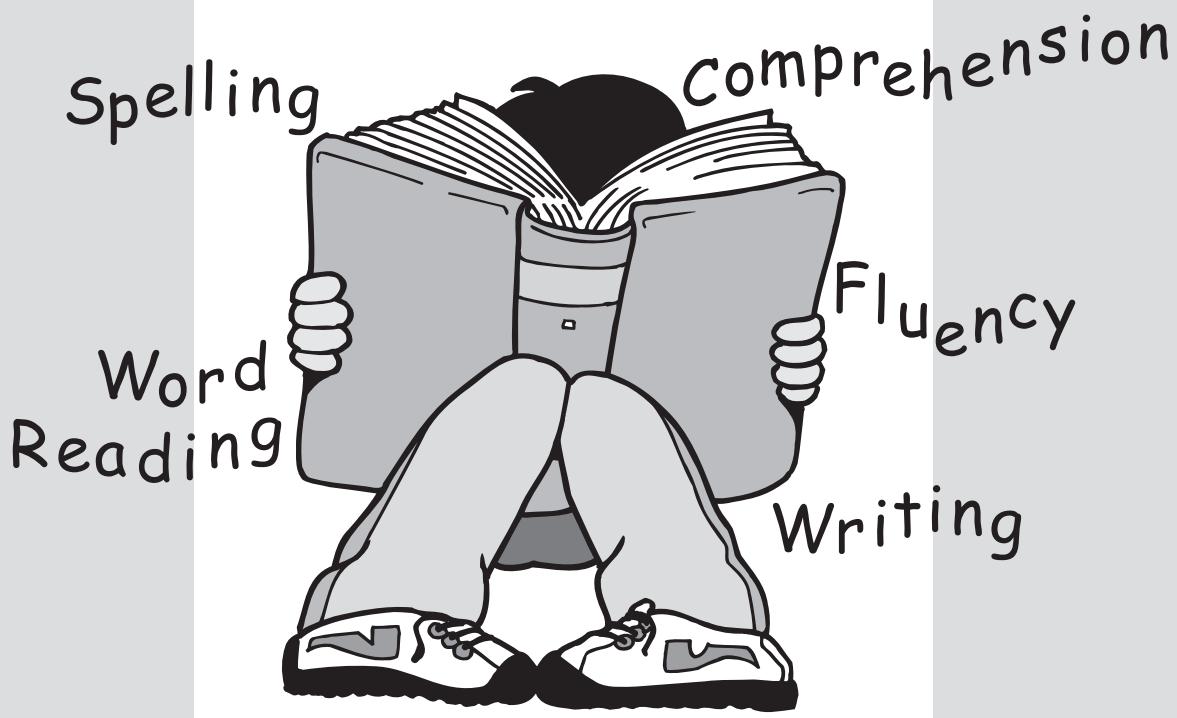


TEACHER MATERIALS

6-8 Week Skills Assessments Developed for
Districts Using *Houghton Mifflin Reading*



GRADE 1
Themes 1-10

6-8 Week Skills Assessments for Districts Using *Houghton Mifflin Reading*

DESIGN

Skills Assessments are designed to help classroom teachers and grade-level teams determine how effective their delivery of instruction is meeting expected student learning goals in relation to concepts and skills taught in *Houghton Mifflin Reading*.

PURPOSE

The purpose of the Skills Assessments is to help guide and plan instruction for the next theme. Subtests are based upon the content addressed in each theme and California's English-language arts content standards. Due to the limited number of test items, skills, and concepts addressed in each theme, Skills Assessments are not to be used as an indicator of individual student achievement. They are tools to help educators focus on the percentage of students meeting criteria for each subtest. If teachers find over the course of at least two testing periods there is still a group of struggling students, it is advisable to utilize diagnostic testing to understand specific needs.

USE

The Skills Assessments assist in determining if the class is meeting grade-level expectations for the concepts and skills taught in *Houghton Mifflin Reading*. If students are weak in a particular area, the teacher should look ahead to the next theme and plan for additional instruction or student practice using the materials provided by the program. Grade-level meetings may help teachers determine which skills and concepts need to be reinforced. It is advisable that teachers work together to plan the use of Houghton Mifflin materials for small group instruction or go beyond the core instructional time to address specific needs.

Assessment Development Team

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The Skills Assessments are developed by the assessment team at the Reading Lions Center. They are not developed, reviewed, or published by Houghton Mifflin Company. Subtest scores should be used for planning instruction and identifying skill areas to enhance learning.

Sixth Edition

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Overview of Skills Assessments - Grade 1

2008 - 2009

for Districts Using *Houghton Mifflin Reading*

THEME	1 & 2	3 & 4	5 & 6	7 & 8	9	10
GRADE	Optional Fluency Spelling Word Reading Writing	Optional Fluency Spelling Word Reading Writing	Optional Fluency Spelling Word Reading Writing	Fluency Spelling Word Reading Reading Comp. Writing	Fluency Spelling Word Reading Reading Comp. Writing	Fluency Spelling Word Reading Reading Comp. Writing
1						

GRADE 1	Percentile	Themes 1 & 2 WCPM² OPTIONAL³	Themes 3 & 4 WCPM OPTIONAL³	Themes 5 & 6 WCPM OPTIONAL³	Themes 7 & 8 WCPM	Theme 9 WCPM	Theme 10 WCPM
ORAL READING FLUENCY NORMS¹	25th	practice	15	20	25	30	35
	50th	practice	30	35	40	55	60
	75th	practice	50	55	70	75	80

1 Extrapolated values used by the Reading Lions Center (2005).

2 WCPM = Words Correct Per Minute based on 2005 Norms of Hasbrouck and Tindal.

3 Fluency passages for Themes 1 & 2, 3 & 4, and 5 & 6 are OPTIONAL.

INSTRUCTIONAL UNITS - GRADE 1

- Themes 1 & 2
- Themes 3 & 4
- Themes 5 & 6
- Themes 7 & 8
- Theme 9
- Theme 10

MATERIALS

Each classroom set of materials includes:

- Teacher Materials Booklet
- Student Test Booklets
- Fluency Test Cards
- Skills Assessment Report Forms (blackline masters)

Note: Electronic reporting systems are advisable.

GENERAL PROCEDURES

Students are assessed at the end of each instructional unit listed above. The results for each student should be recorded on the Skills Assessment report form (or through an electronic reporting system) and submitted to the site administrator. Most of the assessments are administered in whole group sessions. The directions and answer keys are provided in the Teacher Materials booklet.

FOLLOW-UP AND SUPPORT BY SCHOOL PRINCIPAL

The Skills Assessment Report form (blackline master) is an evaluation tool for the classroom teacher, the site administrator, and the reading coach. The teacher is asked to note which students have not reached criterion. The teacher is expected to develop a plan of action to help improve student learning especially for those students identified as needing intensive intervention (scoring 40% or lower).

A copy of the report form, if non-electronic, should be placed in an agreed-upon school file, by an agreed-upon date, for review by the principal. After the principal reviews the students' progress and support needs, the following actions are suggested:

1. Provide written and/or verbal feedback to the teacher on student progress and provide resources and support as needed (e.g., extended time and coaching assistance.)
2. Schedule follow-up meetings with the teacher, coach, and/or whole staff as needed.

6-8 Week Skills Assessments for Districts Using *Houghton Mifflin Reading*

Answer Key and Directions

GRADE 1 - THEMES 1 & 2

TEACHER NOTE: Collect student booklets after each testing session. Do not allow students to browse other subtests before they are administered. Therefore, consider administering the Oral Fluency Reading Passages first.

OPTIONAL ORAL FLUENCY

Teacher Directions: Refer to “General Directions for One-Minute Administration of Optional Fluency Passages.” The directions precede the fluency passages for each grade level.

Scoring: The fluency passages for this testing period are for practice only and are not formally scored.

SPELLING/PHONICS

Teacher Directions: Have the students independently read the three spelling choices and mark the correct answer. You may support the students through this test using an overhead to show them how to use a marker under each line as a guide.

Oral Directions: “This is a spelling test. I will say a word and read a sentence that has the word in it. Then I will repeat the word. Pick the correct spelling from the three choices you have been given. Then fill in the bubble below the answer.

Scoring: To reach criterion, a student must have at least 8 correct answers.

Key: 1. B 3. C 5. C 7. C 9. C
2. A 4. A 6. B 8. B 10. A

WORD READING (Recommended Time: 15 minutes, uninterrupted)

Teacher Directions: Have the students independently read the word choices and mark the correct answer. You may support the students through this test using an overhead to show them how to use a marker under each line as a guide.

