

# 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 3**

### Units 1–5

# 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*.

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## **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.

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## **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 3 2008 - 2009

## for Los Angeles Unified School District

| UNIT           | 1                                                                                | 2                                                                                | 3                                                                                | 4                                                                                | 5                                                                                |
|----------------|----------------------------------------------------------------------------------|----------------------------------------------------------------------------------|----------------------------------------------------------------------------------|----------------------------------------------------------------------------------|----------------------------------------------------------------------------------|
| <b>GRADE 3</b> | Fluency<br>Comprehension<br>Checking Skills<br>Spelling<br>Vocabulary<br>Writing | Fluency<br>Comprehension<br>Checking Skills<br>Spelling<br>Vocabulary<br>Writing | Fluency<br>Comprehension<br>Checking Skills<br>Spelling<br>Vocabulary<br>Writing | Fluency<br>Comprehension<br>Checking Skills<br>Spelling<br>Vocabulary<br>Writing | Fluency<br>Comprehension<br>Checking Skills<br>Spelling<br>Vocabulary<br>Writing |

| GRADE 3                                                   | Percentile  | Unit 1<br>WCPM <sup>2</sup> | Unit 2<br>WCPM | Unit 3<br>WCPM | Unit 4<br>WCPM | Unit 5<br>WCPM |
|-----------------------------------------------------------|-------------|-----------------------------|----------------|----------------|----------------|----------------|
| <b>ORAL<br/>READING<br/>FLUENCY<br/>NORMS<sup>1</sup></b> | 25th        | 65                          | 68             | 70             | 79             | 83             |
|                                                           | <b>50th</b> | <b>79</b>                   | <b>86</b>      | <b>93</b>      | <b>105</b>     | <b>110</b>     |
|                                                           | 75th        | 107                         | 115            | 123            | 131            | 138            |

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.

### INSTRUCTIONAL UNITS - GRADE 3

Unit 1  
Unit 2  
Unit 3  
Unit 4  
Unit 5

### 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.

## Answer Key and Directions

### GRADE 3 - UNIT 1

**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 included with the fluency materials in this booklet.

**Scoring:** To be at grade level the student must read at least 79 WCPM (words correct per minute) at the end of Unit 1.

25th Percentile - 65 WCPM

50th Percentile - 79 WCPM

75th Percentile - 107 WCPM

#### COMPREHENSION (Recommended Time: 30-45 minutes, uninterrupted)

**Teacher Directions:** Have the students 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.

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

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

#### CHECKING SKILLS (Recommended Time: 20 minutes, uninterrupted)

**Teacher Directions:** Have the students independently read the directions and answer the questions.

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

**Key:** 1. proper noun    2. neither one    3. common noun    COMMON/PROPER NOUNS  
4. action    5. action    6. state-of-being    ACTION/STATE-OF-BEING VERBS  
7. (!) exclamatory    8. (.) declarative    9. (?) interrogative    10. (.) imperative  
SENTENCE TYPE

**SOUNDS/SPELLINGS/WORD KNOWLEDGE** (Recommended Time: 20-30 minutes, uninterrupted)

**Teacher Directions:** Have the students independently read the directions and choose the correct answer.

**Student Directions:** Read all of the sentences. If an underlined word is misspelled, fill in the bubble next to the sentence. If none of the underlined words are misspelled, fill in the bubble next to "No mistake."

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

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

**VOCABULARY** (Recommended Time: 20-30 minutes, uninterrupted)

**Teacher Directions:** Have the students independently read the directions and choose the correct answer.

**Student Directions:**

**Part 1: Antonyms**

Read the sentence. Choose the word that means the **opposite** of the underlined word. Then fill in the bubble next to the word you have chosen.

**Part 2: Multiple Meanings**

Read the sentence. Read and answer the question: *In which sentence is the underlined word used in the same way as in the sentence above?* Fill in the bubble next to the answer you have chosen.

**Part 3: Context Meaning**

Read the sentence. Using context, choose the word that means the **same**, or **about the same**, as the underlined word. Then fill in the bubble next to the word you have chosen.

**Part 4: Synonyms**

Read the sentence. Choose the word that means the **same**, or **about the same**, as the underlined word. Then fill in the bubble next to the word you have chosen.

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

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

**WRITING**

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

## Answer Key and Directions

### GRADE 3 - UNIT 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.

#### FLUENCY

**Teacher Directions:** Refer to “General Directions for **One-Minute** Administration of Reading Passages.” The directions are included with the fluency materials in this booklet.

**Scoring:** To be at grade level the student must read at least 86 WCPM (words correct per minute) at the end of Unit 2.

25th Percentile - 68 WCPM  
50th Percentile - 86 WCPM  
75th Percentile - 115 WCPM

#### COMPREHENSION (Recommended Time: 30-45 minutes, uninterrupted)

**Teacher Directions:** Have the students 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.

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

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

#### CHECKING SKILLS (Recommended Time: 20 minutes, uninterrupted)

**Teacher Directions:** Have the students independently read the directions and answer the questions.

**Scoring:** To reach criterion, a student must have at least 8 correct answers. Please note that the student must correctly answer ALL parts of the question to receive credit.

**Key:** 1. C      2. A      3. C      QUOTATION MARKS/COMMAS  
4. Weeds can be found growing in lawns, gardens, and fields.  
5. Raccoons, squirrels, chipmunks, and possums are common city critters.  
COMMAS IN A SERIES  
6. C      7. D      8. D      CAPITALIZATION  
9. yes      10. no      ENDING PUNCTUATION

**SOUNDS/SPELLINGS/WORD KNOWLEDGE** (Recommended Time: 20-30 minutes, uninterrupted)

**Teacher Directions:** Have the students independently read the directions and choose the correct answer.

**Student Directions:** Read all of the sentences. If an underlined word is misspelled, fill in the bubble next to the sentence. If none of the underlined words are misspelled, fill in the bubble next to "No mistake."

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

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

**VOCABULARY** (Recommended Time: 20-30 minutes, uninterrupted)

**Teacher Directions:** Have the students independently read the directions and choose the correct answer.

**Student Directions:**

**Part 1: Antonyms**

Read the sentence. Choose the word that means the **opposite** of the underlined word. Then fill in the bubble next to the word you have chosen.

**Part 2: Multiple Meanings**

Read the sentence. Read and answer the question: *In which sentence is the underlined word used **in the same way** as in the sentence above?* Fill in the bubble next to the answer you have chosen.

**Part 3: Context Meaning**

Read the sentence. Using context, choose the word that means the **same**, or **about the same**, as the underlined word. Then fill in the bubble next to the word you have chosen.

**Part 4: Synonyms**

Read the sentence. Choose the word that means the **same**, or **about the same**, as the underlined word. Then fill in the bubble next to the word you have chosen.

