

CA 02 September Instructional Reading Level

Teacher Score Sheet (Question #1)

Teacher: Teacher 1 Washington School

Page 1 of 1

Class: Trm: YR Crs: E COMM ARTS 2 Per: 1

5/5/2013

- 1) (A) (B) (C) (D) (E) (F) (G) (H) (I) (J) (K) (L) (M) (N) (O) (P) (Q) (R) (S) (T) (U) (V) (W) (X) (Y) (Z) LLLLL, LLL
- 2) (A) (B) (C) (D) (E) (F) (G) (H) (I) (J) (K) (L) (M) (N) (O) (P) (Q) (R) (S) (T) (U) (V) (W) (X) (Y) (Z) SSSS, SSS
- 3) (A) (B) (C) (D) (E) (F) (G) (H) (I) (J) (K) (L) (M) (N) (O) (P) (Q) (R) (S) (T) (U) (V) (W) (X) (Y) (Z) RRRR, RRR



Bubble in the AASD Developmental Writing Continuum phase that the student has *mastered* for each of the 6 Traits.

Message

Phase	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Organization/Structure

Phase	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Voice

Phase	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Word Choice

Phase	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Sentence Fluency

Phase	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Writing Conventions

Phase	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



The Game of Life Rubric

CATEGORY	Excellent (5)	Exceeds (4)	Emerging (3)	Poor (2-0)		
Step #1 Career	All details are included and cited. Summary provides an in-depth description of what career entails.	All details are included and cited. Summary provides a good description of career.	All details are included, but not cited. Summary provides an acceptable description of career.	Step is missing or incomplete. Details are missing, summary lacks explanation of career.		
	5	4	3	2	1	0
	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	Ⓕ
Step #2 Final Budget	Budget includes all itemized expenditures, tax expenditures, Social Security/ Medicare, monthly and annual totals. All information is appropriately cited.	Budget includes all necessary details, monthly/annual totals, but is not cited.	Personal budget includes itemized expenditures, but tax information is lacking.	Step is missing or incomplete. Monthly/Annual totals are missing.		
	5	4	3	2	1	0
	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	Ⓕ
Step #3 College	Loan payment is accurate and includes the current interest rate, monthly payment and the total amount of interest paid over ten years. All information is appropriately cited.	Loan is accurate and includes the interest rate and monthly payment, but is missing the total paid over time.	Loan is accurate and includes required information, but is not cited.	Step is missing or incomplete.		
	5	4	3	2	1	0
	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	Ⓕ



DOCUMENT BASED QUESTION ESSAY WRITING RUBRIC

Category	10-9 Outstanding (A)		8-Proficient (B)			7-Competent (C)		6-5 –Emerging (D)		4-0 Poor (F)	
Thesis- Thesis address the DBQ question and is supported throughout the essay.	Clearly present. Addresses DBQ question succinctly. Thesis is supported throughout the entire essay.		Thesis is fairly clear. DBQ question is addressed. Thesis is supported throughout most of the essay.			Thesis present but unclear. Somewhat addresses DBQ question. Thesis is somewhat supported throughout the essay		Thesis is irrelevant. Does not appropriately address the question. Thesis is not supported throughout much of the essay.		Thesis is unclear or non-existent. DBQ question is not answered. Thesis is not supported throughout the essay.	
	10	9	8	7	6	5	4	3	2	1	0
	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)
Document Use- The assigned number of documents is used. Documents are correctly used, interpreted, and support the thesis statement	Documents fully interpreted and used to support thesis statement. Required number of documents are analyzed		Documents present and adequately interpreted, but need to more fully support thesis statement. Sufficient number of documents used.			Document interpretation is present, but needs further development. Interpretation needs to better support the thesis. Some documents are used.		Document interpretation is unclear. Interpretation does not fully support the thesis. Few documents used. Irrelevant information from document used		Document interpretation is minimal or not present in the essay. Interpretation does not support the thesis. Very few, if any documents are used.	
	10	9	8	7	6	5	4	3	2	1	0
	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)
Evidence- Evidence includes relevant information learned in class discussion, lectures, videos, etc.	Ample evidence provides information beyond the documents. Information strongly supports thesis		Evidence provide some information beyond the documents. Information adequately supports thesis			Some evidence is provided beyond the document Information somewhat supports thesis.		Inadequate evidence is provided beyond the documents. Information needs to better support thesis		Minimal or no evidence is provided beyond the documents. Information does not support thesis.	
	10	9	8	7	6	5	4	3	2	1	0
	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)
Argument- An argument is presented in each body paragraph that supports the thesis.	A well developed argument is provided in each body paragraph that clearly supports the thesis.		A sufficient argument is provided in each body paragraph that supports the thesis.			An argument is provided in each body paragraph but needs to be further explained to better support thesis		An argument is somewhat provided in some body paragraphs, but needs to better support the thesis		An argument is not provided in each body paragraph and does not directly support the thesis	
	10	9	8	7	6	5	4	3	2	1	0
	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)



