



Reggio & Co.
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Common Core Kindergarten Assessment for Owen Barberio

Student name: Owen Barberio

Student birthdate: 02/14/2018

Date of assessment: 10/11/2022

Student classroom: KINDER

Student enrollment date:

School name: Reggio & Co.

Name of teacher completing this assessment:
KINDER

Title: _____

Did another adult assist with the assessment? No Yes

Name/ Role: _____

Are you the primary teacher working with this student? Yes

No/explain your role: _____

Child's home language? English Spanish

Other/ Specify: _____

What languages do you speak with the child? English Spanish

Other/ Specify: _____

If you do not speak with the child's home language, did anyone assist you who does speak it?

N/A No Yes

Name/Role: _____

Does the student have an Individualized Education Program (IEP)? Yes No Don't know

Does the student have any accommodations? Yes No Don't know

Additional comments:



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Cubby(ies):
 Owen Barberio

Assessment Month
 October, 2022

Indicators	Response	Evidence	Notes or Explanation if unable to rate
<u>DOMAIN: Reading Standards: Literature</u>			
Key Ideas and Details: 1. With prompting and support, ask and answer questions about key details in a text.	Not Yet		
Key Ideas and Details: 2. With prompting and support, retell familiar stories, including key details	Not Yet		
Key Ideas and Details: 3. With prompting and support, identify characters, settings, and major events in a story.	Not Yet		
Craft and Structure: 4. Ask and answer questions about unknown words in a text.	Not Yet		
Craft and Structure: 5. Recognize common types of texts (e.g., storybooks, poems).	Not Yet		
Craft and Structure: 6. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.	Not Yet		
Integration of Knowledge and Ideas: 7. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).	Not Yet		
Integration of Knowledge and Ideas: 8. (Not applicable to literature)	Not Yet		
Integration of Knowledge and Ideas: 9. With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.	Not Yet		
Range of Reading and Level of Text Complexity: 10. Actively engage in group reading activities with purpose and understanding.	Not Yet		
<u>DOMAIN: Reading Standards: Informational Text</u>			
Key Ideas and Details: 1. With prompting and support, ask and answer questions about key details in a text.	Not Yet		
Key Ideas and Details: 2. With prompting and support, identify the main topic and retell key details of a text.	Not Yet		
Key Ideas and Details: 3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.	Not Yet		
Craft and Structure: 4. With prompting and support, ask and answer questions about unknown words in a text.	Not Yet		
Craft and Structure: 5. Identify the front cover, back cover, and title page of a book.	Not Yet		
Craft and Structure: 6. Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.	Not Yet		
Integration of Knowledge and Ideas: 7. With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text)	Not Yet		
Integration of Knowledge and Ideas: 8. With prompting and support, identify the reasons an author gives to support points in a text	Not Yet		
Integration of Knowledge and Ideas: 9. With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	Not Yet		
Range of Reading and Level of Text Complexity: 10. Actively engage in group reading activities with purpose and understanding.	Not Yet		
<u>DOMAIN: Reading Standards: Foundational Skills</u>			



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Print Concepts: 1. Demonstrates understanding of the organization and basic features of print. a. Follow words from left to right, top to bottom, and page by page.	Not Yet		
Print Concepts: 1. Demonstrates understanding of the organization and basic features of print. b. Recognize that spoken words are represented in written language by specific sequences of letters.	Not Yet		
Print Concepts: 1. Demonstrates understanding of the organization and basic features of print. c. Understand that words are separated by spaces in print.	Not Yet		
Print Concepts: 1. Demonstrates understanding of the organization and basic features of print. d. Recognize and name all upper- and lowercase letters of the alphabet.	Not Yet		
Phonological Awareness: 2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes). a. Recognize and produce rhyming words.	Not Yet		
Phonological Awareness: 2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes). b. Count, pronounce, blend, and segment syllables in spoken words.	Not Yet		
Phonological Awareness: 2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes). c. Blend and segment onsets and rhymes of single-syllable spoken words.	Not Yet		
Phonological Awareness: 2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes). d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.* (This does not include CVCs ending with /l/, /r/, or /x/.)	Not Yet		
Phonological Awareness: 2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes). e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.	Not Yet		
Phonics and Word Recognition: 3. Know and apply grade-level phonics and word analysis skills in decoding words. a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant.	Not Yet		
Phonics and Word Recognition: 3. Know and apply grade-level phonics and word analysis skills in decoding words. b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.	Not Yet		
Phonics and Word Recognition: 3. Know and apply grade-level phonics and word analysis skills in decoding words. c. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).	Not Yet		
Phonics and Word Recognition: 3. Know and apply grade-level phonics and word analysis skills in decoding words. d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.	Not Yet		
Fluency: 4. Read emergent-reader texts with purpose and understanding.	Not Yet		
DOMAIN: Writing Standards			
Text Types and Purposes: 1. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...).	Not Yet		
Text Types and Purposes: 2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.	Not Yet		
Text Types and Purposes: 3. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.	Not Yet		
Production and Distribution of Writing: 4. (begins in grade 3)	Not Yet		



