when a particular objective is covered or assessed.

### Language Arts Objectives

Objective	Standard*	
Retells content of text heard or read. ★	1A1	
Identifies main idea and details of text read independently. ★	1A2	
Identifies location, time, and order (e.g., on, under, beginning, middle, ending, left, right). ☞	1A3	
Determines a purpose for reading (e.g., for information or enjoyment).	1A4	
Clarifies meaning of text by asking and answering questions. ★	1A5	
Organizes information logically and sequentially. ★	1A6	
Makes predictions about events and ideas presented in text and provides evidence for predictions. ★	1A7	
Summarizes text content (e.g., identifies characters, setting, beginning, middle, and ending events). ★	1A8	
Uses prior knowledge to better understand new reading selections.	1A9	
States the problem and solution of text read. ★	1A10	
Alphabetizes by the first letter. ☐	1A11	
Draws conclusions based on what was heard or read. ★	1A12	
Uses context clues to derive word meaning. ★	1A13	
Interprets figurative language.	1A14	
Distinguishes fact from opinion.	1A15	
Follows written directions. ☐	1A16	
Recognizes cause and effect relationships.	1A17	
Identifies parts of book (e.g., covers, title page, contents, glossary).	1B1	
Follows words from left to right and top to bottom on a printed page.	1B1	
Uses beginning and ending consonants in sounding one-syllable words. ★	1B2	
Identifies and applies sounds of two- and three-letter consonant blends. ★	1B2	

Objective	Standard*	
Uses long- and short-vowel sounds to sound out single-syllable words. ★	1B2	
Identifies word patterns and families. ★	1B2	
Identifies root/base words. □	1B2	
Recognizes synonyms and antonyms. □	1B2	
Identifies and uses plural forms, compound words, and contractions.	1B2	
Identifies and uses consonants in stated positions. ★	1B2	
Uses consonant-vowel patterns to decode new words. ★	1B2	
Identifies and orally manipulates small units of sound (e.g., phonemes). ★	1B3	
Counts sounds in multi-syllable words.	1B3	
Adds or deletes phonemes orally to change syllables or words. ★	1B3	
Applies knowledge of language structure(s), (e.g., prefixes, suffixes, contractions, singular possessives, simple abbreviations). □	1B4	
Reads various texts aloud using word analysis skills and knowledge of letter/blend sounds, language structure, and punctuation. ★	1C1	
Exhibits engagement in reading by responding to text orally, in writing, or through the arts. ★	1D	
Distinguishes fact from fantasy.	2A1	
Identifies topics presented in works of literature.	2A2	
Identifies similarities and differences among literary selections.	2A3	
Distinguishes between poetry and prose.	2A4	
Defines the major characteristics of significant forms of literature.	2A5	
Identifies character, setting, plot, and theme in text. ★	2A6	
Identifies and describes ways in which works of literature reflect the culture, heritage, and traditions.	2B1	
Compares and contrasts the treatment of different cultures.	2B2	
Writes and edits manuscripts to demonstrate correct use of nouns, verbs, adjectives. ★ □	3A1	
Uses standard punctuation conventions (periods, question marks, exclamations marks, commas, and apostrophes). ★ □	3A2	
Uses correct capitalization. ★ □	3A3	
Uses the conventions of phonetic spelling correctly. ★ □	3A4	
Writes a variety of complete sentence types and structures. ★ □	3A5	