Consumer Economics Budget Project Checklist

Part 1 Income

Category	Points Possible	Points Received A=0 B=1 C=2
1. Career Research	1	(A) (B)
2. Yearly Income	1	(A) (B)
3. Gross Pay Bi-Monthly	1	(A) (B)
4. Federal Income Tax	1	(A) (B)
5. Total Deductions	1	(A) (B)
6. Net Pay Per Paycheck	1	(A) (B)
7. Monthly Net Income	1	(A) (B)
8. Paycheck	2	(A) (B) (C)
9. W4 Form	1	(A) (B)
Total Part 1	10	

Notes:



Skill	Excellent (5)	Good (4)	Fair (3)	Poor (2-1-0)	
1. Note Accuracy	95-100% note accuracy	90-94% note accuracy	85-89% note accuracy	< 85% note accuracy	5 4 3 2 1 0
2. Rhythmic Accuracy	95-100% rhythmic accuracy	90-94% rhythmic accuracy	85-89% rhythmic accuracy	< 85% rhythmic accuracy	5 4 3 2 1 0
3. Dynamics	95-100% dynamic accuracy	90-94% dynamic accuracy	85-89% dynamic accuracy	< 85% dynamic accuracy	5 4 3 2 1 0
4. Posture	Student demonstrates all required postural elements	Student demonstrates 2 of the required postural elements	Student demonstrates only one of the required postural elements	Student is upright, but no other elements of correct posture are evident	5 4 3 2 1 0
5. Utilization of Breath	Student uses correct breathing at every phrase, breathes at appropriate places, and stagger breathes	Student consistently utilizes controlled breath in every phrase, but occasionally breathes at the wrong spot	Student incorporates correct breath 50-75% of the time	Student incorporates correct breathing less than 50% of the time	5 4 3 2 1 0
6. Vowels	Student shapes vowels 100% of the time	Student shapes vowels 75-90% of the time	Student shapes vowels 50-75% of the time	Student shapes vowels less than 50% of the time	5 4 3 2 1 0
7. Tone Quality	Student demonstrates mature and appropriate vocal tone consistently	Student's tone is mature, but only evident 50-75% of the time	Student's tone is mature less than 50% of the time	Student's tone is immature, with no evidence of maturity	5 4 3 2 1 0
8. Intonation	Student is in-tune 90-100% of the time	Student is in-tune 75-90% of the time	Student is in-tune 50-75% of the time	Student is in-tune less than half the time	5 4 3 2 1 0
9. Phrasing	Phrases complete and as marked throughout	Phrases occasionally complete, as marked	Phrases rarely completed, markings frequently ignored	No phrasing evident	5 4 3 2 1 0
10. Musicality	Reflects notation and convention throughout	Reflects notation and convention a majority of the time	Reflects notation and convention a minimum of the time	Does not reflect notation or convention	5 4 3 2 1 0
11. Facial Engagement	Student demonstrates consistent and appropriate facial engagement 100% of the time	Student demonstrates inconsistent facial engagement	Student demonstrates consistent, but inappropriate facial engagement	Student demonstrates inconsistent and inappropriate facial engagement	5 4 3 2 1 0
12. Blend	Student blends with ensemble 100% of the time	Student blends with ensemble, but inconsistently	Student can be heard on a regular basis, but occasionally blends	Student rarely, if ever, blends with ensemble	5 4 3 2 1 0
13. Vocal Independence	Student stays on own part 90-100% of the time	Student stays on own part 75-90% of the time	Student stays on own part 50-75% of the time	Student stays on own part less than 50% of the time	5 4 3 2 1 0
Assignment - Specifics	Excellent (5)	Good (4)	Fair (3)	Poor (2-1-0)	
					5 4 3 2 1 0

