**Name of Assessment**: Kindergarten CCSS Reading Assessment in Literature

**Grade Level**: K

**CCSS Addressed**:

[CCSS.ELA-Literacy.RL.K.1](http://www.corestandards.org/ELA-Literacy/RL/K/1/)  
With prompting and support, ask and answer questions about key details in a text.

[CCSS.ELA-Literacy.RL.K.2](http://www.corestandards.org/ELA-Literacy/RL/K/2/)  
With prompting and support, retell familiar stories, including key details.

[CCSS.ELA-Literacy.RL.K.3](http://www.corestandards.org/ELA-Literacy/RL/K/3/)  
With prompting and support, identify characters, settings, and major events in a story.

[CCSS.ELA-Literacy.RL.K.4](http://www.corestandards.org/ELA-Literacy/RL/K/4/)  
Ask and answer questions about unknown words in a text.

[CCSS.ELA-Literacy.RL.K.5](http://www.corestandards.org/ELA-Literacy/RL/K/5/)  
Recognize common types of texts (e.g., storybooks, poems).

[CCSS.ELA-Literacy.RL.K.6](http://www.corestandards.org/ELA-Literacy/RL/K/6/)  
With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.

[CCSS.ELA-Literacy.RL.K.7](http://www.corestandards.org/ELA-Literacy/RL/K/7/)  
With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).

[CCSS.ELA-Literacy.RL.K.10](http://www.corestandards.org/ELA-Literacy/RL/K/10/)  
Actively engage in group reading activities with purpose and understanding.

[CCSS.ELA-Literacy.RL.K.10](http://www.corestandards.org/ELA-Literacy/RL/K/10/)  
Actively engage in group reading activities with purpose and understanding.

**Materials:**

* Harry the Dirty Dog by Gene Zion
* Pen or pencil to record student answers
* Copies of Recording Sheets

**Introduction:**

This assessment can be used to assess a student in kindergarten for mastery of the Common Core Reading Standards for Literature. Before giving the assessment, you will need to make copies of the Assessment Recording Sheet.

**Kindergarten CCSS Reading Assessment**

**Literature**

**Directions: Begin by reading Harry the Dirty Dog by Gene Zion. (This can be done whole group) After reading the book, the following assessment should be given orally and individually. Read the eight questions below and use the Recording Sheet to check of the child’s responses. Only check the questions that are answered correctly and then total the correct responses.**

**Question one**: Pick up the book and point to the front cover, the back cover, and the title page of the book.

* **Standards K. RF. 1 and K.RL.1**

**Question two:** Point to the name of author on the front cover? Can you tell me what an author does? Now, point to the name of the illustrator located on the front cover. What does and illustrator do?”

* **Standards K.RL.1&6**

**Question three**: Now let’s turn to page 4. Where does the sentence begin and where does it end?

* **Standards K.RF.1a and K.RL.1**

**Question four**: Let’s turn to page 15. (Read this page to student) What do you think the word **strange** means?

* **Standards K.RL.1&4**

**Question five**: Who is the main character in the book and where does the story take place?

* **Standards K.RL.1&3**

**Question six**: On page 28 look carefully at the illustration. Harry is obviously happy to home with him family again. Do you see something hidden? Why did Harry hide the scrubbing brush?

* **Standards K.RL.1&7**

**Question seven**: What happens at the beginning, the middle, and the end of the story?

**Standards K.RL.1&2**

**Question eight**: What type of book is this?

* **Standards K.RL.1&5**

**Kindergarten Assessment Recording Sheet - Literature**

Place a checkmark by each question answered correctly. All correct answers are italicized and in bold.

1. Identifies front cover \_\_\_\_\_ (1pt.) ***Points to front cover***

Identifies back cover \_\_\_\_\_ (1pt.) ***Points to back cover***

Identifies title page \_\_\_\_\_ (1 pt.) ***Points to title page***

1. Identifies author \_\_\_\_\_ (1 pt.) ***Gene Zion***

Identifies role of author \_\_\_\_\_ (1pt.) ***An author writes the words***

Identifies illustrator \_\_\_\_\_ (1 pt.) ***Bloy Graham***

Identifies role of illustrator \_\_\_\_\_\_(1pt.) ***An illustrator draws the pictures***

1. Identifies where sentence begins \_\_\_\_\_ (1 pt.) ***Points to upper case letter at the beginning of the sentence on the page.***

Identifies where sentence ends \_\_\_\_\_ (1pt.) ***Points to the period at***

***the end of the sentence.***

1. Is able to answer questions about unknown word in text \_\_\_\_\_(1 pt.) ***Possible Answers: different, odd, funny, weird, unfamiliar Etc.***
2. Identifies the main character \_\_\_\_\_ (1pt.) ***Harry the Dog***

Identifies the setting \_\_\_\_\_ (1 pt.) ***Possible Answers: Outside, At Harry’s house, and all around town or city.***

1. Describes the relationship between illustration and the story \_\_\_\_\_

(1 pt.) ***Harry is happy to finally be home and is sleeping soundly. The illustration shows the scrubbing brush hidden under his pillow. Harry***

***hides the brush again because he does not want to be bathed again.***

1. Is able to retell the story using key details \_\_\_\_\_ (1 pt.) ***At the beginning of the story, Harry hides the brush his family uses to bathe him because he does not want to be given a bath. Next, Harry runs away to escape a bath. He gets really dirty and eventually wants to return home but his family does not recognize him due to him being so filthy. At the end, Harry gets a bath and him happy to home with his family.***
2. Recognizes Genre \_\_\_\_\_ (1 pt.) ***Literature/Fiction***

Total Pts. \_\_\_\_\_\_\_\_

**Assessment Rubric**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 13-14 points | 11-12 points | 9-10 points | 7-8 Points | 6 Points and Below |
| Exceptional | Skilled | Proficient | Developing | Inadequate |

**Name of Assessment**: Kindergarten CCSS Reading Assessment in Informational Text

**Grade Level**: K

**CCSS Addressed**:

[CCSS.ELA-Literacy.RI.K.1](http://www.corestandards.org/ELA-Literacy/RI/K/1/)  
With prompting and support, ask and answer questions about key details in a text.

