



"Together We Learn"

# Grade 1 Student Profile Portfolio

## School District No. 23 (Central Okanagan) Early Learning Profile (ELP)

Student

Name: \_\_\_\_\_

Birthdate: \_\_\_\_\_

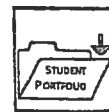
P.E.N.: \_\_\_\_\_

| Year:        | School(s) attended (if out of district, include city and province) |                |                |
|--------------|--|----------------|----------------|
|              | Name of school   | Name of school | Name of school |
| Kindergarten |  |                |                |
| Grade One    |  |                |                |

ESL

Aboriginal

Special Education Designation # \_\_\_\_\_



Student Phonological Awareness Summary (on page 24)

**II. Isolation**

***b. Final (phoneme/sound)***

Materials: 3 blocks – 2 of the same colour.

Place blocks in a row with different coloured block at the end of the row:

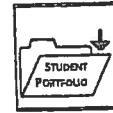


Directions: "I'm going to say a word and ask you to tell me the end or last sound of the word. Listen carefully."

Demonstration item: Say "cat." Then ask, "What sound is at the end of the word cat?" Point to the last block.

Additional demonstration items: *dog*                      *mouse*

| Stimulus     | Screen 1 |           | Screen 2 |           |
|--------------|----------|-----------|----------|-----------|
|              | Response | +/<br>0   | Response | +/<br>0   |
| 1. mat       |          |           |          |           |
| 2. fan       |          |           |          |           |
| 3. fish      |          |           |          |           |
| 4. ball      |          |           |          |           |
| 5. book      |          |           |          |           |
| <b>Total</b> |          | <b>/5</b> |          | <b>/5</b> |



### III. Blending

#### b. Phonemes

Directions: I will say parts of a word and you tell me the word," "e.g. c-a-t / d-o-g / b-l-ue"

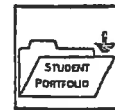
| Stimulus      | Screen 1 |         | Screen 2 |         |
|---------------|----------|---------|----------|---------|
|               | Response | +/<br>0 | Response | +/<br>0 |
| 1. b-oy       |          |         |          |         |
| 2. m-a-n      |          |         |          |         |
| 3. c-l-ea-n   |          |         |          |         |
| 4. w-i-n-d-ow |          |         |          |         |
| 5. b-a-b-y    |          |         |          |         |
| <b>Total</b>  |          | /5      |          | /5      |

### IV. Segmentation

#### b. Syllables/Compound Words

Directions: "I will say a word and I want you to tap one time for each part of the word" - "ba-na-na."  
Tester should demonstrate by tapping on arm for each part of the word.

| Stimulus        | Response                         | Screen 1 | Screen 2 |
|-----------------|----------------------------------|----------|----------|
| 1. cowboy       | 2 taps/ cow - boy                |          |          |
| 2. baseball     | 2 taps/ base - ball              |          |          |
| 3. computer     | 3 taps/ com - pu - ter           |          |          |
| 4. watermelon   | 4 taps/ wa - ter - me - lon      |          |          |
| 5. refrigerator | 5 taps/ re - frig - er - a - tor |          |          |
| <b>Total</b>    |                                  | /5       | /5       |



**c. Phonemes**

Directions: "I will say a word and I want you to clap for each sound in the word."  
 "cat" Tester should demonstrate by clapping for each phoneme. (c-a-t - 3 claps)

| Stimulus     | Response                      | Screen 1 | Screen 2 |
|--------------|-------------------------------|----------|----------|
| 1. on        | 2 claps/ o - n                |          |          |
| 2. clap      | 4 claps/ c - l - a - p        |          |          |
| 3. seashell  | 5 claps/ s - ea - sh - e - ll |          |          |
| 4. plant     | 5 claps/ p - l - a - n - t    |          |          |
| 5. slip      | 4 claps/ s - l - i - p        |          |          |
| <b>Total</b> |                               | /5       | /5       |

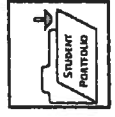
**V. Deletion**

**b. Phonemes**

Directions: Listen - I will say a word and then leave out one of its parts. "Cat". Now I'll leave out "c". What is left is "at". Now you try: Say "bat". Now say it again but don't say "b". (Answer: "at"). Say "black". Now say it again but don't say "l". (Answer: "back".)

| Stimulus           | Response                          |            | Screen 1 | Screen 2 |
|--------------------|-----------------------------------|------------|----------|----------|
| 1. Say <i>pat</i>  | Say it again, but don't say "p".  | <i>at</i>  |          |          |
| 2. Say <i>chin</i> | Say it again, but don't say "ch". | <i>in</i>  |          |          |
| 3. Say <i>slip</i> | Say it again, but don't say "l".  | <i>sip</i> |          |          |
| 4. Say <i>meat</i> | Say it again, but don't say "t".  | <i>me</i>  |          |          |
| 5. Say <i>box</i>  | Say it again, but don't say "b".  | <i>ox</i>  |          |          |
| <b>Total</b>       |                                   |            | /5       | /5       |