Comments:



District Writing Assessment Grades K-2 Spring

Student: _____	Page 1 of 1
Teacher: Elementary School Grade(01)	
Class: Gr: 01 Trm: 1 Crs: Elementary School Grade (01) Sect:	v1.0

District Writing Assessment

	Not Ready	Pre-Emerging	Emerging	Beginning	Developing	Extending
Ideas	①	②	③	④	⑤	⑥
Organization	①	②	③	④	⑤	⑥
Voice	①	②	③	④	⑤	⑥
Word Choice	①	②	③	④	⑤	⑥
Sentence Fluency	①	②	③	④	⑤	⑥
Conventions	①	②	③	④	⑤	⑥

End of the Year Summary

	Not Ready	Pre-Emerging	Emerging	Beginning	Developing	Extending
Ideas	①	②	③	④	⑤	⑥
Organization	①	②	③	④	⑤	⑥
Voice	①	②	③	④	⑤	⑥
Word Choice	①	②	③	④	⑤	⑥
Sentence Fluency	①	②	③	④	⑤	⑥
Conventions	①	②	③	④	⑤	⑥

Comments:



10010000800101800043170034

Kindergarten First Quarter Reading Assessment

Letter Recognition

M m
 S s
 R r
 T t
 P p
 C c
 A a

Letter Sounds

m
 s
 r
 t
 p
 c
 a

Letter Printing

M m
 S s
 R r
 T t
 P p
 C c
 A a

KEY – Upper Case	
Ⓟ	all 7 correct
Ⓡ	4-6 correct
Ⓝ	3 or less correct

KEY – Lower Case	
Ⓟ	all 7 correct
Ⓡ	4-6 correct
Ⓝ	3 or less correct

KEY - Sounds	
Ⓟ	all 7 correct
Ⓡ	4-6 correct
Ⓝ	3 or less correct

KEY – Printing Upper	
Ⓟ	all 7 correct
Ⓡ	4-6 correct
Ⓝ	3 or less correct

KEY – Printing Lower	
Ⓟ	all 7 correct
Ⓡ	4-6 correct
Ⓝ	3 or less correct

Sight Words

a my the
 l like am

KEY	
Ⓟ	All 6 correct
Ⓡ	3-5 correct
Ⓝ	2 or less correct



Concepts of Print

Key:

N = Not Yet

P = Proficient

Identify front cover ____

P

N

Identify back cover ____

P

N

Identify title page ____

P

N

Recognize that pictures and print contain meaning ____

P

N

Use symbols and drawings to represent their thoughts ____

P

N

Speaking and Listening

Is engaged and participates in literacy experiences ____

P

I

N

Listens for understand and responds to directions and conversion ____

P

I

N

Actively participates in group reading activities with purpose and understanding ____

P

I

N

Key:

N = Not Yet Indicated that this child has not yet accomplished a specific skill, behavior, or accomplishment

I = In Progress Indicated that this knowledge, behaviors, or accomplishments are developing

P = Proficient Indicated that the child can reliably demonstrate the skills, knowledge, behaviors, and accomplishments



Kindergarten Third Quarter Math Assessment

Number Recognition

0	7	14
1	8	15
2	9	16
3	10	17
4	11	18
5	12	19
6	13	20

Printing 0 – 20

0	7	14
1	8	15
2	9	16
3	10	17
4	11	18
5	12	19
6	13	20

Counting Objects 1 – 20 (1 to 1 correspondence)

Counts to _____

KEY – Number Recognition	
Ⓟ	all 20 correct
Ⓜ	11-19 correct
Ⓝ	10 or less correct

KEY – Printing	
Ⓟ	all 20 correct
Ⓜ	11-19 correct
Ⓝ	10 or less correct

KEY - Counting	
Ⓟ	counts up to 20
Ⓜ	counts up to 11-19
Ⓝ	counts to 10 or less

Count Aloud 55-68

Counts to _____

Count forward from any given number up to 20: Starting Point _____

KEY	
Ⓟ	counts to 69
Ⓜ	counts to 55
Ⓝ	counts to 54 or less

KEY	
Ⓟ	proficient
Ⓝ	not yet



Identify Shapes

- Triangle ____
- Rectangle ____
- Hexagon ____
- Square ____
- Circle ____
- Cube ____
- Sphere ____

