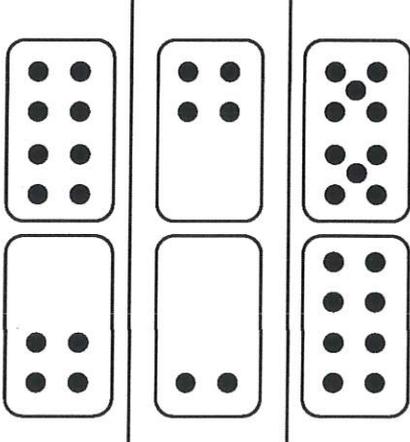
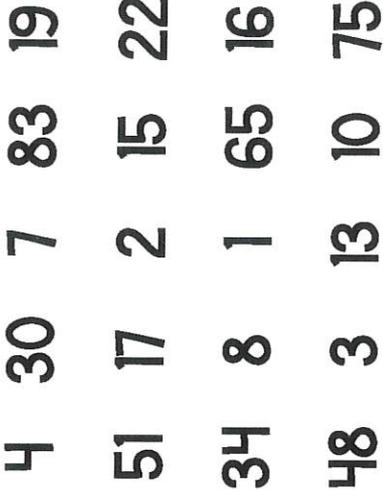
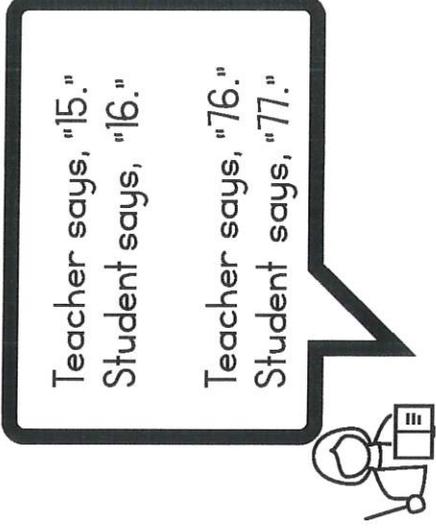


Name: _____

Acadience Reading Assessment

First Sound Fluency	Letter Naming Fluency																																																																																								
<p>1 minute timing where the teacher will say different words and the student says the first sound they hear in the word.</p> <table border="1" data-bbox="727 1261 1161 1888"> <thead> <tr> <th>Teacher Says</th> <th>Student says first sound in the word</th> </tr> </thead> <tbody> <tr> <td>man</td> <td>/mmm/</td> </tr> <tr> <td>sun</td> <td>/sss/</td> </tr> <tr> <td>jam</td> <td>/j/</td> </tr> </tbody> </table>	Teacher Says	Student says first sound in the word	man	/mmm/	sun	/sss/	jam	/j/	<p>1 minute timing where students name as many letters as they can.</p> <table border="1" data-bbox="762 510 1169 857"> <tr> <td>F</td><td>a</td><td>Z</td><td>w</td><td>I</td><td>H</td><td>n</td><td>F</td><td>c</td><td>J</td> </tr> <tr> <td>e</td><td>S</td><td>d</td><td>t</td><td>X</td><td>a</td><td>R</td><td>Z</td><td>j</td><td>g</td> </tr> <tr> <td>P</td><td>l</td><td>E</td><td>c</td><td>R</td><td>v</td><td>Z</td><td>B</td><td>q</td><td>K</td> </tr> <tr> <td>i</td><td>v</td><td>L</td><td>u</td><td>H</td><td>Y</td><td>m</td><td>Q</td><td>w</td><td></td> </tr> <tr> <td>t</td><td>h</td><td>F</td><td>i</td><td>z</td><td>O</td><td>F</td><td>s</td><td>d</td><td>G</td> </tr> <tr> <td>p</td><td>m</td><td>O</td><td>P</td><td>w</td><td>v</td><td>N</td><td>M</td><td>z</td><td>p</td> </tr> <tr> <td>a</td><td>J</td><td>k</td><td>m</td><td>W</td><td>l</td><td>q</td><td>m</td><td>p</td><td>C</td> </tr> <tr> <td>H</td><td>B</td><td>c</td><td>I</td><td>o</td><td>W</td><td>u</td><td>z</td><td>i</td><td>x</td> </tr> </table>	F	a	Z	w	I	H	n	F	c	J	e	S	d	t	X	a	R	Z	j	g	P	l	E	c	R	v	Z	B	q	K	i	v	L	u	H	Y	m	Q	w		t	h	F	i	z	O	F	s	d	G	p	m	O	P	w	v	N	M	z	p	a	J	k	m	W	l	q	m	p	C	H	B	c	I	o	W	u	z	i	x
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Student Score	Student Score																																																																																								

