


TEACHER MATERIALS – LAUSD



6-8 Week
Skills
Assessments

Developed for
Los Angeles Unified School District Teachers
Using *Open Court Reading 2002*

G **R** **A** **D** **E** **1**

Units 1–10

6-8 Week Skills Assessments (OCR 2002) for Los Angeles Unified School District

DESIGN

Unit Skills Assessments are designed to help classroom teachers and grade-level teams determine how effectively their delivery of instruction is meeting expected student learning goals in relation to concepts and skills taught in *Open Court Reading 2002*.

PURPOSE

The purpose of the Unit Skills Assessments is to help guide and plan instruction for the next unit. Subtests are based upon the content addressed in each unit and California's English-language arts content standards. Due to the limited number of test items, skills, and concepts addressed in each unit, Unit 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 Unit Skills Assessments assist in determining if the class is meeting grade-level expectations for the concepts and skills taught in *Open Court Reading 2002*. If students are weak in a particular area, the teacher should look ahead to the next unit 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 Open Court 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 team listed above at the Reading Lions Center and Los Angeles Unified School District. They are not developed, reviewed, or published by Open Court/SRA McGraw-Hill. Subtest scores should be used for planning instruction and identifying skill areas to enhance learning.

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Overview of OCR 2002 Skills Assessments - Grade 1 2008 - 2009

for Los Angeles Unified School District

UNIT	1 & 2	3 & 4	5 & 6	7 & 8	9	10
GRADE 1	Spelling Word Reading Writing	Spelling Word Reading Writing	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

GRADE 1	Percentile	Units 1 & 2 WCPM ² OPTIONAL ³	Units 3 & 4 WCPM OPTIONAL ³	Units 5 & 6 WCPM OPTIONAL ³	Units 7 & 8 WCPM	Unit 9 WCPM	Unit 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 (Sacramento County Office of Education, 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

Units 1 & 2
Units 3 & 4
Units 5 & 6
Units 7 & 8
Unit 9
Unit 10

MATERIALS

Each classroom set of materials includes:

- Teacher Materials Booklet
- Student Test Booklets
- Fluency Test Cards
- Skills Assessment Reports (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.

Answer Key and Directions

GRADE 1 - UNITS 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 first 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. 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.) You may support the students through this first test using an overhead to show them how to use a marker under each line as a guide.

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

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

TEACHER DIRECTIONS: Please use the script provided below.

“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. | mat | The cat was asleep on the <u>mat</u> . | MAT |
| 2. | cub | The <u>cub</u> followed its mother into the den. | CUB |
| 3. | sip | She had to <u>sip</u> the hot chocolate. | SIP |
| 4. | doll | Put the toy <u>doll</u> away in your room. | DOLL |
| 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. | log | Please put another <u>log</u> on the campfire. | LOG |
| 8. | nap | Does your cat like to <u>nap</u> on a pillow? | NAP |
| 9. | track | The toy train fell off the <u>track</u> . | TRACK |
| 10. | spin | I like to <u>spin</u> around in circles. | SPIN |

Answer Key and Directions

GRADE 1 - UNITS 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

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

TEACHER DIRECTIONS: Please use the script provided below.

“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. | joke | Grandpa told a funny <u>joke</u> . | JOKE |
| 3. | place | <u>Place</u> the napkins on the table. | PLACE |
| 4. | match | We watched my brother’s wrestling <u>match</u> . | MATCH |
| 5. | shark | The <u>shark</u> darted towards the school of fish. | SHARK |
| 6. | song | My mother sings a <u>song</u> to me each night. | SONG |
| 7. | white | She wore a <u>white</u> sweater to the party. | WHITE |
| 8. | vase | The crystal <u>vase</u> was filled with red roses. | VASE |
| 9. | yelp | Can you hear the puppies <u>yelp</u> ? | YELP |
| 10. | fudge | I like to have hot <u>fudge</u> on my ice cream. | FUDGE |

Answer Key and Directions

GRADE 1 - UNITS 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

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

TEACHER DIRECTIONS: Please use the script provided below.

