

Our Students. Their Moment.

Using Assessment Tools to Meet Student Needs

Grade 1 Placement

Assessments

Handouts & Examples

Core Knowledge Language Arts (CKLA-NY)

Planning Webinar Series

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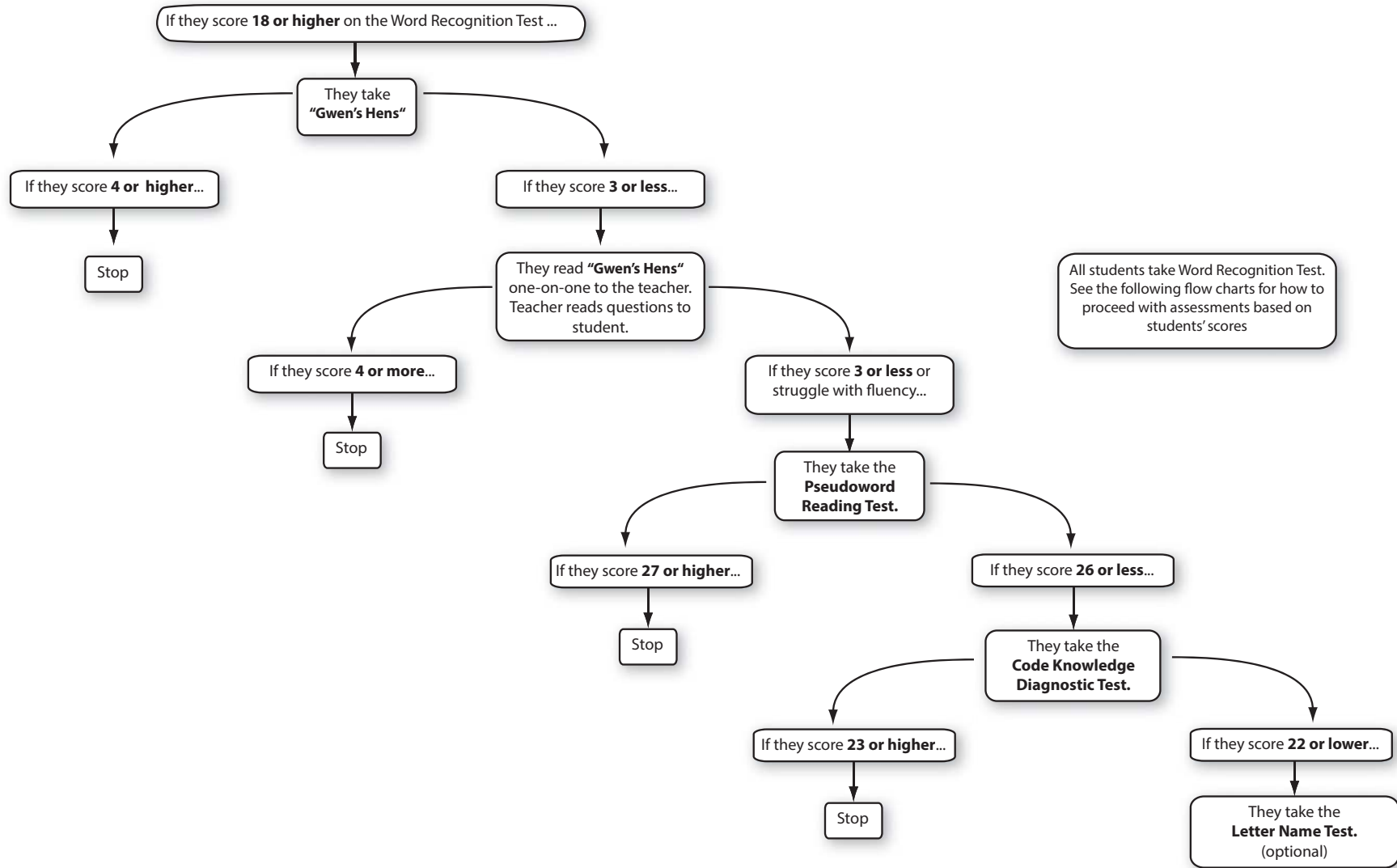
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Grade 1 Placement Tests

