ENGLISH LANGUAGE DEVELOPMENT ASSESSMENT

GRADE K

TEST ADMINISTRATION MANUAL

Spring 2015

CCSSO

Council of Chief State School Officers

WRITING

SPEAKING

READING

LISTENING

ENGLISH LANGUAGE DEVELOPMENT ASSESSMENT (ELDA)
Developed by

The English Language Development Assessment (ELDA)
State Collaborative on Assessment and Student Standards (SCASS)
With operational support provided by

Measurement Incorporated

The ELDA is a product of the collaboration among ELDA (formerly ELL) SCASS member states, the

Council of Chief State School Officers (CCSSO), and the U.S. Department of Education. Funding to

support development of this assessment has come from ELL SCASS member states, CCSSO, and the

U.S. Department of Education through a Section 6112 Enhanced Assessment Instruments grant.

The Council would like to acknowledge and express its gratitude to the ELL and ELDA SCASS members [current and former] who have dedicated their time and insights to ensure that ELDA not only meets the requirements of the law, but also meets the needs of students and teachers. The current ELDA SCASS member states whose staff continues to contribute significantly to the operation and development of the ELDA include:

Arkansas	Louisiana	Tennessee
Iowa	Nebraska	West Virginia
	South Carolina	

IMPORTANT INFORMATION

Read this first!

- Each teacher administering and scoring the English Language Development Assessment for Kindergarten (ELDA K) in 2015 will receive a Test Administration Manual, a copy of the Kindergarten Teacher Support Materials, and enough 2-page scannable answer documents for each student being assessed.

- You may receive unique ID barcode labels that contain the demographic and background information required for accurate scoring and reporting for each student being assessed. The answer documents, barcode labels, administration manual, and support materials will be shipped to schools or school districts in a single shipment.

- Please be careful when recording scores for multiple students at the same time to ensure that you mark the appropriate answer document for each student.

- When the assessment is complete, send the Administration Manual, Teacher Support Materials, and all scored and all unused answer documents to your School Test Coordinator (STC).

- Administrators are responsible for maintaining the security of all answer documents once they are completed or partially completed. Once student scores are entered this information is considered confidential.

English Language Development Assessment (ELDA) Kindergarten Administration Manual

Table of Contents

Introduction

This manual shows you how to administer the English Language Development Assessment for students in kindergarten (ELDA K). The tests are actually observation inventories that you complete over a period of at least two weeks. Many of the inventory entries call for the use of prompts and other materials with which students will interact. Sample materials are included in **Teacher Support Materials**. Others are suggested, along with guidelines for selecting additional support materials. Be sure you are familiar with all four inventories (Listening, Reading, Speaking, and Writing) before administration so that you know what skills and behaviors will be measured and can then be prepared for opportunities to assess them. Additionally, be sure that you study the support materials and the scoring directions contained in the Teacher Support Materials before using any of the support materials.

Quick Start Guide

This manual is intended only for students in kindergarten. We have outlined the general features of the inventories below. **IMPORTANT NOTE: The Quick Start Guide gives an overview of how to administer the ELDA K. Make sure you read the entire Test Administration Manual before you administer the assessment.**

Who Administers the Inventories?

The ELDA K inventories should be administered and scored by the classroom teacher, ESL teacher, or other qualified person familiar with the student and the skills being assessed. Because the information described by the inventories will be collected over a period of time, it is likely that more than one person will enter some of the scores. When two or more people enter scores within an inventory, they should discuss roles and responsibilities in advance to clarify who will be responsible for scoring each of the skills that make up the inventory.

General Features of Inventories

- For each of the inventories (Listening, Reading, Speaking, and Writing), make sure you observe each student over a period of time (at least two weeks) before making any entries on the answer document. The scores you enter (0, 1, 2, or 3) for each skill within an inventory should reflect typical student behaviors over time, not just a single observation.
- You will rate each student on a variety of skills. You will enter scores ranging from 0 to 3, depending on the student's level of performance. Observe the student, compare the student's behavior to the four score point descriptors, and then enter the appropriate score on page 2 of the accompanying scannable answer document for that student.

Here is an actual entry from the ELDA K Listening inventory.

Row L01	*1.1 Follow simple 1-4-step directions in sequence to complete a task with and without visual support.*
	To move from a score point of 0 to 3, the student needs to follow progressively more detailed instructions. A one-step instruction might be something like, "Close the door," while a three-step instruction might include, "Go to the door, get the note from the assistant, and bring it to me."

Score Points			
0	**1**	**2**	**3**
Does not meet Score Point 1	Student follows simple 1-step directions given in English with or without visual support (pictures, gestures, modeling).	Student follows 2-step directions given in English with or without visual support.	Student follows at least 3-step directions given in English with or without visual support.

Remember that you should observe a student over time before assigning a score point. In this example from the Listening inventory, it would not be appropriate simply to give each student a complex three-step direction, note the response and then record a score point.   The administrator should:

1) Give the student several different directions, in different situations for different purposes.
2) Observe the student interacting with other adults and other children in situations that require responding to directions (both academic and social).
3) Draw a conclusion about the student's typical level of response.
4) Record that observation as a score point of 0, 1, 2, or 3 in the answer document.

Teacher Support Materials

ELDA K includes *Teacher Support Materials* for the Reading and Writing inventories.   The purpose of these materials is to provide examples of prompts to which students may respond. These materials are provided as suggestions only; they are not the only materials you can use. In fact, we highly recommend that you use other resource materials available in your classroom that you and your students are already familiar with. It is quite possible that the Teacher Support Materials will be useful primarily as inspirations for you to choose your own materials and activities.

Each set of *Teacher Support Materials* is linked to a specific row (skill) within an inventory. Not all rows will require support materials. If support materials are provided for a row in the inventory, that row will contain a reference to the associated support material. Likewise, each set of support materials will have the inventory row number and content standard listed at the top.

Each inventory row designates descriptions of behaviors for each of the score points (0, 1, 2, and 3).   Many of the support materials provide instructions for both presentation and for assigning scores.   Study the scoring directions carefully before using any of the support materials.   Again, since these materials may also be used to stimulate your own thinking about other resource materials you may wish to use, it is appropriate to pattern scoring for your materials after the scoring suggestions found in the *Teacher Support Materials*.

Overview of the ELDA K Assessments

ELDA K consists of four observation inventories, one each in listening (7 rows), reading (14 rows), speaking (8 rows), and writing (9 rows). The format of the ELDA K assessment reflects the fact that students at this grade level are emergent readers and writers. Instead of students writing answers in a test booklet, a test administrator scores students based on their responses to specific prompts or behavior observations over the course of at least two weeks. These prompts and observations allow the administrator to assess student levels of performance for each content standard skill represented in the four inventories.