Creates the following patterns:

- AB ____ (number of repetitions)
- ABC ____ (number of repetitions)
- AAB ____ (number of repetitions)
- ABB ____ (number of repetitions)

Identifies AB and ABC pattern

(pick correct one from 3 different patterns)

- AB ____
- ABC ____
- AAB ____
- ABB ____

KEY	
Ⓐ	all 7 correct
Ⓑ	5-6 correct
Ⓒ	4 or less correct

KEY	
Ⓐ	3 repetitions for each
Ⓑ	2 repetitions for each
Ⓒ	1 or less repetition for each

KEY	
Ⓐ	can identify all
Ⓑ	can identify two
Ⓒ	cannot identify

Interpret Data From a Simple Graph

Use a bar and/or picture graph

Independently complete a graph (4 variables)

Use a bar and/or picture graph

KEY	
Ⓐ	identifies the most and the least
Ⓑ	identifies either the most or the least
Ⓒ	cannot identify

KEY	
Ⓐ	Includes 4 variables
Ⓑ	Includes 2-3 variables
Ⓒ	Includes 1 or less



Kindergarten Fourth Quarter Math Assessment

Number Recognition

0	7	14
1	8	15
2	9	16
3	10	17
4	11	18
5	12	19
6	13	20

Printing 0 – 20

0	7	14
1	8	15
2	9	16
3	10	17
4	11	18
5	12	19
6	13	20

Counting Objects 1 – 20 (1 to 1 correspondence)

Counts to _____

KEY – Number Recognition	
Ⓟ	all 21 correct
Ⓡ	11-20 correct
Ⓝ	10 or less correct

KEY – Printing	
Ⓟ	all 21 correct
Ⓡ	11-20 correct
Ⓝ	10 or less correct

KEY - Counting	
Ⓟ	counts up to 20
Ⓡ	counts up to 11-19
Ⓝ	counts to 10 or less

Count Aloud 1-100

Counts to _____

Count to 100 by 10's

Counts to _____

Count forward from any given number up to 20:

Starting Point _____

KEY	
Ⓟ	counts to 100
Ⓡ	counts 70-99
Ⓝ	counts to 69 or less

KEY	
Ⓟ	counts to 100
Ⓡ	counts 70, 80, 90
Ⓝ	counts to 60 or below

KEY	
Ⓟ	proficient
Ⓝ	not yet



Identify Shapes

- Triangle ____
- Rectangle ____
- Hexagon ____
- Square ____
- Circle ____
- Cube ____
- Sphere ____
- Cylinder ____
- Cone ____

Creates the following patterns:

- AB ____ (number of repetitions)
- ABC ____ (number of repetitions)
- AAB ____ (number of repetitions)
- ABB ____ (number of repetitions)

Identifies AB and ABC pattern

(pick correct one from 3 different patterns)

- AB ____
- ABC ____
- AAB ____
- ABB ____

KEY	
⒫	all 9 correct
Ⓖ	7-8 correct
Ⓒ	6 or less correct

KEY	
⒫	3 repetitions for each
Ⓖ	2 repetitions for each
Ⓒ	1 or less repetition for each

KEY	
⒫	can identify all
Ⓖ	can identify two
Ⓒ	cannot identify

Interpret Data From a Simple Graph

Use a bar and/or picture graph

Independently complete a graph (4 variables)

Use a bar and/or picture graph

KEY	
⒫	identifies the most and the least
Ⓖ	identifies either the most or the least
Ⓒ	cannot identify

KEY	
⒫	Includes 4 variables
Ⓖ	Includes 2-3 variables
Ⓒ	Includes 1 or less



Construct Shapes from Components

use sticks, clay, or geo boards to construct shapes

- triangle ____
- rectangle ____
- hexagon ____
- circle ____
- square ____

Draw Shapes

- triangle ____
- rectangle ____
- hexagon ____
- circle ____
- square ____

KEY	
Ⓟ	all 5 shapes correct
Ⓜ	3-4 correct
Ⓝ	2 or less correct

KEY	
Ⓟ	all 5 shapes correct
Ⓜ	3-4 correct
Ⓝ	2 or less correct

Demonstrates simple addition
 (with manipulatives)

