

Rubric for Oral Reading Fluency

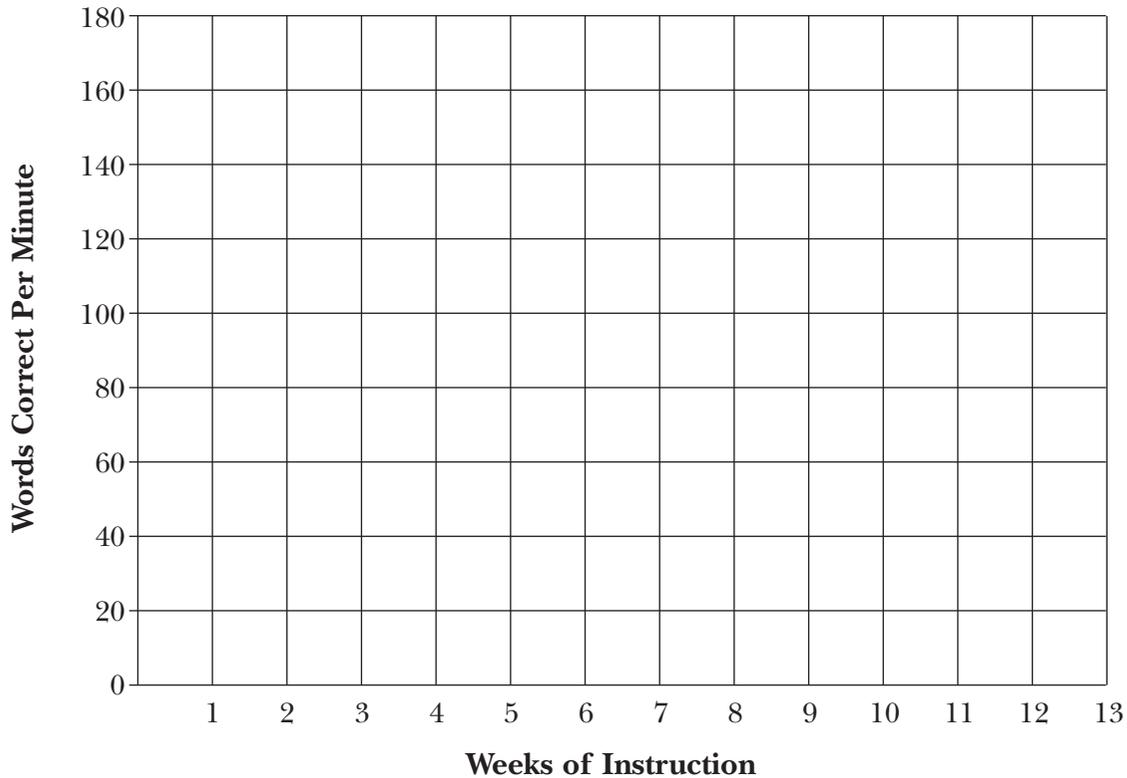
adapted from the National Assessment of Educational Progress (NAEP)
Scale for Assessing Oral Reading Fluency

Point Scale	Description of Oral Reading Fluency
4	Reads primarily in large, meaningful phrase groups. Although some regressions, repetitions, and deviations from text may be present, these do not appear to detract from the overall structure of the story. Preservation of the author's syntax is consistent. Some or most of the story is read with expressive interpretation.
3	Reads primarily in three- or four-word phrase groups. Some smaller groupings may be present. However, the majority of phrasing seems appropriate and preserves the syntax of the author. Little or no expressive interpretation is present.
2	Reads primarily in two-word phrases with some three- or four-word groupings. Some word-by-word reading may be present. Word groupings may seem awkward and unrelated to the larger context of the sentence or passage.
1	Reads primarily word by word. Occasional two-word or three-word phrases may occur, but these are infrequent and/or they do not preserve meaningful syntax.

