

EXPLANATION OF SAMPLE K-3 READING ACHIEVEMENT RECORDS

Two revised sample K-3 English Achievement Records are attached to this superintendent's memo. In 1999 a committee developed the original samples, which represent a collection of elements from various Virginia school divisions' achievement records and information from *Preventing Reading Difficulties in Young Children*. The elements of the two samples are explained below.

English Sample #1

1. The K-3 English Standards of Learning addresses the K-3 Achievement Record Requirement # 1.
 - ◆ This record is organized to provide an alignment of the K-3 English Standards of Learning across the grades.
2. The last page of this sample addresses the K-3 Achievement Record Requirement #2.
 - ◆ A cumulative record for intervention/remediation services is placed at the end of the standards.
3. The top of each page of this sample addresses the K-3 Achievement Record Requirement #3.
 - ◆ A sample four-point rubric, which appears at the top of each page, is used for indicating levels of achievement. A score of 3, meets the standard, would indicate that the student demonstrates knowledge and skills 80% of the time.
 - ◆ Since the K-3 Standards are the foundation for reading, the committee that designed the record recommended that school divisions consider 80% as the minimum score for meets the standard. However, the type of scoring system and numerical indicators for all score points should be determined by the school division.
 - ◆ The word PALS is written beside each of the kindergarten and first grade Standards of Learning that are assessed by that screening instrument.
 - ◆ Both formative and summative evaluation of the standards is recommended. However, school divisions may determine when and how students are assessed.

English Sample #2

1. The K-3 English Standards of Learning addresses the K-3 Achievement Record Requirement # 1.
 - ◆ This record is a correlation of the K-3 English Standards of Learning to the "Accomplishments In Reading" from *Preventing Reading Difficulties In Young Children*. These research-based findings from the National Research Council provide additional "unpacking" of the English Standards.

- ◆ Listed beside each accomplishment is the corresponding strand from the standards (OL-Oral Language, R-Reading, and W-Writing), the SOL, and a place to record a score. A few of the accomplishments are correlated to the introductory paragraph that precedes the standards for that grade level and are indicated by Intro.
2. The last page of this sample addresses the K-3 Achievement Record Requirement #2.
 - ◆ A cumulative record for intervention/remediation services at each grade level follows the list of accomplishments of each grade level.
 3. The top of each page of this sample addresses the K-3 Achievement Record Requirement #3.
 - ◆ A sample four-point rubric is used for indicating levels of achievement. As on sample record #1, a score of 3, meets the standard, would indicate that the student demonstrates knowledge and skills 80% of the time.
 - ◆ Since the K-3 Standards are the foundation for reading, the committee that designed the record recommended that school divisions consider 80% as the minimum score for meets the standard. However, the type of scoring system and numerical indicators for all score points should be determined by the school division.
 - ◆ The word PALS is written beside each of the kindergarten and first grade accomplishments that are assessed by that screening instrument.
 - ◆ Both formative and summative evaluation of the standards is recommended. However, school divisions may determine when and how students are assessed.