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

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

**WRITING**

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

## Answer Key and Directions

### GRADE 3: UNIT 3

**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 included with the fluency materials in this booklet.

**Scoring:** To be at grade level the student must read at least 93 WCPM (words correct per minute) at the end of Unit 3.

25th Percentile - 70 WCPM  
50th Percentile - 93 WCPM  
75th Percentile - 123 WCPM

#### COMPREHENSION (Recommended Time: 30-45 minutes, uninterrupted)

**Teacher Directions:** Have the students 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.

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

**Key:**

|      |      |      |      |       |
|------|------|------|------|-------|
| 1. D | 3. C | 5. B | 7. A | 9. C  |
| 2. A | 4. A | 6. B | 8. C | 10. D |

#### CHECKING SKILLS (Recommended Time: 20 minutes, uninterrupted)

**Teacher Directions:** Have the students independently read the directions and answer the questions.

**Scoring:** To reach criterion, a student must have at least 8 correct answers. Please note that the student must correctly answer ALL parts of the question to receive credit.

**Key:**

|           |           |            |              |            |
|-----------|-----------|------------|--------------|------------|
| 1. yes    | 2. yes    | 3. no      | ADJECTIVES   |            |
| 4. You'll | 5. I'm    | 6. can't   | CONTRACTIONS |            |
| 7. past   | 8. future | 9. present | 10. past     | VERB TENSE |

**SOUNDS/SPELLINGS/WORD KNOWLEDGE** (Recommended Time: 20-30 minutes, uninterrupted)

**Teacher Directions:** Have the students independently read the directions and choose the correct answer.

**Student Directions:** Read all of the sentences. If an underlined word is misspelled, fill in the bubble next to the sentence. If none of the underlined words are misspelled, fill in the bubble next to "No mistake."

**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. D                      4. C                      6. A                      8. B                      10. C

**VOCABULARY** (Recommended Time: 20-30 minutes, uninterrupted)

**Teacher Directions:** Have the students independently read the directions and choose the correct answer.

**Student Directions:**

**Part 1: Antonyms**

Read the sentence. Choose the word that means the **opposite** of the underlined word. Then fill in the bubble next to the word you have chosen.

**Part 2: Multiple Meanings**

Read the sentence. Read and answer the question: *In which sentence is the underlined word used **in the same way** as in the sentence above?* Fill in the bubble next to the answer you have chosen.

**Part 3: Context Meaning**

Read the sentence. Using context, choose the word that means the **same**, or **about the same**, as the underlined word. Then fill in the bubble next to the word you have chosen.

**Part 4: Synonyms**

Read the sentence. Choose the word that means the **same**, or **about the same**, as the underlined word. Then fill in the bubble next to the word you have chosen.

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

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

**WRITING**

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

## Answer Key and Directions

### GRADE 3 - UNIT 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.

#### FLUENCY

**Teacher Directions:** Refer to “General Directions for **One-Minute** Administration of Reading Passages.” The directions are included with the fluency materials in this booklet.

**Scoring:** To be at grade level the student must read at least 105 WCPM (words correct per minute) at the end of Unit 4.

25th Percentile - 79 WCPM

50th Percentile - 105 WCPM

75th Percentile - 131 WCPM

#### COMPREHENSION (Recommended Time: 30-45 minutes, uninterrupted)

**Teacher Directions:** Have the students 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.

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

**Key:**

|      |      |      |      |       |
|------|------|------|------|-------|
| 1. B | 3. C | 5. A | 7. D | 9. B  |
| 2. C | 4. B | 6. A | 8. B | 10. D |

#### CHECKING SKILLS (Recommended Time: 20 minutes, uninterrupted)

**Teacher Directions:** Have the students independently read the directions and answer the questions.

**Scoring:** To reach criterion, a student must have at least 8 correct answers. Please note that the student must correctly answer ALL parts of the question to receive credit.

**Key:**

|                       |                          |                                 |
|-----------------------|--------------------------|---------------------------------|
| 1. <u>on</u> his bike | 2. <u>from</u> the woods |                                 |
| 3. <u>in</u> the mud  |                          | PREPOSITIONAL PHRASES           |
| 4. predicate          | 5. subject               | 6. subject                      |
|                       |                          | SUBJECTS AND PREDICATES         |
| 7. hops               | 8. play                  | SUBJECT/VERB AGREEMENT          |
| 9. sooner             | 10. more quickly         | COMPARATIVE/SUPERLATIVE ADVERBS |

**SOUNDS/SPELLINGS/WORD KNOWLEDGE** (Recommended Time: 20-30 minutes, uninterrupted)

**Teacher Directions:** Have the students independently read the directions and choose the correct answer.

**Student Directions:** Read all of the sentences. If an underlined word is misspelled, fill in the bubble next to the sentence. If none of the underlined words are misspelled, fill in the bubble next to "No mistake."

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

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

**VOCABULARY** (Recommended Time: 20-30 minutes, uninterrupted)

**Teacher Directions:** Have the students independently read the directions and choose the correct answer.

**Student Directions:**

**Part 1: Antonyms**

Read the sentence. Choose the word that means the **opposite** of the underlined word. Then fill in the bubble next to the word you have chosen.

**Part 2: Multiple Meanings**

Read the sentence. Read and answer the question: *In which sentence is the underlined word used **in the same way** as in the sentence above?* Fill in the bubble next to the answer you have chosen.

**Part 3: Context Meaning**

Read the sentence. Using context, choose the word that means the **same**, or **about the same**, as the underlined word. Then fill in the bubble next to the word you have chosen.

**Part 4: Synonyms**

Read the sentence. Choose the word that means the **same**, or **about the same**, as the underlined word. Then fill in the bubble next to the word you have chosen.

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

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

**WRITING**

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

## Answer Key and Directions

### GRADE 3 - UNIT 5

**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 included with the fluency materials in this booklet.

**Scoring:** To be at grade level the student must read at least 110 WCPM (words correct per minute) at the end of Unit 5.

25th Percentile - 83 WCPM

50th Percentile - 110 WCPM

75th Percentile - 138 WCPM

#### COMPREHENSION (Recommended Time: 30-45 minutes, uninterrupted)

**Teacher Directions:** Have the students 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.

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

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

#### CHECKING SKILLS (Recommended Time: 20 minutes, uninterrupted)

**Teacher Directions:** Have the students independently read the directions and answer the questions.

**Scoring:** To reach criterion, a student must have at least 8 correct answers. Please note that the student must correctly answer ALL parts of the question to receive credit.

