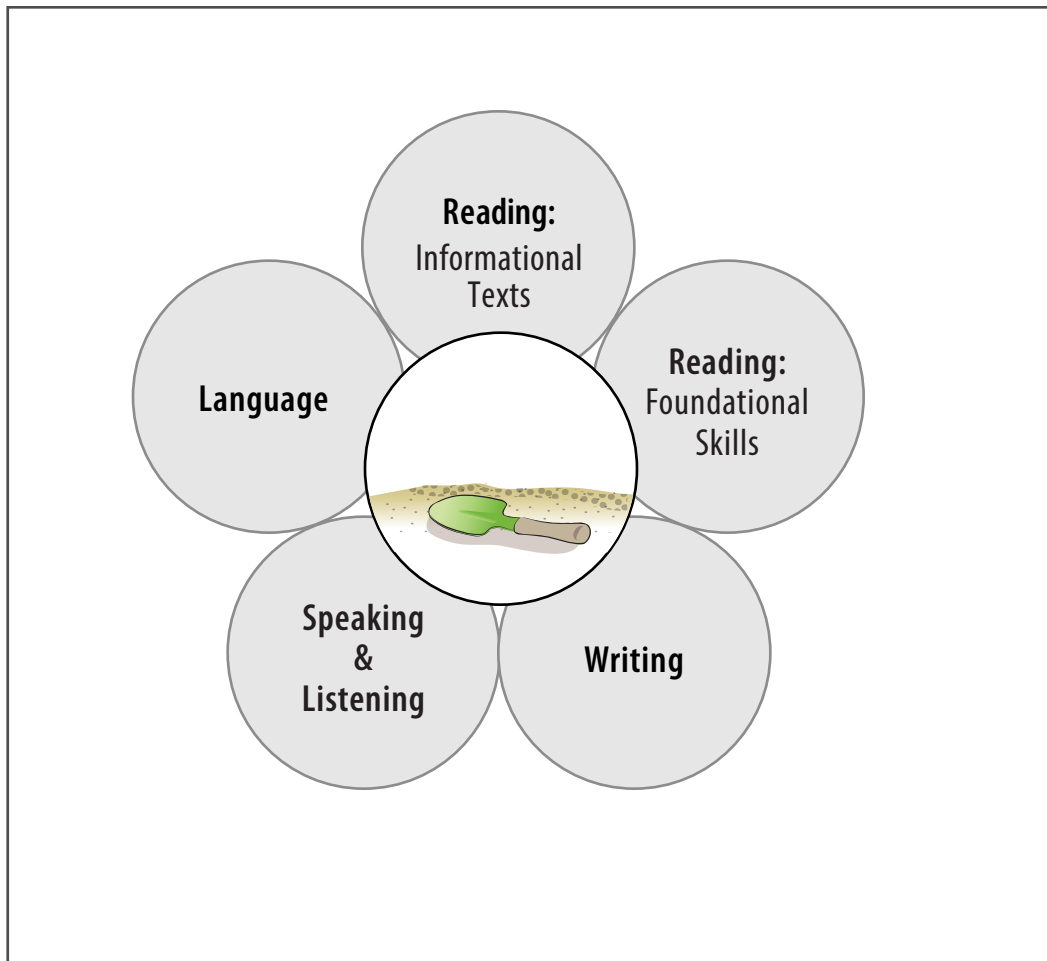# ELA K-1 Common Core Assessments

Early Kindergarten: Informational Text

INTRODUCTION

In the Children's Garden

Teacher Guide

fluence

Introduction

The Intel-Assess K–1 Common Core ELA Assessments are text centric. This means that each set of assessments is based on a common text. This model has two important benefits:

1. It grounds the assessment of literacy learning in actual reading, writing, speaking, and listening.
2. It supports the instructional practice of repeated readings of a text.

The Text

The text for this set of assessments, *In the Children's Garden*, is an early-kindergarten informational text. It is thematically linked to the early-kindergarten literary text, *A New Buddy*.

The Assessments

Five assessments accompany the text *In the Children's Garden*. All the assessments directly assess standards. Two of the assessments, as noted in the chart below, also include observational assessments of speaking and listening.