Oral Directions: “For each section, read each word in the line. Then choose the word that tells something about the picture. Fill in the bubble below the word you have chosen.” (Do NOT read the words to the students.)

Scoring: To reach criterion, a student must have at least 8 correct answers.

Key: 1. C 3. B 5. A 7. A 9. A
2. A 4. B 6. C 8. B 10. C

WRITING (Recommended Time: 30-40 minutes, uninterrupted)

Oral Directions and Scoring: Refer to the “General Directions for Writing Assessment” and scoring rubrics included in this booklet.

TEACHER DIRECTIONS: Please use the script provided.

"This is a spelling test. I will say a word and read a sentence that has the word in it. Then I will repeat the word. Pick the correct spelling from the three choices you have been given. Then fill in the bubble below the answer."

- | | | | |
|-----|------|--|------|
| 1. | sad | The opposite of happy is <u>sad</u> . | SAD |
| 2. | box | How many colors are in that <u>box</u> of crayons? | BOX |
| 3. | fig | Mother likes to put a <u>fig</u> on her cereal. | FIG |
| 4. | yes | <u>Yes</u> , we are going to the library today. | YES |
| 5. | cut | Let the birthday boy <u>cut</u> the cake. | CUT |
| 6. | hot | It's fun to swim on a <u>hot</u> summer day. | HOT |
| 7. | win | We try to <u>win</u> all of our soccer games. | WIN |
| 8. | ran | This morning, they <u>ran</u> to catch the bus. | RAN |
| 9. | leg | A <u>leg</u> on my desk is broken. | LEG |
| 10. | jump | Our puppy will <u>jump</u> high to get its snack. | JUMP |

6-8 Week Skills Assessments for Districts Using *Houghton Mifflin Reading*

Answer Key and Directions

GRADE 1 - THEMES 3 & 4

TEACHER NOTE: Collect student booklets after each testing session. Do not allow students to browse other subtests before they are administered. Therefore, consider administering the Oral Fluency Reading Passages first.

OPTIONAL ORAL FLUENCY

Teacher Directions: Refer to “General Directions for One-Minute Administration of Optional Fluency Passages.” The directions precede the fluency passages for each grade level.

Scoring: To be at grade level the student must read at least 30 WCPM (words correct per minute) at the end of the 12th week.

25th Percentile - 15 WCPM

50th Percentile - 30 WCPM

75th Percentile - 50 WCPM

SPELLING/PHONICS

Teacher Directions: Have the students independently read the three spelling choices and mark the correct answer.

Oral Directions: “This is a spelling test. I will say a word and read a sentence that has the word in it. Then I will repeat the word. Pick the correct spelling from the three choices you have been given. Then fill in the bubble below the answer.”

Scoring: To reach criterion, a student must have at least 8 correct answers.

Key:	1. B	3. C	5. B	7. C	9. B
	2. C	4. A	6. B	8. A	10. A

WORD READING (Recommended Time: 15 minutes, uninterrupted)

Teacher Directions: Have the students independently read the word choices and mark the correct answer.

Oral Directions: “For each section, read each word in the line. Then choose the word that tells something about the picture. Fill in the bubble below the word you have chosen.”
(Do NOT read the words to the students.)

Scoring: To reach criterion, a student must have at least 8 correct answers.

Key:	1. B	3. B	5. B	7. C	9. B
	2. C	4. A	6. A	8. A	10. B

WRITING (Recommended Time: 30-40 minutes, uninterrupted)

Oral Directions and Scoring: Refer to the “General Directions for Writing Assessment” and scoring rubrics included in this booklet.

TEACHER DIRECTIONS: Please use the script provided.

"This is a spelling test. I will say a word and read a sentence that has the word in it. Then I will repeat the word. Pick the correct spelling from the three choices you have been given. Then fill in the bubble below the answer."

- | | | | |
|-----|-------|--|-------|
| 1. | fix | Mom will <u>fix</u> my bike. | FIX |
| 2. | pond | Green frogs jumped into the <u>pond</u> . | POND |
| 3. | bell | The school <u>bell</u> rang at three o'clock. | BELL |
| 4. | top | Put your reading book on <u>top</u> of your desk. | TOP |
| 5. | men | Five <u>men</u> were painting the building. | MEN |
| 6. | stamp | Please put a <u>stamp</u> on my letter. | STAMP |
| 7. | must | You <u>must</u> brush your teeth every day. | MUST |
| 8. | plums | I picked three ripe <u>plums</u> from our tree. | PLUMS |
| 9. | grin | The baby had a silly <u>grin</u> on his face. | GRIN |
| 10. | truck | We put rocks and dirt in our toy dump <u>truck</u> . | TRUCK |

Answer Key and Directions

GRADE 1 - THEMES 5 & 6

TEACHER NOTE: Collect student booklets after each testing session. Do not allow students to browse other subtests before they are administered. Therefore, consider administering the Oral Fluency Reading Passages first.

OPTIONAL ORAL FLUENCY

Teacher Directions: Refer to “General Directions for One-Minute Administration of Optional Fluency Passages.” The directions precede the fluency passages for each grade level.

Scoring: To be at grade level the student must read at least 35 WCPM (words correct per minute) at the end of the 12th week.

25th Percentile - 20 WCPM

50th Percentile - 35 WCPM

75th Percentile - 55 WCPM

SPELLING/PHONICS

Teacher Directions: Have the students independently read the three spelling choices and mark the correct answer.

Oral Directions: “This is a spelling test. I will say a word and read a sentence that has the word in it. Then I will repeat the word. Pick the correct spelling from the three choices you have been given. Then fill in the bubble below the answer.”

Scoring: To reach criterion, a student must have at least 8 correct answers.

Key: 1. B 3. C 5. A 7. B 9. C
2. A 4. B 6. C 8. C 10. B

WORD READING (Recommended Time: 15 minutes, uninterrupted)

Teacher Directions: Have the students independently read the word choices and mark the correct answer.

Oral Directions: “For each section, read each word in the line. Then choose the word that tells something about the picture. Fill in the bubble below the word you have chosen.”
(Do NOT read the words to the students.)

Scoring: To reach criterion, a student must have at least 8 correct answers.

Key: 1. B 3. C 5. B 7. C 9. B
2. A 4. C 6. B 8. A 10. A

WRITING (Recommended Time: 30-40 minutes, uninterrupted)

Oral Directions and Scoring: Refer to the “General Directions for Writing Assessment” and scoring rubrics included in this booklet.

TEACHER DIRECTIONS: Please use the script provided.

"This is a spelling test. I will say a word and read a sentence that has the word in it. Then I will repeat the word. Pick the correct spelling from the three choices you have been given. Then fill in the bubble below the answer."

1. face I wash my face every night before bed. FACE
2. wall The ants are crawling up the wall. WALL
3. match We watched my brother's wrestling match. MATCH
4. joke Grandpa told a funny joke. JOKE
5. white She wore a white sweater to the party. WHITE
6. shell I found a clam shell on the beach. SHELL
7. stray We never stray too far from home. STRAY
8. huge The tire had a huge hole in it. HUGE
9. mean The lion looked mean and hungry. MEAN
10. smile Look at the camera and smile. SMILE

6-8 Week Skills Assessments for Districts Using *Houghton Mifflin Reading*

Answer Key and Directions

GRADE 1 - THEMES 7 & 8

TEACHER NOTE: Collect student booklets after each testing session. Do not allow students to browse other subtests before they are administered. Therefore, consider administering the Oral Fluency Reading Passages first.

ORAL FLUENCY

Teacher Directions: Refer to “General Directions for One-Minute Administration of Reading Passages.” The directions are attached to the fluency materials for each grade level.

Scoring: To be at grade level the student must read at least 40 WCPM (words correct per minute) at the end of the 24th week.

25th Percentile - 25 WCPM

50th Percentile - 40 WCPM

75th Percentile - 70 WCPM

READING COMPREHENSION (Recommended Time: 30 minutes, uninterrupted)

Teacher Directions: Direct all students to independently read the selection and questions, then silently mark their answers. The selection should be read in its entirety and the questions answered during an uninterrupted block of time. This subtest should be administered similarly to the California Standards Test.

Oral Directions: “Read the story carefully. Then read each question and fill in the bubble next to the correct answer.”

Scoring: To reach criterion, a student must have at least 8 correct answers.

Key: 1. C 3. A 5. C 7. C 9. B
2. B 4. B 6. A 8. C 10. A

SPELLING/PHONICS

Teacher Directions: Have the students independently read the three spelling choices and mark the correct answer.

Oral Directions: “This is a spelling test. I will say a word and read a sentence that has the word in it. Then I will repeat the word. Pick the correct spelling from the three choices you have been given. Then fill in the bubble below the answer.”

