CA 02 September Instructional Reading Level

Teacher Score Sheet (Question #1)

Teacher	Teache	- 1 W	ashii	ngtor	n Sch	nool																					Page 1 of 1
Class:	Trm:	YR C	rs: E	CON	MM A	ARTS	52F	Per: [·]	1																		5/5/2013
1)	A B	୦	\bigcirc	Ē	F	G	H	()	Ū	R		M	\mathbb{N}	0	P	୍	R	ഭ	()	\bigcirc	\bigcirc	\odot	\bigotimes	\bigcirc	$\overline{2}$	LLLLL, LLL	
2)	A B	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	SSSS, SSS	
3)	(A) (B)	©	0	Ē	€	G	Θ	0	J	K		\bigcirc	\mathbb{N}	0	P	0	R	3	1	0	\bigcirc	())	\otimes	\bigotimes	\bigcirc	RRRR, RRR	



		CA O	t. Writing Continuum ELEM
0	٠V		Page 1 of 1
u	٠V	[·] O	Printed: 5/5/2013
Trm:	YR Crs:	COMM ARTS 1 Per: 1	53.564.0

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

Message

						_			1 -					1	1	-		
Phase	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
	\bigcirc		$\overline{\cdot}$	$\overline{\cdot}$	\bigcirc	\bigcirc	\bigcirc	\bigcirc	\bigcirc	\bigcirc		$\overline{\cdot}$	\bigcirc	\bigcirc	\bigcirc	\bigcirc	$\overline{\cdot}$	\bigcirc
<u>Organiz</u>	Organization/Structure																	
Phase	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
	\bigcirc		$\overline{\cdot}$	$\overline{\cdot}$	$\overline{.}$	$\overline{.}$	$\overline{.}$	$\overline{\cdot}$	$\overline{\cdot}$	$\overline{\cdot}$			$\overline{\cdot}$	$\overline{\cdot}$	$\overline{\cdot}$			
Voice																		
Phase	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
	\bigcirc	$\overline{\cdot}$	$\overline{\cdot}$	$\overline{\cdot}$	\bigcirc	$\overline{\cdot}$	$\overline{\cdot}$	\bigcirc	\bigcirc	\bigcirc				\bigcirc	\bigcirc	\bigcirc		
Word Choice																		
Phase	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
	\bigcirc	$\overline{\cdot}$	$\overline{\cdot}$	$\overline{\cdot}$	\odot	$\overline{.}$	$\overline{\cdot}$	$\overline{.}$	$\overline{.}$	$\overline{.}$	\odot	$\overline{\cdot}$				$\overline{\cdot}$	\bigcirc	\odot
Senten	ce Flue	ency																
Phase	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
		$\overline{\mathbf{\cdot}}$	$\overline{\cdot}$	$\overline{\cdot}$	$\overline{\cdot}$	$\overline{\cdot}$	$\overline{.}$	$\overline{.}$	$\overline{\cdot}$	$\overline{\cdot}$	$\overline{\cdot}$	$\overline{\cdot}$			$\overline{\cdot}$	$\overline{\cdot}$	\bigcirc	\odot
Writing Conventions																		
Phase	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
		$\overline{\mathbf{\cdot}}$		$\overline{\cdot}$	$\overline{\cdot}$		$\overline{\mathbf{O}}$	$\overline{\cdot}$	$\overline{\cdot}$		$\overline{\cdot}$	\odot						
	1	2	3								-				15			-



Speech Common Assessment

1010010084500136310687690076

Student:	110338	Page 1 of 1
Teacher:Te	eacher	1/4/2011
Class:	Gr: 12 Trm: T1 Crs: Speech Period: 1(A)	v1.0

Student name:

