



INSTRUCTIONAL EXCELLENCE

Handouts and Assessments

Grade K: English/Language Arts


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Using this Resource




The provided handouts and assessments are resources to be used either in conjunction with the included Model Lessons, or as examples for monitoring students’ progress with the unit-specific standards. While this resource is intended to provide suggestions, individual teachers should use their own discretion when choosing educational resources or designing assessments based on student needs.

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Student's Name: _____

Foundational Skills Pre-Assessment

Dates	Skill	Knows	Needs
	Letter Identification – Upper (26)		
	Letter Identification – Lower (28)		
	Sounds – Consonants		
	Sounds – Vowels (short and long)		
	Concepts of Print – Where is the title?		
	Where is the author's name?		
	Where do I begin reading?		
	Point to which way I go when I read		
	What do I do when I finish a line? (return sweep)		
	Point to a capital letter		
	Point to the end of a sentence		
	Hears like onsets – bed/bug, cookie/kite, dog/top, fish/frog, hop/see, map/monkey, rug/nose		
	Hears rimes – sing/ring, wink/sink, long/lap, cat/hat, fog/dog, run/walk, sky/fly		
	Blends sounds – say c/a/t, what word is it? s/u/n, t/o/p, c/u/p, h/i/t, r/u/g		
	Read Kindergarten Sight Words (25)		
	Read Level 1 book (student looks at pictures, teacher reads first 2-3 pages, have student continue)		
	At Level 3 book – ask comprehension questions: <ul style="list-style-type: none"> ● Who is this story about? ● What is the problem? ● How was the problem solved? ● Is this a good title for this book? Why? 		
	Read Level _____ Continue levels with comprehension until frustration (<95%)		

Student's Name: _____

Date: _____

Unit 1 ML #1 Rubric

(CCSS RL.1, RL.6, SL.1, SL.6)

<u>Learning Targets Based on Standards</u> With prompting and support, the student can ...	1	2	3	4	Comments (Evidence)
make connections between characters and actions in the story to specific life experiences. (RL.1)					
make predictions about the text by examining the title, cover and illustrations. (RL.1)					
engage in conversations to retell and discuss the text. (RL.1)					
identify the role and use the terms "author" and "illustrator." (RL.6)					
participate in group discussions by taking turns speaking, listening quietly and responding appropriately. (SL.1)					
speak clearly enough to be understood and convey ideas effectively. (SL.6)					

Assessment Score Key

1 = Does Not Meet Expectations, **2** = Inconsistently Meets Expectations,
3 = Consistently Meets Expectations, **4** = Consistently Exceeds Expectations

Name: _____

Date: _____

"I Can" Self-Assessment

Today, _____ I Can...

1



I need help understanding.
I can't do it by myself yet.

2



I am starting to understand.
I sometimes need help or an example.

3



I understand.
I can do it by myself with little or no mistakes.

4



I understand and can show this without mistakes.
I can teach a friend.

Circle your level of understanding on the left. Use this space to show what you can do:

Unit 1 Model Lesson #2: Observation Checklist

Lesson Date:

Observed by:

(1 of 2)

Success Criteria	Criterion 1	Criterion 2	Criterion 3	Notes
Grade K, ML 2 Standard Codes and what to observe	RL.1, SL.2 The student identified the type of text.	RL.2, W.2 The student identified the story elements (characters, setting, problem and solution).	RL.2, SL.1 The student explained the story to a peer retelling it in order (beginning, middle and end).	
Student Name	Level of Mastery 1 = Not There 2 = Developing 3 = Proficient 4 = Exceeding			
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				
11.				
	Criterion 1	Criterion 2	Criterion 3	Additional Thoughts:
# and % Exceeding				
<i>Data-Driven Plan</i>				
# and % Proficient				
<i>Data-Driven Plan</i>				
# and % Developing				
<i>Data-Driven Plan</i>				
# and % Not There				
<i>Data-Driven Plan</i>				
Data-Driven Plan Choices: What are your next steps based on the data? Feedback, Investigation, Re-teach or Re-group, Move on or Extension				

Lesson Date:

Observed by:

(2 of 2)

Success Criteria	Criterion 1	Criterion 2	Criterion 3	Notes
Grade K, ML 2 Standard Codes and what to observe	RL.1, SL.2 The student identified the type of text.	RL.2, W.2 The student identified the story elements (characters, setting, problem and solution).	RL.2, SL.1 The student explained the story to a peer retelling it in order (beginning, middle and end).	
Student Name	Level of Mastery 1 = Not There 2 = Developing 3 = Proficient 4 = Exceeding			
1.				
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6.				
7.				
8.				
9.				
10.				
11.				
	Criterion 1	Criterion 2	Criterion 3	Additional Thoughts:
# and % Exceeding				
<i>Data-Driven Plan</i>				
# and % Proficient				
<i>Data-Driven Plan</i>				
# and % Developing				
<i>Data-Driven Plan</i>				
# and % Not There				
<i>Data-Driven Plan</i>				
Data-Driven Plan Choices: What are your next steps based on the data? Feedback, Investigation, Re-teach or Re-group, Move on or Extension				

