

## Pre-K

### Pre-K Winter Assessment Window

|   | Green | Yellow | Red |
|---|-------|--------|-----|
| PLA - Letter Identification – Lowercase Letters | 8/26  | 4-7    | <4  |
| PLA - Letter Identification – Uppercase Letters | 8/26  | 4-7    | <4  |
| PLA – Early Concepts of Print                   | 7/7   | 5-6    | < 5 |
| PLA - Rhyme Identification                      | 8/10  | 5-7    | < 5 |
| PLA - Classifying Words by Initial Sounds       | 8/10  | 5-7    | < 5 |
| PLA- Blending Syllables                         | 8/10  | 5-7    | < 5 |

### Pre-K Spring Assessment Window

|   | Green | Yellow | Red |
|---|-------|--------|-----|
| PLA - Letter Identification – Lowercase Letters | 17/28 | 8-16   | <8  |
| PLA - Letter Identification – Uppercase Letters | 17/26 | 8-16   | <8  |
| PLA - Concepts of Print                         | 9/14  | 7-8    | < 7 |
| PLA- Matching Familiar Consonant Sounds/Letters | 8/10  | 5-7    | < 5 |
| PLA-DAPPA: Initial Consonants the Same*         | 8/10  | 5-7    | < 5 |
| PLA-DAPPA: Rhyme Supply*                        | 8/10  | 5-7    | < 5 |

*\*Initial Consonants & Rhyme Supply are emerging skills. Scores of 5 and above = Proficient in Pre-K*

## Kindergarten

### Incoming K Spring Assessment Window

|   | Green | Yellow | Red |
|---|-------|--------|-----|
| PLA - Letter Identification – Lowercase Letters | 17/28 | 8-16   | <8  |
| PLA - Letter Identification – Uppercase Letters | 17/26 | 8-16   | <8  |
| PLA - Concepts of Print                         | 9/14  | 7-8    | < 7 |
| PLA- Matching Familiar Consonant Sounds/Letters | 8/10  | 5-7    | < 5 |
| PLA-DAPPA: Initial Consonants the Same          | 8/10  | 5-7    | < 5 |
| PLA- DAPPA: Rhyme Supply                        | 8/10  | 5-7    | < 5 |

### Kindergarten Fall Assessment Window

|  | Green          | Yellow | Red  |
|--|----------------|--------|------|
| PLA: Letter Sounds (lowercase)                         | 13/26          | 6-12   | <6   |
| PLA: Hearing Sounds in Words                           | *baseline data |        |      |
| Reading Level *assess for baseline data as appropriate | *A/*B          | ----   | ---- |
| Primary Oral Language Retelling                        | 3-5            | ---    | 0-2  |

### Kindergarten Winter Assessment Window

|   | Green          | Yellow | Red  |
|---|----------------|--------|------|
| PLA - Letter Identification – Lowercase Letters | 28/28          | 27-20  | <20  |
| PLA - Letter Identification – Uppercase Letters | 26/26          | 25-20  | <20  |
| PLA - Letter Sounds – (lowercase)               | 26/26          | 18-25  | < 18 |
| PLA - Concepts of Print                         | 14/14          | 11-13  | < 11 |
| PLA: DAPPA- Blending                            | 8/10           | 5-7    | < 5  |
| PLA: DAPPA-Segmenting                           | 8/10           | 5-7    | < 5  |
| PLA - Hearing Sounds in Words                   | 19/37          | 12-18  | < 12 |
| Reading Level                                   | C              | B      | A    |
| High Frequency Words                            | 25/50          | 20-24  | <20  |
| CCPA 1- Short Vowel Sounds                      | 5/5            | ---    | < 5  |
| Rapid Automatic Naming                          | *baseline data |        |      |