Acadience Math Assessment

Beginning Quantity Discrimination	Number Identification Fluency	Next Number Fluency
<p>1-minute timing where student is given a paper that contains a series of boxes with two patterns of dots in them. The student is asked to name the number of dots that is the larger quantity.</p>  <p>ASSESSMENT SAMPLE</p>	<p>1-minute timing where student is given a paper with numbers listed in the range of 1-99. The student points to and says the name of each number.</p>  <p>ASSESSMENT SAMPLE</p>	<p>1-minute timing where the teacher says a number that ranges from 1-99 and asks the student to say the next number.</p>  <p>ASSESSMENT SAMPLE</p>
<p>BENCHMARK GOAL 5</p>	<p>BENCHMARK GOAL 6-8</p>	<p>BENCHMARK GOAL 5-6</p>

Name: _____

ACADEMICS READING ASSESSMENT

Letter Naming Fluency	Phoneme Segmentation Fluency	Nonsense Word Fluency																																																																																																																						
<p>1-minute timing where students name as many letters as they can.</p>	<p>1-minute timing where the teacher will say different words and the student will tell the teacher all the sounds they hear in the word.</p>	<p>1-minute timing where students name as many sounds as they can in nonsense words. If they know the word, they can say it and it counts for 3 sounds.</p>																																																																																																																						
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<p>NO BENCHMARK</p> <p>Increased individual student score from the BOY ASSESSMENT</p>	<p>BENCHMARK GOAL</p> <p>40-46 in 1 minute</p>	<p>BENCHMARK GOAL</p> <p>27-33 sounds in 1 minute 1-3 words</p>																																																																																																																						
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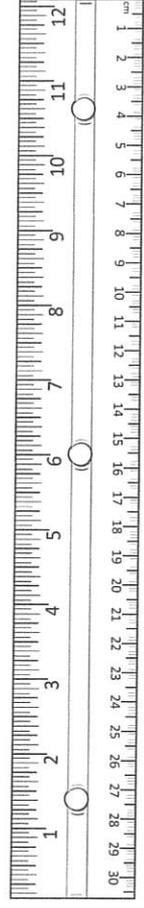
Acadience Math Assessment

Number Identification Fluency	Next Number Fluency	Advanced Quantity Discrimination	Missing Number Fluency	Computation
<p>1-minute timing where student is given a paper with numbers listed in the range of 1-99. The student points to and says the name of each number.</p>	<p>1-minute timing where the teacher says a number that ranges from 1-99 and asks the student to say the next number.</p>	<p>1-minute timing where student is given a paper that contains a series of boxes with two numbers in them. The student is asked to name the larger of the two numbers.</p>	<p>1-minute timing where student is given a paper that contains a series of boxes that have three numbers and a blank line. The student is asked to name the missing number.</p>	<p>2-minute timing where student is given a worksheet that consists of computation problems (math facts) that they are asked to solve. The problems are grade-level specific and may include addition, subtraction, multiplication, and/or division.</p>
<p>ASSESSMENT SAMPLE</p> <p>4 30 7 83</p> <p>51 17 2 15</p> <p>34 8 1 65</p> <p>48 3 13 10</p>	<p>ASSESSMENT SAMPLE</p> <div style="border: 1px solid black; padding: 5px; width: fit-content;"> <p>Teacher says, "15." Student says, "16."</p> <p>Teacher says, "76." Student says, "77."</p>  </div>	<p>ASSESSMENT SAMPLE</p> <div style="border: 1px solid black; padding: 5px; width: fit-content; margin-bottom: 5px;"> <p>11 35</p> </div> <div style="border: 1px solid black; padding: 5px; width: fit-content; margin-bottom: 5px;"> <p>14 97</p> </div> <div style="border: 1px solid black; padding: 5px; width: fit-content;"> <p>32 64</p> </div>	<p>ASSESSMENT SAMPLE</p> <div style="border: 1px solid black; padding: 5px; width: fit-content; margin-bottom: 5px;"> <p>10 12 13</p> </div> <div style="border: 1px solid black; padding: 5px; width: fit-content; margin-bottom: 5px;"> <p>20 25 35</p> </div> <div style="border: 1px solid black; padding: 5px; width: fit-content;"> <p>17 19 20</p> </div>	<p>ASSESSMENT SAMPLE</p> <div style="display: flex; justify-content: space-around; align-items: flex-start;"> <div style="text-align: center;"> <p>8 16</p> <p>+2 -3</p> <hr style="width: 50px; margin: 0 auto;"/> <p>+5</p> </div> <div style="text-align: center;"> <p>13 20</p> <p>-7 -8</p> <hr style="width: 50px; margin: 0 auto;"/> <p>+6</p> </div> </div>
<p>BENCHMARK GOAL 27-32</p>	<p>BENCHMARK GOAL 12-13</p>	<p>BENCHMARK GOAL 10-12</p>	<p>BENCHMARK GOAL 4-5</p>	<p>BENCHMARK GOAL 5</p>

