

# Beginning of Year Assessment Samples

## Reading

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

### Discuss and Comprehend the Story

- Direct students' attention to the *Words to Know* icon on page 1. Explain that an icon is a symbol, or picture, that stands for something specific. In this case, whenever students see this icon, they are alerted to new vocabulary words introduced in the story. Convey that electronic icons are used on computers and cellphones. For example, computers often have *print* and *save* icons. Cellphones and tablets have icons for specific apps.
- Display the *Genre Chart*. Explain that this story is fiction because it is made up—it did not really happen. However, the events in this story could happen in real life, so it is considered realistic fiction. Teach that *realistic* means that it could be real. Point out *realistic fiction* under the genre *fiction* on the chart. Guide students to look at the pictures in the story and to point out realistic events, such as a family sitting at a table to eat or a girl praying in bed.

### Chapter 1

- As students read, ask the following questions:
  1. **pages 1–3:** Who are the main characters? Describe who they are and what they are like. (**Tama and Dan are a brother and sister who are fighting and blaming each other.**) Why do they crash into each other and Kenji's high chair? (**They are racing into the house to sit by Kenji.**) How do you think they feel? (**angry**) How do you know? (**They blame each other for what happens.**) What is the problem? (**They both want to sit by Kenji.**)
  2. **page 4:** How does Dan respond when Dad asks who is going to show kindness? (**Dan offers to do it and says he is sorry.**)
  3. **page 5:** When Dad asks Tama how she should respond to her brother, how is her response different from Dan's? (**Possible answers: She is still angry; she is not sorry; she does not want to be kind.**) Sometimes actions speak louder than words. From the picture and the words on the page, what can you tell about Tama's and Dan's feelings? (**They are still mad at each other.**) What details in the illustration help you know this? (**Possible answers: Dan and Tama both have their arms crossed; Dan's face looks angry; Tama is not looking at Dan or Dad.**)
  4. **pages 7 and 9:** Dad directs Tama and Dan to apologize to each other. Read the text on page 7 and tell what *apologize* means. (**It means to say you are sorry.**) How are Tama's and Dan's words different from their feelings? (**Their words are nice, but they still feel mad.**) Use text evidence, which means details or facts from the story, to explain how you know. (**The text says that deep down, Tama just feels irritated; Tama rolls her eyes when they pray; Dan looks at the wall when he apologizes; Dan puts his forehead on the table.**)
  5. **page 10:** What do you think the Bible verse means? (**Possible answers: Be kind to each other; say nice things and mean it.**)
  6. **page 12:** What text evidence helps you know that Tama's feelings and words might now be the same? (**It says that she thought and thought before she answered.**)
  7. **page 13:** What objects does Dad use to show Dan and Tama what the Bible verse means? (**building blocks**)
  8. **page 15:** What do the building blocks show? (**kind words said about that person**) What does God want believers to do? (**build each other up with kind words**)
  9. **page 16:** What does Tama do that night? (**She prays for God's help to think of words to make Dan feel good.**) How does God answer? (**He reminds her that Dan had made Kenji laugh, and Dan had loaned her his pencil.**)

Leveled Reader 7  
Comprehension  
formative  
assessment

See below for an example of a **summative assessment** for Unit C.

### **Chapters 7–9 Review**

Read the passage and fill in the circle by the correct answer.

#### Seeds

Do you know how a seed turns into a plant? Inside a seed is a little plant. It waits for the right time to grow. The seed has all it needs inside it to start to grow. It has a coat to keep it safe and food right inside it! Roots start to grow to find water for the seed. At last, the plant bursts out of the seed. Then, it starts to grow a stem and leaves. The plant makes flowers and more seeds.

18. When you plant a seed, \_\_\_\_.
- ☐ it grows right away
- ☐ it waits for the right time to grow
- ☐ it takes one year to grow
19. The seed has \_\_\_\_.
- ☐ a coat and food inside
- ☐ a coat and food and water inside
- ☐ roots and leaves inside
20. This story is mainly about \_\_\_\_.

# Literature

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

## Lesson 3

### Informational Text Connection

- **Informational Text:** Read the following text aloud:

Richard Rodgers was born in 1902 in New York. The things he did as a child inspired him to do great things later in life. Richard and his family loved music. He often listened to his mother play the piano while his father sang. Richard's parents also took him to watch musical shows in New York City. At age 15, Richard knew he wanted to compose, or write, music. By the time he was 23 years old, he wrote his first hit song, titled "Manhattan." He wrote the music and someone else wrote the lyrics, or words. Richard's childhood experiences, his love for music, and his work with other people helped create music that won many awards. He became a famous American composer.

