

# Formative Assessment Guide for Kindergarten English and Language Arts Common Core Standards

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*Listed below are suggested ways to formatively assess ELA Common Core Standards. Formative assessments are NOT limited to those listed below. However, formative assessment of all standards IS required.*

## **Text Usage**

(Standards RF.K.1 a-c)

Condition: Student is holding a text during small group instruction

Observations: Orientation of text (upright)

Visual tracking of text is top to bottom, left to right

Follows print word by word

Turns page by page

Condition: Large or small group instruction

Observation: Allow student to hold a pointing device and point to words as they are read aloud.

## **Alphabet**

(Standards RF.K.1 d, RF.K.3 a-b)

Condition: During small or large group instruction or independent practice

Observation: Survey student recognition of upper and lowercase letters

(Standard L.K.1a)

Condition: During independent practice

Observation: Survey student ability to accurately print letters accurately

## **Word Play**

(Standards RF.K.2 a-e)

Condition: During center games related to appropriate standards, large group and small group instruction

Observation: Participation and accurate responses to games that involve rhyming, syllable play, and phonemic manipulation. Teacher should note student's ability to manipulate phonemes, syllables, and words.

Games may include:

sorting rhyming cards

sorting pictures by number of syllables

I Spy a \_\_\_\_ (student must blend word after teacher segments it)

Letter Tile manipulation of CVC words

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(Standard RF.K.3 c)

Condition: During small group reading instruction when student is instructed to read independently

Observation: Note student's ability to read high frequency sight words fluently and in context

### **Spelling**

(Standards RF.K.3d, L.K.2 a,c,d)

Condition: Traditional spelling tests to begin no later than third marking period  
Writing pieces

Observation: Note if student's writing is demonstrating a letter-sound correlation

### **Vocabulary**

(Standard L.K.4a)

Condition: Center time, small and large group instruction

Observation: Students dramatize words and their meanings with locomotive activities.

(Standard L.K.4b)

Condition: Small and large group instruction, independent work

Observation: Student can locate base words. Student can also describe how adding affixes changes the word meaning. (ex. Adding -s makes a word plural, adding -ed changes the word to mean it already happened, etc.)

(Standard L.K.5a)

Condition: Center games, small group instruction, large group instruction

Observation: During sorting type games student is demonstrating ability to sort into categories

(Standard L.K.5b)

Condition: Center games, small and large group instruction

Observation: When student is able to name or dramatize opposites when prompted to do so.

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(Standard L.K.5c)

Condition: Large group instruction

Observation: When given a description of an area, student is able to locate the area. Could also have students develop collages that represent words and uses/meanings

(Standard L.K.5d)

Condition: Large or small group instruction

Observation: Allow students to act out the meaning of a word while other students locate the words in a posted word bank.

(Standard L.K.6)

Condition: Center times, free play, small and large group instruction

Observation: During conversations, listen for students to use newly acquired vocabulary gathered from instruction, read alouds, etc.

### **Sentence Writing**

(Standard L.K.1b-c, & d-f, L.K.2a- b, L.K.4b)

Condition: Free discussion, independent work and guided practice

Observation: Note student's ability to use nouns, verbs, plurals, prepositions, interrogatives, and complete sentences appropriately during conversations with adults and/or peers.

Observation: During independent writing, note student's ability to write complete sentences including nouns and verbs. If student attempts to use a plural, note if student includes appropriate suffix. If student attempts to use a preposition, note if student uses it appropriately.

### **Writing Pieces**

(Standard L.K.2a-b)

Condition: Independent work

Observation: When writing a sentence, student capitalizes the first word and includes appropriate ending punctuation. If the pronoun "I" is included anywhere within the sentence, it is capitalized.

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(Standard W.K.1 - 8)

Condition: Large group instruction

Observation: Before writing a summative writing piece, write a piece with the same purpose as a class.

