

ELP Suggested Timeline for Grade One

Find the student's K ELP Portfolio

Grade 1 Term 1		Grade 1 Term 2		Grade 1 Term 3	
Phonological Awareness	Re-teach and re-screen any students who were at risk (1) at the end of kindergarten	<input type="checkbox"/>	<ul style="list-style-type: none"> • Receptive • Expressive • Social 	<input type="checkbox"/>	Re-check At-Risk students from previous terms
					Word Recognition - Dolch Grade 1 List 3
Screen all students for:	<ul style="list-style-type: none"> • Isolation of final phoneme • Blending – phonemes • Segmentation – syllables and phonemes • Deletion - phonemes 	<input type="checkbox"/>	<ul style="list-style-type: none"> • upper case, lower case, phoneme, word 	<input type="checkbox"/>	Reading Level/ Fluency – PM Benchmark
					Writing Sample With Rubric
Letter Recognition	Re-screen students who were at risk at the end of kindergarten	<input type="checkbox"/>	Word Recognition – Dolch Gr. 1 List 1 and 2	<input type="checkbox"/>	Developmental Spelling Test
Check K Word Recognition - Dolch Levels 1, 2, and 3	Check Concepts of Print and Rescreen if necessary	<input type="checkbox"/>	Reading Level/Fluency – PM Benchmark	<input type="checkbox"/>	<p><i>Prepare the ELP portfolios for the next receiving teacher</i></p>

Organization Tips

How to find time for individual reading assessments

Assessment is an essential aspect of teaching. Assessment informs us about what to teach and whether our students are reaching the goals we have set for them.

Individually assessing the reading all of the students in your class is well worth the instructional time expended. Remember that the other students may still be engaged in worthwhile learning activities, even when you are not standing in front of them.

It is not necessary to assess all your students on the same day. Meeting five students a day for a week or three students a day for two weeks is much more manageable. The other students may be engaged in independent reading, buddy reading or other classroom assignments.

HIP Reading Assessment – Graded Oral Reading Assessments for Students in Grade 3 to 8 (Jamison, Lori, et al, 2007)

1. **Set aside blocks of time** to assess children's literacy knowledge. If there is a parent helper, non-enrolling teacher or CEA, take advantage of the extra pair of hands. They can read the rest of the class a story, model an art project, or provide a snack while you work with individual children in another part of the room. Consider working with your daily V.I.P. while the other students are reading independently.
2. **Set up the materials at a small table** where you can monitor the class without turning around. You can work at the table for individual assessments.
3. **For Phonological Awareness teach the entire class one skill** (ie. rhyming production) that you will be assessing, then individually assess students on that skill.
4. **Use the suggested timeline on pp. 14** to incorporate screening and progress monitoring into your program.

Allington & Cunningham. (2007, Chapter 9 Assessment, p. 201 – 214)