VOCAL VARIETY. DELIVERY/FLOW/P TIME EYE CONTACT GESTURE, CONTENT ORGANIZATION PREPARATION POSTURE Student meets time Student makes and Student's message is Student chooses Student begins speech Strong evidence of requirements without sustains eye contact significantly enhanced in an original manner. preparation. Student audience-appropriate being overly rushed or with others around the by changes in vocal examples that illicit a Opening of speech is transitions between 5 Exemplary slow in delivery. room. Almost no tones and gestures. noticeable recognition relevant to the ideas in a comfortable from the audience. reliance on notes or Posture communicates audience. Content of and conversational sources. message well. speech is logical. manner. Visual aides Conclusion of speech and props, if used, is parallel with enhance message and don't distract attention. opening. Student meets time Student changes voca Student includes a Student opens and Evidence of Student makes eye preparation. Student requirements. contact with audience. tones and gestures to variety of well-planned closes speech with a Commendable Little reliance on notes communicate points. examples in speech parallel opening and demonstrates a or sources. Changes are placed that are appropriate for closing. Content of the comfortable presence appropriately in the the audience. Speech speech is logical. and relates to speech. Posture is a topic that matches audience well. Visual communicates the student's aides and props, if personality and used, enhance message well. interests. message minimally. Student falls short or Student uses vocal Student includes Student opens and Evidence of Student makes eye ages over time contact with audience variety and gestures examples in speech closes speech with a preparation. Student 3 Effective requirements within a members, glancing at occasionally, but that support the main clear idea. Content of demonstrates a reasonable time notes or sources returns to a default idea. The main idea of the speech has an comfortable presence. window. occasionally. delivery manner. the speech is clear. overall logical structure, but could use some revision. Student significantly Student's focus is split Student attempts to Student uses vague Speech is organized Little evidence of 2 Approaches Effective falls short or goes over relatively equally change vocal tones examples that do very with a logical structure, preparation. time requirements. between audience and and gestures but still little to support the but some elements are appears restricted and main premise or idea. out of place. Attempt notes. Main idea is present. confined. is made to open and but needs focus. close with a parallel idea. Student significantly Student relies fully on Student does not Student examples Structure of speech is No evidence of 1 Not effective falls short or goes over notes for speech include changes in have little or no scattered. Opening preparation. Student time requirements due deliver. vocal variety or meaning. Main idea is and closing of speech stammers and is to lack of preparation. aesture in speech. is cumbersome or clearly unfamiliar with absent. Posture is weak. absent. the material. 1 2 3 4 5 (1) (2) (3) (4) (5) 0 2 3 4 5 (1) (2) (3) (4) (5) (1) (2) (3) (4) (5)(1) (2) (3) (4) (5)

Speech Common Assessment

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
	A	B ©	0) (7)
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
	A (B C	\bigcirc) (5)
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
	8	B ©	0) (7)



DOCUMENT BASED QUESTION ESSAY WRITING RUBRIC

Category	(A)		g 8	-Proficient	(B)	7-Compet	ent (C)		Emerging (D)		4-0 Poor (F)
Thesis- Thesis address the DBQ question and is supported throughout the essay.	Addresses succinct supported	Clearly present. Addresses DBQ question succinctly. Thesis is supported throughout the entire essay.			y clear. ion is nesis is oughout essay.	Thesis pre- unclear. So addresse question. somewhat s throughout	omewhat s DBQ Thesis is supported	Thesis i Do appropria the ques is not through	s irrelevant. pes not ately address stion. Thesis supported out much of e essay.	existe not a	is is unclear or non- nt. DBQ question is nswered. Thesis is ipported throughout the essay.
	10	9	8	7	6	5	4	3	2	1	0
	A	B	©	D	E	F	6	θ	0	J	(\mathbb{S})
Document Use- The assigned number of documents is used. Documents are correctly used, interpreted, and support the thesis statement	interprete support th Require	ments fully ed and used esis stateme ed number o es are analyz	to ent. in f to zed	Documents p and adequa nterpreted, b o more fully thesis stater sufficient nur documents	ately ut need support nent. nber of	Docun interpreta present, b further dev Interpretati to better su thesis. documents	ation is ut needs elopment. ion needs pport the Some	interp ur Interpro not fully thes docum Irro inform	cument retation is nclear. etation does v support the is. Few nents used. elevant nation from nent used	minin the e do thesi	nent interpretation is nal or not present in ssay. Interpretation es not support the s. Very few, if any cuments are used.
	10	9	8	7	6	5	4	3	2	1	0
	A	B	©	D	E	F	6	θ	0	J	ß
Evidence- Evidence includes relevant information learned in class discussion, lectures, videos, etc.	informati document	dence provi on beyond t s. Informat supports the	the ion sis	Evidence pr some inform beyond t documen Informati adequately su thesis	nation he ts. on	Some evi provided b docur Inform somewhat thes	eyond the nent ation supports	is provi the do Informat	ate evidence ded beyond ocuments. tion needs to upport thesis	pro docu	nal or no evidence is ovided beyond the ments. Information not support thesis.
	10	9	8	7	6	5	4	3	2	1	0
	A	B	©	D	E	F	6	θ	0	J	ß
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.			sufficient ar is provided in body paragra supports the	n each ph that	provided body parag needs to b explained	An argument is provided in each body paragraph but needs to be further explained to better support thesis		gument is nat provided me body hs, but needs support the hesis	prov para	n argument is not vided in each body graph and does not ly support the thesis
	10	9	8	7	6	5	4	3	2	1	0
		B	©	D	Ē	F	G	(H)	0	J	R



