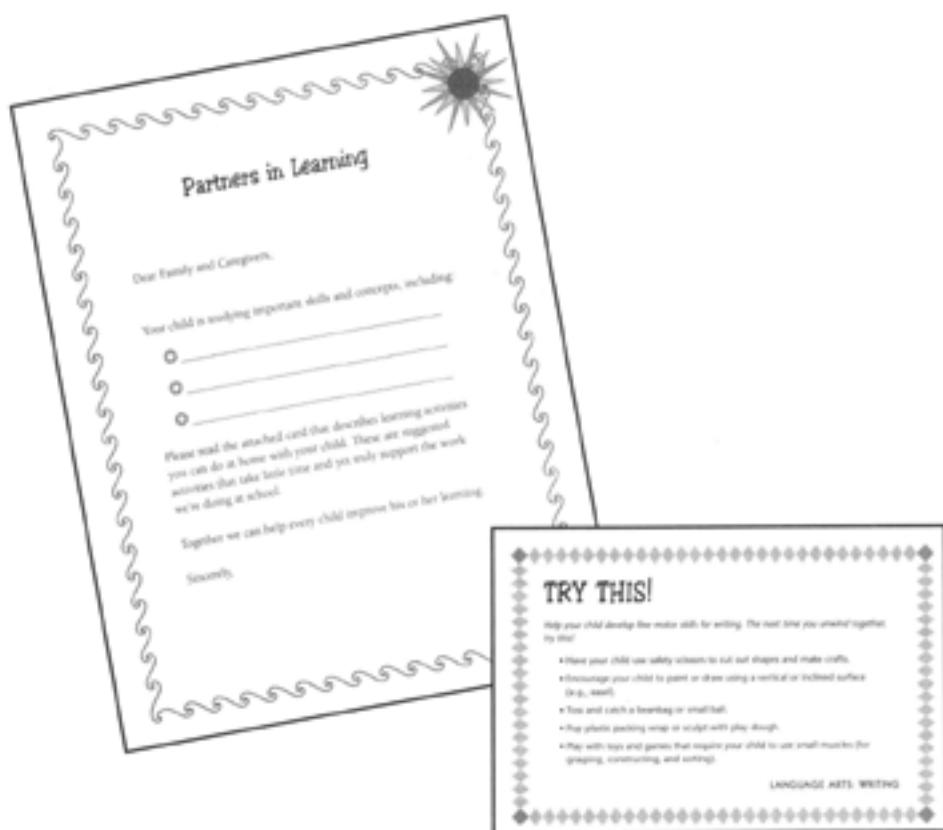


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Writing Assessment

Printing Familiar Letters

DIRECTIONS

Note: You may administer this assessment in a small-group setting.

1. Provide the child with a pencil and the Student Form.
2. Ask the child to print the letters in his or her first name on the first line.
3. If the child seems ready, explain that he or she will have several minutes to print more letters and words, as many as he or she is able. If the child is reluctant, suggest that he or she write names of family members, word wall words, words from classroom charts, or high-frequency words (e.g., *my*, *go*, *is*).
4. Encourage the child to write as much as possible. If the child needs more space for writing, invite him or her to use the back of the Student Form. (Note: Rather than informing the child about the time constraint, provide him or her with ten minutes to write. The child may find it helpful if you give a five-minute warning and a one-minute-to-go warning before the time is up.)
5. Record on the Teacher Form whether the child's writing behaviors meet the objectives of this assessment. Notice that one child will make random marks and scribbles while another will fill a page. (See the *Continuum of Writing Stages* on page 23 for guidance on evaluation.) Fill in the Teacher Form with additional behaviors or understandings you wish to look for, including left-to-right direction, pencil grip, hand preference, legibility, letter formation, reversals, letter confusion, spacing, complexity of words, and organization of written work.

ASSESSMENT OBJECTIVES

The child can:

- Print his or her first name legibly
- Use knowledge of alphabet to write or copy letters or words legibly
- Use phonic knowledge to spell simple words

MATERIALS

- pencils, a wristwatch, and a copy of this page for use with each child
- a copy of the Student Form (page 71) for each child

TEACHER FORM

Behaviors or understandings to look for:	1st Assessment	2nd Assessment	3rd Assessment	4th Assessment
legible printing of the letters in first name				
legible printing of letters or words				
uses phonic knowledge to spell simple words				
	Date _____	Date _____	Date _____	Date _____

WRITING ASSESSMENT: PRINTING FAMILIAR LETTERS

I can print my name.

