

GENTRY PRIMARY SCHOOL

MCL-Crystal King



HOW WE USE OUR COMMON FORMATIVE ASSESSMENTS...

- CFA's are given to every student (these are given on the same day in the same way)
- Teachers and MCL's meet to discuss the data and what teaching strategies worked and what the plan is to meet the students who did not meet the standard (How are we going to intervene?)
- Teachers reteach students who did not meet the standard and then give the CFA again (reteaching may be done by another teacher depending on the skill)
- Teachers use spreadsheets in order to track progress
- Teachers use data to drive daily instruction whether that be in whole group or intervention small groups
- Teachers create learning ladders in order for students to monitor their own learning
- If a learning target is met according to the CFA data teams meet to decide how extension will be provided.

KINDERGARTEN



Student: _____

Letter ID:

B	T	L	Y	S	P	K	A	X
M	J	N	C	R	F	U	D	W
Q	I	V	H	G	E	Z	O	

d	j	p	e	x	a	n	o	i
u	g	c	h	z	t	m	r	q
b	f	y	w	k	s	v	l	

Sound ID:

B	T	L	Y	S	P	K	A	X
M	J	N	C	R	F	U	D	W
Q	I	V	H	G	E	Z	O	

Data:

Date:					
Capital:					
Lowercase:					
Sounds:					

13 or less 1
 14-25 is a 2
 26 is a 3

AUG UPPER	AUG LOWER	AUG SOUNDS	SEP UPPER	SEP LOWER	SEP SOUNDS	Oct Upper	OCT LOWER	OCT SOUNDS	nov upper	nov lower	nov sounds
15	16	0	24	23	14	26	26	18	26	26	24
25	21	8	26	25	16	26	25	22	26	26	25
25	24	24	25	25	25	25	25	25	26	26	26
1	0	3	3	0	3	5	0	10	9	5	14
22	21	22	24	25	23	24	25	25	24	26	25
9	6	0	10	6	5	11	7	7	11	9	9
16	10	0	19	17	12	25	23	16	26	26	26
26	22	16	26	25	17	26	25	19	26	26	24
13	12	0	20	17	8	22	18	12	25	23	20
22	20	0	22	22	5	26	25	15	26	26	21
5	2	0	7	4	0	7	4	0	14	7	9
2	2	0	7	2	0	11	3	0	17	12	8
9	0	5	13	4	6	18	9	11	22	18	21
25	23	21	26	26	25	26	26	25	26	26	26
2	0	0	6	4	0						
26	26	24	26	26	25	26	26	25	26	26	26
20	15	0	22	18	4	24	21	7	26	25	22
25	19	10	26	23	17	26	24	22	26	26	24
17	13	0	24	21	9	25	23	21	26	25	25
26	24	19	26	24	20	26	26	23	26	26	26

FIRST GRADE

1.FR.5.PD Decode Words with Digraphs

Name: _____

Date: _____

Score: _____

Teacher directions: 5 seconds/word

✓ - Read correctly

3 = 13-16 correct

2 = 8-12 correct

1 = 0-7 correct

1. ___ path
2. ___ mash
3. ___ whip
4. ___ chat
5. ___ luck
6. ___ match
7. ___ edge
8. ___ ring
9. ___ that
10. ___ ship
11. ___ whiz
12. ___ chin
13. ___ rock
14. ___ hutch
15. ___ badge
16. ___ song

Name: _____

Date: _____

Score: _____

Phonological Awareness

Orally blends 1-syllable words

1.FR.1.PA

✓ - Blended correctly

Teacher Student

1. ___ /t/a/s/k/ → task
2. ___ /s/e/t/ → set
3. ___ /h/e/l/p/ → help
4. ___ /c/r/u/s/t/ → crust
5. ___ /f/l/i/p/ → flip
6. ___ /m/a/sh/ → mash
7. ___ /j/u/s/t/ → just
8. ___ /f/l/a/sh/ → flash
9. ___ /ch/e/k/ → check
10. ___ /s/p/i/t/ → split