Scoring: To reach criterion, a student must have at least 8 correct answers.

Key: 1. A 3. B 5. B 7. A 9. A
2. C 4. A 6. A 8. C 10. C

WORD READING (Recommended Time: 15 minutes, uninterrupted)

Teacher Directions: Have the students independently read the word choices and mark the correct answer.

Oral Directions: “For each section, read each word in the line. Then choose the word that tells something about the picture. Fill in the bubble below the word you have chosen.” (Do NOT read the words to the students.)

Scoring: To reach criterion, a student must have at least 8 correct answers.

Key: 1. B 3. C 5. B 7. A 9. A
2. A 4. A 6. B 8. C 10. B

WRITING (Recommended Time: 30-40 minutes)

Oral Directions and Scoring: Refer to the “General Directions for Writing Assessment” and scoring rubrics included in this booklet.

TEACHER DIRECTIONS: Please use the script provided.

"This is a spelling test. I will say a word and read a sentence that has the word in it. Then I will repeat the word. Pick the correct spelling from the three choices you have been given. Then fill in the bubble below the answer."

- | | | | |
|-----|----------|--|----------|
| 1. | coat | Be sure to zip up your <u>coat</u> . | COAT |
| 2. | cute | The baby animals at the zoo are so <u>cute</u> . | CUTE |
| 3. | shook | Wind <u>shook</u> the trees and toppled fences. | SHOOK |
| 4. | clown | We laughed at the funny <u>clown</u> . | CLOWN |
| 5. | bright | The painter liked to use <u>bright</u> colors. | BRIGHT |
| 6. | dropped | Ripe apples <u>dropped</u> from the trees. | DROPPED |
| 7. | know | I <u>know</u> how to jump rope. | KNOW |
| 8. | food | Eat healthy <u>food</u> so you feel better. | FOOD |
| 9. | sleeping | The baby was <u>sleeping</u> in his crib. | SLEEPING |
| 10. | found | I <u>found</u> a penny on the sidewalk. | FOUND |

6-8 Week Skills Assessments for Districts Using *Houghton Mifflin Reading*

Answer Key and Directions

GRADE 1 - THEME 9

TEACHER NOTE: Collect student booklets after each testing session. Do not allow students to browse other subtests before they are administered. Therefore, consider administering the Oral Fluency Reading Passages first.

ORAL FLUENCY

Teacher Directions: Refer to "General Directions for One-Minute Administration of Reading Passages." The directions are attached to the fluency materials for each grade level.

Scoring: To be at grade level the student must read at least 55 WCPM (words correct per minute) at the end of the 30th week.

25th Percentile - 30 WCPM

50th Percentile - 55 WCPM

75th Percentile - 75 WCPM

READING COMPREHENSION (Recommended Time: 30 minutes, uninterrupted)

Teacher Directions: Direct all students to independently read the selection and questions, then silently mark their answers. The selection should be read in its entirety and the questions answered during an uninterrupted block of time. This subtest should be administered similarly to the California Standards Test.

Oral Directions: "Read the story carefully. Then read each question and fill in the bubble next to the correct answer."

Scoring: To reach criterion, a student must have at least 8 correct answers.

Key: 1. C 3. B 5. A 7. C 9. B
2. A 4. B 6. B 8. A 10. A

SPELLING/PHONICS

Teacher Directions: Have the students independently read the three spelling choices and mark the correct answer.

Oral Directions: "This is a spelling test. I will say a word and read a sentence that has the word in it. Then I will repeat the word. Pick the correct spelling from the three choices you have been given. Then fill in the bubble below the answer."

Scoring: To reach criterion, a student must have at least 8 correct answers.

Key: 1. C 3. B 5. A 7. C 9. B
2. B 4. C 6. A 8. B 10. C

WORD READING (Recommended Time: 15 minutes, uninterrupted)

Teacher Directions: Have the students independently read the word choices and mark the correct answer.

Oral Directions: "For each section, read each word in the line. Then choose the word that tells something about the picture. Fill in the bubble below the word you have chosen." (Do NOT read the words to the students.)

Scoring: To reach criterion, the student must mark at least 8 correct answers.

Key: 1. C 3. B 5. A 7. A 9. A
2. A 4. B 6. B 8. C 10. B

WRITING (Recommended Time: 30-40 minutes, uninterrupted)

Oral Directions and Scoring: Refer to the "General Directions for Writing Assessment" and scoring rubrics included in this booklet.

TEACHER DIRECTIONS: Please use the script provided.

"This is a spelling test. I will say a word and read a sentence that has the word in it. Then I will repeat the word. Pick the correct spelling from the three choices you have been given. Then fill in the bubble below the answer."

1. shy The new student was shy on the first day of school. SHY
2. peaches I like to have peaches on my ice cream. PEACHES
3. windy The weather was rainy and windy. WINDY
4. straw The little pig's house was made of straw. STRAW
5. families Neighborhood families had a holiday barbecue. FAMILIES
6. moist The chocolate cake was moist and delicious. MOIST
7. cloud There was a white, fluffy cloud in the sky. CLOUD
8. painful My brother's skinned knee was painful. PAINFUL
9. crowd The crowd cheered when our team won. CROWD
10. sauce My grandma makes the best spaghetti sauce. SAUCE

6-8 Week Skills Assessments for Districts Using *Houghton Mifflin Reading*

Answer Key and Directions

GRADE 1 - THEME 10

TEACHER NOTE: Collect student booklets after each testing session. Do not allow students to browse other subtests before they are administered. Therefore, consider administering the Oral Fluency Reading Passages first.

FLUENCY

Teacher Directions: Refer to "General Directions for One-Minute Administration of Reading Passages." The directions are attached to the fluency materials for each grade level.

Scoring: To be at grade level the student must read at least 60 WCPM (words correct per minute) at the end of the 36th week.

25th Percentile - 35 WCPM

50th Percentile - 60 WCPM

75th Percentile - 80 WCPM

READING COMPREHENSION (Recommended Time: 30 minutes, uninterrupted)

Teacher Directions: Direct all students to independently read the selection and questions, then silently mark their answers. The selection should be read in its entirety and the questions answered during an uninterrupted block of time. This subtest should be administered similarly to the California Standards Test.

Oral Directions: "Read the story carefully. Then read each question and fill in the bubble next to the correct answer."

Scoring: To reach criterion, a student must have at least 8 correct answers.

Key: 1. C 3. B 5. B 7. C 9. B
2. A 4. C 6. A 8. A 10. A

SPELLING/PHONICS

Teacher Directions: Have the students independently read the three spelling choices and mark the correct answer.

Oral Directions: "This is a spelling test. I will say a word and read a sentence that has the word in it. Then I will repeat the word. Pick the correct spelling from the three choices you have been given. Then fill in the bubble below the answer."

Scoring: To reach criterion, a student must have at least 8 correct answers.

Key: 1. B 3. A 5. B 7. A 9. C
2. C 4. A 6. C 8. B 10. B

WORD READING (Recommended Time: 15 minutes, uninterrupted)

Teacher Directions: Have the students independently read the word choices and mark the correct answer.

Oral Directions: "For each section, read each word in the line. Then choose the word that tells something about the picture. Fill in the bubble below the word you have chosen." (Do NOT read the words to the students.)

Scoring: To reach criterion, a student must have at least 8 correct answers.

Key: 1. A 3. B 5. C 7. A 9. A
2. C 4. A 6. B 8. B 10. C

WRITING (Recommended Time: 30-40 minutes, uninterrupted)

Oral Directions and Scoring: Refer to the "General Directions for Writing Assessment" and scoring rubrics included in this booklet.

TEACHER DIRECTIONS: Please use the script provided.

"This is a spelling test. I will say a word and read a sentence that has the word in it. Then I will repeat the word. Pick the correct spelling from the three choices you have been given. Then fill in the bubble below the answer."

