

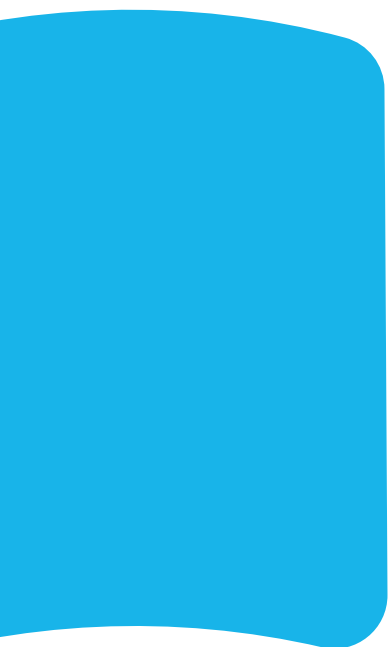
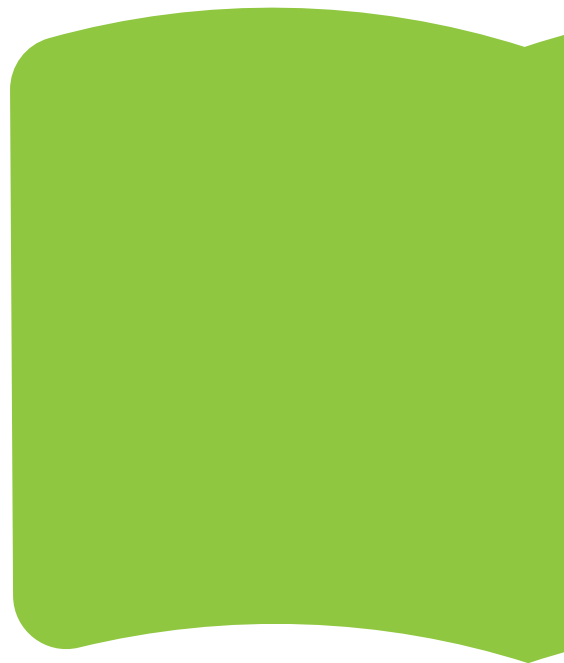
3RD EDITION

Assessments overview

Tools to measure progress, guide instruction, and support student success



BUILT ON THE
Science
OF
Reading



Amplify.

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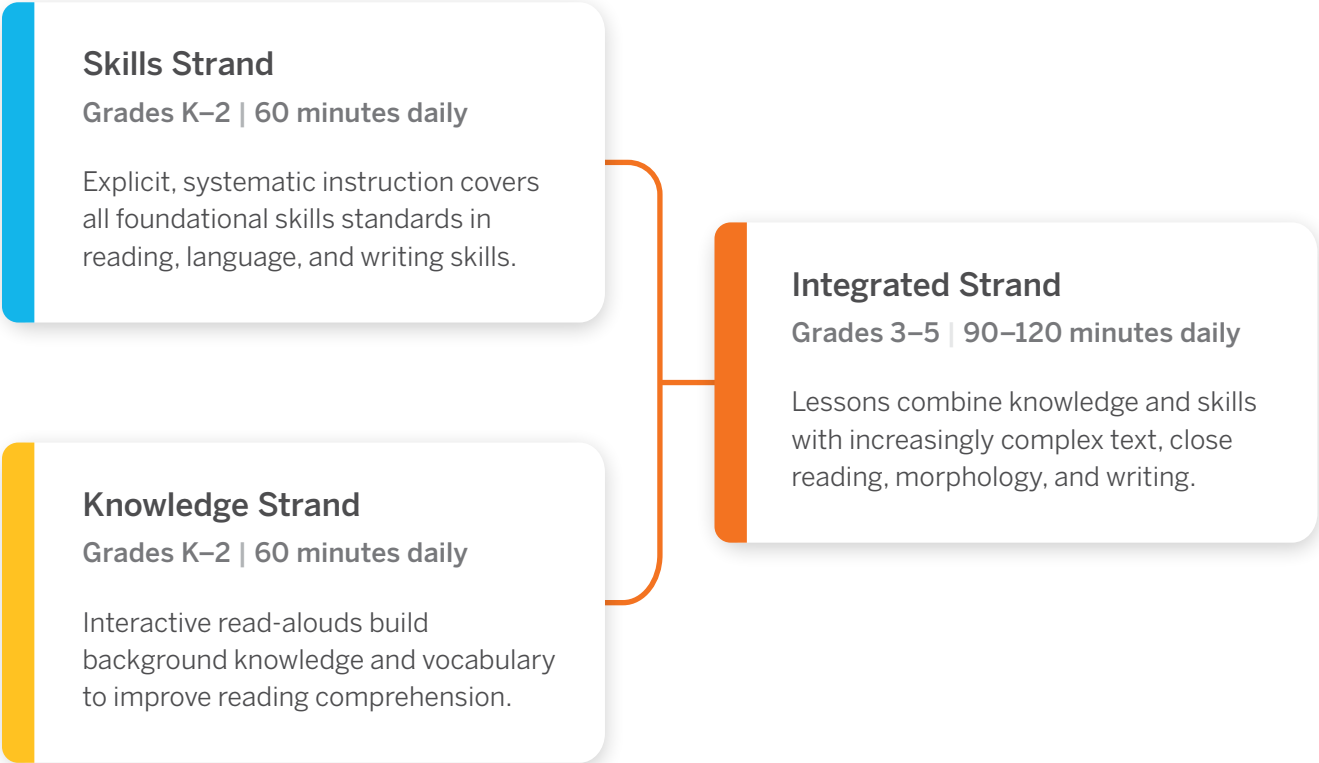
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Curriculum framework and assessment overview

A research-based approach to literacy instruction

Amplify CKLA's curriculum is grounded in the Science of Reading and Writing. In Grades K–2, instruction is divided into two distinct strands that merge into one in Grades 3–5, ensuring a seamless progression of literacy skills.



Comprehensive assessments to inform instruction

Amplify CKLA provides a range of assessments from Kindergarten to Grade 5. Informal and formal assessments at every grade level offer multiple views of student progress and help teachers provide a differentiated and timely response.

Amplify CKLA Strand

Assessment type	Grades K–2 Skills	Grades K–2 Knowledge	Grades 3–5 Integrated
Checks for Understanding	✓	✓	✓
Daily formative assessments	✓	✓	✓
Spelling assessments	✓		✓
Writing assessments	✓	✓	✓
Summative end-of-unit assessments	✓	✓	✓
Student Performance Assessments (Benchmarks)	✓		✓



Checks for Understanding

Quick, informal checks in each lesson engage students and give teachers real-time insights to adjust instruction and meet diverse needs. These are conveniently found right in the lessons, so teachers can easily track student progress.

Grades K–2 Skills

Check on progress as students learn to apply code knowledge to word recognition, reading comprehension, and writing skills.



Kindergarten, Skills 6
Teacher Guide



Check for Understanding

Monitor students' performance as they move from one word to the next, especially with regard to the consonant clusters.



Check for Understanding

Monitor students' performance as they move from one word to the next, especially with regard to the consonant clusters.

Lesson 2: "Kit and Stan"

Reading



Primary Focus: As the teacher reads "Kit and Stan" aloud, students will track print from top to bottom and left to right; identify periods at the end of sentences; and answer questions about characters, setting, and main events.

[RF.K.1a–c; L.K.2b; RL.K.1; RL.K.3; RL.K.7]

INTRODUCE THE STORY (5 MIN.)

Preview Vocabulary

- Before reading today's story, preview the following vocabulary with students.

hid—v., past tense of hide; to keep from view (12)

Example: I hid under the bed.

Grades K–2 Knowledge

Check on listening comprehension, content knowledge, and vocabulary.
Students express learning via speech, movement, and writing.



Grade 2, Knowledge 3
Teacher Guide



Check for Understanding

Turn and Talk: Have students work with their partner to convert the following statements about characteristics of Greek myths into a question.

- Greek myths have both mortal and immortal characters. (*Do Greek myths have mortal or immortal characters?*)
- Greek myths are fictional stories because they have supernatural characters. (*Why are Greek myths fictional stories?*)
- Greek myths tried to explain things in nature. (*What did Greek myths try to explain?*)
- Greek myths taught moral lessons. (*What did Greek myths teach?*)

Grades 3–5

Check on reading comprehension, language skills
(grammar, punctuation, and morphology), content
knowledge, and vocabulary.



Grade 5, Unit 5
Teacher Guide



Check for Understanding

Think about organisms that rely on photosynthesis to make their food. In what zone would they be found and why?)

- » Sunlight zone, where enough sunlight is accessible to conduct photosynthesis.

Daily formative assessments

Tied to lesson goals, these assessments show which students are on track or need extra support, ensuring steady progress.

Grades K–2 Skills

Daily standards-connected assessments of foundational skills, fluency, reading comprehension, and writing.



Grade 1, Skills 1
Teacher Guide

LESSON

19

REVIEW

Tricky Words

PRIMARY FOCUS OF LESSON

Foundational Skills

Students will read the following Tricky Words: *the, who*. [RF.1.3g]

Reading

As the teacher reads “Beth” aloud, students will identify features of a sentence, Tricky Words, common nouns and the narrator of the story, as well as answer questions about the key details. [RF.1.1a; RL.1.1; RL.1.6]

Students will read “Beth” with purpose and understanding and answer written questions about the key details of the story in complete sentences. [RF.1.4a; RL.1.1; RL.1.10; L.1.2b]

FORMATIVE ASSESSMENT

Observation

Discussion Questions “Beth” [RL.1.1]

Observation

Anecdotal Reading Record “Beth” [RF.1.4a]

Activity Page 19.1

Story Questions “Beth” [RL.1.1; L.1.2b]

FORMATIVE ASSESSMENT

Observation

Discussion Questions “Beth” [RL.1.1]

Observation

Anecdotal Reading Record “Beth” [RF.1.4a]

Activity Page 19.1

Story Questions “Beth” [RL.1.1; L.1.2b]

Formative assessments and connected grade-level standards are noted at the start of every lesson.



Observation: Anecdotal Reading Record

Circulate to listen to as many partner pairs as possible. Listen to each student read at least a sentence or two aloud on a weekly basis. As you listen to each student, make notes in the Anecdotal Reading Record. Look for any patterns in an individual student's errors or in the class as a whole.

Formative assessments in K–2 Skills include observations of reading fluency.

SAMPLE ANECDOTAL READING RECORD—UNIT 1

Name: T. Ellis

Lesson: 20 (Nat)

Page 10: T. slowly sounded out the consonant clusters in 'camp.' Good pronunciation of the Tricky Words. Page 12: Used the /o/ pronunciation for 'of.' Page 14: Self-corrected his pronunciation of 'of.' More fluent on this page than the other two.

Lesson: 21 (The Trip to the U.K.)

Page 18: Pronounced the /t/ in 'went' separately (wen, /t/). Held the 'r' in 'trip' for an extra beat (still taking an extra effort to decode clusters) Page 20: Fluent reading until he got to 'lunch.'

Recommendation: Encourage T. to blend words multiple times in order to build automatic decoding with clusters.



Student pages are found in the Activity Books.

NAME: _____ DATE: _____ 4.1 Activity Page

Directions: Have the student trace and copy the letters. The student should say the sounds while writing the letters.

Mm Ff Vv

m m m m m m

M M M M M M

f f f f f f

F F F F F F

v v v v v v

V V V V V V

13

NAME: _____ DATE: _____ 19.1 Activity Page

Beth

1. Who went on top of a path at the pond?

Directions: Have the student reread the story and answer the questions

93

Formative assessments: Transcription and reading comprehension

Grades K–2 Knowledge

Daily standards-connected assessments of listening comprehension, content knowledge, vocabulary, and writing.



