

Student's Name _____

	 <p>Iowa Alternate Assessment 2012-2013 Reading Rating Scale Grades 3-5</p>	Not Taught	Prompted	Performance in percent accurate (0% - 100%)
Indicate in the appropriate column the level of student performance. Only one column can be selected. Any item checked Not Taught may lead to student be considered an exclusion.				
Reading Standard: Students can comprehend what they read in a variety of literary and informational texts				
1.1	Answers questions about text using “yes” and “no” through changes in affect, vocalization, gestures, signs, words, or symbols	<input type="checkbox"/>	<input type="checkbox"/>	—
1.2	Uses eye contact, eye gaze, blinking, reaching, head turn, or words, to identify pictures or objects mentioned in books being read to the student	<input type="checkbox"/>	<input type="checkbox"/>	—
1.3	Knows some letters of the alphabet, such as those in the student’s own name	<input type="checkbox"/>	<input type="checkbox"/>	—
1.4	Identifies, matches, selects, or verbally produces initial sounds of high frequency words	<input type="checkbox"/>	<input type="checkbox"/>	—
1.5	Knows some familiar words in print, such as own first name	<input type="checkbox"/>	<input type="checkbox"/>	—
1.6	Identifies 10 words or symbols	<input type="checkbox"/>	<input type="checkbox"/>	—
1.7	Identifies 20 words or symbols	<input type="checkbox"/>	<input type="checkbox"/>	—
1.8	Identifies pictures/objects/symbols/print of <i>new</i> words	<input type="checkbox"/>	<input type="checkbox"/>	—

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1. 9	Knows familiar print in their environment (e.g., traffic signs, store logos)	<input type="checkbox"/>	<input type="checkbox"/>	—
1. 10	Identifies pictures of important places or people in the school or home environment	<input type="checkbox"/>	<input type="checkbox"/>	—
1. 11	Identifies warning labels	<input type="checkbox"/>	<input type="checkbox"/>	—
1. 12	Sequencing: student follows steps depicted in a recipe	<input type="checkbox"/>	<input type="checkbox"/>	—
1.13	Identify a variety of grade-level vocabulary for day-to-day functional classroom tasks (reading logs, science journals, daily schedules, work tasks, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	—
1. 14	Understands grade-level appropriate reading vocabulary (e.g., synonyms, antonyms, homophones, multi-meaning words)	<input type="checkbox"/>	<input type="checkbox"/>	—
1. 15	Differentiates between reading materials designed to inform from materials designed for leisure	<input type="checkbox"/>	<input type="checkbox"/>	—
1. 16	Identifies text as fiction or nonfiction	<input type="checkbox"/>	<input type="checkbox"/>	—
1. 17	Describes the setting of the story	<input type="checkbox"/>	<input type="checkbox"/>	—
1. 18	Student identifies characters in a story	<input type="checkbox"/>	<input type="checkbox"/>	—
1. 19	Describe plot from story	<input type="checkbox"/>	<input type="checkbox"/>	—

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1.20	Uses title of book, pictures, and text, to make predictions about what will happen next in a story	<input type="checkbox"/>	<input type="checkbox"/>	—
1.21	Student identifies events as occurring first-next	<input type="checkbox"/>	<input type="checkbox"/>	—
1.22	Student identifies events as occurring at the beginning, during the middle, or at the end	<input type="checkbox"/>	<input type="checkbox"/>	—
1.23	Identifies sequence of events or cause-and-effect	<input type="checkbox"/>	<input type="checkbox"/>	—
1.24	Student correctly responds to “who” questions	<input type="checkbox"/>	<input type="checkbox"/>	—
1.25	Student correctly responds to “what” questions	<input type="checkbox"/>	<input type="checkbox"/>	—
1.26	Student correctly responds to “where” questions	<input type="checkbox"/>	<input type="checkbox"/>	—
1.27	Student responds to “why” questions with reasonable answers	<input type="checkbox"/>	<input type="checkbox"/>	—
1.28	Identifies or describes relationships between characters depicted in grade-appropriate text	<input type="checkbox"/>	<input type="checkbox"/>	—
1.29	Student describes different characteristics of dissimilar characters found in age appropriate text	<input type="checkbox"/>	<input type="checkbox"/>	—
1.30	Student identifies the consequence of an action found in grade-appropriate text	<input type="checkbox"/>	<input type="checkbox"/>	—

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1. 31	Answers questions about content read (or read-to)	<input type="checkbox"/>	<input type="checkbox"/>	—
1. 32	Identifies or repeats important information from the text	<input type="checkbox"/>	<input type="checkbox"/>	—
1. 33	Identify authors point of view (who is telling the story)	<input type="checkbox"/>	<input type="checkbox"/>	—
1. 34	Relate details from the text to self (that reminds me of... that made me think of a time...)	<input type="checkbox"/>	<input type="checkbox"/>	—
1. 35	Student writes or identifies period, question mark, and exclamation point	<input type="checkbox"/>	<input type="checkbox"/>	—