

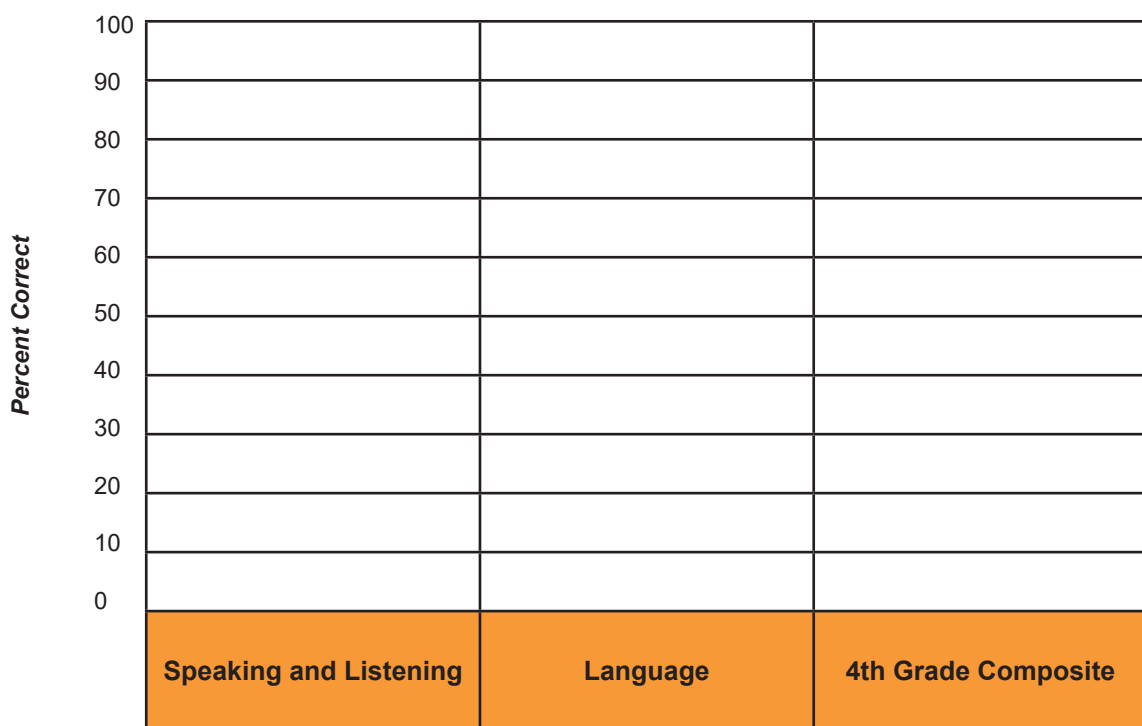
4TH GRADE SCORE FORM



Skill-Based Assessment of Core Communication Standards: 3-5

Name		Grade
Birth date	Date of Administration	Chronological Age
School	Examiner	
Primary Language Spoken by Child	Language(s) Spoken at Home	

