

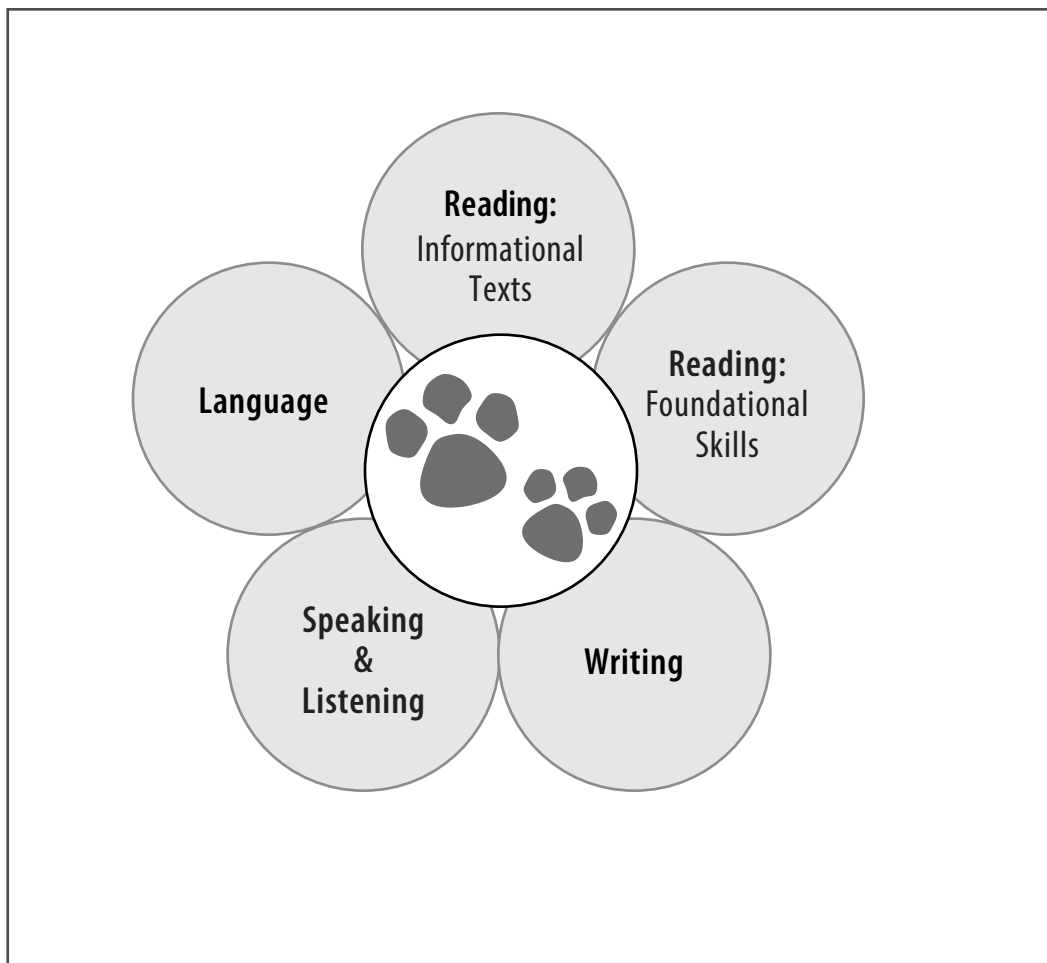
# ELA K-1 Common Core Assessments

## Middle Kindergarten: Informational Text

### INTRODUCTION

#### *Really Big Dogs*

#### Teacher Guide



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## 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, *Really Big Dogs*, is a middle Kindergarten, informational text. It is thematically linked to the middle Kindergarten, literary text, *At the Dog Park*.

### The Assessments

Five assessments accompany the text, *Really Big Dogs*. All of the assessments directly assess the standards. Two of the assessments, as noted in the chart below, also include observational assessments of speaking and listening.

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

Foundational Skills	<p><u>Purpose:</u> to assess students' comprehension of a nonfiction text that is read aloud</p> <p><u>Administration setting:</u> one-on-one</p> <p><u>Assessment type:</u> constructed response (oral response)</p> <p><u>Standards directly assessed:</u> 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)</p>
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Note that standards that are not addressed with *Really Big Dogs* are assessed with *At the Dog Park*.

### **Assessment Administration Scenarios**

#### Complete Assessment

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

In conjunction with *Really Big Dogs*, you may also administer the assessments that accompany *At the Dog Park*.

#### Quick Assessment

- For the quickest snapshot of student literacy, administer Reading Comprehension 1.
- Administer to a group of students instead of 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 *Really Big Dogs* 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 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.