- | | | | |
|-----|-----------|---|-----------|
| 1. | yawned | The kitten curled up in a ball and <u>yawned</u> . | YAWNED |
| 2. | force | Trees were blown down by the <u>force</u> of the wind. | FORCE |
| 3. | girl | The <u>girl</u> was reading a story about frogs. | GIRL |
| 4. | caught | They <u>caught</u> five trout in the river. | CAUGHT |
| 5. | large | Mice are small, and elephants are <u>large</u> . | LARGE |
| 6. | hungriest | My brother is the <u>hungriest</u> person in the family. | HUNGRiest |
| 7. | bigger | A basketball is <u>bigger</u> than a baseball. | BIGGER |
| 8. | voice | When you are in the library, speak in a soft <u>voice</u> . | VOICE |
| 9. | quickly | The squirrel ran <u>quickly</u> up the tree. | QUICKLY |
| 10. | before | Make your bed <u>before</u> you go to school. | BEFORE |

NOTES

General Directions for Administration of the Optional Oral Reading Passages for the Oral Fluency Subtest

- ***This test is administered individually.***
- ***Passages are to be administered consecutively during one uninterrupted session.***
- ***The purpose of this test is to measure reading rate (automaticity) and accuracy.***
- ***For this assessment to be reliable, it must be based on a “cold” reading.***
- ***Choose a quiet location in the classroom to administer the test where other students cannot hear the story being read.***
- ***Do NOT have students rehearse or browse the stories before they are administered.***
- ***Do NOT have students practice reading individual words that may be problematic before the test is administered.***

MATERIALS:

1. Students' (cardstock) copies of Passage #1 and Passage #2
2. Examiner's (numbered) copies of Passage #1 and Passage #2
3. Stopwatch
4. Tape recorder - *optional* (Tape recorders facilitate error analysis.)

DIRECTIONS FOR PASSAGES #1 AND #2:

1. Place the cardstock copy in front of the student.
2. Place the numbered copy in front of you. Shield it so the student cannot see what you record.
3. Say these specific directions to the student for Passage #1:
When I say “Begin,” start reading aloud at the top of this page. Read across the page (DEMONSTRATE BY POINTING). Try to read each word. If you come to a word you don’t know, I will say the word for you. Read as quickly and accurately as you can, but do not read SO fast that you make mistakes. Do your best reading.
4. Say “Begin” and start your stopwatch when the student says the first word. If the student fails to say the first word of the passage after 3 seconds, say the word, mark it as incorrect, then start your stopwatch.
5. Follow along on your copy. Put a slash (/) through words read incorrectly.
6. If a student stops or struggles with a word for 3 seconds, say the word and mark it as incorrect.
7. At the end of 1 minute, place a bracket (]) after the last word and say, “Stop.”
8. Repeat for Passage #2, following the directions in steps 3-7.

SCORING PROCEDURE:

**Errors include: 1) words read incorrectly; 2) words left out or inserted; 3) mispronounced words; 4) dropped endings or sounds; and 5) reversals (Each reversal is counted as one error.).
Self-corrections and word repetitions are NOT marked as errors.**

NOTES:

- ¹ Each passage is longer than necessary to provide teachers with two opportunities for practice. Students do not have to read the entire passage in one sitting. Teachers may choose to have the students read the first 40 words (or less). The remaining text could be used for practice on a subsequent day or during Universal Access Time.
- ² When scoring students, please refer to the “General Directions for One-Minute Administration of Reading Passages” on page 25 of this booklet.

Optional Passage #1 (Practice Only)

Refer to "General Directions for **One-Minute** Administration of Reading Passages."

Say these specific directions to the student:

When I say "Begin," start reading aloud at the top of this page. Read across the page (DEMONSTRATE BY POINTING). Try to read each word. If you come to a word you don't know, I will say the word for you. Read as quickly and accurately as you can, but do not read SO fast that you make mistakes. Do your best reading.

A kid and a big dog jog in the grass.	10
The dog yaps and nips at a tan cat.	19
The cat has a fit.	24
He runs and slips in the pond.	31
The wet cat is not glad.	37
He is mad.	40
The kid stands next to the pond.	47
He tells the dog it is bad to yap and nip at cats.	60
The dog licks the kid's hand.	66
Ducks are on the pond.	71
The ducks quack at the dog.	77
The dog yips at the ducks.	83
A hen clucks at the cat.	89
The cat sits in the sun.	95
The ducks swim on the pond.	101

EVALUATING CODES FOR ORAL READING	
sky	(/) word read incorrectly
blue sky	(\wedge) inserted word
	(\Box) after the last word read

Comments:

FLUENCY SCORE	
Number of Words Read Per Minute:	_____
Number of Errors:	- _____
Number of Words Read Correctly:	_____
Passing Criterion (50th %ile)	= practice only

Errors include: 1) words read incorrectly; 2) words left out or inserted; 3) mispronounced words; 4) dropped endings or sounds; and 5) reversals. Self-corrections and word repetitions are NOT marked as errors.

Optional Passage #2 (Practice Only)

Refer to "General Directions for One-Minute Administration of Reading Passages."

Say these specific directions to the student:

When I say "Begin," start reading aloud at the top of this page. Read across the page (DEMONSTRATE BY POINTING). Try to read each word. If you come to a word you don't know, I will say the word for you. Read as quickly and accurately as you can, but do not read SO fast that you make mistakes. Do your best reading.

Pat has a tin top.	5
It has red dots.	9
He sits on a cot and spins his top.	18
It spins on a box.	23
The top will not spin in sand.	30
It does not spin in grass.	36
It spins best on a big box.	43
Pat sits and spins his top.	49
A dog hops on the box.	55
The dog grabs the top and runs.	62
Pat runs at the dog.	67
The dog stops and pants.	72
He drops the top.	76
It lands on the rim.	81
It does not get a dent.	87
Pat pets his dog and grins.	93
He is glad he can still spin his top.	102

EVALUATING CODES FOR ORAL READING	
sky	(/)
blue	sky (^\^) inserted word
	(□) after the last word read

Comments:

FLUENCY SCORE	
Number of Words Read Per Minute:	_____
Number of Errors:	— _____
Number of Words Read Correctly:	_____
Passing Criterion (50th %ile)	= practice only

Errors include: 1) words read incorrectly; 2) words left out or inserted; 3) mispronounced words; 4) dropped endings or sounds; and 5) reversals. Self-corrections and word repetitions are NOT marked as errors.

Optional Passage #1

Refer to “General Directions for **One-Minute** Administration of Reading Passages.”

Say these specific directions to the student:

When I say “Begin,” start reading aloud at the top of this page. Read across the page (DEMONSTRATE BY POINTING). Try to read each word. If you come to a word you don’t know, I will say the word for you. Read as quickly and accurately as you can, but do not read SO fast that you make mistakes. Do your best reading.

A black bird sat in a nest of sticks and twigs.	11
She left the nest to zap at bugs.	19
Birds must be quick to get bugs.	26
Next, the bird hopped on a rock to rest in the sun.	38
A smug cat ran at the bird.	45
But, the cat had a bell on his neck.	54
He went splat on the rock.	60
He did not get the black bird.	67
It was too quick.	71
“Drat,” said the cat.	75
The bird went back to her nest and hid.	84
The cat jumped on a big log.	91
He was not glad.	95
The mad cat ran back and hid in a box.	105

EVALUATING CODES FOR ORAL READING

~~sky~~ (/) word read incorrectly

blue ~~sky~~ (↖) inserted word

(□) after the last word read

Comments:

FLUENCY SCORE

Number of Words Read Per Minute: _____

Number of Errors: _____

Number of Words Read Correctly: _____

Passing Criterion (50th %ile) = 30

Errors include: 1) words read incorrectly; 2) words left out or inserted; 3) mispronounced words; 4) dropped endings or sounds; and 5) reversals. Self-corrections and word repetitions are NOT marked as errors.

Optional Passage #2

Refer to “General Directions for **One-Minute** Administration of Reading Passages.”

Say these specific directions to the student:

*When I say “Begin,” start reading aloud at the top of this page. Read across the page (**DEMONSTRATE BY POINTING**). Try to read each word. If you come to a word you don’t know, I will say the word for you. Read as quickly and accurately as you can, but do not read SO fast that you make mistakes. Do your best reading.*

Tim has a drum.	4
A strap holds it on his neck.	11
He is in the band.	16
Tim hits his drum with two sticks.	23
He is quick and has fun.	29
Tim’s band pants are black, and his vest is red.	39
His gold band hat flops in the wind.	47
It is too big for his head.	54
Pam has a brass horn.	59
Her hat flops in the wind, too.	66
Tim stands at the back of the band.	74
Pam is next to her pal.	80
The rest of the kids get mixed up.	88
The band zigs and zags in the grass.	96
Tim yells, “Stop!”	99
The first kid stops.	103
The rest drop.	106
It is such a mess.	111

EVALUATING CODES FOR ORAL READING

~~sky~~ (/) word read incorrectly

^{blue} ~~sky~~ (↖) inserted word

(□) after the last word read

Comments:

FLUENCY SCORE

Number of Words Read Per Minute: _____

Number of Errors: _____

Number of Words Read Correctly: _____

Passing Criterion (50th %ile) = 30

Errors include: 1) words read incorrectly; 2) words left out or inserted; 3) mispronounced words; 4) dropped endings or sounds; and 5) reversals. Self-corrections and word repetitions are NOT marked as errors.