Objective	Standard*	
Writes for a variety of purposes and audiences. □	3B1	
Dictates/writes language experience stories. ★ □	3B2	
Writes sequential events in a personal experience story.	3B3	
Participates in shared writing experiences.	3B4	
Writes a descriptive paragraph that expresses reactions, feelings, and thoughts in clear, concise, and appropriate ways. ★ □	3C1	
Follows one step, two-step and three-step oral directions.	4A1	
Asks for clarification and/or explanation of words, directions, and ideas.	4A2	
Demonstrates attentive listening by retelling, paraphrasing, and explaining what has been said by the speaker.	4A3	
Expresses ideas in complete sentences.	4B1	
Uses correct verb tense and noun-verb agreement in oral communication.	4B2	
Uses correct sentence structure, word use, and forms (e.g., simple and compound) in oral communication.	4B2	
Uses clear and specific vocabulary to communicate ideas orally.	4B2	
Employs appropriate vocal intonations (e.g., voice level, phrasing, etc.).	4B2	
Tells and retells events and stories in logical order. ★	4C1	
Asks how and why questions.	5A1	
Locates information in reference materials. ☞	5A2	
Uses a primary dictionary to find correct meanings of unfamiliar words.	5A3	
Uses glossaries, dictionaries, and encyclopedias to answer questions. ☞	5A4	
Works in groups to research and present findings in appropriate written and oral formats. ☞	5A5	

☞ Denotes objectives which may be documented by a performance assessment.

★ Denotes objectives which are covered in this assessment handbook. Some are performance assessments and some are paper and pencil tasks.

□ Denotes objectives which may best be documented by collecting samples of student work.

\* The codes refer to the Illinois State Goal, Chicago Academic Standard, and Curriculum Framework Statement addressed by that objective. For example, 3A4 means Illinois State Goal 3, Chicago Academic Standard A, and Curriculum Framework Statement 4.

## Second Grade Checklist

Teachers may use this checklist to monitor their coverage of the Chicago Academic Standards. The last column can be used to check off or date when a particular objective is covered or assessed.

### Language Arts Objectives

Objective	Standard*	
Retells content of text read independently. 🖐️ ★	1A1	
Determines purpose for reading (e.g., to inform, persuade, or entertain).	1A2	
Clarifies meaning of text by asking and answering questions. 🖐️	1A3	
Organizes information logically and sequentially based on passage read. ★	1A4	
Determines and explains author's purpose and explicit main idea(s) in text. 🖐️	1A5	
Makes and confirms predictions about events and ideas presented in text. 🖐️	1A6	
Summarizes text read, including characters, setting, events, and solution. 🖐️ ★	1A7	
Makes connections between prior knowledge/experiences, and reading text.	1A8	
Describes the problem, solution, or central idea of text read. 🖐️	1A9	
Recognizes cause-effect relationships.	1A10	
Alphabetizes to the second letter. ☐	1A11	
Draws conclusions.	1A12	
Identifies and orally manipulates small units of sound (e.g., phonemes). 🖐️ ★	1B1	
Applies knowledge of language structure(s) (e.g., root words, prefixes, suffixes, contractions, singular possessives, simple abbreviations). ☐	1B2	
Applies word-analysis skills using knowledge of consonant-vowel patterns and homophones. ★	1B2	
Identifies word patterns and families. ☐	1B2	
Identifies vowel digraphs, diphthongs, and controlled vowels. ☐	1B2	
Applies knowledge of homonyms, antonyms, synonyms, and homographs. ☐	1B2	
Identifies variant and silent consonants (e.g., /gn/, /g/).	1B2	
Demonstrates ability to read aloud with appropriate vocal patterns.	1C1	
Reads various texts aloud using word analysis skills and knowledge of consonants, common vowel sounds and patterns, consonant blends, language structures, and punctuation. 🖐️ ★	1C2	