# Oral Language Checklist (Grade 1)



Student  
Form #3

Student Name: \_\_\_\_\_ School: \_\_\_\_\_ Teacher: \_\_\_\_\_

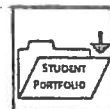
| Date:   | K - Jan |     | K - June |     | Gr. 1 - Jan |     | Gr. 1 - Jun |     | Gr. 2 - Jan |     | Gr. 2 - Jun |     | Gr. 3 - Jan |     | Gr. 3 - Jun |     |
|---|---------|-----|----------|-----|-------------|-----|-------------|-----|-------------|-----|-------------|-----|-------------|-----|-------------|-----|
|   | concern |     | concern  |     | concern     |     | concern     |     | concern     |     | concern     |     | concern     |     | concern     |     |
|   | no      | yes | no       | yes | no          | yes | no          | yes | no          | yes | no          | yes | no          | yes | no          | yes |
| <b>Receptive</b>  |         |     |          |     |             |     |             |     |             |     |             |     |             |     |             |     |
| Understands classroom language and follows classroom routines                                     |         |     |          |     |             |     |             |     |             |     |             |     |             |     |             |     |
| Understands vocabulary specific to subject and situation  |         |     |          |     |             |     |             |     |             |     |             |     |             |     |             |     |
| Follows oral directions   |         |     |          |     |             |     |             |     |             |     |             |     |             |     |             |     |
| <b>Expressive</b>   |         |     |          |     |             |     |             |     |             |     |             |     |             |     |             |     |
| Shares personal experiences and feelings related to classroom topics and book discussions         |         |     |          |     |             |     |             |     |             |     |             |     |             |     |             |     |
| Speaks fluently and with expression (prosody)   |         |     |          |     |             |     |             |     |             |     |             |     |             |     |             |     |
| Asks appropriate questions  |         |     |          |     |             |     |             |     |             |     |             |     |             |     |             |     |
| Can retell aspects of a story and give information about a topic                                  |         |     |          |     |             |     |             |     |             |     |             |     |             |     |             |     |
| Uses language to explain, inquire and compare   |         |     |          |     |             |     |             |     |             |     |             |     |             |     |             |     |
| Uses speech that is understandable-produces speech sounds correctly (e.g. articulation)           |         |     |          |     |             |     |             |     |             |     |             |     |             |     |             |     |
| Uses appropriate sentence structure (e.g. grammar)  |         |     |          |     |             |     |             |     |             |     |             |     |             |     |             |     |
| Uses appropriate vocabulary for subject and situation   |         |     |          |     |             |     |             |     |             |     |             |     |             |     |             |     |
| <b>Social</b>   |         |     |          |     |             |     |             |     |             |     |             |     |             |     |             |     |
| Is an active participant in classroom language activities   |         |     |          |     |             |     |             |     |             |     |             |     |             |     |             |     |
| Understands and uses appropriate social conventions for conversations when listening and speaking |         |     |          |     |             |     |             |     |             |     |             |     |             |     |             |     |
| Ignores distractions and stays focused during listening activities                                |         |     |          |     |             |     |             |     |             |     |             |     |             |     |             |     |

\* Key: also refer to the "Teacher's Guide to Interpreting the Oral Language Checklist"  
 \*\* Note: Any "yes" that has been identified should be carefully considered. You may wish to consult your S/L Pathologist for further information.

|                |              |
|----------------|--------------|
| Tier 1 Student | 1-2 concerns |
| Tier 2 Student | 3 concerns   |
| Tier 3 Student | >3 concerns  |

See next page for interpretation guide

# Concepts about Print (Grade 1)



Student  
Form #4

Name: \_\_\_\_\_ Date: \_\_\_\_\_

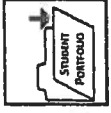
- + - 1. Hand the child the story and say: *"Point to where you should start reading."*
- + - 2. Say: *"Which way should you go?"* Check for knowledge of directionality.
- + - 3. Check for return sweep.
- + - 4. Say: *"Point to one word on the page."*
- + - 5. Say: *"Point to the first letter of a word. Point to the last letter of a word."*
- + - 6. Point to a period and ask: *"What is this for?"*
- + - 7. Ask the student to read the story to you. Does the child's reading closely match the text?
- + - 8. Read the story to the child asking him/her to match the words as you read. Was the child able to track as you read?
- + - 9. Ask the child to reread the story, tracking as he/she reads. Does the child's reading closely match the text? (less than 3 errors?)
- + - 10. Ask the child what the story is about. Does the child understand that print conveys meaning?

Total

10

|          |                |
|----------|----------------|
| November |                |
| <10      | 1. Approaching |
| 10       | 4. Meeting     |

# Letter Recognition (Grade 1)



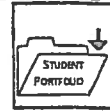
Student  
Form #5

Student Name: \_\_\_\_\_ Teacher: \_\_\_\_\_ School: \_\_\_\_\_

| Please enter testing dates: | Upper Case |  | Lower Case |  | Sound |  | Word |  |
|-----------------------------|------------|--|------------|--|-------|--|------|--|
|                             |            |  |            |  |       |  |      |  |
| M                           |            |  |            |  |       |  |      |  |
| S                           |            |  |            |  |       |  |      |  |
| D                           |            |  |            |  |       |  |      |  |
| F                           |            |  |            |  |       |  |      |  |
| G                           |            |  |            |  |       |  |      |  |
| L                           |            |  |            |  |       |  |      |  |
| J                           |            |  |            |  |       |  |      |  |
| U                           |            |  |            |  |       |  |      |  |
| R                           |            |  |            |  |       |  |      |  |
| W                           |            |  |            |  |       |  |      |  |
| B                           |            |  |            |  |       |  |      |  |
| N                           |            |  |            |  |       |  |      |  |
| O                           |            |  |            |  |       |  |      |  |
| C                           |            |  |            |  |       |  |      |  |
| X                           |            |  |            |  |       |  |      |  |
| E                           |            |  |            |  |       |  |      |  |
| Z                           |            |  |            |  |       |  |      |  |
| Q                           |            |  |            |  |       |  |      |  |
| A                           |            |  |            |  |       |  |      |  |
| H                           |            |  |            |  |       |  |      |  |
| T                           |            |  |            |  |       |  |      |  |
| Y                           |            |  |            |  |       |  |      |  |
| K                           |            |  |            |  |       |  |      |  |
| I                           |            |  |            |  |       |  |      |  |
| V                           |            |  |            |  |       |  |      |  |
| P                           |            |  |            |  |       |  |      |  |
| <b># of correct</b>         |            |  |            |  |       |  |      |  |

