

**ENGLISH LANGUAGE
DEVELOPMENT
ASSESSMENT**

GRADES 1-2

**TEST
ADMINISTRATION
MANUAL**

Spring 2015



ENGLISH LANGUAGE DEVELOPMENT ASSESSMENT (ELDA)

Developed by

The English Language Development Assessment (ELDA)
State Collaborative on Assessment and Student Standards (SCASS)

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IMPORTANT INFORMATION

Read this first!

- Each teacher administering and scoring the English Language Development Assessment for Grades 1 and 2 (ELDA 1-2) in 2015 will receive a Test Administration Manual, a copy of the ELDA Grades 1-2 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) Grades 1 and 2 Administration Manual

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Introduction

This manual shows you how to administer the English Language Development Assessment for students in grades 1 and 2 (ELDA 1–2). The tests are mostly 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 grades 1 and 2. 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 1–2. Make sure you read the entire Test Administration Manual before you administer the assessment.**

Who Administers the Inventories?

The ELDA 1–2 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 1–2 Listening inventory.

L01	<i>1.1. Follow simple 1 – 4-step directions in sequence to complete a task with and without visual support.</i>		
	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.

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 1–2 includes *Teacher Support Materials* only for the Reading Inventory. 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 1-2 Assessments

ELDA 1–2 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 1–2 assessment reflects the fact that students at this grade level are emergent readers and writers. Most student responses are rated by a test administrator who 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 1–2 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 Inventories

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.

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.

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

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	<input type="radio"/> 0 <input type="radio"/> 1 <input checked="" type="radio"/> 2 <input type="radio"/> 3	L04 <input type="radio"/> 0 <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3
L02	<input type="radio"/> 0 <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3	L05 <input type="radio"/> 0 <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3
L03	<input type="radio"/> 0 <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3	L06 <input type="radio"/> 0 <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3
		L07 <input type="radio"/> 0 <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3

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 into a stack all the answer documents for students that you have tested. 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

L01	<i>1.1. Follow simple 1 – 4-step directions in sequence to complete a task with and without visual support.</i>		
	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.

L02	<i>1.2. Respond to questions in a verbal and nonverbal manner.</i>		
	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 with a non-verbal (gestures or written responses) or verbal response in English. <u>Example:</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>Example:</u> concrete questions (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>Example:</u> abstract questions (how and why)

L03	<i>2.1. Identify main points from spoken language (with and without visual support).</i>		
	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 simple text (or other media) presented in English on a FAMILIAR topic.	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.	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.

Listening Inventory (continued)

L04	<i>2.2. Identify details from spoken language (with and without visual support).</i>		
	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 simple text presented in English on a familiar topic.	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 on a familiar topic.	Student responds non-verbally (gestures or written responses) or verbally in English to identify the details of a longer conversation or more complex text presented in English on an unfamiliar topic.

L05	<i>3.1. Understand common expressions and vocabulary related to school social interaction (e.g., school social interaction).</i>		
	Row L05 focus shifts 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.

Listening Inventory (continued)

L06	<i>3.2. Understand content specific vocabulary and discourse features of the content area (e.g., add, subtract, character).</i>		
	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 nonverbally, 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.
L07	<i>4.2. Demonstrate comprehension of spoken language through drawing conclusions, making generalizations, making predictions, etc.</i>		
	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. <u>Example</u> :- 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 Grades 1 and 2 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

R01	<i>1.2 Phonics: Demonstrate knowledge of letter recognition and letter-sound correspondence. (See Teacher Support Materials for 1-2, R01)</i>		
	Students must recognize different forms of the same letter. A chart or other record-keeping device such as those included in the Teacher Support Materials may be useful.		
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 (at least 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 (at least 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)