Objective	Standard*	
Exhibits engagement in reading by responding to text orally, in writing, or through the arts. ★	1D	
Distinguishes nonfiction from fiction.	2A1	
Describes effects of humor within a work of literature.	2A2	
Identifies topics presented in works of literature.	2A3	
Compares and contrasts character traits, settings, and mood of stories. 🖐	2A4	
Distinguishes between works of poetry and prose.	2A5	
Defines the major characteristics of significant forms of literature and describes their operation in selected works.	2A6	
Compares and contrasts the treatment of friendship and family and personal heritage by authors of different cultures.	2B1	
Identifies/describes ways literature reflects culture, heritage, and traditions.	2B2	
Writes and edits manuscripts to demonstrate correct use of grammar. ★	3A1	
Uses standard punctuation conventions (periods, question marks, exclamation marks, commas, and apostrophes). ★	3A2	
Uses correct capitalization. ★	3A3	
Uses appropriate headings on papers.	3A4	
Writes a variety of complete sentence types and structures. ★	3A5	
Generates ideas for writing by brainstorming.	3B1	
Provides clear introduction, body, support and sense of closure to writing. ★	3B2	
Maintains a journal to express thoughts and feelings.	3B3	
Composes a well-organized, coherent report on a student-selected topic. 🖐 □	3B4	
Applies techniques and strategies associated with the writing process to critique, revise, and edit manuscripts. □	3B5	
Participates in shared writing activities.	3B6	
Works independently on writing.	3C1	
Writes and illustrates stories to convey meaning. □	3C2	
Writes for public and personal purposes.	3C3	
Identifies standards for listening.	4A1	
Listens for sustained periods of time.	4A2	
Listens for specific information to answer questions..	4A3	
Demonstrates attentive listening by retelling, paraphrasing, and explaining what has been said by the speaker. 🖐	4A4	
Expresses ideas orally in complete sentences.	4B1	
Uses singular and plural nouns correctly.	4B1	
Critiques oral presentations of self and others.	4B1	

Objective	Standard*	
Uses correct sentence structure, word use, and forms in oral communication.	4B2	
Uses appropriate volume and pitch and pronounces words clearly.	4B2	
Uses appropriate audience/listener responses.	4B2	
Retells settings, plot, events, characters, and theme. 🖐️ ★	4C1	
Recalls the content of an oral message.	4C2	
Gives oral presentations by speaking clearly at an understandable rate and using audience feedback.	4C3	
Gives oral directions.	4C4	
Creates and presents oral stories and reports with or without notes. 🖐️	4C5	
Demonstrates poise and self-confidence when speaking.	4C6	
Creates and participates in oral dramatic presentations.	4C7	
Presents brief oral reports that express ideas in an organized manner. 🖐️	4C8	
Takes one side of issue and provides reasons to support it in informal debate.	4C9	
Speaks courteously and respectfully to all persons.	4C10	
Asks how and why questions.	5A1	
Locates information in reference materials. 🖐️	5A2	
Uses a primary dictionary to find correct meanings of unfamiliar words.	5A3	
Uses reference materials and available technology to answer questions. 🖐️	5A4	
Gathers and uses information to gain knowledge, solve problems, and support positions.	5A5	
Orally examines the extent to which media provides a source of entertainment, as well as a source of information.	5A6	
Evaluates the validity of products advertised through various media.	5A7	
Working in cooperative groups, presents research findings in appropriate written and oral formats. 🖐️	5A8	

🖐️ Denotes objectives which may be documented by a performance assessment.

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Kindergarten-Primary Assessment Tools

Kindergarten Assessment Profile Mathematics

Name \_\_\_\_\_ I.D. \_\_\_\_\_

\* The code in the corner of each box refers to the Illinois State Goal, Chicago Academic Standard, and the Curriculum Framework Statement addressed by that skill. For example, 3A4 means State Goal 3, Chicago Academic Standard A, and Curriculum Framework Statement 4.

◇ The diamond symbol identifies items listed in the Kindergarten Curriculum Activities Guide, "Making It Better."

