

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** **4**

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*.

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 4 2008 - 2009

for Los Angeles Unified School District

| UNIT | 1 | 2 | 3 | 4 | 5 |
|----------------|--|--|--|--|--|
| GRADE 4 | Fluency Comprehension Checking Skills Spelling Vocabulary Writing | Fluency Comprehension Checking Skills Spelling Vocabulary Writing | Fluency Comprehension Checking Skills Spelling Vocabulary Writing | Fluency Comprehension Checking Skills Spelling Vocabulary Writing | Fluency Comprehension Checking Skills Spelling Vocabulary Writing |

| GRADE 4 | Percentile | Unit 1 WCPM ² | Unit 2 WCPM | Unit 3 WCPM | Unit 4 WCPM | Unit 5 WCPM |
|---|-------------|-----------------------------|----------------|----------------|----------------|----------------|
| ORAL READING FLUENCY NORMS¹ | 25th | 72 | 83 | 89 | 92 | 94 |
| | 50th | 99 | 105 | 112 | 116 | 120 |
| | 75th | 125 | 130 | 139 | 143 | 148 |

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 4

Unit 1 Unit 4
Unit 2 Unit 5
Unit 3

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 4 - 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 99 WCPM (words correct per minute) at the end of the 6th week

25th Percentile - 72 WCPM

50th Percentile - 99 WCPM

75th Percentile - 125 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. C 3. B 5. D 7. B 9. A
2. A 4. B 6. C 8. D 10. B

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. became - linking 2. had - helping 3. climbed - action VERBS

4. Mike and Mark accomplished their goal.

5. A crowd waited on the summit.

6. The men sat on the ledge. SUBJECT AND PREDICATE

7. her, them 8. I, We

9. me, us 10. He, She PRONOUNS

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

WRITING (Recommended Time: 45-50 minutes, uninterrupted)

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

Answer Key and Directions

GRADE 4 - 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 105 WCPM (words correct per minute) at the end of the 12th week.

25th Percentile - 83 WCPM
50th Percentile - 105 WCPM
75th Percentile - 130 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. C 3. A 5. C 7. A 9. C
 2. B 4. B 6. D 8. A 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. compound 2. complex 3. simple TYPES OF SENTENCES
 4. B 5. C PUNCTUATION/CAPITALIZATION
 6. A 7. C CAPITALIZATION/UNDERLINING/QUOTATION MARKS
 8. A 9. B 10. B SEMICOLONS/COLONS/COMMAS

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. B 5. B 7. A 9. C
 2. C 4. A 6. C 8. A 10. D

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. C 9. D
 2. C 4. D 6. B 8. B 10. A

WRITING (Recommended Time: 45-50 minutes, uninterrupted)

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

Answer Key and Directions

GRADE 4 - 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 112 WCPM (words correct per minute) at the end of the 18th week.

25th Percentile - 89 WCPM
50th Percentile - 112 WCPM
75th Percentile - 139 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. B 5. C 7. D 9. A
 2. A 4. D 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. B 2. C 3. A CONTRACTIONS/APOSTROPHES

4. were 5. was 6. use 7. gave SUBJECT/VERB AGREEMENT

8. those articles: (the), (a)

9. This articles: (The), (a)

10. himself articles: (The), (a) PRONOUNS/ADJECTIVES

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. B 9. D
 2. B 4. B 6. B 8. C 10. A

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

WRITING (Recommended Time: 45-50 minutes, uninterrupted)

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

Answer Key and Directions

GRADE 4 - 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 116 WCPM (words correct per minute) at the end of the 24th week.

25th Percentile - 92 WCPM

50th Percentile - 116 WCPM

75th Percentile - 143 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. A 7. C 9. C
 2. B 4. D 6. A 8. A 10. B

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. darkest 3. more slowly
 2. safer 4. most COMPARATIVE/SUPERLATIVE FORMS OF
 ADJECTIVES AND ADVERBS

5. Before 6. but COORDINATING/SUBORDINATING CONJUNCTIONS

7. with her family above a warehouse
 8. by the canal of many Jewish families
 PREPOSITIONS/PREPOSITIONAL PHRASES

9. You're 10. their USING CORRECT PRONOUNS

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. B 5. B 7. B 9. A
 2. C 4. A 6. B 8. A 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. C 7. D 9. B
 2. D 4. B 6. A 8. A 10. B

WRITING (Recommended Time: 45-50 minutes, uninterrupted)

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

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

WRITING (Recommended Time: 45-50 minutes, uninterrupted)

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

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 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.