R02	<i>1.1 Phonemic awareness: Recognize sounds, combinations of sounds, and meaningful differences between sounds in context. (See Teacher Support Materials for 1-2, R02)</i>		
	Building further, this skill focuses on increasing mastery of letter sounds. A score of 3 indicates a mastery of nearly all letter sounds, with particular emphasis on distinguishing between sounds that are different but close.		
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 - ending sounds - short vowels - word families	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. Score Point 1 skills and: - long vowels (ai, ay, ee, ea, igh, oa, oe, ow, ue, ui, ew) - initial blends - rhyming words	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. Score Point 2 and 3 skills and: - initial digraphs - vowels + r (for example: ar, or, er, ir, ur, ore, are, air, ure) - variant vowels (for example: oy, oi, aw, au, ow, ou, oo)

Reading Inventory (continued)

R03	<p><i>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 1-2, R03 for score point 1 only)</i></p>		
	<p>The focus in Row R03 is using word recognition skills to figure out new words of similar form. Appropriate words for this skill are the typical three-letter (consonant-vowel-consonant) words used for recognition exercises at this grade level. Higher scores indicate not just more words but more word parts. The difference between a score point of 2 and 3 is the degree of consistency the student demonstrates over time. Thus, it is necessary to observe this skill over time to determine how consistently the student recognizes prefixes, suffixes, and other more complex forms.</p>		
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 word/spelling patterns. <u>Examples:</u> at -- bat, cat, hat in -- pin, tin, win op -- mop, top, hop	Using visuals and with teacher prompting, student identifies some new words in a written context by using: -Prefixes -Suffixes -Root Words -Syntax and common word/spelling patterns	Using visuals and with teacher prompting, student CONSISTENTLY identifies new words in a written context by using: -Prefixes -Suffixes -Root Words -Syntax and common word/spelling patterns

R04	<p><i>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 1-2, R04)</i></p>		
	<p>In Row R04 contractions are added to the word families.</p>		
Score Points			
0	1	2	3
Does not meet Score Point 1.	Using visuals and with teacher prompting, student identifies a limited number of basic contractions. <u>Examples:</u> I'm, I'll, it's, he's, she's, isn't, can't, won't, don't, didn't	Using visuals and with teacher prompting, student identifies many but not all contractions. <u>Examples:</u> I'm, I'll, it's, he's, she's, isn't, can't, won't, don't, didn't	Using visuals and with teacher prompting, student consistently identifies a wide range of contractions. <u>Examples:</u> I'm, I'll, it's, he's, she's, isn't, can't, won't, don't, didn't.

Reading Inventory (continued)

R05	<i>1.4 Fluency: Read text fluidly and with appropriate intonation.</i>		
	In Row R05 , the focus shifts from words to more complete text (sentences, paragraphs, and longer text). The difference between score points is increased fluency, skills and consistency. At score point 3, the student reads multi-paragraph texts orally with skill. The paragraphs may be quite short. At score point 2, the student reads sentences but has trouble with paragraphs. At score point 1, the student reads words but has trouble with sentences.		
Score Points			
0	1	2	3
Does not meet Score Point 1.	Student demonstrates little or no fluency in oral reading skills when reading written text/ simple sentences by using little or no self-monitoring and correcting strategies. <u>Examples:</u> - correct page - locating known word - making sense	Student demonstrates fluency in oral reading skills when reading written text/simple sentences and paragraphs with few miscues by using some self-monitoring and correcting strategies. <u>Examples:</u> - correct page - locating known word - making sense	Student demonstrates fluency in oral reading skills when reading written sentences and paragraphs by using self-monitoring and correcting strategies. <u>Examples:</u> - correct page - locating known word - making sense

R06	<i>2.3. Identify parts of books such as front and back of book, title, author, illustrator, table of contents, and glossary.</i>		
	The difference 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 identifies [verbally or non-verbally (points)] at least TWO parts of a book. Front/Back Title Author Illustrator Table of contents Glossary Index	With teacher prompting, student accurately identifies [verbally or non-verbally (points)] at least THREE parts of a book. Front/Back Title Author Illustrator Table of contents Glossary Index	With teacher prompting, student accurately identifies at least FOUR of the following parts of a book. Front/Back Title Author Illustrator Table of contents Glossary Index

Reading Inventory (continued)