4TH GRADE CORE COMMUNICATION SKILLS SUMMARY



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4TH GRADE DETAILED SKILLS SUMMARY						<i>Skills Raw Score</i>		<i>Standards Raw Score</i>		<i>% Correct</i>	
Engage in Collaborative Discussions on Grade 4 Topics						22					
Paraphrase Information						2					
Identify Supporting Information						2					
COMPREHENSION AND COLLABORATION SUBTOTAL								26			
Express Knowledge of Topics or Texts, Tell Stories, or Retell Experiences						6					
Differentiate Contexts For and Use Appropriately Formal and Informal English						5					
PRESENTATION OF KNOWLEDGE AND IDEAS SUBTOTAL								11			
SPEAKING AND LISTENING DOMAIN TOTAL								<i>SL Total</i>		<i>% Correct</i>	
								37			
Use Relative Pronouns and Adverbs						16					
Form and Use Progressive Verb Tenses				<i>Past</i>		<i>Present</i>		<i>Future</i>		15	
				5		5		5			
Use Modal Auxiliaries to Convey Various Conditions						8					
Order Adjective within Sentences						5					
Form and Use Prepositional Phrases						5					
Produce Complete Sentences, Recognizing and Correcting Fragments and Run-Ons				<i>Produce</i>		<i>Rec/Correct</i>		20			
				5		15					
Correctly Use Frequently Confused Words						10					
CONVENTIONS OF STANDARD ENGLISH SUBTOTAL								79			
Use Context as a Clue to Meaning						10					
Use Greek and Latin Affixes and Roots as Clues to Meaning of a Word						5					
Consult Reference Materials to Find Pronunciation and Clarify Meaning						5					
Explain Simple Similies and Metaphors in Context						3					
Recognize and Explain Meaning of Common Idioms, Adages, and Proverbs						10					
Demonstrate Understanding of Words by Relating Them to Their Opposites (antonyms) and to Words with Similar but not Identical Meanings (synonyms)				<i>antonym</i>		<i>synonym</i>		10			
				4		6					
Acquire and Use Accurately Grade–Appropriate Words and Phrases						10					
VOCABULARY ACQUISITION AND USE SUBTOTAL								53			
LANGUAGE DOMAIN TOTAL								<i>LAN Total</i>		<i>% Correct</i>	
								132			

4th Grade Composite	169		
	4th Grade Raw Score	% Correct	

SPEAKING AND LISTENING DOMAIN

Standard: COMPREHENSION AND COLLABORATION

THE SKILLS ASSOCIATED WITH THIS STANDARD ARE ASSESSED VIA CLASSROOM OBSERVATION

- Observe the student in peer and teacher interactions in the regular education classroom and other educational settings as appropriate.
- Consult with student's teacher for additional information as needed.

Engage in Collaborative Discussions on Grade 4 topics

Classroom Observation Scoring: 2 = most of the time 1 = sometimes 0 = almost never

1. Comes to discussions prepared?	0	1	2
2. Gains the floor in respectful ways?	0	1	2
3. Listens to others with care?	0	1	2
4. Speaks one at a time?	0	1	2
5. Carries out assigned roles?	0	1	2
6. Responds to questions?	0	1	2
7. Asks questions to check understanding?	0	1	2
8. Stays on topic?	0	1	2
9. Links his/her comments to remarks of others?	0	1	2
10. Reviews key ideas expressed?	0	1	2
11. Explains his/her own ideas and understanding?	0	1	2
Skill Subtotal (22)			

Paraphrase Information

Classroom Observation Scoring: 2 = most of the time 1 = sometimes 0 = almost never

1. Does the student paraphrase text read aloud, or information presented in diverse media (visually, quantitatively and orally)?	0	1	2
Skill Subtotal (2)			

Identify Supporting Information

Classroom Observation Scoring: 2 = most of the time 1 = sometimes 0 = almost never

1. Does the student identify reasons and evidence a speaker provides to support points?	0	1	2
Skill Subtotal (2)			

Observed and Reported Behaviors

SPEAKING AND LISTENING DOMAIN

Standard: PRESENTATION OF KNOWLEDGE AND IDEAS

**THE SKILLS ASSOCIATED WITH THIS STANDARD ARE ASSESSED VIA SPONTANEOUS LANGUAGE/
CONVERSATIONAL SPEECH SAMPLE AND INDIVIDUALLY ADMINISTERED TASKS**

Express Knowledge of Topics or Texts, Tell Stories, or Retell Experiences

Score Items Below

1. Is the student's presentation well organized?	0	1
2. Does the student include an appropriate amount of facts (enough facts, but not too many)?	0	1
3. Are all statements relevant to the topic?	0	1
4. Does the student provide adequate details to support the main idea or theme?	0	1
5. Does the student speak clearly?	0	1
6. Does the student speak at an understandable pace?	0	1

Skill Subtotal (6)

Differentiate Between Contexts For and Use Appropriately Formal and Informal English

Score 1 point for each response that uses correct register (i.e., informal or formal English) and contains content appropriate for the pictured situation

1. Student Response: (Informal English)	0	1
2. Student Response: (Formal English)	0	1
3. Student Response:(Formal English)	0	1

Skill Continued on next page

SPEAKING AND LISTENING DOMAIN

Standard: PRESENTATION OF KNOWLEDGE AND IDEAS

Differentiate Between Contexts For and Use Appropriately Formal and Informal English (cont.)