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	O B C
9. W4 Form	1	A B
Total Part 1	10	

Notes:



Preview Student Preview Teacher

Preview Course

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

MHS Choral Department



District Writing Assessment Grades K-2 Spring

Stuc	lent:		Page 1 of 1
Теас	her: Elementary So	chool Grade(01)	
C	ass: Gr: 01 Trm: 1 Crs:	Elementary School Grade (01) Sect:	v1.0

District Writing Assessment

	Not Ready	Pre- Emerging	Emerging	Beginning	Developing	Extending
Ideas	0	Ø	3	(4)	6	6
Organization	0	0	3	0	6	6
Voice	0	0	0	٩	6	6
Word Choice	0	0	0	٩	6	6
Sentence Fluency	0	0	0	4	6	6
Conventions	0	2	3	0	6	6

End of the Year Summary

	Not Ready	Pre- Emerging	Emerging	Beginning	Developing	Extending
Ideas	0	2	0	(4)	6	6
Organization	0	ହ	0	0	6	6
Voice	0	0	3	0	6	0
Word Choice	0	0	0	0	6	6
Sentence Fluency	0	0	3	٥	6	6
Conventions	0	0	3	0	6	6

Comments:

10010000809101800043170034

Kindergarten First Quarter Reading Assessment

Letter Recognition	<u>1</u>	Letter Sounds	Letter Printing			
Μ	m	m	Μ	m		
S	S	S	S	S		
R	r	r	R	r		
Т	t	t	Т	t		
Р	р	р	Р	р		
С	С	C	С	С		
А	а	а	А	а		

KEY –	Upper Case	KEY –	Lower Case	KEY - Sounds		KEY – Printing Upper		KEY – Printing Lower	
P	all 7 correct	P	all 7 correct	P	all 7 correct	P	all 7 correct	P	all 7 correct
0	4-6 correct	0	4-6 correct	0	4-6 correct	0	4-6 correct	0	4-6 correct
\mathbb{N}	3 or less correct	\bigcirc	3 or less correct	\odot	3 or less correct	\bigcirc	3 or less correct		3 or less correct

Sight Words

а	my	the
I	like	am

KEY	
P	All 6 correct
0	3-5 correct
\otimes	2 or less correct



Concepts of Print

<u>Key:</u> N = Not Yet P = Proficient			
Identify front cover	Ð	\odot	
Identify back cover	Ø	0	
Identify title page	Ø	0	
Recognize that pictures and print contain mean	ing	Θ	\odot
Use symbols and drawings to represent their th	oughts	\bigcirc	\odot
Speaking and Listening			
Is engaged and participates in literacy experient	ces	\square	
Listens for understand and responds to directio	ns and conversion _)
Actively participates in group reading activities	with purpose and u	inderstanding	$\Theta \cup \Theta$