R07	<i>2.4. Use pre-reading and reading strategies such as accessing prior knowledge, predicting, previewing, using graphic organizers, and setting a purpose.</i>		
	We now move to pre-reading and reading strategies. Again, the scores reflect the number of strategies the student can use effectively.		
Score Points			
0	1	2	3
Does not meet Score Point 1.	With teacher prompting, student uses 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 Picture clues to predict a story Title of text to predict	With teacher prompting, student uses at least FOUR 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 Title of text to predict	With teacher prompting, student uses FIVE 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 Title of text to predict

R08	<i>3.3 Use context, sentence structure, multiple meanings, and illustrations to read unfamiliar words.</i>		
	Row R08 focuses on using context clues to derive meaning from new words. At the highest level (3), the student consistently applies this skill without assistance. At score point 2, the student may require help but usually gets the meaning.		
Score Points			
0	1	2	3
Does not meet Score Point 1.	With visual support (illustrations) and teacher prompting, student reads simple, unfamiliar words using ONE of the following skills: Context Sentence structure Multiple meanings Illustrations	With visual support (illustrations) and teacher prompting, student reads simple, unfamiliar words using TWO of the following skills: Context Sentence structure Multiple meanings Illustrations	With visual support (illustrations) and teacher prompting, student reads simple, unfamiliar words using THREE of the following skills: Context Sentence structure Multiple meanings Illustrations

Reading Inventory (continued)

R09	<i>3.4. Identify and use knowledge of synonyms, antonyms, prefixes, suffixes, homophones, and homographs to understand text.</i>		
	The difference between score points is degree of accuracy and consistency.		
Score Points			
0	1	2	3
Does not meet Score Point 1.	With visual support and teacher prompting, student identifies and uses the following to define written text with low accuracy and consistency: Prefixes Suffixes	With visual support and teacher prompting, student identifies and uses the following to define written text with a low to developing degree of accuracy and consistency: Prefixes Suffixes	With visual support and teacher prompting, student identifies and uses the following to define written text with a high degree of accuracy and consistency: Prefixes Suffixes

R10	<i>4.1. Read and follow 1 – 4-step directions to complete a simple task. (See Teacher Support Materials for 1-2, R10)</i>		
	While scoring may seem straightforward (essentially one point per step), keep in mind that these scores 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).		
Score Points			
0	1	2	3
Does not meet Score Point 1.	With visual support, student reads and follows or demonstrates and explains 1-step directions to complete a simple task	With visual support, student reads and follows or demonstrates and explains 2-step directions to complete a simple task.	With visual support, student reads and follows or demonstrates and explains at least 3-step directions to complete a simple task.

Reading Inventory (continued)

R11	<i>5.3. Identify story elements such as characters, setting, and sequence of events.</i>		
	Students earn higher scores by identifying story elements from a wider variety of texts and text types. A score point of 3 is reserved for students able to identify at least three story elements.		
Score Points			
0	1	2	3
Does not meet Score Point 1.	With visual support and teacher prompting, student identifies at least ONE story element in a short, simple written text using one word or a series of single words. <u>Examples:</u> Characters – teacher asks “who” is in the story? Setting Sequence of Events Plot Theme Speaker Problems/solutions	With visual support and teacher prompting, student identifies at least TWO story elements in a short, simple written text using one word or a series of single words. <u>Examples:</u> Characters – teacher asks “who” is in the story? Setting Sequence of Events Plot Theme Speaker Problems/solutions	With visual support and teacher prompting, student identifies at least THREE story elements in a short, simple written text using one word or a series of single words. <u>Examples:</u> Characters – teacher asks “who” is in the story? Setting Sequence of Events Plot Theme Speaker Problems/solutions

R12	<i>5.4. Demonstrate use of various strategies to construct meaning (e.g., context, illustrations, prior knowledge)</i>		
	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 - formulating questions - identifying the main idea - identifying details	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 - formulating questions - identifying the main idea - identifying details	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 - formulating questions - identifying the main idea - identifying details

Reading Inventory (continued)