Score 1 point for each answer that represents an appropriate spoken statement. Responses should demonstrate appropriate use of formal and informal speech as appropriate

4. <i>[Threw a Rock]</i> Student Response: (Formal English)	0	1
5. <i>[Talk about a TV show]</i> Student Response: (Informal English)	0	1
Skill Subtotal (5)		

Observed Spontaneous Speech and Language Behaviors

LANGUAGE DOMAIN

Standard: CONVENTIONS OF STANDARD ENGLISH

Demonstrate Command of the Conventions of Standard English Grammar and Usage when Writing or Speaking

Use Relative Pronouns and Adverbs

*Scoring: 2 = target word is used as a relative pronoun or adverb and sentence has no grammar or content errors
1 = target word is used as a relative pronoun or adverb but sentence has 1 or 2 grammar or content error
0 = target word is not used as a relative pronoun or adverb or sentence has 3 or more grammar or content errors*

Note: Credit for use of each target can also be given based on review of spontaneous language samples from classroom observation or student's ability to use each target in their own spontaneous sentence (not related to verbal and picture prompts).

1. Student Response: (Example correct response: <i>People go to the beach in July when it is very hot.</i>)	0	1	2
2. Student Response: (Example correct response: <i>The boy whose surfboard is yellow is not standing on his surfboard.</i>)	0	1	2
3. Student Response: (Example correct response: <i>The reason why the boy with the green inner tube is not in the water is because he cannot swim.</i>)	0	1	2
4. Student Response: (Example correct response: <i>The spot where the radio is located is next to the umbrella.</i>)	0	1	2
5. Student Response: (Example correct response: <i>The boy, who is sitting in the back row, is holding a pencil.</i>)	0	1	2
6. Student Response: (Example correct response: <i>The book, which came from the library, is being read by the boy.</i>)	0	1	2
7. Student Response: (Example correct response: <i>The desk that is in the front row is the one the girl is sitting in.</i>)	0	1	2
8. Student Response: (Example correct response: <i>The teacher helps the students whenever they need help.</i>)	0	1	2
Skill Subtotal (16)			

LANGUAGE DOMAIN

Standard: CONVENTIONS OF STANDARD ENGLISH

Demonstrate Command of the Conventions of Standard English Grammar and Usage when Writing or Speaking (cont.)

Form and Use Progressive Verb Tenses

Score 1 point for each correctly identified verb tense

	Past Progressive		Present Progressive		Future Progressive		Score		
	1.	was dozing			are grazing		will be dozing	0	1
2.				are grazing		will be grazing	0	1	2
3.	was interrupting			is interrupting			0	1	2
4.				are observing		will be observing	0	1	2
5.	were participating					will be participating	0	1	2
6.				is scowling		will be scowling	0	1	2
7.	was shrugging			is shrugging			0	1	2
8.	were waddling						0	1	
	Past (5)		Present (5)		Future (5)		Skill Subtotal (15)		

Use Modal Auxiliaries to Convey Various Conditions

Score 1 point for each meaningful and grammatically correct sentence that contains the target word

1. may	0	1
2. must	0	1
3. can	0	1
4. could	0	1
5. shall	0	1
6. should	0	1
7. will	0	1
8. would	0	1
Skill Subtotal (8)		

LANGUAGE DOMAIN

Standard: CONVENTIONS OF STANDARD ENGLISH

Demonstrate Command of the Conventions of Standard English Grammar and Usage when Writing or Speaking (cont.)

