

Each standard comes with a combination of:

If the standard can be assessed independently, an individual printable assessment is included.

-If the standard can be assessed one-on-one, a reusable assessment sheet is included.

*Many standards include both!



-detailed AND
easy to fill-out
data sheets



Student Data Sheet			
L.K.1c Form regular plural nouns orally by adding /s/ or /es/.			
Using the data collected, take notes below.			
Student Initials	can form regular plural nouns in <u>writing</u>	can form regular plural nouns using /s/ or <u>es/</u>	can form regular plural nouns using /es/ or <u>es/</u>



Name: _____


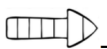
Add /s/ or /es/ to make each word plural and draw a picture of the plural noun.

word picture

 **dog**  _____

 **dish**  _____

 **box**  _____


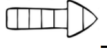
 **pot**  _____



L.K.1c Form regular plural nouns orally by adding /s/ or /es/.


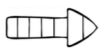
Name: _____



Add /s/ or /es/ to make each word plural and draw a picture of the plural noun.

word picture

 **box**  _____

 **pot**  _____

 **dog**  _____


 **dish**  _____

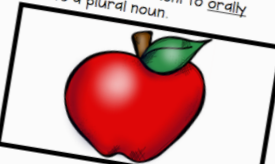
L.K.1c Form regular plural nouns orally by adding /s/ or /es/.


- one-on-one assessment
page to laminate and
reuse (with teacher
directions)


L.K.1c Form regular plural nouns orally by adding /s/ or /es/.


Read aloud the words associated with each noun. Ask the student to orally change the singular noun you read to a plural noun.


 **pig**


 **apple**

 **tree**

 **bus**

 **cat**

 **inch**

 **fox**


Print, Laminate, & Reuse

- an individual
assessment (or
assessments)

preview snapshots: individual assessments

Name: _____

Teacher: Give students crayons & a pencil. Ask them to draw the following.

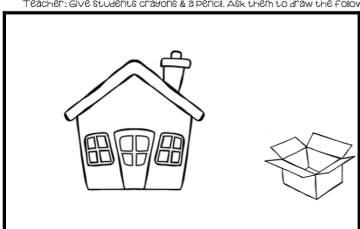


1. Draw two clouds above the house.
2. Draw one tree beside the house.
3. Draw a mouse in the box.
4. Draw a person between the house and the box.
5. Draw a car below the box.
6. Draw a cat on the roof of the house.
7. Draw a flower below the house.

L.K.1a Use 4-6 most frequently occurring prepositions.

Name: _____

Teacher: Give students crayons & a pencil. Ask them to draw the following.

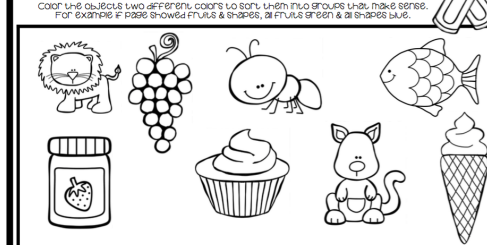


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L.K.1a Use 4-6 most frequently occurring prepositions.

Name: _____

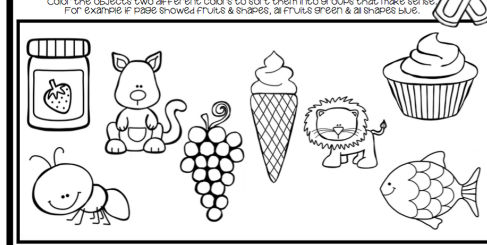
Color the objects two different colors to sort them into groups that make sense. For example if page showed fruits & shapes, all fruits green & all shapes blue.



L.K.2a Sort common objects into categories to gain a sense of the concepts like categories represent.

Name: _____

Color the objects two different colors to sort them into groups that make sense. For example if page showed fruits & shapes, all fruits green & all shapes blue.

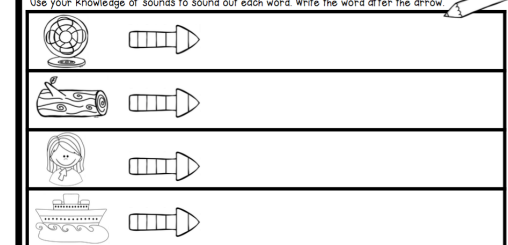


L.K.2a Sort common objects into categories to gain a sense of the concepts like categories represent.

Name: _____

Sound It Out 3

Use your knowledge of sounds to sound out each word. Write the word after the arrow.

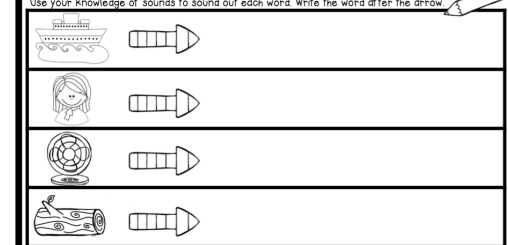


L.K.2a Spell simple words phonetically, drawing on knowledge of sound-letter relationships.

Name: _____

Sound It Out 3


Use your knowledge of sounds to sound out each word. Write the word after the arrow.



L.K.2a Spell simple words phonetically, drawing on knowledge of sound-letter relationships.

Name: _____

Teacher: Identify the word associated with each picture below and ask the student to write the letter that matches the beginning sound.



L.K.2a Write a letter or letters for most consonants & short-vowel sounds.

Name: _____

Teacher: Ask students to color all the periods- green, exclamation points- yellow, & the question marks- purple.

.	?	?	.	!	!
!	!	?	!	!	.
?	!	.	!	.	.
.	?	.	?	!	?