R13	<i>6.4 With visual support and teacher prompting, student recognizes cause and effect, and problem and solution in written text consisting of simple sentences using one word or a series of single words..</i>		
	Standard 6.4 has been divided into two separate tasks for students in grades 1-2. Row R13 focuses on a student’s ability to recognize cause and effect.		
Score Points			
0	1	2	3
Does not meet Score Point 1.	With visual support and teacher prompting, student recognizes cause and effect in written text consisting of simple sentences using one word or a series of single words.	With visual support, student recognizes cause and effect in a short to medium text (up to a paragraph).	With visual support, student recognizes cause and effect in a variety of written texts.

R14	<i>6.4 With visual support and teacher prompting, student recognizes cause and effect, and problem and solution in written text consisting of simple sentences using one word or a series of single words.</i>		
	Row R14 focuses on a student’s ability to recognize problem and solution.		
Score Points			
0	1	2	3
Does not meet Score Point 1.	With visual support and teacher prompting, student recognizes problem and solution in written text consisting of simple sentences using one word or a series of single words.	With visual support, student recognizes problem and solution in a short to medium text (up to a paragraph).	With visual support, student recognizes problem and solution in a variety of written texts.

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

S01	<i>1.2 Ask a simple question.</i>		
	The student asks questions in both social and academic settings. Scores increase as the student demonstrates mastery of content (2) and grammar (3). Meaningful but grammatically incorrect questions score only a 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. <u>Examples:</u> Lunch? How are you?	Student asks questions (social and academic) in English that may be grammatically incorrect but convey meaning. <u>Examples:</u> We out for fun? Have homework, no?	Student asks grammatically correct questions (social and academic) in English. <u>Examples:</u> Would you like to eat lunch with me? What is the homework for today?

S02	<i>1.3. Use formulaic language.</i>		
	The emerging English-language speaker uses common greetings and other common utterances. Moving from score point 1 to 3, the student continues to use rote expressions but in a wider variety of settings and approaching native use. A formulaic utterance that is structurally sound warrants a score point of 3.		
Score Points			
0	1	2	3
Does not meet Score Point 1.	Student uses common social greetings in English and other common utterances. <u>Example:</u> Social greetings Isolated slang Stock responses Routine questions	In conversation/class discussion, student routinely uses formulaic utterances in English. Student may or may not use formulaic language correctly in new situations.	In conversation/class discussion, student uses formulaic utterances appropriately in a variety of contexts and settings.

Speaking Inventory (continued)

S03	<i>2.1. Ask pertinent questions; respond to questions with basic facts.</i>		
	The student responds in English to questions in a variety of settings. Scores increase from 1 to 3 as the student elaborates appropriately to pertinent questions. Allow sufficient opportunities for students to respond to a variety of questions that logically require more than simple, one-word or short-phrase responses.		
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. <u>Examples:</u> Q: What do you like to eat for lunch? A: Rice. Q: What do you like to do on the playground? A: Swing. Q: What do you like to do with your family? A: Sing.	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. <u>Examples:</u> Q: What do you like to eat for lunch? A: Beans. Apple-sauce. Q: What do you like to do on the playground? A: Swing. Slide. Q: What do you like to do with your family? A: Eat. Dance.	Student responds in a developmentally appropriate manner to questions with phrases or simple sentences in English. Student provides additional details without teacher prompting. <u>Examples:</u> 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.

S04	<i>2.2. Tell, summarize, and/or retell ideas and/or stories.</i>		
	<i>2.3. Describe familiar settings and events.</i>		
The student summarizes events and describes familiar settings, people, places and other basic vocabulary in English. Scores increase as the student moves from single words (1) to phrases (2) to complete English sentences (3).			
Score Points			
0	1	2	3
Does not meet Score Point 1.	Student tells/retells a story or expresses ideas with picture support using one to two word utterances in English.	Student tells/retells stories and expresses ideas with short phrases and/or simple sentences in English.	Student tells/retells stories and expresses ideas using complete sentences with elaboration in English.