**Key:** 1. simple and                      2. compound but                      3. simple or  
SIMPLE/COMPOUND SENTENCES AND CONJUNCTIONS  
4. 8148 Main Street  
Hollywood, CA 90201  
June 15, 2002                      BUSINESS LETTER HEADING/CAPITALIZATION  
5. Dear Mr. Martinez:  
Sincerely yours,                      BUSINESS LETTER GREETING AND CLOSING/CAPITALIZATION  
6. Uncle Jackson, Rocky Mountains  
7. Spanish, America                      8. San Juan, Washington                      CAPITALIZATION  
9. Kids Discover.                      10. Statue of Liberty.                      PUNCTUATION/CAPITALIZATION

**SOUNDS/SPELLINGS/WORD KNOWLEDGE** (Recommended Time: 20-30 minutes, uninterrupted)

**Teacher Directions:** Have the students independently read the directions and choose the correct answer.

**Student Directions:** Read all of the sentences. If an underlined word is misspelled, fill in the bubble next to the sentence. If none of the underlined words are misspelled, fill in the bubble next to "No mistake."

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

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

**VOCABULARY** (Recommended Time: 20-30 minutes, uninterrupted)

**Teacher Directions:** Have the students independently read the directions and choose the correct answer.

**Student Directions:**

**Part 1: Antonyms**

Read the sentence. Choose the word that means the **opposite** of the underlined word. Then fill in the bubble next to the word you have chosen.

**Part 2: Multiple Meanings**

Read the sentence. Read and answer the question: *In which sentence is the underlined word used **in the same way** as in the sentence above?* Fill in the bubble next to the answer you have chosen.

**Part 3: Context Meaning**

Read the sentence. Using context, choose the word that means the **same**, or **about the same**, as the underlined word. Then fill in the bubble next to the word you have chosen.

**Part 4: Synonyms**

Read the sentence. Choose the word that means the **same**, or **about the same**, as the underlined word. Then fill in the bubble next to the word you have chosen.

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

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

**WRITING**

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

## NOTES

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# 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 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.

Marta felt lonely as she sat on the front porch 10  
steps. Her family had moved to a new city, and she 21  
was missing her old friends. She stared at the kids 31  
playing in the yard across the street. Marta was 40  
timid and shy, so making new friends was difficult. 49  
Marta’s mother came outside and sat on the edge 58  
of the steps beside her daughter. “Why are you so 68  
gloomy?” she gently asked. 72  
“I miss my old friends, and the kids across the 82  
street are having so much fun,” replied the girl. 91  
“They look friendly, and they’re about your age. 99  
Since you know how to play hopscotch, you might 108  
ask to join them,” encouraged her mother. 115  
Marta whispered, “I’m afraid they won’t let me 123  
play.” 124  
“You’ll never know if you don’t try. I’ll wait here 134  
while you walk over to them. Please be careful while 144  
crossing the street. Remember to look both ways,” 152  
Marta’s mother said lovingly. 156  
Marta checked for oncoming cars in each 163  
direction before crossing the road. She quietly went 171  
over to where the children were playing hopscotch. 179  
They welcomed her and asked if she would like to 189  
join them. Marta smiled and waved to her mother. 198

**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) = 79

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.

It was a sunny day, and Jerome was sick with 10  
the flu. Feeling sorry for himself, he sat on the 20  
couch. He looked out the window at his backyard 29  
swing set. It wasn’t exactly the swings that were 38  
on his mind. Today was circus day, and he couldn’t 48  
go. He was terribly disappointed. He would miss 56  
watching the trapeze act. While playing on his 64  
swing, Jerome often imagined he was a famous 72  
trapeze artist swinging high above the crowd. 79  
He decided to rest by taking a short nap. 88  
When he woke up, the room had become very 97  
dark. The outside windowpane had been magically 104  
covered by a piece of cloth! “What in the world 114  
happened?” he wondered. 117  
Slowly, two friends pulled the cloth open like 125  
curtains on a stage. Out of his window, Jerome saw 135  
more friends. They were swinging, running, and 142  
jumping around his yard. They had decided if 150  
Jerome couldn’t go to the circus, the show would 159  
come to him. 162  
They played catch with large hoops and walked 170  
along the top edge of a brick wall pretending it was 181  
a high wire act. His friends looked so ridiculous! 190  
Jerome curled over and roared with laughter. He 198  
felt better now. Jerome thought it was wonderful to 207  
have such good friends. 211

**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) = 79

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.

Dawn did not like vegetables! Once, she took an 9  
oath claiming she would never try them again. In 18  
fact, she disliked vegetables so much she wouldn’t 26  
feed them to Ming, her pet turtle. She fed Ming the 37  
same foods she liked to eat. She even fed her turtle 48  
her favorite dessert, blueberry cobbler. Now, Dawn 55  
loves vegetables! What happened that made her 62  
change her mind? 65  
Ming had become sluggish and slept all the time, 74  
refusing to come out of his shell. Dawn didn’t know 84  
what was wrong. She carried him to her mother and 94  
exclaimed, “Ming is sick and won’t eat! What’s the 103  
matter with him?” Her mother immediately knew 110  
why Ming didn’t feel well. Mother told her to feed 120  
him fresh vegetables and assured her Ming would 128  
soon feel better. 131  
After several weeks, Ming was the active turtle 139  
he had been. Helping Ming get well was much easier 149  
than Dawn thought. She had learned how important 157  
vegetables were to a healthy diet. They were also 166  
quite tasty. Dawn started going to the store with 175  
her mother every Friday to buy fresh produce. She 184  
enjoyed making salads for her family. 190

**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) = 86

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.

Daylight was just breaking. The sun was 7  
beginning to peek over the horizon. Jessie sat 15  
quietly in his tree house. He was looking down on 25  
his backyard. He noticed that heavy dew had settled 34  
on the lawn overnight. Jessie pulled his coat tighter 43  
around him. He thought about his class assignment. 51  
It was to study animals that had adapted to city life. 62  
He had chosen squirrels because of their ability to 71  
survive. 72  
Jessie watched as squirrels slowly crept out of 80  
their nests. The youngest ones chased each other. 88  
They scampered from limb to limb. Older squirrels 96  
busily gathered supplies for the winter. The first 104  
frost was only a few weeks away. Leaves were 113  
turning brilliant, fall colors. Soon snow would 120  
cover the ground. Then, it would be too late for 130  
the squirrels to hide acorns. 135  
A shadow glided across the treetops. It was a 144  
hawk hungrily exploring for food. The bird saw 152  
the squirrels in the huge, old, oak tree. The hawk 162  
plunged down to pursue a tasty morning meal, but it 172  
was too late. The squirrels had already taken cover. 181  
They were hiding in their homes. Jessie sighed with 190  
relief. He had given many of them names, and he 200  
considered them friends. 203

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) = 86

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.