Kindergarten, Knowledge 3
Teacher Guide

6

LESSON

UNDERDOGS AND HEROES: STORIES

The Boy and the Violin

PRIMARY FOCUS OF LESSON

Speaking and Listening
Students will follow agreed upon rules for discussion to discuss elements of a folktale in partners and will locate Brazil on a map.
[SL.K.1a, SL.1.b, RL.K.5]

Reading
Students will ask and answer questions about unknown words and use new vocabulary to describe characters in a text.
[RL.K.3, L.K.6]

Language
Students will demonstrate an understanding of the Tier 2 word expression.
[L.K.5c]

Writing
With assistance using a graphic organizer to write a story.
[RL.K.9, W.K.1]

FORMATIVE ASSESSMENT

Activity Page 6.1

Comparing and Contrasting Students will draw pictures in a Venn diagram to describe a similarity and difference between events in “The Bremen Town Musicians” and “The Boy and the Violin.”
[RL.K.9]

Directions: Draw a picture of an event from “The Bremen Town Musicians,” “The Boy and the Violin,” or both in each of the circles below.

The Bremen Town Musicians



Both



The Boy and the Violin

Kindergarten, Knowledge 3: Underdogs and Heroes: Stories

NAME: _____

DATE: _____

6.1

Activity Page

Student pages are found in the Activity Books.



Grade 1, Knowledge 5
Teacher Guide

NAME: _____ DATE: _____ 9.1 Activity Page

Urban, Suburban, or Rural?

Directions: Listen to your teacher's instructions and write an opinion about where you would prefer to live giving reasons for your opinion and using the missing word because.

Knowledge 5 Charting the World: Geography 23

FORMATIVE ASSESSMENT

Activity Page 9.1

Urban, Suburban, or Rural? Students will write an opinion about the type of community (urban, suburban, rural) they would prefer to live in.

[W.1.1, RI.1.1]



Grade 2, Knowledge 7
Teacher Guide

NAME: _____ DATE: _____ 2.2 Activity Page

Onomatopoeia Practice

Word	Onomatopoeia
lion	
car	
popcorn	
frog	
bee	
bell	
cow	
pig	

Directions: Work with your group to write the sound each word makes. Then write two sentences using words and sounds from the table. Finally, draw a picture of your favorite onomatopoeia.

Knowledge 7 Sounds and Stanzas: Poetry 9

FORMATIVE ASSESSMENT

Activity Page 2.2

Students will use onomatopoeia to write sentences.

[W.2.5, L.2.3]

Grades 3–5

Daily standards-connected assessments help evaluate progress on reading comprehension, language skills such as grammar/punctuation and morphology, content knowledge, and vocabulary.



Grade 3, Unit 7
Teacher Guide

LESSON
2

Character Traits

PRIMARY FOCUS OF LESSON

Reading
Students will demonstrate an understanding about characters, their traits, and events in chapter 3 of the novel. [RL.3.3]

Students will determine the meaning of the Tier 2 word *racket*. [L.3.4]

Writing
Students will describe traits displayed by Wilbur during the “big escape.” [RL.3.3, W.3.8]

FORMATIVE ASSESSMENT

Activity Page 2.2 **Wilbur’s “Big Escape”: Internal Traits** Describe Wilbur’s feelings before and after the “big escape.”

FORMATIVE ASSESSMENT

Activity Page 2.2 Wilbur’s “Big Escape”: Internal Traits Describe Wilbur’s feelings before and after the “big escape.” [RL.3.3, W.3.8]

NAME: _____ DATE: _____ 2.2 Activity Page

Wilbur’s “Big Escape”: Internal Traits

Before the “big escape”	After the “big escape”
Feelings	Feelings
Thoughts	Thoughts
Actions	Actions

Unit 7 Novel Study: Charlotte’s Web 8

Literacy and writing skills



Grade 3, Unit 7, Activity Book



Grade 4, Unit 5 and 6
Activity Book

NAME: _____ DATE: _____ 2.4 Activity Page

Cause and Effect

Cause: An event or circumstance that makes something happen; the reason something happens (answers the question *why?*)
Effect: Something that happens as a result of, or because of, a cause (tells *what* happened)

In the following chart, if the cause is given, write the effect. If the effect is given, write the cause.

Cause	Effect
I stayed out in the sun too long without sunscreen.	I got burned by the sun.
Someone poked the balloon with a pin.	The balloon popped.
The alarm clock did not ring.	
	I was locked out of my house.
I skipped lunch.	
	The cake burned.

Unit 5: Road to Independence: The American Revolution 21

NAME: _____ DATE: _____ 11.2 Activity Page

Subject-to be Verb Agreement in the Present Tense

Fill in this chart and then use it to help you complete the activity page.

Subject-to be Verb Agreement		
To be verbs are linking verbs that link, or connect, the subject to the predicate without showing action.		
	Subject	Agreement in the Present Tense
Singular	I	
	you	
	he, she, it Write two singular nouns: 1. _____ 2. _____	
Plural	we	
	you	
	they Write two plural nouns: 1. _____ 2. _____	

Unit 5: Road to Independence: The American Revolution 83

Comprehension, writing, vocabulary, and grammar



Grade 5, Unit 9
Activity Book

NAME: _____ DATE: _____ 1.4 Activity Page

Root Word Arch

Fill in the correct word to complete each sentence. Use the chart below as a reference.

Affixed Word	Meaning
archival	(noun) a primary, or main, opponent
architect	(noun) master builder
anarch	(noun) a leader of a system without laws or an official government
or anarchy	(noun) a system in which there are no laws or elected officials
monarch	(noun) a person who rules over a kingdom or empire, such as a king, queen, or emperor
archetype	(noun) the primary or original model, type or example of something
matriarch	(noun) a woman who is the chief leader of her family

- Our great-aunt Mary is known as the _____ of the family because she hosts our family gatherings, frequently calls to check in on relatives, and is the one everyone asks for advice.
- Taylor began to consider Britney her _____ when they both tried out for the lead in the school play.
- Without established rules, a democratic country could easily fall into _____.
- Several modern skyscrapers were carefully designed in art deco and neoclassical styles by skilled and talented _____.
- The eldest child of the _____ is considered to be next in line to rule the kingdom.

Unit 9: Building Up the World: Global Architecture 15

NAME: _____ DATE: _____ 2.3 Activity Page

Text-Based Research Question

Based on what you have learned about architecture so far in the unit, what are you interested in independently researching? Write your question in the space below.

Checklist

My research question is

- ☐ clear and concise,
- ☐ relevant to architecture,
- ☐ specific and focuses on a particular part of a topic, and
- ☐ open ended.

Model Research Question

How did William Thornton blend ancient form and techniques with modern materials to construct the U.S. Capitol dome?

Unit 9: Building Up the World: Global Architecture 23

Morphology and developing a research question

Spelling assessments

Aligned with Amplify CKLA’s phonics-based approach, spelling assessments strengthen decoding and encoding skills while reinforcing sound-spelling patterns and word knowledge.

Grades 1–2

In Grades 1–2, spelling tests assess student ability to apply previously learned code knowledge and spell Tricky Words.



Grade 1, Skills 3
Teacher Guide



Grade 1, Skills 3
Activity Book

Start Lesson

Lesson 5: Spelling Assessment
Language

Primary Focus: Students will spell and write one-syllable words containing /ae/ > 'a_e', /ee/ > 'ee', /oe/ > 'o_e', /ie/ > 'i_e', and the Tricky Word they in a weekly spelling assessment. [RF.1.3c.g; L.1.2d]

SPELLING ASSESSMENT (15 MIN.)

- Have students tear out Activity Page 5.1.
- Tell students that this is the one time during the week that they will not be allowed to consult their Individual Code Chart.
- Read the first spelling word aloud, use it in a sentence, and then read the word once more, allowing students time to write down the word.
- Repeat this procedure with each of the remaining words.
- At the end, go back through the list and read each spelling word one more time.

1. seed

2. they

3. make

4. hide

5. stone

6. green

7. same

8. line

- After all the words have been called out, tell students that you will not give them the correct spelling for each word so they can correct their own work.
- Say and write each word on the board/chart paper, instructing students to correct their work by crossing out any incorrect spelling and writing the correct spelling next to it. Students may enjoy correcting their own work with a different-colored pencil.

Lesson 5 Assessment and Basic Code: Spelling Assessment and Introduce /ae/ > 'a_e'

Activity Page 5.1

NAME: _____

DATE: _____

5.1 Activity Page

Spelling Test

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

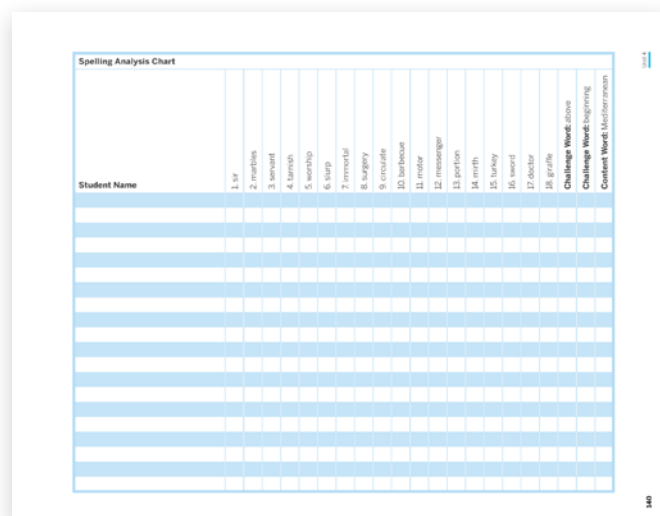
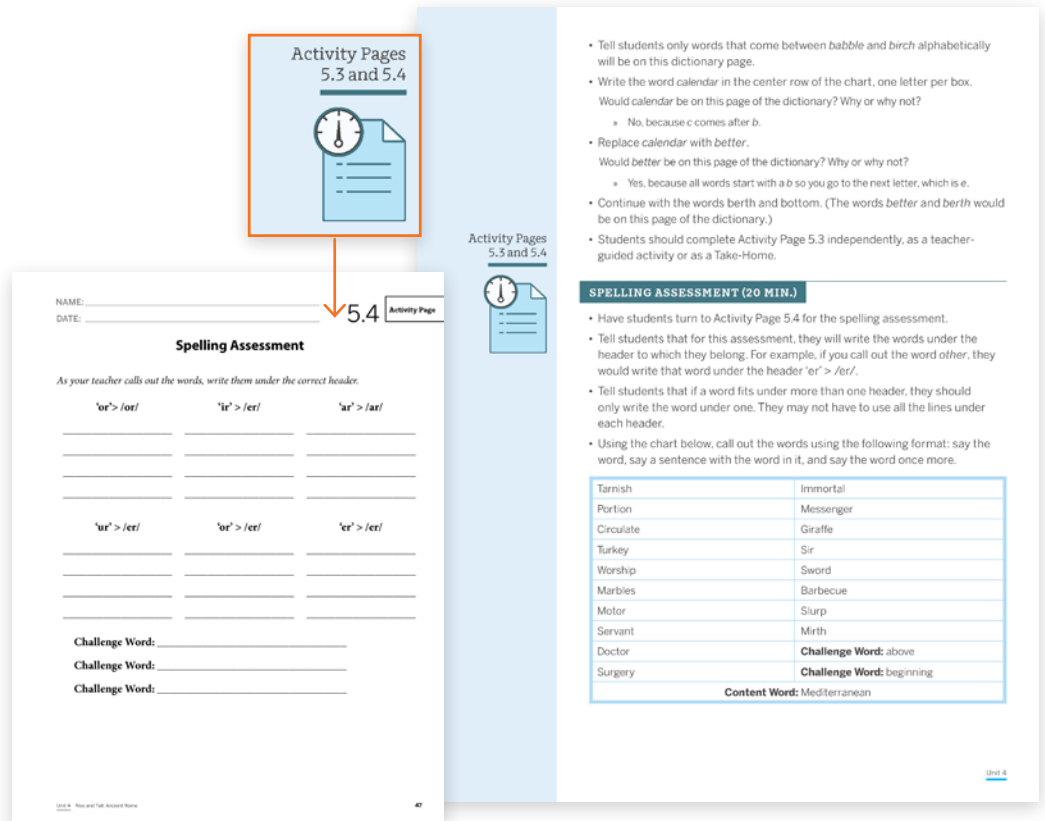
7. _____

8. _____

Teacher Guide lessons call out Activity Pages needed.

Grades 3–5

In Grades 3–5 students are assessed on spelling patterns, how affixes impact spelling and meaning, and how to correctly spell multisyllabic words.

