

EL SOL

(EL SISTEMA DE OBSERVACIÓN DE LA
LECTO-ESCRITURA)

TEACHERS' GUIDE

Table Of Contents

Introduction.....	3
What's in the Kit?.....	5
Alphabet/Sight Words Strand.....	7
Phonemic Awareness Strand.....	10
Listening/Speaking Strand.....	16
Reading Strand.....	17
Writing Mechanics Strand.....	22
Frequently Asked Questions.....	51
Sample of Inside Front Cover of Checklist.....	53
Blackline Master of Class Record Sheet.....	54
Blackline Master of Class Level Chart.....	55

Introduction

.....

Dear New York City Spanish Bilingual Teacher:

The Board of Education of the City of New York is pleased to present El Sistema de Observación de la Lecto-Escritura (El SOL). EL SOL is a performance assessment designed to help teachers measure and monitor the literacy development of Spanish bilingual children in grades K through 3. It is designed to help *you* help your students.

El Sistema de Observación de la Lecto-Escritura (El SOL) is **not** a test. It is a diagnostic tool that will provide you with information to help you plan appropriate instruction. It will help you look at each child's developmental progress in five strands of literacy skills:

Alphabet/Sight Words Strand: the ability to recognize alphabet letters by name and high frequency words by sight

Phonemic Awareness Strand: the ability to recognize the sounds in words

Listening/Speaking Strand: the ability to comprehend text that is read aloud

Reading Strand: the ability to read and comprehend text

Writing Mechanics Strand: the ability to use the conventions of written Spanish

The Alphabet/Sight Words, Reading, and Writing Mechanics Strands are divided into six levels of development (called Mastery Levels), along the following continuum:

- Level 1: **Getting Ready to Read and Write**
- Level 2: **Emergent Reader/Writer** ~~1/1~~
- Level 3: **Beginning Reader/Writer**
- Level 4: **Developing Reader/Writer** ~~1/2~~
- Level 5: **Semi-Independent Reader/Writer**
- Level 6: **Independent Reader/Writer** ~~2/3~~

Because children progress in literacy at varying rates, Mastery Levels are not linked to specific grade levels. In fact, a child can be at a different level in each strand (e.g., Level 4 in Reading and Level 2 in Writing Mechanics).

For the Listening Strand, the child's performance is assessed with a rubric rating rather than a Mastery Level. The Phonemic Awareness Strand contains three activities which are non-sequential and thus not on levels. A child's performance on these three activities will indicate whether he or she needs explicit phonemic instruction. (See pages 10-11 for more information.)

In all of the Strands, El SOL will help you identify each child's strengths and needs, and monitor his/her progress in literacy development.

A *Literacy Development Checklist* is provided for each child. The Checklist contains step-by-step directions for administering each activity. It is also the place where you will record the results of the assessment, your observations of the child's reading/writing strategies and learning styles, and your ideas for instruction. Your detailed notes will guide you and future teachers. Use a separate sheet of paper if you run out of room in the Checklist. The more information you gather during the assessment, the more you will understand each child's literacy strengths/needs and be able to plan appropriate instruction. The Checklist, along with relevant work samples, will travel with the child from grade to grade.

It is important that you, the teacher, administer the assessment. You will gain valuable information from your first-hand observations, and the children will benefit from having individual time with you. Assistants may help with classroom management. **Remember that the purpose of the assessment is to help you plan instruction based on the needs of the individual child.**

The assessment is administered twice a year, in fall and spring (with the exception of the Listening Strand, which is administered once a year in the fall). Administer the appropriate strands to a child until he/she has accomplished all of the following:

- Mastery of Level 6 in the Alphabet/Sight Words Strand
- Mastery of Level 6 in the Reading Strand
- Mastery of Level 6 in the Writing Mechanics Strand
- Mastery of all three Phonemic Awareness activities or demonstration of significant progress in the Reading Strand by the end of first grade (See pages 10-11 for further explanation.)

A child who has mastered all of the above, regardless of his/her grade level, will no longer be assessed with El SOL. The Listening Strand is to be administered each fall to every child in K-2 and those in grade 3 who are still being assessed on other strands.

The Kit materials, including the books, (which should not be in your classroom library) are to be used only for the assessment. However, you may develop similar assessment activities using leveled books from your class library as part of your ongoing assessment practices.

If you have questions, please call any of the following people:

Office of English Language Learners

Noemí Carrera Herendeen (718) 935-3888

Division of Assessment and Accountability

El SOL/ECLAS Hotline (718) 935-2057

Charlie Soule, Project Director

Barbara Stern

Jennifer Bell-Ellwanger, Manager, Test Research and Development (718) 935-3790

What's in the Kit?

The following pieces are in your EI SOL Kit:

- ◆ **Teacher Guide (this book)**
 - Introduction to the Strands with an explanation of what is being assessed in each strand
 - Samples of children's work and Checklist notations
 - Blackline masters of class record sheets (Do not write on the master sheets, but use them to make enough copies to record information about all the children in your class. During or after each assessment, you will record every child's Mastery Levels.)

- ◆ **Overview of Literacy Development Checklist**
 - Allows you to see at a glance the activities for every level of each literacy strand

- ◆ **Student Folders (one per child)**
 - A folder for keeping the child's Checklist and work samples, which will travel with the child's records to next year's teacher

- ◆ **Literacy Development Checklist (one per child)**
 - The Checklist travels with each child from Kindergarten through third grade. It contains a section for each of the literacy strands. Each section contains directions for the activities within the strand and a place to record the results of the child's work. Use the Checklist to record the date a child attempts an activity, as well as the date he/she masters a level. In addition, record your observations of the child's work and your instructional plans for the child. **The Checklist is the heart of the EI SOL Kit.**

- ◆ **Laminated Assessment Sheets**
 - Alphabet Sheet (ivory)—uppercase letters on front; lowercase letters on back
 - Sight Words (yellow)—42 basic sight words on front; 44 advanced sight words on back
 - Coding the Reading Record (green)—system of marks to use in coding the book script as the child reads

- ◆ **Drawing/Writing Pads**
 - Drawing/writing sheets—for the writing activities associated with the Reading and Writing Mechanics Strands

◆ **Books**

Listening Strand

- Kindergarten: *Leo, el retoño tardío*
- 1st grade: *Llevé a mi rana a la biblioteca*
- 2nd grade: *El dinosaurio que vivía en mi patio*
- 3rd grade: *¡Yo puedo leer! ¡Yo puedo leer!* (only for those children still being assessed)

Reading Strand

- Level 1: *Cosas que veo*
- Level 2: *Zapatos; Mi hermanito*
- Level 3: *En la ciudad; Busca en la bolsa de mamá*
- Level 4: *La trompeta de Jaime; Creo que sí*
- Level 5: *¡Escógeme!; Marina la ballena*
- Level 6: *La fiesta de Paloma; Cómo perdió sus colores la lagartija*

Note: These books are to be used only with this assessment. Please remove them from your classroom library and your curriculum.

ALPHABET/SIGHT WORDS STRAND

What you are assessing: the ability to recognize alphabet letters by name, and high frequency words by sight (Note: The recognition of letters by sounds is in the Phonemic Awareness Strand.)

Activities: Alphabet Identification, Basic and Advanced Sight Word Identification

The Alphabet Sheet assesses a child's knowledge of the letters of the alphabet.

The Basic and Advanced Sight Words Lists assess words the child knows "on sight."

Note on administration of the Alphabet Sheet: Some teachers may choose to administer Activity 1 of the Phonemic Awareness Strand (Sounds of Letters) immediately following the Alphabet activity of the Alphabet/Sight Words Strand, while they are working with the laminated Alphabet Sheet. In this case, after administering the Sounds of Letters activity, record the results on page 11 of the Checklist.

Sample of teacher notations:

ALPHABET SHEET											
L	I	Q	q	K	k	M	m	LI	ll	X	x
B	b	H	h	S	s	J	j	R	r	Ch	ch
G	g	Y	y	A	a	F	f	P	p	V	v
D	d	Ñ	ñ	O	o	Z	z	I	i	E	e
C	c	T	t	N	n	U	u	W	w		g
	a										

Note: If you do this activity more than once, use a different colored ink.

Count the number of correct identifications. Count uppercase and lowercase letters and the graphic "g" and "a" as separate letters. Self-corrections are correct identifications (e.g., "m...no, eso no,...n"). Enter the appropriate Mastery Level. Under Observations note any significant information (e.g., letters the child may confuse, reversals of "d" and "b").

Level 1: Child identifies at least 20 letters by name.

Date Mastered: _____

Number of letters identified correctly: _____

Level 2: Child identifies at least 40 letters by name.

Date Mastered: 5/25/01

Number of letters identified correctly: 45

Observations of Child's Work: (Include date(s) activity was attempted but not mastered.)

confused letters with stems (g, j, q, y, f, p, t);
reversed b & d, p & q, n & v; named ch & ll as 2 distinct
letters; identified all uppercase letters correctly

Next Steps for Instruction: matching letter games and other
opportunities to practice letters with stems, tracing letters
with fingers — group with children working on same letters

Basic Sight Words

If the child's sight-reading skills are more advanced, skip this list and do the Advanced Sight Words. Basic Sight Words are on one side of the yellow laminated sheet, and Advanced Sight Words are on the other side.

Show the yellow laminated Basic Sight Words sheet to the child. Have the child read the entire list of words across horizontally. Use a masking card if necessary. Do not let the child take time to sound out words; that is a phonetic strategy, not a visual one. On the chart below, circle the correctly read words. Use the space above the words to write any words that the child reads incorrectly.

BASIC SIGHT WORDS

papá	el	no	dice	es	azul	mi	de	en	que	como con
mamá	diga dijo	cara casa	las los	mira	gusta	hola	masa mesa	pan		
dos	soy	hace	mal más	la	hay	muy	perro pero	ojo oso	yo	
sin	día	buen bien	para por	flor	voy	leche	sobre	si	uno un	
color	para									

Note: If you do this activity more than once, use a different colored ink.