Note: Once an element (upper, lower, sound, word) has been achieved, there is no need to re-test that element

# Developmental Spelling Test (Grade 1)



Student Form #6

/ 10

Name: \_\_\_\_\_

Date: \_\_\_\_\_

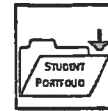
A B C D E F G H I J K L M N O P Q R S T U V  
W X Y Z

a b c d e f g h i j k l m n o p q r s t u v w x y z

|  |   |
|--|---|
| 1. <div style="float: right; border: 1px solid black; width: 40px; height: 40px; margin-right: 10px;"></div> | 2. <div style="float: right; border: 1px solid black; width: 40px; height: 40px; margin-right: 10px;"></div>  |
| 3. <div style="float: right; border: 1px solid black; width: 40px; height: 40px; margin-right: 10px;"></div> | 4. <div style="float: right; border: 1px solid black; width: 40px; height: 40px; margin-right: 10px;"></div>  |
| 5. <div style="float: right; border: 1px solid black; width: 40px; height: 40px; margin-right: 10px;"></div> | 6. <div style="float: right; border: 1px solid black; width: 40px; height: 40px; margin-right: 10px;"></div>  |
| 7. <div style="float: right; border: 1px solid black; width: 40px; height: 40px; margin-right: 10px;"></div> | 8. <div style="float: right; border: 1px solid black; width: 40px; height: 40px; margin-right: 10px;"></div>  |
| 9. <div style="float: right; border: 1px solid black; width: 40px; height: 40px; margin-right: 10px;"></div> | 10. <div style="float: right; border: 1px solid black; width: 40px; height: 40px; margin-right: 10px;"></div> |

| Performance Target          | K         | Gr. 1     | Gr. 2     | Gr. 3     | Standard           |
|-----------------------------|-----------|-----------|-----------|-----------|--------------------|
| Developmental Spelling Test | <2.5      | <4.0      | <4.5      | <5.0      | 1. Not Yet Meeting |
|                             | 2.5 – 3.4 | 4.0 – 4.2 | 4.5 – 4.9 | 5.0 – 5.4 | 2. Approaching     |
|                             | 3.5       | 4.3 – 4.5 | 5.0 – 5.4 | 5.5 – 5.8 | 3. Meeting         |
|                             | >3.5      | 4.6 – 6.0 | 5.5 – 6.0 | 5.9 – 6.0 | 4. Exceeding       |



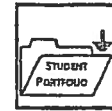


## Word Recognition (Grade 1) List 1

**Note to teachers:** List 1 is the kindergarten transitional to Grade 1 words (Level 3 in K). These words are the Dolch words for Grade One.

| <b>Gr. 1 Word List</b><br><i>(2-3 seconds)</i> |       | Use <b>V</b> for correct.<br>Use <b>NR</b> for no response.<br>Use <b>X</b> for incorrect & record response. | Use <b>V</b> for correct.<br>Use <b>NR</b> for no response.<br>Use <b>X</b> for incorrect & record response. | <b>Gr. 1 Word List</b><br><i>(2-3 seconds)</i> |        | Use <b>V</b> for correct.<br>Use <b>NR</b> for no response.<br>Use <b>X</b> for incorrect & record response. | Use <b>V</b> for correct.<br>Use <b>NR</b> for no response.<br>Use <b>X</b> for incorrect & record response. |
|--|-------|--|--|--|--------|--|--|
|  |       | Screen 1 Date:   | Screen 2 Date:   |  |        | Screen 1 Date:   | Screen 2 Date:   |
| 1.   | on    |  |  | 18.  | this   |  |  |
| 2.   | they  |  |  | 19.  | will   |  |  |
| 3.   | but   |  |  | 20.  | yes    |  |  |
| 4.   | at    |  |  | 21.  | went   |  |  |
| 5.   | with  |  |  | 22.  | are    |  |  |
| 6.   | all   |  |  | 23.  | now    |  |  |
| 7.   | there |  |  | 24.  | no     |  |  |
| 8.   | out   |  |  | 25.  | came   |  |  |
| 9.   | be    |  |  | 26.  | ride   |  |  |
| 10.  | have  |  |  | 27.  | into   |  |  |
| 11.  | am    |  |  | 28.  | good   |  |  |
| 12.  | do    |  |  | 29.  | want   |  |  |
| 13.  | did   |  |  | 30.  | too    |  |  |
| 14.  | what  |  |  | 31.  | pretty |  |  |
| 15.  | so    |  |  | 32.  | four   |  |  |
| 16.  | get   |  |  | 33.  | saw    |  |  |
| 17.  | like  |  |  | 34.  | he     |  |  |
|  |       |  |  | 35.  | was    |  |  |
|  |       |  |  |  |        |  |  |
|  |       |  |  |  |        |  |  |

|   |                    |
|---|--------------------|
| <b>List 1 – Term 1 Target (x1 list) /35</b> |                    |
| <70%  | 1. Not Yet Meeting |
| 70-89%                                      | 2. Approaching     |
| 90-100%                                     | 3. Meeting         |
| <b>Optional – Use List 2</b>                |                    |
| (List. 2) 70-100%                           | 4. Exceeding       |