Order Adjectives Within Sentences

Score 1 point for each correctly ordered sentence as below

1. Correct response: two enormous, arctic glaciers (determiner, size, origin)	0	1
2. Correct response: some sturdy, green bamboo (determiner, observation, color)	0	1
3. Correct response: the humble, furniture merchant (determiner, observation, qualifier)	0	1
4. Correct response: that gigantic, bronze steeple (determiner, size, material)	0	1
5. Correct response: her clumsy, beige poodle (determiner, observation, color)	0	1

Skill Subtotal (5)

Form and Use Prepositional Phrases

Scoring: 1 = prepositional phrase containing the target preposition is used in a meaningful way in a sentence
0 = prepositional phrase is missing, does not contain target preposition, or is not used in a meaningful way in the sentence

1. among	0	1
2. against	0	1
3. beyond	0	1
4. beneath	0	1
5. except	0	1

Skill Subtotal (5)

LANGUAGE DOMAIN

Standard: CONVENTIONS OF STANDARD ENGLISH

Demonstrate Command of the Conventions of Standard English Grammar and Usage when Writing or Speaking (cont.)

Produce Complete Sentences, Recognizing and Correcting Fragments and Run-Ons

A. Produces Complete Sentences

Evaluate using the *Form and Use Prepositional Phrases* task or conversational language/speech sample
Score 1 point for each grammatically complete, correct sentence produced.

1.	0	1
2.	0	1
3.	0	1
4.	0	1
5.	0	1
Subskill Subtotal (5)		

B. Recognizes and Corrects Fragments and Run-Ons

Score 1 point for each correctly identified structure (correct, fragment, or run-on) & 1 point for each accurate repair.

	Sentence	Recognize Correct vs Incorrect		Correct Fragments and Run-ons	
1.	While the expert expressed his opinion (fragment)	0	1	0	1
2.	The mascot lost his balance and flipped over. (correct)	0	1	0	1
3.	Because the passenger boarded the train (fragment)	0	1	0	1
4.	Geno played the saxophone I played the tambourine (run-on)	0	1	0	1
5.	The minnow that is nibbling on the plant (fragment)	0	1	0	1
6.	The slender acrobat amazed the audience. (correct)	0	1	0	1
7.	A janitor keeps buildings clean the mechanic repairs vehicles (run-on)	0	1	0	1
8.	The passenger lost her locket it was underneath the seat (run-on)	0	1	0	1
9.	Gigantic redwood trees tower overhead, providing shade for the animals below. (correct)	0	1	0	1
Subskill Subtotal (15)					
Skill Subtotal (20)					

LANGUAGE DOMAIN

CONVENTIONS OF STANDARD ENGLISH

Demonstrate Command of the Conventions of Standard English Grammar and Usage when Writing or Speaking (cont.)

Correctly Use Frequently Confused Words

Score 1 point for each correctly identified word

1. two	0	1
2. too	0	1
3. to	0	1
4. than	0	1
5. then	0	1
6. there	0	1
7. their	0	1
8. they're	0	1
9. threw	0	1
10. through	0	1
Skill Subtotal (10)		

Standard: VOCABULARY ACQUISITION AND USE

Determine or Clarify Meaning of Unknown and Multiple-Meaning Words and Phrases Based on Grade 4 Reading and Content, Choosing Flexibly from a Range of Strategies

Use Context as a Clue to Meaning

Score 1 point for providing correct word meaning and 1 point for identifying clue(s)

1. Meaning: clothing	0	1
Clue: jeans, t-shirt, sandals	0	1
2. Meaning: hang/hung	0	1
Clue: end of the rope	0	1
3. Meaning: thin, not strong	0	1
Clue: fell apart	0	1
4. Meaning: change	0	1
Clue: plans game...canceled	0	1
5. Meaning: put out or end	0	1
Clue: rain, fire	0	1
Skill Subtotal (10)		

LANGUAGE DOMAIN

Standard: VOCABULARY ACQUISITION AND USE

Determine or Clarify Meaning of Unknown and Multiple-Meaning Words and Phrases Based on Grade 4 Reading and Content, Choosing Flexibly from a Range of Strategies (cont.)

