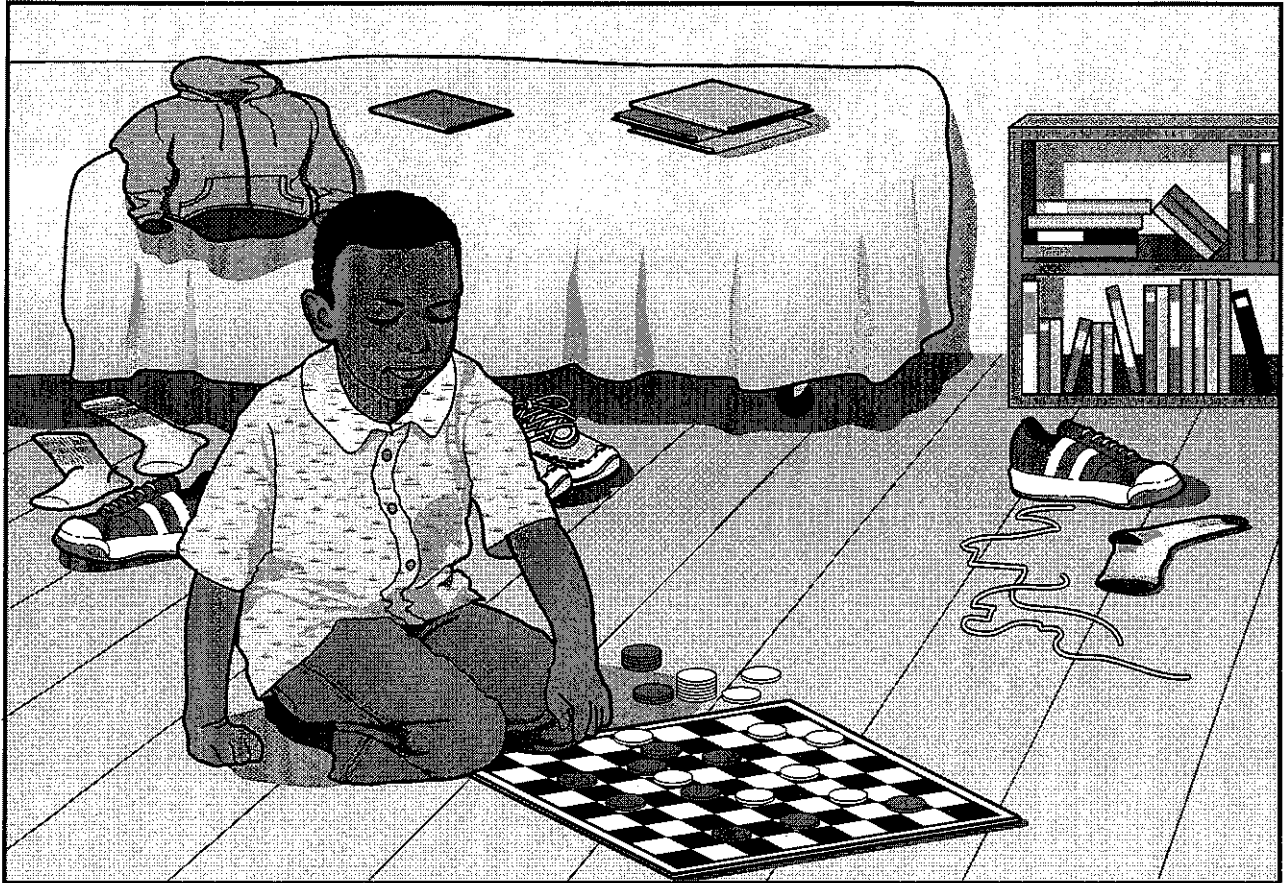


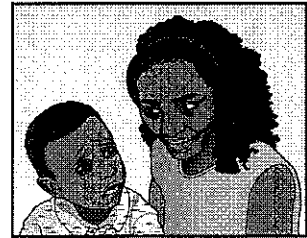
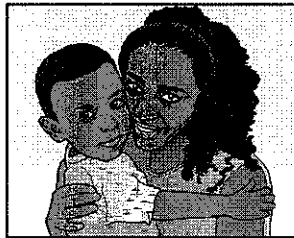
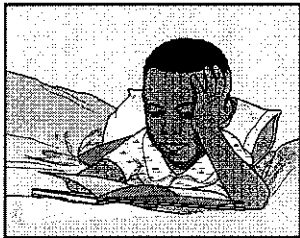
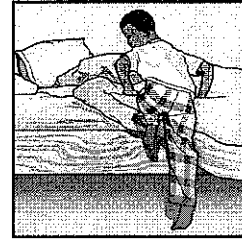
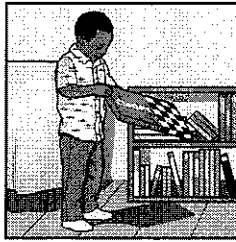
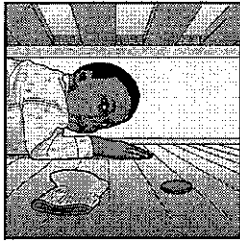
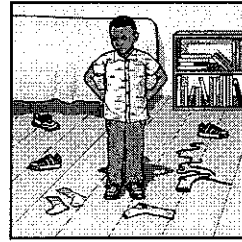
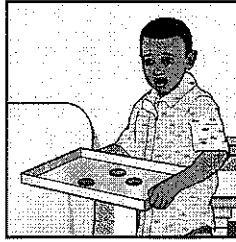
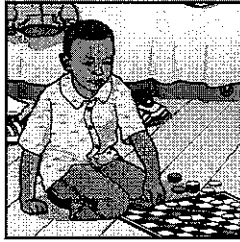
# Listening

## Where Did They Go?



Name \_\_\_\_\_

Module 2,  
Week 2  
Assessment



Name \_\_\_\_\_

# Foundational Skills



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# Specific Guidelines for Administering the Weekly Assessments

## Module 2, Week 2 Assessment

### Listening

**Say:** Look at the picture as you listen to a story. The story is called "Where Did They Go?" It is about a boy who has to figure out where some missing game pieces are. After listening to the story, you will answer some questions.

### **Where Did They Go?**

Jack loved to play checkers every day. He played before school, after school, even before bed. But one day, a checker piece went missing!

Three days later, another piece was gone. Then another, and another. Where did they go? Jack was sure he could solve the problem on his own. He looked and looked. The checkers were not on the bookshelf or in his sister's room. Jack felt sad. He tried his best to find the missing checkers. He then decided to ask his mom for help.

"There's one!" she said, pointing under Jack's bed. "It's under your dirty sock," she said.

"I've been looking all over for it!" Jack cried.

Then Mom said, "There may be other things under there, too."

Jack looked under the bed and . . . he couldn't believe it. He found another checker piece! Jack thought for a second. He saw his rain boots across the room. Maybe a checker was under them, too. It was!