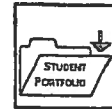


## Word Recognition (Grade 1) List 2

| Gr. 1 Word<br><i>List 2</i><br>(2-3 seconds) |        | Use V for correct.<br>Use NR for no response.<br>Use X for incorrect & record response. | Use V for correct.<br>Use NR for no response.<br>Use X for incorrect & record response. | Gr. 1 Word<br><i>List 2</i><br>(2-3 seconds) |       | Use V for correct.<br>Use NR for no response.<br>Use X for incorrect & record response. | Use V for correct.<br>Use NR for no response.<br>Use X for incorrect & record response. |
|--|--------|---|---|--|-------|---|---|
|  |        | Screen 1 Date:  | Screen 2 Date:  |  |       | Screen 1 Date:  | Screen 2 Date:  |
| 36.  | well   |   |   | 58.  | could |   |   |
| 37.  | ran    |   |   | 59.  | when  |   |   |
| 38.  | brown  |   |   | 60.  | were  |   |   |
| 39.  | eat    |   |   | 61.  | them  |   |   |
| 40.  | who    |   |   | 62.  | ask   |   |   |
| 41.  | new    |   |   | 63.  | over  |   |   |
| 42.  | must   |   |   | 64.  | just  |   |   |
| 43.  | black  |   |   | 65.  | from  |   |   |
| 44.  | white  |   |   | 66.  | any   |   |   |
| 45.  | soon   |   |   | 67.  | how   |   |   |
| 46.  | our    |   |   | 68.  | know  |   |   |
| 47.  | ate    |   |   | 69.  | that  |   |   |
| 48.  | say    |   |   | 70.  | she   |   |   |
| 49.  | under  |   |   |  |       |   |   |
| 50.  | please |   |   |  |       |   |   |
| 51.  | in     |   |   |  |       |   |   |
| 52.  | run    |   |   |  |       |   |   |
| 53.  | had    |   |   |  |       |   |   |
| 54.  | him    |   |   |  |       |   |   |
| 55.  | her    |   |   |  |       |   |   |
| 56.  | some   |   |   |  |       |   |   |
| 57.  | then   |   |   |  |       |   |   |

|  |                    |            |
|--|--------------------|------------|
| <b>List 1 &amp; 2 Total - Term 2 Target (x2 lists)</b> |                    | <b>/70</b> |
| <70%   | 1. Not Yet Meeting |            |
| 70-89%   | 2. Approaching     |            |
| 90-100%  | 3. Meeting         |            |
| <b>Optional - Use List 3</b>                           |                    |            |
| (List 3) 70-100%                                       | 4. Exceeding       |            |

# Word Recognition (Grade 2) List 1: OPTIONAL



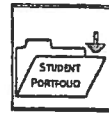
**Student  
Form #10**

**Note to teachers:** List one (Grade 2) is for information only. It is not expected to be completed in Grade 1 by all children but is transitional to Grade 2. Children who reach this list would be Exceeding Expectations.

| <b>Gr. 2 Word List</b><br>(2-3 seconds) |        | Use V for correct.<br>Use NR for no response.<br>Use X for incorrect & record response. | Use V for correct.<br>Use NR for no response.<br>Use X for incorrect & record response. | <b>Gr.2 Word List</b><br>(2-3 seconds) |         | Use V for correct.<br>Use NR for no response.<br>Use X for incorrect & record response. | Use V for correct.<br>Use NR for no response.<br>Use X for incorrect & record response. |
|---|--------|---|---|--|---------|---|---|
|   |        | Screen 1 Date:  | Screen 2 Date:  |  |         | Screen 1 Date:  | Screen 2 Date:  |
| 1.                                      | would  |   |   | 24.                                    | write   |   |   |
| 2.                                      | very   |   |   | 25.                                    | always  |   |   |
| 3.                                      | your   |   |   | 26.                                    | made    |   |   |
| 4.                                      | its    |   |   | 27.                                    | gave    |   |   |
| 5.                                      | around |   |   | 28.                                    | us      |   |   |
| 6.                                      | don't  |   |   | 29.                                    | buy     |   |   |
| 7.                                      | right  |   |   | 30.                                    | those   |   |   |
| 8.                                      | green  |   |   | 31.                                    | use     |   |   |
| 9.                                      | their  |   |   | 32.                                    | fast    |   |   |
| 10.                                     | call   |   |   | 33.                                    | pull    |   |   |
| 11.                                     | sleep  |   |   | 34.                                    | both    |   |   |
| 12.                                     | five   |   |   | 35.                                    | sit     |   |   |
| 13.                                     | wash   |   |   | 36.                                    | which   |   |   |
| 14.                                     | or     |   |   | 37.                                    | read    |   |   |
| 15.                                     | before |   |   | 38.                                    | why     |   |   |
| 16.                                     | been   |   |   | 39.                                    | found   |   |   |
| 17.                                     | off    |   |   | 40.                                    | because |   |   |
| 18.                                     | cold   |   |   | 41.                                    | best    |   |   |
| 19.                                     | tell   |   |   | 42.                                    | upon    |   |   |
| 20.                                     | work   |   |   | 43.                                    | these   |   |   |
| 21.                                     | first  |   |   | 44.                                    | sing    |   |   |
| 22.                                     | does   |   |   | 45.                                    | wish    |   |   |
| 23.                                     | goes   |   |   | 46.                                    | many    |   |   |

|                                     |                    |
|-------------------------------------|--------------------|
| <b>Grade 2 List is Optional /46</b> |                    |
| <70%                                | 1. Not Yet Meeting |
| 70-89%                              | 2. Approaching     |
| 90-100%                             | 3. Meeting         |
| (Gr. 2) 70-100%                     | 4. Exceeding       |