Name _____

Monitoring and Projecting Progress in Reading Fluency Instruction Chart

1. Use Words Correct Per Minute (wcpm) measure and plot on the chart.
2. Decide on oral fluency goal for a year and plot it on the chart.
3. Connect the two points.
4. After each unit fluency activity, chart (plot) fluency wcpm.
5. Decide if fluency level is steadily rising to meet the pre-decided end goal.
6. If yes, continue. If no (flatlining), then plan for six minutes per day of oral repeated reading and more teacher modeling.



Goal:

Name _____ Date _____

Oral Presentation Evaluation Sheet

Topic or Title _____

Presenter or Group _____

Did the presenter or group:	lowest	mid	highest		
1. make use of eye contact and facial expressions?	1	2	3	4	5
2. have a good opening?	1	2	3	4	5
3. change the pitch and tone of voice?	1	2	3	4	5
4. use interesting and specific language?	1	2	3	4	5
5. use pauses or emphasis on key words?	1	2	3	4	5
6. support ideas with details and examples?	1	2	3	4	5
7. use gestures or action?	1	2	3	4	5
8. use visuals?	1	2	3	4	5
9. speak clearly?	1	2	3	4	5
10. have a good closing?	1	2	3	4	5
For a Reader's Theater or play, did the group:					
11. wear costumes or use props?	1	2	3	4	5
12. act so I believed the story?	1	2	3	4	5

Rubric for Oral Presentations

	3 points	2 points	1 point
Presentation	<ul style="list-style-type: none"> • Student uses appropriate eye contact and facial expressions. • Student uses gestures consistently. • Student seems at ease and engages the audience. 	<ul style="list-style-type: none"> • Student uses some eye contact and facial expressions. • Student makes some use of gestures. • Student begins to overcome timidity and engages the audience. 	<ul style="list-style-type: none"> • Student uses no eye contact. • Student uses no gestures. • Student is remote and isolated from the audience.
Speaking Mechanics	<ul style="list-style-type: none"> • Student uses exciting pitch and tone of voice. • Student is clear and easily understood. • Student pauses and emphasizes key words. 	<ul style="list-style-type: none"> • Student sometimes varies pitch and tone. • Student is sometimes difficult to hear. • Student uses some pauses and emphasis for key words. 	<ul style="list-style-type: none"> • Student uses no change in pitch or tone. • Student is difficult to hear. • Student uses no pauses or emphasis for key words.
Content	<ul style="list-style-type: none"> • Opening and closing are good. • Grammar and word choice are easy to understand. • Central idea is supported with details and examples. • The speaker's individuality and perspective are clear. 	<ul style="list-style-type: none"> • Opening and closing are perfunctory. • Grammar and word choice are usually appropriate. • Central idea is not fully developed. • There is some sense of the speaker's individual perspective. 	<ul style="list-style-type: none"> • There is no opening or closing. • Grammar and word choice make the presentation hard to understand. • The central idea is not clear. • There is no sense of the speaker's individual perspective.
Visuals/ Props/ Costumes	<ul style="list-style-type: none"> • Visuals and props enhance and clarify presentation. • Costumes are appropriate for presentation (Reader's Theater). 	<ul style="list-style-type: none"> • Visuals and props provide limited clarification and enhancement of presentation. • Costumes are somewhat appropriate for presentation (Reader's Theater). 	<ul style="list-style-type: none"> • There are no visuals. • There are no props. • There are no costumes (Reader's Theater).

Rubric for Speaking Assessment

1. Use this rubric as a guide for speaking instruction.
2. Also use it to score the Speaking Assessments for the quizzes, tests, and exams.
3. Each item should be scored on five criteria: Pronunciation/Diction, Fluency, Word Choice, Usage, Ideas/Meaning.
4. Students can earn 1–5 possible points for each of the five criteria.

