

Kindergarten EIP Teacher Checklist

Student _____ Date _____ Teacher _____ Age _____

This rubric has been referenced to the GPS for reading and math. The content standards are listed. Students may qualify for EIP specifically in reading and/or math, or for a combination of indicators.

Has the student attended a Pre-K program? Yes No (Circle one)

Has the student been previously retained? Yes No (Circle one)

Strand I – Reading

Reading	1 Not Yet/ Rarely 0-25%	2 Sometimes 26-50%	3 Most of the Time 51-75%	4 Consistently 76-100%	Score Column
Concepts of Print	Rarely demonstrates that print has meaning and represents spoken language in written form.	Sometimes demonstrates that print has meaning and represents spoken language in written form.	Demonstrates that print has meaning and represents spoken language in written form most of the time.	Consistently demonstrates that print has meaning and represents spoken language in written form.	
	Rarely demonstrates left-to-right and top-to-bottom progression.	Sometimes demonstrates left-to-right and top-to-bottom progression.	Demonstrates left-to-right and top-to-bottom progression most of the time.	Consistently demonstrates left-to-right and top-to-bottom progression.	
	Rarely distinguishes between written letters and words.	Sometimes distinguishes between written letters and words.	Distinguishes between written letters and words most of the time.	Consistently distinguishes between written letters and words.	
Phonological Awareness	Rarely distinguishes orally rhyming and non rhyming words.	Sometimes distinguishes orally rhyming and non rhyming words.	Distinguishes orally rhyming and non rhyming words most of the time.	Consistently distinguishes orally rhyming and non rhyming words.	
Phonics	Rarely recognizes and names 0-12 uppercase and lowercase letters of the alphabet.	Sometimes recognizes and names 13-25 uppercase and lowercase letters of the alphabet.	Recognizes and names 26-38 uppercase and lowercase letters of the alphabet most of the time.	Consistently recognizes and names 39-52 uppercase and lowercase letters of the alphabet.	
Comprehension	Rarely describes events based on a picture or title.	Sometimes describes events based on a picture or title.	Describes events based on a picture or title most of the time.	Consistently describes events based on a picture or title.	
Listening, Speaking, Viewing	Rarely follows two-part oral directions.	Sometimes follows two-part oral directions.	Follows two-part oral directions most of the time.	Consistently follows two-part oral directions.	
	Rarely communicates effectively when relating experiences and retelling stories heard.	Sometimes communicates effectively when relating experiences and retelling stories heard.	Communicates effectively most of the time when relating experiences and retelling stories heard.	Consistently communicates effectively when relating experiences and retelling stories heard.	
	Rarely recognizes 0-3 of the following colors: blue, red, black, brown, orange, yellow, green, purple.	Sometimes recognizes 4-5 of the following colors: blue, red, black, brown, orange, yellow, green, purple.	Recognizes 6-7 of the following colors: blue, red, black, brown, orange, yellow, green, purple.	Consistently recognizes all 8 of the following colors: blue, red, black, brown, orange, yellow, green, purple.	

			most of the time .		
	Rarely recalls first and last names.	Sometimes recalls first and last names.	Recalls first and last names most of the times.	Consistently recalls first and last names.	

Strand II – Math

Math	1 Not Yet/ Rarely 0-25%	2 Sometimes 26-50%	3 Most of the Time 51-75%	4 Consistently 76-100%	Score Column
Numbers	Rarely recognizes and selects the numerals for 0 through 10.	Sometimes recognizes and selects the numerals for 0 through 10.	Recognizes and selects the numerals for 0 through 10 most of the time.	Consistently recognizes and selects the numerals for 0 through 10.	
Shapes	Rarely recognizes 0-2 of the following geometric shapes: circle, triangle, rectangle and square.	Sometimes recognizes 3-4 of the following geometric shapes: circle, triangle, rectangle and square.	Most of the time recognizes 5-6 of the following geometric shapes: circle, triangle, rectangle and square.	Consistently recognizes all of the following geometric shapes: circle, triangle, rectangle and square.	
Rote Counting	Rarely counts by rote, 0-10.	Counts by rote, 0 to 5, sometimes.	Counts by rote, 0 to 8, most of the time.	Consistently counts by rote, 0 to 10.	
Patterning	Rarely demonstrates knowledge of one pattern concept.	Sometimes demonstrates knowledge of one pattern concept.	Demonstrates knowledge of one pattern concept most of the time.	Consistently demonstrates knowledge of one pattern concept.	

Strand III – Other Indicators

	1 Not Yet/ Rarely 0-25%	2 Sometimes 26-50%	3 Most of the Time 51-75%	4 Consistently 76-100%	Score Column
Retention	Student was previously retained in kindergarten.	N/A	N/A	Student was not previously retained in kindergarten.	
Motor Skills	Rarely demonstrates ease cutting on a straight line with scissors.	Sometimes demonstrates ease cutting on a straight line with scissors.	Demonstrates ease cutting on a straight line with scissors most of the time.	Consistently demonstrates ease cutting on a straight line with scissors.	
Motor Skills	Rarely prints first and last names.	Sometimes prints first and last names.	Prints first and last names most of the time.	Consistently prints first and last names.	

Total

Directions: Add up strand scores and record below.

<p>_____ Meets criteria for EIP placement in reading Strand I (20 or less points)</p> <p>_____ Meets criteria for EIP placement in reading Strands I & III (26 or less points)</p> <p>_____ Meets criteria for EIP placement in math Strand II (8 or less points)</p> <p>_____ Meets criteria for EIP placement in math Strands II & III (14 or less points)</p> <p>_____ Does not meet criteria for EIP placement</p>	<p>Comments:</p>
---	------------------

Last saved by GADOE 5/14/08

First Grade EIP Teacher Checklist

Student _____ Date _____ Teacher _____ Age _____

This rubric has been referenced to the GPS for reading and math. The content standards are listed. Students may qualify for EIP specifically in reading and/or math, or for a combination of indicators.

