

School: East Elementary School

Reporting Period: 4/2/2015 - 5/1/2015

Class: Mr. DeMarco Class B

Teacher: DeMarco, C.

Instructional Groups	Number of Students	Scaled Score	
		Median	Range
Group 1	2	640	597 - 682
Group 2	2	376	375 - 376
Group 3	2	285	271 - 299

Suggested Skills

Skill recommendations are based on the median score for each Instructional Group. These skills are a starting point for instructional planning. Combine this information with your own knowledge of the student and use your professional judgment when designing an instructional program. Use Core Progress Reading built for VA SOL learning progression for reading to find additional information for each skill, teacher activities, and sample items.

Group 1

Students

Will Coalburn, Kimberly Robertson

Reading

GR	Vocabulary
6	» Explain the meaning of figurative language (e.g., metaphor, simile, hyperbole, personification) in a literary text and its impact on the text
	Literary Text
6	Ask literal, interpretive, evaluative, and universal questions
6	Make connections between texts, life experience, and prior knowledge in order to clarify ideas or to form generalizations
6	» Cite textual evidence to support analysis of a literary text (e.g., point out the part of the text that supports an inference about the character's motivation; list details that support an inference about the theme)
6	Explain the basis for conclusions drawn about literary texts and revise conclusions based on new evidence in the text
6	» Determine themes of literary texts and explain how they are conveyed through particular details
6	» Explain the meaning of figurative language (e.g., metaphor, simile, hyperbole, personification) in a literary text and its impact on the text
6	Determine the effects of sensory details and imagery on the text or reader
6	Analyze how authors choose specific words to achieve particular effects in literary texts (e.g., establish mood or tone, impact the text's meaning)
6	Provide an accurate summary that includes the main events, characters, and important details, but does not contain personal opinions or judgments
6	Describe an author's use of transitional devices (e.g., conjunctive adverbs -- in addition, however, secondly) and other organizational language (e.g., connectives if-then, and, not)

The median test score for each instructional group is calculated based only on students who have a test score up to 30 days before the selected testing end date. As a result, suggested skills may be different when viewed through the Record Book, which calculates the median test score for each instructional group based on the last test taken during the school year.

» Designates a focus skill. Focus skills identify the most critical skills to learn at each grade level.

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Group 1

Reading	
GR	Literary Text
6	Compare and contrast how texts in different forms or genres deal with similar themes or topics (e.g., explain the difference in approaches taken by a fantasy novel and a realistic novel that deal with similar themes)
	Nonfiction Text
6	Distinguish more important from less important details in an informational text
6	Determine the central idea of an informational text and explain how it is conveyed with details
6	Make connections between texts, life experience, and prior knowledge in order to clarify ideas or to form generalizations
6	» Cite textual evidence to support analysis of an informational text
6	Explain the basis for conclusions drawn about an informational text
6	Distinguish facts from opinions and recognize when opinions and inferences are not supported by facts or reasons
6	» Summarize an informational text including the main idea and key details and omitting personal opinions or judgments

Group 2

Students	
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Reading	
	Vocabulary
4	Use a range of strategies to determine the meanings of general academic words and phrases in grade-appropriate literary texts (e.g., context clues such as synonyms, antonyms, and examples; using a dictionary or thesaurus; root words)
4	Use a range of strategies to determine the meanings of general academic and content-area words and phrases in grade-appropriate informational texts (e.g., context clues such as synonyms, antonyms, and examples; using a dictionary or thesaurus; root words)
4	Use context clues (e.g., synonyms, antonyms, examples, definitions, restatement) to determine or clarify the meanings of general academic and content-area words or phrases
4	» Use grade-appropriate general academic vocabulary, including words that indicate precise actions, emotions, and states of being (e.g., whined, loneliness, peacefulness) as well as grade-appropriate content-area vocabulary (e.g., wildlife, adapt, habitat) correctly in context

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^a This student was given additional time to complete the assessment.