Grade 3, Unit 4
Teacher Guide

Unit 4, Lesson 5

- Students are likely to make the following errors:
 - For 'or', students may write 'er', 'ir', or 'ur'
 - For 'ir', students may write 'er', 'or', or 'ur'
 - For 'ur', students may write 'er', 'ir', or 'or'
 - For 'er', students may write 'ir', 'or', or 'ur'

While any of the above student-error scenarios may occur, you should be aware that misspellings may be due to many other factors. You may find it helpful to record the actual spelling errors that the student makes in the analysis chart. For example: Is the student consistently making errors on specific vowels? Which ones?

- Is the student consistently making errors at the end of the words?
- Is the student consistently making errors on particular beginning consonants?
- Did the student write words for each feature correctly?
- Also, examine the dictated sentences for errors in capitalization and punctuation.
- For additional practice, see worksheets in Section III-B of the *Assessment and Remediation Guide*, which can be found online at learning.amplify.com.

Guidance for identifying error patterns and remediating gaps is found in the lesson where the spelling assessment is given.

Writing assessments

From daily tasks to formal projects, writing assessments and standards-aligned rubrics provide clear, actionable feedback to help develop strong writing skills.

Grades K–2 Skills

Informal and formal writing provide opportunities for teacher assessment and feedback on both transcription and composition skills.



Student pages are found in the Activity Books

NAME: _____ DATE: _____

Directions: Have the student read the words in the box and underline all of the spellings for /k/. Then have the student write the words that contain the /k/ sound spelled 'c' under the /k/ > 'c' header, the words that contain the /k/ sound spelled 'k' under the /k/ > 'k' header, and the words that contain the /k/ sound spelled 'ck' under the /k/ > 'ck' header.

cat	king	cost
kit	sock	pick
Jack	cot	kid

/k/ > 'c' /k/ > 'k' /k/ > 'ck'

24.1 Activity Page

Transcription: Assess student handwriting and spelling.

NAME: _____ DATE: _____ 4.1 Activity Page

The Two Dogs

1. Which dog gets food from the men?

☐ the tame dog

☐ the dog who runs free

Page _____

2. Why is one dog plump?

Page _____

203

Composition: Assess student writing about reading.

NAME: _____ DATE: _____ 6.3 Activity Page

Name: _____

In the tale, "The Two Dogs," _____

Once _____

Directions: Have students use the template for their book reports.

204

Composition: Evaluate students at all stages of the writing process and on all grade-level genres of writing.

Next, _____

In the end _____

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Grades K–2 Knowledge

Informal and formal writing also appear in the Knowledge Strand, giving teachers multiple chances to evaluate transcription, composition, and the writing process.



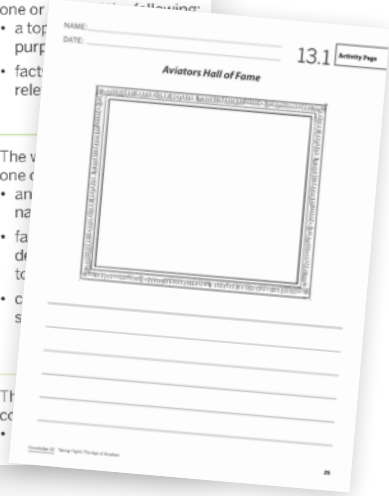
Standards-based writing rubrics can be found in the Teacher Guides.

MY FAVORITE SENSE PRESENTATION RUBRIC			
My Favorite Sense Presentation Rubric			
Students will present their writing and illustrations to the class. [SL.K.4, SL.K.5, SL.K.6]			
	Advanced	Proficient	Basic
Identifying the favorite sense and providing a short sentence of explanation	The speaker stated a favorite sense and provided a short sentence of explanation.	The speaker either stated a favorite sense or provided a short sentence of explanation.	The speaker state a favor or provide a sentence.
Speaking	The speaker spoke audibly in complete, coherent sentences.	The speaker spoke too softly for the audience to hear but did speak in complete sentences.	The speaker speak aud completely
Presenting the Illustration	The speaker provided a clear explanation of their illustrations and labels.	The speaker presented their illustrations but did not explain their labels.	The speaker have illu labels to



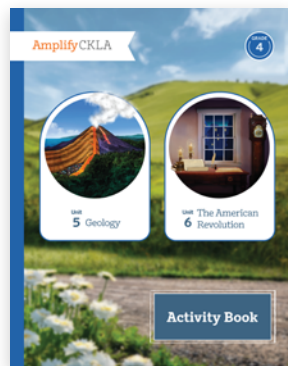
Rubrics help teachers evaluate all aspects of formal writing pieces.

Second Grade Writing Rubric: Informative/Explanatory Writing			
Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations). [W.2.7]			
	Advanced	Proficient	Basic
Ideas	The writing includes all of the following: - a topic relevant to the purpose - facts and definitions relevant to the topic - examples to support facts	The writing includes all of the following: - a topic relevant to the purpose - facts and definitions relevant to the topic	The writing does not include one or more of the following: - a topic relevant to the purpose - facts and definitions relevant to the topic
Organization	The writing includes the following: - a paragraph structure that clearly introduces, develops, and closes the topic - facts and definitions to develop points about the topic - a strong concluding statement or section	The writing includes the following: - an introduction that names the topic - facts and definitions to develop points about the topic - concluding statement or section	The writing includes the following: - an introduction that names the topic - facts and definitions to develop points about the topic - concluding statement or section
Conventions	The writing contains: complete simple, compound, and complex sentences	The writing contains: complete simple and compound sentences	The writing contains: complete simple and compound sentences



Grades 3–5

Each informal and formal writing piece provides an opportunity for assessment of ideas, organization, and conventions. Teachers provide brief daily feedback using formative assessments and more in-depth evaluation using standards-based rubrics.



Grade 4, Unit 5 and 6
Activity Book

NAME: _____ DATE: _____ **4.2** Activity Page

Review Quotation Marks

Use quotations to write about what is happening in the picture. Write at least three quotations.



U.S. 5. Read to Independence: The American Revolution 35

Complete the "Agreement" column of the following chart to combine the subject with the to be verb so the subject and verb agree. The first one is completed for you. Remember to use the present tense.

Subject	to be Verb	Agreement
George Washington	to be	George Washington is
French troops	to be	
Lord Cornwallis	to be	
thousands of villagers	to be	
I	to be	
we	to be	
you	to be	

Write expanded sentences for three subject-to-be verb agreement statements from the chart above.

Example: George Washington is a clever general.

1. _____

2. _____

3. _____

U.S. 5. Read to Independence: The American Revolution 34

Formative assessments of informal writing provide a check on content knowledge and language skills.

NAME: _____ DATE: _____ **3.3** Activity Page

Draft a Paragraph

Use the space below to write a cause and effect paragraph, explaining how the French and Indian War eventually led to the Stamp Act and colonial protests.

- Use Activity Page 3.3 to draft your paragraph.
- Use your own words.
- Use cause and effect transition words whenever possible.

Checklists and rubrics help provide feedback at all stages of the writing process and in all grade-level genres of writing.

NAME: _____ DATE: _____ **SR.3** Resource

Informative Cause and Effect Essay Editing Checklist

Cause and Effect Essay Editing Checklist	After checking for each type of edit, place a check here.
Meaning (It sounds right when I read it aloud.)	
• All my sentences have a subject and predicate.	
• I included all the words I wanted to write.	
• I took out repeated words or information.	
Format	
• All my paragraphs are indented.	
• I have a title on the front.	
Capitals	
• I began each sentence with a capital letter.	
• I used capital letters for all proper nouns.	
Spelling	
• I have checked the spelling for any words I was unsure of or my teacher marked.	
Punctuation	
• I read my writing piece aloud to check for periods, question marks, and exclamation points at the end of my sentences.	



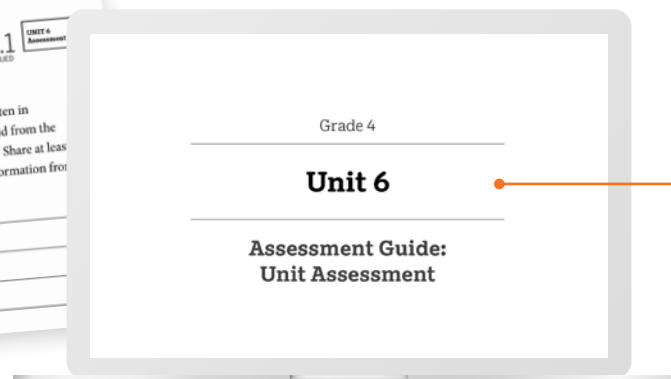
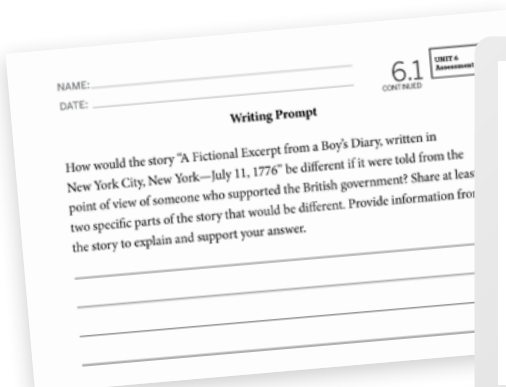
Grade 4, Unit 6
Teacher Guide

Fourth Grade Writing Rubric: Informative Cause and Effect Essay			
Write an informative essay describing the causes and effects leading to the American Revolution. [W.4.2]			
• Introduce a topic clearly and group related information into paragraphs. [W.4.2a] • Develop the topic with facts and examples related to the topic. [W.4.2b] • Link ideas within categories of information using words or phrases. [W.4.2c] • Use precise vocabulary to inform about or explain the topic. [W.4.2d]			
Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably. [RI.4.9]			
	Advanced	Proficient	Basic
Introduction	Opening paragraph clearly states the main idea of the essay—the causes and effects leading up to the American Revolution.	Opening paragraph states the main idea of the essay somewhat clearly—the causes and effects leading up to the American Revolution.	Opening paragraph does not state the main idea of the essay or states the main idea, but not clearly—the causes and effects leading up to the American Revolution.
Body	Paragraph 1 All of the following causes and effects are included and listed in sequential order: repeal of the Stamp Act, Boston Massacre, Boston Tea Party.	Paragraph 1 Two of the three following causes and effects are included and listed in sequential order: repeal of the Stamp Act, Boston Massacre, Boston Tea Party.	Paragraph 1 One of the three or none of the following causes and effects are included: repeal of the Stamp Act, Boston Massacre, Boston Tea Party.
	Paragraph 2 All of the following causes and effects are included and listed in sequential order: Intolerable Acts, First Continental Congress, Patrick Henry's speech.	Paragraph 2 Two of the three following causes and effects are included and listed in sequential order: Intolerable Acts, First Continental Congress, Patrick Henry's speech.	Paragraph 2 One of the three or none of the following causes and effects are included: Intolerable Acts, First Continental Congress, Patrick Henry's speech.
	Paragraph 3 All of the following causes and effects are included and listed in sequential order: more British soldiers sent to Boston, night riders warn of British troop movement, Battles of Lexington and Concord.	Paragraph 3 Two of the three following causes and effects are included and listed in sequential order: more British soldiers sent to Boston, night riders warn of British troop movement, Battles of Lexington and Concord.	Paragraph 3 One of the three or none of the following causes and effects are included: more British soldiers sent to Boston, night riders warn of British troop movement, Battles of Lexington and Concord.
Conclusion	Main idea of essay is restated in a different way from the introductory paragraph.	Main idea of essay is restated in the same way as the introductory paragraph.	Main idea of essay is restated in an unclear way or not restated.
Structure of the Piece	All sentences in paragraphs are presented logically.	Most sentences in paragraphs are presented logically.	Connections between sentences in paragraphs are confusing.
	All information has been paraphrased.	Most information has been paraphrased.	Little information has been paraphrased.
	All transition words or phrases are used appropriately.	Most transition words or phrases are used appropriately.	Transition words or phrases are not used appropriately.

Lesson 10 The French Intervention

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Rubric for assessment of formal writing



End-of-unit assessment writing prompts and answer keys are found in the online Assessment Guide: Unit Assessment.

Standards-based rubrics

K–5 rubrics

Amplify CKLA includes a complete array of standards-based rubrics for all grade levels, all genres of writing, and speaking and listening. All are available online for teachers to use any time the need for in-depth assessment arises.

