3 **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.

	Florida's B.E.S.T. ELA Benchmarks	Student Names																			
ELA.3.C.1 Communicating Through Writing																					
Write in cursive all upper- and lowercase letters.	ELA.3.C.1.1																				
Write personal or fictional narratives using a logical sequence of events, appropriate descriptions, dialogue, a variety of transitional words or phrases, and an ending.	ELA.3.C.1.2																				
Write opinions about a topic or text, include reasons supported by details from one or more sources, use transitions, and provide a conclusion.	ELA.3.C.1.3																				
Write expository texts about a topic, using one or more sources, providing an introduction, facts and details, some elaboration, transitions, and a conclusion.	ELA.3.C.1.4																				
Improve writing as needed by planning, revising, and editing with guidance and support from adults and feedback from peers.	ELA.3.C.1.5																				
ELA.3.C.2 Communicating Orally																					
Present information orally, in a logical sequence, using nonverbal cues, appropriate volume, and clear pronunciation.	ELA.3.C.2.1																				

	Florida's B.E.S.T. ELA Benchmarks	Student Names																						
ELA.3.C.3 Following Conventions																								
Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.	ELA.3.C.3.1																							
ELA.3.C.4 Researching																								
Conduct research to answer a question, organizing information about the topic from multiple sources.	ELA.3.C.4.1																							
ELA.3.C.5 Creating and Collaborating																								
Use two or more multimedia elements to enhance oral or written tasks.	ELA.3.C.5.1																							
Use digital tools individually or collaboratively to plan, draft, and revise writing.	ELA.3.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.