

Language Arts Assessment - First Grade

Objectives and teaching strategy: To begin the development of reading skills by using a rich array of verses, fairy tales and folk stories from around the world, told in a vivid and enlivened way. Many of these verses and stories are memorized and dramatized by the students who use them as the content for their written books. These books become their first readers.	Reading			
	Always	Often	Sometimes	Not Yet
Literature				
Shows enthusiasm and attentive behavior while listening to stories				
Comprehension				
Can retell a story				
Talks to others about a story and participates in discussions				
Creates projects (drawings and paintings) related to a story				
Can dramatize a story through acting and puppetry				
Uses pictures to make predictions				
Can select a favorite story				
Skills and Strategies				
Demonstrates knowledge of how print is organized and read				
Understands concept of reading from left to right/top to bottom				
Can identify the front and back of a book				
Can match some spoken words with print				
Identifies upper case letter names, shapes and sounds				
Identifies some high frequency words				
Demonstrates knowledge of phonemic awareness				
Identifies beginning, middle and ending sounds of words				
Can clap syllables in words and sentences				
Orally recognizes rhyming words				
Recognizes words that start and end the same				
Can substitute words in a rhyming pattern				
Can blend sounds into words				
Applies knowledge of letter-sound correspondences when reading				
Uses beginning and ending consonants and vowels when reading				
Recognizes some word families				
Reads unknown words using meaning cues (pictures, knowledge of the story, etc.)				
Uses decoding strategies (sounds out words, compares similar words, breaks words into smaller words)				

Student: _____ Teacher: _____ Fall Spring 20__

Language Arts Assessment - First Grade

Objectives and teaching strategy: Waldorf-inspired students learn to read through their own writing. Therefore a strong emphasis is placed on the writing process. Unique to the Waldorf-inspired curriculum is form-drawing. Children begin by walking and gesturing the two basic forms, the straight line and the curve. These are carefully brought to the actual process of writing. They practice a diverse array of patterns, utilizing the line and curve which enhances the ability to write letters and measure spatial relationships used in writing. After several form drawing lessons, the students will make their own books featuring simple sentences and colorful illustrations, from the verses and stories told to them by their teacher.	Writing			
	Always	Often	Sometimes	Not Yet
Form drawing				
Can walk and gesture straight lines and curves				
Can draw straight lines, curves and patterns				
Skills				
Forms letters out of practice with form drawing				
Can copy written words from memorized verses and stories				
Organization				
Can organize ideas for simple sentences				
Can include facts and details with brainstorming for writing				
Can explain own drawings that tell a story				
Communication				
Can read and explain own drawings and writings				
Draws pictures about experiences				
Copies sentences from stories or verses				
Dictates own story or contributes to a group story				
Using conventions				
Writes using a left to right, top to bottom progression				
Can write own name				
Uses letters to write and copy				
Understands what the meaning of a sentence is				

Student: _____ Teacher: _____ Fall Spring 20__

Language Arts Assessment - First Grade

Objectives and teaching strategy: Waldorf-inspired instruction relies heavily on oral presentation. The oral tradition is used for its ability to develop rich vocabulary and deepened inner comprehension as well as its ability to expand the listening and perceiving capacities of the student. Both the content of the speech and the articulation are conscientiously brought into the daily lessons.	Speaking and Listening			
	Always	Often	Sometimes	Not Yet
Speaking skills				
Recognizes rhythms and patterns of language in verses				
Uses correct pronunciation				
Speaks clearly and audibly				
Building a rich resource of words				
Uses an increasingly broad vocabulary				
Building comprehension through retelling of stories				
Participates in creative dramatics and choral speaking				
Respectfully takes turns when speaking				
Expresses ideas orally in complete sentences				
Developing higher thinking skills through retelling stories				
Listening skills				
Shows increased vocabulary and conceptual comprehension				
Uses pictorial thinking				
Shows an enthusiasm for the oral tradition				
Follows simple directions				
Recites short poems, rhymes, songs and stories with repeated patterns				