Count the number of correct identifications and enter the appropriate Mastery Level. Self-corrections (e.g., "dice...no, eso no,...dijo") are counted as correctly read words. Under Observations, note any significant errors (e.g., ésta for éste).

Level 3: Child recognizes at least 20 words.

Number of words identified correctly: 29

Date Mastered: 5/25/01

Level 4: Child recognizes at least 35 words.

Number of words identified correctly: _____

Date Mastered: _____

Observations of Child's Work: (Include date(s) activity was attempted but not mastered.)

always gets initial consonant right + usually gets middle vowel right; sometimes confuses middle or final consonants and vowels. Sometimes adds "o" at end of word (come for con, uno for un)

Next Steps for Instruction: memory game and other opportunities for quick word recognition

Note: Advanced Sight Words notations are similar to those for Basic Sight Words.

PHONEMIC AWARENESS (PA) STRAND

What you are assessing: the ability to hear sounds (phonemes) within words

Activities: Sounds of Letters, Initial Sound or Syllable Identification, Final Sound or Syllable Identification

Sounds of Letters assesses a child's ability to produce the sound of each letter of the alphabet.

Initial Sound or Syllable Identification assesses a child's ability to hear and produce the beginning sound in a word.

Final Sound or Syllable Identification assesses a child's ability to hear and produce the ending sound in a word.

Notes on administration of the phonemic awareness activities:

- Because children may be unfamiliar with the activities in this strand, it is important to follow the script in the Checklist when giving instructions.
- There are several possible correct responses. Follow the teacher directions in the Checklist, where the correct responses are indicated.
- Pronounce all words naturally. Do not emphasize any sounds in the words.
- Some teachers may choose to administer Activity 1 of the Phonemic Awareness Strand (Sounds of Letters) immediately following the Alphabet activity of the Alphabet/Sight Words Strand, while they are working with the laminated Alphabet Sheet. In this case, after administering the Sounds of Letters activity, record the results on page 11 of the Checklist.
- The activities may be presented to a child in any order. Use your professional judgment and knowledge of the child to determine the order in which to present the activities. Move to another activity if the child is struggling or does not master an activity. In subsequent assessments, present any activities that the child has not yet mastered.

Notes on assessing progress in phonemic awareness:

Phonemic awareness is strongly linked to success in learning to read. A kindergarten or first grade child who is struggling with phonemic awareness will often also struggle with learning to read. Therefore, it is important to identify children who are struggling with phonemic awareness as early as possible, in order that those children may be given explicit phonemic instruction.

Guidelines for assessing progress in phonemic awareness:

The three activities in the Phonemic Awareness Strand are not sequential and are not leveled. Children may master the activities in any sequence. For example, a child may be able to identify final sounds (Activity 3) before he or she can identify initial sounds (Activity 2). Some children never master all of the Phonemic Activities, yet still become independent readers and writers. Follow these guidelines in assessing progress in phonemic awareness:

- If a child **does not** make significant progress in mastering the phonemic activities by the end of first grade **and does not** make significant progress in the Reading Strand, he/she **probably needs** explicit phonemic instruction.
- If a child **does not** make significant progress in mastering phonemic activities by the end of first grade, **but does** make significant progress in the Reading Strand, the child **probably does not need** explicit phonemic instruction

A note on explicit phonemic instruction:

“Explicit phonemic instruction” refers to structured and systematic activities that give children opportunities to hear and manipulate the sounds in words. There are numerous games, songs, and other activities that encourage children to practice the sounds of words. By working explicitly with the sounds in words, children can improve their phonemic awareness.

Sample of Teacher notations:

Activity 1: Sounds of Letters

Any of the following are correct responses:

- Spanish sound of the letter
 - regional variation of the sound
 - a Spanish word that begins with the correct sound (The sound must be phonemically correct, even though the word is not spelled correctly; e.g., “viene” for the letter “b”)
- Note: It is not necessary for a child to give a word.
- self-corrections (e.g., “/m/...no, eso no,...I mean /n/”)

The English sound of a letter is **not** acceptable. If the child responds in English, ask the child for the sound of the Spanish letter.

Record the child’s responses on the chart, using the following guidelines:

- If a letter is correctly identified by the sound, place a check in the “Sound” (S) column.
- If a letter is correctly identified with a word, write the word in the “Word” (W) column.
- Write incorrect responses in the “Incorrect Identification” column.
- If the child responds in English and is unable to give the Spanish sound or word, record the English response in the “Incorrect Identification” column.

Sample of Teacher Notations:

Letter	S	W	Incorrect Word/Sound	Letter	S	W	Incorrect Word/Sound
l	✓	✓		f	✓	✓	
q	✓	✓		p	✓	✓	
k	✓	✓		v	✓	✓	
m	✓	✓		d			b
ll	✓	✓		ñ	✓	✓	
x	✓	✓		o	✓	✓	
b			d	z	✓	✓	
s	✓	✓		i	✓	✓	
j	✓	✓		e	✓	✓	
r	✓	✓		c	✓	✓	
ch	✓	✓		t	✓	✓	
g	✓	✓		n			u
y	✓	✓		u			n
a	✓	✓		w	✓	✓	
Total	13			Total	11		

Note: If you do this activity more than once, use a different colored ink.

Count the number of correct responses. If the child has mastered this activity, fill in the Date Mastered line and the appropriate section on the inside front cover of this Checklist. Under Observations record any significant information (e.g., often gives English sound of the letters).

Activity 1: Child identifies at least 24 letters by sound and/or word. **Date Mastered:** 5/25/01
 Number of letters identified correctly: 24

Observations of Child's Work: (Include date(s) activity was attempted but not mastered.) reversed b & d, n & u (also reversed those letters in alphabet recognition activity - need to find out if the problem is with letter recognition or knowledge of letter sounds)

Next Steps for Instruction: letter & word games focussing on b, d, n, u (e.g., find all the words that start with the sound /d/)

Activity 2: Initial Sound or Syllable Identification

Any of the following are correct responses for the sample word “nada”:

- Initial sound, identified by the sound of the letter (e.g., /n/)
- Initial sound, identified by the name of the letter (e.g., “ene”)
- Initial syllable, identified by the sound(s) of the letter(s) (e.g., /na/)
- Initial syllable, identified by the name(s) of the letter(s) (e.g., “ene-a”)

English letter sounds or names are **not** acceptable. If the child responds in English, ask for the Spanish letter sound(s) or name(s). If the child is unable to give the Spanish letter sound(s) or name(s), record the English letter sound(s) or name(s) in the “Incorrect Identification” column.

Note: Sounds of letters are written with / /.
Names of letters are written with “ ”.

On the chart below, circle the child’s response.

WORD	Initial Sound, identified by Letter Sound	Initial Sound, identified by Letter Name	Initial Syllable, identified by Letter Sound(s)	Initial Syllable, identified by Letter Name(s)	Incorrect Identification
nada (sample)	/n/	“n”	/na/	“n-a”	
mono	/m/	“m”	<u>/mo/</u>	“m-o”	
pato	/p/	“p”	<u>/pa/</u>	“p-a”	
sapo	/s/	“s”	<u>/sa/</u>	“s-a”	
oso	<u>/o/</u>	“o”			
toca	/t/	“t”	<u>/to/</u>	“t-o”	
casa	/c/	“c”	<u>/ca/</u>	“c-a”	
nido	/n/	“n”	<u>/ni/</u>	“n-i”	
amor	<u>/a/</u>	“a”			
luna	/l/	“l”	<u>/lu/</u>	“l-u”	
uva	<u>/u/</u>	“u”			

Note: If you do this activity more than once, use a different colored ink.

Count the number of correct responses. If the child has mastered this activity, fill in the Date Mastered line and the appropriate section on the inside front cover of this Checklist. Under Observations record any significant information (e.g., whether the child uses primarily initial sounds or syllables, names or sounds of letters).

Activity 2: Child identifies at least 8 initial sounds or syllables. Date Mastered: 5/25/01
 Number of sounds or syllables identified correctly: 10

Observations of Child's Work (Include date(s) activity was attempted but not mastered)

She consistently gave the initial syllables and identified them by sound.

Next Steps for Instruction:

Activity 3: Final Sound or Syllable Identification

Any of the following are correct responses for the sample word "mano":

- Final sound, identified by the sound of the letter (e.g., /o/)
- Final sound, identified by the name of the letter (e.g., "o")
- Final syllable, identified by the sound(s) of the letter(s) (e.g., (/no/)
- Final syllable, identified by the name(s) of the letter(s) (e.g., "ene-o")

English letter sounds or names are **not** acceptable. If the child responds in English, ask for the Spanish letter sound(s) or name(s). If the child is unable to give the Spanish letter sound(s) or name(s), record the English letter sound(s) or name(s) in the "Incorrect Identification" column.

Note: Sounds of letters are written with / /.
Names of letters are written with " ".

On the chart below, circle the child's response.

WORD	Final Sound, identified by Letter Sound	Final Sound, identified by Letter Name	Final Syllable, identified by Letter Sound(s)	Final Syllable, identified by Letter Name(s)	Incorrect Identification
mano (sample)	/o/	"o"	/no/	"n-o"	
mesa	/a/	"a"	/sa/	"s-a"	s
papel	/l/	"l"	/el/ or /pel/	"e-l" or "p-e-l"	
dice	/e/	"e"	/ce/	"c-e" or "s-e"	
gatos	/s/	"s"	/os/ or /tos/	"o-s" or "t-o-s"	t
pelo	/o/	"o"	/lo/	"l-o"	l
comí	/i/	"i"	/mí/	"m-i"	m
saltar	/r/	"r"	/ar/ or /tar/	"a-r" or "t-a-r"	t
león	/n/	"n"	/on/	"o-n"	o
chico	/o/	"o"	/co/	"c-o"	
color	/r/	"r"	/or/ or /lor/	"o-r" or "l-o-r"	l

Note: If you do this activity more than once, use a different colored ink.

