



CD-104800

Grade 1

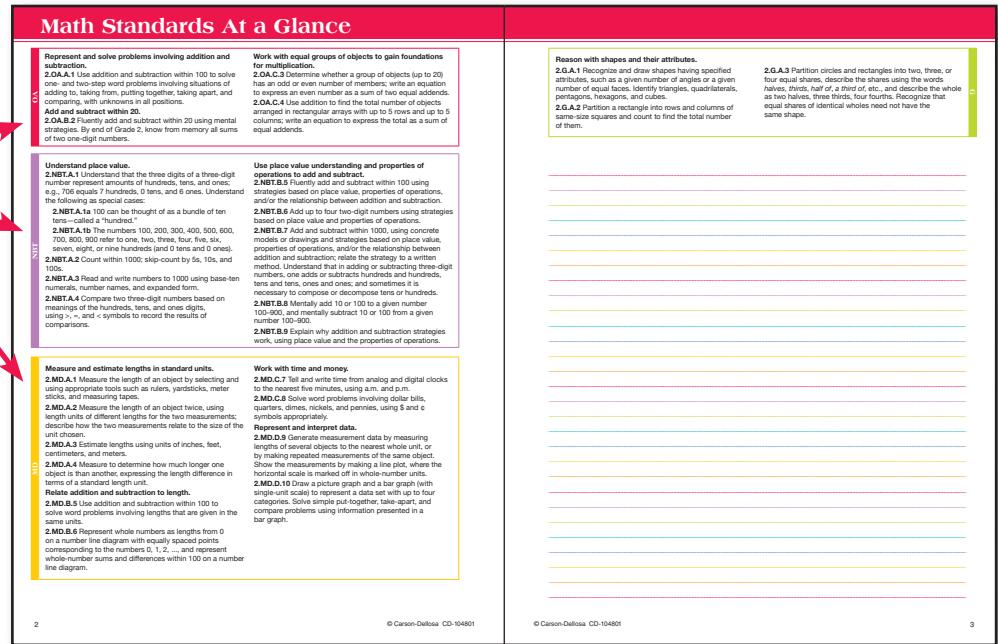
COMMON CORE

Assessment Record Book

The Common Core Assessment Record Book

The At-a-Glance standards pages at the front of the book place all of the Common Core standards at your fingertips for quick and easy reference.

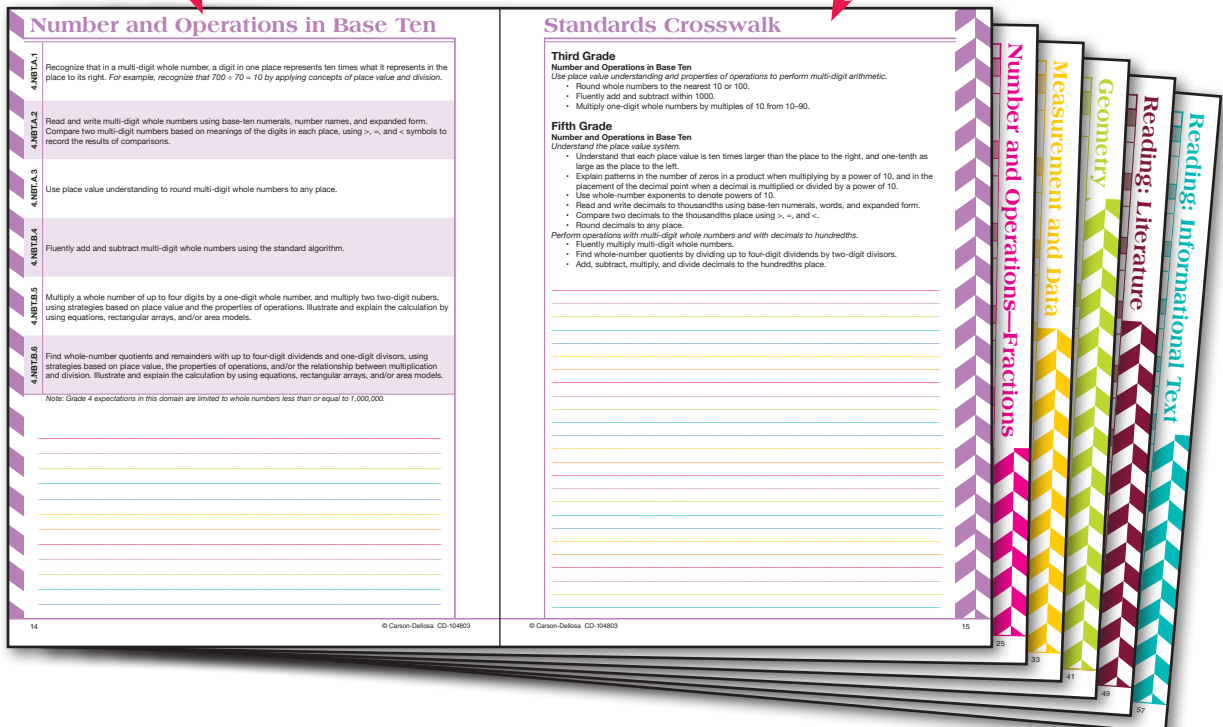
The color of each section corresponds with the color of the record section of that anchor or domain later in the book.



Color-coded sections with prominent titles allow simple and straightforward access to each anchor and domain.

Individual math domains and English language arts anchors are presented in full.

Crosswalks for each anchor and domain present a complete picture of what students should already know and what they need to prepare for in the coming year.



The Common Core Assessment Record Book

The student record pages are designed to simplify the assessment of student proficiencies throughout the year.

Record the date of each assessment. Or, use a section for each quarter of the year.

Record student names across the tops of the pages. You may choose to use numbers to maintain student privacy if the record book will be used during parent-teacher conferences.