Student: _____ Teacher: _____ Fall Spring 20__

Language Arts Assessment - Second Grade

Objectives and teaching strategy: Reading instruction continues with the oral presentation of stories and verses which the children use to make their own readers. A stronger emphasis is given in the second year to word attack and decoding strategies. The oral tradition continues to allow the student to utilize a higher level vocabulary and deeper conceptual comprehension in their work than simplified lower grade texts and readers allow. Animal fables and legendary tales of virtuous and courageous deeds from cultures around the world are used.	Reading			
	Always	Often	Sometimes	Not Yet
Comprehension				
Responds to what has been heard or read				
Can retell stories and events using beginning, middle and end				
Describes and identifies the setting, characters or events				
Recognizes topic or main idea				
Relates previous experiences to what is heard or said				
Can make predictions about the content				
Restates ideas from the text				
Skills and Strategies				
Reads aloud familiar, grade appropriate materials				
Uses phonemic awareness and phonics to blend sounds for more complex words				
Can change beginning, middle and ending sounds of words to make new words				
Uses decoding strategies such as sounding out words, comparing similar words, breaking words into smaller words				
Uses phonics, meaning clues and language structure when reading				
Uses conventions of print (capitals and periods) to help oral reading				
Uses rhythm breathing and intonation that sounds like natural speech				
Uses rereading, cross checking and self-correcting to help reading				

Student: _____ Teacher: _____ Fall Spring 20__

Language Arts Assessment - Second Grade

Objectives and teaching strategy: Writing in the second grade continues to be centered around the children's handmade books and their form drawing. Children start to write their own sentences for these books as well as copying what the teacher has written. Simple punctuation and lower case/upper case distinctions are introduced. Cursive is usually brought in the final term of the year. Form drawing patterns become more challenging and continue to improve the spatial relationships and legibility required in the writing process.	Writing			
	Always	Often	Sometimes	Not Yet
Form drawing				
Draws complicated patterns of straight and curved lines				
Can draw and understand symmetrical patterns				
Skills				
Forms upper and lower case print and cursive letters				
Writes words on their own and copied from the board or dictation				
Communication				
Can organize ideas into sentences and simple paragraphs				
Writes simple paragraphs from stories they've heard or from their life experiences				
Paragraphs include appropriate details and stay within the assigned topic				
Can self correct spelling of familiar high-frequency words				
Corrects simple punctuation and capitalization				
Using conventions				
Uses simple, informative sentences				
Capitalizes the first word in a sentence and the pronoun "I"				
Uses correct punctuation at the end of a simple statement and question				
Attentive to proper margins, indentations and the appearance of the page				
Uses conventional spelling for high frequency words and those words with regular spelling patterns				
Can spell common sight words, basic reading vocabulary words and word families				
Can write from dictation of simple sentences				

Student: _____ Teacher: _____ Fall Spring 20__

Language Arts Assessment - Second Grade

Objectives and teaching strategy: The student's attentive listening span continues to improve as the stories, verses and games become more complicated. Clear articulation is individually encouraged through choral recitation of poetry verses, and dramatizations from the language blocks are still the main vehicle for student practice. During the retelling and discussion of the lesson content, respectful listening to others' points of view is emphasized.	Speaking and Listening			
	Always	Often	Sometimes	Not Yet
Speaking skills				
Speaks with clear pronunciation and enunciation				
Uses increasingly descriptive oral vocabulary				
Asks questions for understanding				
Responds to the questions of others				
Participates in group discussions				
Participates in choral reading recitation of rhymes, poems, songs and stories				
Participates in dramatics				
Retells stories in logical order				
Creates oral stories to share with others				
Listening skills				
Listens responsively and respectfully				
Follows simple two to three step directions				

Student: _____ Teacher: _____ Fall Spring 20__

Language Arts Assessment - Third Grade

Objectives and teaching strategy: Students continue to read from their own books, which they make from content given orally from the teacher. However, the narrative and compositional writing requirements for their books are increased. More published materials, both fictional and expository, are utilized. Hebrew legends, native tales and stories about the origins of living on the earth; farming, gardening, house building, animal husbandry are used. Suggested texts may include: Farmer Boy, Ox Carl Man and Miss Rumphius.	Reading			
	Always	Often	Sometimes	Not Yet
Comprehension				
Can read and respond to narrative materials				
Makes, confirms or reverses predictions				
Extracts significant information about settings, characters and events				
Can identify the problem or solution				
Recognizes topic, main idea and supporting details				
Relates what is read to prior knowledge and experience				
Asks and answers questions				
Can restate and summarize information				
Skills and Strategies				
Uses cueing systems, eg.: phonics, meaning, content to determine pronunciation and meanings				
Uses all decoding strategies mentioned in grade two				
Uses a rhythm, pace and intonation that sounds like natural speech				
Uses conventions of print, including commas, to facilitate oral reading				
Uses strategies such as rereading monitoring, checking, predicting and confirming and self-correcting to facilitate reading				
Vocabulary is developing				
Can determine the meaning of unknown words using context and dictionaries				

