

CONNECTING WATERS CHARTER SCHOOL

K-1 LANGUAGE ARTS BENCHMARK ASSESSMENT

PURPOSE/WHY: TO ASSESS K-1 STANDARDS TO DRIVE INSTRUCTION The K/1 Reading Assessment is to give parents and ES's information about a child's pre reading skills in the area of Phonemic Awareness, Letter/Sound Identification/Phonics, Reading/High Frequency Words, Blending/Segmenting Sounds.

WHO GIVES ASSESSMENT: The assessment should be given by the parent because the parent is the one who will be using the information to drive their instruction to meet the child's needs.

WHEN: The K/1 assessment will be given 4 times a year. The 2007-2008 benchmark assessment windows are:

September 17-21 (This assessment will be an initial and information will be used to begin instruction. Future Benchmark assessments will be used to show growth.

REASONING FOR USE OF ENTRY LEVEL ASSESSMENTS
Assessment's given at the beginning of the year are designed to inform the parent about what needs to be taught in future lessons. In some cases these assessments will help you to decide on an instructional level for your student needs

November 13-16

January 22-25

February 25-29

IF BENCHMARKS ARE NOT MET BY THE JANUARY ASSESSMENT THEN THE LANGUAGE ARTS SPECIALISTS SHOULD BE CONTACTED TO MEET AND REVIEW ASSESSMENT AND PROGRESS. PLEASE CALL TERRY SOUZA AT 209 769-0994 OR TSOUZA@CONNECTINGWATERS.ORG

ASSESSMENT:

LETTER NAMES AND SOUNDS

SKILL: NAME THE LETTERS.

DIRECTIONS: USING CARD # 1 ASK THE STUDENT TO NAME THE LETTERS OF THE ALPHABET.

SAY: THIS IS A GAME TO SEE HOW FAST YOU CAN TELL ME THE LETTER NAMES. READY? GO.

SCORING: CHECK THE CORRECT RESPONSE AND NOTE THE INCORRECT RESPONSES.

SKILL: SAY THE SOUNDS OF THE LETTERS.

DIRECTIONS: USING CARD # 1 ASK THE STUDENT TO NAME THE SOUNDS OF THE ALPHABET.

SAY: THIS IS A GAME TO SEE HOW FAST YOU CAN SAY THE SOUNDS OF THE ALPHABET. READY? GO.

SCORING: CHECK THE CORRECT RESPONSE AND NOTE THE INCORRECT RESPONSES.

PHONEMIC AWARENESS

SKILL: SEGMENT SOUNDS OF GIVEN WORDS.

DIRECTIONS: IN THIS ASSESSMENT THE STUDENT IS ASKED TO SEGMENT A WORD ORALLY. **A CHILD'S ABILITY TO SEGMENT SOUNDS IN WORDS IS HIGHLY PREDICTIVE OF LATTER READING SUCCESS.** USING CARD # 2

SAY: LET'S PLAY A DIFFERENT GAME. IN THIS GAME YOU BREAK APART THE SOUND YOU HEAR IN WORDS. YOU TELL ME EACH SOUND YOU HEAR IN THE WORD IN ORDER. FOR EXAMPLE, IF I SAY WAY, YOU WILL SAY /W/ /A/ OR IF I SAY AT, YOU WILL SAY /A/ /T/.

SCORING: CHECK THE CORRECT RESPONSE AND NOTE THE INCORRECT RESPONSES.

PHONICS

SKILL: SHORT VOWELS AND BLENDS

DIRECTIONS: USING CARD # 3 ASK THE STUDENT TO SAY THE SOUNDS OF THE SHORT VOWELS AND BLENDS.

SAY: TELL ME THE SOUNDS OF THESE LETTERS.

SCORING: CHECK THE CORRECT RESPONSE AND NOTE THE INCORRECT RESPONSES.

PHONICS

SKILL: BLENDS SOUNDS INTO WORDS.

DIRECTIONS: USING CARD # 2 ASK THE STUDENT TO READ/DECODE THE WORDS TO YOU.

SAY: READ THE WORDS FOR ME.