- 5+4= ____
- 8+2= ____
- 2+7= ____

Demonstrates simple subtraction
 (with manipulatives)

- 10-4= ____
- 7-5= ____
- 6-3= ____

KEY	
Ⓟ	All 3 correct
Ⓜ	1-2 correct
Ⓝ	None correct

KEY	
Ⓟ	All 3 correct
Ⓜ	1-2 correct
Ⓝ	None correct



Identify the greater number

10 or 3

5 or 9

7 or 13

KEY	
⒫	All 3 correct
Ⓖ	1-2 correct
Ⓒ	None correct

Identify the lesser number

3 or 10

9 or 5

13 or 7

KEY	
⒫	All 3 correct
Ⓖ	1-2 correct
Ⓒ	None correct

Identify length

(show three pieces of yarn of different lengths)

KEY	
⒫	Proficient
Ⓒ	Not Yet

Sorting

Size _____

Shape _____

Color _____

KEY	
⒫	Can sort 3
Ⓖ	Can sort 2
Ⓒ	Can sort 1 or 0

Directional Words:

Under _____

Below _____

Above _____

In front of _____

Beside _____

KEY	
⒫	Describes all 5
Ⓖ	Describes 3 or 4
Ⓒ	Describes 2 or less



Kindergarten Second Quarter Reading Assessment

<p><u>Letter Recognition—Upper Case</u></p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <tr> <td>M</td><td>A</td><td>S</td><td>P</td><td>T</td><td>I</td> </tr> <tr> <td>(N)</td><td>(N)</td><td>(N)</td><td>(N)</td><td>(N)</td><td>(N)</td> </tr> <tr> <td>N</td><td>C</td><td>O</td><td>F</td><td>H</td><td>D</td> </tr> <tr> <td>(N)</td><td>(N)</td><td>(N)</td><td>(N)</td><td>(N)</td><td>(N)</td> </tr> <tr> <td>R</td><td>E</td><td>B</td><td>L</td><td>K</td><td>U</td> </tr> <tr> <td>(N)</td><td>(N)</td><td>(N)</td><td>(N)</td><td>(N)</td><td>(N)</td> </tr> </table>	M	A	S	P	T	I	(N)	(N)	(N)	(N)	(N)	(N)	N	C	O	F	H	D	(N)	(N)	(N)	(N)	(N)	(N)	R	E	B	L	K	U	(N)	(N)	(N)	(N)	(N)	(N)	<p><u>Key-Upper Case</u></p> <p>(M) All 18 correct (P) 13 - 17 correct (I) 12 or less correct</p>
M	A	S	P	T	I																																
(N)	(N)	(N)	(N)	(N)	(N)																																
N	C	O	F	H	D																																
(N)	(N)	(N)	(N)	(N)	(N)																																
R	E	B	L	K	U																																
(N)	(N)	(N)	(N)	(N)	(N)																																
<p><u>Letter Recognition—Lower Case</u></p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <tr> <td>m</td><td>a</td><td>s</td><td>p</td><td>t</td><td>i</td> </tr> <tr> <td>(N)</td><td>(N)</td><td>(N)</td><td>(N)</td><td>(N)</td><td>(N)</td> </tr> <tr> <td>n</td><td>c</td><td>o</td><td>f</td><td>h</td><td>d</td> </tr> <tr> <td>(N)</td><td>(N)</td><td>(N)</td><td>(N)</td><td>(N)</td><td>(N)</td> </tr> <tr> <td>r</td><td>e</td><td>b</td><td>l</td><td>k</td><td>u</td> </tr> <tr> <td>(N)</td><td>(N)</td><td>(N)</td><td>(N)</td><td>(N)</td><td>(N)</td> </tr> </table>	m	a	s	p	t	i	(N)	(N)	(N)	(N)	(N)	(N)	n	c	o	f	h	d	(N)	(N)	(N)	(N)	(N)	(N)	r	e	b	l	k	u	(N)	(N)	(N)	(N)	(N)	(N)	<p><u>Key-Lower Case</u></p> <p>(M) All 18 correct (P) 13 - 17 correct (I) 12 or less correct</p>
