

Beginning of Year Assessment Samples

Reading

See below of an example of a **formative assessment** in reading comprehension.

- As students read, ask the following questions:
 1. **page 1:** What do all insects have? (**three body parts, wings, and six legs**) Direct students to find the word *million*. Is a million a very small number or a very large number? (**very large**)
 2. **page 2:** How do bees make honey? (**They eat nectar from flowers.**)
 3. **page 3:** What do you think crops are? (**Plants that farmers grow for food.**) Why are ladybugs friends to farmers? (**They eat bugs that are bad for crops.**) What is the same and what is different about a bee and a ladybug? (**They are both insects. The bee is yellow with black stripes. It makes honey. The ladybug is red with black spots. It eats bad insects.**)
 4. **pages 4–5:** Have students compare flies to ants. How many flies can you find on page 4? (**one**) How many ants are on page 5? (**seven including the ant in the background**) What are the ants doing? (**They are working together to get food.**) How are the ants different from the fly? (**Possible answer: The ants work together. The fly does not work with other flies.**) Why do you think ants dig tunnels? (**Possible answers: That is where they take their food; they live in tunnels.**)
 5. **page 8:** What insect lives in a family with many others? (**termite**)
 6. **pages 10–11:** How many legs does this caterpillar have? (**16**) Why is it still called an insect? (**It turns into a butterfly that has six legs.**)
 7. **page 14:** What is your answer to the question on the page? (**Answers will vary but should include to help it look like a leaf to camouflage it from prey or predators.**)

Leveled Reader 2
**Formative
Comprehension
Assessments**

Literature

See below of an example of a **formative assessment** in listening comprehension.

- **Listening Comprehension:** Read through the book again, or review portions of the book, and ask the following questions:
 1. **page 9:** What happens to Madeline when the girls are walking? (**She slips and falls into the river.**)
 2. **pages 12–13:** Who rescues Madeline? (**dog**)
 3. **page 19:** What happens after Miss Clavel turns out the light? (**The girls fight about who the dog should sleep with.**)
 4. **page 21:** What do the girls name the dog? (**Genevieve**)
 5. **pages 28–29:** What happens when the trustees come? (**They say Miss Clavel has to get rid of the dog.**)
 6. **page 34:** What do the girls do after the trustees leave? (**They go looking for Genevieve.**)
 7. **pages 41–42:** Do they find Genevieve? (**No.**)
 8. **pages 43–44:** What happens after all the girls go to bed? (**Miss Clavel hears a noise and opens the door to find Genevieve.**)
 9. **page 55:** What does Miss Clavel find when she goes to break up the fight concerning who Genevieve would sleep with that night? (**Genevieve has puppies.**)

**“Formative listening
comprehension
questions assess
students’ listening
and recall skills.”**

Lesson 2

Plot and Characters

- **Guided Retelling:** Guide students to recount the important parts of the book by modeling a flowchart on the board. As a class, determine the important parts of the book. Possible answer:

Genevieve rescues
Madeline.



The girls fight over
Genevieve.



Genevieve has
to leave.



Genevieve comes
back. She has
puppies.

"Graphic organizers serve as **formative assessments** to assess students' understanding of main ideas and story details."

Phonics

See below of an example of **summative assessments** in phonics.

End of Unit Summative Assessments

Chapters 7–9 Review

1. Look at each picture. Circle the correct word.



kite kit



ran rain



hop hope



cube cub

2. Write the missing letters. Draw a line to match the words that rhyme.



l _ c _

h _ k _



b _ k _

m _



Assessment of long and short vowels and rhyming words.

High-Frequency Words

See below of an example of a **formative assessment** of high-frequency words.

High-Frequency Word Review

Circle the word that completes each sentence.

1. I can ___ the sun.

have

see

is

2. Do you ___ ham?

said

like

am

Spelling

See below of an example of a **summative assessment** in spelling.

Chapter 8

Decodable Words

1. kit
2. kite
3. hop
4. hope
5. cap
6. cape
7. ran
8. rain

We have a first aid kit in the car.

We flew a kite at the park.

The bunny can hop in the yard.

I hope you can come to the party.

The cap was on the bottle.

We looked for a cape in the dress-up closet.

The dog ran across the field.

The rain made the grass grow.

kit

kite

hop

hope

cap

cape

ran

rain

High-Frequency Words

9. the
10. words

We like the new toys.

We can spell words.

the

words

Spelling Test

Listen and write the words.

Order may vary.

1. cap

2. kit

3. kite

Grammar

See below of an example of a **summative assessment** in grammar.
End of Unit Summative Assessments

3. Make a check mark after the proper nouns.

Jane ____

kite ____

Sunday ____

boat ____

June ____

China ____

Assessment of proper nouns and adjectives.

Writing

See below of an example of a **formative assessment** of writing.

Past Travel Writing

1. I traveled to _____ .

2. I went during the _____ .

Speaking and Listening

See below of an example of a **formative assessment** of listening skills.

5. Listen to the story. Fill in the circle that matches the story.




2 Direct students' attention to the second student page. Have students complete Exercises 3 and 4 independently. For Exercise 5, explain that students will listen to a story and then fill in the circle under the picture that matches what they heard. Read the following story aloud twice: *John likes to play baseball. He plays baseball with his dad. John wears a baseball mitt to catch the ball.* Direct students to look at the pictures on the student page and to fill in the circle of the picture that matches the story.

Diagnostic Test

See below of an example of pages from the Grade 1 diagnostic test. It is used at the beginning of the year to establish a baseline.

NAME _____

Grade 1 Diagnostic Test
Teacher Scoring Sheet

LETTER NAMES AND SOUNDS
Total Score for **LETTER NAMES AND SOUNDS**: _____/83

Letter Names – Uppercase _____/26
Teacher Directions: Direct the student to point to each letter and to say the letter name. On this scoring sheet, cross out any incorrectly named letters.