Has the student been previously retained? Yes No (Circle one) In what grade? _____

Previous year CRCT results: Reading _____ Math _____

Strand I – Reading

Reading	1 Not Yet/ Rarely 0-25%	2 Sometimes 26-50%	3 Most of the Time 51-75%	4 Consistently 76-100%	Score Column
Concepts of Print (ELAKR1c)	Rarely demonstrates left-to-right and top- to- bottom progression.	Sometimes demonstrates left-to-right and top- to- bottom progression.	Demonstrates left-to-right and top- to- bottom progression most of the time.	Consistently demonstrates left-to-right and top- to- bottom progression.	
Concepts of Print (ELAKR1d)	Rarely distinguishes between written letters, words, and sentences.	Sometimes distinguishes between written letters, words, and sentences.	Distinguishes between written letters, words, and sentences most of the time.	Consistently distinguishes between written letters, words, and sentences.	
Phonological Awareness (ELAKR2a)	Rarely identifies and produces rhyming words in response to an oral prompt and rarely distinguishes rhyming and non-rhyming words.	Sometimes identifies and produces rhyming words in response to an oral prompt and sometimes distinguishes rhyming and non-rhyming words.	Identifies and produces rhyming words in response to an oral prompt, most of the time, and distinguishes rhyming and non-rhyming words most of the time.	Consistently identifies and produces rhyming words in response to an oral prompt and distinguishes rhyming and non-rhyming words.	
Phonological Awareness (ELAKR2e)	Rarely blends spoken phonemes to make high frequency words.	Sometimes blends spoken phonemes to make high frequency words.	Blends spoken phonemes to make high frequency words most of the time.	Consistently blends spoken phonemes to make high frequency words.	
Phonics (ELAKR3b)	Rarely recognizes and names all uppercase and lowercase letters of the alphabet.	Sometimes recognizes and names all uppercase and lowercase letters of the alphabet.	Recognizes and names all uppercase and lowercase letters of the alphabet most of the time.	Consistently recognizes and names all uppercase and lowercase letters of the alphabet.	
Phonics (ELAKR3c)	Rarely matches all consonant and short-vowel sounds to appropriate letters.	Sometimes matches all consonant and short-vowel sounds to appropriate letters.	Matches all consonant and short-vowel sounds to appropriate letters most of the time.	Consistently matches all consonant and short-vowel sounds to appropriate letters.	
Phonics (ELAKR3e)	Rarely applies learned phonics skills when reading words and sentences in stories.	Sometimes applies learned phonics skills when reading words and sentences in stories.	Applies learned phonics skills when reading words and sentences in stories most of the time.	Consistently applies learned phonics skills when reading words and sentences in stories.	
Fluency (ELAKR4a,b)	Rarely reads previously taught high frequency words at the rate of 30 words correct	Sometimes reads previously taught high frequency words at the rate of 30 words correct	Reads previously taught high frequency words at the rate of 30 words correct per minute	Consistently reads previously taught high frequency words at the rate of 30 words correct	

	per minute with appropriate expression.	per minute with appropriate expression.	with appropriate expression most of the time.	per minute with appropriate expression.	
Comprehension (ELAKR6b,c,g)	Rarely uses reading strategies (predictions, asking and answering questions) to understand text.	Sometimes uses reading strategies (predictions, asking and answering questions) to understand text.	Uses reading strategies (predictions, asking and answering questions) to understand text most of the time.	Consistently uses reading strategies (predictions, asking and answering questions) to understand text.	
Comprehension (ELAKR6e)	Rarely retells familiar events and stories to include beginning, middle and end.	Sometimes retells familiar events and stories to include beginning, middle and end.	Retells familiar events and stories to include beginning, middle and end most of the time.	Consistently retells familiar events and stories to include beginning, middle and end.	
Writing (ELAKW1a)	Rarely writes or dictates to describe familiar persons, places, objects or experiences.	Sometimes writes or dictates to describe familiar persons, places, objects or experiences.	Writes or dictates to describe familiar persons, places, objects or experiences most of the time.	Consistently writes or dictates to describe familiar persons, places, objects or experiences.	
Writing (ELAKW1c)	Rarely prints name, all uppercase and lowercase letters of the alphabet, and teacher-selected words.	Sometimes prints name, all uppercase and lowercase letters of the alphabet, and teacher-selected words.	Prints name, all uppercase and lowercase letters of the alphabet, and teacher-selected words most of the time.	Consistently prints name, all uppercase and lowercase letters of the alphabet, and teacher-selected words.	
Writing (ELAKW1e)	Rarely uses capitalization at the beginning of sentences and punctuation (periods and question marks) at the end of sentences.	Sometimes uses capitalization at the beginning of sentences and punctuation (periods and question marks) at the end of sentences.	Uses capitalization at the beginning of sentences and punctuation (periods and question marks) at the end of sentences most of the time.	Consistently uses capitalization at the beginning of sentences and punctuation (periods and question marks) at the end of sentences.	

Strand II - Math

Math	1 Not Yet/Rarely 0-25%	2 Sometimes 26-50%	3 Most of the Time 51-75%	4 Consistently 76-100%	Score Column
Geometric Shapes (MKG1a)	Rarely identifies basic geometric shapes (circle, square, triangle, rectangle, oval, and diamond).	Sometimes identifies basic geometric shapes (circle, square, triangle, rectangle, oval, and diamond).	Identifies basic geometric shapes (circle, square, triangle, rectangle, oval, and diamond) most of the time.	Consistently identifies basic geometric shapes (circle, square, triangle, rectangle, oval, and diamond).	
Money (MKN1h)	Rarely names and identifies coins (penny, nickel, dime, and quarter and dollar bills).	Sometimes names and identifies coins (penny, nickel, dime, and quarter and dollar bills).	Names and identifies coins (penny, nickel, dime, and quarter and dollar bills) most of the time.	Consistently names and identifies coins (penny, nickel, dime, and quarter and dollar bills).	
Recognizing Numerals (MKN1b)	Rarely recognizes and selects numerals (0-10) or words zero through ten.	Sometimes recognizes and selects numerals (0-10) or words zero through ten.	Recognizes and selects numerals (0-10) or words zero through ten most of the time.	Consistently recognizes and selects numerals (0-10) or words zero through ten.	
Corresponding counting and writing numerals (MKN1c)	Rarely counts the number of elements in a set and writes the corresponding numeral (0-10).	Sometimes counts the number of elements in a set and writes the corresponding numeral (0-10).	Counts the number of elements in a set and writes the corresponding numeral (0-10) most of the time.	Consistently counts the number of elements in a set and writes the corresponding numeral (0-10).	