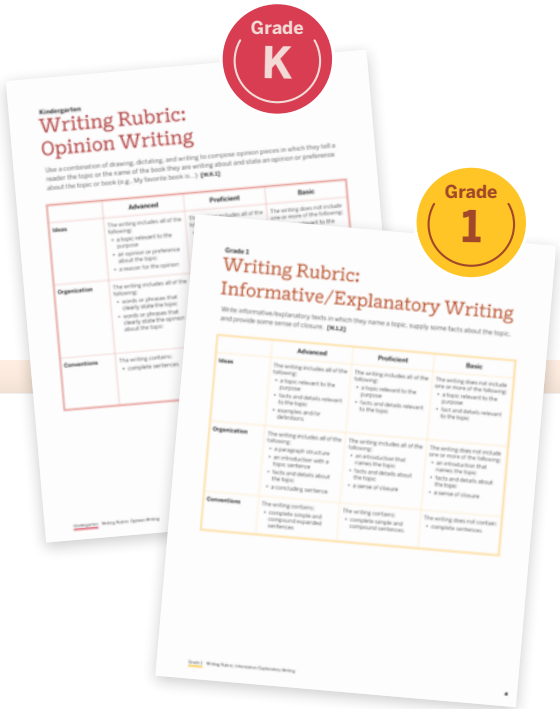


Grade 2

Writing Rubric: Narrative Writing

Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure. [W.2.3]

	Advanced	Proficient	Basic
Ideas	The writing includes the following: - a recounting of a well-elaborated event or short sequence of events - descriptive language and details that describe actions, thoughts, and feelings - skillful use of dialogue	The writing includes the following: - a recounting of a well-elaborated event or short sequence of events - details that describe actions, thoughts, and feelings	The writing does not include one or more of the following: - a recounting of a well-elaborated event or short sequence of events - details that describe actions, thoughts, and feelings
Organization	The writing includes the following: - a structure that enhances the recounting of the event or sequence of events - temporal words and phrases that signal event order - a clear ending or closure	The writing includes the following: - a logical structure that recounts the event or sequence of events - temporal words that signal event order - a sense of closure	The writing does not include one or more of the following: - a logical structure that recounts the event or sequence of events - temporal words that signal event order - a sense of closure
Conventions	The writing contains: complete simple, compound, and complex sentences	The writing contains: complete simple and compound sentences	The writing does not contain: complete simple and compound sentences





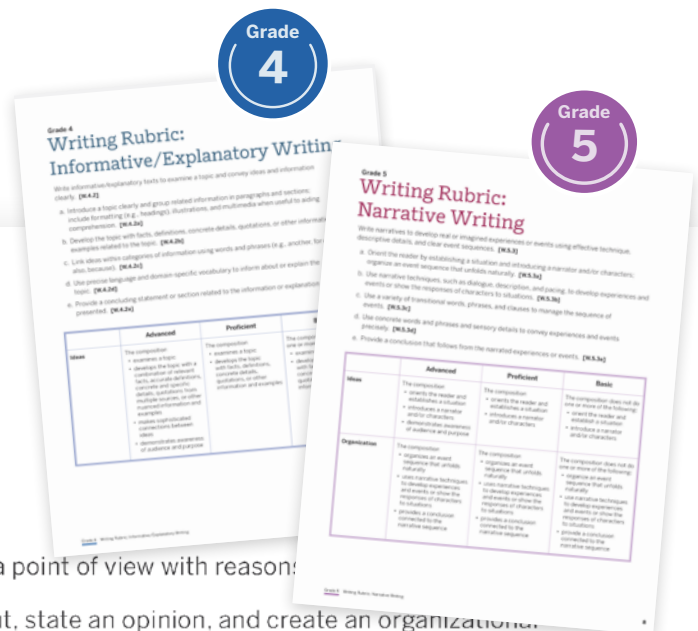
Grade 3

Writing Rubric: Opinion Writing

Write opinion pieces on topics or texts, supporting a point of view with reasons.

- Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. **[W.3.1a]**
- Provide reasons that support the opinion. **[W.3.1b]**
- Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons. **[W.3.1c]**
- Provide a concluding statement or section. **[W.3.1d]**

	Advanced	Proficient	Basic
Ideas	The composition - states an opinion about a topic or text - supports the opinion with reasons - demonstrates awareness of audience and purpose	The composition - states an opinion about a topic or text - supports the opinion with reasons	The composition does not do one or more of the following: - state an opinion about a topic or text - support the opinion with reasons
Organization	The composition - introduces a topic and opinion about that topic clearly and in an engaging fashion - creates a logical organizational structure for listing reasons - provides a concluding statement that connects the topic to a big question or the purpose for writing	The composition - introduces a topic and opinion about that topic - groups related reasons together - provides a concluding statement or section	The composition does not do one or more of the following: - introduce a topic and opinion about that topic - group related reasons together - provide a concluding statement or section
Conventions	The composition - uses linking words and phrases to connect opinions and reasons - uses language to add subtlety through connotative meanings	The composition uses linking words and phrases to connect opinions and reasons.	The composition does not use linking words and phrases to connect opinions and reasons.



Summative end-of-unit assessments

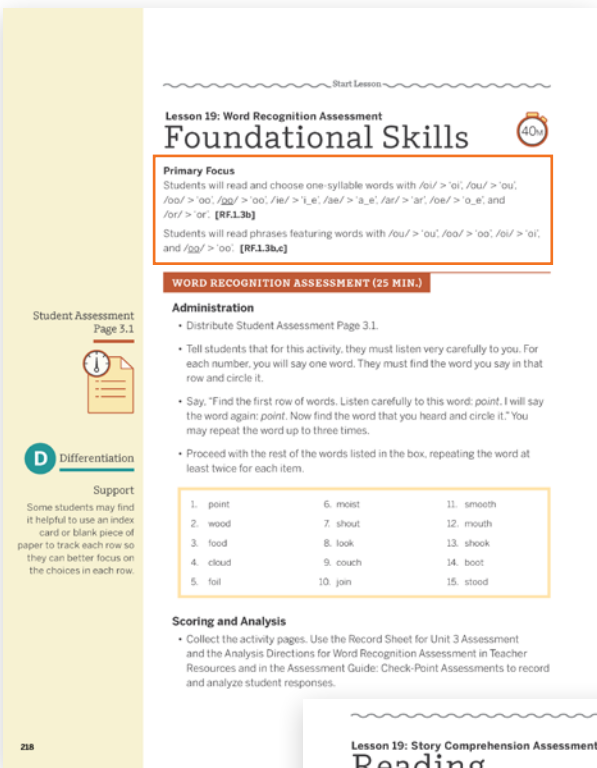
End-of-unit assessments measure mastery of unit objectives, offering a comprehensive view of student learning while guiding reteaching opportunities.

Grades K–2 Skills

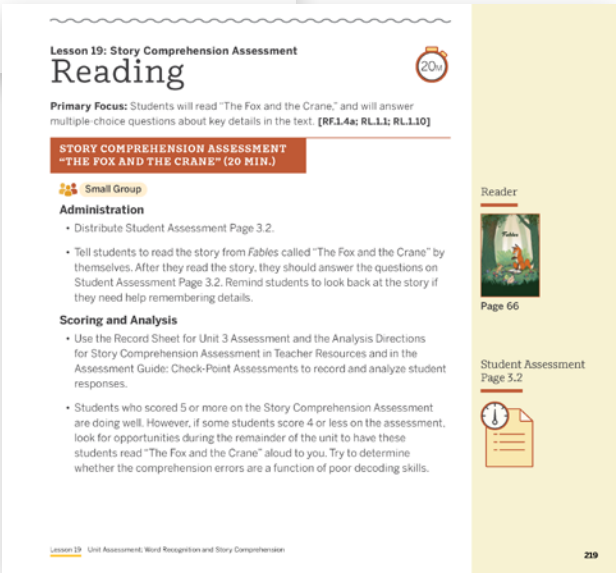
At the end of each Skills unit, a comprehensive assessment evaluates student progress on the foundational skills taught throughout the unit.



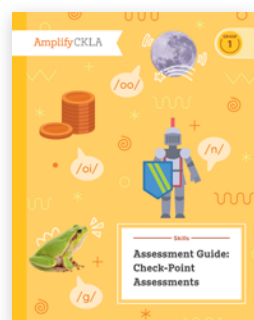
Grade 1, Skills 3
Teacher Guide



Summative assessments connect to grade-level standards.



Student materials for end-of-unit assessments (like those shown below) are found in the Assessment Guides, along with with answer keys and results analysis.



Grade 1
Assessment Guide

NAME: _____ DATE: _____ 3.1 Skills 3 Assessment

Directions: Have students circle the word their teacher says.

1.	punt	point	put	pout
2.	wood	want	wool	wet
3.	foil	food	foot	fed
4.	clam	clod	coil	cloud
5.	foil	fall	for	fell
6.	mouth	moist	mount	moth
7.	shout	shine	soil	shoot
8.	look	lake	loot	late

Skills 3 Unit Assessment 11

Word recognition

NAME: _____ DATE: _____ 5.2 Skills 5 Assessment

Part 4:

One paw, five paws

- One box, three _____
- One wrist, five _____
- One gem, nine _____
- One stitch, ten _____
- One kiss, three _____

Root Word	-ed	-ing
jump	jumped	jumping
rub		
pop		
hunt		
nap		

Skills 5 Unit Assessment 19

Language skills

NAME: _____ DATE: _____ 6.2 Skills 6 Assessment

The Prince Gets a Pet

Once there was a prince named Francis. Prince Francis was nice, but he sometimes did things without thinking.

One morning Prince Francis felt sad. He went to see his sister, Princess Rose.

"I'm sad," he said. "**What** can I do to make myself feel better?"

"You should get a pet," said his sister. "**When** I feel sad, I visit with my cat. Then I feel better."

"A pet!" said Prince Francis. "I like the sound of that." He shouted to his men, "Bring me my horse! I will ride out and look for a pet!"

So Prince Francis rode out to look for a pet. After a bit, he saw a skunk. He had never seen a skunk.

"Look at that cat!" he said. "I have never seen a cat like that! He's black with a nice **white** stripe on his back. He will be the perfect pet for me!"

Skills 6 Unit Assessment 23

Reading comprehension

NAME: _____ DATE: _____ 6.3 Skills 6 Assessment

The Prince Gets a Pet

- Francis is _____.
 - ☐ a princess
 - ☐ a prince
 - ☐ a cat
 - ☐ a horse
- Rose is _____.
 - ☐ a princess
 - ☐ a prince
 - ☐ a skunk
 - ☐ a horse
- What** did Rose tell Francis he should get?
 - ☐ She said he should get a pig.
 - ☐ She said he should get a skunk.
 - ☐ She said he should get a horse.
 - ☐ She said he should get a pet.

Skills 6 Unit Assessment 25

Grades K–2 Knowledge

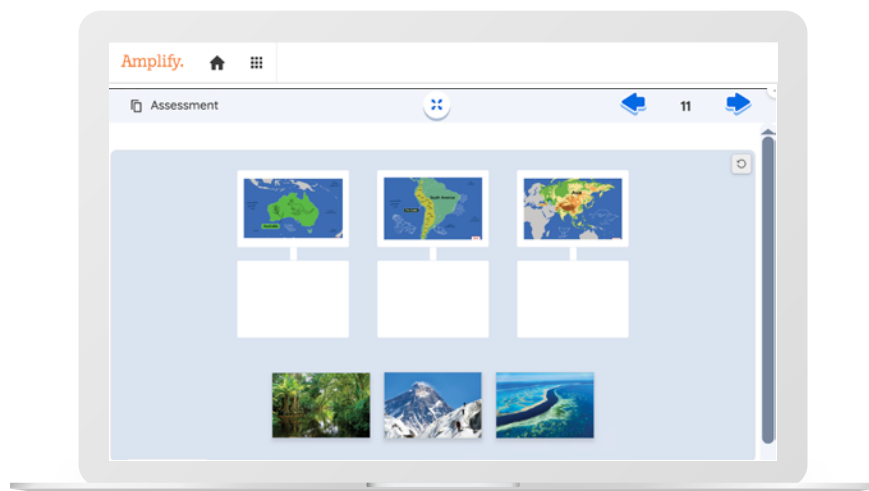
At the end of each Knowledge Domain, there is a summative assessment available in both digital and paper and pencil versions. Both versions evaluate student understanding of reading comprehension, vocabulary, and content knowledge developed within the domain. Teachers are free to select which version works best for their classroom.