W.K.1 Note student's ability to recognize their own opinions. Have student complete stems such as "I like \_\_\_\_\_", "I think \_\_\_\_\_ is \_\_\_\_\_." Allow student to illustrate responses when appropriate.

W.K.2 Note student's ability to explain a process or provide information on a self selected topic. Allow student to use words and pictures to explain steps to complete a task. Allow student to illustrate information learned from a text.

W.K.3 Note student's ability to tell a story (real or imagined) in sequential order. Allow student to use story maps to illustrate events from stories. Allow student to use words or drawings to tell about real experiences.

W.K.5 Encourage and note when student observes and ask questions about displayed pictures and basic sentences. Allow student to enhance given sentences by adding words and details.

W.K.6 Allow student to explore digital tools with a peer on ways to write, enhance, and publish stories for a class book.

W.K.7 Allow student to demonstrate his/her comprehension of a topic learned about through read alouds with development of a flip book, poster, mobile, etc.)

W.K.8 Allow student to use personal experiences or prior knowledge to respond to questions with responses recorded on class charts.

### **Expressive and Receptive Communication**

(Standard SL.K.1 a-b)

Condition: Large group instruction, centers, recess, free play

Observation: Note student ability to listen and take turns during conversation. In a more formal situation, use of a talking stick can reinforce student's ability to know when his/her turn is.

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(Standard SL.K.2)

Condition: Large or small group instruction

Observation: Monitor during class discussion regarding read alouds, videos, etc.

Does the student ask questions at points when the story may be unclear?

(Standard SL.K.3)

Condition: Independent work time, group presentations

Observation: Note if student uses a signal of some type (raised hand, signal card, etc.) to receive assistance when clarification is needed.

(Standard SL.K.4)

Condition: Small group discussion, free discussion

Observation: Note if details are used in student conversations with adults and/or peers.

(Standard SL.K.5)

Condition: Large and small group instruction

Observation: After read alouds, allow students to use puppets or dramatization to add more detail

(Standard SL.K.6)

Condition: Large and small group instruction, free conversation

Observation: Monitor during daily conversations with student

### **Reading**

(Standard RL.K.1, RI.K.1)

Condition: Large and small group instruction

Observation: During informal conversations with partners, student will discuss important ideas in a previously read text.

(Standard RL.K.2)

Condition: Large group instruction

Observation: Have student tell a story using dramatization and props.

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(Standard RI.K.2)

Condition: Large and small group instruction

Observation: Have student draw pictures to illustrate the topics of stories read aloud and explain them to partners

(Standard RL.K.3)

Condition: Large and small group instruction

Observation: After listening to read alouds, students identify the 5W's and the H (who, what, when, where, why, how).

(Standard RI.K.3)

Condition: Large and small group instruction

Observation: After reading informational text, ask questions that require connections of characters, events, ideas, and/or information.

(Standards RL.K.4, RI.K.4)

Condition: Large and small group instruction

Observation: Before reading a text/story, have student predict unfamiliar words/vocabulary. After reading, revisit predictions and confirm or revise.

(Standard RL.K.5)

Condition: Large and small group instruction

Observation: Sort previously read texts by type.

(Standard RI.K.5)

Condition: Large and small group instruction

Observation: Have students use sticky notes to identify parts of a book.

(Standards RL.K.6, RI.K.6)

Condition: Large and small group instruction

Observation: Identify authors and illustrators of books read during group times.

(Standards RL.K.7, RI.K.7)

Condition: Large and small group instruction

Observation: Look at illustrations throughout a text and make predictions about the content of the text

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(Standard RI.K.8)

Condition: Large and small group instruction

Observation: After reading a text, with support, student uses a graphic organizers to identify authors' main points and supporting reasons.

(Standard RL.K.9, RI.K.9)

Condition: Large and small group instruction

Observation: Use Venn diagrams to compare/contrast

(Standard RL.K.10, RI.K.10)

Condition: Large and small group instruction

Observation: Student participates in read alouds with repetitive story lines  
Student responds to texts by creating class books on topics.