- **Below are suggestions for artifacts that can be included in a student portfolio as evidence of student progress toward proficiency on grade level standards.**

- **Keep in mind that no single measure can suffice to produce a grade, and many student tasks involve multiple standards.**

- **This is not an exhaustive list, but ways to think about grouping student work artifacts to help in the grading process.**

Foundational Reading Skills Connect to Reading Foundational Skills Standards	- DIBELS (FSF, PSF, NWF, DORF Fluency/Accuracy) - DIBELS Progress Monitoring - TRC (Text Reading Comprehension) Accuracy - Foundational Skills Assessments - PASI Phonological Awareness Screener for Intervention. - CORE Phonics Survey - Program assessments	- Running records - Decodable readers - High frequency word reading - Literacy academy artifacts - Small group instruction observation - Multisyllabic fluency - Word structure, word families, morphology - Standard English Learner (SEL) Linguistic Screener
Making Meaning Through Text Connect to Reading Standards	- Student-produced graphic organizers and graphics to express comprehension - Reading journals - Assignments requiring text-based answers - Collaborative conversations around texts - Observations/observation checklists - Formative assessments	- Culminating tasks - Weekly assessments - Unit assessments - TRC comprehension questions - DIBELS (Oral Reading Fluency/DORF Retell/DAZE) - Annotation of texts - Retelling – summarizing

Suggestions for Student Portfolio Artifacts

Language Conventions, Effective Vocabulary
Connection to Language Standards
	• Spelling practice & Spelling inventories
	     Words Their Way, CORE Spelling Inventories
	• High frequency word writing
	• Writing process (editing)
	• Oral presentations
	• Engagement in discourse
	• Constructive conversation skills
	(placemat, observ. checklists, Student Progress Form)
	• Variety of word use
		• Use of academic language and discourse
		     (Vocabulary, Register, Syntax, Grammar)
		• Ability to code-switch, identify situational appropriateness
		• Use of vocabulary strategies
		     (context, word structure, cognates, apposition)
		• Practice with word relationships, morphology, grammar
		• Use of sentence frames/prompts
		• Standard English Learner (SEL) Linguistic Screener

Effective Expression Through Writing Connection to Writing Standards	• Writing Process • Writing 3 text types (Narrative, Informative, Opinion) • Use of academic language and discourse (Vocabulary, register, syntax, grammar) • Performance tasks • Journals • Inquiry projects	• Ability to code-switch, identify situational appropriateness • Writing to sources • Brief writes • On-demand writing • Constructed response • Variety of published work • Use of technology to communicate and publish
Effective Expression Through Speaking and Listening	• Oral presentations • Engagement • Conversation norms • Constructive conversation skills (placemat, observ. checklists, Student Progress Form) • Inquiry and research projects	• Ability to code-switch, identify situational appropriateness • Practice with word relationships, morphology, grammar • Use of sentence frames/prompts • Variety of presentations (use of technology) • Language samples (recordings with permission/release, transcripts)