Count the number of correct responses. If the child has mastered this activity, fill in the Date Mastered line. Under Observations record any significant information (e.g., whether the child uses primarily final sounds or syllables, names or sounds of letters).

Activity 3: Child identifies at least 8 final sounds or syllables. Date Mastered: _____
 Number of sounds or syllables identified correctly: 3

Observations of Child's Work (Include date(s) activity was attempted but not mastered.)

5/25/01 identified 3 final sounds correctly. Usually incorrectly identified middle consonant sound. Identified everything by letter name.

Next Steps for Instruction: Show her the difference between middle and end sounds. Practice with songs or poems. Practice sounds of letters ("The name of the letter is "ere." The sound is _____.")

LISTENING/SPEAKING STRAND

What you are assessing: the ability to hear and comprehend text that is read aloud

Activities: Read-aloud book and discussion

Discussion of the read-aloud book assesses a child's ability to listen to and comprehend text, and ability to speak with expressive language.

A note on the Listening/Speaking Strand: The Listening activity is administered to all K-2 children once a year, in the fall (and to 3rd graders who are still being assessed with EL SOL). There is one book for each grade level. There are no mastery levels for the Listening Strand. Instead, listening comprehension and verbal expressive language are rated based on rubrics.

Sample of teacher notations:

GRADE 2

Date 5/25/01

Notes on Retelling:

"Cada día el dinosaurio se ponía más grande, más grande, más grande. Que cuando él brincaba se movía la tierra."

Comprehension: Insightful Literal Confused
Verbal Exp. Lang: Complete Adequate Limited

Observations of Child's Work: He focused on how big the dinosaur was. He didn't mention that the dinosaur didn't live there anymore.

Next Steps for Instruction: more participation in "book talks" with other children, partnering him with a child whose comprehension is now advanced.

READING STRAND

What you are assessing: the ability to read and comprehend text

Activities: Introduction to Print, Environmental Print Book, Reading Record, Reading Record Analysis, Writing/Discussing.

Introduction to Print measures early concepts about print.

Environmental Print Book (*Cosas que veo*) assesses the child's ability to recognize representations of familiar objects and signs/symbols.

Reading Record measures reading accuracy and identifies reading errors and behaviors. Scripts for each leveled book (Levels 2-6) are included in the Checklist.

Reading Record Analysis (found in each Checklist) analyzes the child's reading strategies, and locates strengths and any specific difficulties.

Writing/Discussing activities assess the child's comprehension through written and/or verbal retelling. *Drawing/Writing sheets* are provided for children to write (or draw) responses to a Reading Record book. (Note: The Drawing/Writing sample is also used in the Writing Mechanics Strand, but writing mechanics are not considered in assessing comprehension in the Reading Strand).

A note on administering a Reading Record: Step-by-step directions on administering a Reading Record can be found on pages 22-23 of the Checklist. Teachers are encouraged to administer Reading Records with children throughout the year. To administer a Reading Record, create a script of 100 words (or fewer, for shorter books). For a script of any length, you can use the following formula to determine the accuracy rate:

$$(\text{words}) \underline{\hspace{1cm}} \text{ minus } (\text{errors}) \underline{\hspace{1cm}} = (\text{total})$$

$$(\text{total}) \underline{\hspace{1cm}} + (\text{words}) \underline{\hspace{1cm}} \times 100 = \text{Accuracy Rate } \underline{\hspace{2cm}} \%$$

You can also use the chart below to determine the Accuracy Rate for a script of 100 words.

# ERRORS	ACC. RATE	# ERRORS	ACC. RATE	# ERRORS	ACC. RATE	# ERRORS	ACC. RATE
1	99	5	95	9	91	13	87
2	98	6	94	10	90	14	86
3	97	7	93	11	89	15	85
4	96	8	92	12	88		

A note on completing the Reading Record Analysis: A Reading Record Analysis follows each Reading Record script in the checklist. Complete the Reading Record Analysis right after the child has finished reading, while his/her behaviors are fresh in

your mind. Look at the coded script and analyze the errors and self-corrections. This analysis will show you which reading cuing systems the child is using effectively, and which need further development.

A note on reading cuing systems: Readers can use three different cuing systems: meaning (semantic), structure (syntax), and visual (graphophonic). When a child is using meaning cues, an error makes sense, or the child self-corrects when an error doesn't make sense. When a child is using structure cues, an error "sounds right" because it is grammatically consistent, or the child self-corrects when an error doesn't "sound right." When a child is using visual cues, an error looks similar to the printed word, or the child self-corrects when an error doesn't "look right."

Samples of Teacher Notations begin on the following page.

READING RECORD

Level 3 Book: *Busca en la bolsa de mamá* por Becky Sook, Marge Poe, Patricia R. Kelly y Judith C. Neal (68 words)

Teacher reads the title and "El bebé necesita un pañal."

Busca en la bolsa de mamá.

① *hermana* ② *necita* ③ *del*
Mi hermanita necesita un sombrero de sol. Busca en la bolsa de mamá.

necita se to-a-lla ✓
Mi hermano necesita una toalla. Busca en la bolsa de mamá.

④ *al-muer-zo* ✓
Mi mamá necesita su billetera para pagar *por* el almuerzo. Busca en la bolsa de mamá.

⑤ *T*
Yo necesito mi guante de béisbol. Busca en la bolsa de mamá.

⑥ *perro*
¿Dónde está el perrito? Busca en la bolsa de mamá.

Reading Level 3

Date Mastered: _____

Accuracy Rate: 91% Comprehension: Insightful Literal Confused
Use the rubric on page 16 to determine comprehension.

Observations of Child's Work: (Include date(s) activity was attempted but not

mastered.) Most errors are a variation of the printed word-

visually similar and don't disrupt meaning. She sounded out words & requested teacher help when necessary. She read with expression & re-told the story accurately & with enthusiasm.

Next Steps for Instruction: Pay closer attention to the entire

word, especially word endings. Although she didn't master the next level books (level 4), she's ready to try slightly more difficult books.

# ERR	AC. RATE
1	98
2	97
3	95
4	94
5	92
⑥	91
7	89
8	88
9	86
10	85

READING RECORD ANALYSIS

Analyze errors and self-corrections from the coded script to determine the child's reading strategies. See *Teachers' Guide* for a discussion of cuing systems and strategies.

Indicators that child is using meaning cues:

- Substitutes logical words that do not disrupt meaning.
- Substitutes English words that make sense (code-switching).
- Makes omissions that do not disrupt meaning. *por*
- Uses picture cues.
- Self-corrects errors that disrupt meaning. *necesita*

Indicators that child is using structure (syntax) cues:

- Substitutes words that are syntactically correct.
- Substitutes English words that are syntactically correct (code-switching).
- Self-corrects errors that disrupt syntax.

Indicators that child is using visual cues:

- Sounds out words.
- Demonstrates 1:1 correspondence between words read and those in script.
- Substitutes words that look or sound similar to the printed word. *hermana, del, necesita, perro*
- Substitutes incorrect verb tense (e.g., vivieras for vivirás).
- Substitutes incorrect singular/plural (e.g., niño for niños).
- Substitutes incorrect gender form (e.g., juntos for juntas).
- Substitutes incorrect article/noun agreement (e.g., el playa or el niños).
- Self-corrects errors that are visually incorrect.

Indicators that child is using productive reading strategies:

- Notices when something is wrong (self-monitors).
- Comes to a difficult word, skips it, reads ahead, & comes back to fill in the word.
- Cross-checks meaning, structure, and visual cues.
- Requests appropriate help from teacher.

Assessment of Reading Proficiency (Check all that are applicable.):

fluent word by word syllable by syllable phoneme by phoneme

Does the child have any behaviors that disrupt reading?

- Relies too heavily on one cue system, to the exclusion of others. Which? _____
- Loses place on page and/or skips words or lines of text.
- Gives up easily when encountering difficulty.
- Makes many errors (substitutions, omissions, insertions) that disrupt meaning.
- Fails to self-correct.
- Other. Explain: _____

NOTES

WRITING MECHANICS STRAND

What you are assessing: the ability to express meaning through writing, using the standard conventions of written Spanish

