

Grades K–3

Skills

Assessment Guidance

Amplify Texas English Language Arts and Reading (ELAR) Skills Grades K–3 assessments allow teachers to gain critical information about student mastery of standards-based performance tasks. Through the use of formative assessment embedded in the Grades K–3 lessons, teachers may amend instruction as needed to meet the diverse needs of learners. Assessments include the following formats and are used to gauge student understanding and application of the Skills units.

Assessment	Purpose	Additional Information	How Data Are Used
Daily Checks for Understanding	Monitors class progress towards mastery of TEKS-aligned primary focus objectives	<ul style="list-style-type: none"> • One or more in every lesson • Usually a short activity or question 	<ul style="list-style-type: none"> • Allows teacher to monitor progress on each primary focus objective and adjust instruction as needed • Helps teacher evaluate classroom performance and determine who would benefit from reteaching • Allows teacher to gauge student understanding of skills before, during, and after instruction
Daily Formative Assessments ✓	Determines individual student and class mastery of identified TEKS-aligned primary focus objectives	<ul style="list-style-type: none"> • One or more in every lesson • Clearly identified in each lesson's overview • Many forms including: observation, anecdotal records, exit passes (GK–2), activity pages, dictation journal (G3) 	<ul style="list-style-type: none"> • Allows teacher to see how individual students understand the lesson • Informs small group instruction
Spelling Assessments ✓	Determines individual student and class mastery of identified TEKS-aligned primary focus objectives	<ul style="list-style-type: none"> • Grades 1–3 • Daily dictation encoding activities to assess understanding of daily and weekly skills targets (G3) • Unit encoding pretest and posttest with specific guidelines for administration (G3) • Spelling analysis sheet included in TG (G1–2) • Assessment Trackers along with Data Analysis Guidance provided on the digital components site (G3) 	<ul style="list-style-type: none"> • Gives insight into individual students decoding and encoding skills • Informs small group instruction

Assessment	Purpose	Additional Information	How Data Are Used
Unit Assessments ✓	Evaluates student learning of the content of the unit	<ul style="list-style-type: none"> • At the end of a unit • Analysis and observation records with additional support included in teacher resource section of TG 	<ul style="list-style-type: none"> • Allows teacher to evaluate student learning of the content of the unit • Informs small group instruction
BOY Assessment (Grades 1–2 only)	Assesses all students for grade level readiness	<ul style="list-style-type: none"> • Grades 1 and 2 	<ul style="list-style-type: none"> • Identifies gaps in student learning/understanding • Provides guidance for student groupings • Informs small group instruction
MOY Assessment (Grades K–2 only)	Assesses all students on grade level content taught to mid-year	<ul style="list-style-type: none"> • Grades K–2 	<ul style="list-style-type: none"> • Identifies gaps in student learning/understanding • Informs small group instruction
EOY Assessment (Grades K–2 only)	Assesses all students on grade level content taught throughout the entire year	<ul style="list-style-type: none"> • Grades K–2 	<ul style="list-style-type: none"> • Identifies gaps in student learning/understanding • Informs small group instruction

Guidance for Using Assessment Data

- Grading expectations typically vary across districts and campuses. We encourage districts and campuses to work together to develop common policies about grading practices for each subject area and program. To do so, examine unit and lesson objectives, formative and summative assessments, and additional student activities to identify scoring and grading opportunities.
- We also encourage grade level teams to meet to discuss which assignments/activities/assessments will be scored for a grade. This helps keep focus and consistency across the team.
- Additional Considerations:
 - When identifying activities/assignments to grade, define the purpose for grading. Grades should provide clear and accurate feedback to students and teachers on what needs to be improved and what students clearly understand.
 - Ask yourself: Are you grading for learning or are you grading for completion?
 - There are many opportunities to gather grades from assessments. The ✓ icon indicates opportunities for grading discussion at the district, campus, and grade level.

Refer to the assessment charts below to find a list of summative assessments across Grades K–3 Skills units.