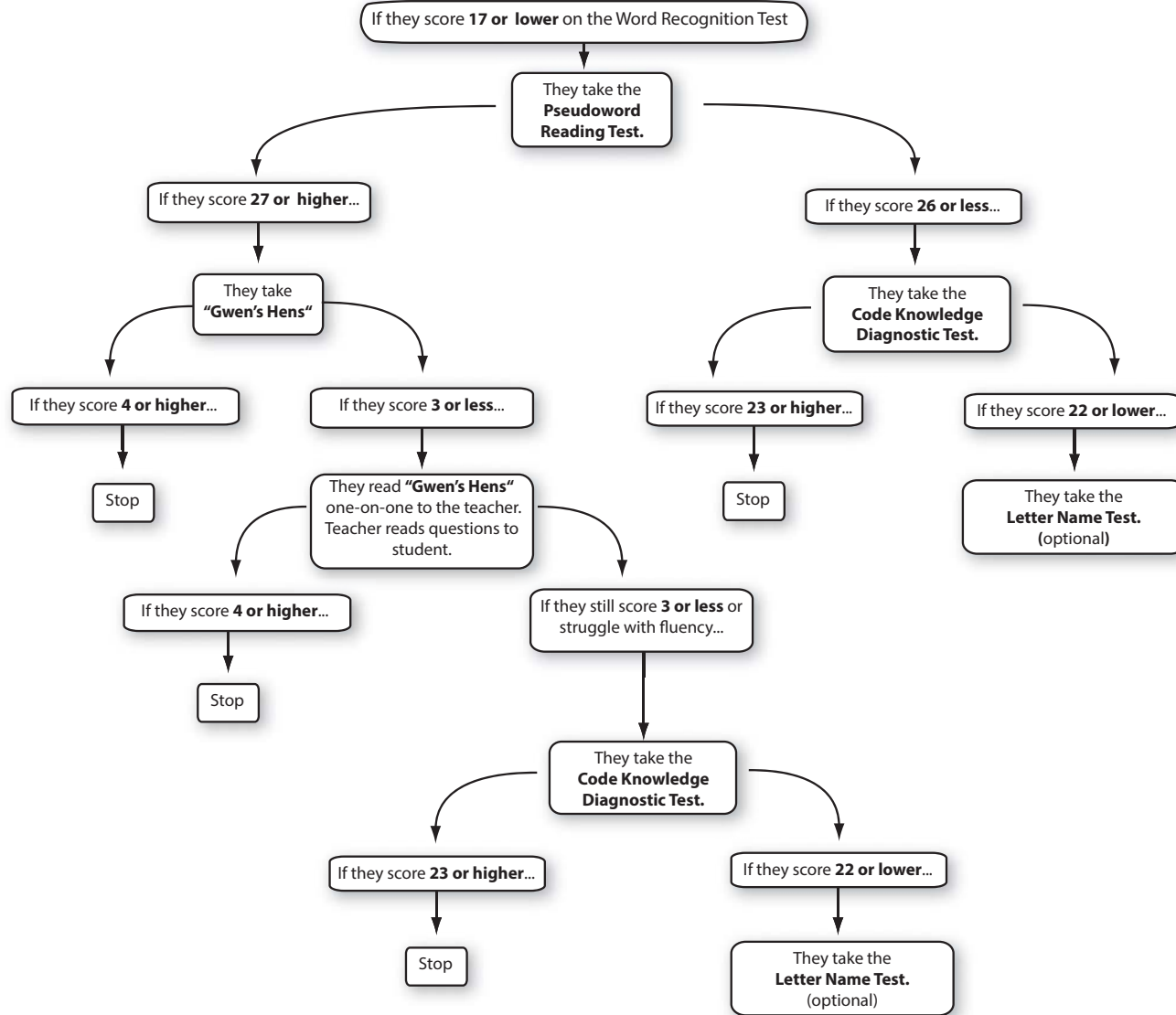
Test Name	Setting	If the Score is...	Then the Next Test Will Be...
1. <i>Word Recognition Test</i>	Group	18 or higher (exclude lines 21–25)	Story Reading: “Gwen’s Hens”
		17 or lower	Pseudoword Reading Test
2. <i>Story Reading</i>	Group	4 or more	No further assessments
		3 or less	Work one-on-one and listen to student read the story aloud, marking errors along the way. Orally ask questions. If student still misses three questions or struggled to read story, administer the Pseudoword Reading Test.
3. <i>Pseudoword Reading</i>	1-1	27 or higher	Story Reading: “Gwen’s Hens”
		26 or lower	Code Knowledge Diagnostic Test
4. <i>Code Knowledge Diagnostic</i>	1-1	23 or higher	No further assessments
		22 or lower	Letter Name Test (optional)
5. <i>Letter Name Test</i>	Group or 1-1	N/A	No further assessments