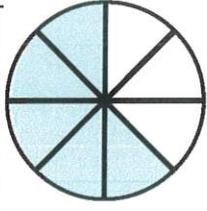
ACADENCE READING ASSESSMENT

<p>Nonsense Word Fluency</p> <p>1-minute timing where students name as many sounds as they can in nonsense words. If they know the word, they can say it and it counts for 3 sounds.</p>	<p>Reading Fluency</p> <p>1-minute timing where students read a 2nd- Grade passage trying their best not to make any errors.</p>	<p>Retell Comprehension</p> <p>1-minute timing where the student tells the teacher everything they can remember about the reading passage the student just read.</p>																														
<p>ASSESSMENT SAMPLE</p> <table border="1" data-bbox="726 1597 1125 1955"> <tr><td>lin</td><td>mus</td><td>uk</td><td>dov</td><td>ov</td></tr> <tr><td>kos</td><td>bif</td><td>dep</td><td>os</td><td>wav</td></tr> <tr><td>kos</td><td>lucb</td><td>fiz</td><td>o</td><td>jad</td></tr> <tr><td>sug</td><td>fuj</td><td>jav</td><td>im</td><td>hak</td></tr> <tr><td>kic</td><td>raj</td><td>lon</td><td>zeb</td><td>ig</td></tr> <tr><td>mes</td><td>juk</td><td>et</td><td>noj</td><td>vin</td></tr> </table>	lin	mus	uk	dov	ov	kos	bif	dep	os	wav	kos	lucb	fiz	o	jad	sug	fuj	jav	im	hak	kic	raj	lon	zeb	ig	mes	juk	et	noj	vin	<p>ASSESSMENT SAMPLE</p> <div data-bbox="726 896 1161 1339"> <p>A Day At the Lake</p> <p>Spending a day at the lake is a lot of fun. I love to swim 13 and so does my little brother. My dad says that I am a 28 great swimmer. My little brother can't swim yet, so he calls 39 has to wear a life vest. I wear a life vest while we are on a 54 boat. Sometimes my dad lets me sit in the lap and drive the 67 boat. Other times we get to row in a tub behind the boat. 80 My mom and dad both love to water ski. Happenly, with a 92 little practice, I will be a good water skier too. This makes 104 me want to try even harder when I do get to water ski. 117 Sometimes it rains while we are at the lake and we have 129 to play inside. My mom and dad play games with us and do 142 crafts. Once we painted wild chimneys that look like a fish and 154 hung them by the window.</p> <p>After a day at the lake I am exhausted. We swim and 169 play all day and this takes a lot of energy. I usually fall 182 asleep on the way home. 187</p> </div>	<p>ASSESSMENT SAMPLE</p> <div data-bbox="726 197 1166 779"> <p>Teacher:</p> <p>"Now tell me as much as you can about the story you just read."</p> <p>The student then tells the teacher everything they remember about the story.</p> <p>Have student practice the "give me 5" strategy to retell what they just read. Student will hold up their hand and tell the setting, characters, and what happened first, next last sequence in the story.</p> </div>
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<p>BENCHMARK GOAL</p> <p>54-71 sounds in 1 minute 13-20 words</p> <p>STUDENT SCORE sounds words</p>	<p>BENCHMARK GOAL</p> <p>52-67 words in 1 minute 90%-95% ACCURATE</p> <p>STUDENT SCORE words ACCURACY</p>	<p>BENCHMARK GOAL</p> <p>16-24 words retell in 1 minute</p> <p>STUDENT SCORE</p>																														

