

Waller ISD Curriculum Department

English/Language Arts and Reading

Kindergarten, First, and Second Grade - Language Arts Benchmark Assessments

The Language Arts Benchmark provides teachers with valuable information on the reading and writing development of each student which helps them make informed instructional decisions to facilitate literacy growth.

Three major assessments throughout the year are used to assess student progress in reading and writing.

The following information represents the educational requirements, as outlined in the Texas Essential Knowledge and Skills (TEKS), for the specified grade levels.

Kindergarten Expectations			
Literacy Assessment	Beginning-of-Year Assessment	Mid-Year Assessment	End-of-Year Assessment
Reading/Language Arts	District Standard	District Standard	District Standard
DRA Level	A	2	4
ISIP Overall Reading	184+	193+	202+
High Frequency Words	Not Assessed	11 of 35	31 of 35
Written Composition (see rubric)	Not Assessed	Not Assessed	S (Early Writers-Stage 1 Rubric)

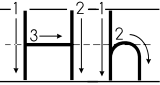

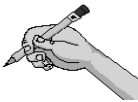
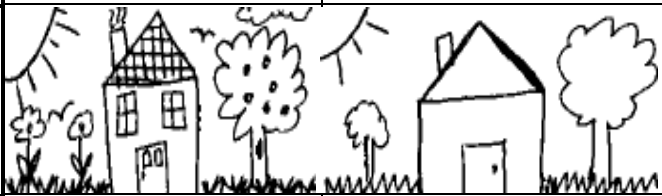
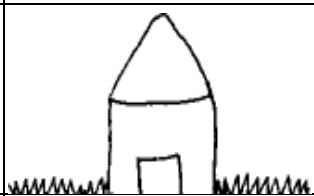

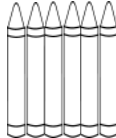
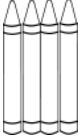
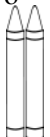




First Grade Expectations			
Literacy Assessment	Beginning-of-Year Assessment	Mid-Year Assessment	End-of-Year Assessment
Reading/Language Arts	District Standard	District Standard	District Standard
DRA Level	4	10	16
High Frequency Words	35 of 150	60 of 150	125 of 150
Fluency	Not Assessed	30 WPM	60 WPM
ISIP Overall Score	203+	212+	225+
Comprehension	Not Assessed	Not Assessed	Above 70%
Written Composition (see rubrics)	70% and Above (Early Writers-Stage 2 Rubric)	70% and Above (Early Writers-Stage 2 Rubric)	70% and Above (Growing Writers Rubric)

Second Grade Expectations

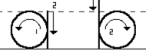


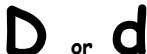
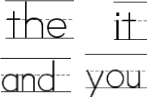
Literacy Assessment	Beginning-of-Year Assessment	Mid-Year Assessment	End-of-Year Assessment
Reading/Language Arts	District Standard	District Standard	District Standard
DRA Level	16	24	28
Reading Comprehension	Above 70% (CBA 1-Sept./Oct.)	Above 70% (CBA 2-Nov./Dec.)	Above 70% (EOY Benchmark)
Fluency	60 WPM	75 WPM	90 WPM
High Frequency Words	150 of 350	225 of 350	325 of 350
ISIP Overall Score	227+	232+	240+
Written Composition (see rubric)	70% and Above (Growing Writers Rubric)	70% and Above (Growing Writers Rubric)	70% and Above (Growing Writers Rubric)