Flow Chart for Order of Assessment Administration if Students Score 18 or Higher on Word Recognition



Please Note: Cut off scores on this page are used only to determine which tests to administer when. They are not used in interpreting Assessment Scores.

Flow Chart for Order of Assessment Administration if Students Score 17 or Lower on Word Recognition



Please Note: Cut off scores on this page are used only to determine which tests to administer when. They are not used in interpreting Assessment Scores.

Name Ella**6.1**1. met man mat bat2. zip zap sip vat3. cut cot got gut4. pet vet vat fat5. rot rob rod red6. fox fix fax fan7. spill grab stop spit8. clip drip drop drum9. ~~cabs~~ dogs crabs crust10. flint ~~flag~~ print flap11. mess mass miss muss12. kong king kin ken13. wack wax wick wicks14. ships chops chips chaps15. chin shin shun sin16. that fin this thin17. chin jill chill spill18. quest chest quill best19. bus buzz boss buff20. ebb edd odd bibb

Name Ella**6.1**

Continued

21. the was of to

22. a from your are

23. have one who their

24. you said were says

25. here I is no

Name Ella**6.1**

Continued

Scoring Sheet for Word Recognition Test

Lines	Code Knowledge Tested	Items Correct	Specific Errors
1-6	CVC word with single-letter spellings, e.g., <i>fax</i> , <i>fat</i>	<u>6</u> /6	Sound spellings missed and/or confusion, e.g., 'b' and 'd', 's' and 'z', 'a', and 'o'
7-13	Consonant clusters, e.g., 'dr' in <i>drip</i>	<u>5</u> /7	Clusters missed: 'cr'
14-20	Consonant digraphs and double-letter spellings, e.g., 'ss' and 'th'	<u>7</u> /7	Consonant digraphs/double-letter spellings missed:
21-25	Tricky Words, e.g., <i>the</i> and <i>I</i>	<u>4</u> /5	Tricky Words missed: <i>said</i>

Total Score: 18 /20

- Students who scored **18 out of 20 (90%)** or above have strong word recognition skills and are making good progress. They will next take the **Story Reading Test**, "Gwen's Hens."
- Students who scored **17 or less** should be assessed one-on-one. They will first receive the **Pseudoword Reading Test**.

Name Ella

7.1

Gwen's Hens

Gwen had a red hen.

Gwen kept the hen in a pen.

The hen sat on its eggs.

It sat and sat and sat.

When Gwen got up, the hen was still on
its eggs.

When Gwen went to bed, the hen was
still there.

Then the hen was a mom!