6 A 1 6 E 1, 2 COUNTS OBJECTS	1-5 <input type="checkbox"/>	1-10 <input type="checkbox"/>	1-12 <input type="checkbox"/>	1-20 <input type="checkbox"/>
	1-30 <input type="checkbox"/>	1-50 <input type="checkbox"/>	1-80 <input type="checkbox"/>	1-100 <input type="checkbox"/>
6 E 3 COUNTS BY	10's <input type="checkbox"/>	5's <input type="checkbox"/>	2's <input type="checkbox"/>	
6 A 1 RECOGNIZES NUMERALS	0-5 <input type="checkbox"/>	0-10 <input type="checkbox"/>	0-12 <input type="checkbox"/>	0-20 <input type="checkbox"/>
	0-30 <input type="checkbox"/>	0-50 <input type="checkbox"/>	0-80 <input type="checkbox"/>	0-100 <input type="checkbox"/>
7 A 1 TELLS TIME TO	HALF HOUR <input type="checkbox"/>	HOUR <input type="checkbox"/>		
6 A 4 RECOGNIZES NUMBER WORDS	ONE <input type="checkbox"/>	THREE <input type="checkbox"/>	FIVE <input type="checkbox"/>	SEVEN <input type="checkbox"/>
	TWO <input type="checkbox"/>	FOUR <input type="checkbox"/>	SIX <input type="checkbox"/>	EIGHT <input type="checkbox"/>
	NINE <input type="checkbox"/>	TEN <input type="checkbox"/>		
6 B 1 RECOGNIZES NUMBER FACTS (SUMS) OR COMBINES SETS	THRU 5 <input type="checkbox"/>	THRU 10 <input type="checkbox"/>	THRU 20 <input type="checkbox"/>	
6 B 2 RECALLS NUMBER FACTS (SUMS)	THRU 5 <input type="checkbox"/>	THRU 10 <input type="checkbox"/>	THRU 20 <input type="checkbox"/>	
8 A 1 CLASSIFIES BY	SIZE <input type="checkbox"/>	SIZE AND SHAPE <input type="checkbox"/>	SIZE, SHAPE & COLOR <input type="checkbox"/>	
6 D 1 IDENTIFIES FRACTIONAL PARTS	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
◇ UNDERSTANDS THE VALUE OF ZERO			<input type="checkbox"/>	

9 A 1, 2 RECOGNIZES GEOMETRIC SHAPES	CIRCLE <input type="checkbox"/>	SQUARE <input type="checkbox"/>	TRIANGLE <input type="checkbox"/>	OVAL <input type="checkbox"/>	DIAMOND <input type="checkbox"/>
	CIRCLE <input type="checkbox"/>	SQUARE <input type="checkbox"/>	TRIANGLE <input type="checkbox"/>		
7 D 1, 2 RECOGNIZES COINS	PENNY <input type="checkbox"/>	NICKEL <input type="checkbox"/>	DIME <input type="checkbox"/>	QUARTER <input type="checkbox"/>	
	COUNTS AND REPRESENTS MONEY VALUES UP \$ .25 USING DIFFERENT COMBINATIONS OF COINS <input type="checkbox"/>				
9 B 1 RESPONDS TO DIRECTIONS ABOUT LOCATIONS	RIGHT, LEFT, ABOVE, ON, BELOW <input type="checkbox"/>				
10 A 2 INTERPRETS INFORMATION FROM A PICTURE GRAPH	<input type="checkbox"/>				
7 A 1 MEASURES USING NON-STANDARD UNITS	<input type="checkbox"/>				
8 B 1 IDENTIFIES EQUAL AND UNEQUAL GROUPS	<input type="checkbox"/>				
8 B 2 LOCATES WHOLE NUMBERS 0 - 10 ON A NUMBER LINE	<input type="checkbox"/>				
8 D 1 DEVICES STORY PROBLEMS FROM PICTURES	<input type="checkbox"/>				

## Kindergarten Checklist

Teachers may use this checklist to monitor their coverage of the Chicago Academic Standards. The last column can be used to check off or date when a particular objective is covered or assessed.

