

Grades K-1

Being a Reader™ and Making Meaning®
Grading Support



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Introduction

Overview of Assessment and Grading

Assessment is an essential part of effective instruction and plays a critical role in both lesson planning and instructional decision-making. Opportunities for assessment occur throughout the *Making Meaning* and *Being a Reader* programs. Grades play an important role in the assessment process, as educators provide feedback and communicate what a student knows and is able to do in connection to learning standards and expectations. This document will help teachers make informed instructional decisions, evaluate students' academic growth and literacy development over time, and effectively communicate these findings to students, families, and other stakeholders.

Kindergarten and first-grade students represent an array of diverse backgrounds, early literacy experiences, and print knowledge. The development of reading skills and strategies is rapid across these early grades of literacy instruction as skills and strategies are introduced, practiced, internalized, and mastered. Students do not always follow the same trajectory and often demonstrate considerable variability within their literacy development. Because each student's literacy development varies and is multifaceted, it is critical that teachers recognize and document growth, as well as use data to make intentional instructional decisions.

This document aligns the instruction in the *Being a Reader* and *Making Meaning* programs to the in-program assessments to help teachers do the following:

- Utilize observation and assessment to identify each student's strengths and instructional needs
- Track and evaluate students' academic growth and progress along the continuum of reading development
- Communicate students' performance on specific learning criteria over time

Assessment Opportunities

Assessment in the *Making Meaning* and *Being a Reader* programs functions as an important part of instruction rather than separate from it. Opportunities to observe and assess student progress toward grade-level expectations occur during whole-class instruction, small-group instruction, and independent application across all components. Determining grades requires that teachers use both the ongoing assessments provided in the programs and important observational data collected during lessons and independent practice. Student-centered assessment opportunities in connection to independent reading and small-group instruction allow teachers to better understand how students read in relation to a particular task, text, genre, and purpose.

Ongoing Assessments

Collaborative Literacy provides a comprehensive and flexible set of formative, summative, and placement assessments that enable teachers to track and evaluate students' progress and needs in both whole-class and small-group instruction. The assessments in the Assessment Resource Books are designed to help teachers (1) make informed instructional decisions as they teach the programs, and (2) track and evaluate students' academic growth and social development over time. These assessments include:

- Individual Comprehension Assessments
- Individualized Daily Reading Conference Notes
- Group Progress Assessments
- Mastery Tests
- Individual Reading Observations

Observational Data

Teacher observations of student reading behaviors are critical to providing evidence of each students' use of language, application of literacy skills and strategies taught, and how readers respond to prompts and teaching points across the instructional day. Teachers gather detailed knowledge about students' literacy development that will inform instructional decisions regarding the following:

- Phonemic awareness
- Letter identification
- Concepts about print
- Phonics and decoding
- High-frequency words
- Fluency
- Comprehension

Opportunities for observation occur across all components of Collaborative Literacy.

Recommendations

The following suggestions, tools, and resources will provide a comprehensive picture of each student and his or her progress across the year.

- Use the Class Data Collection Tool to collect data about students around key indicators from each area of reading development such as Concepts of Word and Print, Phonological Awareness, Handwriting, Phonics and High-frequency Words, Fluency, and Comprehension. This tool includes a rubric to help teachers determine grades.

- Use the grade-level “Evidence of Instruction” sheet to plan for assessment, observation, and grading opportunities across the year.
- Select student work samples that show evidence of student learning or approximations toward the intended outcomes.
- Refer to the “Stages of Reading Development” chart in the *Making Meaning Assessment Resource Book* to understand the stages through which students commonly progress.
- Use the “Expectations for Grades K–1” table to track a student’s progress in relation to grade-level expectations.

KINDERGARTEN: CLASS DATA COLLECTION TOOL *(continued)*

Use the following rubric to score each student:
3 = meets expectations for target
2 = partially meets expectations for target (demonstrates partial understanding or can perform portions of the target with assistance)
1 = does not meet expectations for target (cannot demonstrate understanding, even with assistance)
N/A = not taught in this grading period

	STUDENT NAMES																COMMENTS			
		Handwriting																		
Forms lowercase and capital letters using taught stroke sequences	Fall																			
	Winter																			
	Spring																			
Phonological Awareness, Phonics, and High-frequency Words (See the Scope and Sequence for Small Groups Sets 1-5)																				
Blends and segments words orally	Fall																			
	Winter																			
	Spring																			
Knows the introduced spelling sounds	Fall																			
	Winter																			
	Spring																			
Decodes CVC words with introduced spelling-sounds	Fall																			
	Winter																			
	Spring																			

