

K-CCSS Assessment

The Language Arts section of the Common Core State Standards has approximately 55 items on the reading-related areas (excluding writing). Of these 55 items, approximately 31 are language-based and thus directly of interest to the Speech-Language Pathologist. This assessment instrument was designed to assess each of these skills in kindergarten. The instrument was designed by Jan Norris, Ph.D.. Local norming was conducted by Ashley Bourque Meaux, Ph.D., and Rebecca Parker, doctoral student at LSU.

This instrument was part of a larger language - literacy project supported by a grant from the Louisiana State Department of Education under the supervision of Phyllis Butler.

The Ice Cream Cone



1

Alex and Kaleb are in the kitchen. Alex got the ice cream out of the refrigerator.



2

Alex made an ice cream cone. He gave the cone to Kaleb.



3

Kaleb took his cone outside. Kaleb was happy.



5

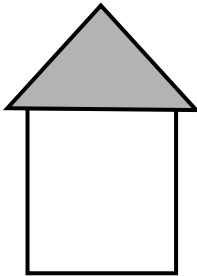
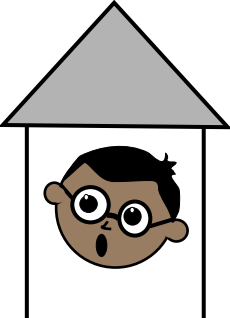
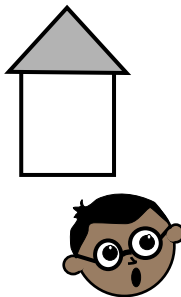
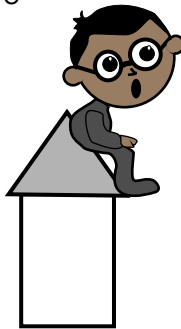
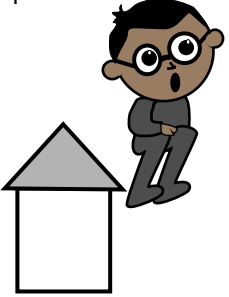
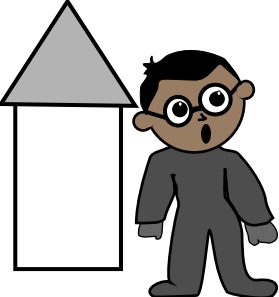
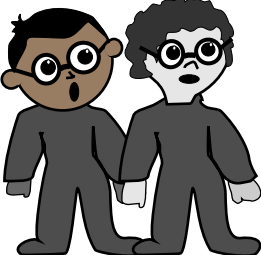
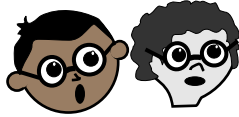
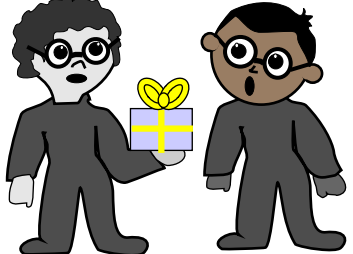
Kaleb's ice cream cone fell. Buddy ate the ice cream. Kaleb was mad. Buddy was bad!



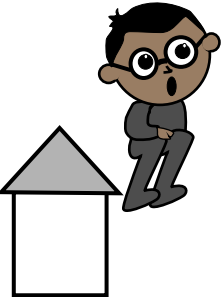
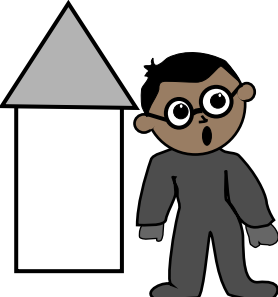
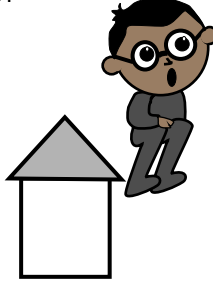

4

A dog named Buddy wanted the ice cream. Buddy zooged Kaleb.

Prepositions

 <p>This is Smarty's house.</p>	<p>1</p>  <p>Where is Smarty?</p>	<p>2</p>  <p>He was in, but now he is ____</p>	<p>3</p>  <p>Where is Smarty sitting?</p>	<p>4</p>  <p>Smarty was sitting on his house. Now he is jumping ____</p>
<p>5</p>  <p>Where is Smarty standing?</p>	<p>6</p>  <p>Is Smarty by himself? No he's ____</p>	<p>7</p>  <p>Which boy wears glasses? Cue: Both ____</p>	<p>8</p>  <p>Jeff is giving the present ____ Smarty. Where will Smarty get a present? Cue: /ff/ ____ Jeff</p>	

Common Affixes

<p>1.</p>  <p>Smarty was sitting on his house. Now he is ____</p>	<p>2.</p>  <p>Smarty is done jumping. He already ____</p>	<p>3.</p>  <p>Smarty is not afraid to jump off the roof. How can I end the word "fear" to mean "not afraid." He is fear ____</p>	<p>4.</p>  <p>Jeff is too scared to jump. How can I end the word "fear" to mean "is afraid." He is fear ____</p>
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SDS CCSS Assessment

Student's Name _____ Male Female
Date _____ School _____
DOB _____ Teacher's Name _____
CA _____

[Show children the photographic sequence and read the accompanying text for each picture. Point to the children as you read the first two sentences to assure children know which child is Alex and which is Kaleb.]