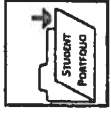
# Word Recognition (Grade 1) List 3



**Student  
Form #9**

| <b>Gr. 1 Word<br/>List 3</b><br>(2-3 seconds) |       | Use ✓ for correct.<br>Use NR for no response.<br>Use X for incorrect &<br>record response. | Use ✓ for correct.<br>Use NR for no response.<br>Use X for incorrect &<br>record response. |
|---|-------|--|--|
|   |       | Screen 1 Date:   | Screen 2 Date:   |
| 71.   | put   |  |  |
| 72.   | take  |  |  |
| 73.   | every |  |  |
| 74.   | old   |  |  |
| 75.   | by    |  |  |
| 76.   | after |  |  |
| 77.   | think |  |  |
| 78.   | let   |  |  |
| 79.   | going |  |  |
| 80.   | walk  |  |  |
| 81.   | again |  |  |
| 82.   | may   |  |  |
| 83.   | stop  |  |  |
| 84.   | fly   |  |  |
| 85.   | round |  |  |
| 86.   | give  |  |  |
| 87.   | once  |  |  |
| 88.   | open  |  |  |
| 89.   | has   |  |  |
| 90.   | live  |  |  |
| 91.   | thank |  |  |
|   |       |  |  |

|   |                    |            |
|---|--------------------|------------|
| <b>List 1,2,3 Total – Term 3 Target (x 3 lists)</b> |                    | <b>/91</b> |
| <70%  | 1. Not Yet Meeting |            |
| 70-89%  | 2. Approaching     |            |
| 90-100%   | 3. Meeting         |            |
| <i>Optional – Use Gr. 2 List</i>                    |                    |            |
| (Gr. 2) 70-100%                                     | 4. Exceeding       |            |



## Multi-dimensional Reading Fluency Scale (Grade 1)

Use the following scales to rate reader fluency on the dimensions of expression and volume, phrasing, smoothness, and pace. Scores range from 4 to 16. Generally, scores below 8 indicate that fluency may be a concern. Scores of 8 or above indicate that the student is making good progress in fluency. Reading fluency is assessed during the oral read of the PM Benchmark reading passage.

Student Name: \_\_\_\_\_ Grade: \_\_\_\_\_

|                    |                      |                 |
|--------------------|----------------------|-----------------|
| Term 1 Date: _____ | PM Benchmark # _____ | Score <u>16</u> |
| Term 2 Date: _____ | PM Benchmark # _____ | Score <u>16</u> |
| Term 3 Date: _____ | PM Benchmark # _____ | Score <u>16</u> |

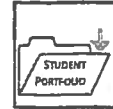
Hint: Use a different colour highlighter for each term.

| Dimension  | 1  | 2   | 3  | 4   |
|--|--|---|--|---|
| <b>A. Expression and Volume</b>                        | Reads with little expression or enthusiasm in voice. Reads words as if simply to get them out. Little sense of trying to make text sounds like natural language. Tends to read in a quiet voice. | Some expression. Begins to use voice to make text sound like natural language in some areas of the text, but not others. Focus remains largely on saying the words. Still reads in a quiet voice. | Sounds like natural language throughout the better part of the passage. Occasionally slips into expressionless reading. Voice volume is generally appropriate throughout the text. | Reads with good expression and enthusiasm throughout the text. Sounds like natural language. The reader is able to vary expression and volume to match his/her interpretation of the passage. |
| <b>B. Phrasing</b>                                     | Monotonic with little sense of phrase boundaries, frequent word-by-word reading.   | Frequent 2 or 3 word phrases giving the impression of choppy reading; improper stress and intonation that fail to mark ends of sentences and clause.  | Mixture of run-ons, mid-sentence pauses for breath, and possibly some choppy; reasonable stress/intonation.  | Generally well phrased, mostly in clause and sentence units, with adequate attention to expression.   |
| <b>C. Smoothness</b>                                   | Frequent extended pauses, hesitations, false starts, sound-outs, repetitions, and/or multiple attempts.  | Several "rough spots" in text where extended pauses, hesitations, etc., are more frequent and disruptive.   | Occasional breaks in smoothness caused by difficulties with specific words and/or structures.  | Generally smooth reading with some breaks, but word and structure difficulties are resolved quickly, usually through self-correction.   |
| <b>D. Pace (during sections of minimal disruption)</b> | Slow and laborious.  | Moderately slow.  | Uneven mixture of fast and slow reading.   | Consistently conversational.  |

Source: Assessing Reading Fluency, (2004), Timothy Rasinski, Pacific Resources

|                 |             |         |           |
|-----------------|-------------|---------|-----------|
| 0-7             | 8-10        | 11-14   | 15-16     |
| 1               | 2           | 3       | 4         |
| not yet meeting | approaching | meeting | exceeding |