Equivalence (MKN1e)	Rarely determines equivalence (using physical models) by establishing one-to-one correspondence between two sets (same as, fewer than, and more than).	Sometimes determines equivalence (using physical models) by establishing one-to-one correspondence between two sets (same as, fewer than, and more than).	Determines equivalence (using physical models) by establishing one-to-one correspondence between two sets (same as, fewer than, and more than) most of the time.	Consistently determines equivalence (using physical models) by establishing one-to-one correspondence between two sets (same as, fewer than, and more than).	
(MKG3b) Sorting	Rarely combines and separates sets of objects by a given characteristic (size, shape, color, and quantity) as readiness for the operations of addition and subtraction.	Sometimes combines and separates sets of objects by a given characteristic (size, shape, color, and quantity) as readiness for the operations of addition and subtraction.	Combines and separates sets of objects by a given characteristic (size, shape, color, and quantity) as readiness for the operations of addition and subtraction most of the time.	Consistently combines and separates sets of objects by a given characteristic (size, shape, color, and quantity) as readiness for the operations of addition and subtraction.	
Addition/ Subtraction (MKN2a)	Rarely understands the concept of + and -.	Sometimes understands the concept of + and -.	Understands the concept of + and - most of the time.	Consistently understands the concept of + and -.	

Strand III -Other Indicators

Other Indicators	1 Not Yet/Rarely 0-25%	2 Sometimes 26-50%	3 Most of the Time 51-75%	4 Consistently 76-100%	Score Column
Listening, Speaking, Viewing (ELAKLSV1b)	Rarely follows two-part oral directions.	Sometimes follows two-part oral directions.	Follows two-part oral directions most of the time.	Consistently follows two-part oral directions.	
Listening, Speaking, Viewing (ELAKLSV1g)	Rarely communicates effectively when relating experiences and retelling stories heard.	Sometimes communicates effectively when relating experiences and retelling stories heard.	Communicates effectively when relating experiences and retelling stories heard most of the time.	Consistently communicates effectively when relating experiences and retelling stories heard.	
Assignments	Rarely completes classroom assignments without assistance.	Sometimes completes classroom assignments without assistance.	Completes classroom assignments without assistance most of the time.	Consistently completes classroom assignments without assistance.	
SST	SST recommendation.	N/A	N/A	No recommendation for SST.	
GKAP-R	Scores below 35 th percentile on norm-referenced test or identified on the GKAP-R as needing instructional assistance.	Scores between 35 th -50 th percentile on norm-referenced test or other formative assessment.	Scores between 51 st - 75 th percentile on norm-referenced test or other formative assessment.	Scores above 76 th percentile on norm-referenced test or other formative assessment.	

Total

Directions: Add up strand scores and record below.

<input type="checkbox"/> Meets criteria for EIP placement in reading Strand I (26 or less points)	Comments:
<input type="checkbox"/> Meets criteria for EIP placement in reading Strands I & III (36 or less points)	
<input type="checkbox"/> Meets criteria for EIP placement in math Strand II (14 or less points)	
<input type="checkbox"/> Meets criteria for EIP placement in math Strands II & III (24 or less points)	
<input type="checkbox"/> Does not meet criteria for EIP placement	

Second Grade EIP Teacher Checklist

Student _____ Date _____ Teacher _____ Age _____

This rubric has been referenced to the GPS for reading and math. The content standards are listed. Students may qualify for EIP specifically in reading and/or math, or for a combination of indicators.

Has the student been previously retained? Yes No (Circle one) In what grade? _____

Previous year CRCT results: Reading _____ Math _____

Strand I – Reading

Reading	1 Not Yet/ Rarely 0-25%	2 Sometimes 26-50%	3 Most of the Time 51-75%	4 Consistently 76-100%	Score Column
Phonological Awareness (ELA1R2c)	Rarely adds, deletes, or substitutes target sounds to change words.	Sometimes adds, deletes, or substitutes target sounds to change words.	Adds, deletes, or substitutes target sounds to change words most of the time.	Consistently adds, deletes, or substitutes target sounds to change words.	
Phonological Awareness (ELA1R2f)	Rarely segments one-syllable words into sounds.	Sometimes segments one-syllable words into sounds.	Segments one-syllable words into sounds most of the time.	Consistently segments one-syllable words into sounds.	
Phonics (ELA1R3b)	Rarely applies knowledge of letter-sound correspondence to decode new words.	Sometimes applies knowledge of letter-sound correspondence to decode new words.	Applies knowledge of letter-sound correspondence to decode new words most of the time.	Consistently applies knowledge of letter-sound correspondence to decode new words.	
Fluency (ELA1R4b)	Rarely recognizes additional high frequency and familiar words within texts.	Sometimes recognizes additional high frequency and familiar words within texts.	Automatically recognizes additional high frequency and familiar words within texts most of the time.	Consistently recognizes additional high frequency and familiar words within texts most of the time.	
Fluency (ELA1R4c,d,e)	Rarely reads first-grade text at a target rate of 60 words per minute with appropriate expression using self-correction.	Sometimes reads first-grade text at a target rate of 60 words per minute with appropriate expression using self-correction.	Reads first-grade text at a target rate of 60 words per minute with appropriate expression using self-correction, most of the time.	Consistently reads first-grade text at a target rate of 60 words per minute with appropriate expression using self-correction.	
Vocabulary (ELA1R5b)	Rarely recognizes grade-level words with multiple meanings.	Sometimes recognizes grade-level words with multiple meanings.	Recognizes grade-level words with multiple meanings most of the time.	Consistently recognizes grade-level words with multiple meanings.	

Comprehension (ELA1R6c)	Rarely asks <i>and answers</i> questions about essential narrative elements (e.g., beginning-middle-end, setting, characters, problems, events, resolution) of a read-aloud or independently read text.	Sometimes asks <i>and answers</i> questions about essential narrative elements (e.g., beginning-middle-end, setting, characters, problems, events, resolution) of a read-aloud or independently read text.	Asks <i>and answers</i> questions about essential narrative elements (e.g., beginning-middle-end, setting, characters, problems, events, resolution) of a read-aloud or independently read text most of the time.	Consistently asks <i>and answers</i> questions about essential narrative elements (e.g., beginning-middle-end, setting, characters, problems, events, resolution) of a read-aloud or independently read text.	
Comprehension (ELA1R6d)	Rarely retells stories read independently or with a partner.	Sometimes retells stories read independently or with a partner.	Retells stories read independently or with a partner most of the time.	Consistently retells stories read independently or with a partner.	
Comprehension (ELA1R6g)	Rarely identifies the main idea and supporting details of informational text read or heard.	Sometimes identifies the main idea and supporting details of informational text read or heard.	Identifies the main idea and supporting details of informational text read or heard most of the time.	Consistently identifies the main idea and supporting details of informational text read or heard.	