Jack ran around his room, lifting one thing up, and then another, and putting his things away. Soon he found all of his checkers. He was very, very happy to have them back.

His mom winked at him and smiled. "I knew you would find them, and now your room is cleaner, too!"

**Item 1: Say:** Move to the apple. Why is Jack sad?

He is tired of playing checkers.

His checkers are missing.

His room is messy.

**Item 2: Say:** Move to the bird. What does Jack do to solve his problem?

He looks around his room.

He puts away his checker game.

He goes to bed.

**Item 3: Say:** Move to the car. What lesson is the story trying to teach?

There are many ways to have fun.

Family is more important than playing games.

It is good to ask for help.

## Foundational Skills

**Item 1: Say:** Move to the apple. Choose the word am.

**Item 2: Say:** Move to the bird. Choose the word go.

**Item 3: Say:** Move to the car. Choose the word at.

**Item 4: Say:** Move to the chair. Choose the letter j.

**Item 5: Say:** Move to the fish. Choose the letter Z.

**Item 6: Say:** Move to the flower. Choose the letter that makes the sound /ă/.

**Item 7: Say:** Move to the hand. Choose the word bat.

# Answer Key: Module 2, Week 2 Assessment

Item Number	Correct Answer	Module, Week, Program Skill	Depth of Knowledge
<b>LISTENING</b>			
1 (Apple)	B	M2W2: Comprehension: Theme	1
2 (Bird)	A	M2W2: Comprehension: Theme	2
3 (Car)	C	M2W2: Comprehension: Theme	3
<b>FOUNDATIONAL SKILLS</b>			
1 (Apple)	A	M2W2: Foundational Skills: High-Frequency Words	1
2 (Bird)	B	M2W2: Foundational Skills: High-Frequency Words	1
3 (Car)	C	M2W2: Foundational Skills: High-Frequency Words	1
4 (Chair)	B	M2W2: Foundational Skills: Letter Naming	1
5 (Fish)	C	M2W2: Foundational Skills: Letter Naming	1
6 (Flower)	A	M2W2: Foundational Skills: Phonics	2
7 (Hand)	C	M2W2: Foundational Skills: Phonics	2