Name Ella

7.2

1. Gwen had a:

- dog
- cat
- hen

2. The hen was:

- wet
- red
- mad

3. Gwen kept the hen in a:

- box
- pen
- pet

4. The hen sat on:

- a bed
- a mat
- its eggs

5. When Gwen went to bed, the hen:

- sat and sat
- had a snack
- went with Gwen

6. The hen sat and sat and was a:

- kid
- dad
- mom

Name Matthew

7.2

1. Gwen had a:

- dog
- cat
- hen

2. The hen was:

- wet
- red
- mad

3. Gwen kept the hen in a:

- box
- pen
- pet

4. The hen sat on:

- a bed
- a mat
- its eggs

5. When Gwen went to bed, the hen:

- sat and sat
- had a snack
- went with Gwen

6. The hen sat and sat and was a:

- kid
- dad
- mom

Pseudoword Reading Test

1. wug rab sep zat het

2. kem jid pog lum yod

3. lin fod cax ved mip

4. nist brin clup stent glosp

5. thock shup chim quib ling

6. muzz vell tass beff dagg

Name Matthew

7.3

Pseudoword Scoring Sheet

Directions: If a student misreads a word, write the letter for the sound that is misread above the corresponding letter in the word. If student reads "wug" as /wag/, mark "wug" as follows: ^aw^gug

CVC Words	1. wug rab sep zat het
CVC Words	2. kem jid pog lum yod
CVC Words	3. lin fod cax ved mip
Consonant Cluster	4. nist brin clup stent ^{gosp} gosp
Consonant Digraphs	5. thock shup chim ^k quib ling
Double-Letter Spellings	6. muzz vell tass beff dagg

Words correct 28 / 30

Error Analysis

Short Vowel Letter-Sound Errors:

Consonant Letter-Sound Errors: ^g instead of /g/ /ll/ (omitted 14)

Consonant Cluster Errors:

Consonant Digraph Errors: → qu

Double-Letter Spellings

Code Knowledge Diagnostic Test

1.	m	s	f	v	z
2.	r	l	n	e	u
3.	I	o	a	t	y
4.	d	g	h	j	k
5.	b	p	c	w	x
6.	sh	ch	th	ng	qu
7.	ff	ss	ll	gg	ck

Name Ian

7.4

Code Knowledge Diagnostic Test

1.	m	s	f	v	z
2.	r	l	n	e	u
3.	I	o	a	t	y
4.	d	g	h	j	k
5.	b	p	c	w	x
6.	sh	ch	th	ng	qu
7.	ff	ss	ll	gg	ck

Letter/sounds correct 27 / 35

Name _____

7.5

Letter Name Test

1.	a	w	e
2.	t	y	u
3.	o	p	s
4.	f	g	h
5.	k	l	z
6.	c	v	b
7.	d	x	j
8.	n	i	m
9.	u	r	q
10.	l	y	g

Letter names correct _____ / 10

Placement Planning Sheet of Students' Unit 1 Scores

Student's Name	Word Recognition	Story Reading: "Gwen's Hens"	Pseudoword Reading	Code Knowledge	Letter Name	Group
Ella	18	4				1
Matthew	18	3	28			1
Ian	11		14	27		3

outstanding
strong

17 or less on Word Recognition and 27 or more on the Pseudoword Test and 4 or more on "Gwen's Hens"	CKLA Grade 1 Unit 2 This student has ADEQUATE preparation for Grade 1 Skills. Provide targeted small group remediation in the specific letter-sound correspondences misread on the Pseudoword Test, using selected materials from the Unit 1 <i>Assessment and Remediation Guide</i> . Monitor progress in Unit 2.	2
17 or less on Word Recognition and 21 or more on the Pseudoword Test and 3 or less on "Gwen's Hens" and 28 or more on the Code Knowledge Test	CKLA Grade 1 Unit 2 This student has ADEQUATE preparation for Grade 1 Skills. Provide targeted small group remediation in the specific letter-sound correspondences misread on the Pseudoword Test, using selected materials from the Unit 1 <i>Assessment and Remediation Guide</i> . Monitor progress in Unit 2.	2
17 or less on Word Recognition and 20 or less on the Pseudoword Test and 3 or less on "Gwen's Hens" and 27 or less on the Code Knowledge Test	This student has QUESTIONABLE preparation for Grade 1 Skills. S/he needs a <u>comprehensive review first of all material from the Unit 1 <i>Assessment and Remediation Guide</i></u> before starting CKLA Grade 1 Unit 2. If CKLA Kindergarten materials are available, another option may be to use Kindergarten Units 6–8 materials before starting CKLA Grade 1 Unit 2.	3