Each row within an inventory includes a content standard and brief instructions for presentation and for assigning scores. Below each row are four score point descriptors (0, 1, 2, and 3), that describe levels of student performance ranging from inability to engage in the behavior to complete mastery of the behavior. See the illustration provided in the **Quick Start Guide** that begins on page 3 of this administration manual.

Pre-Administration Details

Before administering the inventories, there are three details that require tailoring and defining to meet the unique needs of your state—passage length, level of support, and grade appropriateness of individual words and reading texts. Because ELDA is administered throughout the country and because curriculum standards vary from state to state, it is impossible to establish a single set of definitions that will apply in all states. Because each concept will come up fairly frequently, we advise you to consult local curriculum authorities for guidance regarding the terms described below before administering the inventories.

- In the reading and listening inventories there are references to passages or conversations that are short, medium, or long. The CCSSO has not attempted to define these terms. Instead, we leave their definition up to local curriculum authorities. Once you define these terms locally, then consistent application is left to the school staff administering the inventories.

- All four inventories (listening, reading, speaking, and writing) refer to varying levels of teacher support. "Support" includes prompting and providing encouragement, clues, or other assistance to increase the potential for desired responses from the student. For score points of 3 (highest score point), students are generally expected to respond entirely unassisted. What constitutes low, moderate, or high levels of teacher support is left up to local discretion. As with passage length, consistency in applying whatever definition of support level you choose is an important key to good administration.

- The reading inventories contain several references to common or high-frequency words. The *Teacher Support Materials* do not include suggested lists (sets) of "common" or "high frequency" words. This omission is not an oversight. Rather, it is the result of considerable discussion with representatives of the multiple states making up the ELDA consortium. Because "common" and "high-frequency" mean different things in different locations, and because content standards vary from state to state, we recommend that you consult state or local curriculum authorities for appropriate word sets for your school.

Post-Administration Details

After all four inventories (listening, reading, speaking, and writing) have been scored and the ELDA K assessment is complete, administrators are responsible for sending the Administration Manual, *Teacher Support Materials*, and all scored and all unused answer documents to your School Test Coordinator (STC).

Tips for Administering the Assessment

It is important that assessment administrators become familiar with each of the four inventories (Listening, Reading, Speaking, and Writing) and the multiple skills they measure. All inventories and guidelines for completing them are included in the administration manual. The inventory scoring should be based on typical student behavior and skill levels. Typical behavior is not generally observed at a single point in time. Instead, it will be necessary to observe students over a period of two or more weeks before drawing a conclusion about a given student's typical behavior. Also make a point of observing each student in more than one setting (e.g., regular classroom, resource room, media center, playground, cafeteria, non-language instruction such as math or art) and in more than one type of interaction (e.g., with peers, familiar adults, unfamiliar adults). Transitional times, such as returning from recess or the cafeteria, putting away personal items, or getting supplies, are often rich with opportunities to observe student listening and speaking behaviors. Be familiar with the behaviors that must be observed and scored for the ELDA assessment in advance so you are prepared to observe them in a variety of settings, and record your observations. Note that some inventory behaviors are less likely to occur naturally than others and will need to be prompted with materials provided in the *Teacher Support Materials*, or other materials you may choose that are more familiar to your students and you.

Security Concerns and Procedures

Maintaining assessment security is one of the most important responsibilities of an assessment administrator. At all times, district and state procedures for protecting secure assessment materials must be followed. Assessment security is vital to the successful administration, scoring, reporting, and interpretation of the ELDA assessment. Thus, each test administrator is responsible for ensuring the security of and confidentiality of all student answer documents once scores have been entered.

Preparation Before Administering the Assessment

Please use a #2 pencil to complete pages 1 and 2 of the answer document. Be sure to darken the selected bubble(s) completely, and do not make any stray marks.

Materials Shipment

You will receive a shipment of ELDA test administration materials from your District Test Coordinator (DTC). This shipment will contain the number of materials that were ordered for your school, and may also contain an amount of overage materials, depending on your state. In the event that an insufficient amount of materials was ordered for your school, please contact your DTC to obtain additional materials.

When you receive your ELDA materials shipment, you should carefully compare the inventory to the packing list to be sure you have received all the materials indicated. If there is a discrepancy, notify your DTC.

Header Sheet

Each packet of test administration materials your school receives will contain a header sheet with the school name and number pre–printed on the sheet. You do not need to write or bubble any information on this header sheet. The boxes labeled "Form" and "Grade" on this sheet should be left blank. Keep this header sheet with the other secure testing materials until testing is completed. If you are using overage materials provided by your DTC, you must bubble in the name and number of your school on the District Overage Header Sheet. After testing, place the pre–printed header sheet on top of the stack of completed student answer folders. Only one header sheet is required for each grade cluster in each school, but you may use additional header sheets for organizational purposes if desired.

Completion of Student Demographic Information (with pre-ID labels)

Some schools will receive pre-printed identification labels for the ELL/LEP students in that school. If your school receives these labels, you will need to apply each one to a student answer document. Please affix the label **over the sample barcode label printed on** the answer document. If a label is used, you do not need to hand-grid the required demographic information for that student. If your school submitted pre-ID data but there is a particular student for whom you have no label, apply a generic barcode label to the answer document and follow the directions in the section below entitled "Completion of Student Demographic Information (without pre-ID labels)."

After you have applied a pre-ID label to each student's answer document, keep the answer documents in a designated secure location with the other assessment materials until testing begins.

Be sure that each student receives the correct answer document at the beginning of each assessment session.

Completion of Student Demographic Information (without pre-ID labels)

Test administrators will provide demographic background information about each student. The demographic information is located on the front of each student's answer document. Administrators should also place a generic answer document barcode label (shipped with the other test materials) **over the sample barcode label printed on** the answer document.

You will need to complete all demographic information that applies to the student. If a particular item is not applicable to a student (for example, if the student does not have an IEP), leave that item blank.

Refer to the "Instructions for Completing Student Demographic Information" sheet for state-specific information about completing the background information on the answer documents. This is a separate sheet included with the Administration Manuals in your test materials shipment.

School Test Coordinators must ensure that student information is completed on all student answer folders in a secure manner.

After you have completed the background information on each student's answer document, keep the answer documents in a designated secure location with the other assessment materials until testing begins.

Be sure that each student receives the correct answer document at the beginning of each assessment session.

Inventory Scores

Page 2 of the answer document contains the bubbles to score a student in each inventory skill area (row) of the four inventories (listening, reading, speaking, and writing). The number beside each bubble corresponds to the inventory row number. For instance, a score of 2 is bubbled in the Listening Inventory row **L01** as shown below.