Lin and Vern lay stretched out on the grass. 9  
They were friends. They liked to watch clouds float- 18  
ing across the blue sky. They enjoyed the endless, 26  
changing shapes. The boys imagined they saw bears, 34  
ocean liners, angels, and people with funny faces. 42  
They thought the thunderhead cloud they saw on 50  
the horizon was a giant, snow-covered mountain. 58  
The friends talked about what they had seen. 66  
They wanted to learn more about storms and clouds. 75  
So they went to the city library. There they learned 85  
some interesting new facts. Different cloud shapes 92  
have names. Many storms are seasonal. For example, 100  
tornadoes usually occur in springtime. These funnel 107  
clouds look like huge coils. This violent storm slashes 116  
across the land. It causes serious damage to buildings 125  
in its path. 128  
The curious boys often had lively talks. They 136  
wanted to know why a hurricane has a calm center 146  
eye. Why are tornadoes so powerful? Both kinds of 155  
storms spin in a circular pattern. The boys wondered 164  
if the two storms had other things in common. 173  
Each of them enjoyed predicting the weather. 180  
Every morning they watched the clouds. Would it 188  
rain today? It may be no surprise to learn that they 199  
became weather forecasters after college. 204

**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) = 93

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.

People tell stories about Big Foot. Some of them  
believe this beast is real. They say it lives in the  
deep, mountain forests of the western United States.  
It is described as being over six feet tall with coarse,  
human-like hair from head to toe. Big Foot is said to  
give off a very foul odor.

Some people claim to have heard a loud, bellowing  
cry when they were camping. Did Big Foot make  
the noise? Visitors to the area have told friends they  
saw the hairy beast. Some say they saw it running  
through the forest. Yet, they didn’t tell forest rangers.  
They were afraid the animal would be captured.  
Others insist they have photographs of huge  
footprints that prove its existence.

Most people think Big Foot is an imaginary  
creature. They say the reports are just plain silliness.  
They suggest the people who saw the beast were  
simply mistaken. They failed to report the sightings  
because it was just their imagination.

What is the truth? Until a live Big Foot or its  
skeleton is found, the debate will not end. Stories  
about Big Foot are like tales about the jack-a-lope.  
Cowboys invented it. It is a cross between a  
jackrabbit and an antelope. They made it up while  
sitting around campfires. Could this be how the  
legend of Big Foot began?

**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) = 93

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.

Lou was the oldest of three children. He thought 9  
he was ready to learn how to budget money. He 19  
asked his parents for a weekly allowance. The boy’s 28  
parents were not very excited about the idea. Lou 37  
explained the subject was important. After all, he 45  
was ten years old. He wanted to learn how to be 56  
responsible. 57  
  
Lou’s parents decided to have a meeting. 64  
Family talks usually took place after dinner. The 72  
boy helped clear the table. He put away the leftover 82  
food. Finally, they were seated. Everyone was ready 90  
to discuss the boy’s request. To Lou’s surprise, the 99  
first issue was not about his allowance. Instead, 107  
they talked about sharing chores. This had not been 116  
part of his plan. He just wanted them to say he 127  
could have some spending money, but his parents 135  
offered to pay him for doing chores. 142  
  
His parents listed several jobs. They asked 149  
him to choose at least three. He could help carry 159  
out the garbage. He might choose to wash the 168  
dishes on weekends. Perhaps he’d watch his baby 176  
brother when his mother needed help. The other 184  
choices were dusting the furniture or sweeping the 192  
sidewalks. Lou began to realize that money did not 201  
grow on trees. He was going to have to earn his 212  
allowance. 213

**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) = 105

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.*

Ginny laid a handful of coins on the table. There 10  
were quarters, nickels, and pennies. She studied 17  
them for a while. Ginny planned to write about the 27  
history of money for a school project. She had been 37  
doing research at the library. She pulled out her 46  
notebook and reread the information. 51

Long ago, many different items were used for 59  
money. This idea amazed Ginny. People in some 67  
cultures paid for goods with beads and shells. For 76  
instance, brightly colored shells were used in India. 84  
Some nations traded with whales’ teeth or large 92  
stone disks. 94

She had learned the first metal coins were a 103  
mixture of gold and silver. They were made in little, 113  
round nuggets. These ancient coins were invented 120  
nearly three thousand years ago. Later, money was 128  
made from various metals. Their value depended 135  
on the size and weight of the object. These coins 145  
had to be weighed each time they changed hands. 154  
This process was not practical. Finally, coins were 162  
weighed and stamped with their value. That was 170  
the beginning of money as we know it today. 179

Her planning phase was finished. She had 186  
learned a lot about the history of money. Now 195  
Ginny was ready to start drafting her report. 203

## 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) = 105

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.*

Everyone called him Gramps. Of course, he wasn’t 8  
everyone’s grandfather. However, he did have nineteen 15  
grandchildren. It just seemed natural to call him Gramps. 24  
He wanted to buy a new Model T Ford. The car had just 37  
been invented. It was the first auto ever offered for sale. 48  
He thought he would enjoy taking the children for a ride. 59  
Gramps hurried to the dealership. There was no 67  
problem choosing the color. The motor company had told 76  
its work crew to paint all of the automobiles black. 86  
With much fanfare, Gramps came chugging home. 93  
He proudly honked the car’s horn. He rapidly approached 102  
the driveway. Just then, he realized he didn’t know how 112  
to stop! Luckily, the coal wagon was not parked in front 123  
of the house. Wildly waving his arms, Gramps went 132  
bouncing between his home and the next-door neighbor’s 141  
house. He narrowly missed them. The skinny, car wheels 150  
straddled Grandma’s row of gooseberry bushes. The car 158  
rolled across her garden. It destroyed bunches of tomatoes 167  
before crashing through the side of the chicken coop. All 177  
the while Gramps was yelling, “Whoa! Whoa! You crazy 186  
Tin Lizzy!” 188  
The automobile didn’t understand. It kept going. 195  
After many huffs and hisses, the engine died. The auto 205  
finally came to a stop. There it sat covered with tomatoes 216  
and dripping with juice. Chickens and feathers were 224  
scattered everywhere in the yard. 229

## 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) = 110

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.*

The girl sat quietly in her tire swing watching  
her great uncle. She was anxious for him to finish  
making her a new wooden flute. He was carving on  
a thin, straight branch. He hollowed out the center  
of the stick and peeled back the loose bark. As he  
created the instrument, he retold a story about his  
childhood.

“Many people did not have jobs in the 1930s.  
This desperate time was called the Depression,” he  
said. The girl’s uncle skillfully dug holes along the  
top of the flute. He sliced one end at an angle and  
plugged the other end with a wooden peg. He spoke  
again saying, “Many kids didn’t have warm coats.  
They wore shoes with holes in the bottoms during  
icy, cold winters. Times were tough for everyone. To  
save money, people planted gardens. They gathered  
nuts and fruit in the woods. Women cooked and  
stored the food in tightly sealed, sterilized, mason  
jars.”

“Some people found work with the government.  
They joined a work force and built bridges, dams,  
roads, and parks all across the country. Men with  
families found jobs with local city projects. They  
dug sewers, laid water pipes, and paved streets.”

The Depression was hard for families. Yet,  
people were resourceful and worked together. That  
is how they were able to survive.