“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. | stream | Large fish swim in the <u>stream</u> . | STREAM |
| 2. | bloom | Beautiful flowers <u>bloom</u> in the spring. | BLOOM |
| 3. | crowd | The <u>crowd</u> cheered when our team won. | CROWD |
| 4. | coat | Be sure to button your <u>coat</u> . | COAT |
| 5. | sound | The engine makes a roaring <u>sound</u> . | SOUND |
| 6. | voice | Please speak in a quiet <u>voice</u> . | VOICE |
| 7. | train | The <u>train</u> whistle blew at each station. | TRAIN |
| 8. | huge | The tire had a <u>huge</u> hole in it. | HUGE |
| 9. | few | There are only a <u>few</u> cookies left. | FEW |
| 10. | saw | They <u>saw</u> a cute brown mouse. | SAW |

Answer Key and Directions

GRADE 1 - UNITS 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.

FLUENCY

Teacher Directions: Refer to “General Directions for **One-Minute** Administration of Reading Passages.” The directions precede the fluency passages 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

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. C 8. C 10. B

WRITING

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

TEACHER DIRECTIONS: Please use the script provided below.

“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 <u>face</u> every night before bed. | FACE |
| 2. | wall | The ants are crawling up the <u>wall</u> . | WALL |
| 3. | shook | Wind <u>shook</u> the trees and toppled fences. | SHOOK |
| 4. | straw | The little pig’s house was made of <u>straw</u> . | STRAW |
| 5. | brown | My sister braids her long, <u>brown</u> hair. | BROWN |
| 6. | phone | How long will you be on the <u>phone</u> ? | PHONE |
| 7. | know | I <u>know</u> his name is Bill. | KNOW |
| 8. | write | Always <u>write</u> your name on your paper. | WRITE |
| 9. | giant | The <u>giant</u> truck hauled a load of gravel. | GIANT |
| 10. | because | We wore our coats <u>because</u> it was cold. | BECAUSE |

Answer Key and Directions

GRADE 1 - UNIT 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.

FLUENCY

Teacher Directions: Refer to “General Directions for **One-Minute** Administration of Reading Passages.” The directions precede the fluency passages 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

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

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

TEACHER DIRECTIONS: Please use the script provided below.

“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. | large | We rode our bikes around a <u>large</u> puddle of water. | LARGE |
| 2. | sneak | An owl flies silently to <u>sneak</u> up on its prey. | SNEAK |
| 3. | those | “ <u>Those</u> pears are not ripe,” said Mother. | THOSE |
| 4. | lawn | I helped Dad mow the <u>lawn</u> and wash the car. | LAWN |
| 5. | cute | The baby animals at the zoo are very <u>cute</u> ! | CUTE |
| 6. | knees | My brother skinned his <u>knees</u> when he fell down. | KNEES |
| 7. | play | My sister can <u>play</u> the piano and the flute. | PLAY |
| 8. | brook | They enjoyed throwing stones into the <u>brook</u> . | BROOK |
| 9. | clown | We laughed at the funny <u>clown</u> on the tightrope. | CLOWN |
| 10. | quit | He was glad he didn’t <u>quit</u> his music lessons. | QUIT |

Answer Key and Directions

GRADE 1 - UNIT 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 precede the fluency passages 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

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

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

TEACHER DIRECTIONS: Please use the script provided below.

“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. | choice | You have a <u>choice</u> of turkey, fish, or beans. | CHOICE |
| 2. | porch | My cat sleeps on the front <u>porch</u> every night. | PORCH |
| 3. | girl | The <u>girl</u> was reading a story about pioneers. | GIRL |
| 4. | bucket | We filled the <u>bucket</u> with cherries from our tree. | BUCKET |
| 5. | garden | Let’s plant these tomatoes in our vegetable <u>garden</u> . | GARDEN |
| 6. | center | Your desk is in the <u>center</u> of the room. | CENTER |
| 7. | wrong | He gave us the <u>wrong</u> directions to the park. | WRONG |
| 8. | third | The batter hit the ball and ran to <u>third</u> base. | THIRD |
| 9. | badge | The policeman wore his <u>badge</u> proudly. | BADGE |
| 10. | father | My <u>father</u> enjoys working in the yard. | FATHER |

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 - *optional*
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 have the student say 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 have the student continue reading.
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 black 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 (^) 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 #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 (l)	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)	= 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 girl had a red bike.	6
She went to get her bike.	12
It had a flat tire.	17
Where must she go to fix the tire?	25
Her dad said he would help.	31
He made a patch to fix it.	38
Then he had to use a pump.	45
He did a fine job.	50
Her dad said it was fixed.	56
She could use her bike.	61
The girl gave a big grin and said thanks.	70
She rode back and forth in a safe lane.	79
Then it was time for lunch.	85
The girl went fast on her bike to get home.	95
For lunch, she had fish sticks, an apple,	103
and a cupcake.	106

EVALUATING CODES FOR ORAL READING	
sky (l)	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>30</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.