- **Informational Text Discussion:** Explain that the informational text you just read contains facts about a person's life. Define *fact* as something that actually exists or happens. Write the words *Who*, *What*, *When*, *Where*, *Why*, and *How* on the board. Guide students in a discussion of the text by asking the following questions:

1. Who is the selection about? (**Richard Rodgers**)
2. What did Richard Rodgers become as an adult? (**composer**)
3. When was Richard Rodgers born? (**1902**)
4. Where was Richard Rodgers born? (**New York**)

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

# Phonics

See below for an example of a **summative assessment** of phonics diagrams.

Circle the missing digraph.

- |   |    |    |
|---|----|----|
| 1. Please chop the food very ____in for the baby. | th | sh |
| 2. This is su____ a funny book!                   | sh | ch |
| 3. It seems ____illy out, so I will grab my coat. | wh | ch |
| 4. Please ____isk the eggs now.                   | th | wh |

# Spelling

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

## Spelling Test

Listen and write the words.

Order may vary.

1. form

2. art

3. hard

4. put

5. north

6. park

## Decodable Words

1. smart
2. shark
3. porch
4. north
5. form
6. art
7. torn
8. hard
9. star
10. park

This class is very smart.  
We saw a shark at the aquarium.  
I like to sit in a rocking chair on the porch.  
There is a beach at the north side of the lake.  
God can form something out of nothing!  
My favorite subject is art.  
The map was torn in half.  
This book is hard to read, but I will keep trying!  
One star in the sky was very bright.  
We had a picnic in the park.

smart  
shark  
porch  
north  
form  
art  
torn  
hard  
star  
park

## High-Frequency Words

11. live
12. put

We live in the country.  
He put His love in my heart.

live  
put



## High-Frequency Words

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

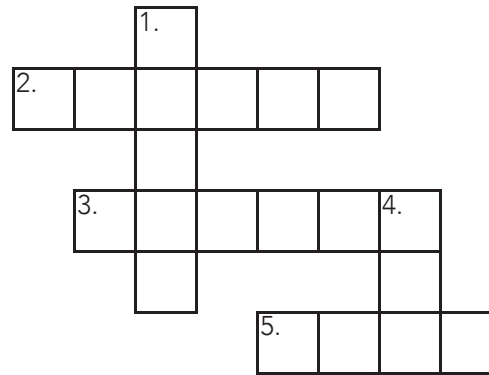
1. Complete the crossword puzzle. Use the Answer Bank.

**Answer Bank**

many people young animal both little America

## Clues Across

2. a group
3. a cat is an \_\_\_\_
5. two
6. a country



# Writing

See below for an example of a rubric used to as a **summative assessment** in writing.

	Exemplary	Proficient	Developing	Emerging
<b>Ideas</b> <i>Focused Topic</i>	<ul style="list-style-type: none"> <li>•Topic is well identified in the first sentence.</li> <li>•Strong, relevant details make each step clear and complete.</li> </ul>	<ul style="list-style-type: none"> <li>•Topic is identified in the first sentence.</li> <li>•Relevant details make each step complete.</li> </ul>	<ul style="list-style-type: none"> <li>•Topic is somewhat identified in the first sentence.</li> <li>•Missing details make some steps incomplete.</li> </ul>	<ul style="list-style-type: none"> <li>•Topic is not identified in the first sentence.</li> <li>•Lack of details makes unclear.</li> </ul>
<b>Organization</b> <i>Logical Order</i>	<ul style="list-style-type: none"> <li>•All the steps are included and written in logical order.</li> <li>•A strong ending summarizes the topic well.</li> </ul>	<ul style="list-style-type: none"> <li>•Most of the steps are included and written in logical order.</li> <li>•A clear ending summarizes the topic.</li> </ul>	<ul style="list-style-type: none"> <li>•Some of the steps are included and written in logical order.</li> <li>•An abrupt ending creates a weak summary of the topic.</li> </ul>	<ul style="list-style-type: none"> <li>•Few of the steps are included and few are written in order.</li> <li>•A weak ending does not summarize or support the topic.</li> </ul>
<b>Word Choice and Sentence Fluency</b>	<ul style="list-style-type: none"> <li>•Precise order words are used well.</li> <li>•Singular and plural nouns are used well.</li> </ul>	<ul style="list-style-type: none"> <li>•Order words are used well.</li> <li>•Singular and plural nouns are used correctly most of the time.</li> </ul>	<ul style="list-style-type: none"> <li>•Order words are used poorly.</li> <li>•Singular and plural nouns are sometimes used correctly.</li> </ul>	<ul style="list-style-type: none"> <li>•Order words are missing.</li> <li>•Singular and plural nouns are not used correctly.</li> </ul>
<b>Conventions</b> <i>Correct Spelling and Grammar</i>	<ul style="list-style-type: none"> <li>•No spelling, punctuation, or grammar mistakes exist, making the work easy to read.</li> </ul>	<ul style="list-style-type: none"> <li>•A few spelling, punctuation, or grammar mistakes exist, but the work is easy to read.</li> </ul>	<ul style="list-style-type: none"> <li>•Some spelling, punctuation, or grammar mistakes exist and make the work difficult to read.</li> </ul>	<ul style="list-style-type: none"> <li>•Many spelling, punctuation, or grammar mistakes exist and make the work difficult to read.</li> </ul>