Activity: Drawing/Writing

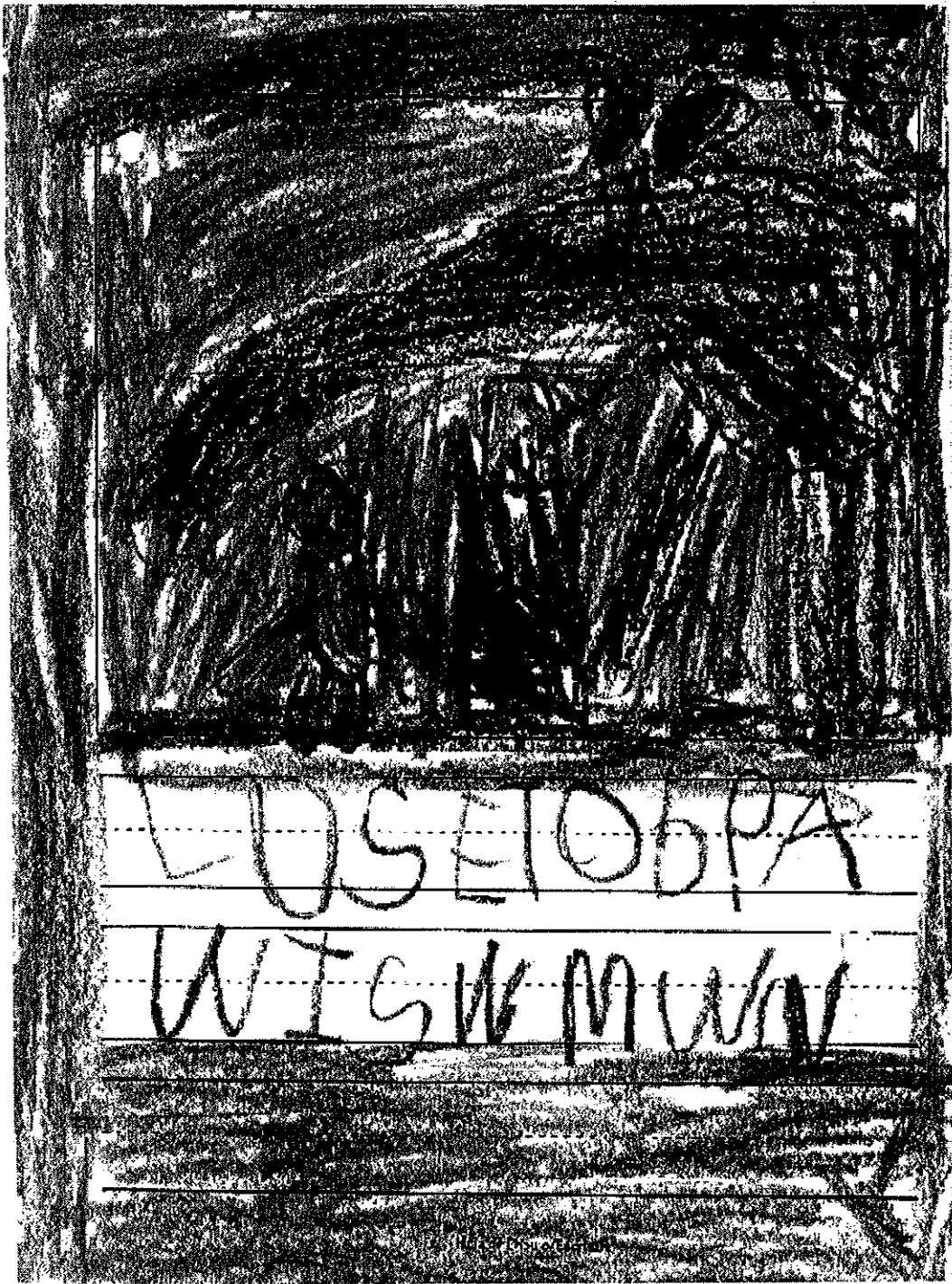
Drawing/ Writing sheets are provided for children to write (draw) responses to the Reading Record book. (Note: The Drawing/Writing sample is also used to assess comprehension in the Reading Strand.)

Writing Mechanics is assessed only after a child has read a Reading Record book with at least 85% accuracy and has written a response to that book.

A note about Writing Mechanics:

Writing Mechanics refers to: Left-to-right and top-to-bottom directionality, spacing between words, capitalization, punctuation, gender agreement, singular/plural agreement, verb tense agreement, use of diacritical marks (accents and tildes), and spelling. Under Observations, be sure to note specifics in these areas.

Samples of student work and teacher notations begin on the following page:



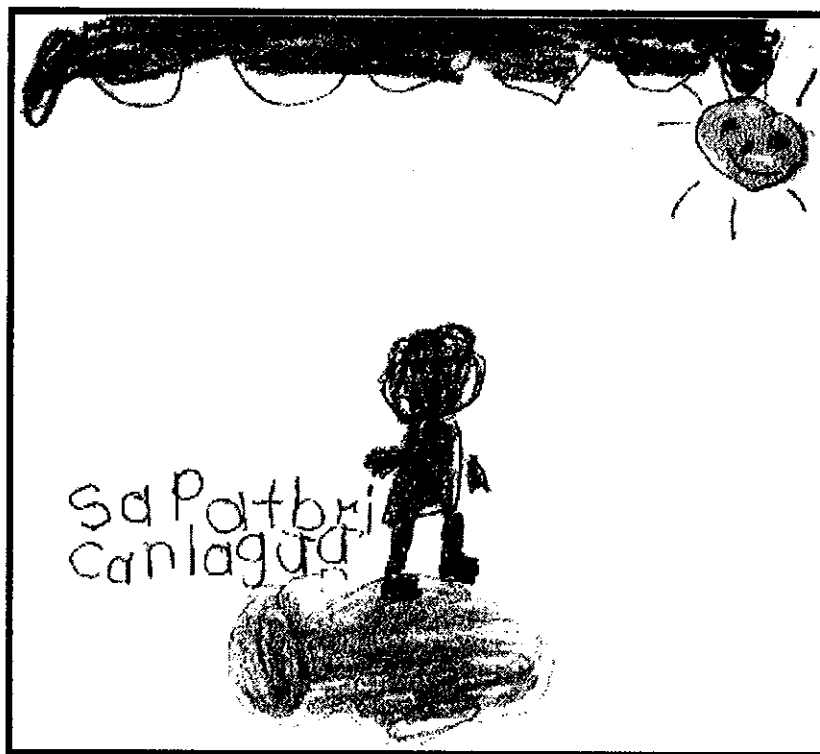
Level 1: Child draws a picture that relates to the book. Random letters/letter strings might be included. Child might produce scribbles or letter approximations.

Book title: Mi hermanito Date Mastered: 5/25/01

Observations of Child's Work: long strings of random letters -
many different letters, mostly uppercase

Next Steps for Instruction: Play word games that focus on
word recognition & letter-sound correspondence. Practice
writing lowercase letters.

¿De qué trata el cuento?



Handwriting practice lines consisting of two sets of three horizontal lines each: a solid top line, a dashed middle line, and a solid bottom line.

Hoja de Dibujo/Escritura

Level 2: Child writes relevant letters/letter strings that relate to the story. (Relevant = phonemically correct). Child may also draw a picture.

Book title: Zapatos

Date Mastered: 5/25/01

Observations of Child's Work: "Zapatos brincan en el agua."

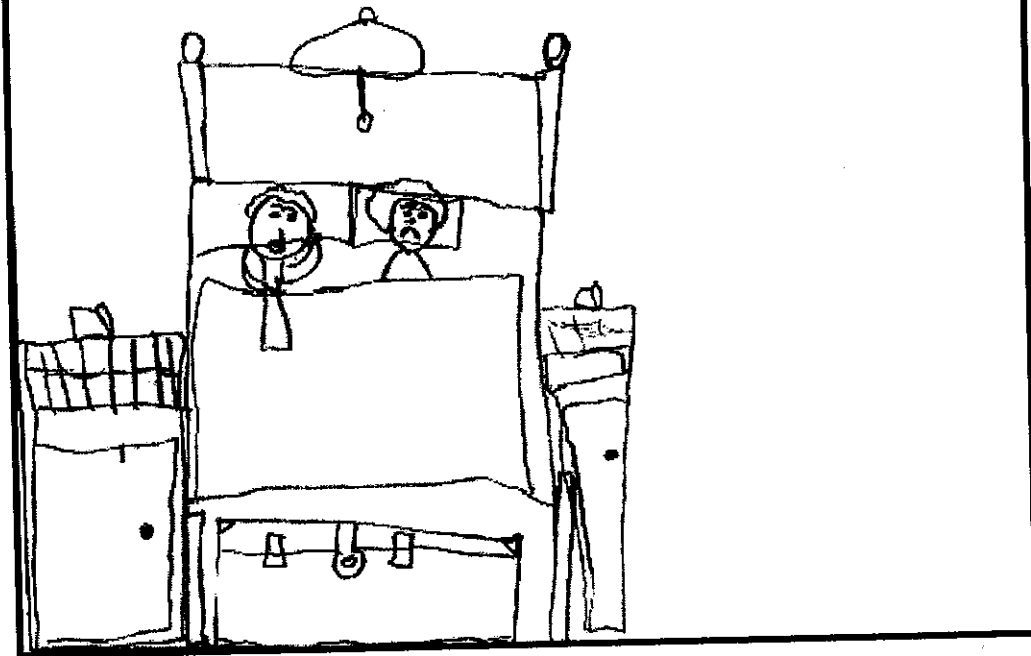
She wrote phonemically correct letters for most of the words - no spaces between words.

"s" for "z," omitted "os" in zapatos, omitted medial "n" in brincan, omitted "e" in el, omitted "en"

Next Steps for Instruction: work on listening to all the sounds in a word

¿De qué trata el cuento?

La Trompeta de Jaime



ellos estaban tristes

de que no oían música

Hoja de Dibujo/Escritura

Level 3: Child writes words, phrases, or a simple sentence that relate to the story (may also draw a picture). Writing shows correct directional pattern (left-to-right and top-to-bottom). There may be some spacing between words, but it is inconsistent.