# Writing (Grade 1)



**Student  
Form #12**

## Grade One Personal Writing Rubric

Name: \_\_\_\_\_ Fall Date: \_\_\_\_\_ Spring \_\_\_\_\_

| Aspect   | Not Yet Within Expectations  | Minimally Meets Expectations  | Fully Meets Expectations   | Exceeds Expectations   |
|--|--|---|--|--|
| <p><b><u>Snapshot of Personal, Impromptu Writing:</u></b></p> <p>Forms</p> <p>Journal Entries</p> <p>Reading Responses</p> <p>Personal Letters</p> <p>Descriptions</p> | <p>The writing may consist of a string of letters, with a few familiar words or be dictated to someone else. The student may need a great deal of help.</p>  | <p>The writing is recognizable as conventional writing and conveys some ideas. (You can read most of it.) The student often needs some help. Meets some class generated criteria.</p>                         | <p>The writing is readable and makes sense. The student is able to write independently with occasional help. Writing reflects class generated criteria.</p>  | <p>The writing communicates ideas or information with some description and detail. The student is able write independently. Writing exceeds the criteria.</p>  |
| <p><b><u>Meaning/Ideas (C 1)</u></b></p> <ul style="list-style-type: none"> <li>• ideas/topic</li> <li>• details</li> </ul>  | <ul style="list-style-type: none"> <li>• may be able to "read" own writing but meaning often changes each time</li> <li>• few words, sentences; ideas and pictures may not be related</li> <li>• no details</li> </ul> | <ul style="list-style-type: none"> <li>• writing may make sense; focus may be unclear</li> <li>• 2-3 sentences; ideas and pictures may be related</li> <li>• few details</li> </ul>                           | <ul style="list-style-type: none"> <li>• writing makes sense and generally focuses around a central idea</li> <li>• several sentences; ideas and pictures are related</li> <li>• some details to develop central idea</li> </ul>   | <ul style="list-style-type: none"> <li>• central idea is clear</li> <li>• longer composition; relevant ideas</li> <li>• many details that elaborate on central idea</li> </ul>                               |
| <p><b><u>Form/Organization (C 1)</u></b></p> <ul style="list-style-type: none"> <li>• follows model</li> <li>• logical organization</li> <li>• sequence</li> </ul>     | <ul style="list-style-type: none"> <li>• form not distinguishable</li> <li>• usually a drawing with a string of letters, or one or two dictated or copied sentences</li> <li>• no sequence</li> </ul>                  | <ul style="list-style-type: none"> <li>• some evidence of form modeled by teacher</li> <li>• includes writing but drawing may provide much of the information</li> <li>• sequence may be illogical</li> </ul> | <ul style="list-style-type: none"> <li>• generally follows form or graphic organizer modeled by teacher</li> <li>• writing can stand alone; pictures and text support one another</li> <li>• follows a logical sequence</li> </ul> | <ul style="list-style-type: none"> <li>• independently follows form or graphic organizer</li> <li>• writing stands alone; may include relevant pictures</li> <li>• writing is logically sequenced</li> </ul> |
| <p><b><u>Style (C 1)</u></b></p> <ul style="list-style-type: none"> <li>• word choice</li> <li>• sentence fluency</li> <li>• voice</li> </ul>                          | <ul style="list-style-type: none"> <li>• writing may contain a few simple recognizable words</li> <li>• when "reading" or dictating, may be one long sentence or a series of short sentences</li> </ul>                | <ul style="list-style-type: none"> <li>• conversational (sounds like talk written down)</li> <li>• includes little or no description</li> <li>• repeats simple patterns and familiar words</li> </ul>         | <ul style="list-style-type: none"> <li>• conversational</li> <li>• some descriptive nouns/verbs</li> <li>• contains simple sentences and sometimes compound sentences (using "and" or "but")</li> </ul>                            | <ul style="list-style-type: none"> <li>• varied and descriptive language</li> <li>• some variety in sentence length and structure</li> <li>• shows individuality through text and pictures</li> </ul>        |
| <p><b><u>Conventions/Features (C 10)</u></b></p> <p>*For details and elaborated scale see next page</p>  | <ul style="list-style-type: none"> <li>• lack of written conventions or frequent errors may make the writing difficult to understand</li> </ul>  | <ul style="list-style-type: none"> <li>• errors may make some sentences difficult to understand</li> </ul>  | <ul style="list-style-type: none"> <li>• errors generally do not affect meaning</li> </ul>   | <ul style="list-style-type: none"> <li>• few errors which do not interfere with meaning; usually caused by taking a risk with complex language</li> </ul>  |

**Weighting:**

1. Meaning is foremost. 2. Style and Form strengthen the meaning. 3. Conventions clarify the communication.

## Grade One Personal Writing Rubric

### ELABORATED SCALE for CONVENTIONS

#### Use for Informing Instruction for C-10 Conventions and Features

(For more detail, see ELA IRP)

Use this scale for diagnostic assessment and to inform instruction. (It's not part of rubric.)

