

2014-15 ELEMENTARY ENGLISH/LANGUAGE ARTS ASSESSMENT CALENDAR

The district will provide diagnostics for schools, should schools choose to use them.

All schools will administer the four district proficiencies with FIDELITY. No additions, changes or deletions.

KINDERGARTEN	ASSESSMENT	CASCADE ENTRY WINDOWS		SELECTED ASSESSMENT
	1	7/31/14 - 9/23/14*		BRIGANCE Kindergarten Screen *State Required
	2	1/20/15 - 2/6/15 *		Letter ID Hearing and Recording Sounds in Words (HRSIW) *State Required
	3	5/4/15 - 6/30/15		Hearing and Recording Sounds in Words (HRSIW) Running Record
GRADE 1	ASSESSMENT	CASCADE ENTRY WINDOWS		SELECTED ASSESSMENT
	1	9/15/14 - 11/8/14		Running Record
	2	11/10/14 - 1/23/15		Running Record
	3	1/26/15 – 2/20/15*		Running Record *State Required
	4	5/4/15 - 6/30/15		Running Record
GRADE 2	ASSESSMENT	CASCADE ENTRY WINDOWS		SELECTED ASSESSMENT
	1	9/15/14 - 11/8/14		Running Record
	2	11/10/14 - 1/23/15		Running Record
	3	1/26/15 – 2/20/15 *		Running Record *State Required
	4	5/4/15 - 6/30/15		Running Record
THE DESCRIPTIONS OF THE SELECTED KEY/FOCUS STANDARDS FOR ASSESSMENT DO NOT INCLUDE THE LANGUAGE OF THE ENTIRE STANDARD. TO UNDERSTAND THE STANDARD'S FULL INTENT, AND APPROPRIATELY PLAN FOR INSTRUCTION, REVIEW THE LANGUAGE OF THE ENTIRE STANDARD.				
GRADE 3	ASSESSMENT	ASSESSMENT WINDOW OPENS	ASSESSMENT BLUEPRINT	SELECTED <u>KEY/FOCUS</u> STANDARDS FOR ASSESSMENT
	Diagnostic 1	9/15/14	18 MCQs	Key Ideas and Details RL.3.2 – recount stories; central message conveyed through key details RI.3.2 – determine main idea; recount supporting key details Craft and Structure RL.3.4 – determine meaning of words/phrases in text, distinguishing literal/nonliteral RI.3.4 – determine meaning of academic & domain specific words/phrases in grade relevant text Language Standard L.3.1f–Ensure subject-verb and pronoun-antecedent agreement L.3.4a– Use sentence-level context as a clue to the meaning of a word or phrase.
	Proficiency 1	10/13/14	18 MCQ 1 CR (SA)	Key Ideas and Details RL.3.3 – describe and explain characters and how their actions contribute to the sequence of events RI.3.3 – use time/ sequence/cause & effect to describe relationship between events/ideas/ concepts/ steps Craft and Structure RL.3.5 – use terms (chapter, scene, stanza) to refer to parts of text; describe how they build successively Integration of Knowledge and Ideas RI.3.7 – explain how specific aspects illustrations contribute to story meaning RI.3.7 – use information from illustrations and words to demonstrate understanding of the text (key events)
	Diagnostic 2	11/10/14	18 MCQs	Craft and Structure RI.3.4 – determine meaning of academic & domain specific words/phrases in grade relevant text RI.3.6 – distinguish own point of view from author's point of view Integration of Knowledge and Ideas RI.3.8 – describe connection (comparison, cause & effect/sequence) of sentences and paragraphs in text RI.3.9 – compare & contrast important points and key details in two texts on the same topic Language Standards L.3.4b – Determine the meaning of the new word formed a known affix is added to a known word (agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat, preheat). L.3.4d – Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.
	Proficiency 2	12/8/14	18 MCQ 1 CR (SA)	Key Ideas and Details RL.3.3 – describe and explain characters and how their actions contribute to the sequence of events Craft and Structure RL.3.4 – determine meaning of words/phrases in text, distinguishing literal/nonliteral Integration of Knowledge and Ideas RI.3.6 – distinguish own point of view from narrator's/characters' RI.3.9 – compare & contrast themes/settings/plots in stories by same author about similar characters Language Standard L.3.5a –Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps). L.3.5c –Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).
	Diagnostic 3	1/26/15	18 MCQs	Key Ideas and Details RL.3.3 – describe and explain characters and how their actions contribute to the sequence of events Craft and Structure RL.3.4 – determine meaning of words/phrases in text, distinguishing literal/nonliteral Integration of Knowledge and Ideas RI.3.6 – distinguish own point of view from narrator's/characters' RI.3.9 – compare & contrast themes/settings/plots in stories by same author about similar characters Language Standard L.3.5a –Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps). L.3.5c –Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).
	Proficiency 3	2/23/15	18 MCQ 1 CR (SA)	Key Ideas and Details RL.3.3 – describe and explain characters and how their actions contribute to the sequence of events Craft and Structure RL.3.4 – determine meaning of words/phrases in text, distinguishing literal/nonliteral Integration of Knowledge and Ideas RI.3.6 – distinguish own point of view from narrator's/characters' RI.3.9 – compare & contrast themes/settings/plots in stories by same author about similar characters Language Standard L.3.5a –Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps). L.3.5c –Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).
	Diagnostic 4	3/23/15	18 MCQs	Key Ideas and Details RL.3.3 – describe and explain characters and how their actions contribute to the sequence of events Craft and Structure RL.3.4 – determine meaning of words/phrases in text, distinguishing literal/nonliteral Integration of Knowledge and Ideas RI.3.6 – distinguish own point of view from narrator's/characters' RI.3.9 – compare & contrast themes/settings/plots in stories by same author about similar characters Language Standard L.3.5a –Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps). L.3.5c –Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).
	Proficiency 4	4/27/15	18 MCQ 1 CR (SA)	Key Ideas and Details RL.3.3 – describe and explain characters and how their actions contribute to the sequence of events Craft and Structure RL.3.4 – determine meaning of words/phrases in text, distinguishing literal/nonliteral Integration of Knowledge and Ideas RI.3.6 – distinguish own point of view from narrator's/characters' RI.3.9 – compare & contrast themes/settings/plots in stories by same author about similar characters Language Standard L.3.5a –Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps). L.3.5c –Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).