Book title: La trompeta de Jaime

Date Mastered: 5/25/01

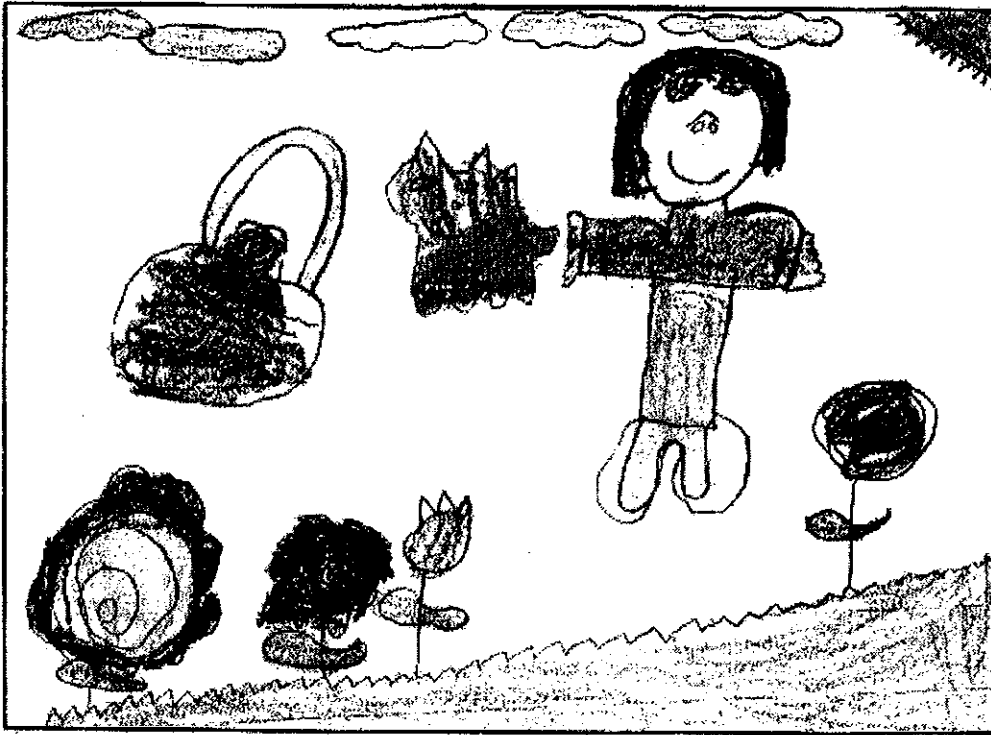
Inventory of Writing Behavior:

- Many self-corrections or erasures
- Reversal of letters (e.g., "d" for "b")
- Deletion of initial letter (e.g., "abla" for "habla") *aria for había*
- Deletion of medial letter (e.g., "vito" for "visto")
- Deletion of word endings (e.g., "quiere" for "quieres", "ciuda" for "ciudad")
- Deletion of final "s" (e.g., "lo pie" for "los pies")
- Lack of gender agreement (e.g., "las gatos")
- Lack of singular/plural agreement (e.g., "el gatos")
- Incorrect verb form (e.g., "trata" for "trató")
- Substitution of letter with similar sound (e.g., "b" for "v") *y for ll; v for b*
- Substitution of final letter (e.g., "jugal" for "jugar")
- Separation of words (e.g., "cuen to")
- Omission of words
- Incorrect capitalization
- Spelling errors not phonemically correct
- Used some English words

Observations of Child's Work: He wrote 1 complete sentence with no beginning capital or ending period. Spacing between words is mostly correct, except for "dequero."

Next Steps for Instruction: Work on punctuation, spacing between words, & practice words with "ll" and "b."

¿De qué trata el cuento?



Se trata de que.

Busquen las.

cosas que faltan.

Hoja de Dibujo/Escritura

Level 3: Child writes words, phrases, or a simple sentence that relate to the story (may also draw a picture). Writing shows correct directional pattern (left-to-right and top-to-bottom). There may be some spacing between words, but it is inconsistent.

Book title: Busca en la bolsa de mamá

Date Mastered: 5/25/01

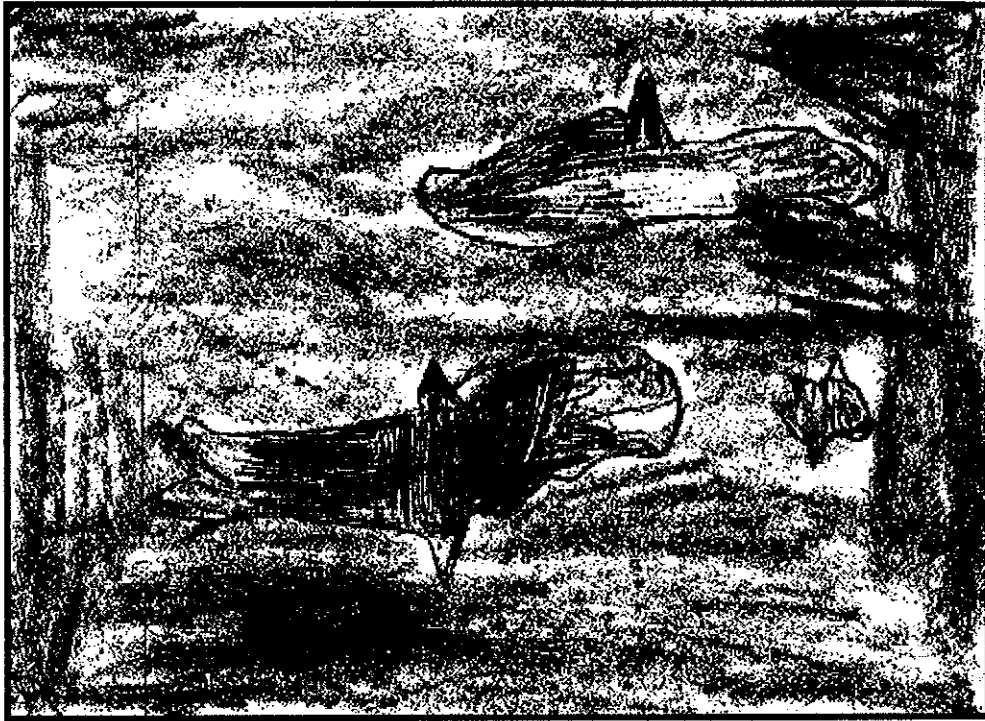
Inventory of Writing Behavior:

- Many self-corrections or erasures
- Reversal of letters (e.g., "d" for "b")
- Deletion of initial letter (e.g., "abla" for "habla")
- Deletion of medial letter (e.g., "vito" for "visto")
- Deletion of word endings (e.g., "quiere" for "quieres", "ciuda" for "ciudad")
- Deletion of final "s" (e.g., "lo pie" for "los pies")
- Lack of gender agreement (e.g., "las gatos")
- Lack of singular/plural agreement (e.g., "el gatos")
- Incorrect verb form (e.g., "trata" for "trató")
- Substitution of letter with similar sound (e.g., "b" for "v")
- Substitution of final letter (e.g., "jugal" for "jugar")
- Separation of words (e.g., "cuen to")
- Omission of words
- Incorrect capitalization
- Spelling errors not phonemically correct
- Used some English words

Observations of Child's Work: She used a capital letter and ending period for each line, within the same sentence. She also writes all "s's" as capital letters. Spacing between words is mostly correct.

Next Steps for Instruction: Teach her the idea of a sentence, and the rules about capitalization & punctuation. Teach & practice lowercase "s."

¿De qué trata el cuento?



el señor tiquitica que
ría en gozar de la
pobre tiquitica

Hoja de Dibujo/Escritura

¿De qué trata el cuento?

que estaba buscando
a su mamá y lo
en juego por que
solo que tracomien
pero. la mamá bio
liso un rebolino
para salvar a su hijo
para que el tiburón
no. solo coma y lea
el hijo ciere por
a estar alado tu
mamá

Level 3: Child writes words, phrases, or a simple sentence that relate to the story (may also draw a picture). Writing shows correct directional pattern (left-to-right and top-to-bottom). There may be some spacing between words, but it is inconsistent.

Book title: Marina la ballena

Date Mastered: 5/25/01

Inventory of Writing Behavior:

- Many self-corrections or erasures
- Reversal of letters (e.g., "d" for "b")
- Deletion of initial letter (e.g., "abla" for "habla") *iso for hiso*
- Deletion of medial letter (e.g., "vito" for "visto")
- Deletion of word endings (e.g., "quiere" for "quieres", "ciuda" for "ciudad")
- Deletion of final "s" (e.g., "lo pie" for "los pies")
- Lack of gender agreement (e.g., "las gatos")
- Lack of singular/plural agreement (e.g., "el gatos")
- Incorrect verb form (e.g., "trata" for "trató")
- Substitution of letter with similar sound (e.g., "b" for "v") *(see observations)*
- Substitution of final letter (e.g., "jugal" for "jugar")
- Separation of words (e.g., "cuen to") *que ria, en gañan, por que*
- Omission of words
- Incorrect capitalization
- Spelling errors not phonemically correct *tiguron for tiburon*
rrebolino for remolino
tulio for tuyo
- Used some English words

Observations of Child's Work: She wrote a very long run-on sentence

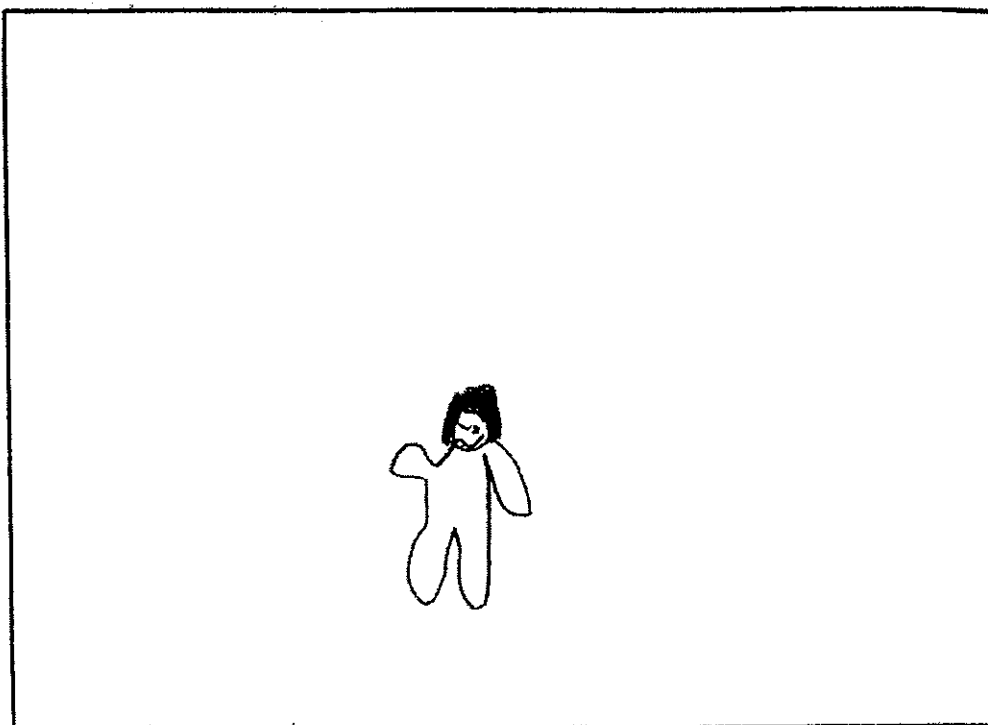
with no capitalization or punctuation. The spacing is very inconsistent -
lack of spaces between words (ala, celo, asu, ile, alado) + separation of words.