ACADEMICS MATH ASSESSMENT

COMPUTATION	CONCEPTS AND APPLICATIONS
<p>Two 2-minute timings where student is given a worksheet that consists of computation problems (math facts) that they are asked to solve. The problems are grade-level specific and may include addition, subtraction, multiplication, and/or division.</p>	<p>5-minute timing where student is given a paper that consists of grade-level math problems to assess understanding of math concepts and vocabulary.</p>
<p>ASSESSMENT SAMPLE</p> $\begin{array}{r} 2 \quad 72 \quad 14 \\ + 9 \quad - 23 \quad + 24 \\ \hline \hline \hline \end{array}$ $\begin{array}{r} 80 \quad 26 \quad 56 \\ - 2 \quad - 24 \quad + 3 \\ \hline \hline \hline \end{array}$	<p>ASSESSMENT SAMPLE</p> <p>What is the length of the line in inches?</p>  <p>What time is shown on the clock?</p>  <p>Leslie brings donuts to give out to her classmates on her birthday. She brings in 8 powdered donuts, 8 glazed donuts, and 10 chocolate donuts. How many donuts did she bring in all?</p>
<p>BENCHMARK GOAL 6-7</p>	<p>BENCHMARK GOAL 14-17</p>

Acadience Math Assessment

Computation	Concepts And Applications						
<p>Two 2-minute timings where student is given a worksheet that consists of computation problems (math facts) that they are asked to solve. The problems are grade-level specific and may include addition, subtraction, multiplication, and/or division.</p>	<p>12-minute timing where student is given a worksheet that consists of grade-level math problems to assess understanding of math concepts and vocabulary.</p>						
Assessment Sample	Assessment Sample						
<table border="1" style="width: 100%; text-align: center;"> <tr> <td style="width: 33%; padding: 10px;"> $\begin{array}{r} 9 \\ \times 3 \\ \hline \end{array}$ </td> <td style="width: 33%; padding: 10px;"> $\begin{array}{r} 166 \\ 9\overline{)63} \\ \hline \end{array}$ </td> <td style="width: 33%; padding: 10px;"> $\begin{array}{r} 166 \\ +164 \\ \hline \end{array}$ </td> </tr> <tr> <td style="padding: 10px;"> $\begin{array}{r} 131 \\ - 29 \\ \hline \end{array}$ </td> <td style="padding: 10px;"> $\begin{array}{r} 460 \\ - 12 \\ \hline \end{array}$ </td> <td style="padding: 10px;"> $\begin{array}{r} 3\overline{)21} \\ \hline \end{array}$ </td> </tr> </table>	$\begin{array}{r} 9 \\ \times 3 \\ \hline \end{array}$	$\begin{array}{r} 166 \\ 9\overline{)63} \\ \hline \end{array}$	$\begin{array}{r} 166 \\ +164 \\ \hline \end{array}$	$\begin{array}{r} 131 \\ - 29 \\ \hline \end{array}$	$\begin{array}{r} 460 \\ - 12 \\ \hline \end{array}$	$\begin{array}{r} 3\overline{)21} \\ \hline \end{array}$	<p>Ashley rides her bike to school every day. The ride from her house to her school takes 21 minutes. If she has already been biking for 17 minutes, how much longer does she have to ride before she arrives at school?</p> <p>What time is shown on the clock?</p>  <p>What fraction of the shape is filled?</p> 
$\begin{array}{r} 9 \\ \times 3 \\ \hline \end{array}$	$\begin{array}{r} 166 \\ 9\overline{)63} \\ \hline \end{array}$	$\begin{array}{r} 166 \\ +164 \\ \hline \end{array}$					
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<p>BENCHMARK GOAL 13-14</p>	<p>BENCHMARK GOAL 23-27</p>						