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.

The wind makes waves on the lake.	7
The waves make the sand get wet.	14
Small birds like to chase bugs in the wet sand.	24
The bugs run away fast and dig holes to hide.	34
Then the bugs are safe.	39
When the sun sets, the birds rush home to the trees.	48 50
They are safe in nests of twigs.	57
When the sun comes up, the birds come back.	66
They look for more bugs.	71
Clams live in the sand, too.	77
Some big birds look for clams for dinner.	85
The clams dig holes to hide from the birds.	94
That is where clams are safe.	100
Some big birds swim in the lake to catch fish.	110
The fish dive and hide next to rocks.	118
That is where fish are safe.	124

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.

One of the boys in the class had a glass 10
 jar. He filled it with water. Then the teacher 19
 put frog eggs in it. It took a long time for 30
 the eggs to hatch. First, they were tadpoles. 38
 Next, they grew legs. At last, they were frogs. 47
 It was time to set them free in the lake. 57
 The next day, the sun came up and the 66
 wind blew. The sky was getting cloudy. It 74
 looked like it might rain. The class had to set 84
 the frogs free that day. If it rained, the boys 94
 and girls would get wet. 99
 They took the frogs to the lake. It was fun 109
 to see the frogs jump and swim. Two frogs 118
 played in the mud. The class was glad it did 128
 not rain. 130

EVALUATING CODES FOR ORAL READING	
sky (l)	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>35</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.

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.

Sam and his best friend took the same 8
 bus to school. The two boys liked to walk, side 18
 by side, to the bus. One day, Sam knocked on 28
 his friend’s door. When the door opened, a 36
 white sheet jumped at him. Sam yelled out 44
 and jumped back! He did not know his friend 53
 was under the sheet. It was an April Fools’ 62
 Day joke. 64

Sam had to watch for more tricks all day 73
 long in class. He played pranks, too. He made 82
 a sound like a lost kitten. The kids and the 92
 teacher could not find the cat. 98

Sam was glad when the last bell rang. He 107
 went home and played tricks on his mom and 116
 dad. They told him he made up silly pranks. 125

EVALUATING CODES FOR ORAL READING	
sky (l)	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>35</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.

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 - *optional*
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.

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)	= <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 #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 8
 game. Her team had only two goals. The other 17
 team had three goals and was winning by 25
 one point. Only five minutes were left in the 34
 game. The crowd was quiet. Sally fell down 42
 and let out a yell. She was hurt and couldn’t 52
 play, so she had to sit on the bench. 61

All at once, Carmen, the smallest player 68
 on Sally’s team, got the ball. She flew down 77
 the sidelines. Taking aim, she kicked the ball 85
 at the goal. The ball hit the back of the net, 96
 and the score was tied. The crowd cheered. 104

Two minutes were left in the soccer 111
 game. Carmen refused to give up. She kicked 119
 another goal. Six seconds later a loud whistle 127
 blew, and Sally’s team had won! When the 135
 girls looked around, everyone was clapping 141
 for their team. 144

EVALUATING CODES FOR ORAL READING	
sky (l)	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.

Jen felt sad. A tear splashed down her 8
 cheek. “I’ll never find it!” she cried. Jen had 17
 worked hard for a long time and saved her 26
 dimes. Then, she used the cash to buy a green 36
 yo-yo with gold string. It had a white goose 46
 painted on the side, and now it was lost. 55
 “Please keep trying. I know it’s here 62
 somewhere,” her mother said as she sat 69
 knitting a wool shawl. 73
 “Okay,” Jen grumbled. “I’ll keep looking.” 79
 The girl walked to her bedroom. She looked 87
 in the closet and under the bed. She looked 96
 in her toy box. “I can’t find it,” Jen groaned. 106
 When she was about to give up, Jen saw 115
 Philly, her small, brown puppy. He sprang 122
 from behind a broom. Her toy was in his 131
 mouth! Jen caught the quick puppy and 138
 scratched his ears. 141
 Jen felt so happy! She gave Philly a new, 150
 soft, plastic squeeze toy. “Thank you, Philly. 157
 You found my yo-yo,” Jen said as she clung to 168
 him. “I promise I will never give up again.” 177

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.