Criteria	5 points	3 points	1 point
Pronunciation/ Diction	<ul style="list-style-type: none"> • Student is easy to understand and makes few errors. 	<ul style="list-style-type: none"> • Student makes many errors in pronunciation, but can be understood. 	<ul style="list-style-type: none"> • Student is very difficult to understand in English. • Responds in home language.
Fluency	<ul style="list-style-type: none"> • Student can effectively communicate in different contexts. 	<ul style="list-style-type: none"> • Student can generally communicate in most situations. 	<ul style="list-style-type: none"> • Student cannot communicate effectively in all situations.
Word Choice	<ul style="list-style-type: none"> • Student uses appropriate words to express meaning. 	<ul style="list-style-type: none"> • Student uses words or phrases to express simple meaning. 	<ul style="list-style-type: none"> • Student speaks in related words.
Usage	<ul style="list-style-type: none"> • Student makes minor errors in grammar and structure and can be understood. 	<ul style="list-style-type: none"> • Student makes major or frequent mistakes in grammar and structure but is possible to understand. 	<ul style="list-style-type: none"> • Student makes major or frequent mistakes in grammar and structure that make speech difficult to understand.
Ideas/ Meaning	<ul style="list-style-type: none"> • Responds with connected vocabulary and language to express ideas. • Response contains few errors. 	<ul style="list-style-type: none"> • Responds with limited vocabulary and language to express ideas. • Response contains frequent errors. 	<ul style="list-style-type: none"> • Unable to respond using English vocabulary.

Assess Speaking Progress

Assess oral skills in both formal and informal situations.
 Keep track of each student's speaking progress.
 Identify strengths and intervention areas by assessing each of the following elements of speaking.
 Place a **✓** next to the elements that are developing well. Place an **X** next to elements that need further attention.

Student Name _____ Class _____

	Date: Assessment:	Date: Assessment:	Date: Assessment:	Date: Assessment:	Date: Assessment:	Date: Assessment:
Elements of Speaking						
Pronunciation/Diction Speech is easy to understand. Student makes few errors.						
Fluency Student speaks with ease. Student can effectively communicate in different contexts.						
Word Choice Student uses appropriate words to express meaning.						
Usage Student makes minor errors in grammar and structure and can be understood.						
Ideas/Meaning Student responds with connected vocabulary and language to express ideas. Response contains few errors.						

Name _____ Date _____

Topic _____

Speaking Checklist

Use this checklist to evaluate your speaking.

1. Did I speak too slowly, too quickly, or just right? _____

2. Was the tone of my voice too high, too low, or just right? _____

3. Did I speak loudly enough for the audience to hear me? ___ Yes ___ No

4. Did I produce the correct intonation patterns of sentences? ___ Yes ___ No

5. Did I have a good opening? ___ Yes ___ No

6. Did I look at my audience? ___ Yes ___ No

7. Did I speak with feeling? ___ Yes ___ No

8. Did I support my ideas with facts and examples? ___ Yes ___ No

9. Did I tell the audience how I feel about the topic? ___ Yes ___ No

10. Did I use interesting, specific words? ___ Yes ___ No

11. Did I use visuals to make the speech interesting? ___ Yes ___ No

My Own Criteria

12. _____ ___ Yes ___ No

13. _____ ___ Yes ___ No

14. _____ ___ Yes ___ No

Name _____ Date _____

Speaker _____ Topic _____

Active Listening Checklist

Use this checklist to evaluate how well you listen and understand.

1. I liked _____ because _____

2. I want to know more about _____

3. I thought the opening was interesting. _____ Yes _____ No

4. The speaker stayed on the topic. _____ Yes _____ No

5. I did not understand _____

6. I needed the speaker to repeat or clarify _____

My Own Criteria

7. _____

8. _____

9. _____

Name _____ Date _____

Text/Presentation/Visual Media _____

Viewing Checklist

Analyze visuals for their effectiveness. Use these criteria to analyze visual media such as Web sites, documentaries, news programs, and photographs.