Weasel stalked between the trees. Hostile and 7
starving, he watched a beautiful peacock and 14
peahen strutting in the meadow. He had been 22
unsuccessful while hunting food for his large family. 30
In the twilight, he observed the birds. The pair was 40
ignoring their nest. It contained two freshly laid 48
eggs. Weasel was frantic. The birds’ razor-sharp 56
beaks made stealing the eggs a dangerous mission. 64
However, tonight he was willing to put aside all 73
wisdom, instinct, and fear to feed his family. 81
Desperate, Weasel crept closer to the nest. 88
He kept a watchful eye on Farmer O’Neal, who 97
was at the chicken coop. The farmer was blissfully 106
feeding the chickens a stale loaf of bread. The birds 116
had just finished their evening walk and were 124
headed back to their nest. The farmer had no reason 134
to suspect mayhem was about to take place in the 144
barnyard. So, the mild-mannered man continued 151
feeding the chickens. 154
Weasel grunted softly. His nose was twitching 161
as he crouched closer to the nest. He reached it just 172
as the birds arrived. Suddenly, Farmer O’Neal 179
heard the peacock’s shrill shrieking. He looked up 187
and spotted Weasel frozen in fear, a front paw on an 198
egg. He ran across the yard screaming and waving 207
his arms! Slowly, Weasel backed away from the nest 216
and then scurried off. Tonight, Weasel would have 224
to look elsewhere for food for his hungry family. 233

| 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) | = 99 |

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.

Although the two children were twins, they were 8
quite different. Both wanted to take part in school 17
activities to make new friends. Marta was timid and 26
took very few risks. She especially avoided sports 34
and academic contests. Carlos, on the other hand, 42
had a lot of confidence. He would try out for anything. 53
However, he did not practice before tryouts, so he 62
did not always make the team. One day the twins 72
discussed their different personalities. Each decided 78
there was a trait they wanted to change. 86

Marta wanted to be more outgoing. She hesitantly 94
agreed to audition for the school’s spelling bee. Much 103
to her surprise, she won first place. She was going to 114
represent her age group in the state contest. At the 124
state finals, she won fourth place. This scholastic 132
triumph was the best anyone at her school had ever 142
achieved. 143

Carlos decided to focus and excel in one special- 152
ized area. He wanted to be the lead actor in the class 163
play. He knew it would take energy, preparation, 171
and practice to learn the long speeches. For weeks, 180
Carlos rehearsed his lines and acting techniques. 187
He attempted to express just the right amount of pain 197
and emotion when his character died. He was so well 207
prepared that he got the part. He gave an eloquent 217
performance. Marta and Carlos were both pleased 224
with their efforts. 227

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) = 99

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.

Most of Paul’s friends are football fanatics. They watch the Super Bowl every year. However, Paul prefers viewing televised stock-car races. He likes watching the cars speed around the raceway. Each driver wants to take first place. It is exciting to him when a driver comes from behind and surpasses the leader.

The day of his favorite auto race was fast approaching. The weather forecasters predicted rain. Paul earnestly hoped the speedway would not get too slick. Wet asphalt could delay the contest. The roadway was designed to drain water from the track. Nevertheless, rainwater could still cause grease to splatter on the cars’ powerful engines. This could ignite an engine fire and end the competition for the driver and his team.

Paul tried to predict who would win. He kept penciled notes of critical speeds and the number of laps drivers completed. During the race, he pretended he was riding with his favorite driver. He would worry when precious moments were lost during pit stops.

This avid young fan hopes to someday become a stock car racer. He wants to win trophies and earn big prize money. At one time, Paul had thought it was an impossible dream. Now he was more determined than ever to pursue his greatest desire.

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.

To follow dreams, one must overcome trying 7
 conditions. Maya Angelou is a person who overcame 15
 obstacles. She was raised in a small, rural town in 25
 the south. There, she survived a violent attack at the 35
 age of eight. For quite some time, she was mute. This 46
 means she was unable to speak. Her humble start in 56
 life was the subject of her first book. It was entitled 67
I Know Why the Caged Bird Sings. 74

Maya has unlimited talents. She is well known 82
 in several artistic fields. She is a famous author of 92
 poetry and children’s stories. She was the first 100
 African-American woman to have a screenplay 107
 become a feature film. She was a stage performer 116
 and sang in a modern opera. This versatile woman 125
 studied dance with a famous dance instructor. She 133
 also acted in movies and on TV. 140

Her talents have achieved acclaim across the 147
 nation. Maya received a special request from 154
 President Bill Clinton. He asked her to read a poem 164
 when he was sworn into office at the White House. 174
 She was awarded the National Medal of Arts. 182
 Ms. Angelou has won the hearts of people around 191
 the world. 193

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.