Speaking Inventory (continued)

S05	<i>2.6. Give directions and/or instructions.</i>		
	<p>Row S05 requires the student to answer “how to” questions and to give simple directions. Scores increase with fluency: one word – one point; sentence responses – two points; and complete cohesive responses – three points. Make sure you give students sufficient opportunities to give both simple and complex directions.</p>		
Score Points			
0	1	2	3
Does not Meet Score Point 1.	<p>Student gives one–two word directions and/or instructions in English.</p> <p><u>Examples:</u> Stop. Go ahead. Wait.</p>	<p>Student gives simple directions and/or instructions in English using phrases and simple sentences with few details.</p> <p><u>Example:</u> Stand up. Go to the door.</p>	<p>Student gives directions and/or instructions in English using complete cohesive sentences with elaboration.</p> <p><u>Example:</u> Stand up. Go to the door. Open the door.</p>

S06	<i>3.2. Clarify and support spoken ideas with evidence, elaborations, and examples.</i>		
	<p>Row S06 expects the student to elaborate and provide examples, giving evidence of processing information and producing a unique communication. The difference between score points is the length and complexity of the response. The sample questions shown under score point 1 can be applied to score points 2 and 3 as well. At the higher score points, the student provides more elaborated answers to the same questions.</p>		
Score Points			
0	1	2	3
Does not meet Score Point 1.	<p>Student begins to clarify his or her ideas in responding to questions using one or two word utterances in English.</p> <p><u>Example:</u> Q: Why did you like the story? A: The bird. Q: How did you get to school? A: The bus.</p>	<p>Student clarifies his or her ideas in responding to questions using phrases and simple sentences in English.</p> <p><u>Example:</u> Q: Why did you like the story? A: It was nice. Q: How did you get to school? A: I rode the bus.</p>	<p>Student can clarify his or her ideas in responding to questions with complete, cohesive sentences using elaboration and examples in English.</p> <p><u>Example:</u> Q: Why did you like the story? A: The queen was mean but the girl was good. Q: How did you get to school? A: I rode the bus with Antonio and Lisa, and we had to cross the street.</p>

Speaking Inventory (continued)

S07	<i>3.3. Use logically connected language and discuss implied meanings.</i>		
	This is a very sophisticated skill (implied meaning). The student who demonstrates mastery of it will be able to convey original thoughts as well as the processed thoughts of others in clear, complete English sentences. Note the progression from one- or two-word responses (1 point) to short phrases (2 points) to complex sentences (3 points).		
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.

S08	<i>4.3. Use language to clarify, organize, agree, and disagree.</i>		
	This is the most sophisticated skill we ask students in grades 1-2 to demonstrate: Justify, organize, agree, and disagree. Keep in mind that this skill is to be demonstrated at the level of first and second graders. We do not expect a closing argument before a jury for score point 3. However, even children this age can organize thoughts and provide examples to support a point of view and must do so to receive a score of 3.		
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. 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

W01	<i>1.1. Generate ideas before writing on assigned tasks.</i>		
	This pre-writing skill ranges from graphic or oral organizers, to written ones. To move from a score point of 1 to 3, a student will demonstrate the ability to generate ideas using phrases or sentences (3) rather than words (2) or drawing pictures (1).		
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.	As a pre-writing activity, student generates ideas by generating key words.	As a pre-writing activity, student generates ideas by independently generating phrases or sentences.

W02	<i>2.1 Write to convey ideas or stories using pictures, marks, letters, words, and simple sentences.</i>		
	This is a transitional skill. Rather than write, the student may draw a picture. To move from a score of 1 to a score of 3, the student will demonstrate higher and 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 and uses words to label or to convey a story.	Student draws a picture and writes one sentence in English about the picture.	Student draws a picture and writes sentences in English about the picture.

