

4 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																	
	Florida's B.E.S.T. ELA Benchmarks																		
ELA.4.C.1 Communicating Through Writing																			
Demonstrate legible cursive writing skills.	ELA.4.C.1.1																		
Write personal or fictional narratives using a logical sequence of events and demonstrating an effective use of techniques such as descriptions and transitional words are phrases.	ELA.4.C.1.2																		
Write to make a claim supporting a perspective with logical reasons, using evidence from multiple sources, elaboration, and an organizational structure with transitions.	ELA.4.C.1.3																		
Write expository texts about a topic, using multiple sources, elaboration, and an organizational structure with transitions.	ELA.4.C.1.4																		
Improve writing by planning, revising, and editing, with guidance and support from adults and feedback from peers.	ELA.4.C.1.5																		
ELA.4.C.2 Communicating Orally																			
Present information orally, in a logical sequence, using nonverbal cues, appropriate volume, and clear pronunciation.	ELA.4.C.2.1																		

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ELA.4.C.3 Following Conventions																			
Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.	ELA.4.C.3.1																		
ELA.4.C.4 Researching																			
Conduct research to answer a question, organizing information about the topic, using multiple valid sources.	ELA.4.C.4.1																		
ELA.4.C.5 Creating and Collaborating																			
Arrange multimedia elements to create emphasis in oral or written tasks.	ELA.4.C.5.1																		
Use digital writing tools individually or collaboratively to plan, draft, and revise writing.	ELA.4.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

Claim – to say something that is true or is a fact, although you cannot prove it and other people might not believe it; a statement that something is true or is a fact, although other people might not believe it.

Demonstrate – to show or make something clear; to show something and explain how it works.

Evidence – Source-based information including facts, figures, and details used to support the writer or speaker’s central idea or claim.

Expository – of, relating to, or containing exposition; explaining or describing something.

Legible – handwriting clear enough to read.

Logical – according to a proper or reasonable way of thinking; according to what is reasonably expected.

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

Narrative – something (as a story) that is told in full detail.

Organize – to put things into a particular arrangement, order, or structure.

Perspective – a particular attitude toward or way of regarding something.

Phrase – a group of two or more words that express a single idea but do not usually form a complete sentence; a brief expression that is commonly used.

Research – careful study that is done to find and report new knowledge about something; the activity of getting information about a subject.

Revise – dealing with the text as a whole, addressing strengths and weaknesses, arguments, focus, support, evidence, voice, and mechanical issues. Note: Revise does not mean to rewrite the entire piece of writing.

Sequence – a series of related things or events, or the order in which things or events follow each other.

Source – a person, text, document, or primary reference work that provides information.

Structure – to plan, organize, or arrange the parts of something; the way that something is arranged or organized.

Support – information and evidence used to prove or corroborate something; using information or evidence to show or seem to prove something to be true.

Technique – a way of performing a skillful activity, or the skill needed to do it.

Topic – someone or something that people talk or write about.

Transition – to shift from one thing to another smoothly and without interruption; words, phrases, clauses, or sentences used to connect ideas and move the reader or listener through a response.

Valid – of a source, truthful in respect to the information presented.