During the early 1900s, an awful sickness struck 8
 many children. It made victims’ muscles become 15
 lifeless. This disease was called polio. Doctors didn’t 23
 know what caused the dreadful illness. Some people 31
 believed the hot, humid days of August were the 40
 reason. Another theory was that swimming in cold 48
 rivers and lakes brought on the disease. Others 56
 thought peach fuzz was the culprit. So mothers wore 65
 rubber gloves to hold the peaches while peeling them. 74
 Because the disease was widespread, people were 81
 looking for a quick way to ease the suffering. 90

A nurse in Australia developed a way to help 99
 ailing children. She rubbed the patients’ paralyzed 106
 muscles. She claimed it helped improve mobility. 113
 Some doctors didn’t approve of her method. The most 122
 serious cases were taken to the hospital. Children 130
 were placed in iron lungs. These machines were 138
 tightly sealed metal tubes. They helped children 145
 breathe. They forced patients’ lungs to inhale and 153
 exhale air. Neither of these treatments was a cure. 162

The search for a cure was a priority. In 1954, 172
 Doctor Jonas Salk took a scientific approach. First, 180
 he found out polio was a virus. Then he developed 190
 the first vaccine to combat the illness. School children 199
 took part in a blind study. Some were given a shot of 211
 sugar water. Others were given the actual vaccine. 219
 Dr. Salk wanted to see if his cure would work. It did. 231
 To his credit, millions of children have been spared 240
 unnecessary anguish and pain. 244

**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) = 112

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.

Long ago, pioneers didn’t live close to a doctor. 9
 People were treated with homemade cures when 16
 they were sick. These household mixtures were 23
 made from herbs, salt, and ointments. The remedies 31
 were used for a variety of diseases. To treat a cold, 42
 raw onions were wrapped in a towel and placed on 52
 the ailing person’s chest. A piece of bread soaked 61
 in milk and placed on a wound was said to heal 72
 an infection. Sterilized cotton rags were used for 80
 bandages. A black, silk ribbon loosely tied around 88
 the neck was thought to stop a terrible hacking 97
 cough. 98
 Many children became ill with chicken pox, 105
 measles, and mumps. These childhood diseases 111
 were common. They often went untreated. When 118
 children were ill, they were kept in darkened rooms. 127
 The family tried to take good care of them, but 137
 they had to get well on their own. If an illness was 149
 contagious, a quarantine sign would be placed on 157
 their front door. They had to wait until everyone in 167
 the home was no longer sick. All contaminated 175
 materials were burned to prevent an epidemic. 182
 As doctors moved westward, medicine was easier 189
 to get. However, doctors had to make house calls to 199
 reach people in rural areas. They often had to ride 209
 several miles to reach the home of a sick patient. 219

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) = 112

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.

Sam and his younger sister were looking for red squirrels and foxes in the backwoods. Suddenly they realized they had wandered far from camp and were lost in unfamiliar terrain. Luckily, Sam had taken a survival course and knew the importance of staying calm. Panicking would only make matters worse.

By the angle of the sun, Sam was able to calculate it was mid-morning. He stood facing east, the direction of the sun. He explained to his sister south was to his right and north was to his left. West was at his back. He knew their family’s campground was on the west edge of a small river. Concentrating on these helpful clues, Sam drew a crude map in the dirt with a stick. They decided to head east.

Walking toward the sun, they soon reached the riverbank. There, they quickly gathered dry twigs. They located a sandy clearing beside the water and used matches from Sam’s survival kit to start a small fire. The kindling began to burn. Sam and his sister steadily placed green leaves and pine needles on the hot flames. Thick, pungent smoke billowed up over the trees. A rescue squad saw the alarming smoke signal and came to investigate. They transported the two siblings safely back to camp.

| 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>116</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.

Plant life is abundant in the deserts of Arizona and New Mexico. There the average rainfall is only about seven inches a year. How have plants learned to survive in these arid, southwestern regions? They have adapted in a variety of ways to this harsh terrain.

Desert plant life does not bloom during phases of drought. If it did, the flowers would wither and die in the remorseless sun. These unique plants are capable of lying dormant for years until it rains. Then once the plants have enough water, flowers quickly mature and bloom.

Most cactus plants have thorns instead of leaves. The surface area of thorns is much smaller than leaves. This reduces the plant’s exposure to the parched, hot air. Therefore, not much moisture can evaporate from the vegetation.

The barrel cactus is short and fat. It is shaped like a round accordion. This allows it to expand during rainfall. When water is absorbed through its roots, it gets bigger. As it loses moisture during the dry season, it contracts.

The creosote bush thrives in the desert. It does not grow in bunches because it doesn’t like sharing the scarce water. It has an unpleasant, acrid aroma. This smell keeps other flora from growing nearby.