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Production and Distribution of Writing: 5. With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.	Not Yet		
Production and Distribution of Writing: 6. With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.	Not Yet		
Research to Build and Present Knowledge: 7. Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).	Not Yet		
Research to Build and Present Knowledge: 8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	Not Yet		
Research to Build and Present Knowledge: 9. (Begins in grade 4)	Not Yet		
Range of Writing: 10. (Begins in grade 3)	Not Yet		
<u>DOMAIN: Speaking and Listening Standards</u>			
Comprehension and Collaboration: 1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. a. Follow agreed upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).	Not Yet		
Comprehension and Collaboration: 1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. b. Continue a conversation through multiple exchanges.	Not Yet		
Comprehension and Collaboration: 2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.	Not Yet		
Comprehension and Collaboration: 3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.	Not Yet		
Presentation of Knowledge and Ideas: 4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.	Not Yet		
Presentation of Knowledge and Ideas: 5. Add drawings or other visual displays to descriptions as desired to provide additional detail.	Not Yet		
Presentation of Knowledge and Ideas: 6. Speak audibly and express thoughts, feelings, and ideas clearly.	Not Yet		
<u>DOMAIN: Language Standards</u>			
Conventions of Standard English: 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Print many upper- and lowercase letters.	Not Yet		
Conventions of Standard English: 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. b. Use frequently occurring nouns and verbs.	Not Yet		
Conventions of Standard English: 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. c. Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).	Not Yet		
Conventions of Standard English: 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. d. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).	Not Yet		
Conventions of Standard English: 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. e. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).	Not Yet		



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Conventions of Standard English: 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. f. Produce and expand complete sentences in shared language activities.	Not Yet		
Conventions of Standard English: 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Capitalize the first word in a sentence and the pronoun.	Not Yet		
Conventions of Standard English: 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. b. Recognize and name end punctuation.	Not Yet		
Conventions of Standard English: 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. c. Write a letter or letters for most consonant and short-vowel sounds (phonemes).	Not Yet		
Conventions of Standard English: 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.	Not Yet		
Knowledge of Language: 3. (Begins in grade 2)	Not Yet		
Vocabulary Acquisition and Use: 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content. a. Identify new meanings for familiar words and apply them accurately (e.g., knowing that duck is a bird and learning the verb 'to duck').	Not Yet		
Vocabulary Acquisition and Use: 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content. b. Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word.	Not Yet		
Vocabulary Acquisition and Use: 5. With guidance and support from adults, explore word relationships and nuances in word meanings. a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.	Not Yet		
Vocabulary Acquisition and Use: 5. With guidance and support from adults, explore word relationships and nuances in word meanings. b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).	Not Yet		
Vocabulary Acquisition and Use: 5. With guidance and support from adults, explore word relationships and nuances in word meanings. c. Identify real-life connections between words and their use (e.g., note places at school that are colorful).	Not Yet		
Vocabulary Acquisition and Use: 5. With guidance and support from adults, explore word relationships and nuances in word meanings. d. Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.	Not Yet		
Vocabulary Acquisition and Use: 6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.	Not Yet		
<u>DOMAIN: Counting and Cardinality</u>			
Know Number Names and the Count Sequence: 1. Count to 100 by ones and by tens.	Not Yet		
Know Number Names and the Count Sequence: 2. Count forward beginning from a given number within the known sequence (instead of having to begin at 1).	Not Yet		
Know Number Names and the Count Sequence: 3. Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).	Not Yet		



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Count to Tell the Number of Objects: 4. Understand the relationship between numbers and quantities; connect counting to cardinality. a. When counting objects, say the number names in the standard order, pairing each object with one and only one number name with one and only one object.	Not Yet		
Count to Tell the Number of Objects: 4. Understand the relationship between numbers and quantities; connect counting to cardinality. b. Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.	Not Yet		
Count to Tell the Number of Objects: 4. Understand the relationship between numbers and quantities; connect counting to cardinality. c. Understand that each successive number name refers to a quantity that is one larger.	Not Yet		
Count to Tell the Number of Objects: 5. Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1-20, count out that many objects.	Not Yet		
Compare Numbers: 6. Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies.	Not Yet		
Compare Numbers: 7. Compare two numbers between 1 and 10 presented as written numerals.	Not Yet		
<u>DOMAIN: Operations and Algebraic Thinking</u>			
Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from: 1. Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations	Not Yet		
Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from: 2. Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.	Not Yet		
Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from: 3. Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., $5 = 2 + 3$ and $5 = 4 + 1$).	Not Yet		
Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from: 4. For any number from 1 to 9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings, and record the answer with a drawing or equation.	Not Yet		
Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from: 5. Fluently add and subtract within 5.	Not Yet		
<u>DOMAIN: Number and Operations in Base Ten</u>			
Work with numbers 11-19 to gain foundations for place value: 1. Compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g., by using objects or drawings, and record each composition or decomposition by a drawing or equation (e.g., $18 = 10 + 8$); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.	Not Yet		
<u>DOMAIN: Measurement and Data</u>			
Describe and compare measurable attributes: 1. Describe measurable attributes, such as length or weight. Describe several measurable attributes of a single object.	Not Yet		
Describe and compare measurable attributes: 2. Directly compare two objects with a measurable attribute in common, to see which object has "more of"/"less of" the attribute, and describe the difference. For example, directly compare the heights of two children and describe one child as taller/shorter.	Not Yet		
Classify objects and count the number of objects in each category: 3. Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.	Not Yet		
<u>DOMAIN: Geometry</u>			



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Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres): 1. Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to.	Not Yet		
Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres): 2. Correctly name shapes regardless of their orientations or overall size.	Not Yet		
Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres): 3. Identify shapes as two-dimensional (lying in a plane, "flat") or three-dimensional ("solid").	Not Yet		
Analyze, compare, create, and compose shapes: 4. Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/"corners") and other attributes (e.g., having sides of equal length).	Not Yet		
Analyze, compare, create, and compose shapes: 5. Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.	Not Yet		
Analyze, compare, create, and compose shapes: 6. Compose simple shapes to form larger shapes. For example, "Can you join these two triangles with full sides touching to make a rectangle?"	Not Yet		
<u>Tallies</u>			
Not Yet		93	
Sometimes		0	
Always		0	

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Status:

Draft

Teacher Signature:

Parent Signature:

Notes:

Posted:

KINDER on 10/11/2022 at 2:41 pm