# Speaking and Listening

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

## The Toothbrush

It seems that people have always tried to take care of their teeth. Before the toothbrush was invented, people used “chew sticks,” which were twigs that were frayed at one end. Later, people made toothbrush bristles from hog and horse hair and attached the bristles to a wood handle.

Many years later, nylon was invented and is still used for toothbrush bristles today. People liked nylon much better than brushing with animal hair! Softer nylon bristles were made for both regular toothbrushes and electric toothbrushes. Be thankful for how easy it is to take care of your teeth with the modern toothbrush!

Listen to your teacher and fill in the circle by the correct answer.

20. This story is mainly about \_\_\_\_.

- ☐ being a dentist.
- ☐ what kind of toothpaste people like.
- ☐ how the toothbrush was invented.

21. Before the toothbrush was invented, people \_\_\_\_.

- ☐ did not have any teeth.
- ☐ used chew sticks.
- ☐ did not brush their teeth.

# Middle of Year Assessment Samples

## Reading

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

### Discuss and Comprehend the Story

- Ask students what kind of story this is. (**nonfiction**) How do you know? (**Possible answers: because it has information about sea turtles, because it has photographs instead of illustrations**) Convey that this story is narrative nonfiction. It tells a story, but the people and events in this story are real, including the rescued turtle.

### Section 1: Dangers on Land

- As students read, ask the following questions:
  - page 75:** Why does the sea turtle travel about 1,400 miles? (**to get to the beach where she was born to lay her own eggs**)
  - page 77:** Demonstrate how to ask questions while reading by saying that as you read the story, you wondered what turtle eggs look like. Ask students what they wondered as they read. (**Answers will vary.**) Do you think Karen and her mom hid behind anything while they watched the turtle? (**Answers will vary.**) What do you think they were guarding the nest from? (**Answers will vary.**)
  - page 78:** Wonder aloud how Karen and her mom erased the flipper prints. Share that you are sure they did not use a pencil eraser. Ask students how they think they erased the flipper prints? (**Answers will vary.**)
  - page 79:** How were some of the eggs destroyed? (**by crabs attacking them, by seagulls eating them, and by people accidentally stepping on them**)
  - page 80:** Look at the illustration and the caption. What important information is given? (**how a sea turtle grows**) What is a hatchling? (**turtle that has just hatched from its shell**) This kind of illustration is called a diagram. Wonder aloud whether all the turtles in the nest would be boys. Ask students what they wondered as they read. (**Answers will vary.**)
  - page 82:** How did the baby turtles get to the water? (**by waddling**) Do they have feet? (**No.**) What did they use to waddle? (**flippers**) How do you imagine it looks when all the hatchlings reach the water? (**Answers will vary.**)

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# Literature

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

## Lesson 2

### Plot and Characters

- **Guided Retelling:** Display **DM 17.2B Roll and Tell**. Divide the class into groups of three or four and give each group a **NUMBER CUBE**. Direct students to take turns rolling the number cube and responding to the coordinating direction on DM 17.2B.
- **Character Discussion:** Lead students in a discussion about the characters in the book by asking the following questions:
  1. Why do you think the narrator's brother is disrespectful to their father? (**Possible answer: He is angry that they are in the camp.**)
  2. Why do so many of the adults at camp work hard to create a baseball field and uniforms? (**Possible answer: They believe that all the people in the camp need something to do.**)
  3. Why do you think people from back home mail them baseballs, gloves, and bats? (**Some of their friends back home still care about them.**)
  4. Why does the narrator eat lunch by himself after he leaves the camp? (**Possible answer: No one wants to be his friend because he is Japanese, and Japan had been at war with the United States.**)

Listening comprehension questions assess students' listening and recall skills.