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 brook turned 49
 into a river, and water began to rush into the 59
 lake and flood their lodge. 64
 “Quick!” his father shouted. To avoid 71
 the flood, 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 repair their home. 102
 Ben picked up sticks to help. Ben flung 110
 mud from the bottom of the lake. He pulled 119
 grass and brush from the top. Then, he 127
 helped haul a small tree stump to the edge of 137
 the water. “Well!” sighed Benny as he chewed 145
 on a branch. “That was tough.” They soon had 154
 their home in order. 158

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 #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.

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.

“I’m afraid of the noise,” answered Alex.

“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.”

“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.

His proud father said, “Come with me. Let’s go to the kitchen and have some apple pie.”

EVALUATING CODES FOR ORAL READING

sky (l) 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.

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

EVALUATING CODES FOR ORAL READING

sky (l) 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.

General Directions for Writing Assessment

OCR 2002 - GRADE 1 - Units 1/2, 3/4, and 5/6

PREPARATION:

Throughout the year, prepare students for the Writing Assessment by teaching the Writing Process and by cultivating student conceptual depth through use of the Concept Question Board and discussion.

ADMINISTRATION:

1. On the day of the assessment, provide paper and pencils.
2. Have students label the paper with their names and the date.
3. Allow 45-60 minutes for students to pre-write, organize their thoughts, and write their story while using the checklist as a guide.

EVALUATION:

1. Following the assessment, collect the papers.
2. Use the "Four Point Rubric" found in the back of the Teacher Materials booklet to evaluate individual students' writing by assigning a point value in the 0-4 range for each rubric category: genre, writing traits, and conventions.
3. Record the scores for each category on the Classroom Writing Assessment Report. Blackline masters are provided at the end of this booklet. The Reading Lions Center grants permission to copy these pages as needed.
4. Utilize the data recorded on these pages to drive your instruction in the Writing Process and to form flexible groups during Independent Work Time/Workshop to meet individual student needs.

PROMPTS:

Prompts vary by unit and are correlated to the theme of the unit.

Unit 1/2	Expository
Unit 3/4	Narrative
Unit 5/6	Narrative

General Directions for Writing Assessment

OCR 2002 - GRADE 1 - Units 7/8, 9, and 10

PREPARATION:

Throughout the year, prepare students for the Writing Assessment:

- by teaching the Writing Process and cultivating student conceptual depth
- by encouraging students to apply writing applications, strategies, and conventions
- by assuring that students complete requested writing that promotes self-reflection, higher thinking skills, and organizational skills

DAY 1:

1. On the day of the assessment, provide pencils and paper with an area for drawing.
2. Have students label the paper with their names and the date.
3. Explain to students that the assessment will be conducted over a 2-day period.
4. Allow time for students to pre-write, plan, organize their thoughts, and write their first draft, using the checklist as a guide.
5. Collect student papers at the end of the hour and save them for distribution on Day 2.

DAY 2:

On Day 2, give students up to one hour to revise their first draft and to produce a finished product.

EVALUATION:

1. Following the assessment, collect the papers.
2. Utilize the *Writing Assessment Prompt Rubric* provided to evaluate the performance assessment.

Unit 7/8	Expository (Description)
Unit 9	Narrative
Unit 10	Expository

GRADE 1 - Units 1 & 2

Expository Writing Assessment Prompt

Prewriting Situation: *Think and Pair-Share* about your favorite animal and tell something interesting about it.

Audience: Classmates

Directions: Think about the stories you read with your teacher in the ***Animals*** unit. Draw a picture of your favorite animal. Write the name of the animal and write a sentence or more that describes the animal. Use details to tell about the animal. Be sure to write neatly.