<u>Key:</u>

- 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



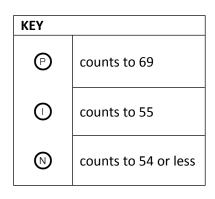
				٦	hird Quarter N	Лath			
Prev	iew Stu	ıdent							Page 1 of 4
Prev	iew Te	acher							Printed: 2/1/2012
Prev	iew Co	urse							101.73
			Kind	dergarten	Third Quarter	Math A	ssessmer	nt	
Num	her Re	<u>cognition</u>		rinting 0 -					
0	7	14	<u>-</u> 0		14				
1	8	15	1		15				
2	9	16	2		16				
3	10	17	3	10	17				
4	11	18	4	. 11	18				
5	12	19	5	12	19	<u>Count</u>	ing Objec	ts 1 – 20	(1 to 1 correspondence)
6	13	20	6	13	20		Counts to)	
KE	EY — Nu	mber Recognition]	KEY – Pr	inting]	KEY - Co	unting
	P	all 20 correct		P	all 20 correct			P	counts up to 20
	0	11-19 correct		O	11-19 correct	:		0	counts up to 11-19
	\bigcirc	10 or less correct		\mathbb{N}	10 or less cor	rect		\mathbb{N}	counts to 10 or less

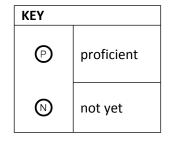
Count Aloud 55-68

Counts to _____

Г

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







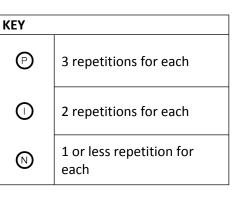
	Third Quarter Math	
Preview Student		Page 2 of 4
Preview Teacher		Printed: 2/1/2012
Preview Course		101.73

Identify Shapes
Triangle
Rectangle
Hexagon
Square
Circle
Cube

Sphere____

KEY	
P	all 7 correct
0	5-6 correct
\bigtriangledown	4 or less correct

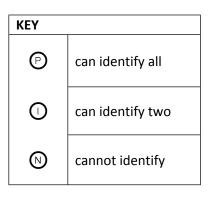
Creates the following patterns:					
AB (number of repetitions)					
ABC	(number of repetitions)				
AAB	(number of repetitions)				
ABB	(number of repetitions)				



Identifies AB and ABC pattern (pick correct one from 3 different patterns) AB _____

ABC _____ AAB _____

ABB____



Interpret Data From a Simple Graph

Use a bar and/or picture graph

KEY	
P	identifies the most and the least
0	identifies either the most or the least
\bigtriangledown	cannot identify

Independently complete a graph (4 variables) Use a bar and/or picture graph

KEY	
P	Includes 4 variables
0	Includes 2-3 variables
N	Includes 1 or less



 \bigcirc

counts 70-99

counts to 69 or

Kindergarten Fourth Quarter Math Assessment

14

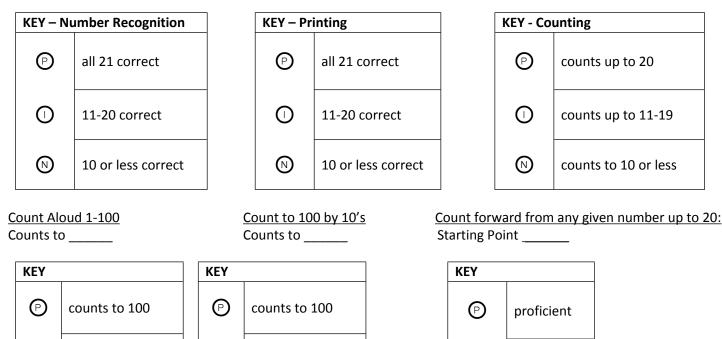
Num	ber Reco	ognition	<u>Print</u>	ing 0 – 20
0	7	14	0	7
1	8	15	1	8
2	9	16	2	9
3	10	17	3	10
4	11	18	4	11
5	12	19	5	12
6	13	20	6	13

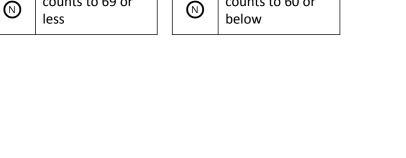
15 16 17 18 19 20

Counting Objects 1 – 20 (1 to 1 correspondence) Counts to _____

 \mathbb{N}

not yet





 \bigcirc

counts 70, 80, 90

counts to 60 or

KM -CA-TS-v1.0 (Fourth Quarter Math Assessment)							
Preview Student		Page 2 of 4					
Preview Teacher	Printed: 1/27/2014						
Preview Course		181.374					
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	КЕҮ	КЕҮ					
P all 9 correct	③ 3 repetitions for each	🕑 can identify all					