### 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) = 110

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 3

### **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 clean paper with an area for drawing and pencils.
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 the papers of students at the end of the hour and save them for distribution on Day 2.

### **DAY 2:**

On Day 2, students will have time 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.

# GRADE 3 - Unit 1

## Narrative [Personal Story] Writing Assessment Prompt

**Writing Situation:** You have been asked to write a story for a class book about friendship.

**Audience:** Other students

**Directions:** Think about the stories you read in the **Friendship** unit and what it is like to be a friend. Write a story about a special or memorable time you had with your friend. Use details to describe where you were. Describe what was special to you and your friend. Tell why this special time was something you will always remember.

| Quality Levels                    | 2.0 Applications (Genre)<br><i>Grade 3 Strand 2.0</i>                                                                                                                                                                                                                                                                                                                                        | 1.0 Writing Strategies (Traits)<br><i>Grade 3 Strand 1.0</i>                                                                                                                                                                                                                                                                               | 1.0 WOEL (Conventions)<br><i>Grade 3 Standards 1.1 - 1.8</i>                                                                                                                                                                                                                                     |
|-----------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>4<br/>Advanced</b>             | <ul style="list-style-type: none"> <li>Narrative fully develops and elaborates the experience by telling in detail about a special time that has been shared as friends</li> <li>Provides and vividly describes (using concrete sensory details) the setting and the experience</li> <li>Uses well-chosen, specific details to describe what was special and why it was memorable</li> </ul> | <ul style="list-style-type: none"> <li>Creates a well-developed central idea, plot, or story-line</li> <li>Conveys the intended message in an interesting, precise way through clear and coherent sentences and paragraph(s)</li> <li>Provides rich supporting details that fully develop the situation</li> </ul>                         | <ul style="list-style-type: none"> <li>Contains <b>few, if any</b>, errors in the conventions of the English language (grammar, punctuation, capitalization, spelling, and sentence structure)</li> <li>Errors <b>do not</b> interfere with the reader's understanding of the writing</li> </ul> |
| <b>3<br/>Proficient</b>           | <ul style="list-style-type: none"> <li>Narrative develops the experience by telling about a special time or memorable event that has been shared as friends (<b>2.0</b>)</li> <li>Provides and describes (using concrete sensory details) the setting and the experience (<b>2.1 a, b</b>)</li> <li>Indicates in detail what was special and why it was memorable (<b>2.1 c</b>)</li> </ul>  | <ul style="list-style-type: none"> <li>Creates a clear central idea, plot or story line (<b>1.0</b>)</li> <li>Conveys the intended message through clear and coherent sentences and paragraph(s) (<b>1.0</b>)</li> <li>Provides supporting details that develop the memorable experience or event and the setting (<b>1.1b</b>)</li> </ul> | <ul style="list-style-type: none"> <li>Contains <b>some</b> errors in the conventions of the English language (grammar, punctuation, capitalization, spelling, and sentence structure)</li> <li>Errors <b>do not</b> interfere with the reader's understanding of the writing</li> </ul>         |
| <b>2<br/>Partially Proficient</b> | <ul style="list-style-type: none"> <li>Narrative partially develops the experience and may or may not tell fully about a special time that has been shared by friends</li> <li>The setting may be described but is vague and the experience may or may not be described</li> <li>May suggest what was special but may not tell why it was memorable</li> </ul>                               | <ul style="list-style-type: none"> <li>Central idea, plot or story-line is vague</li> <li>Some evidence that conveys the intended message is present but clear and coherent sentences are weak</li> <li>Few details that develop the memorable experience or event and the setting</li> </ul>                                              | <ul style="list-style-type: none"> <li>Contains <b>several</b> errors in the conventions of the English language (grammar, punctuation, capitalization, spelling, and sentence structure)</li> <li>Errors <b>may</b> interfere with the reader's understanding of the writing</li> </ul>         |
| <b>1<br/>Not Proficient</b>       | <ul style="list-style-type: none"> <li>Narrative has little or no development of an experience and does not tell of a special time that was shared by friends</li> <li>The setting is unclear and the experience or event is not described</li> <li>What was special and memorable is not indicated</li> </ul>                                                                               | <ul style="list-style-type: none"> <li>Central idea, plot or story-line is not evident</li> <li>Little or no evidence that conveys the intended message is present</li> <li>Details that develop the memorable experience or event are not evident</li> </ul>                                                                              | <ul style="list-style-type: none"> <li>Contains <b>numerous</b> errors in the conventions of the English language (grammar, punctuation, capitalization, spelling, and sentence structure)</li> <li>Errors <b>interfere</b> with the reader's understanding of the writing</li> </ul>            |

## GRADE 3 - Unit 2

### Expository [Description] Writing Assessment Prompt

**Writing Situation:** You are writing a description about wildlife found in the city.

**Audience:** Other students

**Directions:** Think about the stories you have read in the **City Wildlife** unit. Think about how wild animals and plants survive in the city. Select one wild animal or plant. Write at least one paragraph describing the habitat of your animal or plant and how it survives in the city. Write a topic sentence and use sensory details to support your ideas.