### Mathematics Objectives

Objective	Standard*	
Counts orally to 100. ☞	6A1	
Recognizes numerals through 100. ★	6A 1	
Orders numbers from 1 through 100. ★	6A1	
Compares whole numbers up to 100 using the words more than, less than, and the same as. ★	6A2	
Represents numbers using physical models. ☞	6A3	
Recognizes number words through ten. ★	6A4	
Represents number facts (sums) through 20. ☞	6B1	
Recalls number facts (sums) through 20.	6B2	
Adds two one-digit numbers. ★	6B3	
Devises stories/situations familiar to students that use addition.	6C1	
Solves stories/problems that involve addition. ★	6C2	
Demonstrates the use of the addition and equal symbols. ★	6C3	
Identifies and names fractional parts of a whole using $\frac{1}{2}$ , $\frac{1}{3}$ , and $\frac{1}{4}$ . ★	6D1	
Demonstrates meaning of unit fractions $\frac{1}{2}$ , $\frac{1}{3}$ , and $\frac{1}{4}$ as being a whole separated into parts of the same size.	6D2, 3	
Counts forward to 100.	6E1	
Counts backward from 50.	6E2	
Counts by 2's up to 20.	6E3	
Demonstrates how to measure using non-standard units. ☞	7A1	
Compares the size of objects: length, height, and weight. ☞	7B	
Estimates which container is most appropriate for given amount of filler.	7B1	
Discusses appropriateness of non-standard units of measure to be used (e.g., number of paper clips or number of paces [steps] room is long?).	7C1	

Objective	Standard*	
Measures and tells time using instruments and units to nearest half hour. ★	7C2	
Identifies and gives the value of penny, nickel, dime and quarter. ★	7D1	
Counts up to a quarter using different combinations of coins. ★	7D2	
Recognizes patterns. ★	8A	
Classifies and sorts objects by common attribute. 🖐	8A1	
Identifies equal and unequal groups that have nine or fewer members.	8B1	
Locates numbers on a number line. ★	8B2	
Models concepts of equal and unequal groups using concrete objects. 🖐	8C1	
Makes up and solves a story problem that could be derived from picture.	8D1	
Identifies the shapes of objects common to the environment.	9A1	
Identifies a circle, square, triangle, and rectangle. ★	9A2	
Responds to directions about (in front of, right, left). ★	9B1	
Folds shapes into congruent parts.	9B2	
Collects data based on likes and dislikes using concepts more and less.	10A1	
Reads and interprets information from a picture graph. ★	10A2	

🖐 Denotes objectives which may be documented by a performance assessment (counting, measuring, etc.).

★ Denotes objectives are included in this assessment handbook. Some are performance assessments and some are pencil and paper tasks.

☐ Denotes objectives which may best be documented by collecting samples of student work.

\* The Standard refers to the Illinois State Goal, Chicago Academic Standard, and Curriculum Framework Statement addressed by that objective. For example, 7A4 means Illinois State Goal 7, Chicago Academic Standard A, and Curriculum Framework Statement 4.

## First Grade Checklist

*Teachers may use this checklist to monitor their coverage of the Chicago Academic Standards. The last column can be used to check off or date when a particular objective is covered or assessed.*

### Mathematics Objectives

Objective	Standard*	
Counts, reads, writes, and orders whole numbers to 1000. ★	6A1	
Compares whole numbers up to 100 using the words more than, less than, and the same as. ★	6A2	
Represents equivalent forms of the same number through the use of physical models. ☞	6A3	
Recognizes the dollar symbol (\$) and reads simple decimals in the context of whole dollar amount (e.g., \$1.00, \$2.00).	6A4	
Models the meaning of addition (putting together). ☞	6A6	
Adds using place value concepts whole numbers having up to two digits with and without regrouping to the tens place. ★	6B1	
Subtracts whole numbers having up to two digits without regrouping. ★	6B2	
Adds simple decimals written in the context of whole dollar amounts of money (e.g., \$3.00 + \$2.00). ★	6B3	
Demonstrates the relationship between addition and subtraction (e.g., $3 + 4 = 7$ , $7 - 3 = 4$ , $7 - 4 = 3$ ). ★	6B4	
Demonstrates and names the fractions $\frac{1}{2}$ and $\frac{1}{4}$ . ★	6B5	
Discusses and solves problems involving addition and subtraction. ★	6C1	
Uses addition and subtraction to solve one-and two-step problems taken from story situations and contexts familiar to students. ★	6C2	
Demonstrates and uses the addition, subtraction and equal symbols (+, -, =). ★	6C3	
Identifies and names fractional parts of a whole using $\frac{1}{5}$ and $\frac{1}{10}$ .	6D1	
Demonstrates and discusses the meaning of the fractional parts for denominators up to $\frac{1}{5}$ and $\frac{1}{10}$ .	6D2	
Identifies and names fractional parts of given regions for fractions up to $\frac{1}{5}$ and $\frac{1}{10}$ and regions involving more than just unit fractions.	6D3	
Counts backward from 20.	6E1	
Counts by 2's up to 50.	6E2	