Listening - Inventory

L01	⓪①●③	**L04**	⓪①②③	**L07**	⓪①②③
L02	⓪①②③	**L05**	⓪①②③		
L03	⓪①②③	**L06**	⓪①②③		

NOTE: Please be certain that you are reporting scores on the correct answer document when completing scores for more than one student at a time.

Collection and Return of Assessment Materials

After testing is completed, gather all the answer documents for students that you have tested into a stack. Place the pre-printed header sheet on top of this stack of student answer documents. All headers and student answer documents should then be placed back into the box.

All materials should be returned to your School Test Coordinator directly after the assessment is completed. The materials should be packed for return in the original shipping boxes in the following manner:

- Unused answer documents in the bottom of the box
- Administration Manuals, Teacher Support Materials, and any extra forms or headers above the unused answer documents
- The stack(s) of used answer documents with corresponding headers in the top of the box

NOTE: Prior to shipment to your district, your ELDA materials were packed in separate boxes for each grade cluster at each school. If you wish, you may consolidate the materials in fewer boxes for return shipment by combining multiple grade clusters in one box, provided that all materials are returned.

When the School Test Coordinator has accounted for and packed all testing materials, all materials (used and unused) should be returned to the District Test Coordinator.

Guidelines for Completing the Listening Inventory

The Listening Inventory contains seven rows that describe various listening behaviors and skill abilities. These behaviors represent varying degrees of mastery of content standards for Listening. Each behavior is scored on a 0-3 score point scale. Descriptions of the score points 0-3 are given in each row. If the student performs below the level of score point 1, you should enter a 0 in the answer document.

The rows on the Listening Inventory are numbered **L01-L07**. The content standard is listed first as a row number, followed by brief instructions for presentation and for assigning scores. The score point descriptors are then detailed for that standard. In general, a score point of 0 indicates that the student has not yet begun to acquire this skill or behavior. A score point of 1 represents minimal demonstration of the behavior set, evident either in a very limited range of behaviors or a wider range of behaviors at a very low level. A score point of 2 represents considerable progress in the behavior set, but not mastery of it. A student may have actually mastered some of the behaviors and skills listed in the set but demonstrated considerably less progress on other skill expectations detailed at the score point level of 2. A score point of 3 will indicate mastery or near mastery of all or nearly all of the behaviors listed in the set.

To complete the Listening Inventory, study the seven rows to make sure you have a thorough understanding of student behaviors you want to observe and are prepared to assess and score each of them. Make your observations over a period of at least two weeks, making sure you observe a student in a variety of settings, interacting not only with you and other adults, but with other students as well. It should be possible to observe two or more students at once, particularly if you are collecting information about student interactions with other students. Make sure that you enter the score points for each student on the proper answer document in the **Listening** section.

The Listening Inventory

Row L01	1.1 Follow simple 1-4-step directions in sequence to complete a task with and without visual support.
	To move from a score point of 0 to 3, the student needs to follow progressively more detailed instructions. A one-step instruction might be, "Close the door," while a three-step instruction might include, "Go to the door, get the note from the assistant, and bring it to me."

Score Points			
0	**1**	**2**	**3**
Does not meet Score Point 1	Student follows simple 1-step directions given in English with or without visual support (pictures, gestures, modeling).	Student follows 2-step directions given in English with or without visual support.	Student follows at least 3-step directions given in English with or without visual support.

Row L02	1.2 Respond to questions in a verbal and nonverbal manner.
	The examples in **Row L01** range from simple to more abstract directions to complete a task. The administrator's focus should be the student response, which might be either verbal or nonverbal. A score point of 3 for a nonverbal response to a complex, abstract question or command, may be quite appropriate. For instance, a nonverbal response may include pointing (such as to an appropriate picture), acting out a portion of a conversation (e.g., pretending to give a book to someone after hearing a conversation in which this action was mentioned), or demonstrating an emotion that is described in a conversation.

Score Points			
0	**1**	**2**	**3**
Does not meet Score Point 1	Student responds to simple questions asked in English about a previously learned familiar topic with a non-verbal (gestures or written responses) or verbal response in English. <u>Examples:</u> - yes/no questions - either/or questions	Student responds to concrete questions asked in English with a non-verbal (gestures or written responses) or verbal response, in English. <u>Examples:</u> - who - what - when - where	Student responds to abstract questions asked in English with a non-verbal (gestures or written responses) or verbal response in English. <u>Examples:</u> - how - why

The Listening Inventory (continued)

Row L03	2.1 Identify main points from spoken language (with and without visual support).			
	While row **Row L02** focuses on familiar topics, **Row L03** may require the student to respond to new or unfamiliar topics as well as familiar ones. Again, the response may be nonverbal (see **Row L02** above), if it is appropriate to the situation. For example, a student might tell you what someone meant (paraphrase or summarize) or respond to a question from you, such as, "Did Jose mean that he wanted you to help him or to leave him alone?"			
	Score Points			
0	**1**	**2**	**3**	
Does not meet Score Point 1	With visual support, a student responds non-verbally (gestures or written responses) or verbally in English to identify the main point of a short conversation or short text (or other media) presented in English on a FAMILIAR topic. Media examples: film, play, television.	With or without visual support, a student responds non-verbally (gestures or written responses) or verbally in English to identify the main point of a longer conversation (or other media) presented in English on a FAMILIAR topic. Media examples: film, play, television.	With or without visual support, a student responds non-verbally (gestures or written responses) or verbally in English to identify the main point of a longer conversation (or other media) presented in English on an UNFAMILIAR topic. Media examples: film, play, television.	

Row L04	2.2 Identify details from spoken language (with and without visual support).			
	As with **Row L03**, the focus on details of language and a student's response may be in relation to content that is either familiar or unfamiliar. The expectation is that a student will attend to details and then respond to them in an appropriate verbal or nonverbal way.			
	Score Points			
0	**1**	**2**	**3**	
Does not meet Score Point 1	With visual support, a student responds non-verbally (gestures or written responses) or verbally in English to identify the details of a short conversation or text (or other media) presented in English on a FAMILIAR topic. Media examples: film, play, television.	With or without visual support, a student responds non-verbally (gestures or written responses) or verbally in English to identify the details of a longer conversation or short text (or other media) on a FAMILIAR topic. Media examples: film, play, television.	Student responds non-verbally (gestures or written responses) or verbally in English to identify the details of a longer conversation or more complex text (or other media) presented in English on an UNFAMILIAR topic. Media examples: film, play, television.	

The Listening Inventory (continued)

Row L05	*3.1 Understand common expressions and vocabulary related to school social interaction.*
	In **Row L05**, the focus has shifted to school social conversation; i.e., interacting with adults and other students in the school. For a top score point of 3, the student should participate in conversations, listen to what others are saying, and respond either verbally or nonverbally to what is said. Appropriate responses involve behaviors that are not rote or generic. For example, smiling when someone says something complimentary does not necessarily indicate understanding.

