

3RD EDITION

Assessments overview

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

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BUILT ON THE
Science
OF
Reading

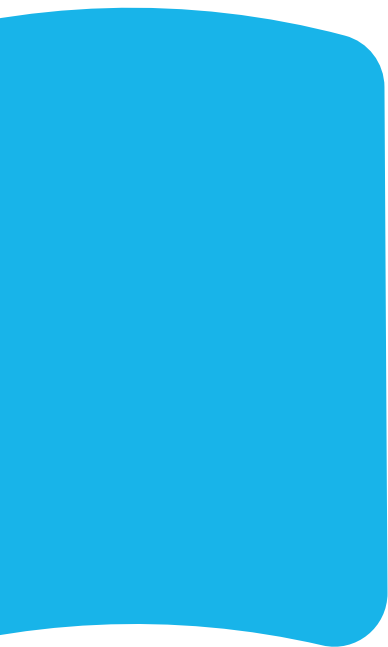


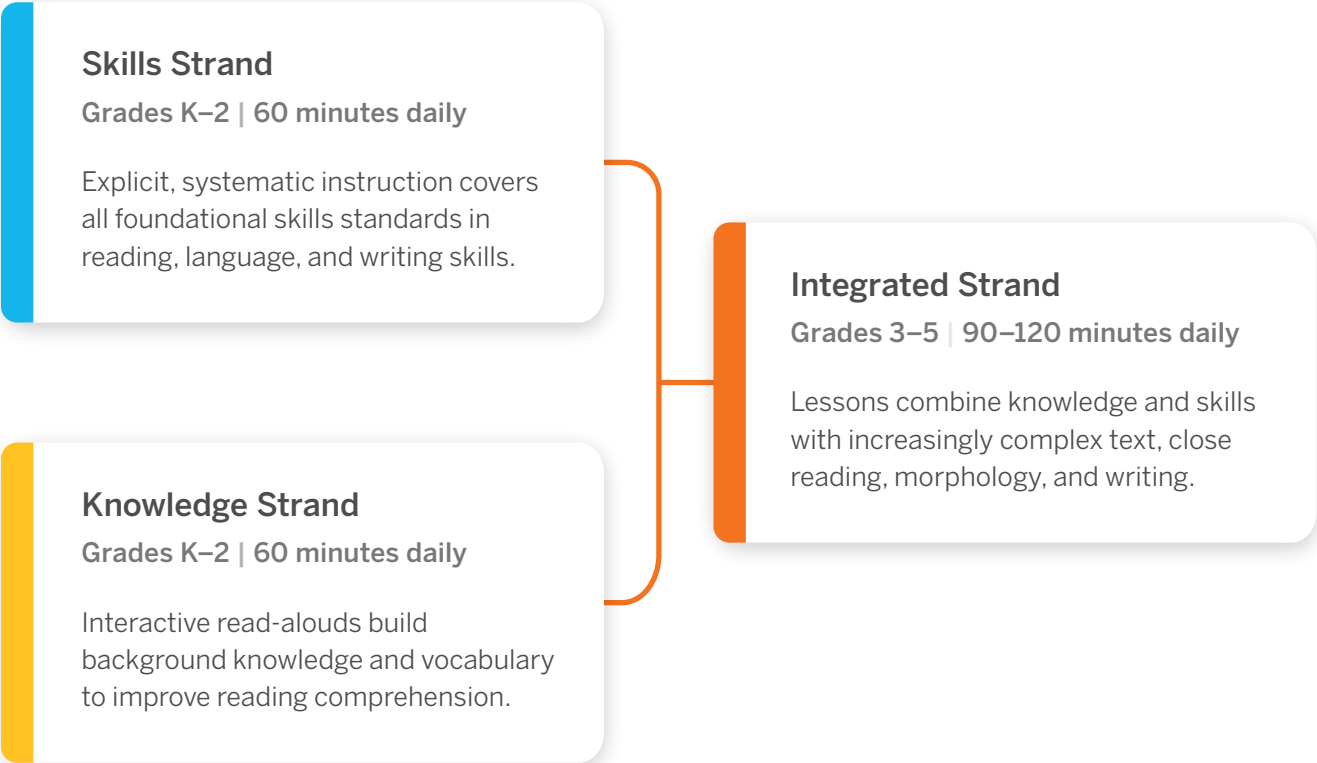
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Curriculum framework and assessment overview

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

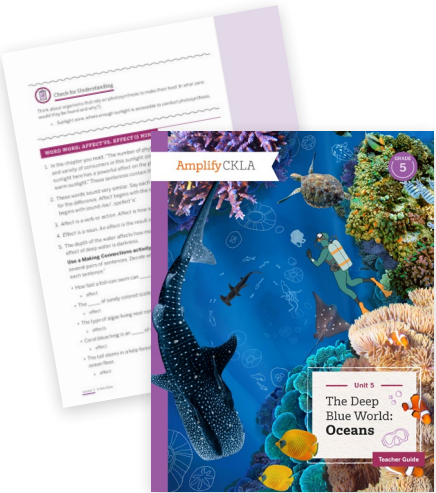
Check for Understanding

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?)

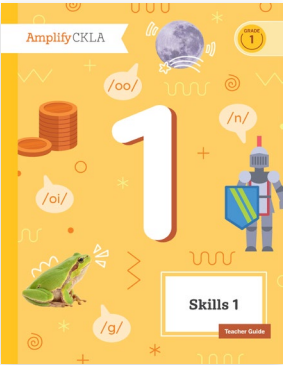
- » Sunlight zone, where enough sunlight is accessible to conduct photosynthesis.

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.



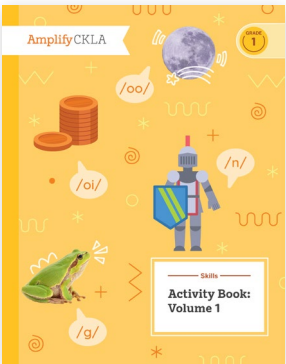
Observation: Anecdotal Reading Record

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

f f f f

F F F F

v v v v

V V V V

Skills 1

NAME: _____ DATE: _____ 19.1 Activity Page

Beth

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

Skills 1

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

LESSON

6

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, students will use a graphic organizer to write a story.
[RL.K.9, W.K.1]

FORMATIVE ASSESSMENT

Activity Page 6.1

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

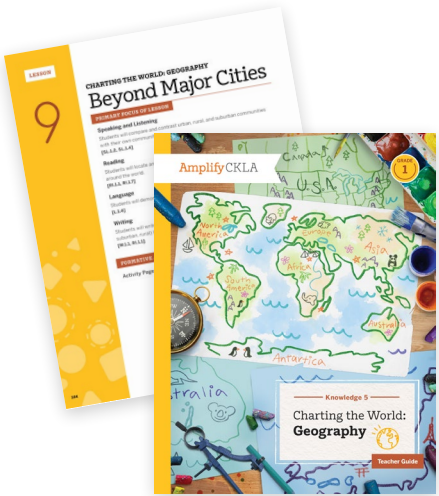
NAME: _____

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?

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	

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.” [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.” [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

5

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 6

Root to Independence: The American Revolution

21

Comprehension, writing, vocabulary, and grammar

NAME: _____

DATE: _____

11.2

Activity Page

Subject-to be Verb Agreement in the Present Tense

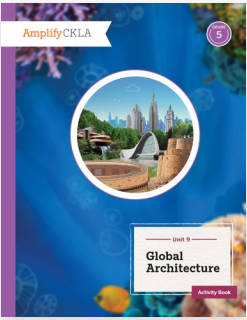
Fill in this chart and then use it to help you complete the activity page.