Use Common, Grade-Appropriate Greek and Latin Affixes and Roots as Clues to Meaning of a Word

Score 1 point for each correctly identified meaning

1. Meaning: a device to look at something that is far away	0	1
2. Meaning: to be against setting up a business or organization	0	1
3. Meaning: to move something from its location	0	1
4. Meaning: having a lot of flavor	0	1
5. Meaning: a feeling of discomfort or being clumsy	0	1
Skill Subtotal (5)		

Consult Reference Materials, Print and Digital, to Find Pronunciation and Determine or Clarify Meaning of Key Words or Phrases

Score 1 point for each word correctly located, pronounced, and defined

1. clamor	0	1
2. gauge	0	1
3. juvenile	0	1
4. peculiar	0	1
5. symmetry	0	1
Skill Subtotal (5)		

Standard: VOCABULARY ACQUISITION AND USE

Demonstrate Understanding of Figurative Language, Word Relationships, and Nuances in Word Meanings

Explain Meaning of Simple Similies and Metaphors in Context

Score 1 point for each correct response

1. unable to see anything	0	1
2. moved very quickly, ran fast	0	1
3. extremely hot	0	1
Skill Subtotal (3)		

LANGUAGE DOMAIN

Standard: VOCABULARY ACQUISITION AND USE

Demonstrate Understanding of Figurative Language, Word Relationships, and Nuances in Word Meanings

Recognize and Explain Meaning of Common Idioms, Adages, and Proverbs

Scoring: 2 = identifies the words in the expression and correctly tells what the expression means

1 = either identifies the words in the expression OR tells what the expression means when it is identified for them

0 = unable to identify the expression or tell its meaning

1. Ants in your pants: Moving around, unable to sit still	0	1	2
2. Chew the fat: Visiting for fun	0	1	2
3. The early bird catches the worm: The person who starts early, will get what they want or will get the best things	0	1	2
4. A watched pot never boils. Time will seem to go faster if you find some thing to do while waiting	0	1	2
5. Kill two birds with one stone: Do one thing to take care of 2 jobs	0	1	2

Skill Subtotal (10)

Demonstrate Understanding of Words by Relating Them to Their Opposites (Antonyms) and to Words with Similar but not Identical Meanings (Synonyms)

A. Antonyms

Score 1 point for each correct response

1. refuse, deny	0	1
2. lose, misplace	0	1
3. negative, unsure, doubting	0	1
4. flexible, soft, bending	0	1

Subskill Subtotal (4)

B. Synonyms

Scoring: 2 = states how the 2 words are similar in meaning AND how they differ

1 = either states how words are similar in meaning OR how they are different

0 = unable to state how words are similar or how they are different in meaning

1. babble/mumble (Similar – ways of making noise with your mouth, usually not easy to understand. Different – addresses typical age of person, loudness and clarity of sounds, strings of sounds vs. real words, or level of loudness)	0	1	2
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Skill continued on next page

LANGUAGE DOMAIN

Demonstrate Understanding of Words by Relating Them to Their Opposites (Antonyms) and to Words with Similar but Not Identical Meanings (Synonyms) (cont)

2. twinkle/glow (Similar – descriptions of sources of light. Different – twinkling is flickering or light that goes on/off repeatedly. Glow is a steady light, usually not overly bright)	0	1	2
3. disappointed/frustrated (Similar – mild to moderate negative/bad feelings. Different – disappointed is a sadness, frustrated is anger; disappointment might be more sudden, frustration builds over time)	0	1	2
Subskill Subtotal (6)			
Skill Total			10

Standard: VOCABULARY ACQUISITION AND USE

Acquire and Use Accurately Grade–Appropriate Conversational, General Academic, and Domain–Specific Words and Phrases, Including those that Signal Precise Actions, Emotions, or States of Being and that are Basic to a Particular Topic

Scoring: 2 = target word (with or without appropriate morphemes –s, -ed, -ing) is expressed correctly in a meaningful grammatically correct sentence
1 = target word (with or without appropriate morphemes –s, -ed, -ing) is expressed correctly in a meaningful sentence with grammatical errors
0 = target word (with or without appropriate morphemes –s, -ed, -ing) is not expressed correctly or sentence is not meaningful or no response

1. organ:	0	1	2
2. protrude:	0	1	2
3. create:	0	1	2
4. displace:	0	1	2
5. vibrate:	0	1	2
Skill Subtotal (10)			