Objective	Standard*	
Demonstrates understanding of the identity property of zero on addition. ★	6E3	
Measures using non-standard units (e.g., How many crayons long is the table?). 🖐️	7A1	
Estimates, then measures distances in both customary and metric systems. 🖐️	7B1	
Compares measures and capacities of different objects and containers. 🖐️	7B2	
Identifies units of measure that would be appropriate for measuring given objects (e.g., to measure an amount of water should you use distance measures, liquid measures, or weight/mass measures?).	7C1	
Measures and tells time using instruments (e.g., analog and digital clocks, calendars) and units (e.g., minutes, hours, days, years) to the nearest quarter-hour. ★	7C2	
Uses straightedges and rulers to draw line segments between given points. ★	7C3	
Measures the length of an object using customary and metric units to the nearest inch and centimeter. ★	7C4	
Associates temperature with situational pictures, drawings and models (e.g., hot, warm, cold). ★	7C5	
Measures volume, liquid and dry, in non-standard units. 🖐️	7C6	
Converts between closely associated money values (e.g., pennies to nickels, quarters to dollars). 🖐️	7D1	
Counts up to one dollar using different combinations of coins. 🖐️	7D2	
Makes change for purchases costing less than \$1.00. 🖐️	7D3	
Uses the cent sign (¢) appropriately for amounts less than \$1.00.	7D4	
Identifies and extends shape patterns made from given patterns. ★	8A1	
Discovers and explains the pattern in a given simple number pattern.	8A2	
Identifies equal and unequal groups. ★	8B1	
Creates stories/situations from which simple addition and subtraction number sentences can be written. 🖐️	8B2	
Solves missing addend problems (e.g., $2 + \square = 5$ ). ★	8B3	
Forms and interprets human graphs that reflect functions and relationships (e.g., shoes to people).	8B4	
Models the concepts of equal and unequal groups using concrete objects and drawings. 🖐️	8C1	
Makes up and solves a story problem that could be derived from a picture, drawing, or model involving a simple number pattern (e.g., picture of shoes, 2 shoes for 1 person).	8D1	

Objective	Standard*	
Looks for and identifies various geometric shapes in the classroom not immediately discernible.	9A1	
Identifies, sorts, classifies, and compares familiar one- and two-dimensional shapes (e.g., circle, square, rectangle, triangle, rhombus) using concrete materials if needed. ☞	9A2	
Names and describes attributes (e.g., number of sides) of geometric figures and objects. ★	9A3	
Identifies, names, and draws polygons that have 3 and 4 sides.	9A4	
Locates an object's location/position from directional clues.	9B1	
Folds shapes and arrays into congruent parts.	9B2	
Identifies and completes figures which are symmetric along a line.	9B3	
Sorts shapes that are the same. ☞	9B4	
Analyzes data using concepts of largest, smallest, most often, least often, and middle.	10A1	
Reads and interprets information from a bar graph and uses objects and drawings to form a bar graph. ★ ☞	10A2	
Gathers information using tallies and charts. ★	10A3	
Describes and explains data, graphs, patterns, and relationships clearly and logically and supports statements by linking them to the data. ☞	10A4	
Relates the concept of a fractional part or a part of a group to the likelihood that something will happen (e.g., there are two possible outcomes on a coin, so it should land on heads about $\frac{1}{2}$ of the time; a spinner divided into 4 colors of equal size is likely to stop on yellow about 5 times out of 20 tries).	10C1	

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★ Denotes objectives which are included in this assessment handbook. Some are performance assessments and some are paper and pencil tasks.

☐ Denotes objectives which may best be documented by collecting samples of student work.