[CCSS.ELA-Literacy.RI.K.2](http://www.corestandards.org/ELA-Literacy/RI/K/2/)  
With prompting and support, identify the main topic and retell key details of a text.

[CCSS.ELA-Literacy.RI.K.3](http://www.corestandards.org/ELA-Literacy/RI/K/3/)  
With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.

[CCSS.ELA-Literacy.RI.K.4](http://www.corestandards.org/ELA-Literacy/RI/K/4/)  
With prompting and support, ask and answer questions about unknown words in a text.

[CCSS.ELA-Literacy.RI.K.5](http://www.corestandards.org/ELA-Literacy/RI/K/5/)  
Identify the front cover, back cover, and title page of a book.

[CCSS.ELA-Literacy.RI.K.6](http://www.corestandards.org/ELA-Literacy/RI/K/6/)  
Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.

[CCSS.ELA-Literacy.RI.K.7](http://www.corestandards.org/ELA-Literacy/RI/K/7/)  
With prompting and support, describe the relationship between illustrations and the text in which they appear .

[CCSS.ELA-Literacy.RI.K.8](http://www.corestandards.org/ELA-Literacy/RI/K/8/)  
With prompting and support, identify the reasons an author gives to support points in a text.

[CCSS.ELA-Literacy.RI.K.10](http://www.corestandards.org/ELA-Literacy/RI/K/10/)  
Actively engage in group reading activities with purpose and understanding.

**Materials:**

* My Five Senses by Alike
* Pen or pencil to record student answers
* Copies of Recording Sheets

**Introduction:**

This assessment can be used to assess a student in kindergarten for mastery of the Common Core Reading Standards for Informational Text. Before giving the assessment, you will need to make copies of the Assessment Recording Sheet.

**Kindergarten CCSS Reading Assessment**

**Informational Text**

**Directions: Begin by reading My Five Senses by Alike. (This can be done whole group) After reading the book, the following assessment should be given orally and individually. Read the eight questions below and use the Recording Sheet to check of the child’s responses. Only check the questions that are answered correctly and then total the correct responses.**

* Standard K.RI.10

**Question one**: Pick up the book point to the front cover, the back cover, and the title page of the book?

* **Standards K.RI.1&5**

**Question two**: Can you point to the name of author on the front cover? Can you tell me what an author does? Next; point to the name of the illustrator on the front cover of the book. What does and illustrator do?

* **Standards K.RI.1&6**

**Question three**: Turn to page 9. What does this picture show? Which sense is the boy using *to do this?*

* **Standards K.RI.1&7**

**Question four**: Turn to page 24. Can you show me where the sentence begins and where it ends?

**Standards K.RF.1a K.RI.1**

**Question five**: What is the main topic of the book?

**Standards K.RI.1&2**

**Question six**: What four senses does the little boy use to play with his puppy? Can you show me where in the book it says this?

* **Standards K.RI.1,7&8**

**Question seven**: At the end of the book the author writes that he uses his five senses to make him aware. What do you think the word “aware” means?

* **Standards K.RI.1&4**

**Question eight**: What type of book is this?

* **Standards K.RI.1**

**Kindergarten Assessment Recording Sheet**

**Informational Text**

Place a checkmark by each question answered correctly. All correct answers are italicized and in bold.

1. Identifies front cover \_\_\_\_\_ (1pt) ***Points to the Front Cover of Book***

Identifies back cover \_\_\_\_\_ (1pt) ***Points to the Back Cover of Book***

Identifies title page \_\_\_\_\_ (1 pt.) ***Points to the Title Page***

1. Identifies author \_\_\_\_\_ (1 pt.) **Alike**

Identifies role of author \_\_\_\_\_ (1pt.) ***An author write the words***

Identifies illustrator \_\_\_\_\_ (1 pt.) **Alike**

Identifies role of illustrator \_\_\_\_\_\_(1pt.) ***An illustrator draws the pictures***

1. Describes the relationship between the illustration and story \_\_\_\_\_ (1pt) **The boy on the page is smelling a flower. He is using his sense of smell.**
2. Identifies where sentence begins \_\_\_\_\_ (1 pt.) ***Points to upper case letter at the beginning of the sentence on the page.***

Identifies where sentence ends \_\_\_\_\_ (1pt.) ***Points to the period at***

***the end of the sentence.***

1. Identifies the main topic of the book \_\_\_\_\_ (1pt.) ***Five Senses***
2. Identifies the four senses and shows me the evidence in the book \_\_\_\_\_ (1pt.) ***see, hear, smell, and touch-Information on pages 22&23***
3. Is able to answer questions about unknown words in text \_\_\_\_\_ (1pt.) **Possible answers: understand or know**
4. Knows genre of book \_\_\_\_\_ (1pt.) ***ton-fiction/informational text***

Total \_\_\_\_\_\_\_

**Assessment Rubric**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 13-14 points | 11-12 points | 9-10 points | 7-8 Points | 6 Points and Below |
| Exceptional | Skilled | Proficient | Developing | Inadequate |