She took risks in using longer words - spelling often correct, but many
Next Steps for Instruction: phonemically correct errors (c for s, b for v, i for y).

Practice writing multi-syllable words with no spaces between syllables,
and short words with spaces between them. Teach use of periods, commas,
and capital letters.

NOTES

¿De qué trata el cuento?



La trompeta a se

MUSICA.

Hoja de Dibujo/Escritura

Level 4: Child writes one or more simple sentences, or one long run-on sentence. Spacing between words is mostly correct. (There may be occasional errors.) Writing shows some use of capital letters at the beginning of sentences and /or periods at the ends of sentences (may be inconsistent).

Book title: La trompeta de Jaime

Date Mastered: 5/25/01

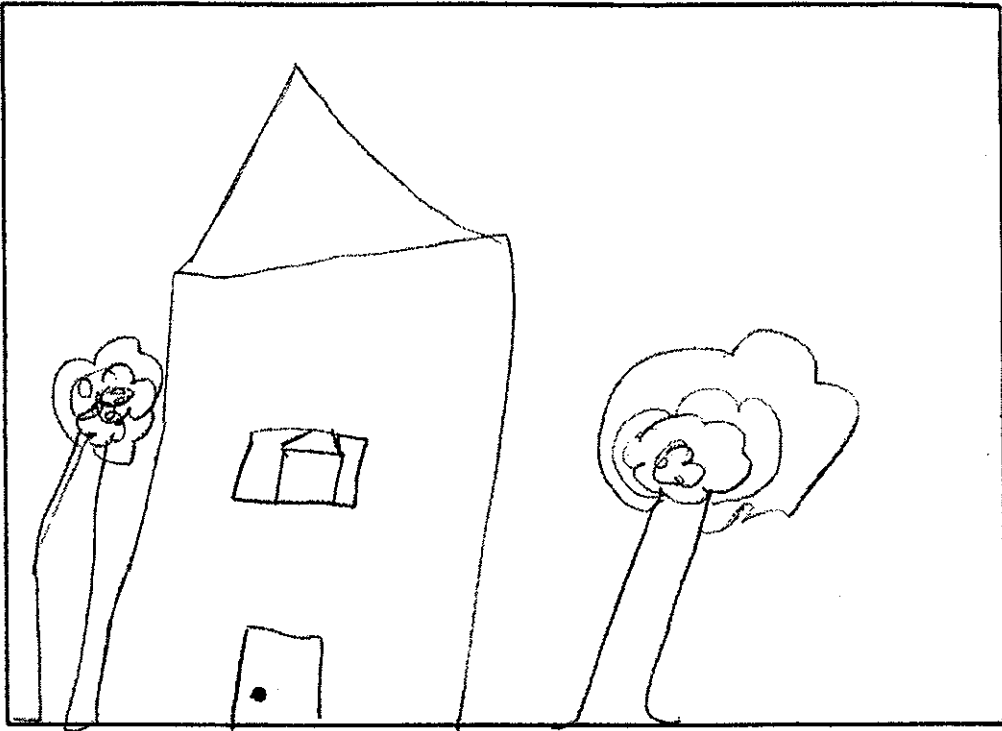
Inventory of Writing Behavior:

- Many self-corrections or erasures
- Reversal of letters (e.g., "d" for "b")
- Deletion of initial letter (e.g., "abla" for "habla") *ase for hace*
- Deletion of medial letter (e.g., "vito" for "visto")
- Deletion of word endings (e.g., "quiere" for "quieres", "ciuda" for "ciudad")
- Deletion of final "s" (e.g., "lo pie" for "los pies")
- Lack of gender agreement (e.g., "las gatos")
- Lack of singular/plural agreement (e.g., "el gatos")
- Incorrect verb form (e.g., "trata" for "trató")
- Substitution of letter with similar sound (e.g., "b" for "v") *ase for hace*
- Substitution of final letter (e.g., "jugal" for "jugar")
- Separation of words (e.g., "cuen to")
- Omission of words
- Incorrect capitalization *ms*
- Spelling errors not phonemically correct
- Used some English words

Observations of Child's Work: one simple sentence with an ending period,
but no capitalization; appropriate spacing between words.
(This is just barely a level 4!)

Next Steps for Instruction: Work on initial capitalization, practice
words with "ce" & initial "h."

¿De qué trata el cuento?



En la Suidal a y una casa y a y una

caja adentro de la caja a y crillar

En + la Suidal a y un Parque

Hoja de Dibujo/Escritura

Level 4: Child writes one or more simple sentences, or one long run-on sentence. Spacing between words is mostly correct. (There may be occasional errors.) Writing shows some use of capital letters at the beginning of sentences and /or periods at the ends of sentences (may be inconsistent).

Book title: En la ciudad

Date Mastered: 5/25/01

Inventory of Writing Behavior:

- Many self-corrections or erasures
- Reversal of letters (e.g., "d" for "b")
- Deletion of initial letter (e.g., "abla" for "habla") *a y for hay*
- Deletion of medial letter (e.g., "vito" for "visto") *aderrro for dentro*
- Deletion of word endings (e.g., "quiere" for "quieres", "ciuda" for "ciudad")
- Deletion of final "s" (e.g., "lo pie" for "los pies")
- Lack of gender agreement (e.g., "las gatos")
- Lack of singular/plural agreement (e.g., "el gatos")
- Incorrect verb form (e.g., "trata" for "trató")
- Substitution of letter with similar sound (e.g., "b" for "v") *siudad for ciudad*
- Substitution of final letter (e.g., "jugal" for "jugar") *grillo for grillo*
- Separation of words (e.g., "cuen to") *siudad for ciudad*
- Omission of words
- Incorrect capitalization
- Spelling errors not phonemically correct *palque for parque*
- Used some English words

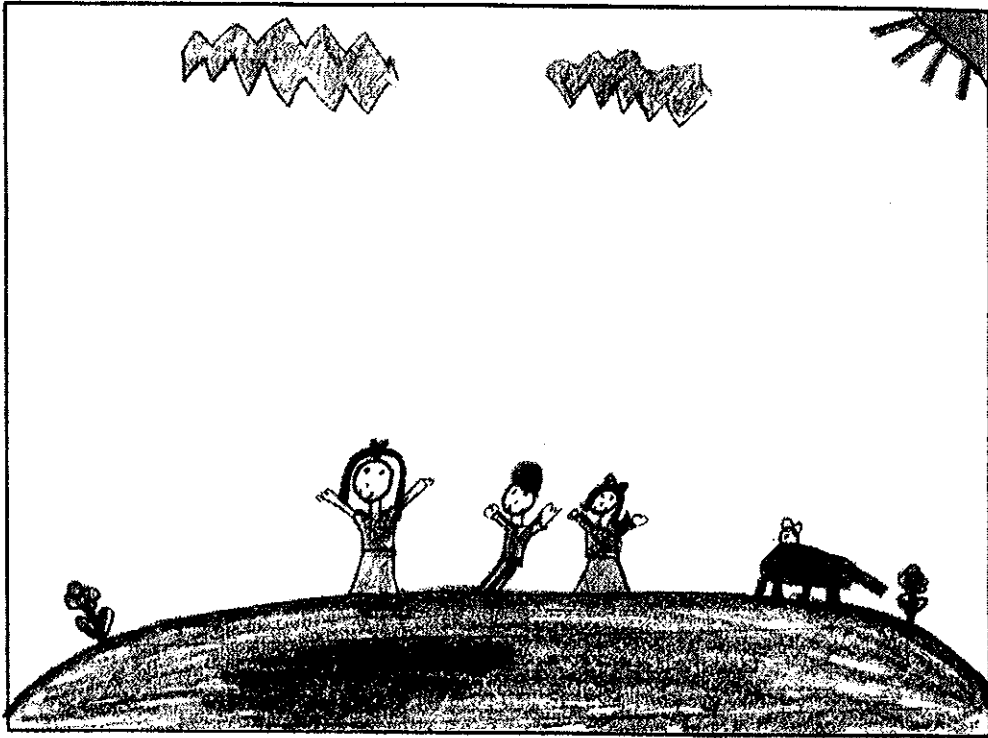
Observations of Child's Work: Shows knowledge of beginning capitals & periods, but doesn't use them all the time. Many kinds of spelling errors (see Inventory). Reversed "iu" in ciudad ("cuidad").

Omitted article "un" with grillo.

Next Steps for Instruction: Practice using capitalization & punctuation

in simple sentences. Do word games that use the sounds of letters - focus on c, g, d. Encourage her to proofread her writing for spelling errors.

¿De qué trata el cuento?



El libro se trata
de unos niños que vieron
un gato café y después
vieron una palomita y el
gato la lastima en su
patita y le dolio

Hoja de Dibujo/Escritura

¿De qué trata el cuento?

mucho y entonces llamaron
a Nana a la abuelita de
Rita y la abuelita dijo que
hayan acudado bien a las
palomitas.

