CKLA 2nd Edition assessments allow teachers to gain critical information about student mastery of grade level performance tasks. Through the use of formative assessment embedded in the Grade K-5 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 and knowledge units and domains.

Assessment	Purpose	Additional Information	How Data is Used
Daily Checks for Understanding	Monitors class progress towards mastery of aligned **primary focus objectives**	• One or more in every lesson • Usually a short activity or question	• Allows teacher to monitor progress on each primary focus objective and adjust instruction as needed • Measures depth of content knowledge before, during and after instruction
Daily Formative Assessments	Determines individual student and class mastery of aligned **primary focus objectives**	• One or more in every lesson • Many forms including: observation, anecdotal records, exit tickets, activity pages	• Allows teacher to see how individual students understand the lesson • Informs small group instruction
Spelling Assessments	Determines individual student and class mastery of identified aligned **primary focus objectives**	• Grade 1-5 • Spelling analysis sheet included in TG	• Gives insight into individual students decoding and encoding skills • Informs small group instruction
Writing Assessments	Determines individual student and class mastery of identified aligned **primary focus objectives**	• Daily response-to-text activities • Grade 1-5 Unit and Domain based assignments include rubrics in TG	• Allows teacher to see how individual students understand the lesson • Informs small group instruction
Mid-Unit/Domain Assessments ***not a part of every unit***	Assesses student mastery of literacy skills, knowledge, and vocabulary covered in the first half of the unit or domain	• Analysis and observation records and support included in teacher resources in TG	• Informs teacher choice of Pausing Point activities to best meet student needs • Informs small group instruction
Domain/Unit Assessments	Evaluates student learning of the content of the unit or domain	• At the end of a domain or unit • Analysis and observation records and support included in teacher resources	• Allows teacher to evaluate student learning of the content of the domain or unit • Informs small group instruction

Assessment	Purpose	Additional Information	How Data is Used
BOY Assessment	Assesses all students for grade level readiness	• Analysis support included in teacher resources in TG	• Identifies gaps in student learning/understanding • Provides guidance for student groupings • Informs small group instruction
MOY Assessment	Assesses all students on grade level content taught to mid-year	• Analysis support included in teacher resources in TG	• Identifies gaps in student learning/understanding • Informs small group instruction
EOY Assessment	Assesses all students on grade level content taught throughout the entire year	• Analysis support included in teacher resources in TG	• 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 notates opportunities for grading discussion at the district, campus and grade level