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KINDERGARTEN: CLASS DATA COLLECTION TOOL *(continued)*

Use the following rubric to score each student:
3 = meets expectations for target
2 = partially meets expectations for target (demonstrates partial understanding or can perform portions of the target with assistance)
1 = does not meet expectations for target (cannot demonstrate understanding, even with assistance)
N/A = not taught in this grading period

	STUDENT NAMES																COMMENTS		
		Comprehension <i>(continued)</i>																	
Retells a story using the illustrations	Fall																		
	Winter																		
	Spring																		
Uses illustrations to understand a story	Fall																		
	Winter																		
	Spring																		
Answers questions about key details in a text read aloud	Fall																		
	Winter																		
	Spring																		
Retells events in the beginning, middle, and end of a story	Fall																		
	Winter																		
	Spring																		
Sequences events in a story read aloud	Fall																		
	Winter																		
	Spring																		

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KINDERGARTEN: CLASS DATA COLLECTION TOOL *(continued)*

Use the following rubric to score each student:
3 = meets expectations for target
2 = partially meets expectations for target (demonstrates partial understanding or can perform portions of the target with assistance)
1 = does not meet expectations for target (cannot demonstrate understanding, even with assistance)
N/A = not taught in this grading period

	STUDENT NAMES																COMMENTS		
		Comprehension <i>(continued)</i>																	
Visualizes to make sense of a text read aloud	Fall																		
	Winter																		
	Spring																		
Uses wondering to make sense of stories in a text read aloud	Fall																		
	Winter																		
	Spring																		
Identifies the main topic and retells key details in a text read aloud	Fall																		
	Winter																		
	Spring																		
Attends to meaning when reading	Fall																		
	Winter																		
	Spring																		
Answers genre-specific questions about a text he or she read	Fall																		
	Winter																		
	Spring																		

GRADE 1: CLASS DATA COLLECTION TOOL *(continued)*

Use the following rubric to score each student:
3 = meets expectations for target
2 = partially meets expectations for target (demonstrates partial understanding or can perform portions of the target with assistance)
1 = does not meet expectations for target (cannot demonstrate understanding, even with assistance)
N/A = not taught in this grading period

	STUDENT NAMES	Fluency															COMMENTS
Identifies and discusses the patterns in texts	Fall																
	Winter																
	Spring																
Echo reads and chorally reads poems and stories	Fall																
	Winter																
	Spring																
Echo reads and chorally reads poems and stories with attention to punctuation	Fall																
	Winter																
	Spring																
Reads familiar poems and stories with accuracy, appropriate rate, and expression	Fall																
	Winter																
	Spring																
Notices when an error is made during reading (attending to meaning)	Fall																
	Winter																
	Spring																

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GRADE 1: CLASS DATA COLLECTION TOOL *(continued)*

Use the following rubric to score each student:
3 = meets expectations for target
2 = partially meets expectations for target (demonstrates partial understanding or can perform portions of the target with assistance)
1 = does not meet expectations for target (cannot demonstrate understanding, even with assistance)
N/A = not taught in this grading period

	STUDENT NAMES																COMMENTS	
		Fluency <i>(continued)</i>																
Pauses and rereads if having difficulty	Fall																	
	Winter																	
	Spring																	
Reads most words accurately	Fall																	
	Winter																	
	Spring																	
Reads with purpose and understanding	Fall																	
	Winter																	
	Spring																	
Uses more than one strategy to read unknown words, and tries to make sense of unfamiliar language when reading	Fall																	
	Winter																	
	Spring																	

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GRADE 1: CLASS DATA COLLECTION TOOL *(continued)*

Use the following rubric to score each student:
3 = meets expectations for target
2 = partially meets expectations for target (demonstrates partial understanding or can perform portions of the target with assistance)
1 = does not meet expectations for target (cannot demonstrate understanding, even with assistance)
N/A = not taught in this grading period

	STUDENT NAMES																	COMMENTS		
		Comprehension <i>(continued)</i>																		
Uses wondering to make sense of fiction and nonfiction stories	Fall																			
	Winter																			
	Spring																			