These are ways plant life endures the deserts of the United States.

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) = 116

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.

Jan listened to her favorite music on the radio. 9
 She had decided she wanted to be a disk jockey. She 20
 didn’t want anything to get in the way of her future 31
 goal. She asked her school counselor what she 39
 should do to make her dream come true. He said that 50
 having a pleasant voice would increase her chances. 58
 He suggested she practice talking into a recorder. 66
 Jan was to play it back and listen to the tape. 77
 Practice would help to improve her voice quality. 85
 He also encouraged her to use proper grammar. 93
 He told her to study different music labels to 102
 learn which artists had signed contracts. Becoming 109
 familiar with various music companies might also 116
 help. It would give her a greater understanding of 125
 music trends. She was told to learn as much as 135
 possible on her own. College courses would round 143
 out her education. 146
 Not being very studious, Jan thought this seemed 154
 complicated. She had hoped all she needed for success 163
 was desire. She thought sitting in the studio, playing 172
 music, and telling jokes were all she would have to do. 183
 Now Jan understood. Wanting a career in a certain 192
 field and getting it were two different things. It would 202
 take lots of preparation. Yet, she was not discouraged. 211
 She had great passion for radio announcing and was 220
 an ambitious, young girl. It would be worth all her 230
 efforts when she succeeded and landed her first job. 239

| 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>120</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.

At one time, language only consisted of simple grunts and gestures. It took thousands of years for writing to evolve. Ancient man carved symbols and pictures in rocks. Some of those early drawings are still visible in caves and on canyon walls.

Some cultures used these pictures to record their daily activities. Others created an alphabet. Pen and paper made sharing one’s thoughts possible. A messenger could take news from one place to another. Yet, news only traveled as far as man could walk, ride, or sail. It often took months for a package to arrive.

In the 1840s, the Morse code was invented. The phone and radio came next. News could be sent long distances by wire or air. These devices changed the way people shared ideas. TV was viewed as a miracle of modern science sixty years ago. This brought moving pictures into people’s homes. Today, people can exchange ideas over the Internet. People can talk around the world almost instantly.

New inventions are made every day. With each idea, the world seems smaller. Imagine what communication will be like in the future!

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| 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>120</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.

General Directions for Writing Assessment

OCR 2002 - GRADE 4

PREPARATION:

Throughout the unit, prepare students for the Writing Assessment:

- by teaching the Writing Process and cultivating student conceptual depth through the use of the Concept Question Board and oral discussion.
- by encouraging students to take notes on specific facts and details from expository text and to record them on index cards or in their Writer's Notebook.
- by assuring that students complete the requested writing in the *Inquiry Journal* to promote self-reflection, higher thinking skills, and organizational skills.

DAY 1:

1. On the day of the assessment, provide clean paper 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 60 minutes for students to pre-write, plan, organize their thoughts, and write their first draft using the checklist as a guide.
5. **On Day 1 only**, allow students to refer to their notes, Writer's Notebook, and/or *Inquiry Journal* to scaffold their expository text.
6. Collect students' papers at the end of the hour and save them for distribution on Day 2.

DAY 2:

On Day 2, students will have 60 minutes to revise their first draft and to produce a finished product.

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, 0-4 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 the 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 students' needs.

PROMPTS:

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

Unit 1 - Narrative

Unit 4 - Narrative (Diary Entry)

Unit 2 - Information Report (Expository Writing]

Unit 5 - Information Report

Unit 3 - Information Report (Article)

GRADE 4 - Unit 1

Narrative Writing Assessment Prompt

Situation: Your friend has asked if he could copy your periodic math test.

Audience: Your classmates

Directions: Think about the stories you read in the *Risks and Consequences* unit. Consider the risks and consequences of allowing your friend to copy your test. Write a personal story. Tell your point of view and give your decision about your friend's request. Use concrete sensory details to tell about your feelings and thoughts about your friends' request. Give reasons for your decision. Stay focused on risks and consequences of your decision.