I can print other words, too.

CHILD'S INITIALS

DATE

Numeration

Comparing Sets by Number

DIRECTIONS

1. Display three sheets of construction paper side by side on a flat surface in front of the child.
2. Explain that you will show three sets of objects, one set per sheet of colored paper. The child should look at the sets and then answer your questions.
3. Record a checkmark on the Teacher Form, if the child answers correctly. If the child makes an error, record his or her response.

Part A

4. Assemble the first three sets of objects, with no more than five objects in each grouping (see your Teacher Form for guidance).
5. Tell the child to indicate which set has a quantity . . .

	Set 1	Set 2	Set 3
More than			
Equal to			
Less than			

Teacher Form
 Add a checkmark in the appropriate box for each response.
 If the child makes an error, record the response in the appropriate box.
 Add a checkmark in the appropriate box for each response.
 If the child makes an error, record the response in the appropriate box.

- **equal to another set.** Then ask the child to explain his or her answer. You might say, "Point to the two sets that contain the same number of objects." (Child points to two sets.) You might ask, "Why did you pick those two?"

- **more than another set.** Then ask the child to explain his or her answer. You might say, "Point to the set that contains the most or more objects than the others." (Child points to a set.) You might ask, "Why did you pick that one?"

- **less than another set.** Then ask the child to explain his or her answer. You might say, "Point to the set that contains fewer objects than the others." (Child points to a set.) You might ask, "Why did you pick that one?"

ASSESSMENT OBJECTIVES

The child can:

- Compare and identify sets that contain up to five objects (*more than, less than, equal to*)

MATERIALS

- three sheets of construction paper (of different colors), and a copy of this page and the Teacher Form (page 99) for use with each child
- three sets of five math manipulatives that can be used as counters (Ideally the manipulatives in each set are the same size and color. Items such as bingo chips, beans, and checkers game pieces work well for this activity.)

Part B

6. Explain that now you will give the child an opportunity to make sets of his or her own.
7. Tell the child to place . . .

- **the same quantity of objects in two of the three groups.** Ask the child to indicate which two sets have the same quantity. Then ask the child to explain his or her answer. You might say, "Point to the two sets that contain the same number of objects." (Child points to two sets.) You might ask, "Why did you pick those two?"

- **a different quantity of objects in each group.** Ask the child to indicate which set has more than another set. Then ask the child to explain his or her answer. You might say, "Point to the set that contains the most or more objects than the others." (Child points to a set.) You might ask, "Why did you pick that one?"

- **a quantity less than another set.** Then ask the child to explain his or her answer. You might say, "Point to the set that contains fewer objects than the others." (Child points to a set.) You might ask, "Why did you pick that one?"

	1st Assessment Child's Response	2nd Assessment Child's Response	3rd Assessment Child's Response	4th Assessment Child's Response
Part A: Sets Made by Teacher				
Equal To: Display one group of 3 objects, one group of 2 objects, and another group of 3 objects.				
More Than: Display one group of 2 objects, one group of 5 objects, and another group of 0 objects.				
Less Than: Display one group of 3 objects, one group of 4 objects, and another group of 1 object.				
Part B: Sets Made by Child				
Equal To: Display two groups of the same quantity.				
More Than: Display three groups of different quantities.				
Less Than: Display one group with fewer objects than another.				
	Date _____ Score ____ /6	Date _____ Score ____ /6	Date _____ Score ____ /6	Date _____ Score ____ /6

Answer Key

Part A: Comparisons of Sets Made by Teacher

Equal To: The two sets of three objects have quantities that are equal.

More Than: The set of five objects has the most.

Less Than: The set of one object has the fewest.

Part B: Comparisons of Sets Made by Child

Equal To: Answers will vary.

More Than: Answers will vary.

Less Than: Answers will vary.

Record your notes on the back of this page.