1. Do I understand the purpose of this visual? _____ Yes _____ No

2. What is the purpose? Is it to inform? To persuade? To entertain? _____

3. What is the viewpoint? _____

4. How does the language or visual contribute to the message? _____

5. Is there any propaganda or unsupported reasoning? _____ Yes _____ No

6. How are the opinions supported by facts? _____

7. Does the visual give me extra information? _____ Yes _____ No

8. What did I learn from the visual? _____

9. Would I create the same visual for this text/presentation? _____ Yes _____ No

10. What would I do differently? _____

My Own Criteria

11. _____ _____ Yes _____ No

12. _____ _____ Yes _____ No

Reading Strategy Checklist

Use this checklist to evaluate your reading strategies.

I use text structure or elements of literature to understand what I read.

- | | |
|--|----------------|
| 1. I identify main ideas and supporting details. | ___ Yes ___ No |
| 2. I identify cause and effect. | ___ Yes ___ No |
| 3. I understand setting. | ___ Yes ___ No |
| 4. I use chronology to locate and recall information. | ___ Yes ___ No |
| 5. I use graphic features to help me understand. | ___ Yes ___ No |
| 6. I analyze characters. | ___ Yes ___ No |
| 7. I analyze plot. | ___ Yes ___ No |
| 8. I compare and contrast. | ___ Yes ___ No |
| 9. I distinguish facts from opinions. | ___ Yes ___ No |
| 10. I make predictions and read to see if I was right. | ___ Yes ___ No |
| 11. I draw conclusions with text evidence. | ___ Yes ___ No |

I use my own experiences and thoughts to monitor what I read.

- | | |
|--|----------------|
| 12. I set goals to help me improve my reading. | ___ Yes ___ No |
| 13. I make lists of vocabulary to prepare for a new reading. | ___ Yes ___ No |
| 14. I discuss what I read with classmates. | ___ Yes ___ No |

I use other ways to understand what I read.

- | | |
|---|----------------|
| 15. I use what I already know to help me understand what I read. | ___ Yes ___ No |
| 16. I take notes to help me recall important details. | ___ Yes ___ No |
| 17. I picture scenes in my mind to help me remember and understand what I read. | ___ Yes ___ No |
| 18. I put words in groups to help me remember them more clearly. | ___ Yes ___ No |

My Own Criteria

- | | |
|-----------|----------------|
| 19. _____ | ___ Yes ___ No |
| 20. _____ | ___ Yes ___ No |

Name _____

Date _____

Word Study and Spelling

Keep a list of new words that you learn. Use a dictionary, a glossary, or the Newbury House Dictionary CD-ROM to find definitions.

Word	Page	Sentence from Reading	Definition	Your Sentence

Name _____

Date _____

Word Study and Spelling Assessment Chart

1. Exchange your *Word Study and Spelling* pages with a partner.
2. Choose five words and ask your partner to spell them on a piece of paper.
3. Choose another five words and ask your partner to write a sentence using each.
4. Check your partner's work.
5. Record the number of words spelled correctly in the first row of your partner's chart.
6. Record the number of words used correctly in a sentence in the second row.
7. Record the words that were spelled or used incorrectly in the third row.

	Units A–D	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8
How many words did I spell correctly?	Correct: Incorrect:								
How many words did I use in a sentence correctly?	Correct: Incorrect:								
Which words do I need to study?									

Name _____

Date _____

Independent Reading Record

1. Keep a record of your classroom reading and independent reading.
2. Share your record with your classmates and talk about what you enjoyed.

Date	Title of Reading and Author	Reading Time	Pages Read	Comments
Sept. 2	<i>Bread, Bread, Bread,</i> <i>by Ann Morris</i>	20 minutes	pp. 10-15	<i>Beautiful pictures.</i> <i>They make me hungry!</i>

Editor's Checklist

Use this checklist to proofread and revise your writing. Make a check in the box when you have edited your writing for each item. Give this checklist to your teacher with your writing assignment.