Optional Passage #1

Refer to "General Directions for **One-Minute** Administration of Reading Passages."

Say these specific directions to the student:

When I say "Begin," start reading aloud at the top of this page. Read across the page (DEMONSTRATE BY POINTING). Try to read each word. If you come to a word you don't know, I will say the word for you. Read as quickly and accurately as you can, but do not read SO fast that you make mistakes. Do your best reading.

Pam sat on the steps. She put ice cubes in her teacup. She made a mistake.	8
Pam had put the ice cubes in a cracked cup.	16
The cubes melted, dripped out of the crack and onto the steps. That made the steps slick.	26
Just then, her dog chased a cat up the steps. The cat hit the slick steps and slid into a plant stand. There was a pot of flowers on the stand. The stand tipped, and the pot fell.	34
What a mess!	43
Pam cleaned up the mess. Then, she got a mug and filled it with milk. She sat on a swing in the shade and sipped her drink.	52
	62
	72
	81
	84
	92
	103
	111

EVALUATING CODES FOR ORAL READING

~~sky~~ (/) word read incorrectly

^{blue} ~~sky~~ (\wedge) inserted word

(\Box) after the last word read

Comments:

FLUENCY SCORE

Number of Words Read Per Minute: _____

Number of Errors: _____

Number of Words Read Correctly: _____

Passing Criterion (50th %ile) = 35

Errors include: 1) words read incorrectly; 2) words left out or inserted; 3) mispronounced words; 4) dropped endings or sounds; and 5) reversals. Self-corrections and word repetitions are NOT marked as errors.

Optional Passage #2

Refer to "General Directions for **One-Minute** Administration of Reading Passages."

Say these specific directions to the student:

When I say "Begin," start reading aloud at the top of this page. Read across the page (DEMONSTRATE BY POINTING). Try to read each word. If you come to a word you don't know, I will say the word for you. Read as quickly and accurately as you can, but do not read SO fast that you make mistakes. Do your best reading.

It was raining. Fluff was a lost cat, and he was wet. He ran up a tree to hide. After the rain stopped, the sun went down. The grass was filled with deep puddles. Fluff was afraid to wade across them. He was afraid he would sink.	10 21 29 37 46 47
Fluff had a chain on his neck with a tag. It had his name and address on it. The tag told where he lived. A man came up the street and saw Fluff. The man picked up the drenched cat to take him home.	57 67 77 85 91
Fluff was glad to see his home. When he went inside, the children gave him a dish of milk. Then Fluff went to his soft bed and had a long nap.	100 109 118 122

EVALUATING CODES FOR ORAL READING	
sky	(/) word read incorrectly
blue	sky (↖) inserted word
	(◻) after the last word read

Comments:

FLUENCY SCORE

Number of Words Read Per Minute: _____

Number of Errors: _____

Number of Words Read Correctly: _____

Passing Criterion (50th %ile) = 35

Errors include: 1) words read incorrectly; 2) words left out or inserted; 3) mispronounced words; 4) dropped endings or sounds; and 5) reversals. Self-corrections and word repetitions are NOT marked as errors.

NOTES

General Directions for One-Minute Administration of Reading Passages for the Oral Fluency Subtest

- *This test is administered individually.*
- *Passages are to be administered consecutively during one uninterrupted session.*
- *The purpose of this test is to measure reading rate (automaticity) and accuracy.*
- *For this assessment to be reliable, it must be based on a “cold” reading.*
- *Choose a quiet location in the classroom to administer the test where other students cannot hear the story being read.*
- *Do NOT have students rehearse or browse the stories before they are administered.*
- *Do NOT have students practice reading individual words that may be problematic before the test is administered.*

MATERIALS:

1. Students' (cardstock) copies of Passage #1 and Passage #2
2. Examiner's (numbered) copies of Passage #1 and Passage #2
3. Stopwatch
4. Tape recorder - *optional* (Tape recorders facilitate error analysis.)

DIRECTIONS FOR PASSAGES #1 AND #2:

1. Place the cardstock copy in front of the student.
2. Place the numbered copy in front of you. Shield it so the student cannot see what you record.
3. Say these specific directions to the student for Passage #1:
When I say “Begin,” start reading aloud at the top of this page. Read across the page (DEMONSTRATE BY POINTING). Try to read each word. If you come to a word you don’t know, I will say the word for you. Read as quickly and accurately as you can, but do not read SO fast that you make mistakes. Do your best reading.
4. Say “Begin” and start your stopwatch when the student says the first word. If the student fails to say the first word of the passage after 3 seconds, say the word, mark it as incorrect, then start your stopwatch.
5. Follow along on your copy. Put a slash (/) through words read incorrectly.
6. If a student stops or struggles with a word for 3 seconds, say the word and mark it as incorrect.
7. At the end of 1 minute, place a bracket (]) after the last word and say, “Stop.”
8. Repeat for Passage #2, following the directions in steps 3-7.

SCORING PROCEDURE:

**Errors include: 1) words read incorrectly; 2) words left out or inserted; 3) mispronounced words; 4) dropped endings or sounds; and 5) reversals (Each reversal is counted as one error.).
Self-corrections and word repetitions are NOT marked as errors.**

Add the total number of words read, subtract the errors, and write the number of words the student read correctly in the box in the bottom right-hand corner of the page. On the Skills Assessment Report, enter scores (WCPM) for both Passage #1 and Passage #2. Then take the average of the two scores and enter the “averaged” score. When all students have completed the fluency assessment, record classroom totals in the boxes provided (# of students tested, # of students at/above 50th percentile for WCPM, and % of students at/above 50th percentile for WCPM).

Passage #1

Refer to "General Directions for One-Minute Administration of Reading Passages."

Say these specific directions to the student:

When I say "Begin," start reading aloud at the top of this page. Read across the page (DEMONSTRATE BY POINTING). Try to read each word. If you come to a word you don't know, I will say the word for you. Read as quickly and accurately as you can, but do not read SO fast that you make mistakes. Do your best reading.

Jen felt sad. A tear splashed down her cheek. "I'll never find it!" she cried. Jen had worked hard for a long time and saved her dimes. Then, she used the cash to get a green yo-yo with gold string. It had a white goose painted on the side, and now it was lost.	8 17 26 36 46 55
"Please keep trying. I know it's here somewhere," her mother said as she sat knitting a wool cap.	62 69 73
"Okay," Jen grumbled. "I'll keep looking." The girl walked to her bedroom. She looked in the closet and under the bed. She looked in her play box. "I can't find it," Jen groaned.	79 87 96 106
When she was about to give up, Jen saw Bell, her small, brown puppy. He sprang from behind a broom. Her yo-yo was in his mouth! Jen hugged the quick puppy and scratched his ears.	115 122 132 139 142
Jen felt so happy! She gave Bell a new, soft, plastic squeeze toy. "Thank you, Bell. You found my yo-yo," Jen said as she clung to him. "I promise I will never give up again."	151 158 169 178

EVALUATING CODES FOR ORAL READING

sky	(/)	word read incorrectly
blue	sky	(\wedge) inserted word
		(\square) after the last word read

Comments:

FLUENCY SCORE

Number of Words Read Per Minute:	<hr/>
Number of Errors:	— <hr/>
Number of Words Read Correctly:	<hr/>
Passing Criterion (50th %ile)	= <hr/>

Errors include: 1) words read incorrectly; 2) words left out or inserted; 3) mispronounced words; 4) dropped endings or sounds; and 5) reversals. Self-corrections and word repetitions are NOT marked as errors.

Passage #2

Refer to "General Directions for One-Minute Administration of Reading Passages."

Say these specific directions to the student:

When I say "Begin," start reading aloud at the top of this page. Read across the page (DEMONSTRATE BY POINTING). Try to read each word. If you come to a word you don't know, I will say the word for you. Read as quickly and accurately as you can, but do not read SO fast that you make mistakes. Do your best reading.

Ben was a beaver. He saw his mother	8
and father dive under the water. They had	16
just fixed their home. As Ben swam, he	24
watched the clouds in the sky. It looked like	33
a storm. He saw lightning, and he heard	41
thunder. It started to rain. The creek turned	49
into a river, and water began to rush into the	59
lake and flood their home.	64
"Quick!" his father shouted. To save the	71
family, Ben and his parents ran across a	79
ditch and up the hill to safety. Soon the rain	89
stopped. The family scrambled to cut fresh	96
tree trunks to fix their home.	102
Ben picked up sticks to help. Ben	109
flung mud from the bottom of the lake. He	118
pulled grass and brush from the top. Then,	126
he helped move a small tree stump to the	135
edge of the water. "Well!" sighed Ben as	143
he chewed on a branch. "That was hard."	151
They soon had their home in good shape.	159

EVALUATING CODES FOR ORAL READING	
sky	(/) word read incorrectly
blue	sky (^) inserted word
	(□) after the last word read

Comments:

FLUENCY SCORE	
Number of Words Read Per Minute:	_____
Number of Errors:	— _____
Number of Words Read Correctly:	_____
Passing Criterion (50th %ile)	= <u>40</u>

Errors include: 1) words read incorrectly; 2) words left out or inserted; 3) mispronounced words; 4) dropped endings or sounds; and 5) reversals. Self-corrections and word repetitions are NOT marked as errors.