Name: _____

Acadience Reading Assessment

Reading Fluency	Retell Comprehension	Retell Quality	MAZE								
<p>1-minute timing where students read a 4th - Grade passage trying their best not to make any errors.</p>	<p>1-minute timing where the student tells the teacher everything they can remember about the reading passage the student just read.</p>	<p>Students are also assessed on the quality of their retell on a scale of 1-4.</p>	<p>3-minute timing where students read a passage. Some of the words have been replaced with a group of 3 words where students select the correct word that fits best in the sentence.</p>								
<p>ASSESSMENT SAMPLE</p> <p><i>A Day At the Lake</i> Spending a day at the lake is a lot of fun. I love to swim. I and so does my little brother. My dad says that I am a great swimmer. My little brother can't swim yet, so he still has to wear a life vest. I wear a life vest, while we are on the boat. Sometimes my little brother and I go to the lake and have the boat. Other times we go to ride water slides behind the boat. My mom and dad don't love to water ski, however, my dad little practice. I will be a good water skier too. This makes me want to try even harder when I do get to water ski. Sometimes it rains while we are at the lake and we have to play inside. My mom and dad play games with us and do crafts. Once we pause and crimes that look like a fun and hung them by the window. After a day at the lake I am exhausted. We swim and play all day and that takes a lot of energy. I usually fall asleep on the way home.</p>	<p>Teacher: "Now tell me as much as you can about the story you just read." The student then tells the teacher everything they remember about the story. Have student practice the "give me 5" strategy to retell what they just read. Student will hold up their hand and tell the setting, characters, and what happened first, next last sequence in the story.</p>	<p>ASSESSMENT SAMPLE</p> <table border="1"> <tr> <td>1</td> <td>Provides 2 or fewer details</td> </tr> <tr> <td>2</td> <td>Provides 3 or more details</td> </tr> <tr> <td>3</td> <td>Provides 3 or more details in a meaningful sequence</td> </tr> <tr> <td>4</td> <td>Provides 3 or more details in a meaningful sequence that captures a main idea</td> </tr> </table>	1	Provides 2 or fewer details	2	Provides 3 or more details	3	Provides 3 or more details in a meaningful sequence	4	Provides 3 or more details in a meaningful sequence that captures a main idea	<p>ASSESSMENT SAMPLE</p> <p>Turtles are reptiles. They live in water. Turtles are (clever, milk, found) mostly in Africa and America. The (body, famous, wild) of a turtle is inside a (reilly, shell, brought). If a turtle is frightened, it (may, guilty, beach) pull its head, arms, and legs (choose, into, bond) the shell. Turtle shells are light-weight. (They, Sadly, Ashamed) are also flat and smooth. The (shell, cow, luzz) helps (to, swim, and) dive (bright, more, long) easily in the water. Turtles have (bad, webbed, light, feet) feet and claws. Their long claws (buffer, help, cart) them grip logs floating in the (water, largen, feed). Webbed feet help the turtle swim. (War, some, old) turtles have flippers to help them (swim, burn, fresh). Turtles are omnivores. This means they (strange, eat, scissors) plants and meat. Turtles lay eggs (after, wrestle, on) land in a nest. The baby (toy, turtles, company) stay in the nest on their (thick, language, own). They hatch in 3-4 months. When they (they, anyone, hatch), they find their own way out (of, yesterday, shallow) the nest. They begin taking care (drew, of, joyous) themselves right away. Turtles can live (direction, sock, from) 20-40 years.</p>
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<p>BENCHMARK GOAL</p> <p>90-103 words in 1 minute 96%-97% ACCURATE</p>	<p>BENCHMARK GOAL</p> <p>27-35 words retell in 1 minute</p>	<p>BENCHMARK GOAL</p> <p>RETELL QUALITY 2 +</p>	<p>BENCHMARK GOAL</p> <p>15-17 correct words selected</p>								
<p>STUDENT SCORE WORDS ACCURACY</p>	<p>STUDENT SCORE</p>	<p>STUDENT SCORE</p>	<p>STUDENT SCORE</p>								

