

Kindergarten: Module 1

Assessment Overview



Performance Task

Describing a Classmate's Toy Preference

This performance task gives students an opportunity to showcase their deepened understanding of perspective through an informational writing piece about a classmate's preferred classroom toy. In this task, students use the information they gathered from interviewing a classmate to learn about his or her preferred classroom toy and how the classmate likes to play with that toy as a basis for their informational writing. Students first draw and label their classmate's preferred toy and add a sentence to accompany their drawing. Students then create a drawing with accompanying labels to show how their classmate likes to play with the preferred toy. Finally, students add a sentence to accompany this drawing. The entire task is scaffolded through heavy teacher guidance and modeling. (The format of this task should be somewhat familiar to students, since the Unit 2 assessment has a similar drawing and writing format and requires students to produce an informational piece of writing about their own preferred classroom toy.) Students share their written pieces with their classmates, the principal, and other classroom visitors during an end of module celebration. **This task addresses CCSS ELA W.K.2, W.K. 8, L.K.2c, and L.K.2d.**

Unit 1 Assessment

Responding to Text: Thinking about Illustrations and Speaking

This assessment focuses on students' comprehension of literary text read aloud. It centers on CCSS ELA RL.K.1, RL.K.7, and SL.K.1. After being presented with a variety of scenes from the text *Llama Llama Time to Share*, students choose the illustrations that best answer the focus question: "What does Llama Llama learn about playing with others?" Then, using the pictures they chose, they engage in a conversation with a partner to explain their work. This assessment builds on experiences of reading, speaking, and listening from previous lessons but involves less teacher support. It provides formative data to be used to guide instruction throughout the module.

Assessment Checklists

Throughout this unit, teachers use the Speaking and Listening Checklist to gather data on students' progress toward SL.K.1.

Unit 2 Assessment

Writing about the Classroom Toys We Prefer

This assessment centers on CCSS ELA W.K.1, L.K.5c, L.K.6. For this assessment, students use a combination of drawing, dictating, and writing to communicate a preference about which classroom toy they prefer. The assessment is in two parts. In the first, students respond to the prompt: “Which of these classroom toys do you prefer?” During the second part of the assessment, students respond to the prompt: “Draw the classroom toy you prefer. Write at least one word to describe the toy.”

This assessment builds on experiences of reading, speaking, and listening from previous lessons but involves less teacher support. It provides baseline data to be used to guide instruction throughout the module.

Assessment Checklists

Throughout this unit, teachers use the Speaking and Listening and Opinion Writing checklists to gather data on students’ progress toward SL.K.1, SL.K.4, W.K.1, and L.K.6.

Unit 3 Assessment

Speaking and Listening: Interviewing a Classmate about a Favorite Classroom Toy

This assessment centers on CCSS ELA W.K.8 and SL.K.3. For this assessment, students interview a classmate, asking questions such as: “Which of these classroom toys do you prefer?” and “How do you like to play with that toy?” They then use this information to complete their performance task, writing and drawing about their classmate’s preferred toy. These partner interviews will take place in small groups during Lessons 9 and 10 of the unit.

Assessment Checklists

Throughout this unit, teachers use the Speaking and Listening to gather data on students’ progress with **SL.K.1, SL.K.3**.

Assessment Checklists

The following checklists are designed to help track students’ progress toward a variety of standards over the course of this module. These formative assessment opportunities are noted throughout the module lessons. This module includes a Speaking and Listening Checklist and an Opinion Writing Checklist.

*Note that writing rubrics in this grade level will be introduced in the next module.

Speaking and Listening Checklist

This module focuses primarily on SL.1.1, SL.K.3, and SL.K.4. Unit 1 emphasizes SL.1.1a and b. Unit 2 introduces SL.K.4 and reinforces SL.K.1, and Unit 3 focuses on SL.K.3. Use the Speaking and Listening Checklist to assess students only on these standards.

| Module 1 Speaking and Listening Checklist | | | | | |
|---|---|---|---|--|----------|
| Student Name | SL 1.1A: Follow agreed-upon rules for discussions. Examples: listening to others and taking turns speaking | SL 1.1B: Continue a conversation through multiple exchanges. Examples: Students agreeing or adding additional information during a discussion. | SL K.3: Ask and answer questions in order to seek help, get information, or clarify something that is not understood. | SL K.4: Describe familiar people, places, things, and events and, with prompting and support, provide additional detail. | Comments |
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Opinion Writing Checklist

This module focuses primarily on W.K.1 and W.K.8. Instruction on W.K.1 begins in Unit 2 and is assessed in this unit. This checklist focuses on W.K.1 and L.K.6, but also includes L.K.2 standards. These standards are taught and assessed in the Reading Foundational Skills block but are included here for formative assessment purposes since students should be supported with applying these skills during their writing in the module lessons.

| Module 1 Opinion Writing Checklist | | | | | | | | | | | | | | | | | | | |
|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|
| STUDENT INITIALS | | | | | | | | | | | | | | | | | | | |
| COMPOSITION | | | | | | | | | | | | | | | | | | | |
| Uses a combination of drawing, dictating, and writing to | | | | | | | | | | | | | | | | | | | |
| Name the topic or name of the book he or she is writing about | | | | | | | | | | | | | | | | | | | |
| State an opinion about the text or topic | | | | | | | | | | | | | | | | | | | |
| WORD CHOICE | | | | | | | | | | | | | | | | | | | |
| L.K.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts | | | | | | | | | | | | | | | | | | | |
| CONVENTIONS ¹ | | | | | | | | | | | | | | | | | | | |
| L.K.2a Capitalizes the first word in a sentence and the pronoun I | | | | | | | | | | | | | | | | | | | |
| L.K.2b Begins to use end punctuation | | | | | | | | | | | | | | | | | | | |
| L.K.2c Writes a letter or letters for most consonant and short-vowel sounds | | | | | | | | | | | | | | | | | | | |
| L.K.2d Spells simple words phonetically, drawing on knowledge of sound-letter relationships | | | | | | | | | | | | | | | | | | | |

¹ Please note that all L.2 standards are taught and formally assessed in the Reading Foundations Skills Block. They are included here for formative assessment purposes.