

## Comprehension Benchmark Assessments (CBA)

**Who:** All 2nd through 5th grade students

**What:**

- Each CBA consists of 2-3 grade level texts, including both fiction and non-fiction. Some tasks use embedded video on related topics.
- Students answer multiple choice questions and write essays in response to reading.
- Students respond to a prompt by writing narrative, informative, and opinion responses.
- Student writing pieces are analyzed for ideas, organization, clarity, and grammar and language conventions using rubrics aligned to the Maryland College and Career Readiness Standards.

**Why:** The CBA is aligned with the Maryland College and Career Readiness Anchor Standards for reading comprehension, vocabulary, and writing. Teachers use information from these assessments to guide comprehension and writing instruction throughout the school year.

## Reading Inventory™ (RI)

**Who:** All 3rd through 5th grade students as well as 2nd grade students who have mastered all components of the PLA and are reading at a Guided Reading Level L or higher.

**What:** The RI is a research-based, computer-adaptive reading assessment program that measures reading comprehension on the Lexile Framework® for Reading. It provides a common, developmental scale for matching reader ability and text difficulty.

**Why:** RI helps educators forecast student achievement to assessed state standards. The RI also gives a recommended reading level range, helping teachers select texts at students' instructional levels. The most powerful feature of the RI is its ability to administer fast and reliable low-stakes assessment to inform instruction and make accurate placement recommendations.

**More Info:** [www.lexile.com](http://www.lexile.com)

## Carroll County Public Schools

### English Language Arts Assessments



Questions?  
Contact: Stephanie Dale  
Elementary ELA  
Supervisor  
[sadale@carrollk12.org](mailto:sadale@carrollk12.org)  
125 North Court St.  
Westminster, MD 21157

410-751-3095

## The Primary Literacy Assessment (PLA)

**Who:** All pre-kindergarten through 2nd grade students. Once students master a particular component of the PLA, they are no longer assessed on that component.

**What:** This collection of assessments is used to measure early literacy behaviors, and students' ability to hear, manipulate, and differentiate sounds (phonemic and phonological awareness)

**Why:** This assessment is a diagnostic tool used to drive classroom instruction and appropriately group students based on their academic needs.

### Kindergarten Primary Oral Language Retelling Assessment (Fall):

Teachers record students' retelling of and answers to comprehension questions related to a story that is read aloud to them.

### Pre-K Primary Literacy Assessment (Winter):

**Task 1: Letter ID- Uppercase**

**Task 2: Letter ID- Lowercase**

**Task 3: Early Concepts of Print**

**Task 4: Classifying Words by Initial Sounds**

**Task 5: Blending Syllables**

**Task 6: Rhyme Identification**

### Kindergarten Arkansas Rapid Automatized Naming Screening Assessment (Winter):

Teachers record errors and observable behaviors of students' speed/automaticity of color naming.

### Pre-K (Spring)-Second Grade (as needed)

#### Primary Literacy Assessment (Spring)

**\*\*All Pre-K Assessments not mastered AND**

**Task 1: Concepts of Print**

**Task 2: Phonemic Awareness/Diagnostic Assessment of Phonemic and Phonological Awareness (DAPPA)**

**Task 3: Letter Identification (all upper and lowercase letters)**

**Task 4: Letter Sounds**

**Task 5: Hearing Sounds in Words**

- Students write a dictated sentence.

- Points are given for each sound the student accurately represents in writing.

**Task 6: High Frequency Words**

- Assesses students' knowledge of 200 words they will most frequently encounter in reading.

**Task 7: Running Records**

- Students read a leveled text.

- Teachers record errors/observable reading behaviors and ask students to retell the story. Students also answer comprehension questions related to the text.

## Fluency Rating Scale

**Who:** Begins in Kindergarten when students are reading on or above a Level F and continues until students have mastered a Guided Reading Level O.

**What:** Teachers use a rating scale to document students' reading fluency on a scale of 1-4.

Level 1: word-by-word

Level 2: two-word phrases

Level 3: three-or four-word phrases

Level 4: longer, meaningful phrases

**Why:** "Fluency is the ability to read text quickly, accurately, and with expression."

## Informal Running Records

**Who:** Students in grades Pre-K - Grade 2 and as needed after second Grade

**What:**

- Running records are used throughout the school year, as needed.
- Students read a leveled text.
- Teachers record errors and observable reading behaviors.
- Students are also assessed on their retelling and answers to comprehension questions.

**Why:** Running records give important information about what a student says and does while reading a particular text. The errors children make when they read are "windows into the mind" that allow the teacher to see what the child is doing well and also help determine the next teaching points. Running records also help teachers ensure that students are reading books at their instructional

## Carroll County Phonics Assessment (CCPA)

**Who:** All Pre-K - 2 students are assessed until they reach mastery on specific components.

**What:** Students will be asked to apply College and Career Readiness Standards-aligned phonics skills to decode real and nonsense words.

**Why:** Students who can read real and nonsense words accurately are prepared to solve words with more than one syllable. A detailed assessment of phonics/phonics-related skills guides a teacher's explicit phonics instruction based on the student's needs.

**Components:**

**Pre-K:**

- Letter sounds

**Kindergarten**

- Short vowel sounds

- Long vowel sounds

- Closed syllables

**First Grade**

- Closed syllables

- Closed syllables with digraphs

- Closed syllables with blends

- Vowel-consonant e

- Two syllables-closed

- R-controlled

**Second Grade**

- Variant spellings and diphthongs

- Two-syllable words

- Multisyllabic words

**Second/Third Grade:**

- Common prefix/suffix/base words

\* Please refer to the Foundations parent letters for more information.