### Kindergarten Spring Assessment Window

|  | Green | Yellow | Red  |
|--|-------|--------|------|
| PLA: DAPPA- Substitute Initial Consonant | 8/10  | 5-7    | < 5  |
| PLA: DAPPA- Delete Initial Consonant     | 8/10  | 5-7    | < 5  |
| PLA: Hearing Sounds in Words             | 35/37 | 30-34  | < 30 |
| Reading Level                            | D     | C      | < C  |
| High Frequency Words                     | 50/50 | 35-49  | < 35 |
| CCPA 1- Long Vowel Sounds                | 5/5   | ---    | < 5  |
| CCPA 2A- Closed Syllables                | 8/10  | 6-7    | <6   |

## 2019-2020 CCPS ELA Assessments - Information to Support Instruction

**Purpose:** To give a visual snapshot of all assessment data used to determine grade level expectations.

| <b>Kindergarten – Grade Level Expectations</b>  |                           |                             |                  |                             |
|---|---------------------------|-----------------------------|------------------|-----------------------------|
|   | <b>FALL<br/>Quarter 1</b> | <b>WINTER<br/>Quarter 2</b> | <b>Quarter 3</b> | <b>SPRING<br/>Quarter 4</b> |
| PLA - Letter Identification – Lowercase Letters | 17/28                     | 28/28                       |                  |                             |
| PLA - Letter Identification – Uppercase Letters | 17/26                     | 26/26                       |                  |                             |
| PLA: Letter Sounds                              | 13/26                     | 26/26                       |                  |                             |
| Concepts of Print                               | 9/14                      | 14/14                       |                  |                             |
| PLA: Matching Consonant Sounds/Letter           | 8/10                      |                             |                  |                             |
| DAPPA: Initial Consonant the Same               | 8/10                      | 8/10                        |                  |                             |
| DAPPA: Rhyme Supply                             | 8/10                      | 8/10                        |                  |                             |
| DAPPA: Blending                                 |                           | 8/10                        | 8/10             |                             |
| DAPPA: Segmentation                             |                           | 8/10                        | 8/10             |                             |
| DAPPA: Substitute Initial Consonant             |                           |                             | 6/10             | 8/10                        |
| DAPPA: Delete Initial Consonant                 |                           |                             | 6/10             | 8/10                        |
| PLA: Hearing Sounds in Words                    | *baseline data            | 19/37                       | 27/37            | 35/37                       |
| Reading Level (Instructional)                   | A/B                       | C                           | C/D              | D                           |
| High Frequency Words                            |                           | 25                          | 35               | 50                          |
| CCPA 1: Short Vowel Sounds                      |                           | 5/5                         |                  |                             |
| CCPA 1: Long Vowel Sounds                       |                           |                             | 5/5              | 5/5                         |
| CCPA 2A: Closed Syllables                       |                           |                             |                  | 8/10                        |

\*Baseline Data refers to gathering initial data for instructional purposes to meet upcoming mastery expectations.

## First Grade

### First Grade Winter Assessment Window

|   | Green | Yellow | Red |
|---|-------|--------|-----|
| CCPA 2B- Closed Syllables with Digraphs | 8/10  | ----   | < 8 |
| CCPA 2C- Closed Syllables with Blends   | 8/10  | 6-7    | < 6 |
| High Frequency Words                    | 100+  | 75-99  | <75 |
| Reading Level                           | G     | F      | <F  |
| Fluency Rating Scale                    | 3+    | 2      | 1   |

### First Grade Spring Assessment Window

|   | Green   | Yellow  | Red  |
|---|---------|---------|------|
| CCPA 2A- Closed Syllables               | 8/10    | ----    | < 8  |
| CCPA 2B- Closed Syllables with Digraphs | 8/10    | ----    | < 8  |
| CCPA 2C- Closed Syllables with Blends   | 8/10    | ----    | < 8  |
| CCPA 2D- Vowel-Consonant-e              | 8/10    | 6-7     | < 6  |
| CCPA 2E- Two Syllables-Closed           | 8/10    | 6-7     | < 6  |
| CCPA 2F- R-Controlled                   | 8/10    | 6-7     | < 6  |
| High Frequency Words                    | 200/200 | 175-199 | <175 |
| Reading Level                           | J       | I       | <I   |
| Fluency Rating Scale                    | 3+      | 2       | 1    |