KINDERGARTEN EVIDENCE OF INSTRUCTION

Observational Data Key	Individual Comprehension Assessment	IDR Conference Notes	Group Progress Assessments and Mastery Tests	Individual Reading Observation (Sets 3+)	Observational Data
SR Shared Reading					
MM <i>Making Meaning</i>					
IDR Individualized Daily Reading					
SGR Small-group Reading					
LLN Learning Letter Names					
HW Handwriting					
Concepts of Word and Print					
The student understands that print carries a message.	✓	✓		✓	SR
The student follows print from left to right.	✓	✓		✓	SR
The student follows print from top to bottom of page using a return sweep at the end of each line.	✓	✓		✓	IDR
The student tracks each word across the page and is consistent with one-to-one matching.	✓	✓		✓	IDR
The student tracks print across several pages and understands that print is read from left to right.	✓	✓		✓	IDR
Phonological Awareness					
The student counts words in a song.					SR
The student identifies rhyming words.					SR
The student claps and counts syllables in words.					SR
The student generates rhyming words.					SR
Letter Recognition (Learning Letter Names)					
The student recognizes 26 capital and lowercase letter names.			✓		LLN & SR
Handwriting					
The student forms lowercase and capital letters using taught stroke sequences.					HW
Phonological Awareness, Phonics, and High-frequency Words					
The student blends and segments words orally.		✓	✓	✓	SGR
The student knows the introduced spelling sounds.		✓	✓	✓	SGR
The student decodes CVC words with introduced spelling-sounds.		✓	✓	✓	SGR

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KINDERGARTEN EVIDENCE OF INSTRUCTION *(continued)*

Observational Data Key	Individual Comprehension Assessment	IDR Conference Notes	Group Progress Assessments and Mastery Tests	Individual Reading Observation (Sets 3+)	Observational Data
SR Shared Reading					
MM <i>Making Meaning</i>					
IDR Individualized Daily Reading					
SGR Small-group Reading					
LLN Learning Letter Names					
HW Handwriting					
Phonological Awareness, Phonics, and High-frequency Words <i>(continued)</i>					
The student reads introduced high-frequency words fluently in isolation and in connected text.		✓	✓	✓	SGR
The student uses more than one strategy to read unknown words.	✓	✓	✓	✓	SGR/ IDR
Fluency					
The student identifies and discusses patterns in text.					SR
The student echo reads and chorally reads poems.					SR
The student echo reads and chorally reads poems with attention to punctuation.					SR
The student notices when an error is made during reading.	✓	✓	✓	✓	SGR/ IDR
Comprehension					
The student makes text-to-self connections in a text read aloud.	✓				MM
The student makes text-to-text connections in a text read aloud.	✓				MM
The student retells a story using the illustrations.	✓	✓			MM
The student uses illustrations to understand a story.	✓	✓		✓	MM
The student answers questions about key details in a text read aloud.	✓				MM
The student retells events in the beginning, middle, and end of a story.	✓	✓			MM
The student sequences events in a story read aloud.	✓				MM
The student visualizes to make sense of a text read aloud.	✓				MM

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KINDERGARTEN EVIDENCE OF INSTRUCTION *(continued)*

Observational Data Key		Individual Comprehension Assessment	IDR Conference Notes	Group Progress Assessments and Mastery Tests	Individual Reading Observation (Sets 3+)	Observational Data
Code	Description					
SR	Shared Reading					
MM	<i>Making Meaning</i>					
IDR	Individualized Daily Reading					
SGR	Small-group Reading					
LLN	Learning Letter Names					
HW	Handwriting					
Comprehension <i>(continued)</i>						
The student uses wondering to make sense of stories in a text read aloud.		✓				MM
The student identifies the main topic and retells key details in a text read aloud.		✓				MM
The student attends to meaning when reading.		✓	✓	✓	✓	IDR
The student answers genre-specific questions about a text he or she read.		✓	✓	✓	✓	IDR

GRADE 1 EVIDENCE OF INSTRUCTION

Observational Data Key		Individual Comprehension Assessment	IDR Conference Notes	BAR Small-group Assessments	Individual Reading Observation (Sets 3+)	Observational Data
SR	Shared Reading					
MM	<i>Making Meaning</i>					
IDR	Individualized Daily Reading					
SGR	Small-group Reading					
LLN	Learning Letter Names					
HW	Handwriting					
IW	Independent Handwriting					
Concepts of Word and Print						
The student understands the organization and basic features of print.			✓		✓	SR
The student recognizes the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).			✓		✓	SR
The student recognizes basic conventions of print (e.g., print goes left to right and spaces between words).			✓		✓	SR
The student tracks each word across, up, down, and around a page and is consistent with one-to-one matching			✓		✓	SR
Phonological Awareness						
The student identifies and matches rhyming words.						SR
The student generates rhyming words.						SR
The student claps and counts syllables in words.						SR
The student sorts words by number of syllables.						SR
The student explores alliteration in a poem.						SR
The student identifies compound words.						SR
Letter Recognition (Learning Letter Names)						
The student recognizes 26 capital and lowercase letter names.				✓		LLN & SR
Handwriting						
The student forms lowercase letters using taught stroke sequences.						HW