Name: _____

Acadience Math Assessment

Computation	Concepts And Applications												
<p>Two 5-minute timings where the student is given a worksheet that consists of computation problems (math facts) that they are asked to solve. The problems are grade-level specific and may include addition, subtraction, multiplication, and/or division.</p> <p style="text-align: center;">ASSESSMENT SAMPLE</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 5px;"> $\begin{array}{r} 99 \\ \times 24 \\ \hline \end{array}$ </td> <td style="padding: 5px;"> $\begin{array}{r} 166 \\ 9 \overline{)63} \\ \hline \end{array}$ </td> <td style="padding: 5px;"> $\begin{array}{r} 166 \\ +164 \\ \hline \end{array}$ </td> </tr> <tr> <td style="padding: 5px;"> $\begin{array}{r} 131 \\ - 79 \\ \hline \end{array}$ </td> <td style="padding: 5px;"> $\begin{array}{r} 460 \\ - 12 \\ \hline \end{array}$ </td> <td style="padding: 5px;"> $\begin{array}{r} 14 \\ + 4 \\ \hline \end{array}$ </td> </tr> </table>	$\begin{array}{r} 99 \\ \times 24 \\ \hline \end{array}$	$\begin{array}{r} 166 \\ 9 \overline{)63} \\ \hline \end{array}$	$\begin{array}{r} 166 \\ +164 \\ \hline \end{array}$	$\begin{array}{r} 131 \\ - 79 \\ \hline \end{array}$	$\begin{array}{r} 460 \\ - 12 \\ \hline \end{array}$	$\begin{array}{r} 14 \\ + 4 \\ \hline \end{array}$	<p>10-minute timing where student is given a worksheet that consists of grade-level math problems to assess understanding of math concepts and vocabulary.</p> <p style="text-align: center;">ASSESSMENT SAMPLE</p> <p>List three numbers that are multiples of 6: _____</p> <p>Round each number</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <tr> <td style="padding: 5px;">6521</td> <td style="padding: 5px;">Ten</td> <td style="padding: 5px;">Thousand</td> </tr> <tr> <td style="padding: 5px;">3762</td> <td style="padding: 5px;"> </td> <td style="padding: 5px;"> </td> </tr> </table>	6521	Ten	Thousand	3762		
$\begin{array}{r} 99 \\ \times 24 \\ \hline \end{array}$	$\begin{array}{r} 166 \\ 9 \overline{)63} \\ \hline \end{array}$	$\begin{array}{r} 166 \\ +164 \\ \hline \end{array}$											
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6521	Ten	Thousand											
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<p>BENCHMARK GOAL 17-20</p> <p>STUDENT SCORE</p>	<p>BENCHMARK GOAL 34-43</p> <p>STUDENT SCORE</p>												

Acadience Reading Assessment

Reading Fluency	Retell Comprehension	Retell Quality	MAZE								
<p>1-minute timing where students read a 5th - Grade passage trying their best not to make any errors.</p>	<p>1-minute timing where the student tells the teacher everything they can remember about the reading passage the student just read.</p>	<p>Students are also assessed on the quality of their retell on a scale of 1-4.</p>	<p>3-minute timing where students read a passage. Some of the words have been replaced with a group of 3 words where students select the correct word that fits best in the sentence.</p>								
<p>ASSESSMENT SAMPLE</p> <p>A Day At the Lake</p> <p>Spending a day at the lake is a lot of fun. I love to swim, and so does my little brother. My dad says that I am a great swimmer. My little brother can't swim yet, so he has to wear a life vest. I wear a life vest, while we are on a boat. Sometimes my dad lets me drive the boat. Other times, when it rains, we watch the boat. My mom and dad both love to water ski. I hope to water ski practice. I will be a good water skier! This makes me want to try even harder when I do get to water ski. Sometimes it rains while we are at the lake and we have to play inside. My mom and dad play games with us, and do crafts. Once we packed wind chimes that look like a fan and hung them by the window.</p> <p>After a day at the lake I am exhausted. We swim and play all day, and she takes a lot of energy. I usually fall asleep on the way home.</p>	<p>ASSESSMENT SAMPLE</p> <p>Teacher: "Now tell me as much as you can about the story you just read." The student then tells the teacher everything they remember about the story. Have student practice the "give me 5" strategy to retell what they just read. Student will hold up their hand and tell the setting, characters, and what happened first, next last sequence in the story.</p>	<p>ASSESSMENT SAMPLE</p> <table border="1"> <tr> <td>1</td> <td>Provides 2 or fewer details</td> </tr> <tr> <td>2</td> <td>Provides 3 or more details</td> </tr> <tr> <td>3</td> <td>Provides 3 or more details in a meaningful sequence</td> </tr> <tr> <td>4</td> <td>Provides 3 or more details in a meaningful sequence that captures a main idea</td> </tr> </table>	1	Provides 2 or fewer details	2	Provides 3 or more details	3	Provides 3 or more details in a meaningful sequence	4	Provides 3 or more details in a meaningful sequence that captures a main idea	<p>ASSESSMENT SAMPLE</p> <p>Turtles are reptiles. They live in water. Turtles are (clever, milk found) mostly in Africa and America. The (body, famous, wild) of a turtle is inside a (really, shell, brought). If a turtle is frightened, it (may, gully, beach) pull its head, arms, and legs (chose, into, band) the shell. Turtle shells are light-weight. (They, Sadly, Attached) are also flat and smooth. The (shell, cow, luzz) helps (to, swim, or) dive (bright, more, long) easily in the water. Turtles (be,) webbed (tight, red) feet and claws. Their long claws (butter, help, cart) them grip egg floating in the (water, largiven, tired). Webbed feet help the turtle swim. (War, Some, old) turtles have flippers to help them (swim, burn, fresh). Turtles are omnivores. This means they (strange, eat, scissors) plants and meat. Turtles lay eggs (after, wrestle, on) land in a nest. The baby (say, turtles, company) stay in the nest on their (thick, language, own). They hatch in 3-4 months. When they (lay, anyone, hatch), they find their own way out (of, yesterday, shallow) the nest. They begin taking care (drew, of, joyously) themselves right away. Turtles can live (direction, sock, from) 20-40 years.</p>
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4	Provides 3 or more details in a meaningful sequence that captures a main idea										
<p>BENCHMARK GOAL</p> <p>111-120 words in 1 minute 98% ACCURATE</p>	<p>BENCHMARK GOAL</p> <p>33-39 words retell in 1 minute</p>	<p>BENCHMARK GOAL</p> <p>RETELL QUALITY 2 +</p>	<p>BENCHMARK GOAL</p> <p>18-20 correct words selected</p>								
<p>Student Score WORDS ACCURACY</p>	<p>Student Score</p>	<p>Student Score</p>	<p>Student Score</p>								