Strand II - Math

Math	1 Not Yet/Rarely 0-25%	2 Sometimes 26-50%	3 Most of the Time 51-75%	4 Consistently 76-100%	Score Column
Money M1n1e	Rarely determines the value of a set of coins up to \$1.00 using quarters, dimes, nickels, and pennies and make equivalent exchanges.	Sometimes determines the value of a set of coins up to \$1.00 using quarters, dimes, nickels, and pennies and make equivalent exchanges.	Determines the value of a set of coins up to \$1.00 using quarters, dimes, nickels, and pennies and make equivalent exchanges most of the time .	Consistently determines the value of a set of coins up to \$1.00 using quarters, dimes, nickels, and pennies and make equivalent exchanges.	
Telling Time M1M2a	Rarely tells time to the half-hour and hour.	Sometimes tells time to the half-hour and hour.	Tells time to the half-hour and hour most of the time.	Consistently tells time to the half-hour and hour.	
Process Standards M1P3d	Rarely use the language of mathematics to express mathematical ideas precisely.	Sometimes use the language of mathematics to express mathematical ideas precisely.	Use the language of mathematics to express mathematical ideas precisely most of the time.	Consistently use the language of mathematics to express mathematical ideas precisely.	
Place Value M1N1a	Rarely identifies place value by determining numbers of tens and ones in a given number.	Sometimes identifies place value by determining numbers of tens and ones in a given number.	Identifies place value by determining numbers of tens and ones in a given number most of the time.	Consistently identifies place value by determining numbers of tens and ones in a given number.	
Equivalence M1b1 & Process Strand	Rarely solves one- and-two step word problems. This includes oral and written problems with information from sources such as bar graphs and pictographs.	Sometimes solves one- and - two step word problems. This includes oral and written problems with information from sources such as bar graphs and pictographs.	Solves one – and - two step word problems most of the time. This includes oral and written problems with information from sources such as bar graphs and pictographs.	Consistently solves one – and - two step word problems. This includes oral and written problems with information from sources such as bar graphs and pictographs.	
Counting M1N3b	Rarely counts by ones, two’s, fives, and tens forward or backward to 100.	Sometimes counts by ones, two’s, fives, and tens forward or backward to 100.	Counts by ones, two’s, fives, and tens forward or backward to 100 most of the time.	Consistently counts by ones, fives, and tens forward or backward to 100.	
Addition \ Subtraction M1N3f	Rarely determines addition and subtraction facts up to 18 using strategies such as counting all of a set, part whole, counting on, counting back, counting up, doubles, property of zero, and commutativity of addition.	Sometimes determines addition and subtraction facts up to 18 using strategies such as counting all of a set, part whole, counting on, counting back, counting up, doubles, property of zero, and commutativity of addition.	Determines addition and subtraction facts up to 18 most of the time using strategies such as counting all of a set, part whole, counting on, counting back, counting up, doubles, property of zero, and commutativity of addition.	Consistently determines addition and subtraction facts up to 18 using strategies such as counting all of a set, part whole, counting on, counting back, counting up, doubles, property of zero, and commutativity of addition.	

Strand III -Other Indicators

Other Indicators	1 Not Yet/Rarely 0-25%	2 Sometimes 25-50%	3 Most of the Time 51-75%	4 Consistently 76-100%	Score Column
Writing (ELA2W1)	Rarely uses end punctuation, and correct capitalization of initial words and proper nouns.	Sometimes uses end punctuation, and correct capitalization of initial words and proper nouns.	Uses end punctuation, and correct capitalization of initial words and proper nouns most of the time.	Consistently uses end punctuation, and correct capitalization of initial words and proper nouns.	
Listening, Speaking, Viewing (ELA2LSV1a)	Rarely follows three-part oral directions.	Sometimes follows three-part oral directions.	Follows three-part oral directions most of the time.	Consistently follows three-part oral directions.	
Assignments	Rarely completes classroom assignments without assistance.	Sometimes completes classroom assignments without assistance.	Completes classroom assignments without assistance most of the time.	Consistently completes classroom assignments without assistance.	
SST	SST recommendation .	N/A	N/A	No recommendation for SST.	
Standardized Test Scores	Scores below 35 th percentile on norm-referenced test or other formative assessment indicating below grade level.	Scores between 35 th -50 th percentile on norm-referenced test or other formative assessment.	Scores between 51 st - 75 th percentile on norm-referenced test or other formative assessment.	Scores above 76 th percentile on norm-referenced test or other formative assessment.	

Total

Directions: Add up strand scores and record below.

<p>_____ Meets criteria for EIP placement in reading Strand I (18 or less points)</p> <p>_____ Meets criteria for EIP placement in reading Strands I & III (28 or less points)</p> <p>_____ Meets criteria for EIP placement in math Strand II (14 or less points)</p> <p>_____ Meets criteria for EIP placement in math Strands II & III (24 or less points)</p> <p>_____ Does not meet criteria for EIP placement</p>	<p>Comments:</p>
--	------------------

Third Grade EIP Teacher Checklist

Student _____ Date _____ Teacher _____ Age _____

This rubric has been referenced to the GPS for reading and math. The content standards are listed. Students may qualify for EIP specifically in reading and/or math, or for a combination of indicators.