Passage #1

Refer to "General Directions for **One-Minute** Administration of Reading Passages."

Say these specific directions to the student:

When I say "Begin," start reading aloud at the top of this page. Read across the page (DEMONSTRATE BY POINTING). Try to read each word. If you come to a word you don't know, I will say the word for you. Read as quickly and accurately as you can, but do not read SO fast that you make mistakes. Do your best reading.

Alex crawled under the blankets on his bunk bed. He was afraid of storms. Bursts of light flashed outside and thunder rolled. Tree branches scratched at his window, and he shook with fear.	7 15 22 29 33
Soon his father came home from work and found Alex in his room. "What's wrong?" he asked as he sat on the edge of the bed.	40 48 59
"I'm afraid of the noise," answered Alex.	66
"I know a storm can be scary. Cheer up. Think of the good things that happen when it rains," said his father. "The wind scatters seeds, and the rain gives them water to grow. Plants and wild animals need water to help them stay alive."	75 83 91 99 106 111
"That's true," said Alex. "I'll think about that and try not to be scared." He bravely took his dad's hand. "Thanks, Dad," he sighed.	118 127 134 135
His proud father said, "Come with me. Let's go to the kitchen and have some apple pie."	142 151 152

EVALUATING CODES FOR ORAL READING	
sky	(/) word read incorrectly
blue	sky (↖) inserted word
	(□) after the last word read

Comments:

FLUENCY SCORE

Number of Words Read Per Minute: _____

Number of Errors: _____

Number of Words Read Correctly: _____

Passing Criterion (50th %ile) = 55

Errors include: 1) words read incorrectly; 2) words left out or inserted; 3) mispronounced words; 4) dropped endings or sounds; and 5) reversals. Self-corrections and word repetitions are NOT marked as errors.

Passage #2

Refer to "General Directions for **One-Minute** Administration of Reading Passages."

Say these specific directions to the student:

When I say "Begin," start reading aloud at the top of this page. Read across the page (DEMONSTRATE BY POINTING). Try to read each word. If you come to a word you don't know, I will say the word for you. Read as quickly and accurately as you can, but do not read SO fast that you make mistakes. Do your best reading.

Each night Dora's mother tucked her in bed. Then, her mother turned off the bedroom light as she left the room. For Dora, this was awful. Dora's eyes grew wide in the dark. She would lay in bed with the covers pulled under her chin. She shook with fright. She just knew monsters were hiding under her bed. Maybe they were lurking in the closet or creeping behind her drapes.	6 14 23 32 41 49 56 64 70
One night, Dora told her mother how scared she was. "I did not know the dark room bothered you," said her mother. "From now on, you may turn off your own light."	77 86 93 102
The next bedtime was different. Dora's mother closed the door but left on the light. So, Dora looked under her bed. She checked the closet. She peeked behind the drapes. Then she wrapped her teddy bear in a blanket. Dora clutched her toy animal. She paused, then reached the chain on the glowing lamp and turned off the light. Soon Dora became used to the dark, and she was not afraid.	108 117 125 132 140 146 154 162 171 173

EVALUATING CODES FOR ORAL READING	
sky	(/) word read incorrectly
blue	sky (↖) inserted word
	(□) after the last word read

Comments:

FLUENCY SCORE	
Number of Words Read Per Minute:	_____
Number of Errors:	— _____
Number of Words Read Correctly:	_____
Passing Criterion (50th %ile)	= <u>55</u>

Errors include: 1) words read incorrectly; 2) words left out or inserted; 3) mispronounced words; 4) dropped endings or sounds; and 5) reversals. Self-corrections and word repetitions are NOT marked as errors.

Passage #1

Refer to "General Directions for **One-Minute** Administration of Reading Passages."

Say these specific directions to the student:

When I say "Begin," start reading aloud at the top of this page. Read across the page (DEMONSTRATE BY POINTING). Try to read each word. If you come to a word you don't know, I will say the word for you. Read as quickly and accurately as you can, but do not read SO fast that you make mistakes. Do your best reading.

There was a marble game at school.	7
Ken was the best player in first grade, and	16
he wanted to win the contest. Ken put his	25
marbles in the middle of the ring. He looked	34
around and saw a new student. His name	42
was Troy. Ken flopped onto the ground. Troy	50
sat on the other side of the circle and looked	60
at Ken. This made Ken feel uneasy.	67
Ken licked his lips. Sweat ran down his	75
face. He was proud of his marbles. He liked	84
his blue power shooter the best. He was going	93
to try very hard to win.	99
One by one, the other players lost and	107
dropped out. Soon only Ken and Troy were	115
left. Each time they played, the game ended	123
in a tie. When recess was over, they were	132
still tied. The game was a draw. This meant	141
nobody won the contest. The two marble	148
champs shook hands and became good	154
friends.	155

EVALUATING CODES FOR ORAL READING

sky (/) word read incorrectly

blue sky (^) inserted word

(□) after the last word read

Comments:**FLUENCY SCORE**

Number of Words Read Per Minute: _____

Number of Errors: — _____

Number of Words Read Correctly: _____

Passing Criterion (50th %ile) = 60

Errors include: 1) words read incorrectly; 2) words left out or inserted; 3) mispronounced words; 4) dropped endings or sounds; and 5) reversals. Self-corrections and word repetitions are NOT marked as errors.

Passage #2

Refer to "General Directions for **One-Minute** Administration of Reading Passages."

Say these specific directions to the student:

When I say "Begin," start reading aloud at the top of this page. Read across the page (DEMONSTRATE BY POINTING). Try to read each word. If you come to a word you don't know, I will say the word for you. Read as quickly and accurately as you can, but do not read SO fast that you make mistakes. Do your best reading.

Sally looked at the score of the soccer game. Her team had only two goals. The other team had three goals and was winning by one point. Only five minutes were left in the game. The crowd was quiet. Sally fell down and let out a yell. She was hurt and couldn't play, so she had to sit on the bench.	8 17 25 34 42 52 61
All at once, Carmen, the smallest player on Sally's team, got the ball. She flew down the sidelines. Taking aim, she kicked the ball at the goal. The ball hit the back of the net, and the score was tied. The crowd cheered.	68 77 85 96 104
Two minutes were left in the soccer game. Carmen refused to give up. She kicked another goal. Six seconds later a loud whistle blew, and Sally's team had won! When the girls looked around, everyone was clapping for their team.	111 119 127 135 141 144

EVALUATING CODES FOR ORAL READING

sky	(/)	word read incorrectly
blue	sky	(~) inserted word
(□) after the last word read		

Comments:

FLUENCY SCORE

Number of Words Read Per Minute: _____

Number of Errors: — _____

Number of Words Read Correctly: _____

Passing Criterion (50th %ile) = 60

Errors include: 1) words read incorrectly; 2) words left out or inserted; 3) mispronounced words; 4) dropped endings or sounds; and 5) reversals. Self-corrections and word repetitions are NOT marked as errors.

NOTES

General Directions for Writing Assessment

GRADE 1

PREPARATION:

1. Prepare students for the Writing Assessment with clean paper, pencils, and crayons.
2. Have them label the paper with their names and the date.
3. Explain to students that they have 30-40 minutes to complete the Writing Assessment.
4. Have students independently read the prompt¹ and checklist, plan, and then begin writing. Encourage them to organize their thoughts during the prewriting phase and refer back to the checklist throughout the writing process.

¹ Prompts are read by the teacher for Themes 1&2, 3&4, 5&6, and 7&8.

EVALUATION:

1. Following the assessment, collect the papers.
2. Evaluate individual student's writing by assigning a point value, 0-4, for each rubric² category.
3. Record the scores for each category (Conventions, Genre, and Writing Traits) on the Writing Assessment Report. Blackline Masters are provided at the end of this booklet. The Reading Lions Center grants permission to photocopy these pages as needed.
4. Average the scores and record the average in the space provided.

² Individual rubrics are included in the following pages for all six assessments.

PROMPTS:

Prompts vary by assessment. The prompts for Grade 1 are listed below.