m	a	s	p	t	i																																
(N)	(N)	(N)	(N)	(N)	(N)																																
n	c	o	f	h	d																																
(N)	(N)	(N)	(N)	(N)	(N)																																
r	e	b	l	k	u																																
(N)	(N)	(N)	(N)	(N)	(N)																																
<p><u>Sound Recognition/Phonics</u></p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <tr> <td>M</td><td>A</td><td>S</td><td>P</td><td>T</td><td>I</td> </tr> <tr> <td>(N)</td><td>(N)</td><td>(N)</td><td>(N)</td><td>(N)</td><td>(N)</td> </tr> <tr> <td>N</td><td>C</td><td>O</td><td>F</td><td>H</td><td>D</td> </tr> <tr> <td>(N)</td><td>(N)</td><td>(N)</td><td>(N)</td><td>(N)</td><td>(N)</td> </tr> <tr> <td>R</td><td>E</td><td>B</td><td>L</td><td>K</td><td>U</td> </tr> <tr> <td>(N)</td><td>(N)</td><td>(N)</td><td>(N)</td><td>(N)</td><td>(N)</td> </tr> </table>	M	A	S	P	T	I	(N)	(N)	(N)	(N)	(N)	(N)	N	C	O	F	H	D	(N)	(N)	(N)	(N)	(N)	(N)	R	E	B	L	K	U	(N)	(N)	(N)	(N)	(N)	(N)	<p><u>Key-Sound Recognition</u></p> <p>(M) All 18 correct (P) 13 - 17 correct (I) 12 or less correct</p>
M	A	S	P	T	I																																
(N)	(N)	(N)	(N)	(N)	(N)																																
N	C	O	F	H	D																																
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(N)	(N)	(N)	(N)	(N)	(N)																																
<p><u>Initial Sound Fluency/Phonemic Awareness</u> (sounds covered this quarter)</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <tr> <td>R</td><td>E</td><td>B</td><td>L</td><td>K</td><td>U</td> </tr> <tr> <td>(N)</td><td>(N)</td><td>(N)</td><td>(N)</td><td>(N)</td><td>(N)</td> </tr> </table>	R	E	B	L	K	U	(N)	(N)	(N)	(N)	(N)	(N)	<p><u>Key-Beginning Sounds</u></p> <p>(M) all 6 correct (P) 4 - 5 correct (I) 3 or less correct</p>																								
R	E	B	L	K	U																																
(N)	(N)	(N)	(N)	(N)	(N)																																



Phoneme Segmentation

man Ⓝ Ⓝ Ⓝ	cat Ⓝ Ⓝ Ⓝ	him Ⓝ Ⓝ Ⓝ
dot Ⓝ Ⓝ Ⓝ	fin Ⓝ Ⓝ Ⓝ	not Ⓝ Ⓝ Ⓝ

Key-Sound Blending

- Ⓜ segments all 18 sounds
- Ⓟ segments 17 - 12 sounds
- Ⓡ segments less than 11 sounds