Kindergarten Observation Checklist

Lesson Date:

Observed by:

(1 of 2)

Success Criteria	Criterion 1	Criterion 2	Criterion 3	Notes
Grade K Standard Codes and what to observe				
Student Name	Level of Mastery 1 = Not There 2 = Developing 3 = Proficient 4 = Exceeding			
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				
11.				
	Criterion 1	Criterion 2	Criterion 3	Additional Thoughts:
# and % Exceeding				
<i>Data-Driven Plan</i>				
# and % Proficient				
<i>Data-Driven Plan</i>				
# and % Developing				
<i>Data-Driven Plan</i>				
# and % Not There				
<i>Data-Driven Plan</i>				
Data-Driven Plan Choices: What are your next steps based on the data? Feedback, Investigation, Re-teach or Re-group, Move on or Extension				

Lesson Date:

Observed by:

(2 of 2)

Success Criteria	Criterion 1	Criterion 2	Criterion 3	Notes
Grade K Standard Codes and what to observe				
Student Name	Level of Mastery 1 = Not There 2 = Developing 3 = Proficient 4 = Exceeding			
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				
11.				
	Criterion 1	Criterion 2	Criterion 3	Additional Thoughts:
# and % Exceeding				
<i>Data-Driven Plan</i>				
# and % Proficient				
<i>Data-Driven Plan</i>				
# and % Developing				
<i>Data-Driven Plan</i>				
# and % Not There				
<i>Data-Driven Plan</i>				
Data-Driven Plan Choices: What are your next steps based on the data? Feedback, Investigation, Re-teach or Re-group , Move on or Extension				

Student Name: _____

Date: _____

Kindergarten Single-Point Rubric

Learning Targets Based on Standards With prompting and support, the student can ...	1	2	3	4	Comments (Evidence)

Assessment Score Key

1 = Does Not Meet Expectations, **2** = Inconsistently Meets Expectations,
3 = Consistently Meets Expectations, **4** = Consistently Exceeds Expectations

Unit 4 ML #1 Poetry Handouts

Spring

by Nicolette Lennert

Spring, Spring
Goodbye snow
Now it's time to watch
the flowers grow.

Spring, Spring
Buds on trees
Listen for the buzz
of honeybees.

My Neighbor's Dog is Purple

by Jack Prelutsky

My neighbor's dog is purple.

Its eyes are large and green

Its tail is almost endless,

The longest I have **seen**.

My neighbor's dog is quiet.

It does not bark one bit.

But when my neighbor's dog is near,

I feel afraid of **it!**

My neighbor's dog looks nasty.

It has a wicked smile.

Before my neighbor painted it,

It was a **crocodile!**

Mom & Dad Are Home

by Natasha Niemi

Slam! Slam!

Go the car doors.

Jangle! Jangle!

Go the house keys

Jiggle! Jiggle!

Go the keys in the door.

Squeak!

Goes the front door!

Thump! Thump!

That is me running down the stairs.

Guess what?

Mom and Dad are home!

Shapes

(from *A Light in the Attic*)
by Shel Silverstein

A square was sitting quietly
Outside his rectangular shack
When a triangle came down — kerplunk! —
And struck him in the back.
“I must go to the hospital,”
Cried the wounded square,
So a passing rolling circle
Picked him up and took him there.

Name: _____

Date: _____

Unit 4 ML #1 Spring Poem

Name: _____

Date: _____

Unit 4 ML #1 Spring Poem Graphic Organizer

I can see	
I can hear	
I can smell	
I can taste	
I can touch	

Name: _____

Date: _____

Unit 4 ML #1 Poetry Assessment

Drinking Fountain

by Marchette Chute

When I climb up
To get a drink,
It doesn't work
The way you'd think.

I turn it up,
The water goes
And hits me right
Upon the nose.

I turn it down
To make it small
And don't get any
Drink at all.

Directions: For questions 1–3, circle the best answer:

- 1) Why does the speaker of the poem climb up?
 - a) to go down a slide
 - b) to get hit in the nose
 - c) to get a drink

- 2) Some words in this poem rhyme. What are two words in the poem that rhyme?
 - a) “down” and “any”
 - b) “small” and “all”
 - c) “up” and “right”

- 3) What is “The Drinking Fountain” mostly about?
 - a) someone who cannot find a water fountain
 - b) someone who has trouble getting a drink from a drinking fountain
 - c) someone who likes to drink water but does not like to drink milk

- 4) Written Response: What is the speaker of the poem’s main problem?
Use words and pictures on the attached paper to explain your answer.

Passage taken and adapted from the website www.ReadWorks.org.