

Student's Name \_\_\_\_\_

 Iowa Alternate Assessment 2012-2013 <i>Reading Rating Scale</i> <i>Grades 6-8</i>		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 <b>Not Taught</b> may lead to student be considered an exclusion.				
<b>Reading Standard: Students can comprehend what they read in a variety of literary and informational texts</b>				
1.1	Knows some letters of the alphabet, such as those in the student's own name	<input type="checkbox"/>	<input type="checkbox"/>	—
1.2	Knows some words in print, such as first name	<input type="checkbox"/>	<input type="checkbox"/>	—
1.3	Identifies or matches 15 words or symbols	<input type="checkbox"/>	<input type="checkbox"/>	—
1.4	Knows familiar print in their environment (traffic signs, store logos)	<input type="checkbox"/>	<input type="checkbox"/>	—
1.5	Identifies pictures of important places or people in the school or home	<input type="checkbox"/>	<input type="checkbox"/>	—
1.6	Identifies warning labels	<input type="checkbox"/>	<input type="checkbox"/>	—
1.7	Student follows steps in a set of directions	<input type="checkbox"/>	<input type="checkbox"/>	—
1.8	Student orders small-to-large when given 3 same objects of different size (cups, books, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	—
1.9	Identifies purpose of reading (e.g. for information, leisure, to understand a specific viewpoint)	<input type="checkbox"/>	<input type="checkbox"/>	—

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1.10	In grade-appropriate text, understands vocabulary (e.g., synonyms, antonyms, homophones, multi-meaning words)	<input type="checkbox"/>	<input type="checkbox"/>	—
1.11	In grade-appropriate text, demonstrates understanding of idioms used in the text	<input type="checkbox"/>	<input type="checkbox"/>	—
1.12	Using grade-appropriate text, identifies the theme of the novel	<input type="checkbox"/>	<input type="checkbox"/>	—
1.13	Describes the setting of the novel	<input type="checkbox"/>	<input type="checkbox"/>	—
1.14	Student identifies characters in a novel	<input type="checkbox"/>	<input type="checkbox"/>	—
1.15	Use title of book, pictures, and text to make predictions about what will happen next in a novel	<input type="checkbox"/>	<input type="checkbox"/>	—
1.16	In grade-appropriate text, student sequences 2 events (first-then)	<input type="checkbox"/>	<input type="checkbox"/>	—
1.17	In grade-appropriate text, student sequences more than 3 events (beginning, middle, end)	<input type="checkbox"/>	<input type="checkbox"/>	—
1.18	In grade-appropriate text student sequences more than 3 events	<input type="checkbox"/>	<input type="checkbox"/>	—
1.19	Student correctly responds to “who” questions	<input type="checkbox"/>	<input type="checkbox"/>	—

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1. 20	Student correctly responds to “what” questions	<input type="checkbox"/>	<input type="checkbox"/>	—
1. 21	Student correctly responds to “where” questions	<input type="checkbox"/>	<input type="checkbox"/>	—
1. 22	Student responds to “why” questions with reasonable answers	<input type="checkbox"/>	<input type="checkbox"/>	—
1. 23	Identifies or describes relationships between characters depicted in grade-appropriate text	<input type="checkbox"/>	<input type="checkbox"/>	—
1. 24	Student describes different characteristics of dissimilar characters found in grade –appropriate text	<input type="checkbox"/>	<input type="checkbox"/>	—
1. 25	Student identifies the consequence of an action found in grade-appropriate text	<input type="checkbox"/>	<input type="checkbox"/>	—
1. 26	Identifies or repeats important information from the text	<input type="checkbox"/>	<input type="checkbox"/>	—
1. 27	Answers questions about content read (or read to)	<input type="checkbox"/>	<input type="checkbox"/>	—
1. 28	Identifies authors point of view (who is telling the story)	<input type="checkbox"/>	<input type="checkbox"/>	—
1. 29	Separates fact from opinion	<input type="checkbox"/>	<input type="checkbox"/>	—
1. 30	Student identifies sentences as exclamatory (exclamation point) when presented with written samples (which sentence is/has an exclamation point?) or auditory samples (listen-is this sentence an exclamation?)	<input type="checkbox"/>	<input type="checkbox"/>	—