L.K.2a Recognize & name and pronunciation.

Name: _____

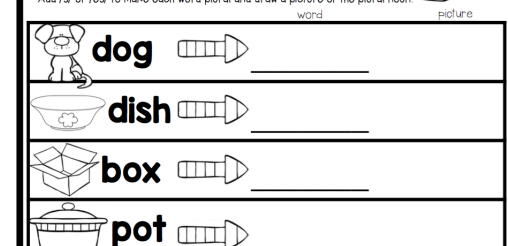
Teacher: Ask students to color all the periods- green, exclamation points- yellow, & the question marks- purple.

?	.	?	!	.	?
.	.	!	?	!	.
?	!	.	.	?	.
?	.	!	.	?	!

L.K.2a Recognize & name and pronunciation.

Name: _____

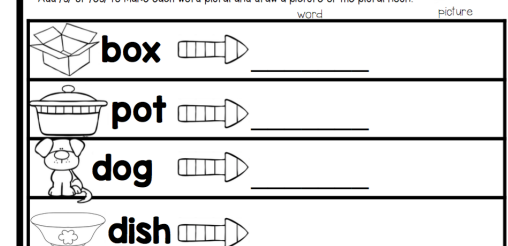
Add /s/ or /es/ to make each word plural and draw a picture of the plural noun.



L.K.2a Form regular plural nouns orally by adding /s/ or /es/.

Name: _____

Add /s/ or /es/ to make each word plural and draw a picture of the plural noun.



L.K.2a Form regular plural nouns orally by adding /s/ or /es/.

preview snapshots: one-on-one assessments

L.K.5a Sort common objects into categories to gain a sense of the concepts the categories represent.

Ask the student to point to the objects that belong in the same group and what objects belong in another group. *There are essentially 3 different groups. Questions to ask: How are these groups different? Is there another way you could group these items?

Print, Laminate, & Reuse

L.K.4a Identify new meanings for familiar words & apply them accurately.

one-by-one identify the picture in each box and ask the student if they know another meaning for this word. If they can correctly identify the new meaning, then ask them to use the "new meaning" word in a sentence. For example, wave: as in when you wave "hi" and wave: the kind you see at the beach.

 sale - sail	 see - sea
 mail - male	 night - knight
 toe - tow	 one - won

Print, Laminate, & Reuse

L.K.1e Use the most frequently occurring prepositions.

Using the picture below, ask students to describe the position of the objects in the picture. E.g., Where is the cat? The cat is sitting on top of the table.

Print, Laminate, & Reuse

L.K.4b Use the most frequently occurring inflections & affixes as a clue to the meaning of an unknown word.

one-by-one identify the word in B/LACF, then ask students what happens to that word when the inflection/affix in red is added to it. Possible questions to ask: How does this change the word? What does it mean? What is the difference?

 unhappy	 recycle
 dogs	 helpful
 played	 careless

Print, Laminate, & Reuse

L.K.1c Form regular plural nouns orally by adding /s/ or /es/.

Read aloud the words associated with each noun. Ask the student to orally change the singular noun you read to a plural noun.

 pig	 apple
 tree	 bus
 cat	 inch
fox	

Print, Laminate, & Reuse

L.K.2a Capitalize the first word in a sentence & the pronoun "I".

Read the sentences aloud. Ask the student what mistakes they see in each sentence. Provide the student with a blank piece of paper and ask them to rewrite the sentence(s) you choose.

my dog is brown.

i like to eat chips.

dan and i will go soon.

she is really cool.

my dad and i can swim fast.

Print, Laminate, & Reuse

preview snapshots: growth binder pages

RL.K.5 Recognize common types of texts.

B can recognize:

fiction nonfiction poems

letters lists

Date: / /

Notes:

M can recognize:

fiction nonfiction poems

letters lists

Date: / /

Notes:

E can recognize:

fiction nonfiction poems

letters lists

Date: / /

Notes:

RF.K.3 Know & apply grade-level phonics and word analysis skills in decoding words.

B RF.K.3b Associate the long & short sounds with the common spellings for the five major vowels.

short a short e short i short o short u

long a long e long i long o long u

Notes:

M RF.K.3b Associate the long & short sounds with the common spellings for the five major vowels.

short a short e short i short o short u

long a long e long i long o long u

Notes:

E RF.K.3b Associate the long & short sounds with the common spellings for the five major vowels.

short a short e short i short o short u

long a long e long i long o long u

Notes:

RF.K.3c Read common high-frequency words by sight.

high-frequency words!

19			
18			
17			
16			
15			
14			
13			
12			
11			
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8			
7			
6			
5			
4			
3			
2			
1			

B M E

RI.K.8 With prompting & support, identify the reasons an author gives to support points in a text.

B

can identify 1 supporting reason

can identify 2 supporting reasons

can identify 3+ supporting reasons

Date: / /

Notes:

M

can identify 1 supporting reason

can identify 2 supporting reasons

can identify 3+ supporting reasons

Date: / /

Notes:

E

can identify 1 supporting reason

can identify 2 supporting reasons

can identify 3+ supporting reasons

Date: / /

Notes:

RI.K.10 Actively engage in group reading activities with purpose & understanding.

B

actively engages in group reading activities with purpose

actively engages in group reading activities with understanding

Date: / /

Notes:

M

actively engages in group reading activities with purpose

actively engages in group reading activities with understanding

Date: / /

Notes:

E

actively engages in group reading activities with purpose

actively engages in group reading activities with understanding

Date: / /

Notes:

I can identify **UPPERCASE** letters!

26			
25			
24			
23			
22			
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6			
5			
4			
3			
2			
1			

B M E

Students track their own growth!