**Purpose:** To give a visual snapshot of all assessment data used to determine grade level expectations.

### First Grade – Grade Level Expectations

|   | Quarter 1      | WINTER<br>Quarter 2 | Quarter 3      | SPRING<br>Quarter 4 |
|---|----------------|---------------------|----------------|---------------------|
| CCPA 2B: Closed Syllables with Digraphs | *Baseline Data | 8/10                |                |                     |
| CCPA 2C: Closed Syllables with Blends   |                | 8/10                |                |                     |
| CCPA 2D: Vowel-Consonant-e              |                |                     | *Baseline Data | 8/10                |
| CCPA 2E: Two Syllables-Closed           |                |                     |                | 8/10                |
| CCPA 2F: R-Controlled                   |                |                     |                | 8/10                |
| High Frequency Words                    | ≥50            | 100                 | 150            | 200                 |
| Reading Level                           | E/F            | G                   | H/I            | J                   |
| Fluency Rating Scale                    |                | 3+                  | 3+             | 3+                  |

## Second Grade

### Second Grade Winter Assessment Window

|   | Green   | Yellow | Red |
|---|---|--------|-----|
| <b>CCPA 2G: Vowel Digraphs</b>            | 8/10  | 6-7    | < 6 |
| <b>CCPA 2H: Vowel Diphthongs</b>          | 8/10  | 6-7    | < 6 |
| <b>CCPA 2I: Two Syllables</b>             | 17/21   | 13-16  | <13 |
| <b>Reading Level</b>                      | L/M   | K      | < K |
| <b>Fluency Rating Scale</b>               | 3+  | 2      | 1   |
| <b>Reading Inventory (for Level L+)</b>   | 350+  | <350   | N/A |
| <b>Comprehension Benchmark Assessment</b> | Students' performance on CCSS comprehension standards- County Expectation is $\geq$ 80% |        |     |

### Second Grade Spring Assessment Window

|   | Green   | Yellow  | Red      |
|---|---|---------|----------|
| <b>CCPA 2G: Vowel Digraphs</b>            | 8/10  | ----    | < 8      |
| <b>CCPA 2H: Vowel Diphthongs</b>          | 8/10  | ----    | < 8      |
| <b>CCPA 2I: Two Syllables</b>             | 17/21   | ----    | < 17     |
| <b>CCPA 2J: Multisyllabic</b>             | 6/8   | 4-5     | <4       |
| <b>Reading Level</b>                      | O   | N       | $\leq$ M |
| <b>Fluency Rating Scale</b>               | 3+  | 2       | 1        |
| <b>Reading Inventory (for Level L+)</b>   | 425+  | 401-424 | <401     |
| <b>Comprehension Benchmark Assessment</b> | Students' performance on CCSS comprehension standards- County Expectation is $\geq$ 80% |         |          |

**Purpose:** To give a visual snapshot of all assessment data used to determine grade level expectations.

### Second Grade – Grade Level Expectations

|   | Quarter 1      | WINTER<br>Quarter 2 | Quarter 3 | SPRING<br>Quarter 4 |
|---|----------------|---------------------|-----------|---------------------|
| CCPA 2G: Vowel Digraphs                 | *Baseline Data | 8/10                |           |                     |
| CCPA 2H: Vowel Diphthongs               | *Baseline Data | 8/10                |           |                     |
| CCPA 2I: Two Syllables                  |                | 17/21               |           | 17/21               |
| CCPA 2J: Multisyllabic                  |                |                     |           | 6/8                 |
| Reading Level                           | K/L            | L/M                 | N         | O                   |
| Fluency Rating Scale                    | 3+             | 3+                  | 3+        | 3+                  |
| Scholastic Reading Inventory (Level L+) |                | 350                 | 401       | 425+                |
| Comprehension Benchmark Assessment      |                | $\geq$ 80%          |           | $\geq$ 80%          |