	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 6

Root to Independence: The American Revolution

83



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

Unit 9

Building Up the World: Global Architecture

15

Morphology and developing a research question

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

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

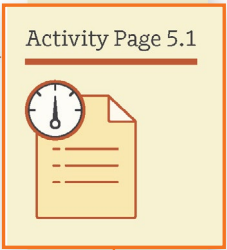
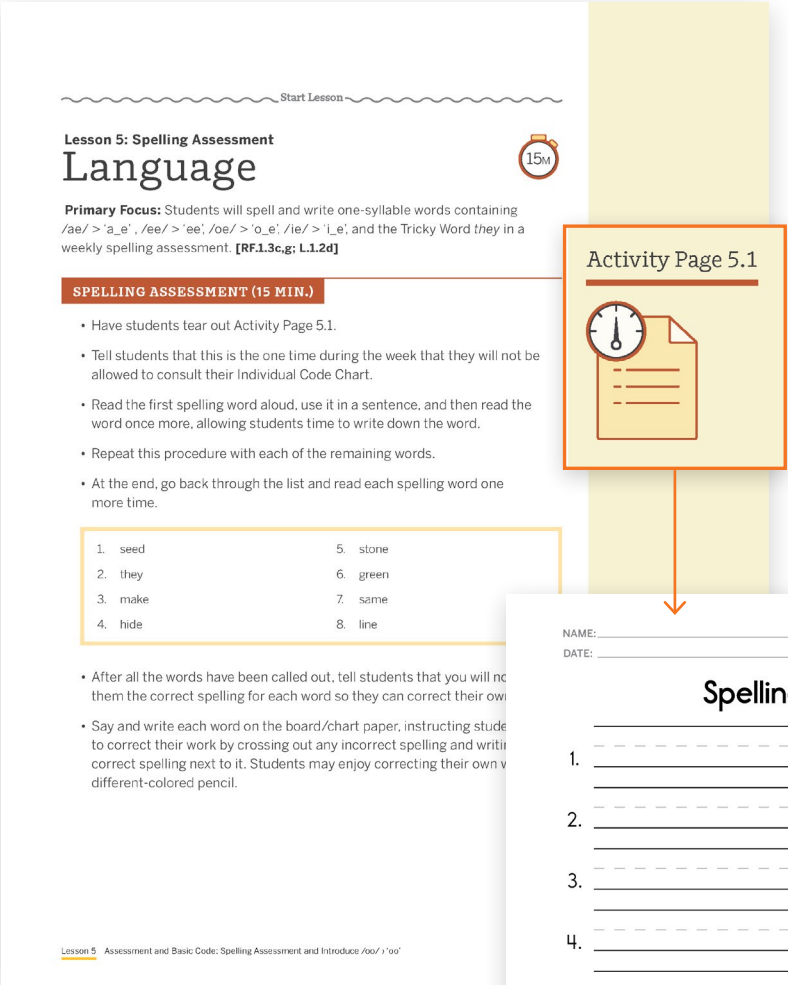
In Grades 1–2, spelling tests assess student ability to apply previously learned code knowledge and spell Tricky Words.



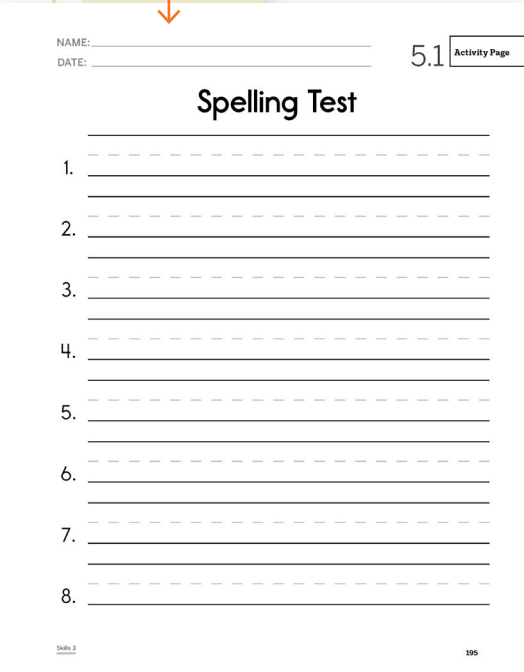
Grade 1, Skills 3
Teacher Guide



Grade 1, Skills 3
Activity Book



Teacher Guide lessons
call out Activity Pages
needed.

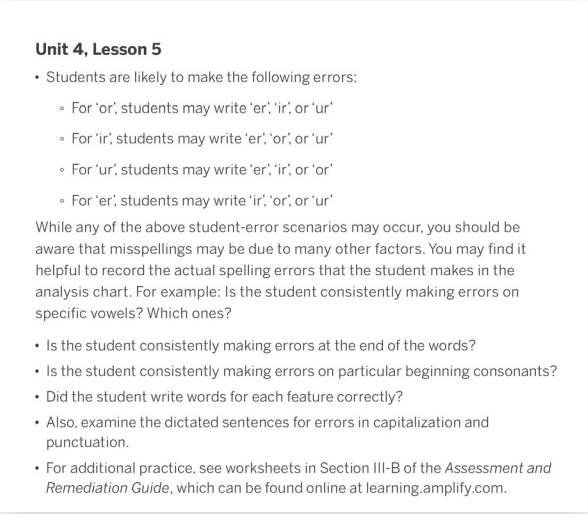
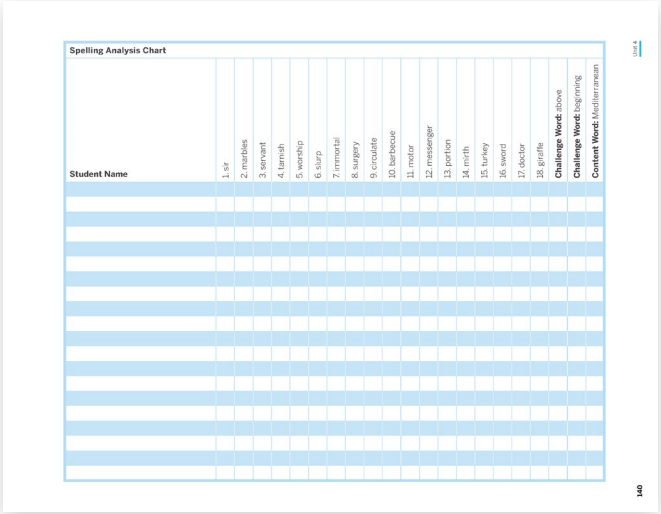
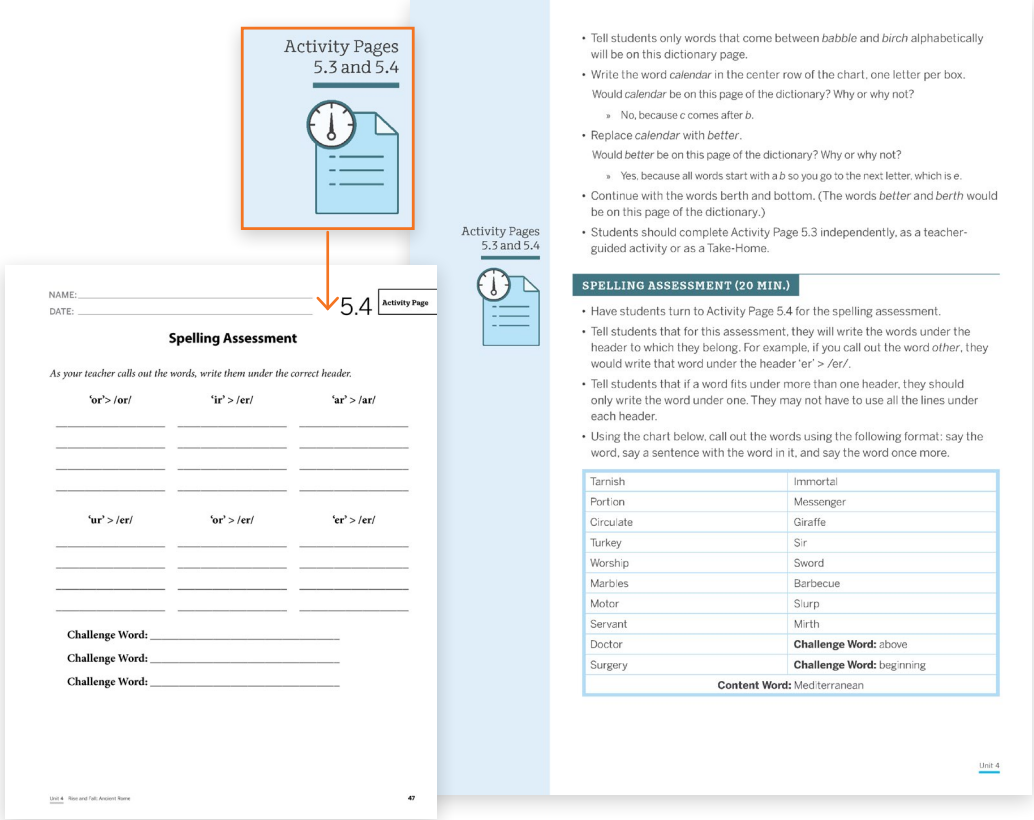


Grades 3–5

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



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 _____

Composition: Assess student writing about reading.

NAME: _____ DATE: _____ 6.3 Activity Page

Name: _____

In the tale, "The Two Dogs," _____

Once _____

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

Next, _____

In the end _____

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.



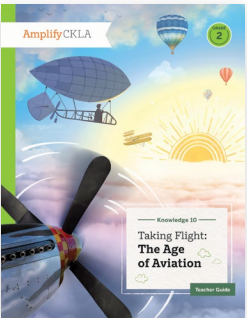
Standards-based writing rubrics can be found in the Teacher Guides.