1. Alex (*point*) and Kaleb (*point*) are in the kitchen.
Alex (*point*) got the ice cream out of the refrigerator.
2. Alex (*point*) made an ice cream cone.
He gave the cone to Kaleb (*point*).
3. Kaleb took his cone outside.
Kaleb was happy.
4. A dog named Buddy wanted the ice cream.
Buddy zooged Kaleb.
5. Kaleb's ice cream cone fell.
Buddy ate the ice cream.
Kaleb was mad.
Buddy was bad!

Score each response as either + (correct) or (incorrect)

I. Key Ideas and Details

1. With prompting and support, ask and answer questions about key details in a text.
[Do not show the pictures. Ask the following questions about the story.]
_____ What kind of ice cream did Alex eat? (*vanilla, white*)
_____ Who made the ice cream cone? (*Alex, the white boy*)
_____ What happened to the ice cream? (*fell or dog ate it*)
2. With prompting and support, retell familiar stories, including key details.
[Do not show the pictures. Say, "Tell me what happened in the story." NUMBER the order in which the child mentions any of the key ideas below. Ignore additional ideas. If the child stops before telling the whole story, prompt only with "What happened next?" or "Tell me more."]
___ Alex got ice cream from the refrigerator
___ Alex gave a cone to Kaleb
___ a dog/Buddy zooged Kaleb (*accept zooged or any logical verb like scared/bumped/licked/bit*)
___ Alex dropped his cone
___ Buddy/the dog ate the ice cream
___ Kaleb was sad/mad.
3. With prompting and support, identify characters, settings, and major events in a story.
_____ Name the 3 characters in the story (*Alex, Kaleb, Buddy/dog*) [*must name 2 for credit*]
_____ Where were the children when they made ice cream (*in the house/kitchen*).
_____ Where was Kaleb when the dog came up to him? (*Outside*)

II. Craft and Structure

4. Ask and answer questions about unknown words in a text.

[Show the story and point to picture 4.]

_____ "Listen to this sentence: Buddy zooged Kaleb. What does "zooged" mean?"

[Show the Smarty card. Explain that the talking bubble means Smarty needs to ask something. You (point to child) need to help Smarty.]

_____ Smarty doesn't know what the word "zooged" means. What should he ask? [if the child gives Smarty a definition, say, "First he has to ask the question."]



III. Integration of Knowledge and Ideas

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).

_____ Point to Kaleb's face in picture 3. "What part of the story should we tell when we see his face?"

9. With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.

_____ Kaleb was mad in this story. Was Alex mad? Why?

IV. Phonological Awareness

2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

- a. Recognize and produce rhyming words.

_____ Listen while I read these sentences (point to the words accompanying picture 5):

"Buddy ate the ice cream. Kaleb was mad. Buddy was bad." Which words rhyme?

[Read the three choices and circle the child's choices] mad ice cream bad

- b. Count, pronounce, blend, and segment syllables in spoken words.

_____ Clap the syllables heard in these words [model the word "happy"] ___outside ___kitchen,

_____ What word am I saying? [say the syllables 1 second apart] ___prob-lem ___re-frig-er-a-tor

- c. Blend and segment onsets and rimes of single-syllable spoken words.

_____ What is the first sound in the word "mad"? (m) _____ What word am I saying: "m-ade"? (made)

- d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.* (This does not include CVCs ending with /l/, /r/, or /x/.)

_____ What is the first sound in the word "cone"? _____ What is the last sound? _____ What is the middle sound?

_____ What is the first sound in the word "got"? _____ What is the last sound? _____ What is the middle sound?

- e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.

_____ Change the /m/ in "mad" to an /s/. What is the new word? (sad)

_____ Change the /f/ in "fell" to a /b/. What is the new word? (bell)

I. Comprehension and Collaboration

1. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

[Hold up the Smarty card. Point to the bubble and say, "You need to help Smarty ask some questions"]

_____ Smarty thinks the dog scared Kaleb. What could Smarty ask Kaleb to find out if he was scared?
[Are you scared of the dog?/Did the dog scare you? or other logical question]

3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

_____ Smarty doesn't know what Buddy is doing (point to picture 5). What should Smarty ask?
[What is Buddy/the dog doing? Is the dog eating the ice cream? or other logical question]

VI. Presentation of Knowledge and Ideas

5. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.