Has the student been previously retained? Yes No (Circle one) In what grade? _____

Previous year CRCT results: Reading _____ Math _____

Strand I – Reading

Reading	1 Not Yet/ Rarely 0-25%	2 Sometimes 26-50%	3 Most of the Time 51-75%	4 Consistently 76-100%	Score Column
Phonics (ELA2R1f)	Rarely reads multi-syllabic words.	Sometimes reads multi-syllabic words.	Reads multi-syllabic words most of the time.	Consistently reads multi-syllabic words.	
Fluency (ELA2R2a)	Rarely applies letter-sound knowledge to decode words quickly and accurately.	Sometimes applies letter-sound knowledge to decode words quickly and accurately.	Applies letter-sound knowledge to decode words quickly and accurately most of the time.	Consistently applies letter-sound knowledge to decode words quickly and accurately.	
Fluency (ELA2R2b)	Rarely recognizes grade-appropriate high frequency and familiar words within texts automatically.	Sometimes recognizes grade-appropriate high frequency and familiar words within texts.	Automatically recognizes grade-appropriate high frequency and familiar words within texts most of the time.	Consistently recognizes grade-appropriate high frequency and familiar words within texts automatically.	
Fluency (ELA2R2c-e)	Rarely reads grade-level text at a rate of 90 words correct per minute, with appropriate expression, using self-correction.	Sometimes reads grade-level text at a rate of 90 words correct per minute, with appropriate expression, using self-correction.	Reads grade-level text at a rate of 90 words correct per minute, with appropriate expression, using self-correction, most of the time.	Consistently reads grade-level text at a rate of 90 words correct per minute, with appropriate expression, using self-correction.	
Vocabulary (ELA2R3d)	Rarely determines the meaning of unknown words on the basis of context.	Sometimes determines the meaning of unknown words on the basis of context.	Determines the meaning of words on the basis of context most of the time.	Consistently determines the meanings of unknown words on the basis of context.	
Comprehension (ELA2R4b,d,i,k)	Rarely makes predictions and INFERS implicit facts, main ideas, supporting details, and cause and effect relationships.	Sometimes makes predictions and INFERS implicit facts, main ideas, supporting details, and cause and effect relationships.	Makes predictions and INFERS implicit facts, main ideas, supporting details, and cause and effect relationships most of the time.	Consistently makes predictions and INFERS implicit facts, main ideas, supporting details, and cause and effect relationships.	
Comprehension (ELA2R4b,d,i,k)	Rarely RECALLS explicit facts, main ideas, supporting details, and cause and effect relationships.	Sometimes RECALLS explicit facts, main ideas, supporting details, and cause and effect relationships.	RECALLS explicit facts, main ideas, supporting details, and cause and effect relationships most of the time.	Consistently RECALLS explicit facts, main ideas, supporting details, and cause and effect relationships.	

Comprehension (ELA2R4I)	Rarely recognizes plot, setting, and character within text.	Sometimes recognizes plot, setting, and character within text.	Recognizes plot, setting, and character within text most of the time.	Consistently recognizes plot, setting, and character within text.	
--------------------------------	---	--	---	---	--

Strand II – Math

Math	1 Not Yet/ Rarely 0-25%	2 Sometimes 26-50%	3 Most of the Time 51-75%	4 Consistently 76-100%	Score Column
Measurement M2M1c M2M2 M2M3	Rarely applies appropriate instrument for determining specified measurement of length, time, and temperature.	Sometimes applies appropriate instrument for determining specified measurement of length, time, and temperature.	Applies appropriate instrument for determining specified measurement of length, time, and temperature most of the time.	Consistently applies appropriate instrument for determining specified measurement of length, time, and temperature.	
Multiplication (M2N3a)	Rarely understands multiplication as repeated addition.	Sometimes understands multiplication as repeated addition.	Understands multiplication as repeated addition most of the time.	Consistently understands multiplication as repeated addition.	
Place Value M2N1b	Rarely identifies place value through thousands hundreds and rarely identifies the number of thousands, hundreds, tens, and ones in a given numeral.	Sometimes identifies place value through hundreds and sometimes identifies the number of hundreds, tens, and ones in a given numeral.	Identifies place value through hundreds most of the time and identifies the number of hundreds, tens, and ones in a given numeral most of the time.	Consistently identifies place value through hundreds and consistently identifies the number of hundreds, tens, and ones in a given numeral.	
Equivalence M2D1 & Process Standards	Rarely solves one and two-step word problems related to appropriate second grade objectives. This includes oral and written problems and problems with extraneous information as well as information from sources such as bar graphs and pictographs.	Sometimes solves one and two-step word problems related to appropriate second grade objectives. This includes oral and written problems and problems with extraneous information as well as information from sources such as bar graphs and pictographs.	Solves one and two-step word problems related to appropriate second grade objectives most of the time. This includes oral and written problems and problems with extraneous information as well as information from sources such as bar graphs and pictographs.	Consistently solves one and two-step word problems related to appropriate second grade objectives. This includes oral and written problems and problems with extraneous information as well as information from sources such as bar graphs and pictographs.	
Data Analysis and Probability (M2D1b)	Rarely knows how to interpret picture graphs, Venn diagrams, and bar graphs.	Sometimes knows how to interpret picture graphs, Venn diagrams, and bar graphs.	Knows how to interpret picture graphs, Venn diagrams, and bar graphs most of the time.	Consistently knows how to interpret picture graphs, Venn diagrams, and bar graphs.	
Addition \ Subtraction M2N2a	Rarely adds & subtracts combinations of 1,2, and 3-digit numbers with and without regrouping	Sometimes adds combinations of 1,2, and 3-digit numbers with and without regrouping.	Adds combinations of 1,2, and 3-digit numbers with and without regrouping most of the time.	Consistently adds combinations of 1,2, and 3-digit numbers with and without regrouping.	