W03	<i>2.2. Write a variety of text types (e.g., narrative, descriptive, persuasive, expository, procedural).</i>		
	The focus of Row W03 is level of composition: Pictures and letters or other marks earn a score point of 1. Single words or phrases earn a score point of 2, while complete English sentences earn a score point of 3.		
Score Points			
0	1	2	3
Does not meet Score Point 1.	Student writes a text in English using pictures, letters, or marks, or by dictating to the teacher. <u>Examples:</u> Narrative Descriptive Poem Letter	Student writes a text in English using words or phrases. <u>Examples:</u> Narrative Descriptive Poem Letter	Student writes a text in English using sentences and/or paragraphs. <u>Examples:</u> Narrative Descriptive Poem Letter

Writing Inventory (continued)

W04	<p><i>3.1. Revise drafts according to a model or rubric.</i> <i>3.2. Add on to drafts with teacher support.</i> <i>3.3. Revise drafts to achieve organization and sense of audience and to improve word choices, comprehensibility, and legibility.</i></p>		
	<p>This skill set requires the student to edit, demonstrating understanding of someone else’s text and the ability to remodel it according to a set of rules. A score point of 3 indicates that the student understands the given text as well as the rules and applies the rules appropriately and independently.</p>		
Score Points			
0	1	2	3
Does not meet Score Point 1.	Student revises picture stories when prompted by the teacher.	Student revises text written in English with teacher support.	Student revises text written in English according to a model or rubric provided by the teacher.

W05	<p><i>3.5. Edit writing for complete sentences.</i></p>		
	<p>The difference between score points is a decrease in teacher support and an increase in editing skills.</p>		
Score Points			
0	1	2	3
Does not meet Score Point 1.	Student attempts to edit writing for complete sentences with teacher support.	Student edits writing for complete sentences with teacher support.	Student edits writing for complete sentences without teacher support.

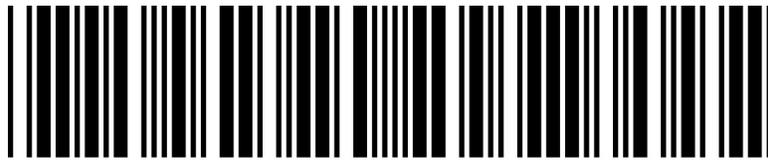
W06	<p><i>4.2. Print upper- and lower-case letters correctly and legibly and space letters and words appropriately using correct directionality.</i></p>		
	<p>Students should be given multiple opportunities over a period of time to attempt all upper- and lower-case letters. Give the score at the highest level at which the student consistently performs over time, even if that is a 1.</p>		
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.

Writing Inventory (continued)

W07	<i>4.3. Capitalize letters appropriately in sentences and proper nouns.</i>		
	Row W07 shifts the focus from copying, to independently producing words that are correctly capitalized. If a student routinely performs one higher-level task correctly (e.g., capitalizing properly in sentences), but is inconsistent with others (e.g., proper nouns), that student’s score should be 2.		
Score Points			
0	1	2	3
Does not meet Score Point 1.	Student writes first and last name with capital letters used appropriately.	Student uses a capital letter to begin a single sentence.	Student uses capital letters to begin sentences and familiar proper nouns.

W08	<i>4.4. Spell grade-appropriate words correctly and make phonetic attempts of beyond grade-appropriate words effectively..</i>		
	Consult your school or district language arts supervisor for guidance with respect to grade-appropriate words to use to ensure accurate scoring. [See page 5 <i>Pre-Administration Details</i> of this Manual.] Students should both spell grade appropriate words correctly, and also attempt higher-level words effectively for a score point of 3. Attempting while still misspelling common grade-level words should be scored as a 2.		
Score Points			
0	1	2	3
Does not meet Score Point 1.	Student makes phonetic attempts to spell grade-appropriate words.	Student spells a limited number of grade appropriate words correctly and makes phonetic attempts to spell words at or above grade level.	Student spells grade-appropriate words correctly and makes phonetic attempts to spell words above grade level.

W09	<i>4.6. Use resources to find correct spelling (e.g., dictionaries, word walls).</i>		
	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.	Student uses classroom resources to find correct spelling of grade-appropriate words with teacher support.	Student uses classroom resources to find correct spelling of grade-appropriate words independently



E L 1 5 T A M 2