Student: _____ Teacher: _____ Fall Spring 20__

Language Arts Assessment - Third Grade

Objectives and teaching strategy: Students continue in their form drawing instruction and in the making of their own books. Narrative and compositional writing requirements are increased. Students are introduced to sentence structure, simple paragraphing, all punctuation markings, beginning grammar, and use of reference and research material.	Writing			
	Always	Often	Sometimes	Not Yet
Form drawing				
Draws complex patterns of straight and curved lines				
Draws mirror forms in four areas of 2-D space				
Organization				
Can organize ideas for writing				
Includes appropriate facts and details				
Stays with the assigned topic				
Can edit and correct spelling				
Can edit for appropriate capitalization and punctuation				
Can revise work to further develop the story in a variety of ways				
Communication				
Includes setting, characters and events				
Uses dialogue				
Includes beginning, middle and end				
Maintains a focus				
Understands the topic				
Organizes content				
Includes appropriate facts and details				
Uses descriptive words				
Maintains a focus				
Uses efficiency of expression				
Using conventions				
Spells high frequency words on third grade level spelling lists				
Spells using continued phonic work and encoding skills				
Uses complete sentences, both simple and compound				
Uses paragraphs to organize information and ideas				
Capitalizes proper nouns and words at the beginning of a sentence				
Uses correct punctuation at the end of a sentence				
Uses commas correctly				
Can identify and use nouns, verbs, adjectives and adverbs				

Student: _____ Teacher: _____ Fall Spring 20__

Language Arts Assessment - Third Grade

Objectives and teaching strategy: Students will further develop and expand their speaking skills through choral and individual speaking of the memorization of poetry, verse and selections from the lesson content. Dramatizations and class discussions continue with the emphasis on respectful listening.	Speaking and Listening			
	Always	Often	Sometimes	Not Yet
Speaking skills				
Speaks clearly and audibly				
Uses descriptive and expanded oral vocabulary				
Uses appropriate grammar and word choice when speaking				
Asks appropriate questions to gain information and maintain or clarify understanding				
Responds to the questions of others				
Paraphrases and summarizes information shared orally by others				
Clarifies and explains words and ideas orally				
Contributes to group discussions				
Uses increasingly complex sentence structure in oral communications				
Listening skills				
Listens responsively and respectfully				
Paraphrases and summarizes what has been heard				
Follows oral directions with three or four steps				
Understands other perspectives and points of view				

Student: _____ Teacher: _____ Fall Spring 20__

Portfolio Assessment - Quality of Writing - Grade 4

<p>Work selected from the student's portfolio are to be assessed as to the quality of the writing. Each category reflects the skills and standards that must be met at this grade level.</p>	Exemplary	Commendable	Effective	Flawed	Not Yet
<p>Mechanics Meets spelling, punctuation, capitalization, paragraphing and legibility standards. Shows appropriate editing, revision skills.</p>					
<p>Language Meets the standards of effectiveness and variety. Uses appropriate vocabulary. Shows understanding of nouns, verbs, adjectives and adverbs.</p>					
<p>Sentence structure Meets variety and quality of sentence standards. Uses complete sentences. Uses a variety of sentence structures.</p>					
<p>Content Meets standards of supporting detail. Uses dialog appropriately. Uses detail to develop characters, setting, plot.</p>					
<p>Organization Meets clarity and logic standards. Maintains a focus throughout piece. Shows organized draft, editing and revision skills.</p>					
<p>Thinking Meets development of ideas standards. Shows narrative development. Exhibits clear thinking.</p>					
<p>Task Meets the assigned choice of voice, audience, form or purpose.</p>					

Project: _____ Most challenging Most original Best piece

Student: _____ Teacher: _____ Fall Spring 20__

Portfolio Assessment - Quality of Writing - Grade 5

<p>Work selected from the student's portfolio are to be assessed as to the quality of the writing. Each category reflects the skills and standards that must be met at this grade level.</p>	Exemplary	Commendable	Effective	Flawed	Not Yet
<p>Mechanics Meets spelling, punctuation, capitalization, paragraphing and legibility standards. Shows appropriate editing, revision skills.</p>					
<p>Language Meets the standards of effectiveness and variety. Uses appropriate vocabulary. Shows understanding of nouns, verbs, adjectives and adverbs.</p>					
<p>Sentence structure Meets variety and quality of sentence standards. Uses complete sentences. Uses a variety of sentence structures.</p>					
<p>Content Meets standards of supporting detail. Provides an engaging beginning to establish situation. Uses detail to develop characters, setting, plot.</p>					
<p>Organization Meets clarity and logic standards. Maintains a focus throughout piece. Shows revision skills that add detail and clarify meaning. Shows proofreading skills.</p>					
<p>Thinking Meets development of ideas standards. Shows narrative development. Exhibits clear thinking.</p>					
<p>Task Meets the assigned choice of voice, audience, form or purpose.</p>					