_____ Tell me about making an ice cream cone at your house.(correct = 3 relevant ideas)

6. Add drawings or other visual displays to descriptions as desired to provide additional detail.

_____ Draw a picture of the dog's face after he ate the ice cream. [Use picture on last page of test]

VIII. Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

b. Use frequently occurring nouns and verbs. (circle words used by the child or add other logical nouns or verbs)

_____ what did Alex do in the kitchen? got made ice cream cone refrigerator boy

_____ what did Alex do with the cone? gave ice cream cone boy handed

_____ what did Kaleb do after he got his cone? went outside door took boy opened

_____ what did the dog do? scared pushed bit licked boy elbow arm

c. Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).

_____ What if another dog joined Buddy? There would be two _____ (dogs)

_____ This time Kaleb wants his ice cream in a dish. Alex wants some in a dish too.

Alex went to the cupboard and got two _____ (dishes)

d. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).

Answers Questions [Accept any logical answers that fit the story]

_____ Who is in the story?

_____ When did the dog come over?

_____ What did Buddy want?

_____ Why did the dog come over?

_____ Where did Buddy go?

_____ How did the dog get the ice cream?

Asks Questions

[Now you ask Smarty those questions (point to relevant parts of the pictures to elicit the questions)]

Ask Smarty a ____ question (use this prompt for each question)

____ who

____ when

____ what

____ why

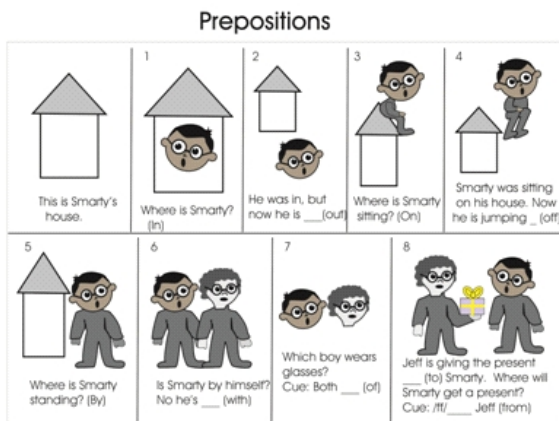
____ where

____ how

e. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).

Use the Smarty Preposition pictures (on back of story pictures) to help elicit responses.

Use phonemic cues if necessary.



1. Where is Smarty? (in)
2. He was in, but now he is ____ (out)
3. Where is Smarty sitting? (on)
4. Smarty was sitting on his house. Now he is jumping _ (off)
5. Where is Smarty standing? (by)
6. Is Smarty by himself? No he's ____ (with)
7. Which boy wears glasses? Cue: Both ____ (of)
8. Jeff is giving the present ____ (to) Smarty. Where will Smarty get a present? Cue: /ff/ ____ Jeff (from)

f. Produce and expand complete sentences in shared language activities.

____ Point to picture 4. Tell me what happened. Can you tell me again using a bigger sentence?

[accept a grammatically correct sentence, in the child's dialect, that has 6 or more words]

VIII. Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.

a. Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).


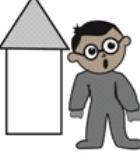


A sick dog that is "mad" is a dog that is crazy and dangerous. A mad dog could mean a sick dangerous dog.

____ What does it mean in the story when it says Kaleb was mad?

____ What would it mean if the story said the sick dog was mad?

- b. Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful,-less) as a clue to the meaning of an unknown word.
Use the pictures to help elicit responses.

Common Affixes

<p>1.</p>  <p>Smarty was sitting on his house. Now he is ____ (jumping)</p>	<p>2.</p>  <p>Smarty is done jumping. He already ____ (jumped)</p>	<p>3.</p>  <p>Smarty is not afraid to jump off the roof. How can I end the word "fear" to mean "not afraid." He is fear ____ (fearless)</p>	<p>4.</p>  <p>Jeff is too scared to jump. How can I end the word "fear" to mean "is afraid." He is fear ____ (fearful)</p>
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1. Smarty was sitting on his house. Now he is ____

2. Smarty is done jumping. He already ____

3. Smarty is not afraid to jump off the roof. How can I end the word "fear" to mean "not afraid." He is fear ____

4. Jeff is too scared to jump. How can I end the word "fear" to mean "is afraid." Cue: He is fear ____

5. With guidance and support from adults, explore word relationships and nuances in word meanings.

- a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.

_____ Ice cream is a dessert. Name two more desserts. _____

- b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).

_____ Alex **gave** the cone to Kaleb and Kaleb _____ (took) the cone.
_____ The ice cream cone was **full** but now it is _____.

- c. Identify real-life connections between words and their use (e.g., note places at school that are colorful).

_____ Name some places in school where children are happy.

- d. Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.

_____ Kaleb is going back to the kitchen to get more ice cream. Show me how he would

___ walk ___ march ___ skip ___ tiptoe

7. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.
[Point to picture 4 and reread the sentences. Then say, "Now you use the word "zooged" in a sentence."]

From: VI. Presentation of Knowledge and Ideas, item 6

_____ Draw a picture on the dog's face to show how he looked after he ate the ice cream.
[Accept any logical picture, such as a smile, ice cream on his face, tongue extended]