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## Second Grade Checklist

Teachers may use this checklist to monitor their coverage of the Chicago Academic Standards. The last column can be used to check off or date when a particular objective is covered or assessed.

### Mathematics Objectives

Objective	Standard*	
Counts, reads, writes, and orders whole numbers to 10,000 and identifies the value of each digit. ★	6A1	
Compares whole numbers up to 1,000 using words & symbols (<, >, =). ★	6A2	
Represents equivalent forms of the same numbers through the use of physical models, word names, and symbols. ✎	6A3	
Reads and writes number words (e.g., twenty-one, forty-three). ★	6A4	
Reads, writes, orders simple decimals in the context of dollars and cents. □	6A5	
Demonstrates the meaning of addition (putting together, increasing) and subtraction (taking away, decreasing). ★	6A6	
Estimates and uses exact numbers in appropriate situations (e.g., if 1 pizza feeds 6 students, estimate the number of pizzas needed for 14 students). ✎ ★	6A7	
Adds whole numbers having up to three digits using place-value concepts to regroup, when necessary (regrouping to the hundreds place). ★	6B1	
Subtracts two whole numbers having up to three digits using place-value concepts to regroup to the tens place. ★	6B2	
Multiplies and divides one- and two-digit numbers by the numbers 2 - 5. □	6B3	
Adds and subtracts amounts of money given as dollars and cents. ★	6B4	
Identifies and uses the relationship between addition and subtraction to develop strategies to add and subtract whole numbers and to solve problems. ★	6B5	
Names and identifies fractions with denominators less than 10. ★	6B6	
Analyzes problem situations and identifies when to add or subtract. ★	6C1	
Uses multiplication to solve simple problems. ★	6C2	
Demonstrates and uses the multiplication symbol, the less than and greater than, and not equal symbols ( $\times$ , <, >, $\neq$ ). ★	6C3	
Justifies that computational results are correct.	6C4	
Identifies and names fractional parts of a whole using any unit fraction. ★	6D1	

Objective	Standard*	
Divides a whole into a specified number of equal parts and names one of these parts as a fraction $1/n$ .	6D2	
Identifies fractional parts of given regions. ★	6D3	
Compares fractional parts of a set or a whole with denominators up to 5 using concrete and real-world models or symbols (e.g., $\frac{1}{2}$ is greater than $\frac{1}{4}$ ; $\frac{1}{2} > \frac{1}{4}$ ).	6D4	
Identifies the part of a set or a region that represents the sum or difference of two fractional parts of the set or region.	6D5	
Counts by 2's up to 50 and 3's up to 30.	6E1	
Identifies and names odd and even numbers.	6E2	
Demonstrates understanding of the identity property of zero in addition and subtraction.	6E3	
Compares using nonstandard units of measure (e.g., Who is the tallest person in class?, Which container holds more?). ☞	7A1	
Estimates weight/mass or volume of given objects and containers. ★	7B1	
Determines if estimate is more, less or equal to the actual measure.	7B2	
Uses measurement tools to compare measures (e.g., balance scales, thermometers, calendars). ☞	7C1	
Measures/tells time using instruments (e.g., analog and digital clocks) and units (e.g., minutes, hours, days, years) to the nearest 1 and 5 minutes. ★	7C2	
Uses a ruler to measure the length of a given line segment in both customary and metric units. ★	7C3	
Measures the length of an object using customary and metric units to the nearest $\frac{1}{2}$ inch. ★	7C4	
Determines the perimeter of a drawn figure by measuring.	7C5	
Uses Celsius and Fahrenheit thermometers to measure and compare, to the nearest degree, temperatures at or above zero. ☞	7C6	
Associates familiar situations with appropriate temperatures (e.g., carton of milk - about $45^{\circ}$ , warm summer day - about $80^{\circ}$ ). ★	7C7	
Demonstrates and discusses relationships between associated units (e.g., hours - days, months - years). ☞	7C8	
Measures liquid volume in customary units. ☞	7C9	
Converts between all money values (e.g., dollars to dimes). ★	7D1	
Represents up to \$5.00 as combinations of money values (e.g., \$3.00 = 2 dollar bills, 2 quarters, and 5 dimes).	7D2	
Makes change for purchases costing less than \$5.00. ★	7D3	
Uses the dollar sign appropriately for amounts exceeding \$1.00.	7D4	
Creates simple patterns using shapes and explains and justifies them.	8A1	