		Score Points		
0	**1**	**2**	**3**	
Does not meet Score Point 1	Student has difficulty responding verbally or non-verbally to school social conversation. Relies on gestures, facial expression, and frequent repetition and rephrasing from the speaker.	Student responds appropriately in English verbally or non-verbally to school social conversation spoken with limited repetition and rephrasing from the speaker.	Student responds appropriately in English verbally or non-verbally to school social conversations in a variety of settings.	

Row L06	*3.2 Understand content- specific vocabulary and discourse features of the content area (for example: add, subtract, character).*
	The focus on vocabulary shifts from social to academic and requires the student to respond to classroom instruction in a content area. At score point 1, "frequent repetition" refers to repetition over time, not at a single point in time. If the material has recently been covered on two or more occasions and the student is unable to respond correctly today, a score of 1 is indicated. A score point of 3 indicates that the student understands the vocabulary and discourse features within the lesson. Relevant questions about portions of the lesson could also be scored as a 3.

		Score Points		
0	**1**	**2**	**3**	
Does not meet Score Point 1	Student has difficulty responding appropriately in English verbally or non-verbally to academic content presented in English even with frequent repetition, rephrasing, and visual support from the speaker.	Student responds appropriately in English verbally or non-verbally to academic content presented in English and when provided with limited repetition, rephrasing, and visual support from the speaker.	Student responds appropriately in English verbally or non-verbally to academic content presented in English.	

The Listening Inventory (continued)

Row L07	*4.2 Demonstrate comprehension of spoken language through drawing conclusions, making generalizations, making predictions, etc.*		
	This is the most complex listening skill students are asked to demonstrate, as it requires drawing conclusions or generalizations. While most responses scored as a 3 would be verbal, a student might also draw a picture or create a craft product that demonstrates understanding of a complex story or conversation. The difference in score points is related to the length and complexity of the story.		
	Score Points		
0	**1**	**2**	**3**
Does not meet Score Point 1	After listening to a simple direction presented in English, a student demonstrates comprehension through making predictions, generalizations, and drawing conclusions. Examples: - sorting pictures into groups indicating generalization - drawing pictures to indicate a prediction or draw a conclusion	After listening to a simple short story or conversation presented in English, a student demonstrates comprehension through making predictions, generalizations, and drawing conclusions.	After listening to a complex long story or conversation presented in English, a student demonstrates comprehension through making predictions, generalizations, and drawing conclusions.

Guidelines for Completing the Reading Inventory

The Kindergarten Reading Inventory contains 14 rows describing various reading and pre-reading skill abilities and behaviors. These behaviors represent varying degrees of mastery of content standards for reading. Each skill is scored on a 0-3 score point scale. Descriptions of score points 0-3 are provided. If the student performs below the level of score point 1, you should enter a 0 in the answer document.

The Reading Inventory rows are numbered **R01-R14**. The content standard is listed first, followed by brief instructions for presentation and for assigning scores. The score point descriptors are then detailed for that standard. In general, a score point of 0 indicates that the student has not yet begun to acquire this skill or behavior. A score point of 1 represents minimal demonstration of the behavior set, evident either in a very limited range of behaviors or a wider range of behaviors at a very low level. A score point of 2 represents considerable progress in the behavior set but not mastery of it. A student may have actually mastered some of the behaviors listed in the set but demonstrate considerably less progress on others at the score level of 2. A score point of 3 indicates mastery or near mastery of all or nearly all of the behaviors listed in the set.

To complete the Reading Inventory, study the 14 rows to make sure you have a thorough understanding of the types of student behaviors you want to observe. Also examine the Teacher Support Materials to determine which ones you will use and how you will use them, or if you have similar classroom resource materials that your students and you are already familiar with. Make your observations over a period of at least two weeks, making sure you observe the student in a variety of settings, interacting not only with you and other adults but with other students as well. It should be possible to observe two or more students at once, particularly if you are collecting information about student interactions with other students. Make sure that you enter the scores for each student on the proper answer document in the **Reading** section.

The skills in the Reading Inventory build from **R01** to **R14** from very simple letter recognition to comprehension of text meaning in a variety of genres. Rules and strategies introduced in an earlier row typically continue to apply to later rows. For example, if higher scores are associated with greater consistency in the application of a skill early in the Inventory, the same scoring rule will generally apply in a later row, unless there are specific directions to the contrary.

The Reading Inventory

Row R01	*1.2 Phonics: Demonstrate knowledge of letter recognition and letter-sound correspondence.* **(See Teacher Support Materials for Kindergarten, R01)**		
	"Few," "some," and "all" letter definitions are clearly defined in the score point descriptors for row 1. It may be helpful to maintain a record sheet similar to the one used for **ROW 02** (see below) to keep track of how a student is mastering each letter-sound relationship.		
Score Points			
0	**1**	**2**	**3**
Does not meet Score Point 1	Student demonstrates understanding of letter-sound correlation for a FEW consonants by recognizing, speaking, and/or writing the letter for the sound presented in written and oral context. - Consonants (10–14)	Student demonstrates understanding of letter-sound correlation for SOME vowels and consonants by recognizing, speaking, and/or writing the letter for the sound presented in written and oral context. - Consonants (15–20) - Short vowels (3)	Student demonstrates understanding of letter-sound correlation for nearly ALL vowels and consonants by recognizing, speaking, and/or writing the letter for the sound presented in written and oral context. - Consonants (21+) - Short vowels (5)

Row R02	*1.2 Phonics: Demonstrate knowledge of letter recognition and letter-sound correspondence.* **(See Teacher Support Materials for Kindergarten, R02).**		
	Here students must recognize different forms of the same letter; score point 1 may reflect either a verbal or nonverbal response, score points 2 and 3 are earned only for a verbal response. Support materials for upper- and lower-case letters are included in the Teacher Support Materials.		
Score Points			
0	**1**	**2**	**3**
Does not meet Score Point 1	Using visuals and with teacher prompting, student demonstrates letter recognition in written and spoken context by recognizing and identifying (verbally or non-verbally): Upper/lower-case letters (minimum of 13)	Using visuals and with teacher prompting, student demonstrates letter recognition in written and spoken context by recognizing and identifying verbally: Upper/lower-case letters (minimum of 20)	Using visuals and with teacher prompting, student demonstrates letter recognition in written and spoken context by recognizing and identifying verbally: Upper/lower-case letters (all 26)

The Reading Inventory (continued)