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GRADE 1 EVIDENCE OF INSTRUCTION *(continued)*

Observational Data Key		Individual Comprehension Assessment	IDR Conference Notes	BAR Small-group Assessments	Individual Reading Observation (Sets 3+)	Observational Data
Code	Description					
SR	Shared Reading					
MM	<i>Making Meaning</i>					
IDR	Individualized Daily Reading					
SGR	Small-group Reading					
LLN	Learning Letter Names					
HW	Handwriting					
IW	Independent Handwriting					
Phonological Awareness, Phonics, and High-frequency Words						
The student blends and segments words orally with long and short vowel sounds.			✓	✓	✓	SGR
The student manipulates phonemes within a word, dropping initial and final sounds.			✓	✓	✓	SGR
The student orally identifies syllables.					✓	SGR & SR
The student knows the introduced spelling sounds.			✓	✓	✓	SGR
The student decodes CVC words.			✓	✓	✓	SGR
The student decodes words with each of the introduced spelling sounds.			✓	✓	✓	SGR
The student decodes two-syllable words.			✓	✓	✓	SGR
The student uses more than one strategy to read unknown words.			✓	✓	✓	SGR
The student reads introduced high-frequency words fluently in isolation and in connected text			✓	✓	✓	SGR
Fluency						
The student is able to identify and discuss the patterns in texts.						SR
The student echo reads and chorally reads poems and stories.						SR
The student echo reads and chorally reads poems with attention to punctuation.						SR
The student reads familiar poems and stories with accuracy, appropriate rate, and expression.						SR/ IW

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GRADE 1 EVIDENCE OF INSTRUCTION *(continued)*

Observational Data Key					
SR	Shared Reading				
MM	<i>Making Meaning</i>				
IDR	Individualized Daily Reading				
SGR	Small-group Reading				
LLN	Learning Letter Names				
HW	Handwriting				
IW	Independent Handwriting				
Fluency <i>(continued)</i>					
	The student notices when an error is made during reading (attending to meaning).	✓	✓		✓
	The student pauses and rereads if having difficulty.	✓	✓		✓
	The student reads most words accurately.	✓	✓		✓
	The student reads with purpose and understanding.		✓		✓
	The student uses more than one strategy to read unknown words and tries to make sense of unfamiliar language when reading.		✓		✓
Comprehension					
	The student makes text-to-self and text-to-text connections.	✓	✓		MM
	The student identifies who is telling a story.		✓		MM
	The student retells events sequentially, identifying the beginning, middle, and end of a story.		✓		MM
	The student discusses a story's central message or lesson.		✓		MM
	The student uses illustrations to describe its characters, setting, or events.	✓	✓		MM
	The student is able to answer questions about key details in a text.		✓		MM
	The student describes characters, settings, and major events in a story.		✓		MM

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GRADE 1 EVIDENCE OF INSTRUCTION *(continued)*

Observational Data Key		Individual Comprehension Assessment	IDR Conference Notes	BAR Small-group Assessments	Individual Reading Observation (Sets 3+)	Observational Data
SR	Shared Reading					
MM	<i>Making Meaning</i>					
IDR	Individualized Daily Reading					
SGR	Small-group Reading					
LLN	Learning Letter Names					
HW	Handwriting					
IW	Independent Handwriting					
Comprehension <i>(continued)</i>						
The student compares and contrasts the adventures and experiences of characters in stories.			✓			MM
The student identifies words and phrases in stories or poems that suggest feelings or appeal to the senses.			✓			MM
The student refers to the text to support his or her thinking.			✓			MM
The student visualizes to make sense of a text.		✓	✓			MM
The student uses wondering to make sense of fiction and nonfiction stories.		✓	✓			MM

EXPECTATIONS FOR GRADES K-1

Grade	Week in the Year	Expectation	Notes
Kindergarten	10	Know and identify 21 of 26 lowercase letters	21 letter names are required to begin Small-group Reading.
	20	Complete Small-group Reading Set 2	
	30	Complete Small-group Reading Set 3	Due to differing rates of learning, some students will need to continue what they learned in Set 3 into grade 1.
Grade 1	10	Complete Small-group Reading Set 3 (if not completed in kindergarten)	
	20	Complete Small-group Reading Set 4	
	30	Complete Small-group Reading Set 5	Students will be reading in Guided Reading level J as they complete Set 5.