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

NAME: _____ DATE: _____ 11.1 Activity Page

My Favorite Sense

My favorite sense is _____



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: - a top purp - fact rele
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 v one c - an na - fa de to - c s
Conventions	The writing contains: complete simple, compound, and complex sentences	The writing contains: complete simple and compound sentences	Th cc •

NAME: _____ DATE: _____ 13.1 Activity Page

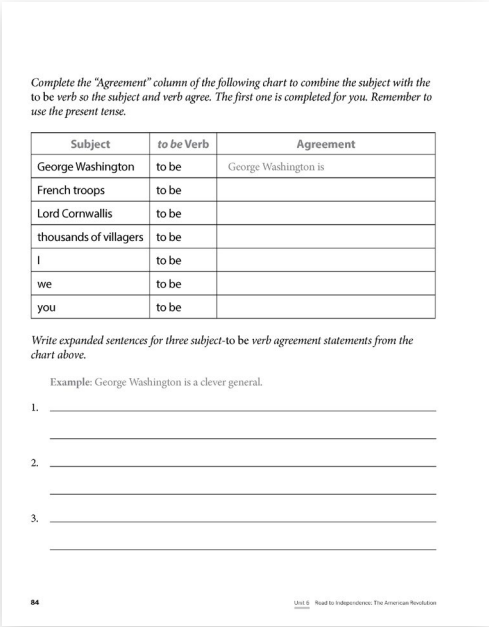
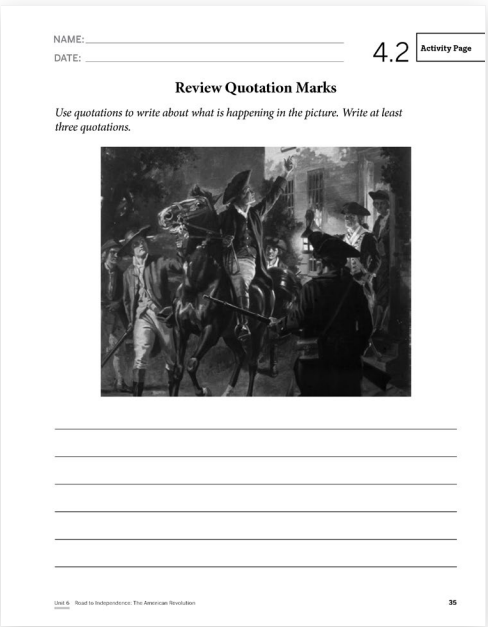
Aviators Hall of Fame

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



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

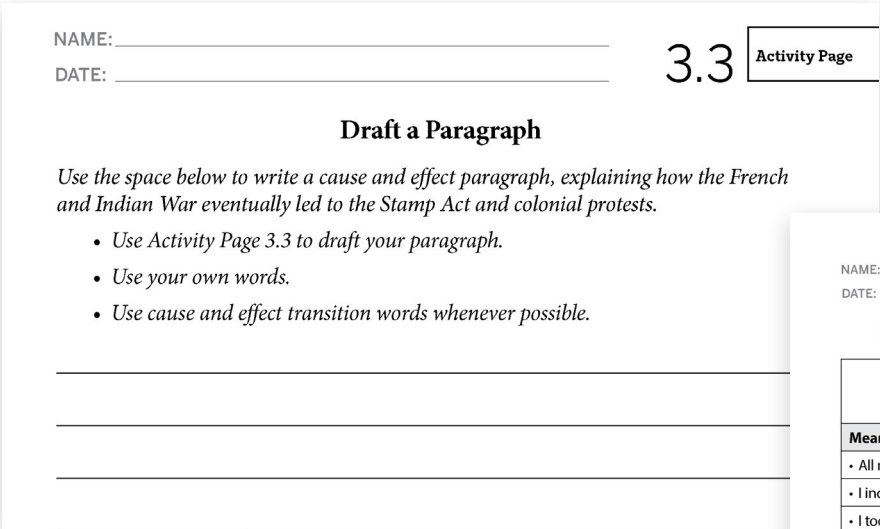


Grade 4, Unit 6 Teacher Guide

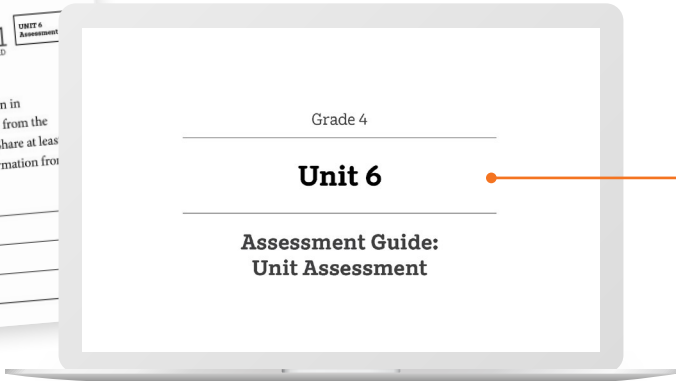
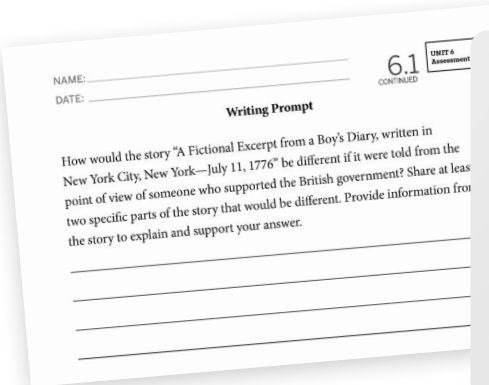
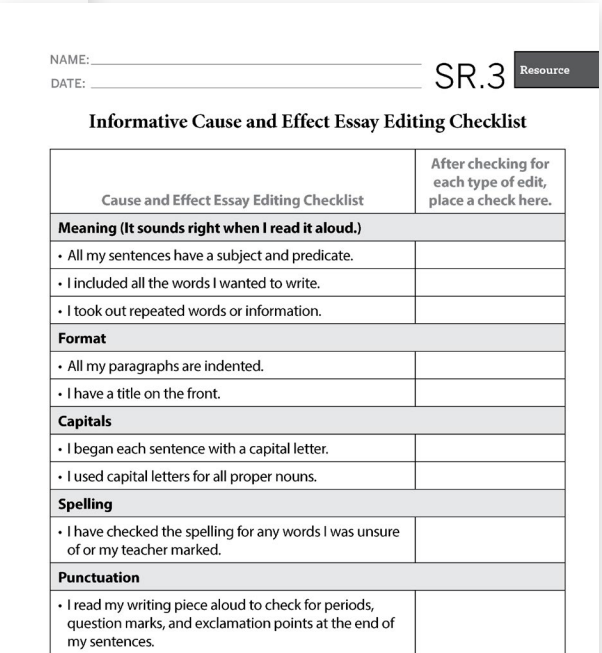
Fourth Grade Writing Rubric: Informative Cause and Effect Essay			
Write an informative essay describing the causes and effects leading to the American Revolution. [W.4.2]			
• Introduce a topic clearly and group related information into paragraphs. [W.4.2a]			
• Develop the topic with facts and examples 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