Row R03	1.1 Phonemic awareness: Recognize sounds, combinations of sounds, and meaningful differences between sounds in context. **(See Teacher Support Materials for Kindergarten, R03).**		
	This skill builds further on increasing mastery of letter sounds. A score point of 3 indicates a mastery of nearly all letter sounds. Note in particular the different materials for different score points and follow these guidelines for other materials you may use as substitutions.		
	Score Points		
0	**1**	**2**	**3**
Does not meet Score Point 1	Using visuals and with teacher prompting, student demonstrates phonemic awareness by recognizing and identifying sounds, combinations of sounds, and meaningful differences between sounds in written and spoken context. - initial sounds	Using visuals and with teacher prompting, student demonstrates phonemic awareness by recognizing and identifying sounds, combinations of sounds, and meaningful differences between sounds in written and spoken context. - initial sounds - ending sounds	Using visuals and with teacher prompting, student demonstrates phonemic awareness by recognizing and identifying sounds, combinations of sounds, and meaningful differences between sounds in written and spoken context. - initial sounds - ending sounds - medial sounds

Row R04	1.3 Word Recognition: Recognize high-frequency words and common word families. Use knowledge of prefixes, suffixes, roots, base words, syntax, and common spelling patterns to recognize new words. Recognize compound words and contractions. **(See Teacher Support Materials for Kindergarten, R04).**		
	The focus of **Row R04** is using word recognition skills to figure out new words of similar form. Higher scores indicate not just more words but more word parts. The difference between a score point of 2 and a 3 is degree of consistency. Thus, it is necessary to observe this skill over time to determine how consistently the student recognizes roots or spelling patterns.		
	Score Points		
0	**1**	**2**	**3**
Does not meet Score Point 1	Using visuals and with teacher prompting, student identifies new words in a written context by using THREE roots or spelling patterns. Examples: at – bat, cat, hat in – pin, tin, win op – mop, top, hop	Using visuals and with teacher prompting, student identifies new words in a written context by using FOUR roots or spelling patterns. Examples: at – bat, cat, hat in – pin, tin, win op – mop, top, hop un – bun, fun, run	Using visuals and with teacher prompting, student identifies new words in a written context by using FIVE roots or spelling patterns. Examples: at – bat, cat, hat in – pin, tin, win op – mop, top, hop un – bun, fun, run et – get, jet, wet

The Reading Inventory (continued)

Row R05	1.3 Word Recognition: Recognize high-frequency words and common word families. Use knowledge of prefixes, suffixes, roots, base words, syntax, and common spelling patterns to recognize new words. Recognize compound words and contractions.			
	The student uses rules to recognize high frequency words. A score point of 3 indicates student is able to consistently identify a wide range of high-frequency words; a score point of 2 indicates significant gaps in mastery to identify high-frequency words, and a score point of 1 indicates recognition of a limited number of high frequency words.			
	Score Points			
0	**1**	**2**	**3**	
Does not meet Score Point 1	Using visuals and with teacher prompting, student identifies a limited number of high-frequency words. <u>Examples</u>: I, and, the, red, one	Using visuals and with teacher prompting, student is able to recognize and identify some but not all high-frequency words. <u>Examples</u>: I, and, the, red, one	Using visuals and with teacher prompting, student is able to consistently identify a wide range of high-frequency words. <u>Examples</u>: I, and, the, red, one	

Row R06	2.2 Demonstrate understanding of directionality of print.		
	The differences between score points is consistency and an increase in the number of skills.		
	Score Points		
0	**1**	**2**	**3**
Does not meet Score Point 1	With teacher prompting, student shows an initial awareness of print as a form of meaningful communication by consistently demonstrating the following skills: - Holds book correctly - Turns pages sequentially	With teacher prompting, student shows an increased awareness of print as a form of meaningful communication, but is NOT consistent in demonstrating all of the following skills: - Holds book correctly - Turns pages sequentially - Follows print from top to bottom - Follows print from left to right	With teacher prompting, student shows an awareness of print as a form of meaningful communication by CONSISTENTLY demonstrating all of the following skills: - Holds book correctly - Turns pages sequentially - Follows print from top to bottom - Follows print from left to right

The Reading Inventory (continued)

<table>
<tr><td rowspan="2">Row R07</td><td colspan="4"><i>2.4 Use pre-reading and reading strategies such as accessing prior knowledge, predicting, previewing, using graphic organizers, and setting a purpose.</i></td></tr>
<tr><td colspan="4">The primary difference between score points is the number of strategies the student is able to use effectively.</td></tr>
<tr><td></td><td colspan="4" align="center">Score Points</td></tr>
<tr><td>0</td><td>1</td><td>2</td><td colspan="2">3</td></tr>
<tr>
<td>Does not meet Score Point 1</td>
<td>With visuals and teacher prompting, student demonstrates ability to use at least ONE pre-reading and reading strategies to read written text.
<u>Examples:</u>
- Group discussion – purpose for reading
- Drawing pictures
- Picture dictionary
- Graphic organizers
- Picture clues to predict a story</td>
<td>With visuals and teacher prompting, student demonstrates ability to use at least TWO pre-reading and reading strategies to read written text.
<u>Examples:</u>
- Group discussion – purpose for reading
- Drawing pictures
- Picture dictionary
- Graphic organizers</td>
<td colspan="2">With visuals and teacher prompting, student demonstrates ability to use at least THREE or more pre-reading and reading strategies to read written text.
<u>Examples:</u>
- Group discussion – purpose for reading
- Drawing pictures
- Picture dictionary
- Graphic organizers
- Picture clues to predict a story</td>
</tr>
</table>

<table>
<tr><td rowspan="2">Row R08</td><td colspan="4"><i>3.2 Identify words that name persons, places, or things, and words that name actions.</i></td></tr>
<tr><td colspan="4">The focus of Row R08 is on the distinction between nouns (words that name, persons, places, or things) and verbs (action words). Any grade-level text should be appropriate for this activity. The importance of the word in context is most important given that many words with identical spelling in English can be either verb or noun depending on usage.</td></tr>
<tr><td></td><td colspan="4" align="center">Score Points</td></tr>
<tr><td>0</td><td>1</td><td>2</td><td colspan="2">3</td></tr>
<tr>
<td>Does not meet Score Point 1</td>
<td>Using pictures and teacher prompting, student is able to identify the verbs (action words) and nouns (words that name persons, places, or things), but is not always consistent in classification.</td>
<td>Using pictures and teacher prompting, student is able to identify the verbs (action words) and nouns (words that name persons, places, or things) with increasing consistency.</td>
<td colspan="2">Using pictures and teacher prompting, student is able to identify the verbs (action words) and nouns (words that name persons, places, or things) with a high degree of consistency.</td>
</tr>
</table>

The Reading Inventory (continued)

Row R09	3.4 Identify and use knowledge of synonyms, antonyms, prefixes, suffixes, homophones, and homographs to understand text.
	The focus for kindergarten students is synonyms and antonyms at the word level, rather than in context. Students should be able to tell whether given word pairs have same or different meaning. Independence and accuracy earns a score point of 3. Less accuracy/more prompting earns a score point of 2. Low accuracy, even with prompting earns a score point of 1. The synonyms and antonyms should be drawn from the kindergarten curriculum or classroom materials to avoid penalizing students for not being able to decipher words that are above grade level.