2 repetitions for each

1 or less repetition for

Interpret Data From a Simple Graph Use a bar and/or picture graph

7-8 correct

6 or less

correct

 \bigcirc

 \mathbb{N}

KEY	
Ø	identifies the most and the least
0	identifies either the most or the least
\bigcirc	cannot identify

 \bigcirc

 \mathbb{N}

each

Independently complete a graph (4 variables) Use a bar and/or picture graph

 \bigcirc

 \mathbb{N}

can identify two

cannot identify

KEY	
P	Includes 4 variables
0	Includes 2-3 variables
\bigcirc	Includes 1 or less

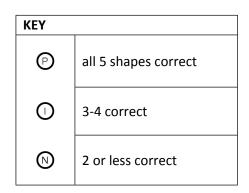


Preview Student Preview Teacher Preview Course

<u>Construct Shapes from Components</u> use sticks, clay, or app boards to construct sha

use sticks, clay, or geo boards to construct shapes

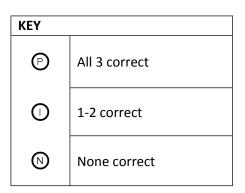
triangle
rectangle
hexagon
circle
square



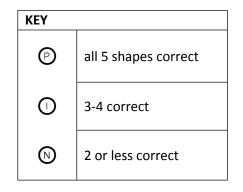
<u>Demonstrates simple addition</u> (with manipulatives)



2+7= ____

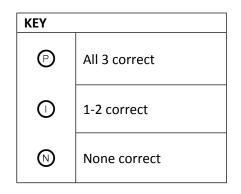


Draw Shapes triangle ____ rectangle ____ hexagon _____ circle _____ square ____



<u>Demonstrates simple subtraction</u> (with manipulatives)

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

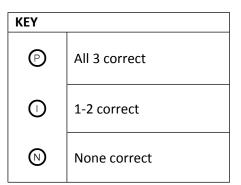




Identify the greater number

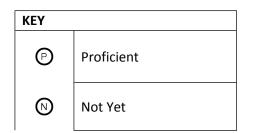


- 5 or 9
- 7 or 13



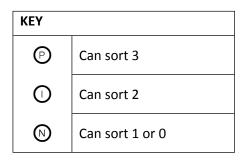
Identify length

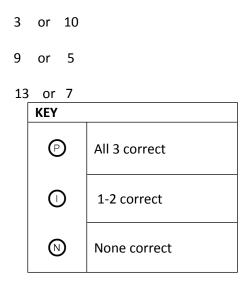
(show three pieces of yarn of different lengths)



Sorting Size _____ Shape _____

Color ____





Identify the lesser number

Directional Words:	
Under	
Below	
Above	
In front of	
Beside	

KEY

P	Describes all 5
0	Describes 3 or 4
\mathbb{N}	Describes 2 or less



Preview Student Preview Teacher Preview Course Page 1 of 6 Printed: 1/27/2014 206.146