Rubric:

10, 9, 8 = score of 3

7, 6, 5 = score of 2

4 or less score of 1

Name: _____

Date: _____

Score: _____

Phonological Awareness

Orally segments the sounds of 1-syllable words

1.FR.2.PA

✓ - Blended correctly

Student Teacher

1. ___ /t/a/s/k/ ← task
2. ___ /s/e/t/ ← set
3. ___ /h/e/l/p/ ← help
4. ___ /c/r/u/s/t/ ← crust
5. ___ /f/l/i/p/ ← flip
6. ___ /m/a/sh/ ← mash
7. ___ /j/u/s/t/ ← just
8. ___ /f/l/a/sh/ ← flash
9. ___ /ch/e/k/ ← check
10. ___ /s/p/i/t/ ← split

Rubric:

10, 9, 8 = score of 3

7, 6, 5 = score of 2

4 or less score of 1

1.FR.5.PD - Digraphs			1.FR.1.PA - Oral Blends			1.FR.1.PA - Oral Segmenting		
Pre	Post	Re	Pre	Post	Re	Pre	Post	Re
2	9		3	3		1	2	2
0	11		3	3		3	3	
0	14		1	3		1	2	3
0	1		3	3		1	2	2
0	5		1	3		2	1	2
4	13		3	3		2	2	3
13			3	3		3	3	
3	13		3	3		2	2	3
9	13		3	3		2	2	3
0	1		1	1	1	1	1	1
0	14		1	1	2	1	1	1
4	11		3	3		1	1	2
0	2		1	3		1	2	2
	14				3			3
5	6		3	3		2	2	2
0	6		1	2	3	1	1	2
8	13		3	3		3	3	

SECOND GRADE

Name: _____

2.NBT.A.3/2.NPV.3

Read, write, and represent whole numbers up to 1,000 using concrete models or drawings, number names, and a variety of expanded forms.

Write the following numbers in numeral form, number names and expanded form.

	Numeral	Number Name	Expanded Form
1.			
2.			
3.			

Draw a concrete model of the following numbers:

15. 28	16. 13	17. 897
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Name: _____

2.NBT.A.3/2.NPV.3

Read, write, and represent whole numbers up to 1,000 using concrete models or drawings, number names, and a variety of expanded forms.

Read the following numbers in numeral form, number names and expanded form. (To your teacher)

6. 28

7. 13

8. 897

9. twenty-eight

10. thirteen

11. Eight hundred ninety-seven

12. $20+8$

13. $10+3$

14. $800+90+7$

Rubric out of 21

17-21 correct --- 3


16-14 correct-- 2

12 or less correct --- 1

SECOND GRADE CONT.

2.NBT.A.3/2.NPV.3 Math Learning Targets

- Read, write, and represent whole numbers up to 1,000 using concrete models or drawings, number names, and a variety of expanded forms.

	More Complex	I can describe numbers within 1000 as a group of 10 ★	
		I can model numbers within 1000 as a group of 10 ★	
		I can write numbers in expanded form to 1000 ★	
		I can write number names to 1000 ★	
		I can write base-ten numerals to 1000 ★	
		I can read numbers in expanded form to 1000 ★	
		I can read number names to 1000 ★	
		I can read base-ten numerals to 1000 (110, 120,130...) ★	
		Less Complex	I can count on from any number to 120 ★
			I can write a number to represent a group of objects ★
I can read and write my numbers from 0-120 ★			



Northwest Arkansas Education Service Cooperative



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During a coaching cycle, Gentry Primary's 1st grade team and MCL worked extremely hard on the goal they set with the NWAESC literacy specialist, Brittney Bair. The team set a goal to embed explicit instruction and increase practice opportunities into Tier 1. Students and teachers are seeing evidence of this focus in their Acadience scores. Way to go Pioneers!!

[Gentry Public Schools](#)