| Quality Levels | 2.0 Applications (Genre) <i>Grade 4 Standard 2.1</i> | 1.0 Writing Strategies (Traits) <i>Grade 4 Standards 1.1 & 1.3</i> | 1.0 WOEL (Conventions) <i>Grade 4 Standards 1.1 - 1.7</i> |
|-----------------------------------|--|--|--|
| 4 Advanced | <ul style="list-style-type: none"> Narrative fully develops a story that enables the reader to visualize the risks and consequences of the homework situation and clearly illustrates the impact of the decision Thoroughly describes and relates feelings and thoughts about friend's request to copy homework Concrete sensory details are used to elaborate and leave a lasting impression of the thoughts, feelings, and reasons for decision | <ul style="list-style-type: none"> Narrative focus, organizational structure, and point of view are consistent and clear throughout Story is logically sequenced and supported with details that enhance and describe the thoughts, feelings and reasons | <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"> Narrative develops a story that enables the reader to visualize the risks and consequences of the homework situation (2.1 b) Describes and relates feelings and thoughts about friend's request to copy homework (2.1 a) Concrete sensory details are used to describe thoughts, feelings, and reasons for decision (2.1 c) | <ul style="list-style-type: none"> Narrative focus, organizational structure, and point of view are evident throughout (1.1) Story is logically sequenced and supported with details that describe thoughts, feelings and reasons (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"> Narrative partially develops a story that may give the reader some sense of risks and consequences Limited or general description that relates feelings and thoughts about friend's request to copy homework Concrete sensory details are vague and may convey thoughts, feelings, and reasons for decision | <ul style="list-style-type: none"> Narrative focus, organizational structure, and point of view are sometimes evident, at time unclear Story is loosely sequenced, with occasional lapses or gaps, and supported with few details that describe thoughts, feelings, or reasons | <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"> Narrative does not develop a story that gives the reader a sense of risks and consequences No description that relates feelings, thoughts and about friend's request to copy homework Concrete sensory details are limited and do not convey thoughts, feelings and reasons for decision | <ul style="list-style-type: none"> No narrative focus, organizational structure, and/or point of view Story lacks sequence and is not supported with details that describe thoughts, feelings, or reasons | <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 4 - Unit 2

Information Report [Expository Writing] Assessment Prompt

Situation: Your class wants to raise money for a trip. You are to think of a class business. Write an information report describing how the class business will earn money for the class trip.

Audience: Your teacher and your classmates

Directions: Think about the stories you read in the *Dollars and Sense* unit. Write a multiple-paragraph report about your business. Include an introductory paragraph that tells how your business will raise money for the class trip. Write supporting paragraphs that describe supplies needed, time schedules, location, and the roles of people involved. Explain your plan using facts and details. Make your ideas clear and focused. Write a concluding paragraph to summarize your ideas.

| Quality Levels | 2.0 Applications (Genre) <i>Grade 4 Standard 2.3</i> | 1.0 Writing Strategies (Traits) <i>Grade 4 Standards 1.1 & 1.2</i> | 1.0 WOEL (Conventions) <i>Grade 4 Standards 1.1 - 1.7</i> |
|-----------------------------------|---|---|--|
| 4 Advanced | <ul style="list-style-type: none"> Business plan clearly frames the central idea: how to organize a business to raise money (All statements are related to the topic) Numerous supporting details and facts clearly explain and describe the information about the business | <ul style="list-style-type: none"> Writes a well-developed, multiple-paragraph article that includes an introductory paragraph, supporting paragraphs and a concluding summary paragraph Writing is exceptionally clear and focused containing a strong central idea supported by well defined topic sentences Provides significant and relevant facts, details, and explanations to support the topic sentences Writing has a clear organizational structure appropriate to audience and purpose throughout Uses correct indentation | <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"> Business plan frames the central idea: how to organize a business to raise money (Most statements are related to the topic) (2.3 a) Supporting details and facts explain and describe the information about the business (2.3 b) | <ul style="list-style-type: none"> Writes a multiple-paragraph business plan that includes an introductory paragraph, supporting paragraphs and concluding summary paragraph (1.2 a, d) Writing is clear and focused containing a central idea supported by topic sentences (1.1 & 1.2 b) Provides facts, details and explanations that support the topic sentences (1.2 c) Writing has a clear organizational structure appropriate to audience and purpose (1.1) Uses correct indentation (1.2 e) | <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"> Focus of the business plan is unclear and may not frame the central idea Some details and facts explain and describe the information about the business | <ul style="list-style-type: none"> Writes a multiple-paragraph article but may not have all the introductory, supporting, or concluding paragraphs Writing lacks focus, and the central idea may not be supported by topic sentences Provides some facts, details, and/or explanations to support the topic sentences Writing may not have organizational structure and may not address audience and purpose | <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 central ideas are minimal or not mentioned Few or no details and facts explain or describe the information about the business | <ul style="list-style-type: none"> Writes a multiple-paragraph or single paragraph article which may just list ideas or details Writing is vague with no central idea Few or no facts or details or explanations Writing does not have organizational structure and does not address audience or purpose | <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 4 - Unit 3

Information Report [Article] Writing Assessment Prompt

Situation: The school nurse has asked you to write an article for the school newspaper to explain how scientific medicine and folk medicine are being used today.