Rubric for assessment of formal writing



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

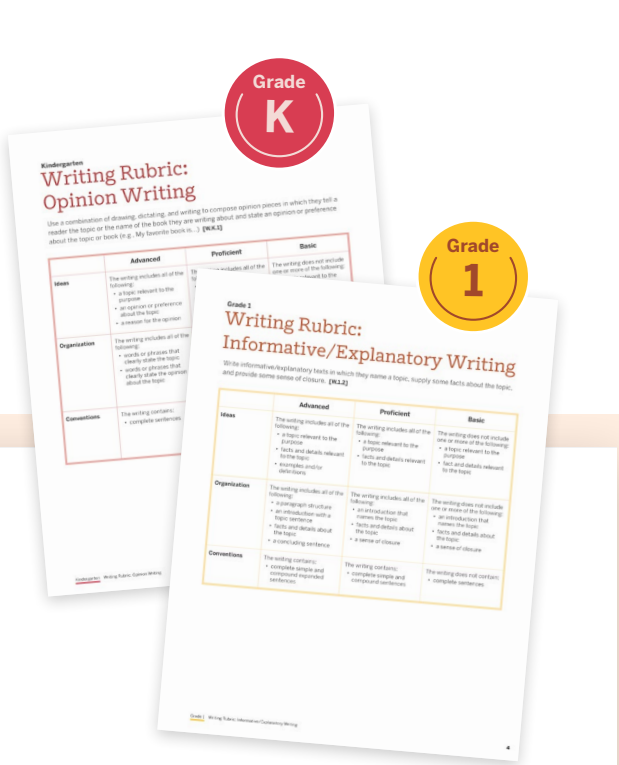


Grade 2

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



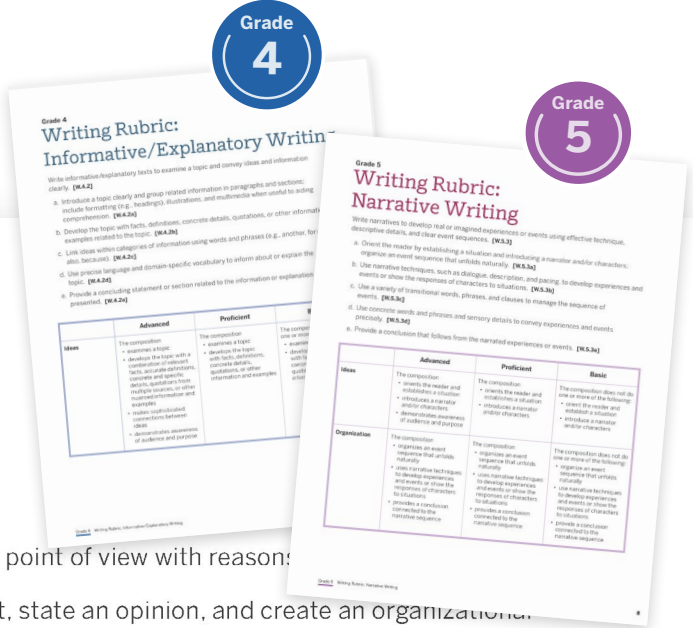
Grade 3

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

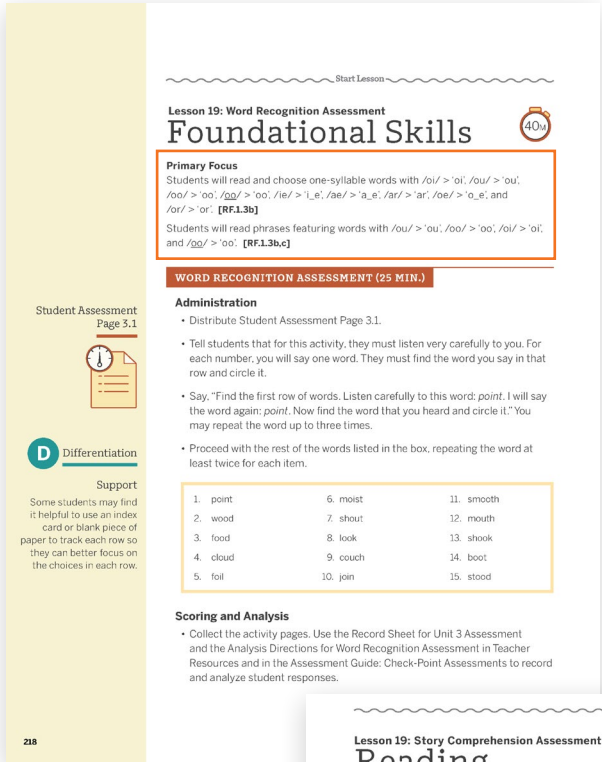
End-of-unit assessments measure mastery of unit objectives, offering a comprehensive view of student learning while guiding reteaching opportunities.

Grades K–2 Skills

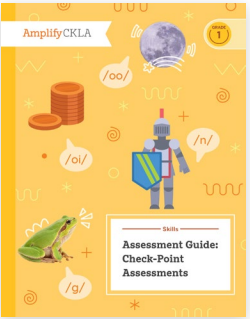
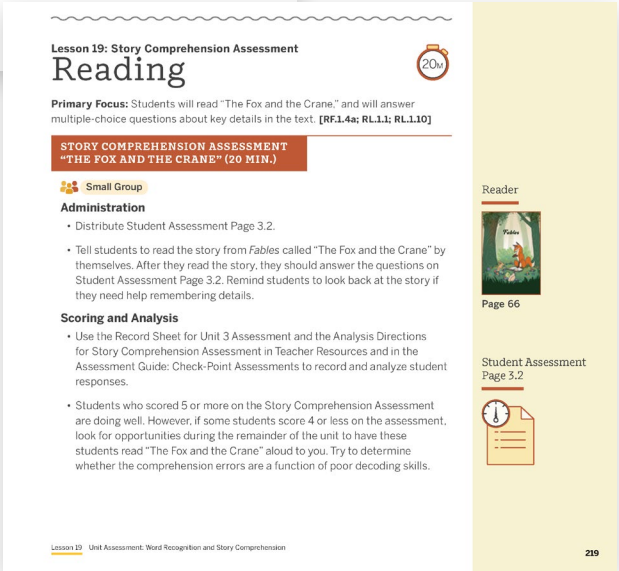
At the end of each Skills unit, a comprehensive assessment evaluates student progress on the foundational skills taught throughout the unit.



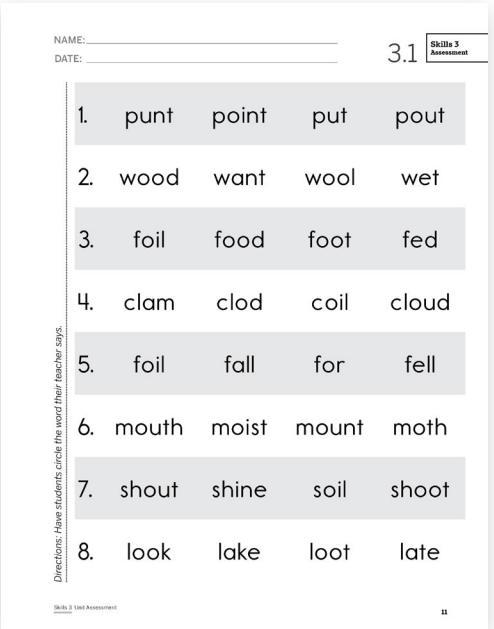
Grade 1, Skills 3 Teacher Guide



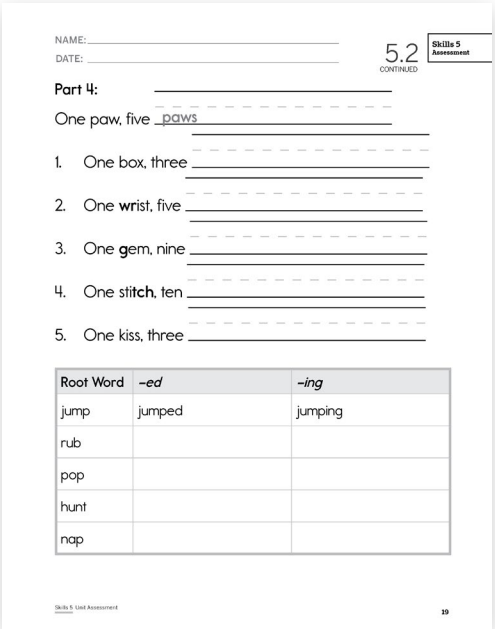
Summative assessments connect to grade-level standards.