Level 5: Child writes two or more sentences, with consistent spacing between words. Writing shows mostly correct use of capital letters at the beginning of sentences and for proper names, and ending punctuation. (There may be occasional errors.) Writing shows some use of correct verb tenses and agreement of gender and singular/plural (may be inconsistent). Writing may contain some grammatical errors.

Book title: La fiesta de Paloma Date Mastered: 5/25/01

Inventory of Writing Behavior:

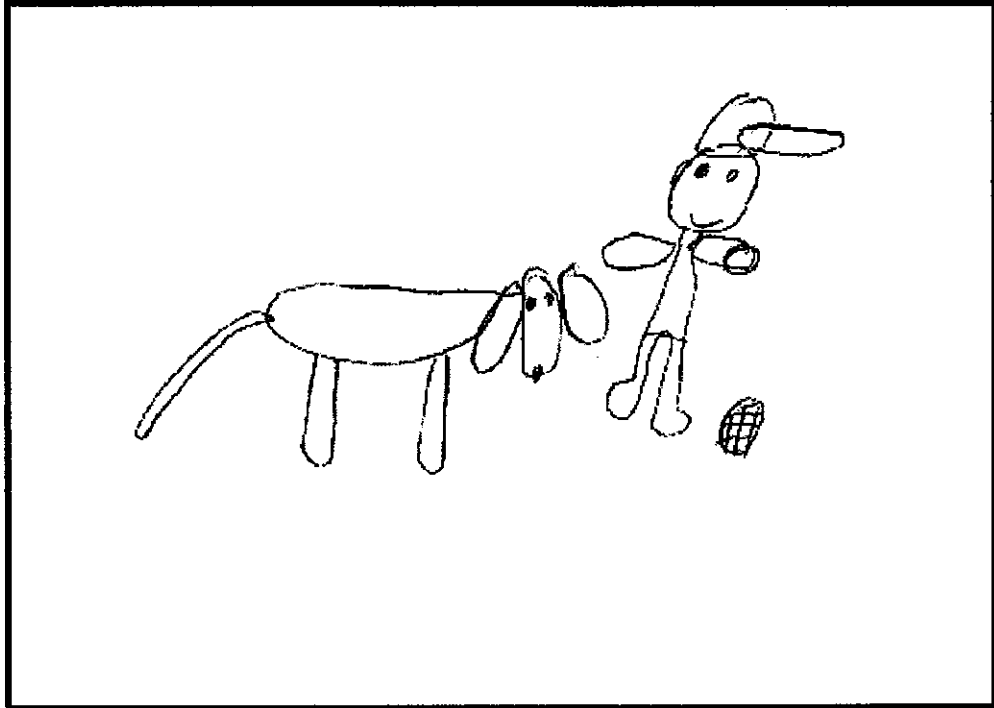
- Many self-corrections or erasures
- Reversal of letters (e.g., "d" for "b")
- Deletion of initial letter (e.g., "abla" for "habla")
- Deletion of medial letter (e.g., "vito" for "visto")
- Deletion of word endings (e.g., "quiere" for "quieres", "ciuda" for "ciudad")
- Deletion of final "s" (e.g., "lo pie" for "los pies")
- Lack of gender agreement (e.g., "las gatos")
- Lack of singular/plural agreement (e.g., "el gatos")
- Incorrect verb form (e.g., "trata" for "trató")
- Substitution of letter with similar sound (e.g., "b" for "v") entenses, hivan for iban
- Substitution of final letter (e.g., "jugal" for "jugar")
- Separation of words (e.g., "cuen to")
- Omission of words
- Incorrect capitalization
- Spelling errors not phonemically correct
- Used some English words

Observations of Child's Work: Even though she wrote 1 long run-on sentence, her writing shows other characteristics of level 5 - verb forms, singular/plural, & gender agreement are good. A few minor phonemically correct spelling errors.

Next Steps for Instruction: _____

Work on sentence structure - shorter sentences or complex sentences with commas. Teach use of accents in past tense of verbs.

¿De qué trata el cuento?



Dijo el niño que
necesitaba el guante
de veis bol.

Hoja de Dibujo/Escritura

¿De qué trata el cuento?

El niño necesitaba una
toalla. La niña necesitaba una
gorra para el sol. El niño necesita
una camisa. El niño de
Mama necesita un panper.
Su Papa necesita un periódico. y
Cenas ahí en la bolsa de
Mama. El perrito es tava
adentro de la bolsa de Mama.

Level 5: Child writes two or more sentences, with consistent spacing between words. Writing shows mostly correct use of capital letters at the beginning of sentences and for proper names, and ending punctuation. (There may be occasional errors.) Writing shows some use of correct verb tenses and agreement of gender and singular/plural (may be inconsistent). Writing may contain some grammatical errors.

Book title: Busca en la bolsa de mamá Date Mastered: 5/25/01

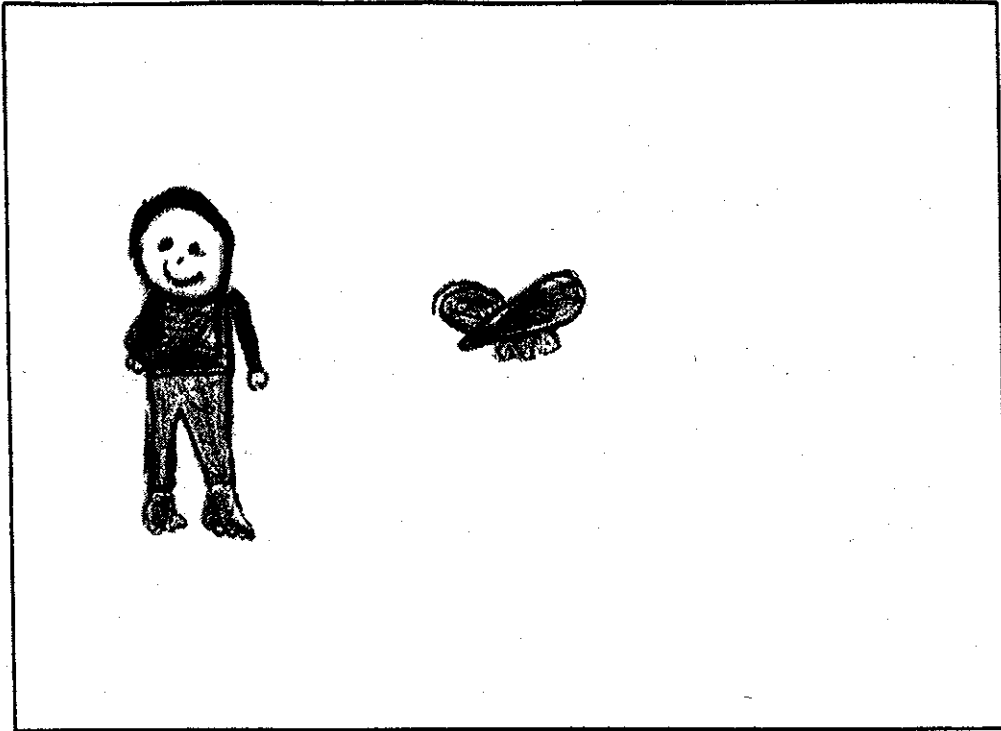
Inventory of Writing Behavior:

- Many self-corrections or erasures
- Reversal of letters (e.g., "d" for "b")
- Deletion of initial letter (e.g., "abla" for "habla") *ai for hay*
- Deletion of medial letter (e.g., "vito" for "visto")
- Deletion of word endings (e.g., "quiere" for "quieres", "ciuda" for "ciudad")
- Deletion of final "s" (e.g., "lo pie" for "los pies")
- Lack of gender agreement (e.g., "las gatos")
- Lack of singular/plural agreement (e.g., "el gatos")
- Incorrect verb form (e.g., "trata" for "trató")
- Substitution of letter with similar sound (e.g., "b" for "v") *necesitava, veisbol, estava, ai, ce (for que)*
- Substitution of final letter (e.g., "jugal" for "jugar")
- Separation of words (e.g., "cuen to") *veis bol, es tara*
- Omission of words
- Incorrect capitalization
- Spelling errors not phonemically correct *pediodico*
- Used some English words

Observations of Child's Work: Several simple sentences with correct capitalization, punctuation (except for question marks), and spacing. He switched from past to present tense.

Next Steps for Instruction: Practice the use of b, v, c, and s sounds. Work on "h" at beginning of words, and "r" sound. Practice present and past tenses. Teach use of question marks.

¿De qué trata el cuento?



Este cuento se trata de un

niño que toca la trompeta y

A sus amigos también le

gusta como canta el niño

Hoja de Dibujo/Escritura

¿De qué trata el cuento?

pero a dos Señores no le gustaron

la música y el niño estaba

Muy triste y se fue a la

casa de su hermana.

y En la casa de su

hermana a día gusto.

Que le miraban el niño

Level 5: Child writes two or more sentences, with consistent spacing between words. Writing shows mostly correct use of capital letters at the beginning of sentences and for proper names, and ending punctuation. (There may be occasional errors.) Writing shows some use of correct verb tenses and agreement of gender and singular/plural (may be inconsistent). Writing may contain some grammatical errors.

Book title: La trompeta de Jaime Date Mastered: 5/25/01

Inventory of Writing Behavior:

- Many self-corrections or erasures
- Reversal of letters (e.g., "d" for "b") adia fr habia
- Deletion of initial letter (e.g., "abla" for "habla") adia fr habia
- Deletion of medial letter (e.g., "vito" for "visto")
- Deletion of word endings (e.g., "quiere" for "quieres", "ciuda" for "ciudad")
- Deletion of final "s" (e.g., "lo pie" for "los pies")
- Lack of gender agreement (e.g., "las gatos")
- Lack of singular/plural agreement (e.g., "el gatos") le gusta instead of les gusta
- Incorrect verb form (e.g., "trata" for "trató")
- Substitution of letter with similar sound (e.g., "b" for "v") tambiers fr tambien
- Substitution of final letter (e.g., "jugal" for "jugar")
- Separation of words (e.g., "cuen to")
- Omission of words
- Incorrect capitalization
- Spelling errors not phonemically correct
- Used some English words

Observations of Child's Work: She often puts periods in middle of sentence, then capitalizes the next word. She occasionally omits space between words (setrata, quetoca). She switches tenses midway through her writing.