Audience: Readers of the school newspaper

Directions: Think about the stories you read in the *Mystery to Medicine* unit. Write a multiple-paragraph article about a condition in which both scientific (modern) and folk medicine could be used. Include an introductory paragraph that describes the condition. Include a main idea in each paragraph. Include details that explain the use of both scientific and folk medicine. Conclude with a summary paragraph. Make your ideas clear and focused.

| Quality Levels | 2.0 Applications (Genre) <i>Grade 4 Standard 2.3</i> | 1.0 Writing Strategies (Traits) <i>Grade 4 Standards 1.1 & 1.2</i> | 1.0 WOEL (Conventions) <i>Grade 4 Standards 1.1 - 1.7</i> |
|-----------------------------------|--|---|--|
| 4 Advanced | <ul style="list-style-type: none"> Article clearly frames the central idea: the situation or condition where both scientific and folk medicine could be used (All statements are related to the topic) Numerous supporting details and facts clearly explain and describe the uses of scientific and folk medicine | <ul style="list-style-type: none"> Writes a well-developed, multiple-paragraph article that includes an introductory paragraph, supporting paragraphs and a concluding summary paragraph Writing is exceptionally clear and focused containing a strong central idea supported by well defined topic sentences Provides significant and relevant facts, details, and explanations to support the topic sentences Writing has a clear point of view appropriate to audience and purpose throughout | <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"> Article frames the central idea: the situation or condition where both scientific and folk medicine could be used (Most statements are related to the topic) (2.3 a) Supporting details and facts explain and describe the uses of scientific and folk medicine (2.3 b) | <ul style="list-style-type: none"> Writes a multiple-paragraph business plan that includes an introductory paragraph, supporting paragraphs and concluding summary paragraph (1.2 a, d) Writing is clear and focused containing a central idea supported by topic sentences (1.1 & 1.2 b) Provides facts, details and explanations that support the topic sentences (1.2 c) Writing has a point of view appropriate to the audience and purpose (1.1) | <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"> Focus on the situation or condition and uses for scientific and folk medicine is unclear Some details and facts explain and describe the use of scientific and folk medicine | <ul style="list-style-type: none"> Writes a multiple-paragraph article but may not have all the introductory, supporting, or concluding paragraphs Writing lacks focus, and the central idea may not be supported by topic sentences Provides some facts, details, and/or explanations to support the topic sentences Writing may not have a point of view and may not address audience and purpose | <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 central ideas are minimal or not mentioned Few or no details and facts explain or describe the use of scientific and folk medicine | <ul style="list-style-type: none"> Writes a multiple-paragraph or single paragraph article which may just list ideas or details Writing is vague with no central idea Few or no facts or details or explanations Writing does not have organizational structure and does not address audience or purpose | <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 4 - Unit 4

Narrative [Diary Entry] Writing Assessment Prompt

Situation: You have been hiking or on a camping trip with your family and you have become separated from them in an unfamiliar and remote place.

Audience: Your Diary

Directions: Think about the stories you read in the *Survival* unit. Consider the people and the actions they took to survive in dangerous situations. Imagine that you have to survive a cold evening in the woods without your family. Write a multiple-paragraph diary entry with you as the main character. Describe the setting using sensory details. Describe in detail what you did to overcome hardship and how you survived. Include your thoughts and feelings about the experience and why it was memorable to you.

| Quality Levels | 2.0 Applications (Genre) <i>Grade 4 Standard 2.1</i> | 1.0 Writing Strategies (Traits) <i>Grade 4 Standards 1.1 & 1.2</i> | 1.0 WOEL (Conventions) <i>Grade 4 Standards 1.1 - 1.7</i> |
|-----------------------------------|--|--|--|
| 4 Advanced | <ul style="list-style-type: none"> Narrative fully develops a story that enables the reader to visualize the event/experience as if it really happened and clearly relates the ideas, observations and recollections around the hardship and the actions taken Uses concrete sensory details to specifically describe the thoughts, feelings, and actions of the main character (yourself) Provides a rich and detailed description of the setting Provides clear insight into why the event/experience is memorable | <ul style="list-style-type: none"> Narrative focus, organizational structure, and point of view are consistent and clear throughout Diary entry is logically sequenced (introductory, supporting and concluding paragraphs) and supported with multiple details and descriptive explanations | <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"> Narrative develops a story that enables the reader to imagine the event/experience and relates the ideas, observations and recollections around the hardship and actions (2.1 a, b) Uses concrete sensory details to describe the thoughts, feelings, and actions of the main character (yourself) (2.1 c) Provides a description of setting (2.1 b) Provides insight into why the event/experience is memorable (2.1 d) | <ul style="list-style-type: none"> Narrative focus, organizational structure, and point of view are evident throughout (1.1) Diary entry is logically sequenced (introductory, supporting and concluding paragraphs) and supported with details and descriptive explanations (1.2 A-e) | <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"> Narrative partially develops a story to give the reader some sense of the event/experience and relates a few ideas about the event or actions taken Thoughts, feelings, and actions of the main character (yourself) may be mentioned, but not described Provides limited description of setting Provides limited insight into why the event/experience is memorable | <ul style="list-style-type: none"> Narrative focus, organizational structure, and point of view are sometimes evident, at time unclear Diary entry is loosely sequenced, with occasional lapses or gaps, and supported with few details or descriptive explanations | <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"> Narrative does not develop story but may merely list statements so that the reader has difficulty imagining the event/experience Thought, feelings and action of the main character (yourself) are not described Limited or no description of setting Limited or no insight into why the experience is memorable | <ul style="list-style-type: none"> No narrative focus, organizational structure, and/or point of view Diary entry lacks sequence and details | <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 4 - Unit 5