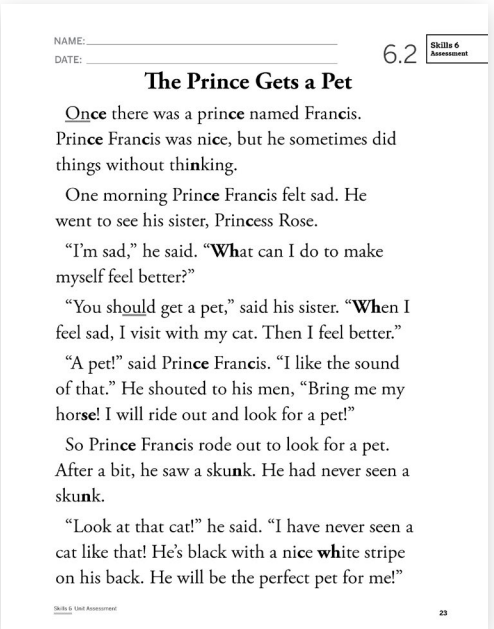
Grade 1 Assessment Guide



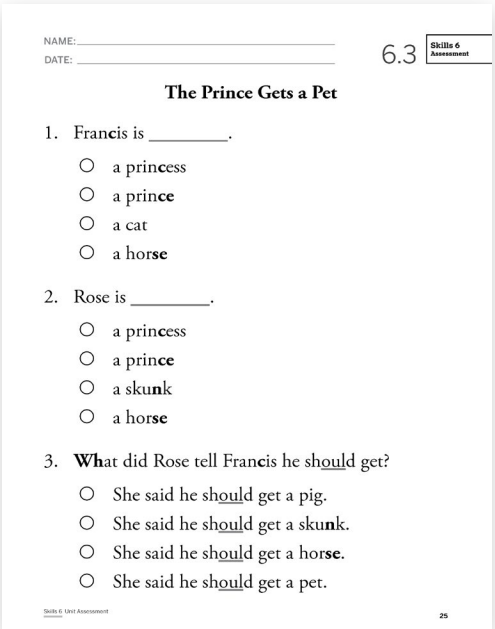
Word recognition



Language skills



Reading comprehension

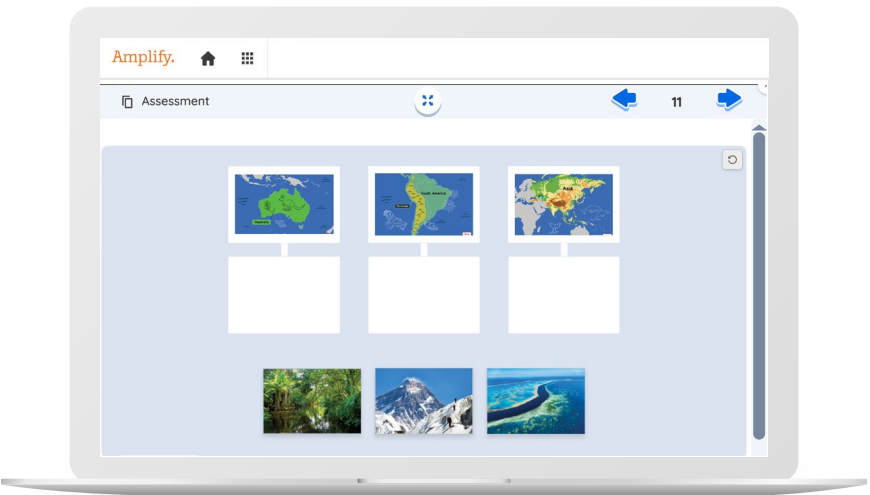


Grades K–2 Knowledge

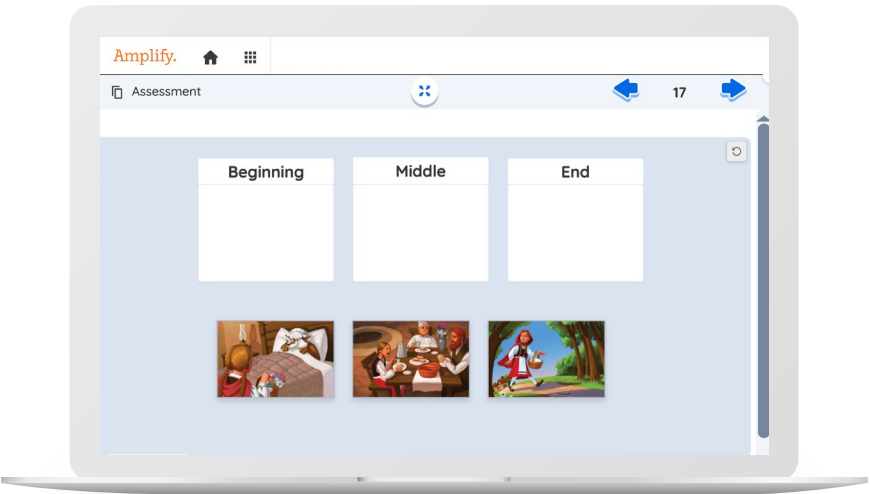
At the end of each Knowledge Domain, there is a summative assessment available in both digital and paper and pencil versions. Both versions evaluate student understanding of reading comprehension, vocabulary, and content knowledge developed within the domain. Teachers are free to select which version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



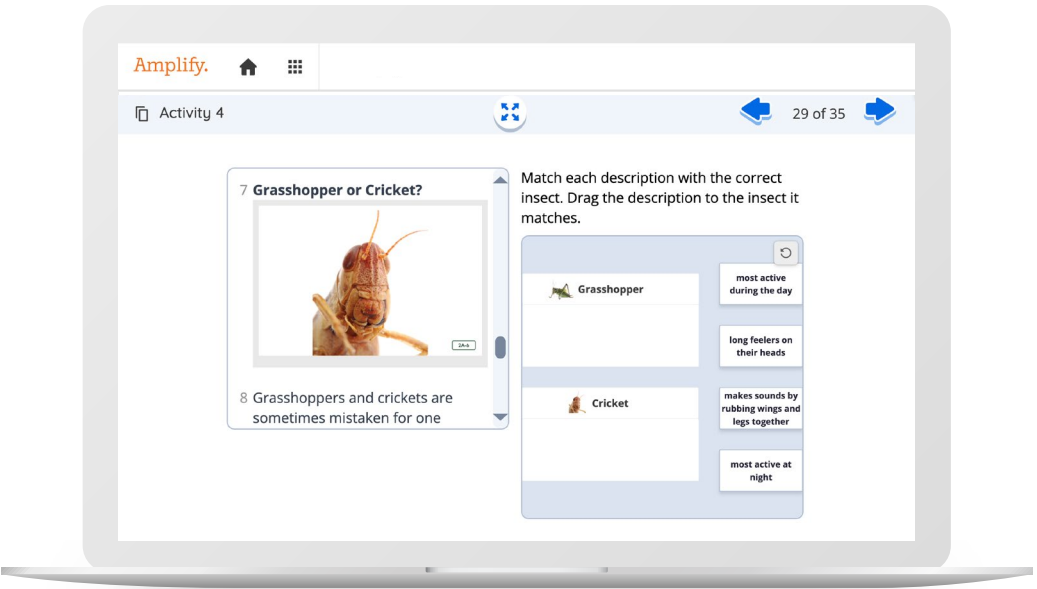
Kindergarten, Knowledge 7: Students match images to continents.



Grade 1, Knowledge 3: Students map story sequence.

Why digital?

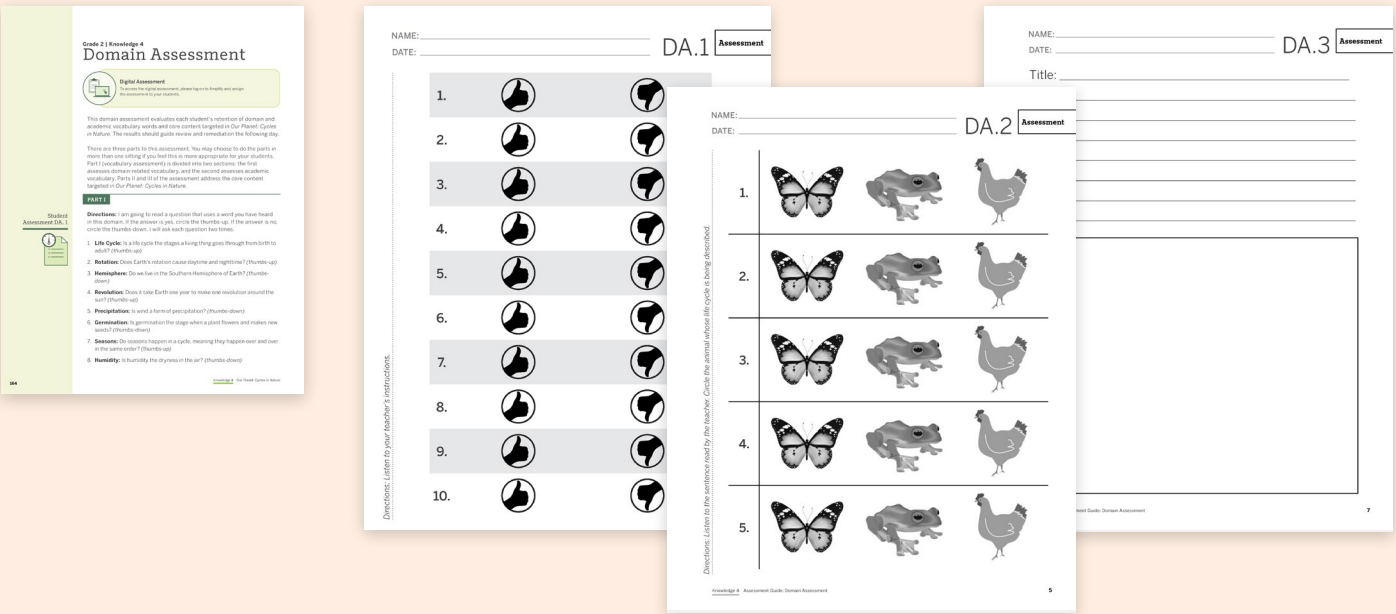
Save time with auto-scoring and uncover insights that drive instruction. Learn more about our assessment and standards reports on page 32.



Grade 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.