| Quality Levels                    | 2.0 Applications (Genre)<br><i>Grade 3 Standard 2.2</i>                                                                                                                                                                                                                                      | 1.0 Writing Strategies (Traits)<br><i>Grade 3 Standard 1.1</i>                                                                                                                                                                                                                                                                                         | 1.0 WOEL (Conventions)<br><i>Grade 3 Standards 1.1 - 1.8</i>                                                                                                                                                                                                                                     |
|-----------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>4<br/>Advanced</b>             | <ul style="list-style-type: none"> <li>Writes a well-crafted paragraph(s) that vividly describes the city habitat of a wild animal or plant</li> <li>Uses specific concrete sensory details that describe and tell how the plant or wild animal is able to live in a city habitat</li> </ul> | <ul style="list-style-type: none"> <li>Writes a well-developed paragraph(s) with a topic sentence(s)</li> <li>Provides rich supporting details that fully develop the idea of wildlife living in a city habitat</li> <li>Conveys the intended message in an interesting, precise way through clear and coherent sentences in a paragraph(s)</li> </ul> | <ul style="list-style-type: none"> <li>Contains <b>few, if any</b>, errors in the conventions of the English language (grammar, punctuation, capitalization, spelling, and sentence structure)</li> <li>Errors <b>do not</b> interfere with the reader's understanding of the writing</li> </ul> |
| <b>3<br/>Proficient</b>           | <ul style="list-style-type: none"> <li>Writes a paragraph(s) that describes the city habitat of a wild animal or plant (<b>2.2</b>)</li> <li>Uses concrete sensory details that describe and tell why the plant or wild animal is able to live in a city habitat (<b>2.2</b>)</li> </ul>     | <ul style="list-style-type: none"> <li>Writes a paragraph(s) with a topic sentence(s) (<b>1.1a</b>)</li> <li>Provides simple supporting details that develop the idea of wildlife living in a city habitat (<b>1.1b</b>)</li> <li>Conveys the intended message through clear and coherent sentences in a paragraph(s) (<b>1.0</b>)</li> </ul>          | <ul style="list-style-type: none"> <li>Contains <b>some</b> errors in the conventions of the English language (grammar, punctuation, capitalization, spelling, and sentence structure)</li> <li>Errors <b>do not</b> interfere with the reader's understanding of the writing</li> </ul>         |
| <b>2<br/>Partially Proficient</b> | <ul style="list-style-type: none"> <li>Writes a paragraph(s) that may not describe the city habitat of a wild animal or plant (<b>2.2</b>)</li> <li>May not use details that tell why the plant or wild animal is able to live in a city habitat (<b>2.2</b>)</li> </ul>                     | <ul style="list-style-type: none"> <li>Writes a paragraph(s) that may not have a topic sentence(s)</li> <li>Few details that develop the idea of wildlife living in a city habitat are evident</li> <li>Clear and coherent sentences are weak</li> </ul>                                                                                               | <ul style="list-style-type: none"> <li>Contains <b>several</b> errors in the conventions of the English language (grammar, punctuation, capitalization, spelling, and sentence structure)</li> <li>Errors <b>may</b> interfere with the reader's understanding of the writing</li> </ul>         |
| <b>1<br/>Not Proficient</b>       | <ul style="list-style-type: none"> <li>Paragraph does not describe the wild animal or plant's city habitat</li> <li>No mention of why the wild animal or plant is able to live in a city habitat</li> </ul>                                                                                  | <ul style="list-style-type: none"> <li>Paragraph does not have a topic sentence</li> <li>Little to no details that develop the idea of wildlife living in a city habitat are evident</li> <li>Clear and coherent sentences are not evident</li> </ul>                                                                                                  | <ul style="list-style-type: none"> <li>Contains <b>numerous</b> errors in the conventions of the English language (grammar, punctuation, capitalization, spelling, and sentence structure)</li> <li>Errors <b>interfere</b> with the reader's understanding of the writing</li> </ul>            |

## GRADE 3 - Unit 3

### Narrative Writing Assessment Prompt

**Writing Situation:** You have been asked to write a story for a children's magazine.

**Audience:** Readers of the children's magazine

**Directions:** Think about the stories you read in the *Imagination* unit. Use your imagination to write a story about a character that is helping a friend solve a problem. Describe in detail the characters and setting. Make the problem and solution clear in your story.

| Quality Levels                    | 2.0 Applications (Genre)<br><i>Grade 3 Standard 2.1</i>                                                                                                                                                                                                                                                                         | 1.0 Writing Strategies (Traits)<br><i>Grade 3 Standard 1.1</i>                                                                                                                                            | 1.0 WOEL (Conventions)<br><i>Grade 3 Standards 1.1 - 1.8</i>                                                                                                                                                                                                                                     |
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| <b>4<br/>Advanced</b>             | <ul style="list-style-type: none"> <li>Narrative fully develops the plot and elaborates how the character helps a friend solve a problem</li> <li>Uses vivid details that help the reader clearly visualize the setting</li> <li>Uses well-chosen, specific sensory details to enhance and describe the character(s)</li> </ul> | <ul style="list-style-type: none"> <li>Writes interesting, clear and coherent sentences and paragraphs</li> <li>Provides rich supporting details that fully develop the situation</li> </ul>              | <ul style="list-style-type: none"> <li>Contains <b>few, if any</b>, errors in the conventions of the English language (grammar, punctuation, capitalization, spelling, and sentence structure)</li> <li>Errors <b>do not</b> interfere with the reader's understanding of the writing</li> </ul> |
| <b>3<br/>Proficient</b>           | <ul style="list-style-type: none"> <li>Narrative develops the plot and explains how the character helps a friend solve a problem (<b>2.1 b</b>)</li> <li>Describes a setting (<b>2.1 a</b>)</li> <li>Uses well-chosen details to describe the characters (<b>2.1 b</b>)</li> </ul>                                              | <ul style="list-style-type: none"> <li>Writes at least a single paragraph with clear and coherent sentences (<b>1.1</b>)</li> <li>Includes simple, supporting facts and details (<b>1.1 b</b>)</li> </ul> | <ul style="list-style-type: none"> <li>Contains <b>some</b> errors in the conventions of the English language (grammar, punctuation, capitalization, spelling, and sentence structure)</li> <li>Errors <b>do not</b> interfere with the reader's understanding of the writing</li> </ul>         |
| <b>2<br/>Partially Proficient</b> | <ul style="list-style-type: none"> <li>Narrative partially develops the plot and may not address how the character helps a friend solve a problem</li> <li>The setting of the story is vague and may not be described</li> <li>Uses some details to describe the character(s)</li> </ul>                                        | <ul style="list-style-type: none"> <li>Writing may be unclear and coherent sentences weak</li> <li>Few supporting details that develop the situation are evident</li> </ul>                               | <ul style="list-style-type: none"> <li>Contains <b>several</b> errors in the conventions of the English language (grammar, punctuation, capitalization, spelling, and sentence structure)</li> <li>Errors <b>may</b> interfere with the reader's understanding of the writing</li> </ul>         |
| <b>1<br/>Not Proficient</b>       | <ul style="list-style-type: none"> <li>Narrative has little or no development of the plot and does not define the problem and solution</li> <li>The setting is not mentioned or described</li> <li>Little or no details are used to describe the character(s)</li> </ul>                                                        | <ul style="list-style-type: none"> <li>Writing is unclear and sentences lack coherence</li> <li>Details that develop the situation are absent</li> </ul>                                                  | <ul style="list-style-type: none"> <li>Contains <b>numerous</b> errors in the conventions of the English language (grammar, punctuation, capitalization, spelling, and sentence structure)</li> <li>Errors <b>interfere</b> with the reader's understanding of the writing</li> </ul>            |

## GRADE 3 - Unit 4

### Personal Letter Writing Assessment Prompt

**Writing Situation:** You are writing a letter to a friend explaining to him/her how to earn and save money.

**Audience:** A friend

**Directions:** Think about the stories you have read in the **Money** unit. Write a letter to a friend. Explain in detail how to earn and save money. Tell why it is wise to earn and save money.