Strand III -Other Indicators

Other Indicators	1 Not Yet/ Rarely 0-25%	2 Sometimes 26-50%	3 Most of the Time 51-75%	4 Consistently 76-100%	Score Column
Handwriting (ELA2W1k)	Rarely demonstrates handwriting and word spacing at grade level expectations.	Sometimes demonstrates handwriting and word spacing at grade level expectations.	Demonstrates handwriting and word spacing at grade level expectations most of the time.	Consistently demonstrates handwriting and word spacing at grade level expectations.	
Complete Sentences (3C1e-f)	Rarely speaks and writes in complete and coherent sentences, using increasingly complex sentence structure.	Sometimes speaks and writes in complete and coherent sentences, using increasingly complex sentence structure.	Speaks and writes in complete and coherent sentences, using increasingly complex sentence structure most of the time.	Consistently speaks and writes in complete and coherent sentences, using increasingly complex sentence structure.	
Writing	Begins to write a response to literature that demonstrates understanding of the text.	Sometimes write a response to literature that demonstrates understanding of the text.	Writes a response to literature that demonstrates understanding of the text most of the time.	Consistently writes a response to literature that demonstrates understanding of the text.	
Oral Language Skills (ELA3LSV1)	Rarely uses increasingly complex language patterns and sentence structure when communicating.	Sometimes uses increasingly complex language patterns and sentence structure when communicating.	Uses increasingly complex language patterns and sentence structure when communicating most of the time.	Consistently uses increasingly complex language patterns and sentence structure when communicating.	
Assignments	Rarely completes classroom assignments without assistance.	Sometimes completes classroom assignments without assistance.	Completes classroom assignments without assistance most of the time.	Consistently completes classroom assignments without assistance.	
SST	SST recommendation.	N/A	N/A	No recommendation for SST.	
Standardized Testing	Scores below 35 th percentile on norm-referenced test or other formative assessment indicating below grade level.	Scores between 35th-50th percentile on norm-referenced test or other formative assessment.	Scores between 51 st - 75th percentile on norm-referenced test or other formative assessment.	Scores above 76 th percentile on norm-referenced test or other formative assessment.	

Total

Directions: Add up strand scores and record below.

<p>_____ Meets criteria for EIP placement in reading Strand I (16 or less points)</p> <p>_____ Meets criteria for EIP placement in reading Strands I & III (30 or less points)</p> <p>_____ Meets criteria for EIP placement in math Strand II (14 or less points)</p> <p>_____ Meets criteria for EIP placement in math Strands II & III (28 or less points)</p> <p>_____ Does not meet criteria for EIP placement</p>	<p>Comments:</p>
--	------------------

Fourth Grade EIP Teacher Checklist

Student _____ Date _____ Teacher _____ Age _____

This rubric has been referenced to the GPS for reading and math. The content standards are listed. Students may qualify for EIP specifically in reading and/or math, or for a combination of indicators.

Has the student been previously retained? Yes No (Circle one) In what grade? _____

Previous year CRCT results: Reading _____ Math _____

Strand I – Reading

Reading	1 Not Yet/ Rarely 0-25%	2 Sometimes 26-50%	3 Most of the Time 51-75%	4 Consistently 76%- 100%	Score Column
ELA 3R1a	Rarely applies letter-sound knowledge to decode words quickly and accurately.	Sometimes applies letter-sound knowledge to decode words quickly and accurately.	Applies letter-sound knowledge to decode words quickly and accurately most of the time.	Consistently applies letter-sound knowledge to decode words quickly and accurately.	
ELA3R2f	Rarely determines the meaning of unknown words on the basis of context.	Sometimes determines the meaning of unknown words on the basis of context.	Most of the time determines the meaning of words on the basis of context.	Consistently determines the meanings of unknown words on the basis of context.	
ELA3R1b, c, d	Rarely reads grade- level text at a rate of 120 words correct per minute, with appropriate expression, using self correction.	Sometimes reads grade -level text at a rate of 120 words correct per minute, with appropriate expression, using self correction.	Most of the time reads grade-level text at a rate of 120 words correct per minute, with appropriate expression, using self correction.	Consistently reads grade- level text at a rate of 120 words correct per minute, with appropriate expression, using self correction.	
ELA3R3j, l	Rarely makes predictions and INFERS implicit facts, main ideas, supporting details, and cause and effect relationships.	Sometimes makes predictions and INFERS implicit facts, main ideas, supporting details, and cause and effect relationships.	Most of the time makes predictions and INFERS implicit facts, main ideas, supporting details, and cause and effect relationships.	Consistently makes predictions and INFERS implicit facts, main ideas, supporting details, and cause and effect relationships.	
ELA3R3 j, l	Rarely identifies main ideas, supporting details, and cause and effect relationships.	Sometimes identifies main ideas, supporting details, and cause and effect relationships.	Most of the time identifies main ideas, supporting details, and cause and effect relationships.	Consistently identifies main ideas, supporting details, and cause and effect relationships.	
ELA3R3e Literary Text	Rarely recognizes plot, setting, and character within text.	Sometimes recognizes plot, setting, and character within text.	Most of the time recognizes plot, setting, and character within text.	Consistently recognizes plot, setting, and character within text.	
ELA3R3 l, m Informational Text	Rarely recalls explicit facts and draws conclusion.	Sometimes recalls explicit facts and draws conclusion.	Most of time recalls explicit facts and draws conclusion.	Consistently recalls explicit facts and draws conclusion.	
ELA3R3g	Rarely, summarizes text content.	Sometimes summarizes text content.	Most of the time summarizes text content.	Consistently summarizes text content.	

Strand II - Math

Math	1 Not Yet/ Rarely 0-25%	2 Sometimes 26-50%	3 Most of the Time 51-75%	4 Consistently 76%- 100%	Score Column
Fractions (M3N5a and d)	Rarely knows, uses and understands decimal fractions and common fractions to represent the size of parts created by equal division of a whole.	Sometime knows, uses and understands decimal fractions and common fractions to represent the size of parts created by equal division of a whole.	Knows, uses and understands decimal fractions and common fractions to represent the size of parts created by equal division of a whole, most of the time.	Consistently knows, uses and understands decimal fractions and common fractions to represent the size of parts created by equal division of a whole.	
Properties (M3G1a and b)	Rarely identifies and explains properties of fundamental geometric figures and draws and classifies previously taught geometric figures.	Sometimes identifies and explains properties of fundamental geometric figures and draws and classifies previously taught geometric figures.	Identifies and explains properties of fundamental geometric figures and draws and classifies previously taught geometric figures most of the time.	Consistently identifies and explains properties of fundamental geometric figures and draws and classifies previously taught geometric figures.	
Place Value (M3N1)	Rarely identifies place value from tenths through thousands and understands relative sizes of digits in place value notation and ways to represent them.	Sometimes identifies place value from tenths through thousands and understands relative sizes of digits in place value notation and ways to represent them.	Identifies place value from tenths through thousands and understands relative sizes of digits in place value notation and ways to represent them most of the time.	Consistently identifies place value from tenths through thousands and understands relative sizes of digits in place value notation and ways to represent them.	
Equivalence (M3D1a)	Rarely solves problems by organizing and displaying data in bar graphs and tables.	Sometimes solves problems by organizing and displaying data in bar graphs and tables.	Solves problems by organizing and displaying data in bar graphs and tables most of the time.	Consistently problems by organizing and displaying data in bar graphs and tables.	
Multiply/ Divide (M3N3, M3N4)	Rarely knows basic multiplication and division facts through 10x10 with understanding and fluency by using strategies such as skip counting, multiplying by zero and one, dividing by one, splitting arrays, commutative property of multiplication, and using known facts to find unknown facts.	Sometimes knows basic multiplication and division facts through 10x10 with understanding and fluency by using strategies such as skip counting, multiplying by zero and one, dividing by one, splitting arrays, commutative property of multiplication, and using known facts to find unknown facts.	Knows basic multiplication and division facts through 10x10 with understanding and fluency by using strategies such as skip counting, multiplying by zero and one, dividing by one, splitting arrays, commutative property of multiplication, and using known facts to find unknown facts most of the time.	Consistently knows basic multiplication and division facts through 10x10 with understanding and fluency by using strategies such as skip counting, multiplying by zero and one, dividing by one, splitting arrays, commutative property of multiplication, and using known facts to find unknown facts.	
Symbols (M3A1c)	Rarely uses a symbol, such as \square and Δ , to represent an unknown and find the value of the unknown in a number sentence.	Sometimes uses a symbol, such as \square and Δ , to represent an unknown and find the value of the unknown in a number sentence.	Selects uses a symbol, such as \square and Δ , to represent an unknown and find the value of the unknown in a number sentence most of the time.	Consistently uses a symbol, such as \square and Δ , to represent an unknown and find the value of the unknown in a number sentence.	