Information Report Writing Assessment Prompt

Situation: An article states that “humans communicate only with speech.” You disagree with that position and you want to tell other people the true facts about the ways humans communicate.

Audience: Your classmates

Directions: Think about the stories you read in the *Communication* unit. Think about human communication. Write a multiple-paragraph composition to explain the facts about the ways humans communicate. Include an introductory paragraph that states your main ideas. Write supporting paragraphs that include a topic sentence and details. Include examples from the selections you have read in the unit. (Use your Inquiry Journal.) Write a concluding paragraph that summarizes your main ideas. Remember to make your position clear and focused.

| Quality Levels | 2.0 Applications (Genre) <i>Grade 4 Standards 2.2 & 2.4</i> | 1.0 Writing Strategies (Traits) <i>Grade 4 Standards 1.2 - 1.3</i> | 1.0 WOEL (Conventions) <i>Grade 4 Standards 1.1 - 1.7</i> |
|-----------------------------------|---|--|--|
| 4 Advanced | <ul style="list-style-type: none"> States a clear position on communication based on the literature read to convince classmates Supports judgments convincingly through text references with logical evidence Summarizes the main ideas from the literature read with the most significant details in a concluding paragraph | <ul style="list-style-type: none"> Writes a well-developed and effective multiple paragraph composition that includes an introductory paragraph, supporting paragraphs with significant detail and correct indentation Each paragraph establishes and strongly supports a central idea with a topic sentence Conclude with a paragraph that summarizes the most important and relevant points | <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"> States a position on communication to convince classmates based on the literature read (2.2 a) Supports judgments throughout text references with logical evidence (2.2 b) Summarizes the main ideas from the literature read in a concluding paragraph (2.4) | <ul style="list-style-type: none"> Writes a multiple-paragraph composition that includes an introductory paragraph and supporting paragraphs with simple details and correct indentation (1.2 a-e) Each paragraph establishes and supports a central idea with a topic sentence (1.2 b) Conclude with a paragraph that summarizes the points (1.2 d) | <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"> Position is stated but may be vague and may not be based on the literature read supports judgments with evidence that may not be logical or relevant May not summarize the main ideas from the literature read in a concluding paragraph | <ul style="list-style-type: none"> Writes a multiple-paragraph composition that may have introductory paragraph, but supporting paragraphs may not be fully developed with details and may not use correct indentation Paragraphs may not have a clear topic sentence Concluding paragraph may merely restate the position, but not summarize the points | <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"> Position is unclear or not stated Judgment is not supported by evidence Provides no summary paragraph with main ideas from the literature read | <ul style="list-style-type: none"> Writes a composition that lacks any grouping of ideas or thoughts and correct structure Paragraph(s) lack topic sentences Concluding paragraph is not evident. (Composition abruptly ends with no summary) | <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 |

Writing Assessment Report - Page 2 for Los Angeles Unified School District OCR 2002 - GRADE 4

SCHOOL: _____ TEACHER: _____

DATE: _____

| STUDENT NAMES [Last, First, Middle Initial] | UNIT 4 PROMPT Narrative (3/4) | | | | UNIT 5 PROMPT Information Rpt. (3/4) | | | | | | | |
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| | Conventions | Genre | Writing Traits | AVERAGE | Conventions | Genre | Writing Traits | AVERAGE | | | | |
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Identify students below criterion.

