

**1 Student Progress Record for Communication**

Interactive features available when using Acrobat Reader:

- Type student names.
- \*Enter UI (Urgent Intervention - red), IN (Intervention - yellow), OW (On Watch - blue), AB (At/Above Benchmark - green) in the box to indicate progress.
- Use these data to form small groups for differentiated instruction.

		Student Names																				
	<b>Florida's B.E.S.T. ELA Benchmarks</b>																					
<b>ELA.1.C.1 Communicating Through Writing</b>																						
Print all upper- and lowercase letters.	ELA.1.C.1.1																					
Write narratives that retell two or more appropriately sequenced events, including relevant details and a sense of closure.	ELA.1.C.1.2																					
Write opinions about a topic or text with at least one supporting reason from a source and a sense of closure.	ELA.1.C.1.3																					
Write expository texts about a topic, using a source, providing facts and a sense of closure.	ELA.1.C.1.4																					
With guidance and support from adults, improve writing, as needed, by planning, revising, and editing.	ELA.1.C.1.5																					
<b>ELA.1.C.2 Communicating Orally</b>																						
Present information orally using complete sentences and appropriate volume.	ELA.1.C.2.1																					
<b>ELA.1.C.3 Following Conventions</b>																						
Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.	ELA.1.C.3.1																					
<b>ELA.1.C.4 Researching</b>																						
Participate in research to gather information to answer a question about a single topic.	ELA.1.C.4.1																					

		Student Names																	
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<b>ELA.1.C.5 Creating and Collaborating</b>																			
Use a multimedia element to enhance oral and written tasks.	ELA.1.C.5.1																		
Identify and use digital tools to produce and publish writing individually or with peers and with support from adults.	ELA.1.C.5.2																		

For full understanding of each benchmark, see the benchmark clarifications and appendices provided in the [B.E.S.T. ELA Standards](#).

**\*Cut Scores**

**Urgent Intervention (UI)** Evidence supports the student is at the early stages of skill acquisition. If the student scores below the 10th percentile when assessing this skill using progress monitoring tools and other school-based assessment methods, then urgent intervention is needed.

**Intervention (IN)** Evidence supports the student showing an increased understanding of the skill. If the student scores between the 10th and 24th percentiles when assessing this skill using progress monitoring tools and other school-based assessment methods, then intervention is needed.

**On Watch (OW)** Evidence supports the student's ability to apply the skill consistently and independently. If the student scores between the 25th and 39th percentile when assessing this skill using progress monitoring tools and other school-based assessment methods, then proceed with an on-watch approach providing intervention and/or instructional plan as needed.

**At/Above Grade Level (AB)** Evidence supports the student's ability to apply the skill consistently and independently. If the student scores at or above the 40th percentile when assessing this skill using progress monitoring tools and other school-based assessment methods, then proceed with instructional plan and/or provide enrichment.

**Glossary**

**Multimedia** - using, involving, or encompassing several media such as text, image, audio, video, and/or animation.