Quality Levels	2.0 Applications (Genre) <i>Grade 1 Standard 2.2</i>	1.0 Writing Strategies (Traits) <i>Grade 1 Standards 1.1 - 1.3</i>	1.0 WOEL (Conventions) <i>Grade 1 Standards 1.1 - 1.8</i>
4 Advanced	<ul style="list-style-type: none"> • Writing elaborates on the favorite animal • Animal is drawn, labeled and written about in complete sentences with sensory details 	<ul style="list-style-type: none"> • Picture is labeled correctly and coordinated to the animal in the drawing • Writing is clear and focused on the animal • Descriptive details are written about the animal • Print is legible and consistent throughout with appropriate spacing 	<ul style="list-style-type: none"> • Contains few, if any, errors in the conventions of the English language (grammar, punctuation, capitalization, spelling, and sentence structure) • Errors do not interfere with the reader's understanding of the writing
3 Proficient	<ul style="list-style-type: none"> • Writing is about a favorite animal in one or more sentences (2.2) • Animal is drawn, labeled and written about with some sensory detail (2.2) 	<ul style="list-style-type: none"> • Picture is labeled (1.1) • Writing is focused on the animal (1.1) • Uses details to describe the animal (1.2) • Most printing is legible with appropriate spacing (1.3) 	<ul style="list-style-type: none"> • Contains some errors in the conventions of the English language (grammar, punctuation, capitalization, spelling, and sentence structure) • Errors do not interfere with the reader's understanding of the writing
2 Partially Proficient	<ul style="list-style-type: none"> • An attempt is made to write about an animal • Animal may be drawn and labeled, but not written about 	<ul style="list-style-type: none"> • Picture partially labeled correctly • Writing is vague and not related to the animal • Few or no details are used to describe the animal • Some printing is legible 	<ul style="list-style-type: none"> • Contains several errors in the conventions of the English language (grammar, punctuation, capitalization, spelling, and sentence structure) • Errors may interfere with the reader's understanding of the writing
1 Not Proficient	<ul style="list-style-type: none"> • Minimal or no attempt is made to write about and/or draw an animal • Animal may only be drawn but neither labeled nor written about 	<ul style="list-style-type: none"> • Picture is not labeled or is labeled incorrectly • Writing is minimal or does not exist • Few or no details are used to describe the animal • Printing is illegible 	<ul style="list-style-type: none"> • Contains numerous errors in the conventions of the English language (grammar, punctuation, capitalization, spelling, and sentence structure) • Errors interfere with the reader's understanding of the writing

GRADE 1 - Units 3 & 4

Narrative Writing Assessment Prompt

Prewriting Situation: *Think and Pair-Share* about a job you would like to have when you grow up. Draw a picture about the job.

Audience: Your family

Directions: Think of the jobs that you read about with your teacher in the *Our Neighborhood at Work* unit. Now, think about a job that you would like have when you grow up. Name the job. Write about what it is like to have the job. Tell what you would need to do the job. Be sure to use details to make your writing interesting. Remember to write neatly.

Quality Levels	2.0 Applications (Genre) <i>Grade 1 Standard 2.1</i>	1.0 Writing Strategies (Traits) <i>Grade 1 Standards 1.1 - 1.3</i>	1.0 WOEL (Conventions) <i>Grade 1 Standards 1.1 - 1.8</i>
4 Advanced	<ul style="list-style-type: none"> • Writing tells accurately and specifically about a job one would like to have when one grows up • Writing describes the job and tells in detail what it would be like to have or do the job in three or more sentences 	<ul style="list-style-type: none"> • Writing is clear, interesting and focused on the job • Uses a variety of well-chosen, descriptive words and details to tell about the job • Printing is legible and consistent throughout with appropriate spacing 	<ul style="list-style-type: none"> • Contains few, if any, errors in the conventions of the English language (grammar, punctuation, capitalization, spelling, and sentence structure) • Errors do not interfere with the reader's understanding of the writing
3 Proficient	<ul style="list-style-type: none"> • Writing tells about a job one would like to have when one grows up (2.1) • Describes the job and tells what it would be like to have or do the job in at least three sentences (2.1) 	<ul style="list-style-type: none"> • Writing is focused on the job (1.1) • Uses descriptive words to tell about the job (1.2) • Printing is legible with appropriate spacing (1.3) 	<ul style="list-style-type: none"> • Contains some errors in the conventions of the English language (grammar, punctuation, capitalization, spelling, and sentence structure) • Errors do not interfere with the reader's understanding of the writing
2 Partially Proficient	<ul style="list-style-type: none"> • May generally identify the job • May describe the job briefly 	<ul style="list-style-type: none"> • Writing loses focus on the job • Some descriptive words are used to tell about the job • Legibility and spacing are varied and inconsistent 	<ul style="list-style-type: none"> • Contains several errors in the conventions of the English language (grammar, punctuation, capitalization, spelling, and sentence structure) • Errors may interfere with the reader's understanding of the writing
1 Not Proficient	<ul style="list-style-type: none"> • Minimal or no attempt is made to identify the job • Does not describe the job 	<ul style="list-style-type: none"> • Writing lacks focus and does not focus on the job • Few or no descriptive words are used to tell about the job • Printing is illegible and spacing is not evident or consistent 	<ul style="list-style-type: none"> • Contains numerous errors in the conventions of the English language (grammar, punctuation, capitalization, spelling, and sentence structure) • Errors interfere with the reader's understanding of the writing