Name: _____

Acadience Math Assessment

Computation	Concepts And Applications																		
<p>Two 6-minute timings where the student is given a worksheet that consists of computation problems (math facts) that they are asked to solve. The problems are grade-level specific and may include addition, subtraction, multiplication, and/or division.</p> <p>ASSESSMENT SAMPLE</p> <table border="1" style="width: 100%; text-align: center;"> <tr> <td style="width: 33%;">99</td> <td style="width: 33%;">166</td> <td style="width: 33%;"></td> </tr> <tr> <td>$\times 24$</td> <td>$+164$</td> <td></td> </tr> <tr> <td style="border-top: 1px solid black;">4387</td> <td style="border-top: 1px solid black;">460</td> <td style="border-top: 1px solid black;">$8 \overline{) 93 \frac{2}{3}}$</td> </tr> <tr> <td style="border-top: 1px solid black;">-3359</td> <td style="border-top: 1px solid black;">-12</td> <td></td> </tr> </table>	99	166		$\times 24$	$+164$		4387	460	$8 \overline{) 93 \frac{2}{3}}$	-3359	-12		<p>14-minute timing where the student is given a worksheet that consists of grade-level math problems to assess understanding of math concepts and vocabulary.</p> <p>ASSESSMENT SAMPLE</p> <p>There was $\frac{5}{8}$ of a pie left in the fridge. Daniel ate $\frac{3}{4}$ of the leftover pie. How much of a pie did he have?</p> <p>Round each number</p> <table border="1" style="width: 100%; text-align: center;"> <tr> <td style="width: 33%;">7.8421</td> <td style="width: 33%;">Ten</td> <td style="width: 33%;">Thousand</td> </tr> <tr> <td style="border-top: 1px solid black;">4.5476</td> <td style="border-top: 1px solid black;"></td> <td style="border-top: 1px solid black;"></td> </tr> </table>	7.8421	Ten	Thousand	4.5476		
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<p>BENCHMARK GOAL 27-31</p> <p>STUDENT SCORE</p>	<p>BENCHMARK GOAL 25-32</p> <p>STUDENT SCORE</p>																		