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

Letter Names – Lowercase _____/26
Teacher Directions: Direct the student to point to each letter and to say the letter name. On this scoring sheet, cross out any incorrectly named letters.

k	m	d	g	e	h	y
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Middle of Year Assessment Samples

Literature

See below of an example of a **formative assessment** in listening comprehension.

Lesson 4

Literature Discussion Circle

- **Literature Discussion Circle Questions:** Remind students to use appropriate behavior during the literature discussion. Use the following questions to help guide the discussion. These questions help students make inferences about the book, make connections, and think about literature on a deeper level. There are no right answers. You do not need to ask all the questions, as students may have questions of their own.
 1. The narrator says that you have brains in your head and feet in your shoes. What can you do because of those two things?
 2. What should you do if all your friends go off and leave you?
 3. What should you do if a big problem stands in your way?
 4. What should you do if you feel alone?
 5. How can God help you if you have a big problem or you feel alone?
 6. What does the narrator mean when he says you will move mountains?
 7. What kinds of mountains do you think you might move in your life?
 8. Why do you think the author wrote this book? Share that Dr. Seuss wrote this as a speech during a ceremony for students who had just graduated from school.

Literature

See below of an example of a **summative assessment** in Phonics.

Phonics Skills Scoresheet

Have students read each word from **BLM 20.3D Phonics Skills Check**. As they read, circle the individual phonics sounds in each word that students miss. If a student self-corrects within three seconds, do not count it as a miss. Use this skills check to determine whether students need additional practice.

bleak	street	while	plane
space	squeeze	drive	pride

High-Frequency Words

See below of an example of a **formative assessment** of high-frequency words from chapter 18 in the Teacher Edition. Students assess their partner's work as they read and write high-frequency words.

High-Frequency Words

- 1 Direct students' attention to the Word Wall. Have them read the words *happy* and *good*. Pair students. Have one student in the pair use *happy* in a sentence and the other student use *good*.
- 2 Distribute whiteboards, dry-erase markers, and erasers. Write the words *happy* and *good* on the board and have students copy them onto their whiteboards. Read the words as a class. Cover the words on the board. Have students erase two letters from each word. Direct them to trade boards with a partner and to fill in the missing two letters. Then, have students trade back. Reveal the words on the board and have students check their partner's spelling. Direct them to make a check mark next to words spelled correctly or to hand back the board for any corrections. When all students have corrected their mistakes, have partners tell each other, "Good job! I'm so happy you know your high-frequency words." Repeat the process with different partners as time allows.

Writing

See below for an example of a rubric used as a **summative assessment** evaluation for a writing assignment.

	4 (excellent)	3 (well done)	2 (good)	1 (needs work)
Sentences begin with a capital letter.				
Words are spaced appropriately.				

Speaking and Listening

See below of an example of a **formative assessment** in listening skills.

- 2 Direct students' attention to the second student page and read the directions. For Exercise 5, read the following story twice. Then, read each question and the answer choices. Allow students time to fill in the circle next to the correct answer.

Over the summer, Cal's family went on vacation to the beach. They had so much fun! They built sandcastles, played in the waves, and napped in the sun. Cal ate shrimp for the first time, and he thought it was great!

5. Listen to the story. Fill in the circle to answer the questions.

Where did Cal's family go on vacation?



desert
☐



mountains
☐



beach
☐

Which activity did he do?



played in the waves
☐



drank hot chocolate
☐



went fishing
☐

End of Year Assessment Samples

Reading

See below of an example of a **formative assessment** in reading comprehension.

4. Read the story. Mark the correct answer for the questions.

Fluffy and the Garden Gate

Fluffy says goodbye to the other bunnies and hops to the garden gate. He's hopeful that it's open. He can't hop over it. He can't fit under it. Oh no! The playful puppies are out! Fluffy is fearful and hops away fast!



Fluffy is hopeful that

___ he can hop over the gate.

___ the gate is open.

Fluffy is fearful that

___ the other bunnies left.

___ the playful puppies are out.

High Frequency Words

See below of an example of a **summative assessment** of high-frequency words from chapters 28–30.

High-Frequency Word Review

Answer Bank

off	today	know
once	ready	thank
dance	large	after
only		

1.				
2.				
3.		4.		

Speaking and Listening

See below for an example of a **formative assessment** in listening skills.

Listening Comprehension

Poke, poke! Elena opened her eyes to see her little sister Valentina poking her in the arm. Poke, poke. "Are you awake, Elena?" *Having a little sister can be so annoying sometimes*, Elena thought. *I can never sleep in, even on a Saturday*. Elena rolled out of bed and caught a whiff of breakfast. Waffles!

But when she arrived in the kitchen, she saw her brothers stuff the last of the waffles into their mouths. "You ate all the waffles?!" she gasped.

Speaking and Listening

See below for an example of an assessment in phoneme segmentation and oral reading fluency taken from the Grade 1 diagnostic test.

PHONEME SEGMENTATION

Total Score for PHONEME SEGMENTATION: _____/65

Teacher Directions: One at a time, say each word. After you say the word, have the student say, in order, all the sounds in the word. Record the number of sounds the student correctly says for each word.

sat	/s//ă//t/	_____/3	chip	/ch//ĭ//p/	_____/3
sun	/s//ŭ//n/	_____/3	bell	/b//ĕ//l/	_____/3

ORAL READING FLUENCY: End of Year

Wind

I am thankful for the wind that I feel on my face.	12
It feels nice on a hot summer day.	20
When it is muggy outside, I like to stay in the shade.	32
I sit under the trees and feel the cool breeze.	42