Score Points			
0	**1**	**2**	**3**
Does not meet Score Point 1	With visual support and teacher prompting, student identifies and uses synonyms and antonyms in an isolated (word-level) context with low accuracy and consistency.	With or without teacher prompting, student identifies and uses synonyms and antonyms in an isolated (word-level) context with a low to developing degree of accuracy and consistency.	Without teacher prompting, student identifies and uses synonyms and antonyms in an isolated (word-level) context with a high degree of accuracy and consistency.

Row R10	4.1 Read and follow 1–4-step directions to complete a simple task (**See Teacher Support Materials for Kindergarten, R10**).
	While scoring may seem straightforward (essentially one point per step) keep in mind that the score points represent typical or average student behavior over time. Assign the score that represents the student's behavior most of the time or the highest level demonstrated with some consistency (for students whose skill level is rapidly developing). For kindergarten students, the focus is on being able to recognize a set of events in a particular order (1, 2, or 3 steps).

Score Points			
0	**1**	**2**	**3**
Does not meet Score Point 1	Student follows or explains 1-step directions, depicted graphically, to complete a simple task.	Student follows or explains 2-step directions, depicted graphically, to complete a simple task.	Student follows or explains 3-step directions, depicted graphically, to complete a simple task.

The Reading Inventory (continued)

Row R11	5.3 Identify story elements such as characters, setting, and sequence of events.		
	Students earn higher scores by identifying more story elements. For this activity read text aloud and ask students to identify story elements.		
Score Points			
0	**1**	**2**	**3**
Does not meet Score Point 1	With a read-aloud, student identifies at least ONE story element from a simple text using one word or a series of single words. Characters Setting Sequence of Events Plot Theme Speaker Problems/solutions	With a read-aloud, student identifies at least TWO story elements from a simple text using one word or a series of single words. Characters Setting Sequence of Events Plot Theme Speaker Problems/solutions	With a read-aloud, student identifies THREE story elements from a simple text using one word or a series of single words. Characters Setting Sequence of Events Plot Theme Speaker Problems/solutions

Row R12	5.4 Demonstrate use of various strategies to construct meaning (for example: context, illustrations, prior knowledge).		
	The student must use a variety of resources available within the selection as well as prior knowledge to earn a score point of 3. Note that the scoring progression also reflects the length and complexity of the text. For instance, a score point of 3 is reserved for longer, grade-appropriate texts of varying types. As in all other inventory rows, scoring for this skill will require observation over several reading events.		
Score Points			
0	**1**	**2**	**3**
Does not meet Score Point 1	With teacher prompting, student uses various strategies to construct meaning of short narrative passages (words to 2–3 sentences). <u>Examples:</u> - illustrations - context clues - prior knowledge - retelling	With teacher prompting, student uses various strategies to construct meaning of short to medium passages (up to one paragraph). <u>Examples:</u> - illustrations - context clues - prior knowledge - retelling	With teacher prompting, student uses various strategies to construct meaning of grade-appropriate passages of various types. <u>Examples:</u> - illustrations - context clues - prior knowledge - retelling

The Reading Inventory (continued)

Row R13	6.4 Recognize cause and effect, problem and solution, and use text for support.		
	Select passages of varying length that contain cause and effect or problem and solution. Let the student respond to more than 1 passage. As in **Row R11**, read the text aloud and ask the student to identify the cause and effect or the problem and solution.		
Score Points			
0	**1**	**2**	**3**
Does not meet Score Point 1	In a read-aloud with visual support and teacher prompting, student recognizes cause and effect, and problem and solution in a text consisting of simple sentences.	In a read-aloud with visual support and teacher prompting, student recognizes cause and effect, and problem and solution in a short- to medium-length text.	In a read-aloud with visual support and teacher prompting, student recognizes cause and effect, and problem and solution in medium-length and longer texts.

Row R14	6.5 Identify patterns and style in text, such as rhyming and repetition.		
	At score point 1, the student recognizes that some words in a simple sentence rhyme or that there is a particular pattern to the words. The student will not necessarily recognize their effects. At score point 2, the student will recognize rhyming and repetition in longer selections (paragraphs, short poems). At score point 3, the student will recognize and understand the effects of these devices in multi-paragraph selections and longer (though grade-appropriate) poems.		
Score Points			
0	**1**	**2**	**3**
Does not meet Score Point 1	With visual support and teacher prompting, student identifies patterns and style within text consisting of a simple sentence. Examples: - rhyming - repetition	With or without teacher prompting, student identifies patterns and style within text consisting of sentences or paragraphs. Examples: - rhyming - repetition	With or without teacher prompting, student identifies patterns and style within a variety of texts. Examples: - rhyming - repetition

Guidelines for Completing the Speaking Inventory

The Speaking Inventory contains eight rows describing various speaking behaviors and skill abilities. Each behavior is scored on a 0-3 scale. These behaviors represent varying degrees of mastery of content standards for speaking. Descriptions of score points 1-3 are provided. If the student performs below the level of score point 1, you should enter a 0 in the answer document.

The rows of the Speaking Inventory are numbered **S01-S08**. The content standard is listed first, followed by brief instructions for presentation and for assigning scores. The score point descriptors are then detailed for that standard. In general, a score of 0 indicates that the student has not yet begun to acquire this skill or behavior. A score point of 1 represents minimal demonstration of the behavior set, evident either in a very limited range of behaviors or a wider range of behaviors at a very low level. A score point of 2 represents considerable progress in the behavior set but not mastery of it. A student may have actually mastered some of the behaviors listed in the set but demonstrate considerably less progress on others at the score level of 2. A score of 3 indicates mastery or near mastery of all or nearly all of the behaviors listed in the set.

To complete the Speaking Inventory, study the rows to make sure you have a thorough understanding of the types of student behaviors you want to observe. Make your observations over a period of at least two weeks, making sure you observe the student in a variety of settings, interacting not only with you and other adults but with other students as well. It should be possible to observe two or more students at once, particularly if you are collecting information about student interactions with other students. Make sure that you enter the scores for each student on the proper answer document in the **Speaking** section. There are no Teacher Support Materials for this inventory.