GRADE 1 - Units 5 & 6

Narrative Writing Assessment Prompt

Prewriting Situation: *Think and Pair-Share* about a place you have visited and what it was like. Draw a picture of the place you visited.

Audience: Classmates

Directions: Think of the stories you read about with your teacher in the *Journeys* unit. Now, think of a place you have visited and you would like to go back to again and again. Name the place. Write about what you saw, heard, or felt. Be sure to use details to make your writing interesting. Remember to write neatly.

Quality Levels	2.0 Applications (Genre) <i>Grade 1 Standard 2.1</i>	1.0 Writing Strategies (Traits) <i>Grade 1 Standards 1.1 - 1.3</i>	1.0 WOEL (Conventions) <i>Grade 1 Standards 1.1 - 1.8</i>
4 Advanced	<ul style="list-style-type: none"> • Writing tells accurately and specifically about the place visited in multiple sentences • Writing describes the place visited and tells in detail what was seen, heard, or felt 	<ul style="list-style-type: none"> • Writing is clear and focused on the place visited • Uses a variety of well-chosen, descriptive words and details to tell about the place visited • Printing is legible and consistent throughout with appropriate spacing 	<ul style="list-style-type: none"> • Contains few, if any, errors in the conventions of the English language (grammar, punctuation, capitalization, spelling, and sentence structure) • Errors do not interfere with the reader’s understanding of the writing
3 Proficient	<ul style="list-style-type: none"> • Writing tells about a place visited (2.1) • Writing describes the place visited and tells what was seen, heard, or felt (2.1) 	<ul style="list-style-type: none"> • Writing is focused on the place visited (1.1) • Uses descriptive words to tell about the place visited (1.2) • Printing is legible with appropriate spacing (1.3) 	<ul style="list-style-type: none"> • Contains some errors in the conventions of the English language (grammar, punctuation, capitalization, spelling, and sentence structure) • Errors do not interfere with the reader’s understanding of the writing
2 Partially Proficient	<ul style="list-style-type: none"> • Writing generally identifies the place visited • Writing may describe the place briefly but may not tell what was seen, felt, or heard 	<ul style="list-style-type: none"> • Writing loses focus on the place visited • Some descriptive words are used to tell about the place visited • Legibility and spacing are varied and inconsistent 	<ul style="list-style-type: none"> • Contains several errors in the conventions of the English language (grammar, punctuation, capitalization, spelling, and sentence structure) • Errors may interfere with the reader’s understanding of the writing
1 Not Proficient	<ul style="list-style-type: none"> • Minimal or no attempt is made to identify the place visited • Writing does not describe the place 	<ul style="list-style-type: none"> • Writing lacks focus and does not focus on the place visited • Few or no descriptive words are used to tell about the place visited • Printing is illegible and spacing is not evident or consistent 	<ul style="list-style-type: none"> • Contains numerous errors in the conventions of the English language (grammar, punctuation, capitalization, spelling, and sentence structure) • Errors interfere with the reader’s understanding of the writing

GRADE 1 - Units 7 & 8

Expository [Description] Writing Assessment Prompt

Writing Situation: A game you like to play.

Audience: Your friend

Directions: Think about the stories you read in the **Games** unit and a game you know how to play.

Name the game. Write in complete sentences to tell a friend how to play the game. Use details to describe the kind of equipment or things you need to play the game. Tell where the game is played. Write neatly and use correct punctuation.