Digital assessments for data and reporting

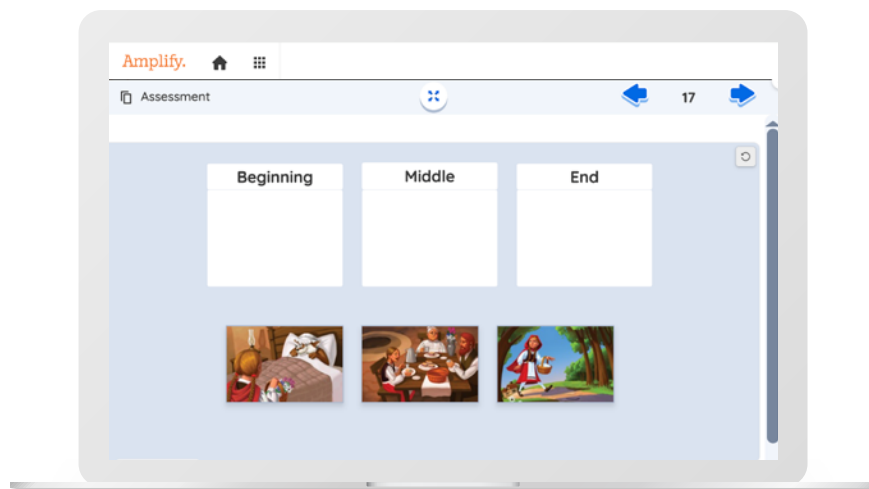
These assessments help teachers monitor student growth in reading comprehension, vocabulary, and content knowledge. Digital assessments are given online, auto-scored, and teachers are provided with real-time reports.

Why digital?

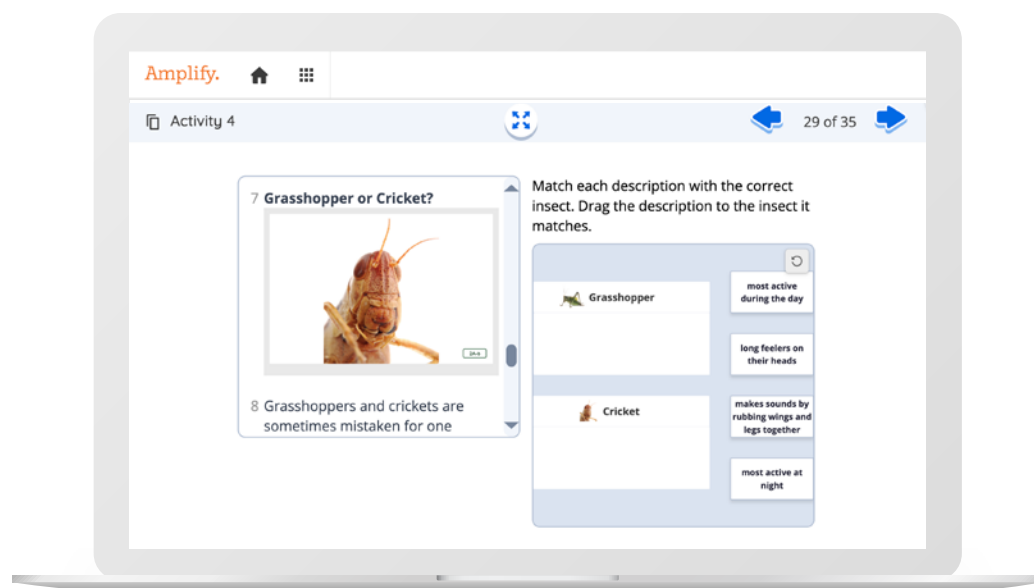
Save time with auto-scoring and uncover insights that drive instruction. Learn more about our assessment and standards reports on page 32.



Kindergarten, Knowledge 7: Students match images to continents.



Grade 1, Knowledge 3: Students map story sequence.



Grade 2, Knowledge 5

Paper and pencil assessments

These assessments are a variation of the digitally administered versions. Paper and Pencil assessments help teachers measure student success with retention of domain and academic vocabulary, as well as their application of comprehension skills and content knowledge. Teacher materials are found in the Teacher Guide assessment lesson and student materials are in the Assessment Guide: Domain Assessment.



NAME: _____ DA.1 Assessment
DATE: _____

1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		

Directions: Listen to your teacher's instructions.

NAME: _____ DA.2 Assessment
DATE: _____

1.			
2.			
3.			
4.			
5.			

Directions: Listen to the sentence read by the teacher. Circle the animal whose life cycle is being described.

NAME: _____ DA.3 Assessment
DATE: _____
Title: _____

Grades 3–5

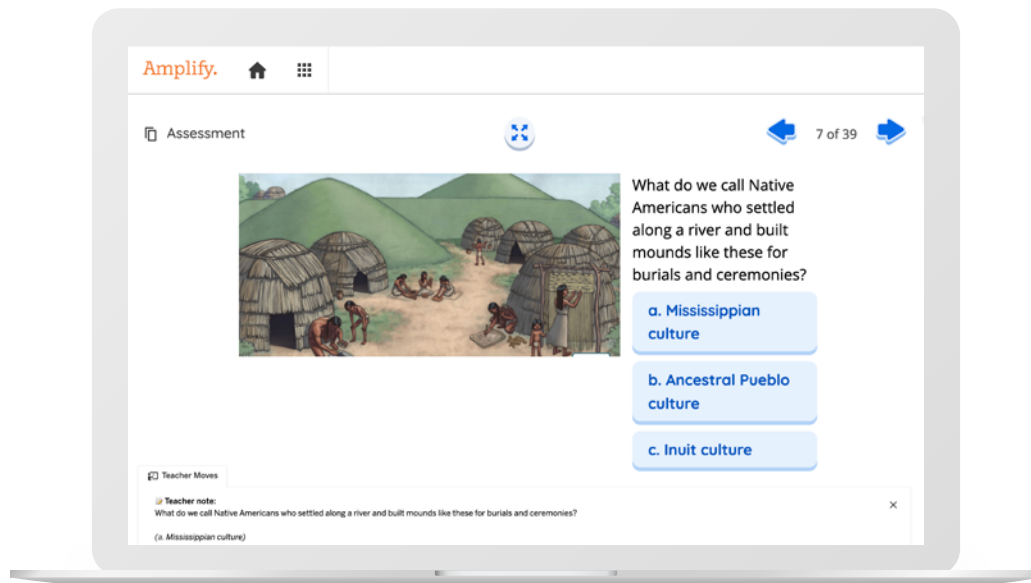
Summative assessments are available in both digital and paper and pencil versions. Both versions evaluate vocabulary, grammar and morphology, comprehension, and content knowledge. Teachers are free to select which version works best for their classroom.

Digital assessments for data and reporting

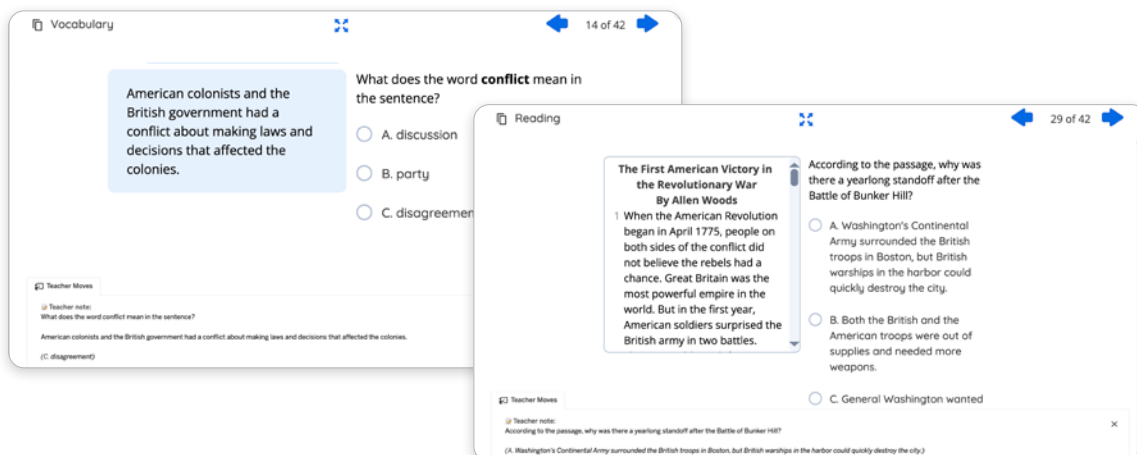
These assessments help teachers monitor student growth in grade level skills as well as the content knowledge taught in each unit. Digital assessments are given online, auto-scored, and teachers are provided with real-time reports.

Why digital?

Save time with auto-scoring and uncover insights that drive instruction. Learn more about our assessment and standards reports on page 32.



Grade 3, Unit 6



Grade 4, Unit 6

Grade 5, Unit 3

Paper and pencil assessments

These assessments are a variation of the digitally administered versions. Paper and Pencil assessments help teachers measure student success with grade level skills and content knowledge taught in each unit. Teacher materials are found in the Teacher Guide assessment lesson and student pages are in the Assessment Guide: Unit Assessment.

[illegible]

NAME: _____
 DATE: _____

6.1

UNIT 6
 American
 Revolution

Unit Assessment—Road to Independence The American Revolution

Reading Comprehension

Today you will read two selections about the *American Revolution*. After reading sections, you will answer several questions based on it. Then, you will read the selection and answer several questions about the texts.

Benjamin Franklin and the Revolutionary War

1. You could say Benjamin Franklin played an important role in the *American Revolution*. However, it would be more accurate to say Franklin played several important roles.
2. Before discussing Franklin's roles in the Revolutionary War, it is best describe something important Franklin did long before the *Revolutia* in the 1750s, during the French and Indian War, it seems Franklin er and printed a popular cartoon, which showed a sickle divided into six sections. The tail was labeled S.C., for South Carolina. One of the six sections was labeled N.J., for New Jersey. The head was labeled S.E., for England. Underneath the snake, Franklin printed the words "JOIN, OR DIE." What was he trying to say? It's likely he was trying to say that if the six joined together to fight against France, they would be much stronger; they did not join together, the French would defeat them. Franklin w the colonies to join together against a common enemy.

Page 61 Assessment Guide Unit Assessment

Grammar

Insert commas in the appropriate locations.

1. The Stamp Act was passed by Parliament on March 22 1765.
2. Newspapers magazines legal documents and even playing cards were taxed.

Insert punctuation, including quotation marks, in the appropriate locations.

3. How could any one man claim the right to rule over millions asked Thomas Paine
4. On July 2 1776 states the text the members of the Second Continental Congress voted for independence

Complete the "Agreement" column of the following chart to combine the subject with the verb as the subject and verb phrase. Remember to use the present tense (action is happening now).

Subject	Verb	Agreement
5. the child	watch	
6. my friends	to be	
7. I	to be	
8. my sister	cry	

80

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NAME: _____	6.1 CONCORD UNIT A Essential Question
DATE: _____	

Writing Prompt

How would the story "A Fictional Excerpt from a Boy's Diary, written in New York City, New York—July 11, 1776" be different if it were told from the point of view of someone who supported the British government? Share at least two specific parts of the story that would be different. Provide information from the story to explain and support your answer.