| Aspect  | Not Yet Within Expectations  | Minimally Meets Expectations  | Fully Meets Expectations<br>(See IRP C10 for specifics)   | Exceeds Expectations  |
|---|--|---|---|---|
| <b><u>Conventions / Features (C 10)</u></b>   | <ul style="list-style-type: none"> <li>• no evidence of sentences</li> </ul>   | <ul style="list-style-type: none"> <li>• some evidence of simple sentences</li> </ul>   | <ul style="list-style-type: none"> <li>• generally uses complete simple sentences</li> </ul>  | <ul style="list-style-type: none"> <li>• consistently uses complete simple sentences</li> </ul>   |
| <b><u>Grammar and Usage:</u></b> <ul style="list-style-type: none"> <li>• complete simple sentences</li> </ul>  |  |   |   |   |
| <b><u>Punctuation and Capitalization:</u></b> <ul style="list-style-type: none"> <li>• capitals and small letters</li> <li>• end punctuation</li> </ul> | <ul style="list-style-type: none"> <li>• mostly capital letters</li> <li>• no punctuation</li> </ul>   | <ul style="list-style-type: none"> <li>• mixed capital and lowercase letters (within words)</li> <li>• beginning to use punctuation</li> </ul>  | <ul style="list-style-type: none"> <li>• uses mostly lowercase letters with capitals to begin sentences and for names</li> <li>• uses periods to end most sentences; beginning to use exclamations and question marks when appropriate</li> </ul> | <ul style="list-style-type: none"> <li>• correctly uses capital and lowercase letters</li> <li>• correctly uses punctuation (periods, exclamation marks and question marks); may use quotation marks</li> </ul> |
| <b><u>Vocabulary and Spelling:</u></b> <ul style="list-style-type: none"> <li>• use of phonics</li> <li>• high frequency words</li> </ul>               | <ul style="list-style-type: none"> <li>• may show correct initial consonant</li> <li>• no/few high frequency words spelled conventionally</li> </ul> | <ul style="list-style-type: none"> <li>• many words spelled phonetically</li> <li>• some high frequency words spelled conventionally</li> </ul> | <ul style="list-style-type: none"> <li>• new or unfamiliar words spelled phonetically</li> <li>• many high frequency words spelled conventionally</li> </ul>  | <ul style="list-style-type: none"> <li>• phonics and word patterns used to spell unfamiliar words</li> <li>• most high frequency words spelled conventionally</li> </ul>  |
| <b><u>Presentation:</u></b> <ul style="list-style-type: none"> <li>• spacing</li> <li>• legibility</li> </ul>   | <ul style="list-style-type: none"> <li>• may not use spaces between words</li> <li>• printing is difficult to read</li> </ul>                        | <ul style="list-style-type: none"> <li>• spaces between words may be inconsistent</li> <li>• printing is sometimes difficult to read</li> </ul> | <ul style="list-style-type: none"> <li>• consistently uses spaces between words</li> <li>• prints legibly and correctly forms letters</li> </ul>  | <ul style="list-style-type: none"> <li>• legible printing, consistent in formation and size</li> </ul>  |

**Teaching Focus:**

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# Student Portfolio Overall Record sheet

Name: \_\_\_\_\_

Grade/year: 1

Term 1:

| Phonological Awareness |                                    |
|------------------------|------------------------------------|
| Screen 1 Date:         |                                    |
| / 5                    | Isolation - Final                  |
| / 5                    | Blending - Phonemes                |
| / 5                    | Segmentation - Syllables/Compounds |
| / 5                    | Segmentation - Phonemes            |
| / 5                    | Deletion - Phonemes                |
| / 25                   | Total                              |

| Phonological Awareness |                                    |
|------------------------|------------------------------------|
| Screen 2 Date:         |                                    |
| / 5                    | Isolation - Final                  |
| / 5                    | Blending - Phonemes                |
| / 5                    | Segmentation - Syllables/Compounds |
| / 5                    | Segmentation - Phonemes            |
| / 5                    | Deletion - Phonemes                |
| / 25                   | Total                              |

| CONCEPTS OF PRINT |  | KEY       |
|-------------------|--|-----------|
| Screen 1 Date:    |  | <3 = 1    |
| / 8               |  | 3 - 6 = 2 |
|                   |  | >6 = 3    |

Key <3= 1 3-6 = 2 >6 = 3

**Reading PM Benchmark Instructional Level & Fluency:**  
(Instructional =95% accuracy & >80% comprehension)

| PM Benchmark Level       | with                     | % accuracy               |
|--------------------------|--------------------------|--------------------------|
| 1                        | 2                        | 3                        |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <9                       | 9-13                     | 14-17                    |
| Fluency Rubric - /16     |                          |                          |
| 1                        | 2                        | 3                        |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 0-7                      | 8-10                     | 11-14                    |

Key <18 = 1 19-20 = 2 21-22 = 3 23-25 = 4

3 = Meeting 4 = Exceeding

Term 2:

Key: 1 = Not yet meeting 2 = Approach

| ORAL LANGUAGE CHECKLIST  |  |
|--------------------------|--|
| Screen 1 Date:           |  |
| <input type="checkbox"/> | Receptive  |
| <input type="checkbox"/> | Expressive   |
| <input type="checkbox"/> | Social   |
| ESL?                     | <input type="checkbox"/> Yes <input type="checkbox"/> No |
| Concern?                 | <input type="checkbox"/> Yes <input type="checkbox"/> No |

| ORAL LANGUAGE CHECKLIST  |  |
|--------------------------|--|
| Screen 2 Date:           |  |
| <input type="checkbox"/> | Receptive  |
| <input type="checkbox"/> | Expressive   |
| <input type="checkbox"/> | Social   |
| ESL?                     | <input type="checkbox"/> Yes <input type="checkbox"/> No |
| Concern?                 | <input type="checkbox"/> Yes <input type="checkbox"/> No |

1-2 Concerns = No >3 Concerns = Yes

| LETTER RECOGNITION |               |
|--------------------|---------------|
| Screen 1 Date:     |               |
| / 26               | Upper Case    |
| / 26               | Lower Case    |
| / 26               | Correct Sound |
| / 26               | Correct Word  |
| / 104              | Total         |

| LETTER RECOGNITION |               |
|--------------------|---------------|
| Screen 2 Date:     |               |
| / 26               | Upper Case    |
| / 26               | Lower Case    |
| / 26               | Correct Sound |
| / 26               | Correct Word  |
| / 104              | Total         |