\*Teachers should also use any informal data to make instructional decisions (anecdotal notes, daily class performance, and daily formative assessments).  
CCPS 1/24/20

## Third Grade

### Third Grade Winter Assessment Window

|   | Green  | Yellow  | Red   |
|---|--|---------|-------|
| <b>Reading Level</b>                          | O  | -       | <O    |
| <b>Scholastic Reading Inventory</b>           | 483+   | 432-482 | < 432 |
| <b>County Writing Rubrics – Dev. of Ideas</b> | 2+   | 1       | 0     |
| <b>County Writing Rubrics -Organization</b>   | 2+   | 1       | 0     |
| <b>County Writing Rubrics – Clarity</b>       | 2+   | 1       | 0     |
| <b>County Writing Rubrics – Conventions</b>   | 2+   | 1       | 0     |
| <b>Comprehension Benchmark Assessment</b>     | Students' performance on CCSS comprehension standards- County Expectation is ≥ 80% |         |       |

### Third Grade Spring Assessment Window

|   | Green  | Yellow  | Red   |
|---|--|---------|-------|
| <b>Reading Level</b>                          | O+   | ---     | <O    |
| <b>Scholastic Reading Inventory</b>           | 572+   | 521-571 | < 521 |
| <b>County Writing Rubrics – Dev. of Ideas</b> | 2+   | 1       | 0     |
| <b>County Writing Rubrics -Organization</b>   | 2+   | 1       | 0     |
| <b>County Writing Rubrics – Clarity</b>       | 2+   | 1       | 0     |
| <b>County Writing Rubrics – Conventions</b>   | 2+   | 1       | 0     |
| <b>Comprehension Benchmark Assessment</b>     | Students' performance on CCSS comprehension standards- County Expectation is ≥ 80% |         |       |

**Purpose:** To give a visual snapshot of all assessment data used to determine grade level expectations.

### Third Grade – On Grade Level

|  | Quarter 1 | WINTER<br>Quarter 2 | Quarter 3 | SPRING<br>Quarter 4 |
|--|-----------|---------------------|-----------|---------------------|
| Reading Level                          | O+        | ---                 | ---       | ---                 |
| Reading Inventory                      | 454+      | 483+                | ---       | 572+                |
| Comprehension Benchmark Assessment     | --        | ≥ 80%               | --        | ≥ 80%               |
| County Writing Rubrics – Dev. of Ideas | 2+        | 2+                  | 2+        | 2+                  |
| County Writing Rubrics - Organization  | 2+        | 2+                  | 2+        | 2+                  |
| County Writing Rubrics – Clarity       | 2+        | 2+                  | 2+        | 2+                  |
| County Writing Rubrics – Conventions   | 2+        | 2+                  | 2+        | 2+                  |

## Fourth Grade

### Fourth Grade Winter Assessment Window

|   | Green  | Yellow  | Red   |
|---|--|---------|-------|
| <b>Reading Inventory</b>                      | 646+   | 595-645 | < 595 |
| <b>County Writing Rubrics – Dev. of Ideas</b> | 2+   | 1       | 0     |
| <b>County Writing Rubrics -Organization</b>   | 2+   | 1       | 0     |
| <b>County Writing Rubrics – Clarity</b>       | 2+   | 1       | 0     |
| <b>County Writing Rubrics – Conventions</b>   | 2+   | 1       | 0     |
| <b>Comprehension Benchmark Assessment</b>     | Students' performance on CCSS comprehension standards- County Expectation is ≥ 80% |         |       |

