



# Assessing Student Learning

<b>Goal</b>	Accuracy
<b>Strategy</b>	Use Beginning and Ending Sounds
<b>Common Core Alignment</b>	RF.1.2, RF.1.3 RF.2.3 RF.3.3 RF.4.3 RF.5.3
<b>Possible Text Selections</b>	<i><u>Alexander, Who's Not (Do You Hear Me? I Mean It!) Going to Move</u></i> by Judith Viorst <i><u>Bad Kitty</u></i> by Nick Bruel <i>Clever Jack Takes the Cake</i> by Candace Fleming <i>The Seed is Sleepy</i> by Dianna Hutts Aston <i>The Pout-Pout Fish</i> by Deborah Diesen <i>Underpants Thunderpants!</i> By Peter Bently <i>Hedgie's Surprise</i> by Jan Brett
<b>Instruction</b>	See <a href="#">Ready Reference Guide</a>
<b>Possible Options for Assessment</b>  <p><i>* These are possible assessment options for this strategy, however many options exist. Be mindful of your students and what will best serve their needs.</i></p>	<p><b>Highlighters or Highlighting Tape</b> Students can use highlighters (in consumable books) or highlighting tape to mark the beginning and ending sounds of words. This will not only draw the student's attention to both the beginning and ending sounds of the word, but also allows the teacher to monitor the student's use of the strategy.</p> <p><b>Conferring</b></p> <ul style="list-style-type: none"> <li>• Before asking students to read from their good fit book, ask if they have used this strategy to decode any unknown words. Ask them to show you the word and have them read it to you. Monitor for accuracy.</li> <li>• Ask students to read a portion of their good fit book.</li> <li>• While listening to the student read, monitor if they are accurately using the strategy to decode words in the text.</li> </ul> <p>If the student seems to be struggling with using beginning and ending sounds, provide further instruction.</p>



## Using Beginning and Ending Sounds Rubric

	4	3	2	1
	Exceeds Standard	Meets Standard	Approaching Standard	Below Standard
Using Beginning and Ending Sounds	The student successfully uses beginning and ending sounds to decode words in the text and he/she can explain their thinking.	The student successfully uses beginning and ending sounds to decode words in the text.	The student attempts to use beginning and ending sounds to decode words in the text but is unsuccessful.	The student does not use beginning and ending sounds to decode words in the text.