The Speaking Inventory

Row S01	1.2 Ask a simple question.		
	The student asks a question in both social and academic settings. Scores increase as the student demonstrates mastery of content (2) and grammar (3). Meaningful but grammatically incorrect questions receive a score point of 2.		
Score Points			
0	**1**	**2**	**3**
Does not meet Score Point 1	Student asks questions (social and/or academic) in English with one word or simple phrase. Examples: - Lunch? - How you?	Student asks questions (social and academic) in English that may be grammatically incorrect but convey meaning. Examples: - We play outside? - Teacher gived work, no?	Student asks questions (social and academic) in English approximating native English language. Examples: - Would you like to eat lunch with me? - What are we doing?

Row S02	1.3 Use formulaic language (language chunks).		
	The emerging English-language speaker uses common greetings and other common utterances. Moving from score points 1 to 3, the student continues to use rote expressions but in a wider variety of settings and approaching native use.		
Score Points			
0	**1**	**2**	**3**
Does not meet Score Point 1	Student uses common social greetings in English and other common utterances. Examples: - social greetings - isolated slang - stock responses - routine questions	In conversation/class discussion, student routinely uses short speech patterns/ simple repetitive phrases in English. Student may not use formulaic language correctly in new situations.	In conversation/class discussion, student uses formulaic sentences appropriately.

The Speaking Inventory (continued)

Row S03	2.1 Ask pertinent questions; Respond to questions with basic facts.			
	The difference between score points is the length and complexity of response.			
Score Points				
0	**1**	**2**	**3**
Does not meet Score Point 1	Student responds in a developmentally appropriate manner to questions with one–two word utterances in English. Even with additional teacher prompting, student does not provide additional details. Examples: Q: What do you like to eat for lunch? A: Rice. Q: What do you like to do on the playground? A: Swing.	Student responds in a developmentally appropriate manner to questions with phrases or simple sentences in English. When prompted, student provides additional details, which may be one–two word utterances. Examples: Q: What do you like to eat for lunch? A: Beans and Applesauce. Q: What do you like to do on the playground? A: Swing and Slide.	Student responds in a developmentally appropriate manner to questions with phrases or simple sentences in English. Student provides additional details without teacher prompting. Examples: Q: What do you like to eat on your hot dog? A: I like ketchup, relish, and mustard. Q: Why do you like to go on the slide? A: Sliding fast is fun.

Row S04	2.4 Student begins to use basic English vocabulary with prompting by the teacher.			
	This skill focuses on basic vocabulary in a variety of settings. Scores increase as the student uses the skill with greater precision in a wider variety of settings. A score point of 3 is reserved for consistent demonstration of this skill in both social and academic settings.			
Score Points				
0	**1**	**2**	**3**
Does not meet Score Point 1	Student begins to use basic English vocabulary with prompting by the teacher. Examples: people, places, actions, objects.	Student uses basic English vocabulary in social settings with prompting by the teacher. Examples: people, places, actions, objects.	Student is able to use basic English vocabulary in social AND academic conversations with prompting by the teacher. Examples: people, places, actions, objects, numbers, days of the week.

The Speaking Inventory (continued)

Row S05	2.6 Give directions and/or instructions.		
	This skill requires the student to answer "how to" questions and to give simple directions. Scores increase with fluency: one - two word – one point; phrases or simple sentence responses – two points; and complete, cohesive sentences – three points.		
	Score Points		
0	**1**	**2**	**3**
Does not meet Score Point 1	Student gives one–two word directions and/or instructions in English. <u>Examples:</u> - Stop - Go ahead - Wait	Student gives simple directions and/or instructions in English using phrases and simple sentences with few details. <u>Example:</u> - Stand up. Go to the door.	Student gives directions and/or instructions in English using complete cohesive sentences with elaboration <u>Example:</u> - Stand up. Go to the door. Open the door.

Row S06	3.2 Clarify and support spoken ideas with evidence, elaboration, and examples.		
	The student to elaborate and provide examples, providing evidence of processing information and producing a unique communication. The example provided under score point 1 applies to score points 2 and 3. Scores increase as the student moves from single words (1) to phrases (2) to complete sentences in English (3).		
	Score Points		
0	**1**	**2**	**3**
Does not meet Score Point 1	Student begins to clarify his or her ideas in responding to questions using one- or two-word utterances in English.	Student clarifies his or her ideas in responding to questions using phrases and simple sentences in English.	Student clarifies his or her ideas in responding to questions with complete, cohesive sentences using elaboration and examples in English.

Row S07	3.3 Use logically connected language and discuss implied meanings.		
	The difference between score points is the length and complexity of response.		
	Score Points		
0	**1**	**2**	**3**
Does not meet Score Point 1	Student begins to convey thoughts on implied meanings of written or spoken language such as stories or conversations using one–two word responses in English.	Student begins to convey thoughts on implied meanings of written or spoken language such as stories or conversations using short phrases and simple sentences in English.	Student conveys thoughts on implied meanings of written or spoken language such as stories or conversations using complex sentences in English.

The Speaking Inventory (continued)

Row S08	4.3 Use language to justify, organize, agree and disagree.		
	The difference between score points is the length and complexity of response.		
Score Points			
0	**1**	**2**	**3**
Does not meet Score Point 1	Student begins to justify, organize, agree, or disagree with questions using one–two word utterances in English.	Student begins to justify, organize, agree, or disagree to questions using short phrases and simple sentences in English.	Student justifies, organizes, agrees, or disagrees to questions using complete, cohesive sentences with examples in English.

Guidelines for Completing the Writing Inventory

The Writing Inventory contains nine rows describing various writing and pre-writing behaviors. These behaviors represent varying degrees of mastery of content standards for writing. Each behavior is scored on a 0-3 scale. Descriptions of score points 1-3 are given in the cells for each row. If the student performs below the level of score point 1, you should enter a 0 in the answer document.

The rows of the Writing Inventory are numbered **W01-W09**. The content standard is listed first, followed by brief instructions for presentation and for assigning scores. The score point descriptors are then detailed for that standard. In general, a score of 0 indicates that the student has not yet begun to acquire this skill or behavior. A score of 1 represents minimal demonstration of the behavior set, evident either in a very limited range of behaviors or a wider range of behaviors at a very low level. A score of 2 represents considerable progress in the behavior set but not mastery of it. A student may have actually mastered some of the behaviors listed in the set but demonstrate considerably less progress on others at the score level of 2. A score of 3 indicates mastery or near mastery of all or nearly all of the behaviors listed in the set.

To complete the Writing Inventory, study the nine rows to make sure you have a thorough understanding of the types of student behaviors you want to observe. Also examine the Teacher Support Materials to determine which ones you will use and how you will use them. Make your observations over a period of at least two weeks, making sure you observe the student in a variety of settings, interacting not only with you and other adults but with other students as well. It should be possible to observe two or more students at once, particularly if you are collecting information about student interactions with other students. If you are recording responses for more than one student at once, make sure that you enter the scores for each student on the proper answer document in the **Writing** section.