### Fourth Grade Spring Assessment Window

|   | Green  | Yellow  | Red   |
|---|--|---------|-------|
| <b>Reading Inventory</b>                      | 720+   | 669-719 | < 669 |
| <b>County Writing Rubrics – Dev. of Ideas</b> | 2+   | 1       | 0     |
| <b>County Writing Rubrics -Organization</b>   | 2+   | 1       | 0     |
| <b>County Writing Rubrics – Clarity</b>       | 2+   | 1       | 0     |
| <b>County Writing Rubrics – Conventions</b>   | 2+   | 1       | 0     |
| <b>Comprehension Benchmark Assessment</b>     | Students' performance on CCSS comprehension standards- County Expectation is ≥ 80% |         |       |

**Purpose:** To give a visual snapshot of all assessment data used to determine grade level expectations.

| <b>Fourth Grade – On Grade Level</b>   |                  |                             |                  |                             |
|--|------------------|-----------------------------|------------------|-----------------------------|
|  | <b>Quarter 1</b> | <b>WINTER<br/>Quarter 2</b> | <b>Quarter 3</b> | <b>SPRING<br/>Quarter 4</b> |
| Reading Inventory                      | 622+             | 646+                        | ---              | 720+                        |
| Comprehension Benchmark Assessment     | --               | ≥ 80%                       | --               | ≥ 80%                       |
| County Writing Rubrics – Dev. of Ideas | 2+               | 2+                          | 2+               | 2+                          |
| County Writing Rubrics - Organization  | 2+               | 2+                          | 2+               | 2+                          |
| County Writing Rubrics – Clarity       | 2+               | 2+                          | 2+               | 2+                          |
| County Writing Rubrics – Conventions   | 2+               | 2+                          | 2+               | 2+                          |

## Fifth Grade

### Fifth Grade Winter Assessment Window

|   | Green  | Yellow  | Red   |
|---|--|---------|-------|
| <b>Reading Inventory</b>                      | 780+   | 729-779 | < 729 |
| <b>County Writing Rubrics – Dev. of Ideas</b> | 2+   | 1       | 0     |
| <b>County Writing Rubrics -Organization</b>   | 2+   | 1       | 0     |
| <b>County Writing Rubrics – Clarity</b>       | 2+   | 1       | 0     |
| <b>County Writing Rubrics – Conventions</b>   | 2+   | 1       | 0     |
| <b>Comprehension Benchmark Assessment</b>     | Students' performance on CCSS comprehension standards- County Expectation is ≥ 80% |         |       |

### Fifth Grade Spring Assessment Window

|   | Green  | Yellow  | Red  |
|---|--|---------|------|
| <b>Reading Inventory</b>                      | 824+   | 773-823 | <773 |
| <b>County Writing Rubrics – Dev. of Ideas</b> | 2+   | 1       | 0    |
| <b>County Writing Rubrics -Organization</b>   | 2+   | 1       | 0    |
| <b>County Writing Rubrics – Clarity</b>       | 2+   | 1       | 0    |
| <b>County Writing Rubrics – Conventions</b>   | 2+   | 1       | 0    |
| <b>Comprehension Benchmark Assessment</b>     | Students' performance on CCSS comprehension standards- County Expectation is ≥ 80% |         |      |

**Purpose:** To give a visual snapshot of all assessment data used to determine grade level expectations.

### Fifth Grade – On Grade Level

|  | Quarter 1 | WINTER<br>Quarter 2 | Quarter 3 | SPRING<br>Quarter 4 |
|--|-----------|---------------------|-----------|---------------------|
| Reading Inventory                      | 763+      | 780+                | ---       | 824+                |
| Comprehension Benchmark Assessment     | --        | ≥ 80%               | --        | ≥ 80%               |
| County Writing Rubrics – Dev. of Ideas | 2+        | 2+                  | 2+        | 2+                  |
| County Writing Rubrics - Organization  | 2+        | 2+                  | 2+        | 2+                  |
| County Writing Rubrics – Clarity       | 2+        | 2+                  | 2+        | 2+                  |
| County Writing Rubrics – Conventions   | 2+        | 2+                  | 2+        | 2+                  |