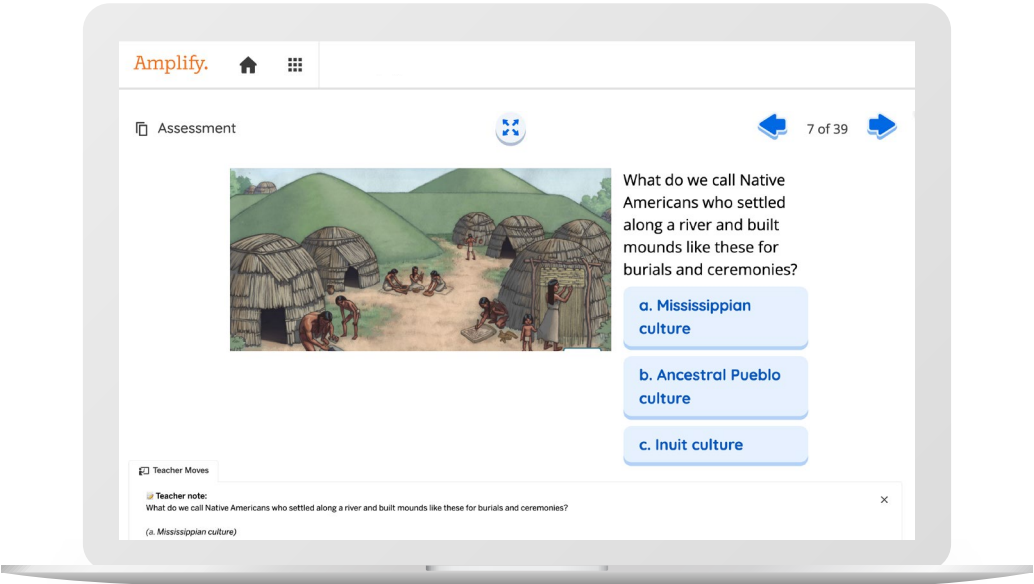


Grades 3–5

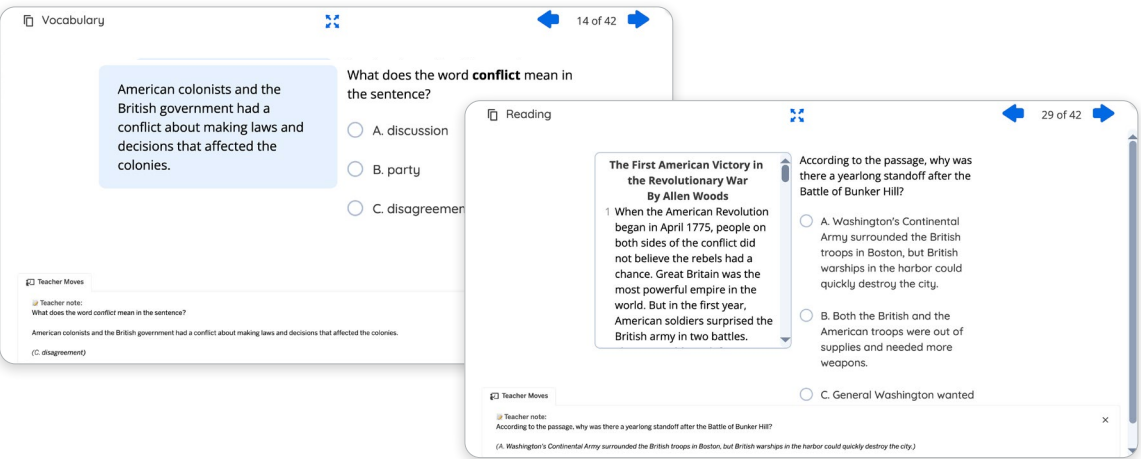
Summative assessments are available in both digital and paper and pencil versions. Both versions evaluate vocabulary, grammar and morphology, comprehension, and content knowledge. Teachers are free to select which version works best for their classroom.

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.

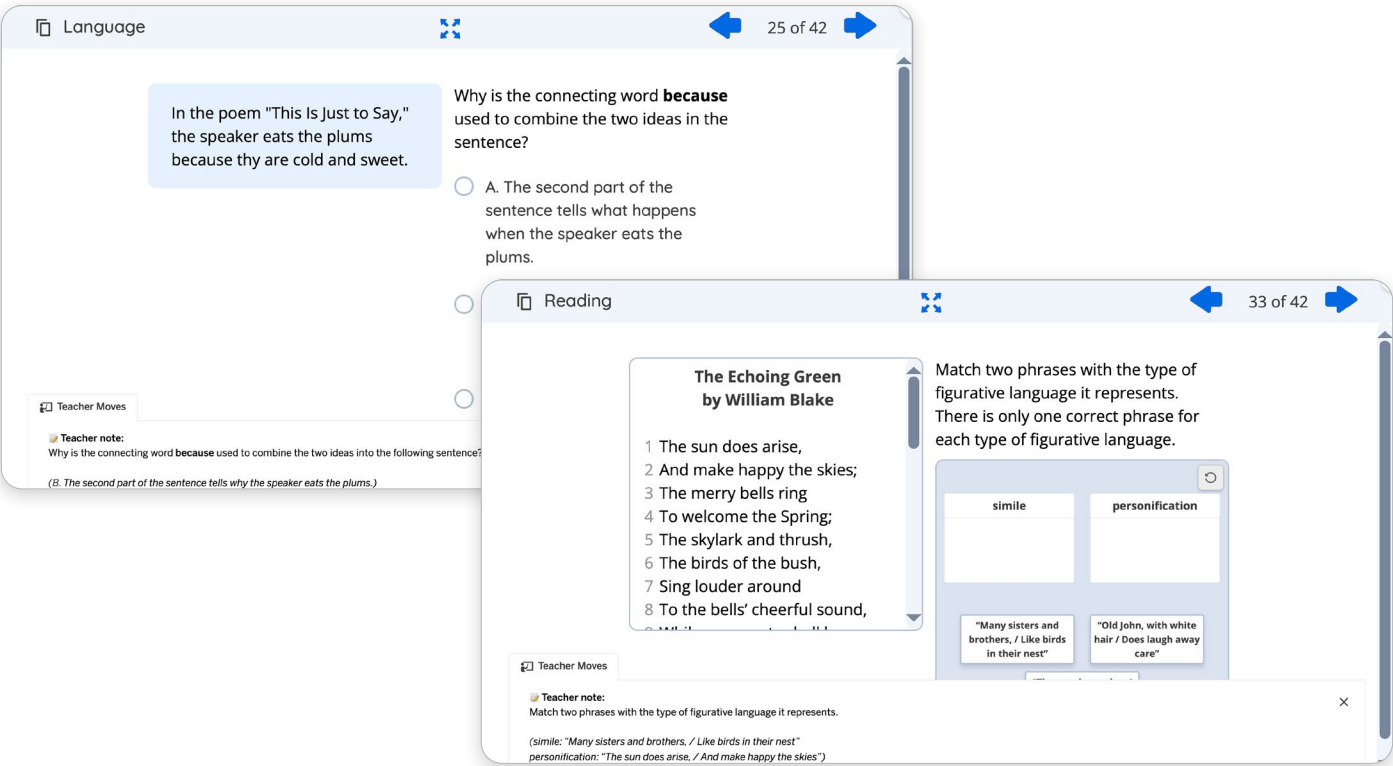


Grade 3, Unit 6



Grade 4, Unit 6

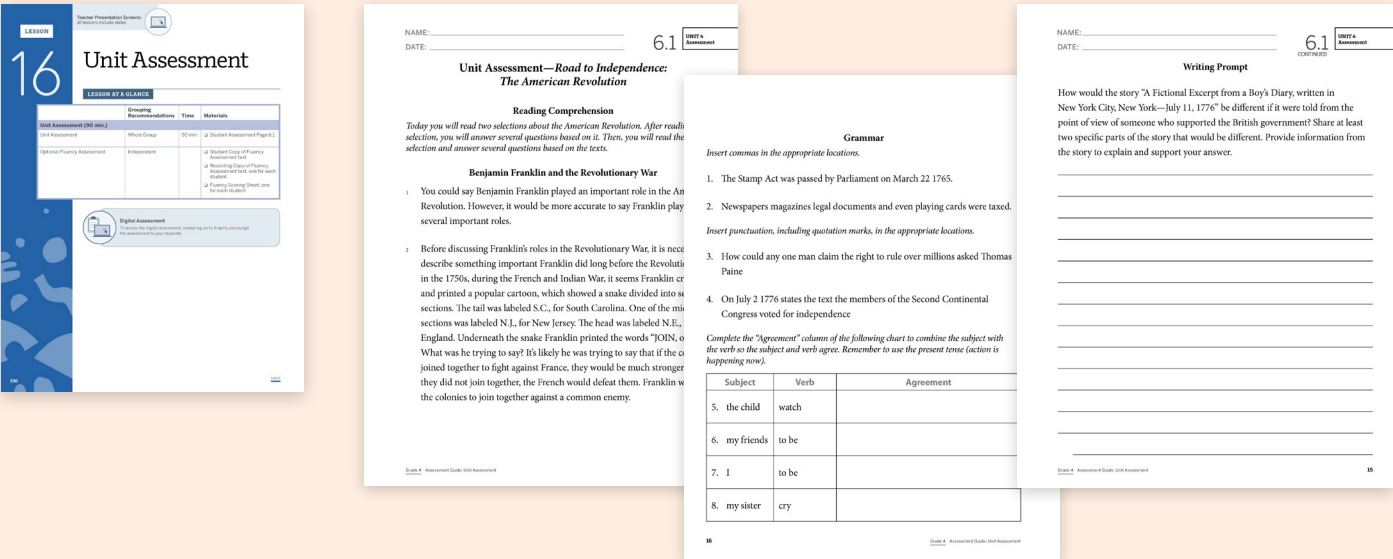
Why digital?
Save time with auto-scoring and uncover insights that drive instruction. Learn more about our assessment and standards reports on page 32.



Grade 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.