Key <26 = 1 26 = 4

Term 3:

| WORD RECOGNITION | DEVELOPMENTAL SPELLING         |
|------------------|--------------------------------|
| Screen Date:     | Screen Date:                   |
| / 42             | <input type="checkbox"/> Total |

Key <4 = 1 4.0 - 4.2 = 2

| WRITING SAMPLE |  |
|----------------|--|
| Screen Date:   |  |
| / 8            | Use achievement indicators checklist on page 74. |



# Student Portfolio Overall Record sheet

Name: \_\_\_\_\_

Grade/year: 1

Term 1:

| Phonological Awareness       |                                    |
|------------------------------|------------------------------------|
| Screen 1 Date: <u>Oct 26</u> |                                    |
| <u>4</u> / <u>5</u>          | Isolation - Final                  |
| <u>2</u> / <u>5</u>          | Blending - Phonemes                |
| <u>3</u> / <u>5</u>          | Segmentation - Syllables/Compounds |
| <u>4</u> / <u>5</u>          | Segmentation - Phonemes            |
| <u>3</u> / <u>5</u>          | Deletion - Phonemes                |
| <u>16</u> / <u>25</u>        | Total                              |

| Phonological Awareness       |                                    |
|------------------------------|------------------------------------|
| Screen 2 Date: <u>Jan 27</u> |                                    |
| <u>5</u> / <u>5</u>          | Isolation - Final                  |
| <u>2</u> / <u>5</u>          | Blending - Phonemes                |
| <u>4</u> / <u>5</u>          | Segmentation - Syllables/Compounds |
| <u>4</u> / <u>5</u>          | Segmentation - Phonemes            |
| <u>4</u> / <u>5</u>          | Deletion - Phonemes                |
| <u>19</u> / <u>25</u>        | Total                              |

| CONCEPTS OF PRINT            |  | KEY       |
|------------------------------|--|-----------|
| Screen 1 Date: <u>Nov 16</u> |  | <3 = 1    |
| <u>6</u> / <u>10</u>         |  | 3 - 6 = 2 |
|                              |  | >6 = 3    |

|     |                |
|-----|----------------|
| <10 | 1. Approaching |
| 10  | 4. Meeting     |

**Reading PM Benchmark Instructional Level & Fluency:**  
(Instructional = 95% accuracy & >80% comprehension)

| PM Benchmark Level       | with                                | % accuracy                          |
|--------------------------|-------------------------------------|-------------------------------------|
| 1                        | 2                                   | 3                                   |
| <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/>            |
| <9                       | 9-13                                | 14-17                               |
| 1                        | 2                                   | 3                                   |
| <input type="checkbox"/> | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |
| 0-7                      | 8-10                                | 11-14                               |

Fluency Rubric - /16

Key <18 = 1 19-20 = 2 21-22 = 3 23-25 = 4

3 = Meeting 4 = Exceeding

Term 2:

Key: 1 = Not yet meeting 2 = Approach

| ORAL LANGUAGE CHECKLIST             |   |
|-------------------------------------|---|
| Screen 1 Date:                      |   |
| <input checked="" type="checkbox"/> | Receptive   |
| <input checked="" type="checkbox"/> | Expressive  |
| <input checked="" type="checkbox"/> | Social  |
| ESL?                                | <input type="checkbox"/> Yes <input type="checkbox"/> No            |
| Concern?                            | <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No |

| ORAL LANGUAGE CHECKLIST             |   |
|-------------------------------------|---|
| Screen 2 Date:                      |   |
| <input checked="" type="checkbox"/> | Receptive   |
| <input checked="" type="checkbox"/> | Expressive  |
| <input checked="" type="checkbox"/> | Social  |
| ESL?                                | <input type="checkbox"/> Yes <input type="checkbox"/> No            |
| Concern?                            | <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No |

| LETTER RECOGNITION    |               |
|-----------------------|---------------|
| Screen 1 Date:        |               |
| <u>24</u> / <u>26</u> | Upper Case    |
| <u>24</u> / <u>26</u> | Lower Case    |
| <u>22</u> / <u>26</u> | Correct Sound |
| <u>15</u> / <u>26</u> | Correct Word  |
| <u>104</u>            | Total         |

| LETTER RECOGNITION    |               |
|-----------------------|---------------|
| Screen 2 Date:        |               |
| <u>26</u> / <u>26</u> | Upper Case    |
| <u>26</u> / <u>26</u> | Lower Case    |
| <u>22</u> / <u>26</u> | Correct Sound |
| <u>22</u> / <u>26</u> | Correct Word  |
| <u>104</u>            | Total         |

1-2 Concerns = No

>3 Concerns = Yes

Key <26 = 1 26 = 4

Term 3:

| WORD RECOGNITION            | DEVELOPMENTAL SPELLING |
|-----------------------------|------------------------|
| Screen Date: <u>April 6</u> |                        |
| <u>91</u> / <u>92</u>       | <u>4.6</u> Total       |

| WRITING SAMPLE |   |
|----------------|---|
| Screen Date:   |   |
| <u>9</u>       | Use achievement indicators checklist or page 74 |

Key <4.4 = 1 4.5 - 4.7 = 2

Key <4 = 1 4.0 - 4.7 = 2