Student Performance Assessments

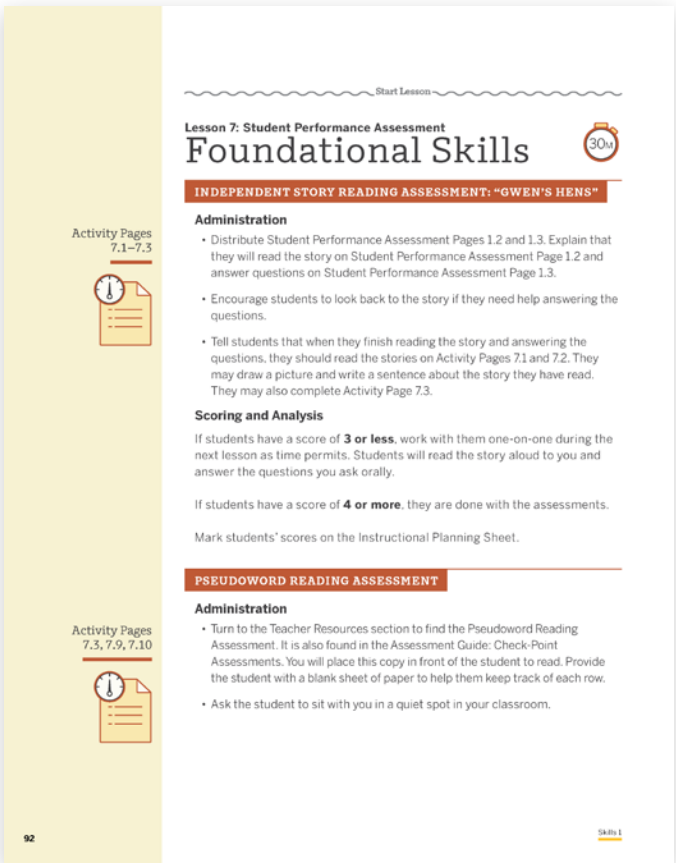
These benchmark assessments provide critical data to set goals, monitor progress, and ensure students advance toward grade-level success.

K–2 Skills

Given three times a year, Student Performance Assessments evaluate student progress toward mastery of grade-level foundational literacy skills.



Grade 1, Skills 1 Teacher Guide

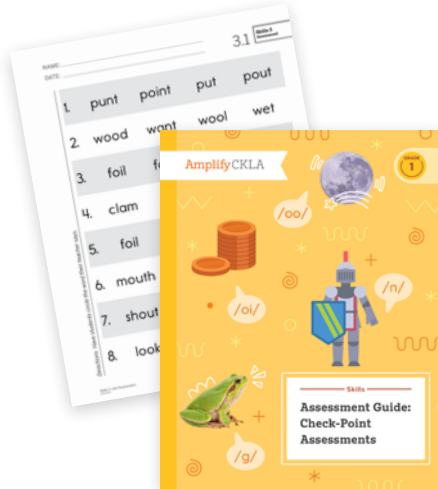


Beginning of Year Grade 1	Composite Goal 331	LNF Goal 51	PSF Goal 39
Ashley, Emma	329 Below	40 Well Below	33 Below
Baldwin, Freddie	345 Benchmark	52 Benchmark	55 Above
Bell, Jon ^①	317 Well Below	24 Well Below	21 Well Below
Bush, Tami	359 Above	53 Benchmark	44 Benchmark

mCLASS universal and dyslexia screening

Schools can use mCLASS® DIBELS® 8th Edition in addition to, or in lieu of, CKLA's Student Performance Assessments. mCLASS provides CKLA-specific recommendations.

Student materials for Student Performance Assessments (like those shown below) are found in the Assessment Guides, along with with answer keys and results analysis.



Grade 1, Skills Assessment Guide

NAME: _____ DATE: _____ 1.2 Skills 1 Student Performance Assessment

Gwen's Hens

Gwen had a red hen.

Gwen kept the hen in a pen.

The hen sat on its eggs.

It sat and sat and sat.

When Gwen got up, the hen was still on its eggs.

When Gwen went to bed, the hen was still there.

Then the hen was a mom!

Note to Teacher: If a student re-reads this story aloud to you over and over after independently reading the story, use this page as a running record, marking any words the student misreads.

Skills 1 Student Performance Assessment

NAME: _____ DATE: _____ 1.3 Skills 1 Student Performance Assessment

1. Gwen had a:

- ☐ dog
- ☐ cat
- ☐ hen

2. The hen was:

- ☐ wet
- ☐ red
- ☐ mad

3. Gwen kept the hen in a:

- ☐ box
- ☐ pen
- ☐ pet

Note to Teacher: If you ask these questions orally, after the student has independently marked responses, use this page and a different color pen to mark the student's oral responses.

Skills 1 Student Performance Assessment

Reading comprehension

NAME: _____ DATE: _____ 1.4 Skills 1 Student Performance Assessment

Pseudoword Reading Assessment Scoring Sheet

Directions: If a student misreads a word, write the letter for the sound that is incorrect above the corresponding letter in the word. If student reads "wug" as "wug", mark "w" as follows:

CVC Words 1. wug rab sep zat het

CVC Words 2. kern jet pig lum yod

CVC Words

Consonant Cluster

Consonant Digraphs

Double-Letter Spellings

Words correct ____ / 3

Error Analysis

Short Vowel Letter-Sound Errors

Consonant Letter-Sound Errors

Consonant Cluster Errors

Consonant Digraph Errors

Double-Letter Spellings

Skills 1 Student Performance Assessment

NAME: _____ DATE: _____ 1.5 Skills 1 Student Performance Assessment

Code Knowledge Diagnostic Assessment

1. t m s f v z

2. r l n e u

3. i o a t y

4. d g h j k

5. b p c w x

6. sh ch th ng qu

7. ff ss ll gg ck

Letter/sounds correct ____ / 35

Skills 1 Student Performance Assessment

NAME: _____ DATE: _____ 1.6 Skills 1 Student Performance Assessment

Letter Name Test

1. a w e

2. t y u

3. o p s

4. f g h

5. k l z

6. c v b

7. d x j

8. n i m

9. u r q

10. l y g

Letter names correct ____ / 10

Skills 1 Student Performance Assessment

NAME: _____ DATE: _____ 1.1 Skills 1 Student Performance Assessment

Scoring Sheet for Word Recognition Assessment

Lines	Code Knowledge Tested	Items Correct	Specific Errors
1-6	CVC word with single-letter spellings (e.g., bat, vet)	____/6	Sound spellings missed, and/or substitutions (e.g., "t" and "d" for "s" and "z," "a" and "e")

Clusters missed:

Consonant digraphs/Double-letter spellings missed:

Tricky Words missed:

Below have strong word is. They will next take the word one-on-one. They will meet.

1. met man mat bat

2. zip zap sip vat

3. cut cot got gut

4. pet vet vat fat

5. rot rob rod red

6. fox fix fax fan

7. spill grab stop spit

8. clip drip drop drum

9. cabs dogs crabs crust

10. flint flag print flap

Skills 1 Student Performance Assessment

Code knowledge, letter names, and word recognition

Grades 3–5

Given three times a year, benchmark assessments continue to ensure student progress toward mastery of grade-level standards, including word reading, reading comprehension, fluency, and grammar/morphology.

Student Performance Assessment 1

Student Performance Assessment 1 Assessment Day 1

LESSON AT A GLANCE

	Time	Materials
Student Performance Assessment 1		
Reading Comprehension Assessment	90 min.	□ Student Performance Assessment Pages 1.1, 1.2

ADVANCE PREPARATION

Student Performance Assessment 1

- Prepare to distribute Student Performance Assessment Pages 1.1 and 1.2.
- Please plan to have reading material available for students to select from and read independently as they finish the Student Performance Assessment 1.

READING COMPREHENSION ASSESSMENT (90 MIN.)

Have students work independently to complete the Reading Comprehension Assessment on Student Performance Assessment Page 1.1. After you have scored the assessment, record individual scores on each student's Student Performance Assessment 1 Summary (Student Performance Assessment Page 1.2).

The texts used in the Reading Comprehension Assessment, "The Cat" (literary text), "The Wolf, the Elk, and the Aspen Tree" (informational text), and "Invasive Species" (informational text), have been profiled for text complexity using the quantitative measures described in the Common Core State Standards for English Language Arts Supplement to Appendix A, "New Research on Text Complexity". All selections fall within the Common Core 4th–5th Grade Band.

Student Performance Assessment 1

Student Performance Assessment 1 Assessment Day 2

LESSON AT A GLANCE

	Time	Materials
Student Performance Assessment 1		
Grammar Assessment	45 min.	□ Student Performance Assessment Page 1.5
Word Reading in Isolation Assessment; Fluency Assessment	Ongoing	□ Student Performance Assessment Pages 1.2, 1.3, 1.4 □ stopwatch

ADVANCE PREPARATION

Student Performance Assessment 1

- Please plan to have reading material available for students to select from and read independently as they finish the Student Performance Assessment 1.

STUDENT PERFORMANCE ASSESSMENT 1

- During the second day of the three-day assessment, all students will complete the Grammar Assessment, independently. It includes thirty items assessing knowledge of paragraph parts, parts of speech, sentence elements (subject/predicate), conjunctions, capitalization and punctuation, verbs, linking words, possessives, and comparative and superlative adjectives and adverbs. After students complete this portion of the assessment, enter their scores on the Grammar Assessment Scoring Sheet in this Teacher Guide, making additional copies if needed. Benchmark results for individual students are not included for the Grammar Assessment.
- Begin to administer the Word Reading in Isolation Assessment, based on students' performance on the Reading Comprehension Assessment, and administer the Fluency Assessment to all students.

GRAMMAR ASSESSMENT (45 MIN.)

- Have students work independently to complete the Grammar Assessment on Student Performance Assessment Page 1.5. Answers are provided at the end of Student Performance Assessment 1 Day 2 in this Teacher Guide. Enter all student scores into the Grammar Assessment Scoring Sheet.

Student Performance Assessment 1 9

Beginning of Year

Grade 3 Last Name, First Name	Composite Goal 332	Letter Sounds				Word Reading Goal 96%
		NWF-CLS Goal 76	NWF-WRC Goal 24	WRF Goal 40	ORF-Accu	
Alvarez, Marianne	268 Well Below	0 Well Below	0 Well Below	0 Well Below	13%	Well Below
Benson, Jasper	325 Below	74 Below	20 Below	35 Below	91%	Below

mCLASS assessment

Schools can use mCLASS DIBELS 8th Edition in addition to, or in lieu of, CKLA's Student Performance Assessments. mCLASS provides CKLA-specific recommendations.

Assessment Guide: Student Performance Assessments

All teacher and student materials are in the online resource Assessment Guide: Student Performance Assessments.

NAME: _____ DATE: _____ 1.1 Student Performance Assessment 1

Student Performance Assessment 1 Reading Comprehension Assessment

Today you will read three text selections. The first selection is called "The Cat," the second selection is called "The Wolf, the Elk, and the Aspen Tree," and the third selection is called "Invasive Species." After reading each passage, you will answer several questions based on the text. Some of the questions have two parts. You should answer Part A of the question before you answer Part B.

Passage 1: "The Cat"

- Once upon a time in Denmark, there was a man named Franz. Franz lived a good life all year long, until one night. That evening, a pack of horrible, badly behaved trolls descended on him. The trolls drove poor Franz from his house and took over the place for the night.
- This went on for many years on the exact same night every year, until, one year, a famous hunter visited the house the morning of the dreaded night. The hunter had just captured a large, white bear and planned to present it to the king of Denmark. The hunter had a long journey ahead of him and asked Franz if he and the bear could spend the night.
- "I would let you stay," said Franz, "but I can't, for every year at this time I am visited by trolls at night who drive me out of the house. They will be here tonight and you do not want to be here when they arrive!"
- "Oh," said the hunter, "I am not afraid of trolls. If that is all you are worried about, let me stay in the house. The bear can sleep under the stove there. I will sleep in the back, in the comfortable bedroom."
- "Very well," said Franz. "You may stay, at your own risk, but I must get the house ready for the trolls. If I don't, they will be furious."

Student Performance Assessment 1 25

Reading comprehension

Student Performance Assessment 1 Materials

Word Reading in Isolation Assessment

1.	slowly	asphalt	oxygen	dorsal	birthplace
2.	bravo	washbas	consume	delight	council
3.	accuse	middle	trilogy	scoreboard	cruise
4.	marvelous	betrayal	freighter	flourish	guarantee
5.	blizzard	prairie	concrete	crescent	bowful
6.	breakwater	peachy	spitter	gherkin	quail
7.	yearning	exercise	bathe	ivory	disprove
8.	audit	balloon	continue	taught	overdue
9.	charm	human	pulled	warning	worthless
10.	swirl	avoidance	paperboy	courtesy	woodchuck
11.	switch	crumb	whopper	sprinkle	knitting
12.	calculate	mustache	partridge	singe	assign
13.	wiggle	bizarre	recommist	youthful	mustache

Student Performance Assessment 1 33

Word reading in isolation

The Elephant and the Ape

"Look at me!" cried Tusk the elephant. "See how big and strong I am!"