Record individual proficiencies at each date. Refer to page 4 for a variety of recording options.

Supplement student data with short notes on progress and issues. Coordinate notes with assessment dates by using a different color for each new data point and note.

Cara Avery				Luis Diaz				Sam Edwards				Jayl	
9/6	9/8	10/15	2/3	9/6	9/8	10/15	2/3	9/6	9/8	10/15	2/3	9/6	9/8
1	1	2	2	3	3	3	4	1	2	2	3	2	3
1.OA.A.1				- struggles with comparing unknowns				- successful with all types of problems				- needs help decoding word problems	
				- needs support with word problems								- strugg	

Reproducible pages at the back of each record book will complement your Common Core assessment needs. Additional reproducible pages are provided at the end of this resource guide. A Standard Record and Planning sheet is provided on page 6 for recording the dates a standard is taught and corresponding classroom proficiency. A Student Self-Assessment sheet and accompanying graph are provided on pages 7 and 8.

This page may be used as an expansion of the recording pages if more space is needed. It may also be used to allow students to record self-assessment data for specific standards throughout the year.

This page is intended as an assessment page and may be included as part of a student portfolio. On a copy of the page, record a prompt to assess a specific standard. Then, make copies for the class. Have students use the space at the bottom of the page to respond to the prompt. See page 5 for more information on using a portfolio system.

<div> Name _____ Date _____ </div> <div> Standard _____ </div> <div> </div>											

Recording Systems

The record books allow for a variety of recording methods. Several options are detailed below so you may choose the recording system that works best for you. Each system may be matched to the rubric at the bottom of the page to simplify assessing a student's level.

- The **numbered rubric system** uses the numbers 0 or 1 through 4 to assess students on a sliding scale. Numbers at the lower end show the least proficiency, while a 4 means that a student is completely proficient at a skill.
- A **check mark system** uses different check marks to record proficiency. An X shows that students have had little to no success with the skill. A check minus, check, or check plus show increasing proficiency with the skill.
- A **lettered system** uses abbreviations to record assessments. From least to most proficient, a student may be assessed at NI (needs improvement), S (satisfactory), G (good), or E (excellent).
- A **lettered grading system** may be used if one is already in place for report cards. Students are graded with a letter from A to F, which often corresponds to a number grade on a 7- or 10-point scale from 0–100.
- A **numbered grading system** is common in the upper grades and may already be in use. Students are assigned a number grade from 0–100 that represents the percentage correct on an assessment or an average of several graded assignments.

0, 1, 2, 3, 4

X, ✓-, ✓, ✓+,

NI, S, G, E

F, D, C, B, A

0–100

Rubrics are often helpful to assess students' skills when many levels of understanding are possible. See below for a sample rubric to follow when assessing students' proficiency.

0	Even with help, the student doesn't understand.
1	The student is beginning to understand but is still unable to complete the task.
2	The student can complete the task with help.
3	The student can complete the task without help.
4	The student is able to explain his thinking and teach the skill to others.

The Portfolio System

Student portfolios are a collection of student work. Portfolios are most useful if they include work spanning the entire year, although starting a portfolio system at any point in the year can be beneficial. They may include a variety of work and may be teacher-directed, student-directed, or a combination of both. Think about the purpose you would like student portfolios to serve, and let that guide your decisions throughout the implementation process.

A portfolio system can be extremely useful in the Common Core classroom because it gives a broader picture of a student's success or challenges with standards throughout the year. In conjunction with the Common Core Assessment Record Book, a portfolio can be beneficial in planning individual goals and interventions for students, and in engaging other staff and parents in the process.

A student portfolio system can be a valuable addition to an assessment program since it adds depth and meaning to the numbers or letters assigned to a student's proficiency. Some of the advantages of using a portfolio system include:

- It supports a teacher's assessment of a student's skill level.
- It allows administrators, parents, and support staff to better understand a student's skill level and decide on necessary interventions.
- It gives a detailed view of a student's progress over time.
- It can include a variety of documentation, such as work samples, anecdotal notes, and assessments.
- It gives students ownership over their goals and progress.

While implementing portfolio systems can seem overwhelming, here are several solutions and suggestions for beginning and maintaining one:

- Use pizza boxes, magazine holders, or three-ring binders to store portfolio work.
- To save space, consider keeping digital portfolios by scanning or taking photos of student work. Save the files to a folder designated for each student.
- Allow students to choose work to add to their portfolios.
- You may also choose to have students reflect on why they kept each piece of work. Make copies of reflection prompts such as *I enjoyed...*, *I struggled with...*, or *At first I..., then I...* Have students complete these and staple them to the pieces of work before adding them to the portfolios.
- Jot anecdotal evidence on self-stick notes as it occurs. At the end of each day or week, place the notes inside a file folder included in each student's portfolio.
- Include students in parent-teacher conferences by allowing them to guide their guardians through their work.

Reading Standards for Informational Text

RI.1.1

Ask and answer questions about key details in a text.

RI.1.2

Identify the main topic and retell key details of a text.

RI.1.3

Describe the connection between two individuals, events, ideas, or pieces of information in a text.

RI.1.4

Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.

RI.1.5

Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.

RI.1.6

Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.

RI.1.7

Use the illustrations and details in a text to describe its key ideas.

RI.1.8

Identify the reasons an author gives to support points in a text.

RI.1.9

Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

RI.1.10

With prompting and support, read informational texts appropriately complex for grade 1.

Keep track of all your Common Core details in one place! The *Common Core Assessment Record Book* is a must-have for busy teachers who track their students' progress in meeting each standard. With comprehensive standards and crosswalks for each anchor and domain at your fingertips, this record book is invaluable for lesson planning, student goal setting, and parent-teacher conferences.

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