| Quality Levels                    | 2.0 Applications (Genre)<br><i>Grade 3 Standard 2.3</i>                                                                                                                                                                                                                                                                                                                                      | 1.0 Writing Strategies (Traits)<br><i>Grade 3 Standard 1.1</i>                                                                                                                                                                                                                                                                                          | 1.0 WOEL (Conventions)<br><i>Grade 3 Standards 1.1 - 1.8</i>                                                                                                                                                                                                                                     |
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| <b>4<br/>Advanced</b>             | <ul style="list-style-type: none"> <li>Includes all elements of a personal letter: date, proper salutation, body, closing and signature in the appropriate place</li> <li>Letter establishes a clear purpose and context</li> <li>Letter addresses audience and includes realistic ideas about how money can be earned and saved and why it is wise to do so</li> </ul>                      | <ul style="list-style-type: none"> <li>Conveys the intended message in an interesting, precise way through clear and coherent sentences and one or more paragraphs</li> <li>Writing clearly demonstrates the central idea based on a topic sentence</li> <li>Provides rich supporting details that fully develop ways to earn and save money</li> </ul> | <ul style="list-style-type: none"> <li>Contains <b>few, if any</b>, errors in the conventions of the English language (grammar, punctuation, capitalization, spelling, and sentence structure)</li> <li>Errors <b>do not</b> interfere with the reader's understanding of the writing</li> </ul> |
| <b>3<br/>Proficient</b>           | <ul style="list-style-type: none"> <li>Includes all elements of a personal letter: date, proper salutation, body, closing, and signature (<b>2.3 b</b>)</li> <li>Letter establishes a purpose and context (need for money and ways to earn it) (<b>2.3 a</b>)</li> <li>Letter addresses audience and includes ideas about how money can be earned, saved, and used (<b>2.3 a</b>)</li> </ul> | <ul style="list-style-type: none"> <li>Conveys the intended message through clear and coherent sentences in at least one paragraph (<b>1.0</b>)</li> <li>Develops the central idea in a topic sentence (<b>1.1 a</b>)</li> <li>Provides supporting details that describe earning and saving money (<b>1.1 b</b>)</li> </ul>                             | <ul style="list-style-type: none"> <li>Contains <b>some</b> errors in the conventions of the English language (grammar, punctuation, capitalization, spelling, and sentence structure)</li> <li>Errors <b>do not</b> interfere with the reader's understanding of the writing</li> </ul>         |
| <b>2<br/>Partially Proficient</b> | <ul style="list-style-type: none"> <li>Includes some elements of a personal letter: date, proper salutation, body, closing or signature</li> <li>Letter may not establish a purpose and does not clearly give a context for which it is being written</li> <li>Letter may address audience but may not include ideas about how money can be earned and ways to save it</li> </ul>            | <ul style="list-style-type: none"> <li>Some evidence that conveys the intended message is present but sentences may not be coherent or clear</li> <li>Writing may lack a topic sentence</li> <li>Few details describe how to earn and save money</li> </ul>                                                                                             | <ul style="list-style-type: none"> <li>Contains <b>several</b> errors in the conventions of the English language (grammar, punctuation, capitalization, spelling, and sentence structure)</li> <li>Errors <b>may</b> interfere with the reader's understanding of the writing</li> </ul>         |
| <b>1<br/>Not Proficient</b>       | <ul style="list-style-type: none"> <li>Includes few elements of a personal letter: date, proper salutation, body, closing or signature</li> <li>Letter does not establish a purpose and context</li> <li>Letter does not address audience and include ideas about how money can be earned and ways to save it</li> </ul>                                                                     | <ul style="list-style-type: none"> <li>Little or no evidence is present to convey the intended message</li> <li>There is no topic sentence</li> <li>Details that describe earning and saving money are not evident</li> </ul>                                                                                                                           | <ul style="list-style-type: none"> <li>Contains <b>numerous</b> errors in the conventions of the English language (grammar, punctuation, capitalization, spelling, and sentence structure)</li> <li>Errors <b>interfere</b> with the reader's understanding of the writing</li> </ul>            |

## GRADE 3 - Unit 5

### Narrative [Personal Story] Writing Assessment Prompt

**Writing Situation:** Your class is creating a book of memorable experiences.

**Audience:** Third Grade Classmates

**Directions:** Think about the stories you read in the **Storytelling** unit. Write a personal story about a memorable experience you had. Use well chosen details to develop the plot. Use concrete sensory details to describe the setting. Tell why the experience was memorable.

| Quality Levels                    | 2.0 Applications (Genre)<br><i>Grade 3 Standard 2.1</i>                                                                                                                                                                                                                                                                                                                | 1.0 Writing Strategies (Traits)<br><i>Grade 3 Standard 1.1</i>                                                                                                                                                                                                                                                                                  | 1.0 WOEL (Conventions)<br><i>Grade 3 Standards 1.1 - 1.8</i>                                                                                                                                                                                                                                     |
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| <b>4<br/>Advanced</b>             | <ul style="list-style-type: none"> <li>Narrative fully develops the plot and elaborates an experience by telling in detail about a memorable time that has occurred</li> <li>Uses concrete sensory details to vividly describe the setting and the memorable experience</li> <li>Uses well-chosen, specific details to tell why the experience is memorable</li> </ul> | <ul style="list-style-type: none"> <li>Creates a well-developed story-line</li> <li>Conveys the intended message in an interesting, precise way through clear and coherent sentences and one or more paragraphs</li> <li>Provides rich supporting details that fully develop the memorable experience/event and describe the setting</li> </ul> | <ul style="list-style-type: none"> <li>Contains <b>few, if any</b>, errors in the conventions of the English language (grammar, punctuation, capitalization, spelling, and sentence structure)</li> <li>Errors <b>do not</b> interfere with the reader's understanding of the writing</li> </ul> |
| <b>3<br/>Proficient</b>           | <ul style="list-style-type: none"> <li>Narrative develops the plot and tells of a memorable experience (2.1)</li> <li>Uses concrete sensory details to describe the setting and the memorable experience (2.1 a, b)</li> <li>Uses details to describe and tell why the experience or is memorable (2.1 c)</li> </ul>                                                   | <ul style="list-style-type: none"> <li>Develops a central idea (1.1)</li> <li>Conveys the intended message through clear and coherent sentences in at least one paragraph (1.1)</li> <li>Provides supporting details that develop the memorable experience/event and describe the setting (1.1 b)</li> </ul>                                    | <ul style="list-style-type: none"> <li>Contains <b>some</b> errors in the conventions of the English language (grammar, punctuation, capitalization, spelling, and sentence structure)</li> <li>Errors <b>do not</b> interfere with the reader's understanding of the writing</li> </ul>         |
| <b>2<br/>Partially Proficient</b> | <ul style="list-style-type: none"> <li>Narrative partially develops the plot and may or may not tell of a memorable experience</li> <li>The setting and the memorable school or childhood experience may be described but are vague</li> <li>May not tell why the experience is memorable</li> </ul>                                                                   | <ul style="list-style-type: none"> <li>Central idea is weak</li> <li>Some evidence of the intended message is present but sentences are not clear or coherent</li> <li>Few details develop the memorable experience/event and the setting is vaguely described</li> </ul>                                                                       | <ul style="list-style-type: none"> <li>Contains <b>several</b> errors in the conventions of the English language (grammar, punctuation, capitalization, spelling, and sentence structure)</li> <li>Errors <b>may</b> interfere with the reader's understanding of the writing</li> </ul>         |
| <b>1<br/>Not Proficient</b>       | <ul style="list-style-type: none"> <li>Narrative has little or no development of a plot</li> <li>The setting is unclear and the memorable experience is not evident</li> <li>No mention of why the experience or event is memorable</li> </ul>                                                                                                                         | <ul style="list-style-type: none"> <li>Central idea is not evident</li> <li>Little or no evidence conveys the intended message</li> <li>Details that develop the memorable experience/event and describe the setting are missing</li> </ul>                                                                                                     | <ul style="list-style-type: none"> <li>Contains <b>numerous</b> errors in the conventions of the English language (grammar, punctuation, capitalization, spelling, and sentence structure)</li> <li>Errors <b>interfere</b> with the reader's understanding of the writing</li> </ul>            |