"Look at me!" cried his friend Nim the ape. "See how quick and clever I am!"

"It is better to be big and strong than quick and clever!" said Tusk.

"Not so," answered Nim. "It is better to be quick and clever than big and strong."

So the two friends began to argue.

"Let's not argue," said Nim. "Let's go to Sage and ask him to settle the matter."

"Agreed!" said Tusk and off they ran.

Percentile	Fall W.C.P.M.	Winter W.C.P.M.	Spring W.C.P.M.
90	153	168	184
75	125	143	160
50	94	120	133
25	75	95	105
10	60	71	83

Reading fluency

DATE: _____ 1.6 Student Performance Assessment 1

Student Performance Assessment 1—Morphology

- Which of the following words has the prefix *un-*, meaning "not," as in the word *unable*?
 - understand
 - ☒ unable
 - uncle
 - under
- If someone is giving nonverbal signals, how are they giving signals?
 - using written words
 - ☒ not using any words
 - using spoken words loudly
 - using spoken words quietly
- If you want to rewrite something, what do you want to do?
 - write it above
 - write it below
 - ☒ write it again
 - write it big

Grammar and morphology



Digital assessments and reporting

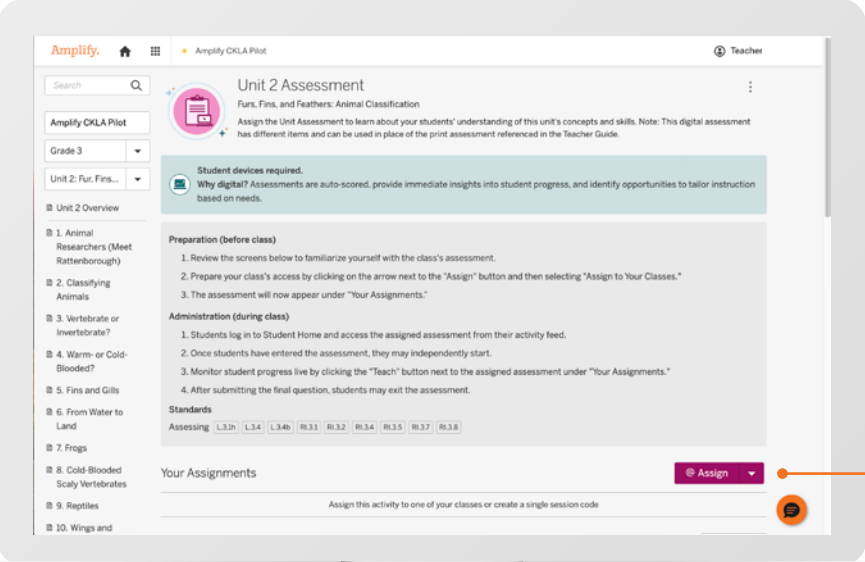
Digital assessments

End-of-unit assessments (for K–2 Knowledge Domains and all Grades 3–5 Integrated Units) are available in the digital platform to save time and provide deeper insights into student progress.

- **A variety of question types**, including multi-select and drag-and-drop, mirror high-stakes tests.
- **Auto-scoring** eliminates manual grading, allowing teachers to focus on instruction.
- **Detailed reporting** offers real-time feedback, helping educators identify strengths and areas for growth.



Teachers assign the assessment from the Teacher Dashboard:



The screenshot shows the Amplify Teacher Dashboard for a Unit 2 Assessment. The interface includes a sidebar with navigation options like 'Unit 2 Overview' and 'Your Assignments'. The main content area displays the assessment details, including preparation and administration instructions. A callout box highlights the '@ Assign' button, which is used to begin the assessment.

Unit 2 Assessment
Furs, Fins, and Feathers: Animal Classification

Assign the Unit Assessment to learn about your students' understanding of this unit's concepts and skills. Note: This digital assessment has different items and can be used in place of the print assessment referenced in the Teacher Guide.

Student devices required.
Why digital? Assessments are auto-scored, provide immediate insights into student progress, and identify opportunities to tailor instruction based on needs.

Preparation (before class)

1. Review the screens below to familiarize yourself with the class's assessment.
2. Prepare your class's access by clicking on the arrow next to the "Assign" button and then selecting "Assign to Your Classes."
3. The assessment will now appear under "Your Assignments."

Administration (during class)

1. Students log in to Student Home and access the assigned assessment from their activity feed.
2. Once students have entered the assessment, they may independently start.
3. Monitor student progress live by clicking the "Teach" button next to the assigned assessment under "Your Assignments."
4. After submitting the final question, students may exit the assessment.

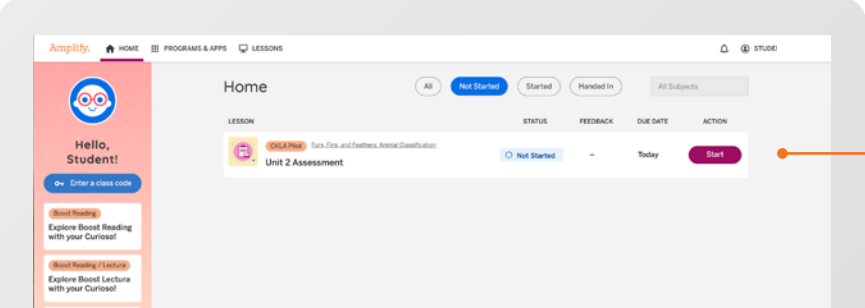
Standards
Assessing L.3.1a L.3.4 L.3.4b R.3.1 R.3.2 R.3.4 R.3.5 R.3.7 R.3.8

Your Assignments
Assign this activity to one of your classes or create a single session code

@ Assign

Use the assign button to begin the assessment.

Students login to begin the assessment:



The screenshot shows the Amplify Student Home screen. The interface includes a sidebar with navigation options like 'HOME', 'PROGRAMS & APPS', and 'LESSONS'. The main content area displays the 'Unit 2 Assessment' with a 'Start' button. A callout box highlights the 'Start' button, which is used to begin the assessment.

Amplify. HOME PROGRAMS & APPS LESSONS

Home

LESSON STATUS FEEDBACK DUE DATE ACTION

Unit 2 Assessment Not Started Today Start

Start

Vocabulary 9 of 40

Which sentence describes a **habit**?

☐ A. Some days I shower in the morning, and other days I shower in the evening.

☐ B. Today I went to the library to check out books that I would like to read.

☐ C. I write in my journal every night before I go to bed.

Lead or pace the assessment by limiting access to certain screens and pausing the assessment.

← CKLA Interactive Classroom - Unit 2... 0 / 1 student Pull to lesson

Anonymized Pace Synced Pause

SORT BY Name

Assessment

- Unit 2 Assessment
- Part 1
-
-

Anonymize mode is on. Your students' names have been changed.

Name	Score	Status	Action
Hoang Xuan Sinh		✓	✗ ✓

Unit 2 Assessment

Furs, Fins, and Feathers: Animal Classification

Note items that are being answered correctly or incorrectly in real time.

SnapshotsSummaryTeacherStudent

5

What type of habitat

6

What is the name of the organ that

7

Which statement about amphibians

8

9

What is the name of the scientist

10

ed to the names of notable mathematicians. [Learn more](#)

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Assessment report

After assessments are autoscored, teachers can view the assessment report displaying student and class performance by item and standard.

View results by item, standard, skill, and class distribution.

Amplify.



● Reports

CKLA

Assessment Report

Standards Report

Assessment Report

CLASS

UNIT | DOMAIN

ASSESSMENT

Teacher Miller

Domain 4

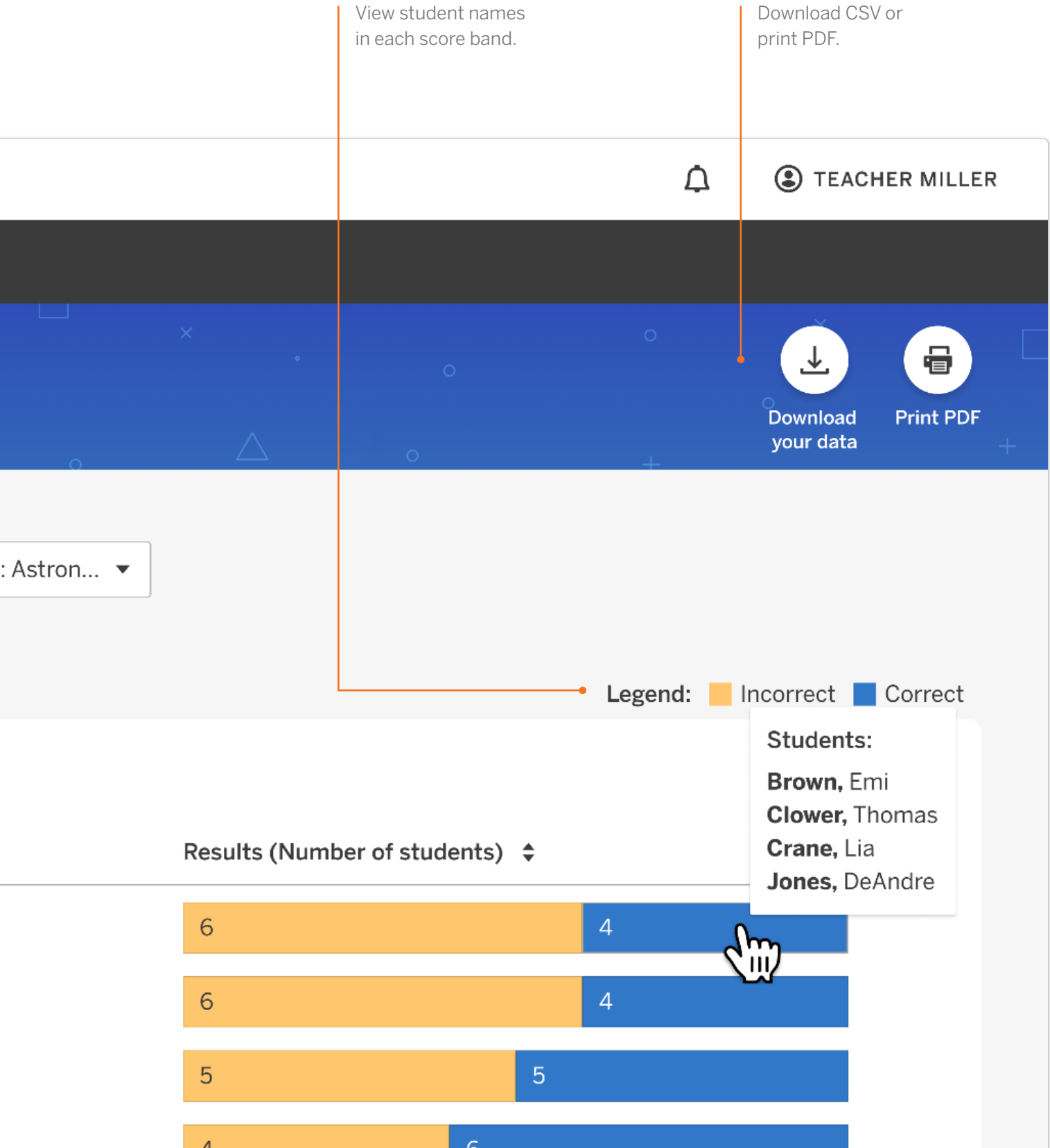
Reach for the Stars

Reach for the Stars: Astronomy

View details

Score Distribution by Item

Item	Standard	Skill
Item 1	L.1.4a	Knowledge
Item 2	L.1.4a	Main idea
Item 3	L.1.4a	Morphology



Standards report

The standards report helps teachers more deeply analyze student performance and progress across time. A single standard or set of standards can be selected to provide a clear view of student progress toward mastery, as well as insight into any areas that require attention. Student performance on a particular standard can be viewed across every unit where that standard was assessed.

The screenshot shows the Amplify CKLA Standards Report interface. At the top, there's a navigation bar with 'Amplify.' and 'CKLA' tabs. Below this, a 'Standards Report' header is visible. On the right, there are buttons for 'Download CSV or print PDF.' and 'Download your data'.