Name: _____

Acadience Reading Assessment

Reading Fluency	Retell Comprehension	Retell Quality	Maze								
<p>1-minute timing where students read a 6th-Grade passage trying their best not to make any errors.</p> <p>ASSESSMENT SAMPLE</p> <p>A Day At the Lake</p> <p>Spending a day at the lake is a lot of fun. I love to swim 15 and so does my little brother. My dad says that I am a 20 great swimmer. My little brother can't swim yet, so he 25 has to wear a life vest. I wear a life vest while we are at 30 boat. Sometimes I like to ride the big water slide. I've 35 soaked. Other times I like to play water polo. I love the 40 my mom and everybody loves to water ski. Happily, every 45 little practice, I will be a good water skier too. This makes 50 me want to try even harder when I do get to water ski. 55 Sometimes it rains while we are at the lake and we have 60 to play inside. My mom and dad play games with us and do 65 crafts. Once we painted wild chimes that look like a fun and 70 hung them by the window.</p> <p>After a day at the lake I am exhausted. We swim and 75 play all day and this takes a lot of energy. I usually fall 80 asleep on the way home. 85 90 95 100 105 110 115 120 125 130 135</p>	<p>1-minute timing where the student tells the teacher everything they can remember about the reading passage the student just read.</p> <p>ASSESSMENT SAMPLE</p> <p>Teacher:</p> <p>"Now tell me as much as you can about the story you just read."</p> <p>The student then tells the teacher everything they remember about the story.</p> <p>Have student practice the "give me 5" strategy to retell what they just read. Student will hold up their hand and tell the setting, characters, and what happened first, next last sequence in the story.</p>	<p>Students are also assessed on the quality of their retell on a scale of 1-4.</p> <p>ASSESSMENT SAMPLE</p> <table border="1"> <tr> <td>1</td> <td>Provides 2 or fewer details</td> </tr> <tr> <td>2</td> <td>Provides 3 or more details</td> </tr> <tr> <td>3</td> <td>Provides 3 or more details in a meaningful sequence</td> </tr> <tr> <td>4</td> <td>Provides 3 or more details in a meaningful sequence that captures a main idea</td> </tr> </table>	1	Provides 2 or fewer details	2	Provides 3 or more details	3	Provides 3 or more details in a meaningful sequence	4	Provides 3 or more details in a meaningful sequence that captures a main idea	<p>3-minute timing where students read a passage. Some of the words have been replaced with a group of 3 words where students select the correct word that fits best in the sentence.</p> <p>ASSESSMENT SAMPLE</p> <p>Turtles are reptiles. They live in water. Turtles are (clever, milk, found) mostly in Africa and America. The (body, famous, wild) of a turtle is inside a (shell, shell, brought). If a turtle is frightened, it (may, guilty, beach) pull its head, arms, and legs (chose, into, band) into the shell. Turtle shells are light-weight. (They, Sadly, Attached) are also flat and smooth. The (shell, can, fuzz) along with a swimmer (dive, bright, more, long) easily in the water. Some turtles (like, webbed, light feet) feet and claws. Their long claws (bitter, help, can) them grip logs floating in the (water, largen, feed). Webbed feet help the turtle swim. (War, Some, old) turtles have flippers to help them (swim, bun, feast). Turtles are omnivores. This means they (strong, eat, scissors) plants and meat. Turtles lay eggs (after, wrestle, on) and in a nest. The baby (toy, turtles, company) stay in the nest on their (thick, language, own). They hatch in 3-4 months. When they (they, anyone, hatch), they find their own way out (of, yesterday, shallow) the nest. They begin taking care (fresh, of, joyous) themselves right away. Turtles can live (direction, sock, from) 20-40 years.</p>
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4	Provides 3 or more details in a meaningful sequence that captures a main idea										
<p>BENCHMARK GOAL</p> <p>107-138 words in 1 minute 97-98% ACCURATE</p> <p>STUDENT SCORE WORDS ACCURACY</p>	<p>BENCHMARK GOAL</p> <p>27-42 words retell in 1 minute</p> <p>STUDENT SCORE</p>	<p>BENCHMARK GOAL</p> <p>RETELL QUALITY 2 +</p> <p>STUDENT SCORE</p>	<p>BENCHMARK GOAL</p> <p>18-26 correct words selected</p> <p>STUDENT SCORE</p>								

Name: _____

Acadience Math Assessment

Computation	Concepts And Applications									
<p>Two 6-minute timings where the student is given a worksheet that consists of computation problems (math facts) that they are asked to solve. The problems are grade-level specific and may include addition, subtraction, multiplication, and/or division.</p>	<p>16-minute timing where the student is given a worksheet that consists of grade-level math problems to assess understanding of math concepts and vocabulary.</p>									
<p>ASSESSMENT SAMPLE</p> <table border="1" data-bbox="719 1323 1187 1910"> <tr> <td>99 ×24 —</td> <td>32$\overline{)526}$</td> <td>166 +164 —</td> </tr> <tr> <td>4387 -3359 —</td> <td>460 -12 —</td> <td>$\frac{9}{10} - 3\frac{2}{3}$</td> </tr> </table>	99 ×24 —	32 $\overline{)526}$	166 +164 —	4387 -3359 —	460 -12 —	$\frac{9}{10} - 3\frac{2}{3}$	<p>ASSESSMENT SAMPLE</p> <p>There was $\frac{5}{8}$ of a pie left in the fridge. Daniel ate $\frac{3}{4}$ of the leftover pie. How much of a pie did he have?</p>			
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<p>BENCHMARK GOAL 39-45</p>	<p>BENCHMARK GOAL 30-37</p>									
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