Grades K–2 Skills Assessments			
	Grade K	Grade 1	Grade 2
Unit 1	<p>Skills</p> <p>Student Performance Assessment Prerequisite Writing Skills (Writing, Strokes, Position Words, Word Discrimination)</p>	<p>Skills</p> <p>Placement Assessment Word Recognition Assessment Independent Story Reading Assessment Pseudoword Reading Assessment Core Knowledge Diagnostic Assessment Letter Name Assessment</p>	<p>Skills</p> <p>Placement Assessment Story Reading Assessment Word Reading Assessment</p> <p>End-of-Unit Assessment Dictation Identification Assessment Skills Assessment Spelling Assessment Comprehension Assessment</p>
Unit 2	<p>Skills</p> <p>Student Performance Assessment Prerequisite Writing Skills (Writing, Strokes, Blending)</p>	<p>Skills</p> <p>Unit Assessment Word Recognition Assessment Reading Comprehension Assessment Identifying Nouns Assessment</p>	<p>Skills</p> <p>Writing Fictional Narrative Text: Book Report</p> <p>Unit Assessment Dictation Identification Assessment Fluency Assessment Story Comprehension Assessment</p>
Unit 3	<p>Skills</p> <p>Student Performance Assessment Reading Assessment</p>	<p>Skills</p> <p>Writing Fictional Narrative Text: Book Report</p> <p>Unit Assessment Word Recognition Assessment Story Comprehension Assessment</p>	<p>Skills</p> <p>Mid-Year Assessment Mid-Point Dictation Assessment</p> <p>Writing Personal Narrative Text</p> <p>Unit Assessment Dictation Identification Assessment Reading Comprehension Assessment Grammar Assessment</p>

Grades K–2 Skills Assessments

	Grade K	Grade 1	Grade 2
Unit 4	<p>Skills Student Performance Assessment Reading Assessment</p>	<p>Skills Writing Informational Text</p> <p>Unit Assessment Dictation Assessment Grammar Assessment</p> <p>Mid-Year Assessment Reading Comprehension Assessment Word Reading in Isolation Assessment</p>	<p>Skills Writing Persuasive Text: Letter</p> <p>Unit Assessment Reading Comprehension Assessment Grammar Assessment Fluency Assessment Dictation Identification Assessment</p>
Unit 5	<p>Skills Student Performance Assessment Reading Assessment</p>	<p>Skills Writing Opinion Text</p> <p>Unit Assessment Word Recognition Assessment Grammar Assessment</p>	<p>Skills Writing Narrative Text: Plan an Ending</p> <p>Unit Assessment Reading Comprehension Assessment Grammar Assessment Decoding Assessment Alphabetizing Assessment Individualized Assessments: Decoding, High-Frequency Word, Oral Reading Comprehension</p>
Unit 6	<p>Skills Unit Assessment Letter Names Rhyming Words Reading Consonant Clusters</p>	<p>Skills Unit Assessment Word Recognition Assessment Reading Comprehension Assessment</p>	<p>Skills Writing Informational Text: Report</p> <p>End-of-Year Assessment Silent Reading Comprehension Assessment Fluency Assessment Word Reading in Isolation Assessment</p>

Grades K–2 Skills Assessments

	Grade K	Grade 1	Grade 2
Unit 7	<p><u>Skills</u> Student Performance Assessment Reading Assessment</p>	<p><u>Skills</u> Writing Instructional Text</p> <p>End-of-Year Assessment Silent Reading Comprehension Assessment Fluency Assessment Word Reading in Isolation Assessment</p>	
Unit 8	<p><u>Skills</u> Student Performance Assessment Word Recognition Assessment Lowercase Letter Name Assessment Pseudoword or Real Word Reading Assessment Tricky Word Assessment Core Knowledge Diagnostic Assessment Story Reading Assessment</p> <p>Unit Assessment Dictation Identification Assessment</p>		
Unit 9	<p><u>Skills</u> Student Performance Assessment Tricky Word Recognition Assessment Uppercase Letter Writing Assessment Punctuation Assessment Sentence Reading Assessment</p>		
Unit 10	<p><u>Skills</u> Student Performance Assessment Word Reading Assessment Sound Writing Assessment Letter Sounds Assessment Writing Lowercase Letters Assessment Uppercase Letters Names Assessment</p>		