Callouts highlight the following features:

- STANDARD BY STRAND:** A dropdown menu currently set to 'All Strands'. A callout explains: 'Filter standards by skills type.'
- Download CSV or print PDF:** A callout pointing to the top right buttons.
- Table Columns:** A callout points to the 'Number of Items' and 'Last Assessment' columns in the table below.

The table displays 6 Standards with the following data:

Standard	Strand	Number of Items	Last Assessment
L.1.4a	Literature	12	Reach for the Stars: Astronomy
L.1.5	Literature	15	Reach for the Stars: Astronomy
RI.1.2	Informational Text	10	Reach for the Stars: Astronomy
RI.1.7	Informational Text	12	Reach for the Stars: Astronomy
RI.1.8	Foundational Skills	7	Reach for the Stars: Astronomy
RI.1.1	Foundational Skills	9	Reach for the Stars: Astronomy

View how many test items relate to a standard and where they were previously assessed.

Drill deeper into any standard by clicking on it.

Identify where this standard appears in Amplify CKLA.

Amplify. Reporting CKLA CKLA3GRADE1 TEACHER

Assessment Report Standards Report

Standards Report

CLASS: CKLA3 Grade 1 Class STANDARD BY STRAND: All Strands

11 Standards

Legend: No work Incorrect Correct Highlight: None Correct Incorrect

Standard	Strand	Number of Items	Last Assessment
L.1.4a	Language	1	From Nose to Toes: How Your Body Works
L.1.5	Language	17	Charting the World: Geography

Standard description
With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.

This standard appears in
[Domain 2 Assessment](#) | [Domain 3 Assessment](#) | [Domain 5 Assessment](#)

	Charting the World: Geography							Common Thread...				From Nose to Toes: How Your Body Works						
	Screen 3	Screen 4	Screen 5	Screen 6	Screen 7	Screen 8	Screen 9	Screen 4	Screen 5	Screen 6	Screen 9	Screen 4	Screen 5	Screen 6	Screen 7	Screen 8	Screen 9	
Student	↓	↓	↓	↓	↓	↓	↓	↓	↓	↓	↓	↓	↓	↓	↓	↓	↓	
Student, CKLA3Grade1First	✓	✓	✓	✓	✓	✗	✗	✗	✓	✗	✓	✗	✗	✓	✓	✓	✓	
Student, CKLA3Grade1Second	✓	✓	✗	✗	✓	✗	✗	✓	✗	✓	✗	✓	✓	✓	✓	✓	✓	

View current and previous results on all items related to the standard.

Using data to differentiate instruction

K–2 Skills

In addition to in-lesson supports, challenges, and multilingual/English learner scaffolds, CKLA includes a range of resources to help teachers provide differentiated responses to assessments.

Lesson 3: Foundational Skills Remediation

Additional Support

WIGGLE CARDS

- Wiggle Cards describe a motion or activity students can act out. You may want to designate a box or container to hold the cards. Wiggle Cards are invaluable to use at any point during the day, not just during reading but whenever you feel students need a transition activity to refocus attention.
- Write each sentence on an **index card** or **sentence strip**.
- Show students the Wiggle Card, have them read it, and let them perform the action.

1. Act like you are baking a cake.

2. Make a face.

3. Act like you are skating.

4. Start waving.

Additional Support

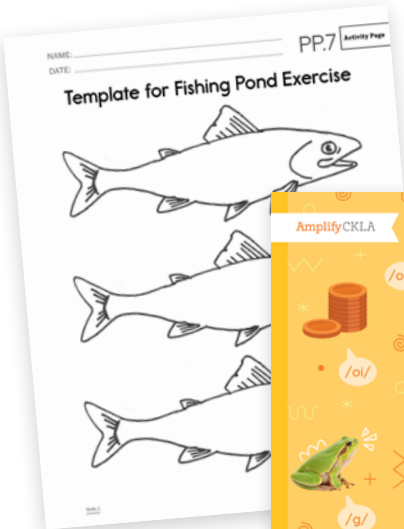
Embedded at the end of lessons in the Teacher Guide, each Additional Support section provides up to 30 minutes of targeted instruction aligned to lesson objectives.

Pausing Points

Teachers can choose from a wide variety of multi-sensory activities designed to provide differentiated practice. Pausing Points appear in both Skills units and Knowledge domains.



Grade 1, Skills 1
Teacher Guide



Grade 1, Skills 1
Pausing Point Activity Pages

Student activity pages and answer keys are in the Pausing Point Activity Pages resource, an online PDF.

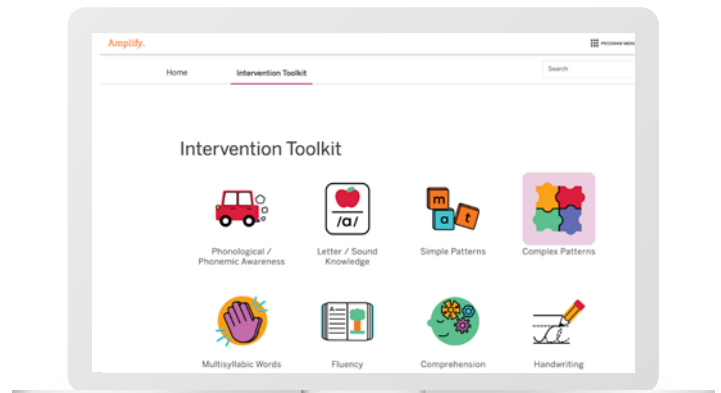


Assessment and Remediation Guides

The Assessment and Remediation Guides for each K–2 Skills unit contain large volumes of remediation activities and progress-monitoring tools, covering phonological awareness, phonics, fluency, and comprehension. These guides are found on the digital platform.

Intervention Toolkit

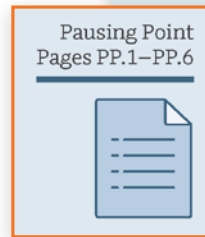
The Intervention Toolkit is a searchable online resource containing hundreds of activities aimed at building phonics, fluency, comprehension, handwriting, and other key skills. Progress-monitoring tools are included as well.



Grades 3–5



Grade 4, Unit 6
Teacher Guide



Pausing Point
Pages PP.1–PP.6

Grade 4 | Unit 6 Pausing Point

PAUSING POINT FOR DIFFERENTIATION OF INSTRUCTION

Please use the first two days of this unit to address results of the Unit Assessment (for reading comprehension, fluency, if applicable, grammar, and morphology) and Spelling Assessments.

Remediation

Content

For a detailed description of remediation strategies, which address lagging skills in Reading Comprehension, Fluency, Language, and Writing, refer to the Program Guide.

Grammar and Morphology Review

You may wish to use Pausing Point Pages PP.1–PP.6 to review and practice grammar and morphology skills taught in this unit.

Writing

Use time during the Pausing Point to return students' cause and effect essay drafts, along with the completed Cause and Effect Essay Rubric and Editing Checklist. Meet briefly with individual students to discuss areas in which improvement is needed. You may wish to allow students additional time to revise and edit their cause and effect essays. You may also wish to allow students to publish their cause and effect essays by recopying their revised and edited draft onto a clean page.

You may wish to suggest that students needing more practice write a new cause and effect essay on a different topic, such as the French and Indian War. Provide additional structure and guidance for students, making copies of both the Informative Cause and Effect Essay Rubric and Editing Checklist available (see Student Resources in the Activity Book). Conulate and check in with students as they write.

Writing Prompt

- Choose an event from the Reader, *The Road to Independence*, and write a paragraph that explains its importance to the American Revolution.
- Remind students to include evidence from the text such as specific dates, historical people, and facts.

344

NAME: _____
DATE: _____

PP.1 Activity Page

Review Commas and Quotation Marks

Rewrite each sentence, inserting commas and quotation marks in the appropriate locations. Be sure to use correct capitalization and end punctuation.

Example: My own dog complained Rip Van Winkle has forgotten me.
"My own dog," complained Rip Van Winkle, "has forgotten me."

- Muskets cannons and bayonets were all weapons used in the Revolutionary War.

- The book *The Road to Independence* states one of the colonists' side was George Washington.

- During the winter, the soldiers survived on soup.

NAME: _____
DATE: _____

PP.2 Activity Page

Subject-Verb Agreement

Complete the "Agreement" column, using the information provided. Remember to use the present tense (action is happening now), even though you may be writing about people who lived in the past.

Subject	Action Verb	Agreement
British taxes	to be	British taxes are
George Washington	lead	
I	to be	
the Continental Congress	pass	
	to be	
eatley	write	
ists	boycott	
	to be	
representative	try	
	crush	

Activity Pages 3

Pausing Points

Pausing Points offer teachers opportunities for differentiated remediation and enrichment.

Teachers can use any Pausing Point activity as remedial practice or as an added assessment opportunity. Student activity pages are in the online Pausing Point Activities resource

Grade 4 | Unit 6

**Road to Independence:
The American Revolution**

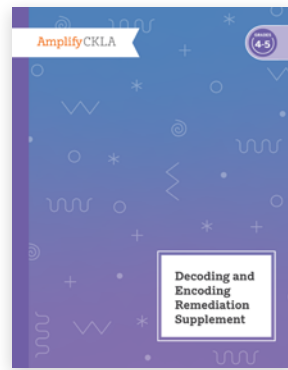
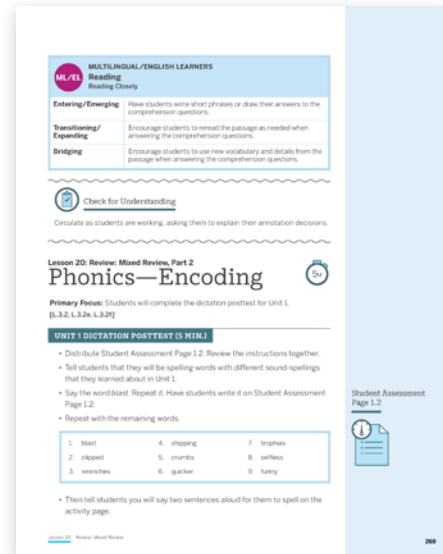
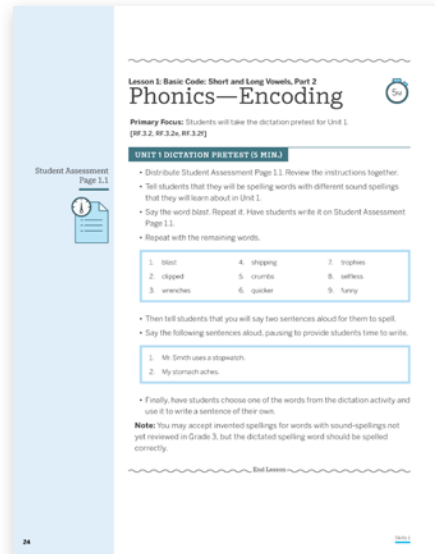
Pausing Point Activity Pages



Grade 3, Skills 1
Teacher Guide

Supplemental Skills Resources Grade 3

These optional units, aimed at helping students master code knowledge, provide formative as well as pre- and post-unit assessments.

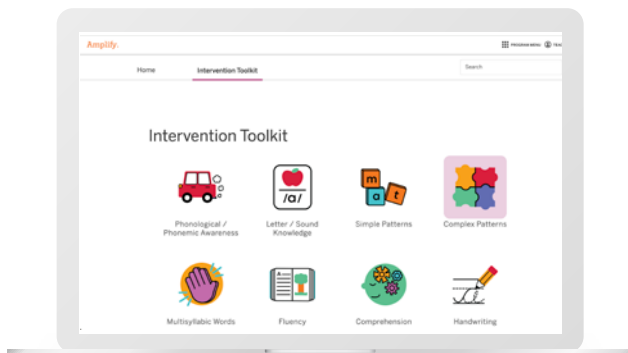


Remediation Guides

The Assessment and Remediation Guide (Grade 3) and Decoding and Encoding Remediation Guide (Grades 4 and 5) provide additional instruction and remediation for students who enter these grades with gaps in their code knowledge and fluency. These guides are found on the digital platform.

Intervention Toolkit

This searchable online toolkit is also available to teachers in Grades 3–5 who are looking to build phonics, fluency, comprehension, handwriting, and other key skills.



Visit us online for more information
on Amplify CKLA.

 amplify.com/ckla

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