Edit for:	Student Check <input checked="" type="checkbox"/>	Teacher Comments	Score
I. Development of Ideas/Content A. Is the purpose of my writing clear? B. Is my writing focused on the topic I'm writing about? C. Did I support my ideas with details, facts, and examples? D. Did I write appropriately for my audience?	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>		
II. Organization A. Is my writing clear and logical? B. Do I have a strong, interesting beginning that gets the reader's attention? C. Are my ideas tied together? Do I use transitions? D. Do I have a strong ending that ties things together?	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>		
III. Sentence Structure A. Are my sentences complete? Do they have a subject and a verb? B. Did I make sure I don't have any run-on sentences or fragments? C. Did I use different types of sentences—compound and complex?	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>		
IV. Grammar and Usage A. Is my writing in the right tense (for example, present or past)? B. Did I use subject pronouns and object pronouns correctly— <i>I/me, he/him, she/her, we/us, they/them</i> ? C. Did I use the pronouns <i>she, her, hers</i> for women and girls and <i>he, him, his</i> for men and boys? D. Do my verbs agree with their subjects? Did I use singular verbs with singular subjects and plural verbs with plural subjects?	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>		

Editor's Checklist (cont . . .)

Edit for:	Student Check <input checked="" type="checkbox"/>	Teacher Comments	Score
<p>V. Word Choice</p> <p>A. Did I choose vivid and exact words? Did I use a thesaurus, glossary, or dictionary to help me choose better words?</p> <p>B. Did I eliminate extra words so that my writing is not wordy?</p>	<p><input type="checkbox"/></p> <p><input type="checkbox"/></p>		
<p>VI. Writing Conventions</p> <p>Form</p> <p>A. Did I write my name, the date, and a title on the page?</p> <p>B. Did I indent the first line of each paragraph?</p> <p>C. Did I include a bibliography and correctly cite any references that I used?</p> <p>D. Did I create an attractive computer presentation, or did I use my best handwriting?</p> <p>Spelling</p> <p>E. Did I check the spelling of all words I'm not sure about?</p> <p>F. If I wrote my paper on a computer, did I use spell check?</p> <p>Capitalization</p> <p>G. Did I capitalize the names of proper nouns, such as people's names and the names of cities and countries?</p> <p>H. Did I start each sentence with a capital letter?</p> <p>Punctuation</p> <p>I. Did I punctuate each sentence with the right mark (., ?, or !)?</p> <p>J. Did I put quotation marks around any direct speech?</p> <p>K. Did I use apostrophes correctly in contractions and possessives?</p>	<p><input type="checkbox"/></p>		
<p>VII. My Own Criteria</p> <p>A.</p> <p>B.</p> <p>C.</p>	<p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p>		

Peer Editing Checklist

Use this checklist to edit your peer's writing.
You may also use it to check your own writing.

1. Is there a title? _____ Yes _____ No
2. Is the first sentence of each paragraph indented? _____ Yes _____ No
3. Does each sentence start with a capital letter? _____ Yes _____ No
4. Does each sentence end with a punctuation mark? _____ Yes _____ No
5. Does each name start with a capital letter? _____ Yes _____ No
6. Write one correct sentence from the paper.

7. Write one sentence that has a mistake.

8. Rewrite the sentence correctly.

Use these editing symbols:

	Start a new paragraph.
	Insert a word or words.
sp	Correct a spelling error.
CAP	Use a capital letter.
lc	Use a lowercase letter.
p	Correct a punctuation error.
exact	Use a more exact word.
?	What does this mean?
	Transpose these letters or words.

Responding to Peer's Writing: *EQS*

E: Encourage	Q: Question	S: Suggestions
<ul style="list-style-type: none"> • Help your partner recognize what he or she is doing right. • Be specific. Say things like: "I liked the surprise at the end the best." "You used some very interesting words in this sentence." "This poem made me think of my home." 	<ul style="list-style-type: none"> • Ask questions when you would like more information. • Ask questions when something isn't clear. For example: "Why did your grandmother give you that picture?" "What do you mean, 'He went back'? Where did he go?" 	<ul style="list-style-type: none"> • Ask your partner if he or she would like some suggestions. If your partner says "yes," offer suggestions to make the writing better. • Always let your partner choose whether or not to use your ideas. • Don't tell your partner what to do. Instead, make suggestions like: "You might try saying, 'My dog is fat' another way. How about 'My dog looks like a sausage with four legs?'" "What if you changed these two sentences around?"