Grade 3 Skills Assessments

	Encoding	Reading Fluency	Reading Comprehension	Writing
Unit 1	<p>Unit 1 Dictation Pretest Word and Sentence Dictation Assessment Morphology Assessment</p> <p>Unit 1 Dictation Posttest Word and Sentence Dictation Assessment Morphology Assessment</p>	<p>Reading Fluency* Narrative Texts Informational Texts</p> <p>*Passages can be used for a cold read, as optional fluency assessments.</p>	<p>Written Comprehension Questions Narrative Texts Informational Texts</p> <p>Oral Comprehension Questions Narrative Texts Informational Texts</p>	<p>Writing Prompts (Optional Additional Support)** Narrative Texts Informational Texts</p> <p>**These student written responses can also be used to assess cursive.</p>
Unit 2	<p>Unit 2 Dictation Pretest Word and Sentence Dictation Assessment Morphology Assessment</p> <p>Unit 2 Dictation Posttest Word and Sentence Dictation Assessment Morphology Assessment</p>	<p>Reading Fluency* Narrative Texts Informational Texts</p> <p>*Passages can be used for a cold read, as optional fluency assessments.</p>	<p>Written Comprehension Questions Narrative Texts Informational Texts</p> <p>Oral Comprehension Questions Narrative Texts Informational Texts</p>	<p>Writing Prompts (Optional Additional Support)** Narrative Texts Informational Texts</p> <p>**These student written responses can also be used to assess cursive.</p>
Unit 3	<p>Unit 3 Dictation Pretest Word and Sentence Dictation Assessment Morphology Assessment</p> <p>Unit 3 Dictation Posttest Word and Sentence Dictation Assessment Morphology Assessment</p>	<p>Narrative Texts Informational Texts</p> <p>*Passages can be used for a cold read, as optional fluency assessments.</p>	<p>Written Comprehension Questions Narrative Texts Informational Texts</p> <p>Oral Comprehension Questions Narrative Texts Informational Texts</p>	<p>Writing Prompts (Optional Additional Support)** Narrative Texts Informational Texts</p> <p>**These student written responses can also be used to assess cursive.</p>
Unit 4	<p>Unit 4 Dictation Pretest Word and Sentence Dictation Assessment Morphology Assessment</p> <p>Unit 4 Dictation Posttest Word and Sentence Dictation Assessment Morphology Assessment</p>	<p>Reading Fluency* Narrative Texts Informational Texts</p> <p>*Passages can be used for a cold read, as optional fluency assessments.</p>	<p>Written Comprehension Questions Narrative Texts Informational Texts Oral Comprehension Questions Narrative Texts Informational Texts</p>	<p>Writing Prompts (Optional Additional Support)** Narrative Texts Informational Texts</p> <p>**These student written responses can also be used to assess cursive.</p>

Progress monitoring is a data-driven, decision-making process in the Response to Intervention (RtI) model within the Multi-Tiered System of Supports (MTSS) framework. Progress monitoring is the 'assessment and data collection' portion of RtI, where teachers administer an assessment of the skill taught during intervention delivery and collect data on students' response to specific instruction. Progress monitoring consists of teachers using assessment tools to monitor student progress with needs-based instruction and make informed decisions about instructional needs for all students. Systematic implementation of progress monitoring across grades ensures all students reach mastery of grade-level skills.

Throughout the Texas ELAR Skills program, teachers have multiple opportunities to review and assess student growth and mastery of skills needed for grade-level success in reading. The program has both anecdotal and observational assessments that teachers can implement to assess student progress with grade-level skills during class instruction. Teachers can assess skills in phonics (including print concepts), fluency, and comprehension in small-group and 1:1 settings without disrupting class instruction. Some examples of assessment tools for progress monitoring include the following: the 'Letter Sounds Observation Record' for Kindergarten, the 'Grammar Observation Record' in Grade 1, the 'Spelling Analysis and Directions' in Grade 2, and the 'Assessment Trackers' and 'Data Analysis Guidance' in Grade 3. The Skills units have End of Unit assessments that reflect increasingly more complex skills with the progression of the year. Teachers assess student mastery of grade-level skills taught in the unit and use student data to reteach skills to specific students before moving to the next unit. Assessment tools are embedded in lessons and Pausing Points throughout the units so teachers can administer assessments and monitor progress in real-time for skill review in current or future lessons.

Here is a chart with guidelines for best practices with progress monitoring planning and implementation in classrooms. Please note that whenever possible, all students should receive Tier 1 grade-level instruction daily, with additional time in Tier 2 or Tier 3 intervention as needed.

Progress Monitoring Guidelines

	Tier 1	Tier 2	Tier 3
Instructional Needs	High-quality, universal intervention	Targeted intervention	Intensive intervention
Student Grouping	All students	Small group (3–5 students)	Small group or individual (1–2 students)
Instruction time (per session)	60 (15/30 minutes in Grade 3) minutes daily (per instructional schedule)	20–30 minutes	30–45 minutes
Intervention delivery (instruction)	As needed	2–3 times a week for 6–8 weeks	3–4 times a week for 4–6 weeks
Progress monitoring (assessment)	3x a year (BOY, MOY, EOY) or other	Once a week	1–2 times a week
Accuracy Goal	80%	80%	80%
Next-steps	Met goal: Continue on Tier 1 Not met goal: Receive Tier 2	Met goal: Move to Tier 1 or continue in Tier 2 Not met goal: Remain in Tier 2 or move to Tier 3	Met goal: Move to Tier 2 or remain in Tier 3 Not met goal: Remain in Tier 3

After weeks of consistent intervention delivery and progress monitoring, teachers can review data results to make informed decisions about changes in the frequency in intervention delivery, mode of instruction, and changes in targeted skills. These guidelines help teachers with creating a progress monitoring plan to implement with consistency and fidelity across grade levels. If your school or school district publishes best practices for progress monitoring, adhere to those guidelines.