Strand III -Other Indicators

Other Indicators	1 Not Yet/Rarely 0-25%	2 Sometimes 25-50%	3 Most of the Time 51-75%	4 Consistently 76-100%	Score Column
Handwriting (ELA3C1n)	Rarely demonstrates handwriting and word spacing at grade level expectations.	Sometimes demonstrates handwriting and word spacing at grade level expectations.	Demonstrates handwriting and word spacing at grade level expectations most of the time.	Consistently demonstrates handwriting and word spacing at grade level expectations.	
Complete Sentences (3C1e,f)	Rarely speaks and writes in complete and coherent sentences, using increasingly complex sentence structure.	Sometimes speaks and writes in complete and coherent sentences, using increasingly complex sentence structure.	Speaks and writes in complete and coherent sentences, using increasingly complex sentence structure most of the time.	Consistently speaks and writes in complete and coherent sentences, using increasingly complex sentence structure.	
Writing (ELA3W1k)	Rarely writes a response to literature that demonstrates understanding of the text.	Sometimes writes a response to literature that demonstrates understanding of the text.	Writes a response to literature that demonstrates understanding of the text most of the time.	Consistently writes a response to literature that demonstrates understanding of the text.	
Oral Language Skills (ELA3LSV1 b)	Rarely recalls, interprets, and summarizes information presented orally.	Sometimes recalls, interprets, and summarizes information presented orally.	Always recalls, interprets, and summarizes information presented orally most of the time.	Consistently recalls, interprets, and summarizes information presented orally.	
Assignments	Rarely completes class work.	Sometimes completes class work.	Completes class work most of the time.	Consistently completes class work.	
SST	SST recommended.	N/A	N/A	No recommendation for SST.	
Standardized Testing	Scores below 35 th percentile on norm-referenced test or other formative assessment indicating below grade level.	Scores between 35 th -50 th percentile on norm-referenced test or other formative assessment.	Scores between 51 st - 75 th percentile on norm-referenced test or other formative assessment.	Scores above 76 th percentile on norm-referenced test or other formative assessment.	

Total _____

Directions: Add up strand scores and record below.

<p>_____ Meets criteria for EIP placement in reading Strand I (16 or less points)</p> <p>_____ Meets criteria for EIP placement in reading Strands I & III (30 or less points)</p> <p>_____ Meets criteria for EIP placement in math Strand II (12 or less points)</p> <p>_____ Meets criteria for EIP placement in math Strands II & III (26 or less points)</p> <p>_____ Does not meet criteria for EIP placement</p>	<p>Comments:</p>
--	------------------

Fifth Grade EIP Teacher Checklist

Student _____ Date _____ Teacher _____ Age _____

This rubric has been referenced to the GPS for reading and math. The content standards are listed. Students may qualify for EIP specifically in reading and/or math, or for a combination of indicators.

Has the student been previously retained? Yes No (Circle one) In what grade? _____
 Previous year CRCT results: Reading _____ Math _____

Strand I – Reading

Reading	1 Not Yet/ Rarely 0-25%	2 Sometimes 26-50%	3 Most of the Time 51-75%	4 Consistently 76%- 100%	Score Column
ELA4R4(a)	Rarely applies letter-sound knowledge to decode words quickly and accurately.	Sometimes applies letter-sound knowledge to decode words quickly and accurately.	Most of the time applies letter-sound knowledge to decode words quickly and accurately.	Consistently applies letter-sound knowledge to decode words quickly and accurately.	
ELA4R3(b)	Rarely determines the meaning of unknown words on the basis of context.	Sometimes determines the meaning of unknown words on the basis of context.	Most of the time determines the meaning of words on the basis of context.	Consistently determines the meanings of unknown words on the basis of context.	
ELA4R4	Rarely reads grade- level text with appropriate expression, using self correction.	Sometimes reads grade- level text with appropriate expression, using self correction.	Most of the time reads grade- level text with appropriate expression, using self correction.	Consistently reads grade- level text with appropriate expression, using self correction.	
ELA4R3(h)	Rarely recognizes and uses words with multiple meanings (e.g., sentence, school, hard) and determines which meaning is intended from the context of the sentence.	Sometimes recognizes and uses words with multiple meanings (e.g., sentence, school, hard) and determines which meaning is intended from the context of the sentence.	Most of the time recognizes and uses words with multiple meanings (e.g., sentence, school, hard) and determines which meaning is intended from the context of the sentence.	Consistently recognizes and uses words with multiple meanings (e.g., sentence, school, hard) and determines which meaning is intended from the context of the sentence.	
ELA4R1 (d, f)	Rarely identifies main ideas, supporting details, and cause and effect relationships.	Sometimes identifies main ideas, supporting details, and cause and effect relationships.	Most of the time identifies main ideas, supporting details, and cause and effect relationships.	Consistently identifies main ideas, supporting details, and cause and effect relationships.	
ELA4R1 Literary text (b)	Rarely recognizes plot, setting, and character within text.	Sometimes recognizes plot, setting, and character within text.	Most of the time recognizes plot, setting, and character within text.	Consistently recognizes plot, setting, and character within text.	
ELA4R1 Informational	Rarely recalls explicit facts and draws conclusion.	Sometimes recalls explicit facts and draws conclusion.	Most of time recalls explicit facts and draws conclusion.	Consistently recalls explicit facts and draws conclusion.	