PRINCIPAL: _____ COACH: _____

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

DISTRICT: _____ TEACHER: _____

SCHOOL: _____ DATE: _____

| STUDENT NAMES [Last, First, Middle Initial] | FLUENCY #1 99 WCPM | FLUENCY #2 99 WCPM | AVG. FLUENCY SCORE | READ. COMP. 8/10 | CHECK SKILLS 8/10 | SPELLING 8/10 | VOCABULARY 8/10 | WRITING 3/4 |
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Skills Assessment Report - Page 2 for Districts Using Open Court Reading 2002 GRADE 4 – UNIT 1

DISTRICT: _____ TEACHER: _____

SCHOOL: _____ DATE: _____

| STUDENT NAMES [Last, First, Middle Initial] | FLUENCY #1 99 WCPM | FLUENCY #2 99 WCPM | AVG. FLUENCY SCORE | READ. COMP. 8/10 | CHECK SKILLS 8/10 | SPELLING 8/10 | VOCABULARY 8/10 | WRITING 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 4 – UNIT 2

DISTRICT: _____ TEACHER: _____

SCHOOL: _____ DATE: _____

| STUDENT NAMES [Last, First, Middle Initial] | FLUENCY #1 105 WCPM | FLUENCY #2 105 WCPM | AVG. FLUENCY SCORE | READ. COMP. 8/10 | CHECK SKILLS 8/10 | SPELLING 8/10 | VOCABULARY 8/10 | WRITING 3/4 |
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Skills Assessment Report - Page 2
for Districts Using Open Court Reading 2002
GRADE 4 – UNIT 2

DISTRICT: _____ TEACHER: _____

SCHOOL: _____ DATE: _____

| STUDENT NAMES [Last, First, Middle Initial] | FLUENCY #1 105 WCPM | FLUENCY #2 105 WCPM | AVG. FLUENCY SCORE | READ. COMP. 8/10 | CHECK SKILLS 8/10 | SPELLING 8/10 | VOCABULARY 8/10 | WRITING 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 4 – UNIT 3

DISTRICT: _____ TEACHER: _____

SCHOOL: _____ DATE: _____

| STUDENT NAMES [Last, First, Middle Initial] | FLUENCY #1 112 WCPM | FLUENCY #2 112 WCPM | AVG. FLUENCY SCORE | READ. COMP. 8/10 | CHECK SKILLS 8/10 | SPELLING 8/10 | VOCABULARY 8/10 | WRITING 3/4 |
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Skills Assessment Report - Page 2 for Districts Using Open Court Reading 2002 GRADE 4 – UNIT 3

DISTRICT: _____ TEACHER: _____

SCHOOL: _____ DATE: _____

| STUDENT NAMES [Last, First, Middle Initial] | FLUENCY #1 112 WCPM | FLUENCY #2 112 WCPM | AVG. FLUENCY SCORE | READ. COMP. 8/10 | CHECK SKILLS 8/10 | SPELLING 8/10 | VOCABULARY 8/10 | WRITING 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 4 – UNIT 4

DISTRICT: _____ TEACHER: _____

SCHOOL: _____ DATE: _____

| STUDENT NAMES [Last, First, Middle Initial] | FLUENCY #1 116 WCPM | FLUENCY #2 116 WCPM | AVG. FLUENCY SCORE | READ. COMP. 8/10 | CHECK SKILLS 8/10 | SPELLING 8/10 | VOCABULARY 8/10 | WRITING 3/4 |
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**Skills Assessment Report - Page 2
for Districts Using Open Court Reading 2002
GRADE 4 – UNIT 4**

DISTRICT: _____ TEACHER: _____

SCHOOL: _____ DATE: _____

| STUDENT NAMES [Last, First, Middle Initial] | FLUENCY #1 116 WCPM | FLUENCY #2 116 WCPM | AVG. FLUENCY SCORE | READ. COMP. 8/10 | CHECK SKILLS 8/10 | SPELLING 8/10 | VOCABULARY 8/10 | WRITING 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 4 – UNIT 5

DISTRICT: _____ TEACHER: _____

SCHOOL: _____ DATE: _____

| STUDENT NAMES [Last, First, Middle Initial] | FLUENCY #1 120 WCPM | FLUENCY #2 120 WCPM | AVG. FLUENCY SCORE | READ. COMP. 8/10 | CHECK SKILLS 8/10 | SPELLING 8/10 | VOCABULARY 8/10 | WRITING 3/4 |
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Skills Assessment Report - Page 2 for Districts Using Open Court Reading 2002 GRADE 4 – UNIT 5

DISTRICT: _____ TEACHER: _____

SCHOOL: _____ DATE: _____

| STUDENT NAMES [Last, First, Middle Initial] | FLUENCY #1 120 WCPM | FLUENCY #2 120 WCPM | AVG. FLUENCY SCORE | READ. COMP. 8/10 | CHECK SKILLS 8/10 | SPELLING 8/10 | VOCABULARY 8/10 | WRITING 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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