Note: Scores on the Code Knowledge Diagnostic Test need to be interpreted with care. If a student makes errors in indicating the correct short vowel sounds for three or more of the letters representing the short vowel sounds, i.e., 'a', 'e', 'i', 'o' or 'u', s/he may require intensive remediation, regardless of the overall Code Knowledge Diagnostic Test score. Even if the description for such a student indicates adequate preparation for Grade 1 Unit 2 based on the overall score, it may be wiser to view this student's preparation as questionable and first start with a comprehensive review of all material from the Unit 1 *Assessment and Remediation Guide*. Strong mastery of the short vowel letter-sound correspondences is a prerequisite before starting Grade 1 Unit 2.

Analyzing Assessments for Additional Instructional Information

Once students have been grouped and placed, teachers are encouraged to conduct a more refined error analysis of student performance on the various assessments as suggested below in order to better tailor small group instruction to meet individual students' needs.

- **Word Recognition Test**—See error analysis for each student as documented on the Scoring Sheet for Word Recognition Test, Worksheet 6.1. Provide specific remediation for the letter-sound correspondences and/or Tricky Words missed; see Unit 1 Pausing Point activities and/or Unit 1 of the *Assessment and Remediation Guide*.
- **Pseudoword Reading Test**—See error analysis for each student as documented on the Pseudoword Scoring Sheet, Worksheet 7.3. Provide specific remediation for the letter-sound correspondences missed; see Unit 1 Pausing Point activities and/or Unit 1 of the *Assessment and Remediation Guide*.
- **Code Knowledge Diagnostic Test**—See errors marked on the Code Knowledge Diagnostic Test, Worksheet 7.4. Provide specific remediation for the letter-sound correspondences missed; see Unit 1 Pausing Point activities and/or Unit 1 of the *Assessment and Remediation Guide*.
- **Letter Name Test**—See errors marked on the Letter Name Test, Worksheet 7.5. Provide specific practice in letter naming; see Unit 1 Pausing Point activities.

Note: While students who do not know some of the letter names certainly should practice and learn the letter names, lack of knowledge of the letter names will not substantially interfere with their ability to read text in the early Grade 1 units.

Placement and Grouping Guidelines

Grade 1 teachers should meet as a team after they have completed the Placement Planning Sheet and have assigned a group number to each student in their class. Using the group numbers, begin sorting students from all classrooms on the basis of their group number, using the following approximate guidelines:

If there is only one classroom teacher per grade level...	...the teacher should start all students with CKLA Grade 1 Unit 2, providing individualized remediation in small groups using Pausing Point activities and/or the <i>Assessment and Remediation Guide</i> as needed
If there are two classroom teachers per grade level...	...one teacher provides Skills instruction to all Group 1 and 2 students, starting with CKLA Grade 1 Unit 2, while the other teacher provides Skills instruction to all Group 3 students, starting with Unit 1 of the <i>Assessment and Remediation Guide</i>
If there are three classroom teachers per grade level...	...one teacher provides Skills instruction to all Group 1 students, starting with CKLA Grade 1 Unit 2, another teacher provides Skills instruction to all Group 2 students, starting with CKLA Grade 1 Unit 2, and the other teacher provides Skills instruction to all Group 3 students, starting with Unit 1 of the <i>Assessment and Remediation Guide</i>
If there are four classroom teachers per grade level...	...one teacher provides Skills instruction to all Group 1 students, starting with CKLA Grade 1 Unit 2, another teacher provides Skills instruction to the higher level Group 2 students, starting with CKLA Grade 1 Unit 2, another teacher provides Skills instruction to the lower level Group 2 students, starting with CKLA Grade 1 Unit 2 and intermittent use of Pausing Point activities throughout the unit for reinforcement, and the other teacher provides Skills instruction to all Group 3 students starting with Unit 1 of the <i>Assessment and Remediation Guide</i>

These grouping guidelines are only a starting point; other variables, such as the number of students across the grade level in any given group, will also need to be considered. If there are disproportionately larger numbers of one or more particular groups of students, these guidelines will need to be modified to ensure that no one teacher has a disproportionately larger class size.