# Writing

See below for an example of a rubric used to assess a **summative assessment** of writing.

### My report is organized. I wrote

- ☐ the title and author of the book.
- ☐ about the characters, setting, and plot.
- ☐ a strong conclusion.

### My report is written well. I used

- ☐ transition words.
- ☐ polite language.

### My report is easy to read. I used proofreading marks to fix errors in

- ☐ spelling, punctuation, and capitalization.

# Speaking and Listening

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

## ***Listening Comprehension***

Juanita and her papa sat by the campfire. Suddenly, Juanita felt a sting on her arm. She looked down and saw a huge mosquito! Juanita swatted at the pesky bug, but it was too late. The bite on her arm was already starting to itch. “Papa,” she complained, “I do not like bugs! Why do we even have bugs?”

Papa grinned. “I know they can be annoying,” he replied, “but bugs have a purpose too. Mosquitos are food for other animals, like fish and turtles. Insects also help the earth by eating weeds and dead matter. Some insects even help plants and flowers grow.”

Just then, Juanita saw a firefly flash across the sky. “It lights up!” she exclaimed.

“A firefly,” Papa said, “is an insect. Are you sure you don’t want bugs around, Juanita? You would miss out on all the amazing ones God created.”

“You’re right,” Juanita admitted. “Most insects are pretty great. And even the annoying ones have a purpose too.”

Listen to a story and complete the exercises.

21. What happens at the beginning of the story?

- ☐ Papa tells Juanita about insects.
- ☐ Juanita saw a firefly.
- ☐ Juanita was bitten by a mosquito.

22. What does Papa tell Juanita to help her feel better?

- ☐ She can get a turtle to eat all the insects.
- ☐ Insects have a purpose.
- ☐ She can use more bug spray.





# Diagnostic Test

See below for an example of variant spelling and diphthongs and oral reading fluency taken from Grade 2 diagnostic test.

## F. Variant Spellings and Diphthongs

1. warp      spray      cloud      worm      flight      (real)      \_\_\_\_\_/5

2. \*soud      \*warg      glay      pight      chay      (nonsense)      \_\_\_\_\_/5

(\*Note: Accept pronunciation of *ou* in the word *soud* as in the words *loud*, *country*, *you*, or *thorough*. Accept pronunciation of *ar* in the word *warg* as in the words *warm* and *far*. Count any of these pronunciations as correct for the indicated nonsense words.)

3. gown      hook      glow      shoot      shown      (real)      \_\_\_\_\_/5

4. \*stook      \*clow      \*zook      \*jow      \*voom      (nonsense)      \_\_\_\_\_/5

(\*Note: Accept pronunciation of *oo* in the words *stook*, *zook* and *voom* as in the words *look* or *soon*. Accept pronunciation of *ow* in the words *clow* and *jow* as in the words *mow* or *cow*. Count any of these pronunciations as correct for the indicated nonsense words.)

5. coin      boy      soil      toy      foil      (real)      \_\_\_\_\_/5

6. yoil      woy      voin      stoy      zoil      (nonsense)      \_\_\_\_\_/5

7. ear      great      bear      earth      head      (real)      \_\_\_\_\_/5

I like to play in the rain. When it rains, I slip my	13
boots on and grab my raincoat. I race outside to	23
stomp and splash in the small pools of water that form	34
on the sidewalk. As the raindrops fall from the sky, I lift	46
my head to feel the rain drip on my cheeks. I stretch	58
out my arms and hold up my hands to catch all the	70
raindrops I can. I love to feel the rain pelt my arms.	82
Dancing in the rain is fun too. With my arms stretched	93
out and looking up to the sky, I twirl and spin as fast as	107
I can.	109

# End of Year Assessment Samples

## Reading

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

Read the following passage and answer the questions.