Assessment Descriptors

- * **Development Reading Assessment Level (DRA):** The DRA is assessed using the numeric levels (A-44) associated with the Developmental Reading Assessment instrument. Students read a leveled text while the teacher records the way the story is read to determine a child's accuracy (number of words pronounced correctly), fluency (expression, pacing, intonation, and attention to punctuation), and comprehension.
 - * **Reading Comprehension:** Students read fiction and nonfiction passages silently and answer a variety of multiple-choice comprehension questions regarding the content of the assessed text. Comprehension refers to the ability to understand the text being read.
 - * **Fluency:** Fluency is reading text with speed, accuracy, and expression.
 - o **Speed** refers to the number of words a person correctly reads per minute (WCPM).
 - o **Accuracy** refers to reading the material with few errors.
 - o **Expression** refers to the ability of the reader to use correct phrasing, tone, and pitch while reading text aloud.
 - * **High Frequency Words:** There are more than 600,000 words in the English language and only a small number of these appear frequently in the materials we read. In fact, studies have shown that there are only 13 different words that make up 25 percent of the words we read, and there are 100 words that make up 50 percent of the words we read. These words are called high-frequency words.
 - * **ISIP:** I-Station's Indicators of Progress is required early literacy assessment composed of short tests that determine a student's overall reading ability. The computer-based assessment measures students in the areas of phonemic awareness, letter knowledge, alphabetic decoding, vocabulary, comprehension, spelling, and text fluency. For additional information about ISIP, go to www.istation.com.
 - * **Written Composition:** Students write a composition on a selected topic based upon the current unit of study. The writing is scored using the grade-level rubric which indicates a score based on descriptors within the rubric.
 - o ***Early Writers Rubric (Stage 1):** The Early Writers Stage 1 Rubric is utilized with Kindergarten.
 - o ***Early Writers Rubric (Stage 2):** The Early Writers Stage 2 Rubric is utilized with First Grade (first semester only).
 - o ***Growing Writers Rubric:** The Growing Writers Rubric is utilized with First Grade (second semester) and Second Grade.
 - o **STAAR Writing Rubric:** The STAAR Writing Rubric is utilized with 3rd – 12th grade writers.
- *Indicates that it is included in this packet.

<u>CATEGORY</u>	E	S	N	U
<u>Handwriting</u> 	<p>the</p> <p>Handwriting is excellent with no reversals.</p>	<p>The</p> <p>Handwriting is fair with few reversals.</p>	<p>tdg</p> <p>Handwriting is poor with many reversals.</p>	<p>No attempt</p>
<u>Capitals/lowercase</u> D or d	<p>It is hot.</p>	<p>it is hot.</p>	<p>iT Is hOt.</p>	<p>No attempt</p>
<u>Spacing</u> 	<p>It is cold.</p> <p>Spacing is appropriate and consistent.</p>	<p>It is cold.</p> <p>Spacing is inconsistent or incorrect.</p>	<p>Itiscold.</p> <p>Student did not have any spacing.</p>	<p>No attempt</p>
<u>Details in Illustration</u> 				<p>No attempt</p>
<u>Use of color & coloring appropriately</u> 	<p>Used lots of color and colored items appropriately.</p> 	<p>Used 3-4 colors and items were/were not colored appropriately.</p> 	<p>Used only one or two colors and items were not colored appropriately.</p> 	<p>No attempt</p>
<u>Coloring inside the lines</u> 				<p>No attempt</p>
<u>Punctuation</u> <p>. ? !</p>	<p>I have it.</p> <p>Punctuation is included and is appropriate.</p>	<p>I. have. it.</p> <p>Punctuation is included, but is not appropriate.</p>	<p>I have it</p> <p>Punctuation is not included.</p>	<p>No attempt</p>
<u>Use of sight words</u> <p>is and the it</p>	<p>I like it.</p> <p>Used the appropriate sight words and used conventional spellings for sight words.</p>	<p>I lik it. or I little it.</p> <p>-May/may not have used the appropriate sight words. -May/may not have spelled sight words correctly.</p>	<p>I k t</p> <p>Did not use the appropriate sight words to convey a complete thought.</p>	<p>No attempt</p>
<u>Progression of temporary spelling to conventional spelling</u>	<p>I have a truck.</p> <p>Used sight words and some conventional spellings.</p>	<p>I hav a truc.</p> <p>Used sight words and temporary spellings.</p>	<p>I vt svb.</p> <p>Did not use sight words or phonetic spelling.</p>	<p>No attempt</p>
<u>Name Writing</u> <p>James Smith</p>	<p>Writes first and last name correctly.</p>	<p>Writes first name correctly.</p>	<p>Does not write first name correctly.</p>	<p>No attempt to write name.</p>