Project: _____ Most challenging Most original Best piece

Student: _____ Teacher: _____ Fall Spring 20__

Portfolio Assessment - Quality of Writing - Grade 6

<p>Work selected from the student's portfolio are to be assessed as to the quality of the writing. Each category reflects the skills and standards that must be met at this grade level.</p>	Exemplary	Commendable	Effective	Flawed	Not Yet
<p>Mechanics Meets spelling, punctuation, capitalization, paragraphing and legibility standards. Shows appropriate editing, revision, proofreading skills.</p>					
<p>Language Uses appropriate vocabulary. Uses a variety of literary techniques. Shows understanding of noun and verb phrases, independent/subordinate clauses.</p>					
<p>Sentence structure Meets variety and quality of sentence standards. Uses a variety of sentence structures.</p>					
<p>Content Meets standards of supporting detail. Shows ability to explain and describe using different perspectives, compare and contrast, object/subject. Shows ability to write to persuade. Uses visuals or graphics as appropriate.</p>					
<p>Organization Meets clarity and logic standards. Shows a controlling idea throughout piece.</p>					
<p>Thinking Meets development of ideas standards. Shows narrative development. Exhibits clear thinking.</p>					
<p>Task Meets the assigned choice of voice, audience, form or purpose.</p>					

Project: _____ Most challenging Most original Best piece

Student: _____ Teacher: _____ Fall Spring 20__

Portfolio Assessment - Quality of Writing - Grade 7

<p>Work selected from the student's portfolio are to be assessed as to the quality of the writing. Each category reflects the skills and standards that must be met at this grade level.</p>	Exemplary	Commendable	Effective	Flawed	Not Yet
<p>Mechanics Meets spelling, punctuation, capitalization, paragraphing and legibility standards. Shows appropriate editing, revision, proofreading skills.</p>					
<p>Language Uses appropriate vocabulary. Uses a variety of literary techniques. Shows understanding of conjugation of verbs, regular/irregular verbs.</p>					
<p>Sentence structure Meets variety and quality of sentence standards. Shows understanding of simple/compound/complex sentences, phrases and clauses.</p>					
<p>Content Meets standards of supporting detail. Shows understanding of first person narratives. Shows understanding of simile and metaphor.</p>					
<p>Organization Meets clarity and logic standards. Shows a controlling idea throughout piece that conveys a perspective on the subject.</p>					
<p>Thinking Meets development of ideas standards. Shows narrative development. Exhibits clear thinking. Shows ability to analyze ideas.</p>					
<p>Task Meets the assigned choice of voice, audience, form or purpose.</p>					

Project: _____ Most challenging Most original Best piece

Student: _____ Teacher: _____ Fall Spring 20__

Portfolio Assessment - Quality of Writing - Grade 8

<p>Work selected from the student's portfolio are to be assessed as to the quality of the writing. Each category reflects the skills and standards that must be met at this grade level.</p>	Exemplary	Commendable	Effective	Flawed	Not Yet
<p>Mechanics Meets spelling, punctuation, capitalization, paragraphing and legibility standards. Shows appropriate editing, revision proofreading skills.</p>					
<p>Language Uses appropriate vocabulary. Increased use of free essay. More emphasis on exact descriptions.</p>					
<p>Sentence structure Meets variety and quality of sentence standards. Shows understanding of infinitive and infinitive phrase, gerund and gerund phrase, participle and participle phrase.</p>					
<p>Content Supporting detail. Shows understanding of different writing forms. Uses elements such as plot, point-of-view, setting, conflict and characters to establish a situation.</p>					
<p>Organization Meets clarity and logic standards. Shows a controlling idea through piece that conveys a perspective on the subject.</p>					
<p>Thinking Meets development of ideas standards and clear thinking. Shows ability to analyze ideas by looking at them from multiple angles and through deeper layers of meaning.</p>					
<p>Task Meets the assigned choice of voice, audience, form or purpose.</p>					

Project: _____ Most challenging Most original Best piece

Student: _____ Teacher: _____ Fall Spring 20 ____