Kindergarten Second Quarter Reading Assessment

Letter Rec	ognition-	-Upper Co	Key-Upper Case			
M	Α	S	Р	Т	I	
	\bigtriangledown	\odot	\odot	\bigcirc	\bigcirc	All 18 correct
N	С	0	F	Н	D	Image: Contract Image: Contract Image: Contract
	\mathbb{N}	\bigcirc	\mathbb{N}	\mathbb{N}	\mathbb{N}	_ D 12 or less correct
R	Е	В	L	к	U	
	\bigcirc	\odot	\bigcirc	\mathbb{N}	\mathbb{N}	
Letter Rec	ognition-	-Lower Co	ise			Key-Lower Case
m	۵	S	р	+		i
\odot		\bigcirc	\bigtriangledown		(N M All 18 correct
n	с	0	f	h		d (P) 13 - 17 correct
©		N	\bigcirc		(Image: Non-state of the state of the sta
r	e	b		k		u
		N	\bigtriangledown		(
Sound Reco	ognition/l	Phonics			·	Key-Sound Recognition
M	А	S	Р	Т	I	
	\bigtriangledown	\odot	\bigcirc	\bigcirc	\bigcirc	All 18 correct
N	С	0	F	Н	D	D 13 - 17 correct
	\bigcirc	\odot	\bigcirc	\mathbb{N}	\mathbb{N}	_ ① 12 or less correct
R	E	В	L	К	U	
	\bigcirc	\odot	\bigcirc	\mathbb{N}	\mathbb{N}	
Initial Sou (sounds covered			Key-Beginning Sounds			
R	E	В	L	K		U P 4-5 correct
	\odot	\bigcirc			(N O 3 or less correct



Phoneme	Phoneme Segmentation					Key-Sound Ble	nding			
	man (N) (N) (N) dot		cat N N N fin		him N N N not		ℕ ℕ ℕ not		() () ()	segments all 18 sounds segments 17 - 12 sounds segments less than 11 sounds
			\odot		\mathbb{N} \mathbb{N}					
<u>Letter Pr</u>	rinting-	-Upper	Case				<u>Key-Printing U</u>	pper Case		
M ©	A ®	5 ©	P N	T N	I ®		(M) (P)	All 18 correct 13 - 17 correct		
N N	С ©	Z 0	F N	H ₪	D ®		0	12 or less correct		
R	E	В	L	К	U					
	\mathbb{N}	\mathbb{N}	\bigcirc	N	\bigtriangledown					
Letter Pr	Letter Printing—Lower Case						Key-Printing Lo	ower Case		
m	۵	S	р	+	i		\boxtimes	All 18 correct		
	\mathbb{N}	\mathbb{N}	\mathbb{N}	\mathbb{N}	\bigtriangledown		P	13 - 17 correct		
n ®	с 2	0 (2)	f ®	h N	d ®		Ο	12 or less correct		
r	e	b	1	k	u					
	\bigcirc	\bigcirc	\bigtriangledown	\mathbb{N}						



KELA-CA-FE-v1.0 (KELA-3RD Quarter)

Preview Student Preview Teacher Preview Course

<u>Sight Words</u>

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

Key-Sight Words:

- M 45 correct
 - 44 25 correct

O 2

 \bigcirc

24 or less correct



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

cat hat home	pet pan ran	cap sap said	ram run ham				
\bigcirc	\bigcirc	\bigcirc	\odot				
Key-Rhyming Words: M all 4 groups identified correctly							
	P 2 - 3 groups identified correctly						
	\bigcirc 1 or less groups identified correctly						

<u>Concepts of Reading/Writing</u> - Assessed during Guided Reading Lessons

Uses symbols and drawings to represent their thoughts	M	P	0
Makes predictions about text based on picture clues	M	P	0
Identifies the characters of a story	${}^{}$	P	0
Recalls information on topic	M	P	0
Uses a capital letter at the beginning of a sentence and the pronoun I	M	P	0
Uses a period at the end of a telling sentence	\boxtimes	P	0
Uses a question mark at the end of an asking sentence	\boxtimes	P	0
Uses an exclamation mark at the end of an exclamatory sentence	M	P	0
Discusses information on a specific topic	M	P	0
Identifies different genres of literature	M	P	0
Distinguishes between fiction and nonfiction	${}^{}$	P	0
Distinguishes between letters and words	6	P	0

Key-Concepts of Print:

Concept mastered

Skill is progressing

O Improvement needed



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Speaking and Listening - Based on classroom observation

Listens attentively to others		P	0
Takes turns speaking		P	0
Speaks in complete sentences		P	0
Communicates effectively		P	0
Participates in classroom discussion	M	P	0

Key-Speaking and Listening:

- M = 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

 ${igodot}$ Student is able to draw, write, and discuss a picture of their family

 $m \Theta$ Student is able to draw and discuss a picture of their family. Discussion and written form are limited

m O Student is able to draw a picture of their family. There is no discussion or written form.