Name _____ **Early Writers (Stage 2) Writing Rubric** Date _____

Category:	(10 POINTS)	(8 POINTS)	(7 POINTS)	(6 POINTS)	(5 POINTS)
Handwriting 	Excellent with proper letter formation.	Fair with proper letter formation.	Good with improper letter formations.	Poor with improper letter formations.	Consistent improper letter formation. Writing is not properly on the lines.
Spacing 	It is cold. Appropriate and consistent.	It is cold. It is nice. Few spacing mistakes.	It is cold. Inconsistent or incorrect.	It is cold. Unnecessary space.	It is cold. Student did not use any spacing.
Punctuation 	I have it. I have it. Proper punctuation.	I have it I have it. Few omissions	I have. it. Improper placement of punctuation	I have it I have. it I have it I. Periods only present at the end of each line.	I have it No punctuation present.
Capitals/ Lowercase 	It is hot.	it is hot.	It is hot.	iT Is hOT.	IT IS HOT.
Use of Sight Words 	Are you my mother? Used conventional spellings for sight words.	Are you my mothr? Minimal misspelled sight words.	Ar yu my muther? Several misspelled sight words/temporary spelling.	Ar yu mi muthr? Used temporary spelling for all sight words.	R y m mt. Did not use sight words to convey a complete thought.
Progression of Temporary Spelling to Conventional Spelling	I was at home. Used sight words and conventional spellings.	I wuz at home. Used sight words and had few conventional spelling mistakes.	I wuz at hom Used sight words and temporary spellings.	i wuzu atu homu Frequently used temporary spellings/adding sounds.	I k t Did not use sight words or phonetic spelling.
Sentence Variation	I have a dog. He is black. I love him.	I have a dog. I have a cat. They are fun. They are cute.	I have a dog. I have a cat. I have a bird. They are fun.	I have a dog. I have a cat. I have a mom. I have a dad.	No decipherable sentences present.
Appropriate Grammar	She ate cake. She liked it.	She ated cake. She liked it.	Her ate cake. Her liked it.	Her ated cake.	No decipherable sentences present.
Complete Sentences/ Thoughts	I want a dog. Complete sentences	I want dog. Missing words	want a dog Missing the subject (who)	I dog Missing the verb (what)	No decipherable sentences present.
Name Writing	Writes first and last name correctly				No name written

Please attach writing piece to the back of this rubric.

Growing Writers Writing Rubric

Waller ISD ELAR Department
First Grade (second semester) & Second Grade

Total Points

/100 pts.

Name _____

Date _____

CATEGORY	10 Points	8 Points	6 Points	5 Points
<u>Capitalization</u>	Proper Capitalization	Somewhat Consistent Capitalization	Inconsistent Capitalization	No Capitalization Present
<u>Punctuation</u>	Proper Punctuation	Few Omissions	Improper Placement of Punctuation	No Punctuation Present
<u>Handwriting</u> Spacing Letter Formation Left to Right Progression	Appropriate and Consistent Spacing, Letter Formation, or Progression	Few Mistakes in Spacing, Letter Formation, or Progression	Inconsistent or Incorrect Spacing, Letter Formation, or Progression	No Attempt at Proper Spacing, Letter Formation, or Progression
<u>Spelling</u> (Word wall words spelled correctly and other words phonetically)	Used Word Wall Words and Conventional Spellings	Used Word Wall Words and had Few Conventional Spelling Mistakes	Several Misspelled Word Wall Words and Temporary Spellings	Did Not Use Word Wall Words or Phonetic Spelling
<u>Complete Sentences</u> Includes the subject (who) and the verb (what)	Complete Sentences Used Throughout Writing Piece	Some Sentences are Missing the Subject (who)	Some Sentences are Missing the Verb (what)	Sentences are Indecipherable
<u>Grammar</u>	Appropriate and Consistent Grammar Usage	Few Mistakes in Grammar Usage	Inconsistent or Incorrect Grammar Usage	Sentences are Indecipherable
<u>Focus in Writing Piece</u>	Writing is Focused on One Idea Throughout the Writing Piece	Writing is Generally Focused on One Idea Throughout the Writing Piece	Writing is Somewhat Confusing and Is Not Focused on One Clear Idea	Focus is Indecipherable; Writing Piece is Confusing
<u>Beginning, Middle, End</u>	Writing Includes a Well-Developed Beginning, Middle, and End	Writing Includes a Beginning, Middle, and End	Writing Includes 2 of the 3 Required Parts (B, M, E)	Writing Does Not Include a Beginning, Middle, or End
<u>Logical Order/Organization</u>	Writing Piece Flows in Logical Order That Makes Sense to the Reader	Writing Piece Flows in a Somewhat Logical Order That Makes Sense to the Reader	Flow of the Piece is Inconsistent and One or More Ideas is Out of Logical Order	Flow of the Piece is Confusing; Several Ideas are Out of Logical Order
<u>Writing Process</u> (Brainstorming, Rough Draft, Revise, Edit, Publish)	Student Uses All 5 Elements of the Writing Process (Brainstorming, Rough Draft, Revising, Editing, Publishing)	Student Uses 4 Elements of the Writing Process (Brainstorming, Rough Draft, Revising, Editing, Publishing)	Student Uses 2 Elements of the Writing Process (Brainstorming, Rough Draft, Revising, Editing, Publishing)	Student Did Not Follow the Writing Process