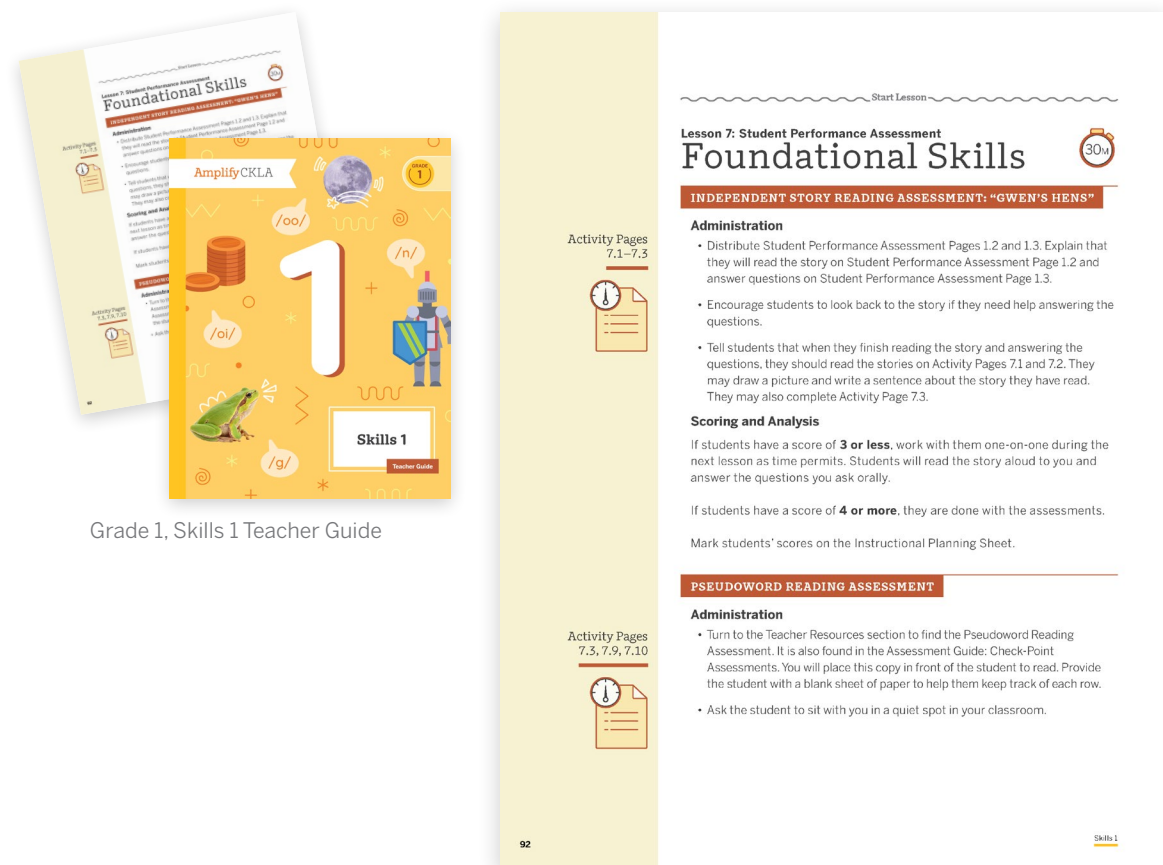


Student Performance Assessments

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

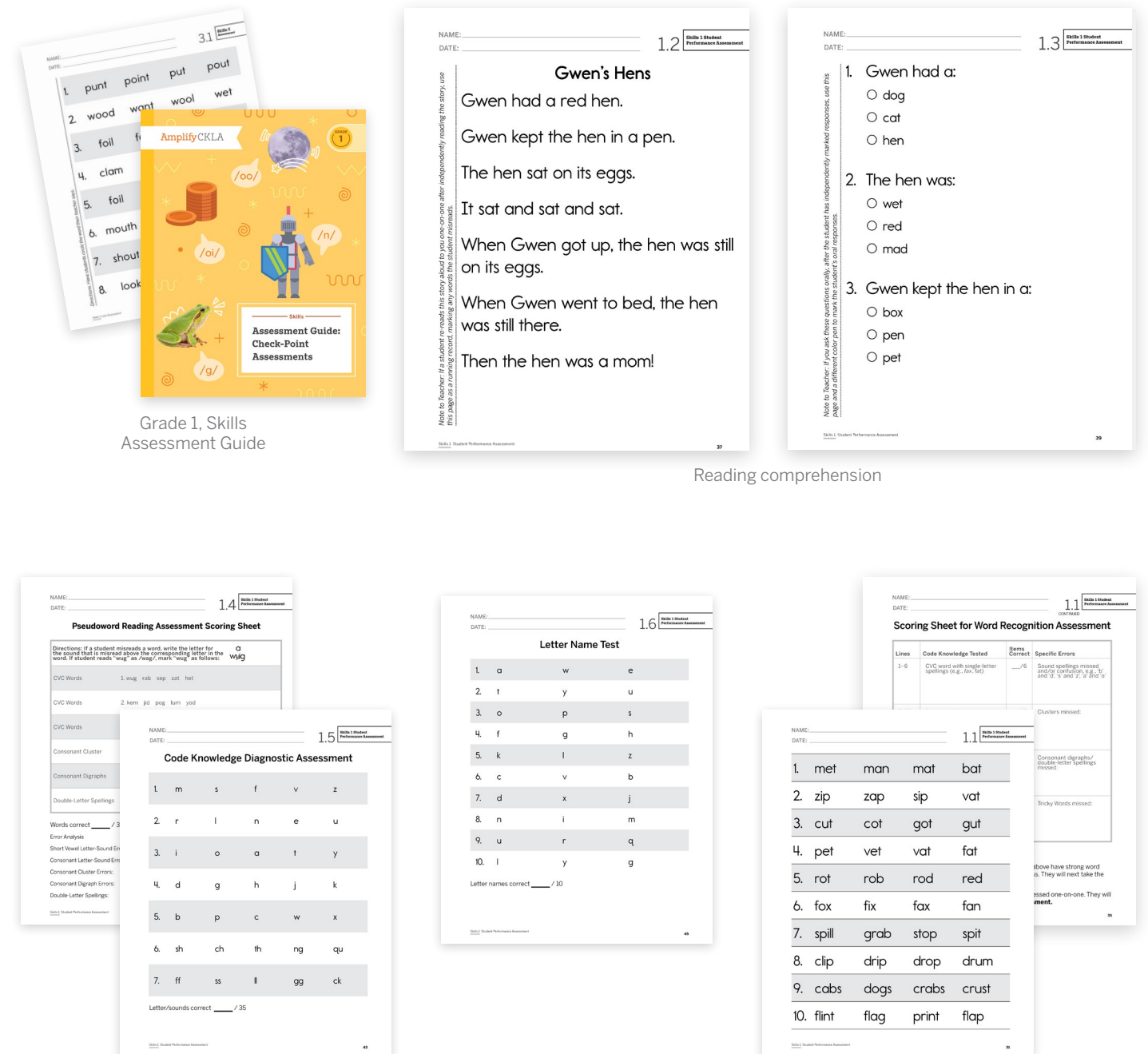
K–2 Skills

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

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



Reading comprehension

Code knowledge, letter names, and word recognition

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	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.

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

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

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.

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"

1 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.

2 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.

3 "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!"

4 "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."

5 "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."

Reading comprehension

Student Performance Assessment 1

Student Performance Assessment 1

Student Performance Assessment 1 Materials

Word Reading in Isolation Assessment

1.	cloudy	asphalt	oxygen	dovetail	birthplace
2.	bravo	wash tub	consume	delight	council
3.	accuse	riddle	trolley	scoreboard	cruise
4.	marvelous	betrayal	freighter	floored	guarantee
5.	blizzard	prairie	concrete	crescent	bowful
6.	breakwater	peachy	spitter	gherkin	quail
7.	yearning	exercise	loathe	ivory	disprove
8.	audit	baton	continue	taught	overdue
9.	charm	human	pulled	warning	worthless
10.	scowl	avoidance	paperboy	courses	woodchuck
11.	switch	crumb	whopper	sprinkle	knitting
12.	calculate	mustache	partridge	singe	assign
13.	wriggle	bizarre	recommit	youthful	matelote

Word reading in isolation

Assessment Guide:
Student Performance
Assessments

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

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

1. Which of the following words has the prefix *un-*, meaning "not," as in the word *unhappy*?

A. understand
B. unable
C. unde
D. under

2. If someone is giving nonverbal signals, how are they giving signals?

A. using written words
B. not using any words
C. using spoken words loudly
D. using spoken words quietly

3. If you want to *rewrite* something, what do you want to do?

A. write it above
B. write it below
C. write it again
D. write it big

Grammar and morphology



Beginning of Year		Letter Sounds		Decoding	Word Reading	Read
Grade 3	Composite	NWF-CLS	NWF-WRC	WRF	ORF-Accu	
Last Name, First Name	Goal 332	Goal 75	Goal 24	Goal 40	Goal 96%	
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.

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:

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.3.1, 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:

Amplify HOME PROGRAMS & APPS LESSONS STUDENT

Hello, Student!

Enter a class code

Recent Reading
Explore Boost Reading with your Curious!

Recent Reading / Lecture
Explore Boost Lecture with your Curious!

Recent Close Reading
Dive into the world of The Last Readers

Show & More

Home

LESSON STATUS FEEDBACK DUE DATE ACTION

Unit 2 Assessment Not Started Today 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.

Start

View assessment progress in real time

Teachers control student screens during assessments and are provided immediate insights on student performance.

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

Track all question slides that students are viewing.

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

← CKLA Interactive Classroom

- Unit 2... ▾

0 / 1 student ●

Pull to lesson

Snapshots

Summary

Teacher

Student

Anonymized

Pace

Synced

Pause

SORT BY

Name ▾

Assessment

1

Unit 2 Assessment

2

Part 1

3

4

What type of habitat

5

What is the name of the green that

6

Which statement about amphibians

7

What is the name of the scientist

8

9

10

Anonymize mode is on. Your students' names have been changed to the names of notable mathematicians. [Learn more](#)

Hoang Xuan Sinh	⋮	✓	✗	✓	✗	✗	✗	—	●	✗	✗
-----------------	---	---	---	---	---	---	---	---	---	---	---

Unit 2 Assessment

Furs, Fins, and Feathers:
Animal Classification



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.

View student names in each score band.

Download CSV or print PDF.

Amplify.