The Writing Inventory

Row W01	*1.1 Generate ideas before writing by using graphic organizers, discussions, and drawings.*		
	This pre-writing skill ranges from graphic or oral organizers to written ones. It is not necessary for the student to use these organizers effectively to get a 3 on this skill. Written words are required for a score of 2, and phrases, effectively expressed or not, or well-written single words are required for a score of 3.		
	Score Points		
0	**1**	**2**	**3**
Does not meet Score Point 1	As a pre-writing activity, student generates ideas by drawing pictures or dictating to the teacher. - Student must generate at least one idea.	As a pre-writing activity, student generates ideas by generating key words.	As a pre-writing activity, student generates ideas by independently listing key words or phrases.

Row W02	*2.1 Write to convey ideas or stories using pictures, marks, letters, words, and simple sentences.*		
	To move from a score point of 1 to a score point of 3, the student will demonstrate increasingly higher levels of fluency by combining pictures and words or using word combinations such as sentences.		
	Score Points		
0	**1**	**2**	**3**
Does not meet Score Point 1	Student draws a picture to convey a story.	Student draws a picture and writes or dictates one or more words in English about the picture.	Student draws a picture and writes or dictates a sentence in English about the picture.

Row W03	*2.2 Write a variety of text types (for example: narrative, descriptive, letter, poem).* **(See Teacher Support Materials for Kindergarten, W03).**		
	To move from a score of 1 to 3 the focus shifts from putting thoughts on paper to connecting them. A score point of 3 is reserved for student writing that is consciously connected by transition phrases and other linguistic devices. Devices such as "then A, then B, then C" would not warrant a score of 3, while "First we did A. Later we did B. Finally we did C." would warrant a score of 3. To earn a score point of 3, a student must at least dictate in English sentences containing connecting words (e.g., and, but, then). Even proper English phrases or sentences lacking transition words would only warrant a score of 2. Use the sample picture prompt in the Teacher Support Materials or other suitable prompts to help students get started.		
	Score Points		
0	**1**	**2**	**3**
Does not meet Score Point 1	Using a picture prompt generated by the student or provided by the teacher, student writes or dictates (as developmentally appropriate) a story in English using a series of individual words or short phrases relating to the picture.	Using a picture prompt provided by the teacher, student writes or dictates (as developmentally appropriate) a story in English using short sentences that may be unconnected by linguistic devices such as connectors, transition words.	Using a picture prompt provided by the teacher, student writes or dictates (as developmentally appropriately) a story in English using sentences that are connected by linguistic devices such as connectors and transition words.

The Writing Inventory (continued)

Row W04	3.4 Edit writing for basic conventions such as punctuation, capitalization, and spelling		
	This editing skill focuses on specific rules/mechanics. A score point of 3 is reserved for work with no or very few mechanical errors and none that detract from meaning. Other errors unrelated to mechanics (e.g., an inappropriate word choice that does not seriously alter the meaning of the text) should not be penalized. Scoring for this skill should represent a range of tasks, rather than a single task. Keep in mind that the student is editing kindergarten-level material (preferably his or her own) and not material that is above grade level.		
	Score Points		
0	**1**	**2**	**3**
Does not meet Score Point 1	Student edits an individual word or series of words with teacher support. - words related to a visual prompt <u>Example</u>: use sentence strips	Student edits writing with teacher support for the basic conventions. - ending punctuation - capitalization	Student edits writing with teacher support for the basic conventions. - punctuation (ending and within the sentence) - capitalization - spelling at appropriate grade level

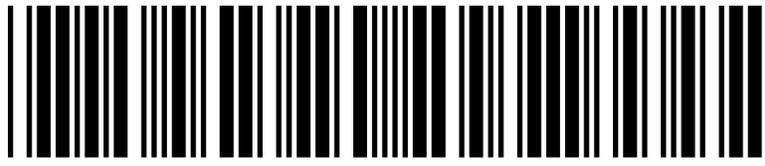| Row W05	3.5 Edit writing for complete sentences. **(See Teacher Support Materials for Kindergarten, W05.)**		
	As dependence on teacher support decreases, scores go up for this skill. Also note that the complexity increases as scores go up. A student, who edits words or phrases only, even without teacher support, would receive a score of 1. A score of 3 is reserved for independent editing of sentences. See Kindergarten Teacher Support Materials, p. 29 for one possible prompt you may wish to use to get students started.		
	Score Points		
0	**1**	**2**	**3**
Does not meet Score Point 1	Student edits writing for words or phrases with teacher support.	Student edits writing for complete sentences **with** teacher support.	Student edits writing for complete sentences **without** teacher support.

Row W06	4.2 Print upper- and lower-case letters correctly and legibly and space letters and words appropriately using correct directionality		
	To receive a score of 2 or 3, the student must print all letters without a model. A score point of 3 requires the student to print the letters correctly within a word and sentence.		
	Score Points		
0	**1**	**2**	**3**
Does not meet Score Point 1	Using a model, student prints upper- and lower-case letters.	Student independently prints all upper- and lower-case letters, but without consistent correct positioning within a word and within sentences.	Student prints all upper/ capital- and lowercase letters in the correct position both within a word and within a sentence.

The Writing Inventory (continued)

Row W07	4.3 Capitalize letters appropriately in sentences and proper nouns.		
	The difference between score points is an increase in the number of skills.		
Score Points			
0	**1**	**2**	**3**
Does not meet Score Point 1	Student writes their first name with capital letters used correctly.	Student uses capital letters to begin sentences.	Student uses capital letters to begin sentences and age-appropriate proper nouns.

Row W08	4.4 Spell grade-appropriate words correctly and make phonetic attempts of beyond grade-appropriate words effectively.		
	To move from a score point of 1 to 2 the focus shifts from attempting to correctly spelling grade appropriate words. To achieve a score point of 3 students must correctly spell grade appropriate words and attempt above grade level words.		
Score Points			
0	**1**	**2**	**3**
Does not meet Score Point 1	Student makes phonetic attempts to spell grade-appropriate words yet rarely spells these grade-appropriate words correctly.	Student spells some grade-appropriate words correctly and makes phonetic attempts to spell words at grade level.	Student consistently spells grade-appropriate words correctly and makes phonetic attempts to spell words at or above grade level.

Row W09	4.6 Use resources to find correct spelling (for example: dictionaries, word walls, picture dictionaries).		
	Students move from highly structured spelling situations to independent discovery of correct spellings of words, moving from teacher support to their own use of classroom resources such as word walls, word banks, picture dictionaries, or other resources.		
Score Points			
0	**1**	**2**	**3**
Does not meet Score Point 1	With teacher support, student finds correct spelling of a few simple words.	With teacher support, student uses classroom resources to find correct spelling.	Student uses classroom resources to find correct spelling independently.

EL15TAM1