### North America

Do you live in North America? North America is one of the seven continents of the world. The United States is a country in North America. Besides the United States, there are 22 other countries in North America. The largest countries are Canada, the United States, and Mexico. Mexico is home to Mexico City, which is the city with the most people in North America.

North America also has the largest island in the world, called Greenland. When you think of an island, you might think of a warm place. But Greenland is at the very top of North America. It is so cold up there, it is mostly ice! If you want a warmer place to live, Mexico City is a good choice. No matter what kind of weather you like, North America is a great place to live.

Circle **fact** or **opinion** for each sentence.

1. North America is a continent.                      fact              opinion
2. There are 23 countries in North America.                      fact              opinion
3. The largest island in the world is Greenland.                      fact              opinion
4. North America is a great place to live.                      fact              opinion
5. Which sentence is most likely true?
  - \_\_\_ North America is a tiny place.
  - \_\_\_ North America is one of the largest continents.
  - \_\_\_ North America just has three countries.
6. After reading the passage, what do you think a continent is?
  - \_\_\_ a country in North America
  - \_\_\_ one of the largest islands in the world
  - \_\_\_ one of the earth's seven large areas of land

SE independent reading comprehension

# Phonics Skills Summative Assessments

See below for an example of a **summative assessment** in phonics.

## *Phonics Skills Scoresheet*

Have students read each word from **BLM 29.3C 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.

pops	chopped	quickly	hopping
steps	dreaming	feeding	helpful
camping	slower	biggest	dropped
sadly	floats	careful	smelling
fastest	lifting	wilder	madly

\_\_\_\_\_ Student passed this phonics skills check by getting 18 or more words correct and can move on to the next skills check.

\_\_\_\_\_ Student needs extra practice with the following sounds:

\_\_\_\_\_

# Speaking and Listening

See below for an example of a **formative assessment** of speaking skills completed as a peer evaluation.

## Oral Presentation Rating

Speaker \_\_\_\_\_

Circle the face that best shows how well the speaker did.



= try again



= acceptable



= wonderful

1. speaks loudly enough



2. speaks clearly



3. shows emotion with voice



4. shows emotion on face



5. eye contact



		Exemplary	Proficient	Developing	Emerging
<b>Voice and Speech</b>					
<b>Clearly Audible</b>		<ul style="list-style-type: none"> <li>uses a clear, audible voice all the time</li> </ul>	<ul style="list-style-type: none"> <li>uses a clear, audible voice most of the time</li> </ul>	<ul style="list-style-type: none"> <li>uses a clear, audible voice some of the time</li> </ul>	<ul style="list-style-type: none"> <li>rarely uses a clear, audible voice</li> </ul>
<b>Understandable: enunciation and pronunciation</b>		<ul style="list-style-type: none"> <li>uses appropriate enunciation and pronunciation all the time</li> </ul>	<ul style="list-style-type: none"> <li>uses appropriate enunciation and pronunciation most of the time</li> </ul>	<ul style="list-style-type: none"> <li>uses appropriate enunciation and pronunciation some of the time</li> </ul>	<ul style="list-style-type: none"> <li>rarely uses appropriate enunciation and pronunciation</li> </ul>
<b>Platform Presence/Expression</b>					
<b>Facial and Vocal Expression</b>		<ul style="list-style-type: none"> <li>shows enthusiasm during all of the presentation</li> <li>effectively uses appropriate changes in timing, pitch, and emphasis all the time</li> </ul>	<ul style="list-style-type: none"> <li>shows enthusiasm during most of the presentation</li> <li>effectively uses appropriate changes in timing, pitch, and emphasis most of the time</li> </ul>	<ul style="list-style-type: none"> <li>shows enthusiasm during some of the presentation</li> <li>effectively uses appropriate changes in timing, pitch, and emphasis some of the time</li> </ul>	<ul style="list-style-type: none"> <li>does not show enthusiasm during the presentation</li> <li>rarely uses appropriate changes in timing, pitch, and emphasis effectively</li> </ul>
<b>Eye Contact</b>		<ul style="list-style-type: none"> <li>has appropriate eye contact with the audience all the time</li> </ul>	<ul style="list-style-type: none"> <li>has appropriate eye contact with the audience most of the time</li> </ul>	<ul style="list-style-type: none"> <li>has appropriate eye contact with the audience some of the time</li> </ul>	<ul style="list-style-type: none"> <li>has no appropriate eye contact with the audience</li> </ul>