● Reports

CKLA



 TEACHER MILLER

Assessment ReportStandards Report

Assessment Report

Download your data

Print PDF

CLASS

UNIT | DOMAIN

ASSESSMENT

Teacher Miller

Domain 4

Reach for the Stars: Astron...

Reach for the Stars: AstronomyView details

Legend: IncorrectCorrect

Students:
Brown, Emi
Clower, Thomas
Crane, Lia
Jones, DeAndre

Score Distribution by Item

Item	Standard	Skill	Results (Number of students)
Item 1	L.1.4a	Knowledge	6 Incorrect, 4 Correct
Item 2	L.1.4a	Main idea	6 Incorrect, 4 Correct
Item 3	L.1.4a	Morphology	5 Incorrect, 5 Correct
Item 4	L.1.4a	Text structure	4 Incorrect, 6 Correct

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.

STANDARD BY STRAND

All Strands

Filter standards by skills type.

Download CSV or print PDF.

Amplify.

Reports

CKLA

TEACHER MILLER

Standards Report

CLASS: Teacher Miller

STANDARD BY STRAND: All Strands

6 Standards

Legend: Incorrect Correct

Highlight: None Correct Incorrect

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

CKLA3GRADE1TEACHER

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

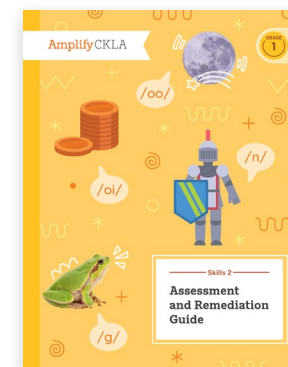
WIGGLE CARDS

- 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.

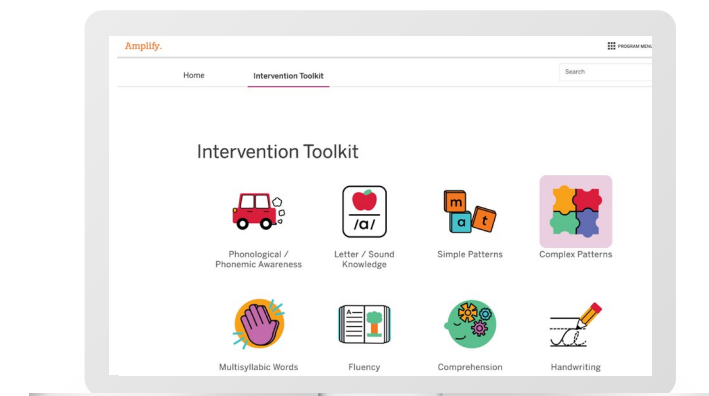


Assessment and Remediation Guides

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.



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

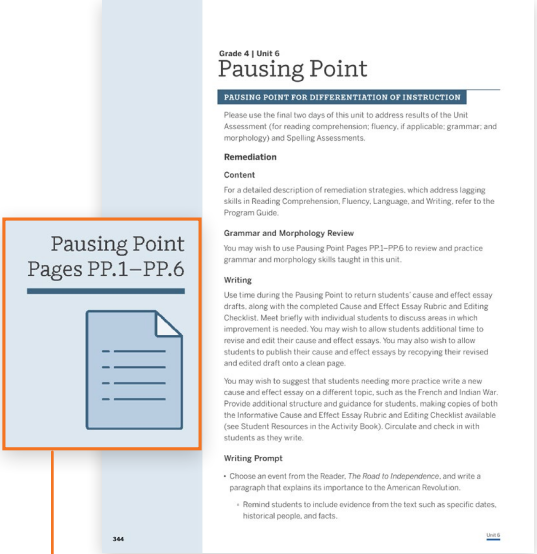
Student activity pages and answer keys are in the Pausing Point Activity Pages resource, an online PDF.



Grades 3–5



Grade 4, Unit 6
Teacher Guide



Pausing Points

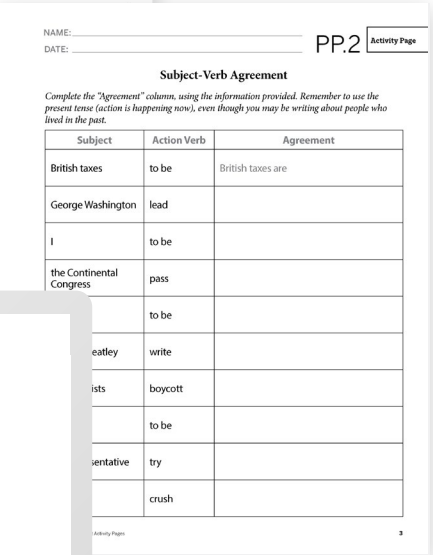
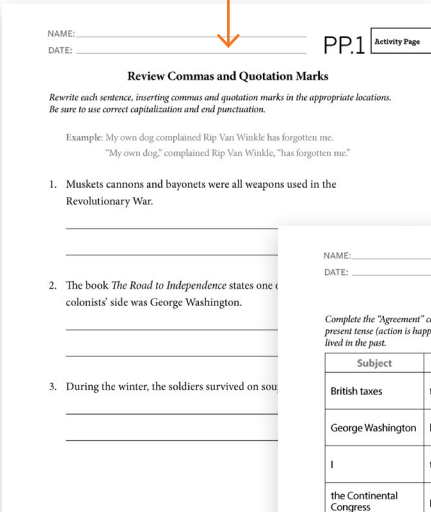
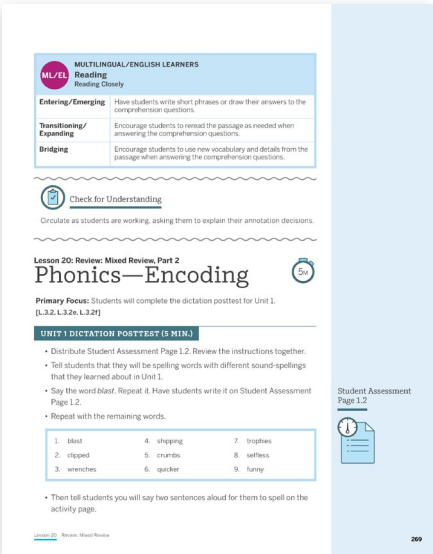
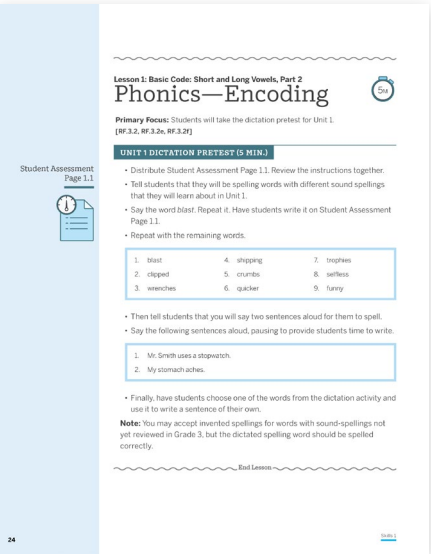
Pausing Points offer teachers opportunities for differentiated remediation and enrichment.



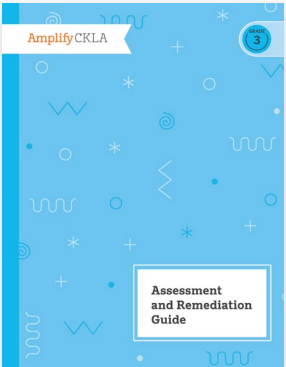
Skills Supplement for
Grades 3–5 Teacher Guide

Skills Supplement for Grades 3–5

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

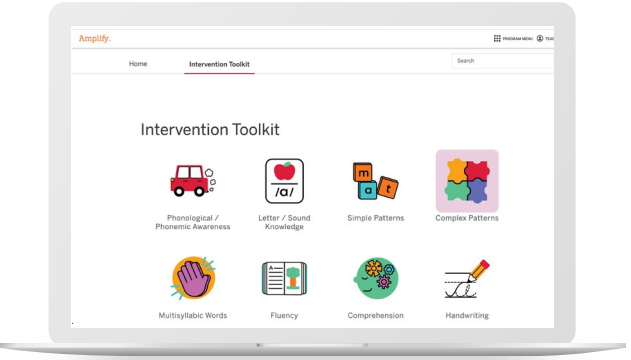
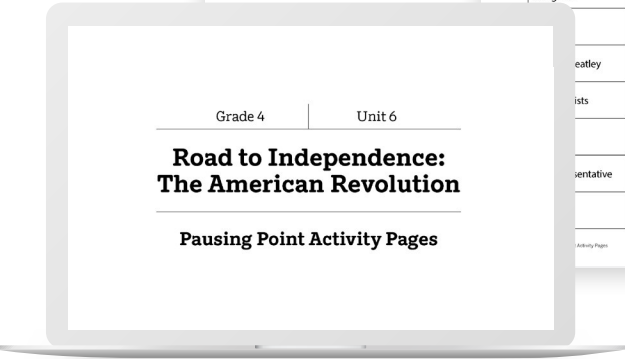


Teachers can use any Pausing Point activity as remedial practice or as an added assessment opportunity. Student activity pages are in the online Pausing Point Activities resource



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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