Read your partner's selection. Use *EQS* to fill in the boxes.

Name _____ Partner's Name _____

E: Encourage	Q: Question	S: Suggestions

Rubric for Writing Assessment

Use this rubric to score students' writing assignments.
 Also use it to score students' writing on the quizzes, tests, and exams.
 The rubric is based on a perfect score of 20 points.

Elements of Good Writing	Points	Description
Ideas	4 points	<ul style="list-style-type: none"> • Ideas are developed. • Ideas are supported and explained.
Organization	2 points	<ul style="list-style-type: none"> • Ideas progress logically. • Organization is appropriate for topic.
Voice	2 points	<ul style="list-style-type: none"> • Writer engages the reader. • Writing sounds original. • Writer expresses individuality. • Writing is appropriate to the audience.
Sentence Fluency	2 points	<ul style="list-style-type: none"> • Writing stays focused. • Writing seems complete. • Writing is meaningful and coherent.
Word Choice	2 points	<ul style="list-style-type: none"> • Writer uses exact words to clarify and enhance meaning. • Writer uses language effectively.
Conventions	4 points	<ul style="list-style-type: none"> • Punctuation and capitalization are appropriate. • Spelling errors are few or none. • Grammar and usage are consistently appropriate. • Words, phrases, and sentence structures are used correctly and effectively.
Presentation	4 points	<ul style="list-style-type: none"> • Penmanship is pleasing. • Margins and spacing are appropriate. • Devices (headings, bullets, numbers, etc.) clarify and organize information.

Assess Writing Progress

Keep track of each student's writing progress. Identify strengths and intervention areas by assessing each of the following elements of writing. Place a ✓ next to the elements that are developing well. Place an X next to elements that need further attention.

Student Name _____ Class _____

Elements of Writing	Date: Sample:	Date: Sample:	Date: Sample:	Date: Sample:	Date: Sample:
Ideas Ideas are developed. Ideas are supported and explained.					
Organization Ideas are ordered logically. Organization is appropriate to topic.					
Voice Writer engages the reader. Writing sounds original. Writing expresses individuality. Writing is appropriate to the audience.					
Sentence Fluency Writing stays focused. Writing seems complete. Writing is meaningful.					
Word Choice Writer uses exact words to clarify and enhance meaning. Writer uses language effectively.					
Conventions Punctuation and capitalization are accurate. Spelling is accurate. Words, phrases, and sentence structure are used correctly and effectively.					
Presentation Penmanship is pleasing. Formatting is appropriate. Organizational devices (paragraphs, headings, bullets, etc.) are used appropriately.					

Name _____ Date _____

Writing Purposes Checklist

You write for different purposes. Before you begin writing, think about your purpose. Choose the best form for your purpose. It could be a story (a narrative), an essay, a letter, or a poem. Use the checklist that matches your purpose to help you write.

Purpose = to Entertain

1. _____ Think about your audience and how they will feel about your story.
2. _____ Write a strong beginning that will interest your audience.
3. _____ Organize your ideas or events in a logical order, or chronologically.
4. _____ Use details to make your story clear.
5. _____ Use dialogue and action to make your story exciting.
6. _____ Write a strong ending that will make your audience remember your story.
7. _____ Read what you wrote. Did you meet your purpose?

Purpose = to Inform

1. _____ Think about your audience and what they know about the topic.
2. _____ Decide what you want to tell your audience about your topic.
3. _____ Write a clear beginning that tells your audience what your topic is.
4. _____ Organize your ideas in the most logical way.
5. _____ Support each idea with details, facts, and opinions.
6. _____ Write a conclusive ending that restates the topic.
7. _____ Read aloud what you wrote. Does your audience know what you wanted to tell them?