Next Steps for Instruction: Work on punctuation & capitalizations -

review the concept of a sentence. Work on proper spacing between words. Practice consistency of verb tenses, singular/plural agreement.

¿De qué trata el cuento?



Las dos personas
grandes les dijeron que
dejara ese ruido porque

Hoja de Dibujo/Escritura

¿De qué trata el cuento?

no podían dormir las
dos personas grandes.
Las dos personas
grandes fueron a la
casa de su hermana Jaime
a desile que velba a
la cara.

Level 6: Child writes longer, more complicated sentences. Writing shows consistent use of capital letters at the beginning of sentences and for proper names, and ending punctuation. Writing shows mostly correct use of verb tenses and agreement of gender and singular/plural. (There may be occasional errors.) Writing shows some use of accents and symbols (may be inconsistent). The overall grammar is mostly correct.

Book title: La trompeta de Jaime Date Mastered: 5/25/01

Inventory of Writing Behavior:

- Many self-corrections or erasures
- Reversal of letters (e.g., "d" for "b")
- Deletion of initial letter (e.g., "abla" for "habla")
- Deletion of medial letter (e.g., "vito" for "visto") *grades frz grandes, desile frz*
- Deletion of word endings (e.g., "quiere" for "quieres", "ciuda" for "ciudad") *decirle*
dijero frz dijeron
- Deletion of final "s" (e.g., "lo pie" for "los pies")
- Lack of gender agreement (e.g., "las gatos")
- Lack of singular/plural agreement (e.g., "el gatos")
- Incorrect verb form (e.g., "trata" for "trató")
- Substitution of letter with similar sound (e.g., "b" for "v") *desile, velba frz vuelva*
- Substitution of final letter (e.g., "jugal" for "jugar")
- Separation of words (e.g., "cuen to")
- Omission of words
- Incorrect capitalization
- Spelling errors not phonemically correct
- Used some English words

Observations of Child's Work: In vuelva, omitted the "v". Errors in possessive form ("hermana de Jaime"). Mostly her writing mechanics are well-developed.

Next Steps for Instruction: Work on medial sounds, practice s o v.

FREQUENTLY ASKED QUESTIONS

Alphabet/Sight Words Strand

Question: Why aren't English names of letters accepted?

Answer: In El SOL, we are assessing the child's Spanish literacy skills.

Question: What do I do if a child tries to "sound out" sight words?

Answer: This section of El SOL assesses which words the child can recognize immediately, without any effort. Therefore, if a child tries to "sound out" a word, it suggests that he or she cannot recognize the word without effort.

Phonemic Awareness Strand

Question: Why are the El SOL activities different from the ECLAS (Early Childhood Literacy Assessment System) activities?

Answer: Our experience with ECLAS taught us the importance of assessing the earliest stages of phonemic awareness. The three activities in El SOL are appropriate for beginning readers, and are designed to identify children who may struggle with learning to read.

Question: Why aren't the Phonemic Awareness activities leveled?

Answer: All children do not master these three activities in the same order. For instance, a child may master identification of final sounds before identification of individual letter sounds.

Question: For activities 2 and 3, is a response considered correct if the child gives a letter name whose sound is phonemically correct, but the word would be spelled incorrectly (e.g., /c/ for "sapo")?

Answer: Yes, activities 2 and 3 assess the child's skill in hearing the sounds within words. We are not assessing spelling.

Question: Why are some "identified-by-letter-name" spaces empty on the charts in the Checklist?

Answer: If the name of the letter is the same as the sound of the letter (e.g., "o" and /o/), the teacher cannot distinguish whether the child is saying the sound or the name. In these cases, record the identification as "letter sound."

Listening/Speaking Strand

Question: Why does El SOL have a separate Listening/Speaking Strand? Why are children assessed in listening and speaking every year? This is different from ECLAS.

Answer: Through our experience with ECLAS, we have learned that listening skills

are distinct from other skills. It is important to periodically assess listening skills to ensure that children are understanding what they hear.

Question: Does the child have to draw or write about the book?

Answer: No, you will assess comprehension only through verbal discussion of the book.

Question: Some children have to wait a long time before discussing the book. Can they look at the book before starting the discussion?

Answer: Yes, they may glance through the book. However, they cannot read the entire book, since in this activity we are assessing listening comprehension and verbal expressive language.

Reading Strand

Question: What if a child writes his or her response in English?

Answer: Ask the child to write a response in Spanish. If the child is unable to write in Spanish, note this in Observations.

Question: What are the correct responses in the Level 1 environmental print book (*Cosas que veo*)?

Answer: A correct response is any Spanish word(s) that identifies the image. For most of the images, there are several responses that are considered correct (e.g., "bola", "pelota," or "balón" for the picture of the ball). If the child responds in English, ask what the picture is called in Spanish, and make a note under Observations.

Writing Mechanics Strand

Question: What if a child's writing sample has characteristics from more than one level?

Answer: Some writing does not fit exactly into the criteria for a particular level. Use your professional judgment to select the level that best matches the child's work.

Question: How do I determine the writing mechanics level in a case where the content is complex, but simple writing mechanics (e.g., capitalization and punctuation) are missing?

Answer: For the Writing Mechanics Strand, do not consider the content or other evidence of the child's comprehension of the story. Use only the criteria for each level of Writing Mechanics.

Inside Front Cover of the Checklist: Sample teacher notations

Strand	<u>Mastery Dates</u>					
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
Alphabet/ Sight Words				5/25/01		
Reading			5/25/01			
Writing Mechanics		5/25/01				
Phonemic Awareness	5/25/01 Letter sound ID.	5/25/01 Initial sound or syllable ID.				

Listening Comprehension and Verbal Expressive Language	
Kind.	Comprehension <input checked="" type="checkbox"/> Insightful <input type="checkbox"/> Literal <input type="checkbox"/> Confused
Date 5/25/01	Verbal Exp.Lang. <input checked="" type="checkbox"/> Complete <input type="checkbox"/> Adequate <input type="checkbox"/> Limited
Gr. 1	Comprehension <input type="checkbox"/> Insightful <input type="checkbox"/> Literal <input type="checkbox"/> Confused
Date	Verbal Exp.Lang <input type="checkbox"/> Complete <input type="checkbox"/> Adequate <input type="checkbox"/> Limited
Gr. 2	Comprehension <input type="checkbox"/> Insightful <input type="checkbox"/> Literal <input type="checkbox"/> Confused
Date	Verbal Exp.Lang <input type="checkbox"/> Complete <input type="checkbox"/> Adequate <input type="checkbox"/> Limited
Gr. 3	Comprehension <input type="checkbox"/> Insightful <input type="checkbox"/> Literal <input type="checkbox"/> Confused
Date	Verbal Exp.Lang <input type="checkbox"/> Complete <input type="checkbox"/> Adequate <input type="checkbox"/> Limited

Ms. Santiago
Teacher

K 2000-01
Grade Year

Teacher

Grade Year

Teacher

Grade Year

Teacher

Grade Year

IEP Test Modifications: _____

Published by the Board of Education of the City of New York, 110 Livingston Street, New York, NY 11201. All rights reserved. No part of this publication may be reproduced or distributed in any form or by any means, or stored in a database or retrieval system, without the prior written permission of the publisher.

CLASS RECORD SHEET

Teacher Name _____ Grade _____ Date _____

Student name and I.D. Number (You may use ATS labels)	Literacy Development Level	Comments
	A/S: _____ PA: Act 1 _____ Act 2 _____ Act 3 _____ LIST/SPEAK: Comp: Insightful _____ Literal _____ Confused _____ Exp.Lan: Complete _____ Adequate _____ Limited _____ READ: _____ W/M: _____	
	A/S: _____ PA: Act 1 _____ Act 2 _____ Act 3 _____ LIST/SPEAK: Comp: Insightful _____ Literal _____ Confused _____ Exp.Lan: Complete _____ Adequate _____ Limited _____ READ: _____ W/M: _____	
	A/S: _____ PA: Act 1 _____ Act 2 _____ Act 3 _____ LIST/SPEAK: Comp: Insightful _____ Literal _____ Confused _____ Exp.Lan: Complete _____ Adequate _____ Limited _____ READ: _____ W/M: _____	
	A/S: _____ PA: Act 1 _____ Act 2 _____ Act 3 _____ LIST/SPEAK: Comp: Insightful _____ Literal _____ Confused _____ Exp.Lan: Complete _____ Adequate _____ Limited _____ READ: _____ W/M: _____	

Photocopy this chart. Attach ATS labels or fill in the student name and I.D. number. Fill in the student's mastery level in each strand.

CLASS LEVEL CHART

Fall 20 _____

Spring 20 _____

GRADE _____

STRAND	NO LEVEL MASTERY	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5	LEVEL
ALPHABET/ SIGHT WORDS							
READING							
WRITING MECHANICS							

PHONEMIC AWARENESS

NO ACTIVITIES MASTERED	SOUND OF LETTERS ACTIVITY 1	INITIAL SOUND/SYLLABLE ACTIVITY 2	FINAL SOUND/SYLLABLE ACTIVITY 3

LISTENING/SPEAKING

COMPREHENSION		VERBAL EXPRESSIVE LANGUAGE	
INSIGHTFUL	LITERAL	COMPLETE	ADEQUATE LIMITED

Photocopy this chart. Fill in the term and year. List your students by the level they are currently at in each strand. This will provide you with groupings for your class by strand and by level.

NOTES