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Group 2

Reading	
GR	Literary Text
3	Compare and contrast elements (e.g., major events/problems, setting, moral/lesson) in similar stories (e.g., describe similarities and differences between books in a series written by the same author or books with the same or similar characters or plots)
3	Make connections (e.g., thematic links, author analysis) between literary and informational texts with similar ideas and provide textual evidence
3	Describe the narrator's or a character's viewpoint or opinion and distinguish it from one's own (e.g., do you agree with this character?)
4	Monitor and adjust understanding of a literary text by previewing, applying knowledge of words and sentence structure, looking for clues to confirm inferences, and applying skills from across the language arts
4	» Read on-level texts aloud at the estimated oral reading fluency (ORF) to meet fourth-grade benchmarks
4	» Read on-level prose and poetry aloud with expression (e.g., using the meaning of the text to dictate the expression with regard to pauses, pitch, and stress)
	Nonfiction Text
3	» Describe genre characteristics (e.g., structure, content), distinguishing among common forms of informational texts (e.g., narrative, descriptive, expository, persuasive)
3	Scan non-fiction texts in print or on screen, collecting key information (e.g. words or phrases, headings, lists, bullet points, captions and key sentences) from a variety of sources
3	Explain the difference between the point of view of a biography and the point of view of an autobiography
3	» Draw simple / local inferences such as inferring predictable consequences from and making connections between facts read in a greater range of non-fiction texts, (e.g. newspaper articles, instructions)
3	Compare and contrast the most important points and key details presented in informational texts on the same topic
3	» Identify the reasons the author provides that support the main claim and describe the logical connections between the main claim and the reasons (i.e., explain why the author thinks you should believe the point he or she is making)
4	» Identify purpose for reading (e.g., for enjoyment, to answer a question, to learn about a subject, to solve a problem) and comprehend on-level texts demonstrated in a variety of ways (e.g., writing in a reading response journal, writing an answer to the question, discussing/writing about the solution)
4	Monitor and adjust understanding of an informational text by previewing the table of contents or headings, applying knowledge of words and sentence structure, looking for clues to confirm inferences, and applying skills from across the language arts

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Group 3

Oral Language	
GR	Word Meaning
2	Begin to use language appropriately in a variety of situations, for a variety of purposes, including drama and formal presentations

Reading	
	Phonics
2	Understand the features of sentences and paragraphs (e.g., capitalization, indentation, punctuation)
3	Demonstrate increasingly independent, fluent reading, automatically applying knowledge of grapheme-phoneme correspondences
3	» Decode increasingly difficult multisyllable words by identifying syllable patterns (e.g., transportation)
	Vocabulary
3	» Use knowledge of grade-appropriate roots to decode and predict the meanings of unfamiliar words (e.g., wake and awaken)
3	Identify the meanings of grade-level appropriate affixes (e.g., dis-, non-, re-, un-, and -ful, -ly, -ness) and infer how they affect the meanings of words
3	Use knowledge of grade-appropriate affixes (e.g., un-, re-, -ful, -ly, -ness) and familiar base words to decode and predict the meanings of unfamiliar words (e.g., unfairly, cheerful)
	Literary Text
2	Draw simple conclusions about characters, settings, and major events in a literary text using details from text and illustrations
2	Make predictions about text by using story repetition, transition words, and text features such as tables of contents, and explain whether the predictions were correct
2	» Explain the differences between genres including poetry, plays, and fiction (e.g., stories, folktales)
2	» Compare and contrast two or more versions of the same or similar stories such as those by different authors or from different cultures (e.g., describe the similarities and differences between the French story "The Sleeping Beauty" by Charles Perrault and the German story "Little Briar Rose" by the Brothers Grimm)
	Nonfiction Text
2	Make predictions based on understanding of relationships between a series of events, ideas, and steps in an informational text
2	» Identify and use text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate information efficiently
2	Recognize and use basic types of illustrations found in informational texts (e.g., diagrams, pictures reflecting the narrative)
2	Begin to skim and scan parts of a non-fiction text (e.g. title, contents page, illustrations, chapter headings and subheadings) or website (e.g. key words or phrases, subheadings) to locate simple pieces of information
2	Use contents pages and alphabetically ordered texts (e.g. dictionaries, encyclopaedias, indexes, directories, thesauri), including IT sources, for specific purposes
2	» Scan sections of non-fiction texts in print or on screen, using contents pages, index, headings, subheadings, page numbers, hyperlinks, icons and drop-down menus, to locate information
2	Discuss textual evidence when making connections to text

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Group 3

Reading	
GR	Nonfiction Text
2	Make connections to own experiences, to ideas in other texts, and to the larger community (e.g., the character is like someone I know; many people would make the same choice)
2	Explain how specific images contribute to and clarify the information in a text (e.g., how does this image of the earth next to the sun add to what the text says about the relative sizes of the earth and the sun?)