Quality Levels	2.0 Applications (Genre) <i>Grade 1 Standard 2.2</i>	1.0 Writing Strategies (Traits) <i>Grade 1 Standards 1.1 - 1.3</i>	1.0 WOEL (Conventions) <i>Grade 1 Standards 1.1 - 1.8</i>
4 Advanced	<ul style="list-style-type: none"> Names the game and clearly tells how to play the game Tells in depth what is needed to play the game demonstrating a thorough presentation of equipment Describes the game with specific details and tells where the game is played 	<ul style="list-style-type: none"> Writing is clear, interesting and focused on the game Uses a variety of well-chosen, descriptive words that explain the game Printing is legible and consistent throughout with appropriate spacing 	<ul style="list-style-type: none"> Contains few, if any, errors in the conventions of the English language (grammar, punctuation, capitalization, spelling, and sentence structure) Errors do not interfere with the reader's understanding of the writing
3 Proficient	<ul style="list-style-type: none"> Names the game and tells how to play it (2.2) Describes equipment and what is needed to play the game (2.2) Describes the game with details and tells where the game is played (2.2) 	<ul style="list-style-type: none"> Writing is focused on the game (1.1) Uses descriptive words that explain the game (1.2) Printing is legible with appropriate spacing (1.3) 	<ul style="list-style-type: none"> Contains some errors in the conventions of the English language (grammar, punctuation, capitalization, spelling, and sentence structure) Errors do not interfere with the reader's understanding of the writing
2 Partially Proficient	<ul style="list-style-type: none"> Names the game but may not include explanation of how to play the game Few or no descriptions or details are used that explain what is needed to play the game Describes the game but may not include details or tell where the game is played 	<ul style="list-style-type: none"> Writing loses focus on the game Some descriptive words are used that explain the game Legibility and spacing are varied and inconsistent 	<ul style="list-style-type: none"> Contains several errors in the conventions of the English language (grammar, punctuation, capitalization, spelling, and sentence structure) Errors may interfere with the reader's understanding of the writing
1 Not Proficient	<ul style="list-style-type: none"> The game is not named No descriptions or details are used that explain what is needed to play the game The game is not described and does not include where the game is played 	<ul style="list-style-type: none"> Writing lacks focus and does not identify the game Few or no descriptive words are used Printing is illegible and spacing is not evident or consistent 	<ul style="list-style-type: none"> Contains numerous errors in the conventions of the English language (grammar, punctuation, capitalization, spelling, and sentence structure) Errors interfere with the reader's understanding of the writing

GRADE 1 - Unit 9

Narrative Writing Assessment Prompt

Writing Situation: An experience you had when you were afraid.

Audience: Your Friends

Directions: Think about the stories you read in the *Being Afraid* unit. Write a story to tell about a time that you felt afraid of something. Tell what you were afraid of and why you were afraid. Tell about the things you did to help you overcome your fear. Describe how you felt when you were afraid. Use complete sentences and correct punctuation at the end of sentences. Write neatly.

Quality Levels	2.0 Applications (Genre) <i>Grade 1 Standard 2.1</i>	1.0 Writing Strategies (Traits) <i>Grade 1 Standards 1.1 - 1.3</i>	1.0 WOEL (Conventions) <i>Grade 1 Standards 1.1 - 1.8</i>
4 Advanced	<ul style="list-style-type: none"> • Writing focuses clearly on a frightening experience • Writing tells fully and specifically what was frightening and why it was frightening • Writing tells directly and specifically how the writer overcame the fear 	<ul style="list-style-type: none"> • Writing is clear and focused on a clear, vivid account or experience of fear • Writing uses a variety of well-chosen, descriptive words that vividly illustrate the writer’s fear. The reader can truly feel the fear. • Printing is legible and consistent throughout with appropriate spacing 	<ul style="list-style-type: none"> • Contains few, if any, errors in the conventions of the English language (grammar, punctuation, capitalization, spelling, and sentence structure) • Errors do not interfere with the reader’s understanding of the writing
3 Proficient	<ul style="list-style-type: none"> • Writing tells about a frightening experience (2.1) • Writing tells what was frightening and why (2.1) • Writing tells how the writer overcame the fear 	<ul style="list-style-type: none"> • Writing is focused on an account of an experience of fear (1.1) • Uses descriptive words to illustrate the writer’s fear (1.2) • Printing is legible with appropriate spacing (1.3) 	<ul style="list-style-type: none"> • Contains some errors in the conventions of the English language (grammar, punctuation, capitalization, spelling, and sentence structure) • Errors do not interfere with the reader’s understanding of the writing
2 Partially Proficient	<ul style="list-style-type: none"> • Writing may not focus on, but mentions fear • Writing may briefly or may not tell what was frightening or why it was frightening • Writing may tell briefly, or may not tell, how the writer overcame the fear 	<ul style="list-style-type: none"> • Writing is an account of an experience but loses focus on the frightening experience • Uses general words to refer to, but does not show, the writer’s fear • Legibility and spacing are varied and inconsistent 	<ul style="list-style-type: none"> • Contains several errors in the conventions of the English language (grammar, punctuation, capitalization, spelling, and sentence structure) • Errors may interfere with the reader’s understanding of the writing
1 Not Proficient	<ul style="list-style-type: none"> • Writing is <u>not</u> about a frightening experience • Writing does not tell what was frightening or why it was frightening • Writing does not address how the writer overcame the fear 	<ul style="list-style-type: none"> • Writing does not focus on a frightening experience • Few or no descriptive words are used • Printing is illegible and spacing is not evident or consistent 	<ul style="list-style-type: none"> • Contains numerous errors in the conventions of the English language (grammar, punctuation, capitalization, spelling, and sentence structure) • Errors interfere with the reader’s understanding of the writing