SCORING: CHECK THE CORRECT RESPONSES AND RECORD THE INCORRECT RESPONSES.

READING

SKILL: READ HIGH FREQUENCY WORDS.

DIRECTIONS: USE CARD # 4 HAVE THE STUDENT READ GOING DOWN EACH COLUMN. COVER THE OTHER COLUMNS. ASK STUDENT TO READ WORDS. IF CHILD SAYS HE/SHE DOES NOT KNOW THE WORDS, ASK CHILD TO FIND ANY WORDS HE/SHE MAY KNOW FROM THE LIST. STOP ASSESSMENT IF STUDENT BECOMES FRUSTRATED OR ATTEMPTS TO SOUND OUT SIGHT WORDS.

SAY: NOW I WILL ASK YOU TO READ SOME WORDS. I'LL POINT TO EACH WORD AND YOU READ IT.

SCORING: CHECK THE CORRECT RESPONSES AND WRITE THE INCORRECT RESPONSES.

CARD # 1

LETTER NAMES AND SOUNDS

M S F L R

N H V W Z

B C D G P

T J K Y X

Q

CARD # 3

SHORT VOWELS AND BLENDS

A E I O U

SH

TH

CH

WH

CARD # 2

SEGMENTING SOUNDS

1. OFF _____ /O/ /F/
2. IT _____ /I/ /T/
3. RIP _____ /R/ /I/ /P/
4. MAT _____ /M/ /A/ /T/
5. SUN _____ /S/ /U/ /N/

BLENDING SOUNDS

map rip met rub mop

lip lot zap fell nut

left must frog flip snack

fine rope rake cute kite

CARD # 4**HIGH FREQUENCY WORD READING**

the	or	out	its
of	by	them	who
And	One	Then	Now
A	Had	She	People
To	Not	Many	My
In	But	Some	Made
Is	What	So	over
you	all	these	did
that	were	Would	down
it	when	Other	only
he	we	Into	way
for	there	Has	find
was	can	More	use
on	an	Her	may
are	your	Two	water
as	which	Like	long
with	their	Him	little
his	said	See	very
they	if	Time	after
at	do	Could	words
be	will	No	called
this	each	Make	just
from	about	Than	where
I	how	first	most
have	up	been	know

RECORDING SHEET

NAMING UPPER CASE LETTERS – CARD # 1

BEGINNING	MID YEAR	END OF YEAR
_____/21	_____/21	_____/21

NAMING LETTER SOUNDS – CARD # 1

BEGINNING	MID YEAR	END OF YEAR
_____/21	_____/21	_____/21

SHORT VOWELS AND BLENDS – CARD # 3

BEGINNING	MID YEAR	END OF YEAR
_____/9	_____/9	_____/9

PHONEMIC AWARENESS/SEGMENTING SOUNDS – CARD # 2

BEGINNING	MID YEAR	END OF YEAR
_____/5	_____/5	_____/5

BLENDING SOUNDS – CARD # 2

BEGINNING	MID YEAR	END OF YEAR
_____/20	_____/20	_____/20

HIGH FREQUENCY WORD READING – CARD # 4

BEGINNING	MID YEAR	END OF YEAR
_____/100	_____/100	_____/100

STUDENT RECORDING SHEET

NAME _____

GRADE _____

LETTER NAMES/SOUNDS	BEGINNING	MID YEAR	END OF THE YEAR	BENCHMARK
NAMING UPPER CASE CONSONANT LETTERS	_____/7	_____/14	_____/21	21 CORRECT
LETTER SOUNDS	_____/7	_____/14	_____/21	21 CORRECT
PHONEMIC AWARENESS				
BLENDING	_____/2	_____/3	_____/5	5 CORRECT
SEGMENTING	_____/2	_____/3	_____/5	5 CORRECT
READING				
SHORT VOWELS	_____/2	_____/3	_____/5	5 CORRECT
BLENDS	_____/1	_____/2	_____/4	4 CORRECT
SIGHT WORDS/HIGH FREQUENCY WORDS	_____/20	_____/50	_____/100	100 CORRECT