**Writing Assessment Report - Page 2  
for Los Angeles Unified School District  
OCR 2002 - GRADE 3**

SCHOOL: \_\_\_\_\_ TEACHER: \_\_\_\_\_

DATE: \_\_\_\_\_

[illegible]

Identify students below criterion.

PRINCIPAL: \_\_\_\_\_ COACH: \_\_\_\_\_

**Skills Assessment Report - Page 1  
for Districts Using Open Court Reading 2002  
GRADE 3 – UNIT 1**

DISTRICT: \_\_\_\_\_ TEACHER: \_\_\_\_\_

SCHOOL: \_\_\_\_\_ DATE: \_\_\_\_\_

[illegible]

# Skills Assessment Report - Page 2 for Districts Using Open Court Reading 2002 GRADE 3 – UNIT 1

DISTRICT: \_\_\_\_\_ TEACHER: \_\_\_\_\_

SCHOOL: \_\_\_\_\_ DATE: \_\_\_\_\_

| STUDENT NAMES [Last, First, Middle Initial] | FLUENCY #1<br>79 WCPM | FLUENCY #2<br>79 WCPM | AVG. FLUENCY<br>SCORE | READ. COMP.<br>8/10 | CHECK SKILLS<br>8/10 | SPELLING<br>8/10 | VOCABULARY<br>8/10 | WRITING<br>3/4 |
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Identify students below criterion in two or more subtests. Describe planned actions.

PRINCIPAL: \_\_\_\_\_ COACH: \_\_\_\_\_

**Skills Assessment Report - Page 1  
for Districts Using Open Court Reading 2002  
GRADE 3 – UNIT 2**

DISTRICT: \_\_\_\_\_ TEACHER: \_\_\_\_\_

SCHOOL: \_\_\_\_\_ DATE: \_\_\_\_\_

[illegible]

# Skills Assessment Report - Page 2 for Districts Using Open Court Reading 2002 GRADE 3 – UNIT 2

DISTRICT: \_\_\_\_\_ TEACHER: \_\_\_\_\_

SCHOOL: \_\_\_\_\_ DATE: \_\_\_\_\_

| STUDENT NAMES [Last, First, Middle Initial] | FLUENCY #1<br>86 WCPM | FLUENCY #2<br>86 WCPM | AVG. FLUENCY<br>SCORE | READ. COMP.<br>8/10 | CHECK SKILLS<br>8/10 | SPELLING<br>8/10 | VOCABULARY<br>8/10 | WRITING<br>3/4 |
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Identify students below criterion in two or more subtests. Describe planned actions.

PRINCIPAL: \_\_\_\_\_ COACH: \_\_\_\_\_

**Skills Assessment Report - Page 1  
for Districts Using Open Court Reading 2002  
GRADE 3 – UNIT 3**

DISTRICT: \_\_\_\_\_ TEACHER: \_\_\_\_\_

SCHOOL: \_\_\_\_\_ DATE: \_\_\_\_\_

[illegible]

# Skills Assessment Report - Page 2 for Districts Using Open Court Reading 2002 GRADE 3 – UNIT 3

DISTRICT: \_\_\_\_\_ TEACHER: \_\_\_\_\_

SCHOOL: \_\_\_\_\_ DATE: \_\_\_\_\_

| STUDENT NAMES [Last, First, Middle Initial] | FLUENCY #1<br>93 WCPM | FLUENCY #2<br>93 WCPM | AVG. FLUENCY<br>SCORE | READ. COMP.<br>8/10 | CHECK SKILLS<br>8/10 | SPELLING<br>8/10 | VOCABULARY<br>8/10 | WRITING<br>3/4 |
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Identify students below criterion in two or more subtests. Describe planned actions.

PRINCIPAL: \_\_\_\_\_ COACH: \_\_\_\_\_

**Skills Assessment Report - Page 1  
for Districts Using Open Court Reading 2002  
GRADE 3 – UNIT 4**

DISTRICT: \_\_\_\_\_ TEACHER: \_\_\_\_\_

SCHOOL: \_\_\_\_\_ DATE: \_\_\_\_\_

[illegible]

# Skills Assessment Report - Page 2

## for Districts Using Open Court Reading 2002

### GRADE 3 – UNIT 4

DISTRICT: \_\_\_\_\_ TEACHER: \_\_\_\_\_

SCHOOL: \_\_\_\_\_ DATE: \_\_\_\_\_

| STUDENT NAMES [Last, First, Middle Initial] | FLUENCY #1<br>105 WCPM | FLUENCY #2<br>105 WCPM | AVG. FLUENCY<br>SCORE | READ. COMP.<br>8/10 | CHECK SKILLS<br>8/10 | SPELLING<br>8/10 | VOCABULARY<br>8/10 | WRITING<br>3/4 |
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Identify students below criterion in two or more subtests. Describe planned actions.

PRINCIPAL: \_\_\_\_\_ COACH: \_\_\_\_\_

**Skills Assessment Report - Page 1  
for Districts Using Open Court Reading 2002  
GRADE 3 – UNIT 5**

DISTRICT: \_\_\_\_\_ TEACHER: \_\_\_\_\_

SCHOOL: \_\_\_\_\_ DATE: \_\_\_\_\_

[illegible]

# Skills Assessment Report - Page 2 for Districts Using Open Court Reading 2002 GRADE 3 – UNIT 5

DISTRICT: \_\_\_\_\_ TEACHER: \_\_\_\_\_

SCHOOL: \_\_\_\_\_ DATE: \_\_\_\_\_

| STUDENT NAMES [Last, First, Middle Initial] | FLUENCY #1<br>110 WCPM | FLUENCY #2<br>110 WCPM | AVG. FLUENCY<br>SCORE | READ. COMP.<br>8/10 | CHECK SKILLS<br>8/10 | SPELLING<br>8/10 | VOCABULARY<br>8/10 | WRITING<br>3/4 |
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Identify students below criterion in two or more subtests. Describe planned actions.

PRINCIPAL: \_\_\_\_\_ COACH: \_\_\_\_\_

**Seventh Edition**

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