Reading Comprehension 1	Purpose: to assess students' comprehension of a nonfiction text that is read aloud Administration setting: small group or one-on-one Assessment type: selected response (multiple choice) Standards directly assessed: LA.K.RI.1, LA.K.RI.2, LA.K.RI.3, LA.K.RI.4, LA.K.RI.7, LA.K.RI.8
Reading Comprehension 2	Purpose: to assess students' comprehension of a nonfiction text that is read aloud Administration setting: one-on-one Assessment type: constructed response (oral response) Standards directly assessed: LA.K.RI.2, LA.K.RI.5, LA.K.RI.6, LA.K.RI.9 (with optional classroom book) Standards observed: LA.K.SL.1.a, LA.K.SL.1.b LA.K.SL.2, LA.K.SL.6
Reading Comprehension 2	Purpose: to assess students' comprehension of a nonfiction text that is read aloud Administration setting: one-on-one Assessment type: constructed response (oral response) Standards directly assessed: LA.K.RI.2, LA.K.RI.6, LA.K.RI.9 (with optional classroom book) Standards observed: LA.K.SL.1.a, LA.K.SL.1.b LA.K.SL.2, LA.K.SL.6
Speaking and Listening	Purpose: to assess students' speaking and listening skills in connection with a nonfiction text that is read aloud Administration setting: one-on-one Assessment type: constructed response (oral response) Standards assessed directly: LA.K.SL.2 Standards observed: LA.K.SL.1.a, LA.K.SL.1.b, LA.K.SL.2, LA.K.SL.6

Writing and Language Conventions	Purpose: to assess students' writing, knowledge of conventions, and related speaking and listening skills in connection with a nonfiction text that is read aloud Administration setting: small group or one-on-one Assessment type: constructed response (written and oral response) Standards directly addressed: LA.K.W.1, LA.K.W.2; LA.K.L.1.a; LA.K.L.1.b; LA.K.L.1.c; LA.K.L.1.d; LA.K.L.1.e; LA.K.L.1.f; LA.K.SL.5 Standards observed: LA.K.SL.1.a, LA.K.SL.1.b LA.K.SL.2, LA.K.SL.6
Foundational Skills	Purpose: to assess students' comprehension of a nonfiction text that is read aloud Administration setting: one-on-one Assessment type: constructed response (oral response) Standards directly assessed: LA.K.RF.1.a; LA.K.RF.1.b; LA.K.RF.1.c; LA.K.RF.2d; LA.K.RF.3.a; LA.K.RF.3.b; LA.K.RF.3.c; LA.K.RF.3.d (with optional classroom book)

Note that standards that are not addressed with *A New Buddy* are assessed with *In the Children's Garden*.

Assessment Administration Scenarios

Complete Assessment

To cover the broadest range of standards, do the following:
- Administer all five assessments that accompany *A New Buddy* over the course of a week.
- Administer the assessments in the order in which they appear in the chart above.

In conjunction with *A New Buddy*, you may also administer the assessments that accompany its informational counterpart, *In the Children's Garden*.

Quick Assessment

- For the quickest snapshot of student literacy, administer Reading Comprehension 1.
- Administer the assessment to a group of students rather than one-on-one.

Targeted Assessment

To target specific literacy standards or strands, administer the assessment that best addresses the target.

Repeated Readings

Although we recommend reading *A New Buddy* with each assessment, some assessments may be administered without a repeated reading.

Student Books

The version of the student books that is labeled "print and fold" is designed to be printed, folded, stapled, and reused for each assessment. Students should not write or draw on the books until

the assessment is complete. There are two ways to construct the little books for the Common Core K-1 ELA Assessments.

Option 1: PRINT MASTER & MAKE PHOTOCOPIES

Note: If you are in doubt about your printer's capacity to make 2-sided copies, please use this option.

1. Print one copy of each little book.
2. Flip every other page of the book upside down. Use this as a master.
3. To photocopy, select the "1-sided to 2-sided" option.
4. Make one photocopy and check that all the pages are in the correct position and order.
5. Make the rest of the photocopies.
6. See FOLD & STAPLE below.

Option 2: PRINT 2-SIDED COPIES

Note: Not all printers are able to make 2-sided copies, and that not all printers have the options described below.

1. Open the file and select the "print" option.
2. Choose the "2-sided flip on long side" option. If you do not pick this option, every other page prints upside down.
3. Print one copy and check that all pages are in the correct position and order. If this does not work, please use option 1.
4. Print the rest of the copies.
5. See FOLD & STAPLE below.

FOLD & STAPLE

1. Fold each book down the middle so that the cover page is at the front and the back cover
1. is at the back. The two inside pages should be consecutive numbers (e.g., pages 6 & 7).
2. Staple the spine of each book in two places, about 1½ inches from the top and 1½ inches from the bottom.
   a. If you are using a short staple, you need to do this from the outside of the book with the book closed.
   b. If you are using a long staple, you are able to do this from the inside of the book at the fold of the middle spread.