Purpose = to Influence

1. _____ Think about your audience and the way that they feel about the topic.
2. _____ Persuade your audience to agree with your point of view or request.
3. _____ Organize your ideas in a logical order.
4. _____ Include details and examples to support your ideas.
5. _____ Include evidence to support your facts.
6. _____ Use examples to support your opinions.
7. _____ Read aloud what you wrote. Will your audience be persuaded to your point of view?

Name _____ Date _____

Narrative Checklist

Use this checklist to evaluate your own writing and your classmates' writing.

	Interesting title
	Name
	Date

<p>Introduction</p> <ol style="list-style-type: none"> 1. _____ describes the setting 2. _____ introduces the characters 3. _____ introduces the problem or topic

<p>Body</p> <ol style="list-style-type: none"> 1. _____ describes an event 2. _____ gives details about the event 3. _____ uses sequence to relate events (throughout) <hr style="border: 0.5px solid black;"/> <ol style="list-style-type: none"> 1. _____ describes an event 2. _____ gives details about the event 3. _____ uses strong verbs and vivid adjectives (throughout) <hr style="border: 0.5px solid black;"/> <ol style="list-style-type: none"> 1. _____ brings problem to climax 2. _____ builds suspense for reader 3. _____ uses figurative language so the reader can “see,” “taste,” “hear,” and “feel” the events (throughout)

<p>Conclusion or Resolution</p> <ol style="list-style-type: none"> 1. _____ restates problem 2. _____ shows how problem is resolved 3. _____ has a strong ending
--

_____ I used the Editor's Checklist to edit and revise this narrative.

Persuasive Checklist

Use this checklist to evaluate your own writing and your classmates' writing.

_____ Interesting title
_____ Name
_____ Date

Introduction
1. _____ asks a question
2. _____ answers a question
3. _____ gives 3 supporting reasons for answer

Body
1. _____ begins with "First, . . ."
2. _____ restates reason # 1
3. _____ gives three supporting details/examples

1. _____ begins with "Next, . . ."
2. _____ restates reason # 2
3. _____ gives three supporting details/examples

1. _____ begins with "Finally, . . ."
2. _____ restates reason # 3
3. _____ gives three supporting details/examples

Conclusion
1. _____ begins with "In conclusion, . . ."
2. _____ restates introduction answer
3. _____ restates 3 supporting reasons

_____ I used the Editor's Checklist to edit and revise this persuasive writing.

Student Self-Assessment

Part I: Circle the number that best describes you.

How I feel about my work in English:	Unhappy	1	2	3	4	Happy
My speaking and listening are:	Not Improving	1	2	3	4	Improving
My reading is:	Not Improving	1	2	3	4	Improving
My writing is:	Not Improving	1	2	3	4	Improving
My work is:	Too Hard	1	2	3	4	Too Easy
My work is:	Not Interesting	1	2	3	4	Very Interesting

Part II: Complete these sentences.

1. The best thing that I did/learned lately is _____

2. I would like to learn _____

3. I am best at _____

4. I need some help with _____

5. My learning and practicing plans are to _____

Activity and Project Reflection

Think about the activities and projects that you have done in class. Then answer these questions.

1. The most interesting activity or project that we did was _____

2. I think this activity or project was interesting because _____

3. In this activity or project, I learned _____

4. Did anyone else work with you or help you with your learning? How did he or

she help you? _____

Name _____ Date _____



Portfolio: Activity Rating and Reflection Sheet

Part I: Rating

Write the name of each activity in your work folder on the left. Think about how much you liked it. Circle one number for each activity.

Unit ____	Activities	I didn't like it.	I liked it a little.	I liked it.	I liked it very much.
_____		1	2	3	4
_____		1	2	3	4
_____		1	2	3	4
_____		1	2	3	4
_____		1	2	3	4
_____		1	2	3	4
_____		1	2	3	4
_____		1	2	3	4

Part II: Reflection

1. My Portfolio choice for Unit ____

I chose to put _____ in my Portfolio because _____.

2. How I Learned

I learned best from . . .

___ listening and speaking. ___ reading. ___ writing.

I liked working . . .

___ by myself. ___ with a partner. ___ with a small group. ___ with the whole class.