GRADE 1 - Unit 10

Expository Writing Assessment Prompt

Writing Situation: Describe a home for an animal.

Audience: Your teacher

Directions: Think about the different homes you read about in the *Homes* unit. Choose one animal. Describe the type of home that the animal lives in. Use details to tell what the home is made of. Tell where the home might be found. Explain how the animal's home provides shelter and protection. Explain why this home is good for the animal.

Quality Levels	2.0 Applications (Genre) <i>Grade 1 Standard 2.2</i>	1.0 Writing Strategies (Traits) <i>Grade 1 Standards 1.1 - 1.3</i>	1.0 WOEL (Conventions) <i>Grade 1 Standards 1.1 - 1.8</i>
4 Advanced	<ul style="list-style-type: none"> • Writing names the animal and indicates type of home • Writing describes the home with rich supporting details that tell what it is made of and where it is found • Writing explains in depth how the home provides shelter or protection • Writing elaborates on why the home is best suited for that animal 	<ul style="list-style-type: none"> • Writing is focused on one animal and where it makes its home • Uses a variety of well-chosen details to describe the animal's home • Printing is legible and consistent throughout with appropriate spacing 	<ul style="list-style-type: none"> • Contains few, if any, errors in the conventions of the English language (grammar, punctuation, capitalization, spelling, and sentence structure) • Errors do not interfere with the reader's understanding of the writing
3 Proficient	<ul style="list-style-type: none"> • Names the animal and type of home (2.2) • Describes the home with details that tell what it is made of and where it is found (2.2) • Explains how the home provides shelter or protection (2.2) • Indicates why the home is best suited for that animal (2.2) 	<ul style="list-style-type: none"> • Writing is focused on one animal and where it makes its home (1.1) • Uses descriptive details to tell about the animal's home (1.2) • Printing is legible with appropriate spacing (1.3) 	<ul style="list-style-type: none"> • Contains some errors in the conventions of the English language (grammar, punctuation, capitalization, spelling, and sentence structure) • Errors do not interfere with the reader's understanding of the writing
2 Partially Proficient	<ul style="list-style-type: none"> • Names the animal but may or may not name the type of home • Describes the home with general statements • May not tell how the home provides shelter or protection • May not indicate why the home best suits that animal 	<ul style="list-style-type: none"> • Writing loses focus and may tell about the animal more than the home • Uses general descriptions or details to tell about the animal's home • Legibility and spacing are varied and inconsistent 	<ul style="list-style-type: none"> • Contains several errors in the conventions of the English language (grammar, punctuation, capitalization, spelling, and sentence structure) • Errors may interfere with the reader's understanding of the writing
1 Not Proficient	<ul style="list-style-type: none"> • May not name the animal or type of home • Limited or no descriptions of the home, what it is made of or where it is found • Does not mention how the home provides shelter or protection • No indication of why home best suits animal 	<ul style="list-style-type: none"> • Writing lacks focus and description rambles • Few or no descriptive words or details are used • Printing is illegible and spacing is not evident or consistent 	<ul style="list-style-type: none"> • Contains numerous errors in the conventions of the English language (grammar, punctuation, capitalization, spelling, and sentence structure) • Errors interfere with the reader's understanding of the writing

NOTES

NOTES

Seventh Edition

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