Themes 1 & 2	Narrative
Themes 3 & 4	Narrative
Themes 5 & 6	Expository
Themes 7 & 8	Narrative
Theme 9	Narrative
Theme 10	Expository

Narrative Writing Prompt

Writing Situation: Students are thinking about activities they enjoy doing on warm, sunny days.

Writing Directions: Have students draw a picture to tell a story about an activity they enjoy doing on warm, sunny days (such as swimming, riding a bike, skating, or playing a game). Then have them write about the picture.

FOUR POINT RUBRIC

Conventions	1 Point	2 Points	3 Points	4 Points
Mechanics: Capitalization	Rarely capitalizes the first word of a sentence, names of people, and the pronoun <i>I</i> .	Inconsistently capitalizes the beginning of sentences, names of people, and the pronoun <i>I</i> .	Capitalizes the beginning of sentences, most people's names, and the pronoun <i>I</i> .	Consistently capitalizes the beginning of sentences, names of people, and the pronoun <i>I</i> correctly.
Mechanics: Punctuation	Minimally uses end punctuation.	Inconsistently uses end punctuation.	Consistently uses end punctuation.	Correctly uses periods, exclamation points, and question marks.
Genre	1 Point	2 Points	3 Points	4 Points
Narrative	Story structure (plot, characters, setting) and story organization not apparent in the drawing and narrative.	Drawing and narrative have an inadequately developed story structure. Writing may be a listing of facts/details.	Drawing and narrative have an adequately developed story structure (plot, character, and setting). Story organization is apparent.	Drawing and narrative have a fully developed story structure. Elaborates on plot, character, and setting. Logical story organization throughout.
Writing Traits	1 Point	2 Points	3 Points	4 Points
Ideas/Content	Minimal content is included, and/or off topic.	Content's main ideas understandable. Little or no detail.	Content's main ideas understandable with general details.	Content focused. Main ideas well developed with supporting details.

Narrative Writing Prompt

Writing Situation: Students are thinking about one thing they like to do on weekends. Have students share one of these things.

Writing Directions: On a sheet of paper, have students draw a picture that tells a story about them doing a weekend activity. Then have them write words or sentences telling about their picture.

FOUR POINT RUBRIC

Conventions	1 Point	2 Points	3 Points	4 Points
Mechanics: Capitalization	Rarely capitalizes the first word of a sentence, names of people, and the pronoun <i>I</i> .	Inconsistently capitalizes the beginning of sentences, names of people, and the pronoun <i>I</i> .	Capitalizes the beginning of sentences, most people's names, and the pronoun <i>I</i> .	Consistently capitalizes the beginning of sentences, names of people, and the pronoun <i>I</i> correctly.
Mechanics: Punctuation	Minimally uses end punctuation.	Inconsistently uses end punctuation.	Consistently uses end punctuation.	Correctly uses periods, exclamation points, and question marks.
Genre	1 Point	2 Points	3 Points	4 Points
Narrative	Story structure (plot, characters, setting) and story organization not apparent in the drawing and narrative.	Drawing and narrative have an inadequately developed story structure. Writing may be a listing of facts/details.	Drawing and narrative have an adequately developed story structure (plot, character, and setting). Story organization is apparent.	Drawing and narrative have a fully developed story structure. Elaborates on plot, character, and setting. Logical story organization throughout.
Writing Traits	1 Point	2 Points	3 Points	4 Points
Ideas/Content	Minimal content included, and/or off topic.	Content's main idea understandable. Little or no detail.	Content's main ideas understandable with general details.	Content focused. Main ideas well developed with supporting details.

Expository (Descriptive) Writing Prompt

Writing Situation: Students are thinking about their favorite animal. Have students share sense words that describe how the animal looks, feels, smells, and sounds.

Writing Directions: Have students spend a few minutes thinking about the animal they would like to describe. On a sheet of paper, have the children draw a picture of their favorite animal and write the animal's name below the picture. Then have the students write a description of how the animal looks, feels, smells, and sounds.

FOUR POINT RUBRIC

Conventions	1 Point	2 Points	3 Points	4 Points
Mechanics: Capitalization	Rarely capitalizes the first word of a sentence, names of people, and the pronoun <i>I</i> .	Inconsistently capitalizes the beginning of sentences, names of people, and the pronoun <i>I</i> .	Capitalizes the beginning of sentences, most people's names, and the pronoun <i>I</i> .	Consistently capitalizes the beginning of sentences, names of people, and the pronoun <i>I</i> correctly.
Mechanics: Punctuation	Minimally uses end punctuation.	Inconsistently uses end punctuation.	Consistently uses end punctuation.	Correctly uses periods, exclamation points, and question marks.
Grammar and Usage	Exhibits minimal awareness of standard usage.	Inconsistently exhibits awareness of standard usage.	Consistently exhibits awareness of standard usage.	Correctly uses subject-verb agreement and contractions. Correctly uses singular and plural nouns.
Spelling	Most words misspelled. Mainly uses invented spelling.	Many words misspelled. Uses sound/ spelling as primary strategy.	Most words spelled correctly. Uses phonetically correct sound spellings for misspelled words.	Spells three- and four-letter, short-vowel words and grade-level-appropriate sight words correctly.
Sentence Structure	Writes words, labels, and sentence fragments.	Writes very simple sentences and some sentence fragments.	Writes simple sentences.	Consistently writes complete, coherent sentences.
Genre	1 Point	2 Points	3 Points	4 Points
Expository	Statements loosely related to topic. No evident order or organization.	Statements generally related to topic. Purpose is vague or lacks clarity.	Statements related to topic. Purpose identified though not well developed. Focus too broad.	Statements related to topic. Purpose identified and well developed with supportive facts. Includes effective closing.
Writing Traits	1 Point	2 Points	3 Points	4 Points
Ideas/Content	Minimal content included and/or off topic.	Content's main ideas understandable. Little or no detail.	Content's main ideas understandable with general details.	Content focused. Main ideas well developed with supporting details.

Narrative Writing Prompt

Writing Situation: Students are thinking about someone who found a lost kitten.

Writing Directions: Have students write a make-believe story about a character who found a lost kitten. Before students begin writing, have them think about who will be in the story, where the story takes place, and what happens in the story. Remind students to include a beginning, middle, and end.

FOUR POINT RUBRIC

Conventions	1 Point	2 Points	3 Points	4 Points
Mechanics: Capitalization	Rarely capitalizes the first word of a sentence, names of people, and the pronoun <i>I</i> .	Inconsistently capitalizes the beginning of sentences, names of people, and the pronoun <i>I</i> .	Capitalizes the beginning of sentences, most people's names, and the pronoun <i>I</i> .	Consistently capitalizes the beginning of sentences, names of people, and the pronoun <i>I</i> correctly.
Mechanics: Punctuation	Minimally uses end punctuation.	Inconsistently uses end punctuation.	Consistently uses end punctuation.	Correctly uses periods, exclamation points, and question marks.
Grammar and Usage	Exhibits minimal awareness of standard usage.	Inconsistently exhibits awareness of standard usage.	Consistently exhibits awareness of standard usage.	Correctly uses subject-verb agreement and contractions. Correctly uses singular and plural nouns.
Spelling	Most words misspelled. Mainly uses invented spelling.	Many words misspelled. Uses sound/ spelling as primary strategy.	Most words spelled correctly. Uses phonetically correct sound spellings for misspelled words.	Spells three- and four-letter, short-vowel words and grade-level-appropriate sight words correctly.
Sentence Structure	Writes words, labels, and sentence fragments.	Writes very simple sentences and some sentence fragments.	Writes simple sentences.	Consistently writes complete, coherent sentences.
Genre	1 Point	2 Points	3 Points	4 Points
Narrative	Story structure (plot, characters, setting) and story organization not apparent.	Inadequately developed story structure. Writing may be a listing of facts/details.	Adequately developed story structure (plot, character, and setting). Story organization is apparent.	Fully developed story structure. Elaborates on plot, character, and setting. Logical story organization throughout.
Writing Traits	1 Point	2 Points	3 Points	4 Points
Ideas/Content	Minimal content included and/or off topic.	Content's main ideas understandable. Little or no detail.	Content's main ideas understandable with general details.	Content focused. Main ideas well developed with supporting details.

Narrative Writing Prompt

Writing Situation: You are thinking about a special time with a friend.

Writing Directions: Write a story describing a special time you had with a friend. Plan your ideas on a sheet of paper before you begin writing your story.