<i>text (a, g)</i>					
--------------------	--	--	--	--	--

Strand II - Math

Math	1 Not Yet/ Rarely 0-25%	2 Sometimes 26-50%	3 Most of the Time 51-75%	4 Consistently 76%- 100%	
Rounding (M4N2b)	Rarely rounds numbers to the nearest ten, hundred, or thousand.	Sometimes rounds numbers to the nearest ten, hundred, or thousand.	Rounds numbers to the nearest ten, hundred, or thousand most of the time.	Consistently rounds numbers to the nearest ten, hundred, or thousand.	
Addition/ Subtraction (M4N6.b)	Rarely adds and subtracts mixed numbers with like denominators using models.	Sometimes adds and subtracts mixed numbers with like denominators using models.	Adds and subtracts mixed numbers with like denominators using models most of the time.	Consistently adds and subtracts mixed numbers with like denominators using models.	
Geometry (M4G1)	Rarely examines and classifies quadrilaterals (including parallelograms, squares, rectangles, trapezoids, and rhombi)	Sometimes examines and classifies quadrilaterals (including parallelograms, squares, rectangles, trapezoids, and rhombi)	Solves examines and classifies quadrilaterals (including parallelograms, squares, rectangles, trapezoids, and rhombi) most of the time.	Consistently examines and classifies quadrilaterals (including parallelograms, squares, rectangles, trapezoids, and rhombi)	
Data (M4D1) (M3D1)	Rarely collects, reads, interprets, and compares data from charts, tables, and graphs (pictographs, bar graphs, and circle graphs) using a variety of scales and estimation.	Sometimes collects, reads, interprets, and compares data from charts, tables, and graphs (pictographs, bar graphs, and circle graphs) using a variety of scales and estimation.	Collects, reads, interprets, and compares data from charts, tables, and graphs (pictographs, bar graphs, and circle graphs) using a variety of scales and estimation most of the time.	Consistently collects, reads, interprets, and compares data from charts, tables, and graphs (pictographs, bar graphs, and circle graphs) using a variety of scales and estimation.	
Math Relationships (M4A1)	Rarely understands and apply patterns and rules to describe relationships and solve problems.	Sometimes understands and apply patterns and rules to describe relationships and solve problems.	Understands and apply patterns and rules to describe relationships and solve problems most of the time.	Consistently understands and apply patterns and rules to describe relationships and solve problems.	
Multiply/ Divide (M4N3)	Rarely multiplies (up to three-digit by one-digit or two-digit by two-digit numbers) and divides by two-digit numbers.	Sometimes multiplies (up to three-digit by one-digit or two-digit by two-digit numbers) and divides by two-digit numbers.	Multiplies (up to three-digit by one-digit or two-digit by two-digit numbers) and divides by two-digit numbers most of the time.	Consistently (up to three-digit by one-digit or two-digit by two-digit numbers) and divides by two-digit numbers.	

Other Indicators	1 Not Yet/Rarely 0-25%	2 Sometimes 25-50%	3 Most of the Time 51-75%	4 Consistently 76-100%	Score Column
Handwriting ELA4C1(e)	Rarely writes legibly in cursive, leaving space between letters in a word and between words in a sentence.	Sometimes writes legibly in cursive, leaving space between letters in a word and between words in a sentence.	Most of the time writes legibly in cursive, leaving space between letters in a word and between words in a sentence.	Consistently writes legibly in cursive, leaving space between letters in a word and between words in a sentence.	
Sentence	Rarely varies the sentence	Sometimes varies the sentence	Most of the time varies the	Consistently varies the	

Structure ELA4W2(e)	structure by kind (declarative, interrogative, imperative, and exclamatory, functional fragments), order, and complexity (simple, compound).	structure by kind (declarative, interrogative, imperative, and exclamatory, functional fragments), order, and complexity (simple, compound).	sentence structure by kind (declarative, interrogative, imperative, and exclamatory, functional fragments), order, and complexity (simple, compound).	sentence structure by kind (declarative, interrogative, imperative, and exclamatory, functional fragments), order, and complexity (simple, compound).	
Writing ELA4W2(e)	Rarely produces writing in a variety of genres that excludes extraneous details and inconsistencies.	Sometimes produces writing in a variety of genres that excludes extraneous details and inconsistencies.	Most of the time produces writing in a variety of genres that excludes extraneous details and inconsistencies.	Consistently produces writing in a variety of genres that excludes extraneous details and inconsistencies.	
Oral Language Skills ELA4LSV1(c)	Rarely responds to questions with appropriate information.	Sometimes responds to questions with appropriate information.	Most of the time responds to questions with appropriate information.	Consistently responds to questions with appropriate information.	
Assignments	Rarely completes class work.	Sometimes completes class work.	Most of the time completes class work.	Consistently completes class work.	
SST	SST recommended.	N/A	N/A	No recommendation for SST.	
Standardized Testing	Scores below 35 th percentile on norm-referenced test or other formative assessment indicating below grade level.	Scores between 35 th -50 th percentile on norm-referenced test or other formative assessment.	Scores between 51 st -75 th percentile on norm-referenced test or other formative assessment.	Scores above 76 th percentile on norm-referenced test or other formative assessment.	

Strand III -Other Indicators

Total _____

Directions: Add up strand scores and record below.

<input type="checkbox"/> Meets criteria for EIP placement in reading Strand I (14 or less points) <input type="checkbox"/> Meets criteria for EIP placement in reading Strands I & III (28 or less points) <input type="checkbox"/> Meets criteria for EIP placement in math Strand II (12 or less points) <input type="checkbox"/> Meets criteria for EIP placement in math Strands II & III (26 or less points) <input type="checkbox"/> Does not meet criteria for EIP placement	Comments:
--	-----------