Letter Printing—Upper Case

M Ⓝ	A Ⓝ	S Ⓝ	P Ⓝ	T Ⓝ	I Ⓝ
N Ⓝ	C Ⓝ	O Ⓝ	F Ⓝ	H Ⓝ	D Ⓝ
R Ⓝ	E Ⓝ	B Ⓝ	L Ⓝ	K Ⓝ	U Ⓝ

Key-Printing Upper Case

- Ⓜ All 18 correct
- Ⓟ 13 - 17 correct
- Ⓡ 12 or less correct

Letter Printing—Lower Case

m Ⓝ	a Ⓝ	s Ⓝ	p Ⓝ	t Ⓝ	i Ⓝ
n Ⓝ	c Ⓝ	o Ⓝ	f Ⓝ	h Ⓝ	d Ⓝ
r Ⓝ	e Ⓝ	b Ⓝ	l Ⓝ	k Ⓝ	u Ⓝ

Key-Printing Lower Case

- Ⓜ All 18 correct
- Ⓟ 13 - 17 correct
- Ⓡ 12 or less correct



Sight Words

a Ⓝ	can Ⓝ	I Ⓝ	like Ⓝ	go Ⓝ	see Ⓝ
the Ⓝ	we Ⓝ	big Ⓝ	in Ⓝ	it Ⓝ	jump Ⓝ
to Ⓝ	is Ⓝ	play Ⓝ	am Ⓝ	at Ⓝ	do Ⓝ
look Ⓝ	my Ⓝ	have Ⓝ	are Ⓝ	for Ⓝ	you Ⓝ
no Ⓝ	yes Ⓝ	on Ⓝ	under Ⓝ	out Ⓝ	little Ⓝ
make Ⓝ	run Ⓝ	get Ⓝ	this Ⓝ	and Ⓝ	what Ⓝ
said Ⓝ	here Ⓝ	was Ⓝ	all Ⓝ	me Ⓝ	she Ⓝ
he Ⓝ	has Ⓝ	want Ⓝ			

Key-Sight Words:

- Ⓜ 45 correct
- Ⓟ 44 - 25 correct
- Ⓡ 24 or less correct



Rhyming Words Students are asked to produce a word that rhymes with each of the following words.

cat hat home <input type="radio"/> N	pet pan ran <input type="radio"/> N	cap sap said <input type="radio"/> N	ram run ham <input type="radio"/> N
---	--	---	--

- Key-Rhyming Words:
- M all 4 groups identified correctly
 - P 2 - 3 groups identified correctly
 - I 1 or less groups identified correctly

Concepts of Reading/Writing - Assessed during Guided Reading Lessons

Uses symbols and drawings to represent their thoughts	<input type="radio"/> M	<input type="radio"/> P	<input type="radio"/> I
Makes predictions about text based on picture clues	<input type="radio"/> M	<input type="radio"/> P	<input type="radio"/> I
Identifies the characters of a story	<input type="radio"/> M	<input type="radio"/> P	<input type="radio"/> I
Recalls information on topic	<input type="radio"/> M	<input type="radio"/> P	<input type="radio"/> I
Uses a capital letter at the beginning of a sentence and the pronoun I	<input type="radio"/> M	<input type="radio"/> P	<input type="radio"/> I
Uses a period at the end of a telling sentence	<input type="radio"/> M	<input type="radio"/> P	<input type="radio"/> I
Uses a question mark at the end of an asking sentence	<input type="radio"/> M	<input type="radio"/> P	<input type="radio"/> I
Uses an exclamation mark at the end of an exclamatory sentence	<input type="radio"/> M	<input type="radio"/> P	<input type="radio"/> I
Discusses information on a specific topic	<input type="radio"/> M	<input type="radio"/> P	<input type="radio"/> I
Identifies different genres of literature	<input type="radio"/> M	<input type="radio"/> P	<input type="radio"/> I
Distinguishes between fiction and nonfiction	<input type="radio"/> M	<input type="radio"/> P	<input type="radio"/> I
Distinguishes between letters and words	<input type="radio"/> M	<input type="radio"/> P	<input type="radio"/> I

- Key-Concepts of Print:
- M Concept mastered
 - P Skill is progressing
 - I Improvement needed



Speaking and Listening - Based on classroom observation

Listens attentively to others	Ⓜ	Ⓟ	Ⓡ
Takes turns speaking	Ⓜ	Ⓟ	Ⓡ
Speaks in complete sentences	Ⓜ	Ⓟ	Ⓡ
Communicates effectively	Ⓜ	Ⓟ	Ⓡ
Participates in classroom discussion	Ⓜ	Ⓟ	Ⓡ

Key-Speaking and Listening:

- Ⓜ = Concept mastered
- Ⓟ = Skill is progressing
- Ⓡ = Improvement needed

This portion covers Power Standard Element 2, 3 and 4

(Have student draw and write sentence on student portion of test)

Draw a picture of their family.

Tell me about your picture.

Write a sentence about your family.

Writing/Discussion Prompt

Writing Rubric

- Ⓜ Student is able to draw, write, and discuss a picture of their family
- Ⓟ Student is able to draw and discuss a picture of their family. Discussion and written form are limited
- Ⓡ Student is able to draw a picture of their family. There is no discussion or written form.