Objective	Standard*	
Extends number patterns formed by addition and subtraction. ★	8A2	
Uses (=, ≠) symbols to show equal and unequal groups. ★	8B1	
Creates stories/situations from which simple multiplication and division sentences can be written. 🖐	8B2	
Selects appropriate symbols (<, =, >) to make a number sentence true. ★ □	8B3	
Solves missing subtrahend problems (e.g., $9 - \square = 5$ ). ★ □	8B4	
Identifies and represents whole numbers on a number line. ★	8B5	
Locates objects in an array given the row and column.	8B6	
Models the concepts of equal and unequal groups (known and unknown quantities) using concrete objects, drawings, symbols, and words. 🖐	8C1	
Demonstrates using a balance what happens to an equality relationship when change occurs on one side.	8C2	
Makes up a story that would involve a pattern that could be derived from a table or chart.	8D1	
Solves problems involving addition/subtraction-based number patterns. □	8D2	
Identifies, sorts, classifies and compares three-dimensional shapes using concrete materials. 🖐	9A1	
Describes various geometric shapes in words according to their properties and characteristics.	9A2	
Draws line segments of various lengths. ★	9A3	
Identifies and completes figures which are symmetric along a line and draws the line of symmetry. ★	9B1	
Reads and interprets information from a line graph and uses objects and drawings to form line graphs. ★	10A1	
Analyzes data gathered from tallies and charts and draws reasonable conclusions (e.g., more boys than girls like basketball, boys and girls like bicycle riding equally). ★	10A2	
Reads and interprets a schedule (e.g., the daily classroom schedule) or calendar (e.g., identifies past and future days of the week and identifies specific dates). 🖐 ★	10A3	
Lists the possible outcomes of a simple event (e.g., choosing a sock, tossing a coin).	10C1	

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## Teacher Survey

Your comments about the instruments enclosed in the handbook will help us to improve it for next year. Please complete the questions below and mail the survey to:

**Handbook of Kindergarten-Primary Assessment Tools**  
**Office of Accountability**  
**Student Assessment — 11<sup>th</sup> Floor**  
**Mail Run 125**

What grade level do you teach?

Kindergarten

First Grade

Second Grade

Check the boxes below to indicate the instruments you used with your students, whether the information they provided was helpful in planning instruction, or if the information was of little use in determining and documenting children's progress. Your specific comments about the instruments — ease of administration, ways they were helpful, or how they could be improved — would be particularly beneficial.

Instrument	Used	Helpful	Disappointing	Comments
Beginning Consonants				
Rhyme				
Initial and Final Sounds				
Segmenting Words into Phonemes				
Adding and Deleting Phonemes				
Oral Retelling				
Written Response to Text				
Syntactic Structure - Repetition				
Syntactic Structure - Dictation				
Sight Words				
Reading Observation — Miscue Analysis				

Instrument	Used	Helpful	Disappointing	Comments
Dragon Spelling Test				
Speedy Spelling Test				
Written Composition				
Counting				
Addition				
Subtraction				
Place Value				
Word Problems				
Fractions				
Time				
Measurement				
Money				
Patterns				
Symbols				
Geometry				
Graphs				
First Grade Math Test				
Second Grade Math Test				
Kindergarten Profile				
Kindergarten Checklist				
First Grade Checklist				
Second Grade Checklist				

*Please use the space on the reverse side to provide additional comments about the assessment handbook in general or about any specific instrument. Comments on the way you used the handbook, ease or difficulty of administering the instruments, helpfulness of results, or suggestions for improving the instruments or adding other ones would be appreciated. **Thank You!***



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