FOUR POINT RUBRIC

Conventions	1 Point	2 Points	3 Points	4 Points
Mechanics: Capitalization	Rarely capitalizes the first word of a sentence, names of people, and the pronoun <i>I</i> .	Inconsistently capitalizes the beginning of sentences, names of people, and the pronoun <i>I</i> .	Capitalizes the beginning of sentences, most people's names, and the pronoun <i>I</i> .	Consistently capitalizes the beginning of sentences, names of people, and the pronoun <i>I</i> correctly.
Mechanics: Punctuation	Minimally uses end punctuation.	Inconsistently uses end punctuation.	Consistently uses end punctuation.	Correctly uses periods, exclamation points, and question marks.
Grammar and Usage	Exhibits minimal awareness of standard usage.	Inconsistently exhibits awareness of standard usage.	Consistently exhibits awareness of standard usage.	Correctly uses subject-verb agreement and contractions. Correctly uses singular and plural nouns.
Spelling	Most words misspelled. Mainly uses invented spelling.	Many words misspelled. Uses sound/ spelling as primary strategy.	Most words spelled correctly. Uses phonetically correct sound spellings for misspelled words.	Spells three- and four-letter, short-vowel words and grade-level appropriate sight words correctly
Sentence Structure	Writes words, labels, and sentence fragments.	Writes very simple sentences and some sentence fragments.	Writes simple sentences.	Consistently writes complete, coherent sentences.
Genre	1 Point	2 Points	3 Points	4 Points
Narrative	Story structure (plot, characters, setting) and story organization not apparent.	Inadequately developed story structure. Writing may be a listing of facts/details.	Adequately developed story structure (plot, character, setting). Story organization is apparent.	Fully developed story structure. Elaborates on plot, character, and setting. Logical story organization throughout.
Writing Traits	1 Point	2 Points	3 Points	4 Points
Ideas/Content	Minimal content included and/or off topic.	Content's main ideas understandable. Little or no detail.	Content's main ideas understandable with general details.	Content focused. Main ideas well developed with supporting details.
Word Choice	Exhibits extremely limited vocabulary and frequently misuses words.	Uses familiar words and phrases. Expressions are clear, but general in nature.	Contains some interesting and vivid descriptive language. Words express the intended message.	Exhibits interesting word usage. Expresses message in an accurate and natural way.

Expository Writing Prompt

Writing Situation: You are thinking about the steps you take to get ready for bed.

Writing Directions: Write about how to get ready for bed. Include the steps you do and what you need to get ready for bed. Plan your instructions before you begin writing.

FOUR POINT RUBRICS

Conventions	1 Point	2 Points	3 Points	4 Points
Mechanics: Capitalization	Rarely capitalizes the first word of a sentence, names of people, and the pronoun <i>I</i> .	Inconsistently capitalizes the beginning of sentences, names of people, and the pronoun <i>I</i> .	Capitalizes the beginning of sentences, most people's names, and the pronoun <i>I</i> .	Consistently capitalizes the beginning of sentences, names of people, and the pronoun <i>I</i> correctly.
Mechanics: Punctuation	Minimally uses end punctuation.	Inconsistently uses end punctuation.	Consistently uses end punctuation.	Correctly uses periods, exclamation points, and question marks.
Grammar and Usage	Exhibits minimal awareness of standard usage.	Inconsistently exhibits awareness of standard usage.	Consistently exhibits awareness of standard usage.	Correctly uses subject-verb agreement and contractions. Correctly uses singular and plural nouns.
Spelling	Most words misspelled. Mainly uses invented spelling.	Many words misspelled. Uses sound/ spelling as primary strategy.	Most words spelled correctly. Uses phonetically correct sound spellings for misspelled words.	Spells three- and four-letter, short-vowel words and grade-level-appropriate sight words correctly.
Sentence Structure	Writes words, labels, and sentence fragments.	Writes very simple sentences and some sentence fragments.	Writes simple sentences.	Consistently writes complete, coherent sentences.
Genre	1 Point	2 Points	3 Points	4 Points
Expository	Statements loosely related to topic. No evident order or organization.	Statements generally related to topic. Purpose is vague or lacks clarity.	Statements related to topic. Purpose identified though not well developed. Focus too broad.	Statements related to topic. Purpose identified and well developed with supportive facts. Includes effective closing.
Writing Traits	1 Point	2 Points	3 Points	4 Points
Ideas/Content	Minimal content included and/or off topic.	Content's main ideas understandable. Little or no detail.	Content's main ideas understandable with general details.	Content focused. Main ideas well developed with supporting details.
Word Choice	Exhibits extremely limited vocabulary and frequently misuses words.	Uses familiar words and phrases. Expressions are clear, but general in nature.	Contains some interesting and descriptive language. Words express the intended message.	Exhibits interesting word usage. Expresses message in an accurate and natural way.

Writing Assessment Report - Page 1

for Districts Using Houghton Mifflin Reading

GRADE 1

SCHOOL: _____ TEACHER: _____

TEACHER: _____

DATE: _____

Identify students below criterion.

PRINCIPAL: _____ **COACH:** _____

Writing Assessment Report - Page 2

for Districts Using Houghton Mifflin Reading

GRADE 1

SCHOOL: _____ TEACHER: _____

TEACHER: _____

DATE: _____

Identify students below criterion.

PRINCIPAL: _____ **COACH:** _____

Skills Assessment Report - Page 1

for Districts Using Houghton Mifflin Reading

GRADE 1 – THEMES 1 & 2

DISTRICT: _____ TEACHER: _____

SCHOOL: _____ DATE: _____

Skills Assessment Report - Page 2

for Districts Using Houghton Mifflin Reading

GRADE 1 – THEMES 1 & 2

DISTRICT: _____ TEACHER: _____

TEACHER: _____

SCHOOL: _____ DATE: _____

DATE: _____

Identify students below criterion in two or more subtests. Describe planned actions.

PRINCIPAL: _____ **COACH:** _____

Skills Assessment Report - Page 1

for Districts Using Houghton Mifflin Reading

GRADE 1 – THEMES 3 & 4

DISTRICT: _____ TEACHER: _____

TEACHER: _____

SCHOOL: _____ DATE: _____

DATE: _____

Skills Assessment Report - Page 2

for Districts Using Houghton Mifflin Reading

GRADE 1 – THEMES 3 & 4

DISTRICT: _____ TEACHER: _____

TEACHER: _____

SCHOOL: _____ DATE: _____

DATE: _____

Identify students below criterion in two or more subtests. Describe planned actions.

PRINCIPAL: _____ COACH: _____

Skills Assessment Report - Page 1

for Districts Using Houghton Mifflin Reading

GRADE 1 – THEMES 5 & 6

DISTRICT: _____ TEACHER: _____

TEACHER: _____

SCHOOL: _____ DATE: _____

DATE: _____

Skills Assessment Report - Page 2

for Districts Using Houghton Mifflin Reading

GRADE 1 – THEMES 5 & 6

DISTRICT: _____ TEACHER: _____

TEACHER: _____

SCHOOL: _____ DATE: _____

DATE: _____

Identify students below criterion in two or more subtests. Describe planned actions.

PRINCIPAL: _____ **COACH:** _____

Skills Assessment Report - Page 1

for Districts Using Houghton Mifflin Reading

GRADE 1 – THEMES 7 & 8

DISTRICT: _____ TEACHER: _____

SCHOOL: _____ DATE: _____

Skills Assessment Report - Page 2

for Districts Using Houghton Mifflin Reading

GRADE 1 – THEMES 7 & 8

DISTRICT: _____ TEACHER: _____

TEACHER: _____

SCHOOL: _____ DATE: _____

DATE: _____

Identify students below criterion in two or more subtests. Describe planned actions.

PRINCIPAL: _____ **COACH:** _____

Skills Assessment Report - Page 1

for Districts Using Houghton Mifflin Reading

GRADE 1 – THEME 9

DISTRICT: _____ TEACHER: _____

SCHOOL: _____ DATE: _____

Skills Assessment Report - Page 2

for Districts Using Houghton Mifflin Reading

GRADE 1 – THEME 9

DISTRICT: _____ TEACHER: _____

TEACHER: _____

SCHOOL: _____ DATE: _____

DATE: _____

Identify students below criterion in two or more subtests. Describe planned actions.

PRINCIPAL: _____ **COACH:** _____

Skills Assessment Report - Page 1

for Districts Using Houghton Mifflin Reading

GRADE 1 – THEME 10

DISTRICT: _____ TEACHER: _____

SCHOOL: _____ DATE: _____

Skills Assessment Report - Page 2

for Districts Using Houghton Mifflin Reading

GRADE 1 – THEME 10

DISTRICT: _____ TEACHER: _____

TEACHER: _____

SCHOOL: _____ DATE: _____

DATE: _____

Identify students below criterion in two or more subtests. Describe planned actions.

PRINCIPAL: _____ **COACH:** _____

NOTES

NOTES

Sixth Edition

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