



TOOL // Grade 1 Literacy Portfolio

What is it used for?

The literacy portfolio is a collection of key data that informs programming and differentiation, and serves as a basis for reporting.

How do you use it?

Over the course of the term, the teacher collects data (see below) to create a profile of student growth and achievement, as well as to indicate programming needs.

The portfolio is a two-pocket folder that holds student products. The teacher chooses some products, and students chose others which they consider to be their best work.

Literacy Portfolio contains:

Sound Skills Screener. (Assessed at the beginning of the term, and revisited near reporting time.)

No Excuses Spelling Words Grade 1. (Assessed three times during the term.)

Phonics Inventory and Assessment of Decoding.

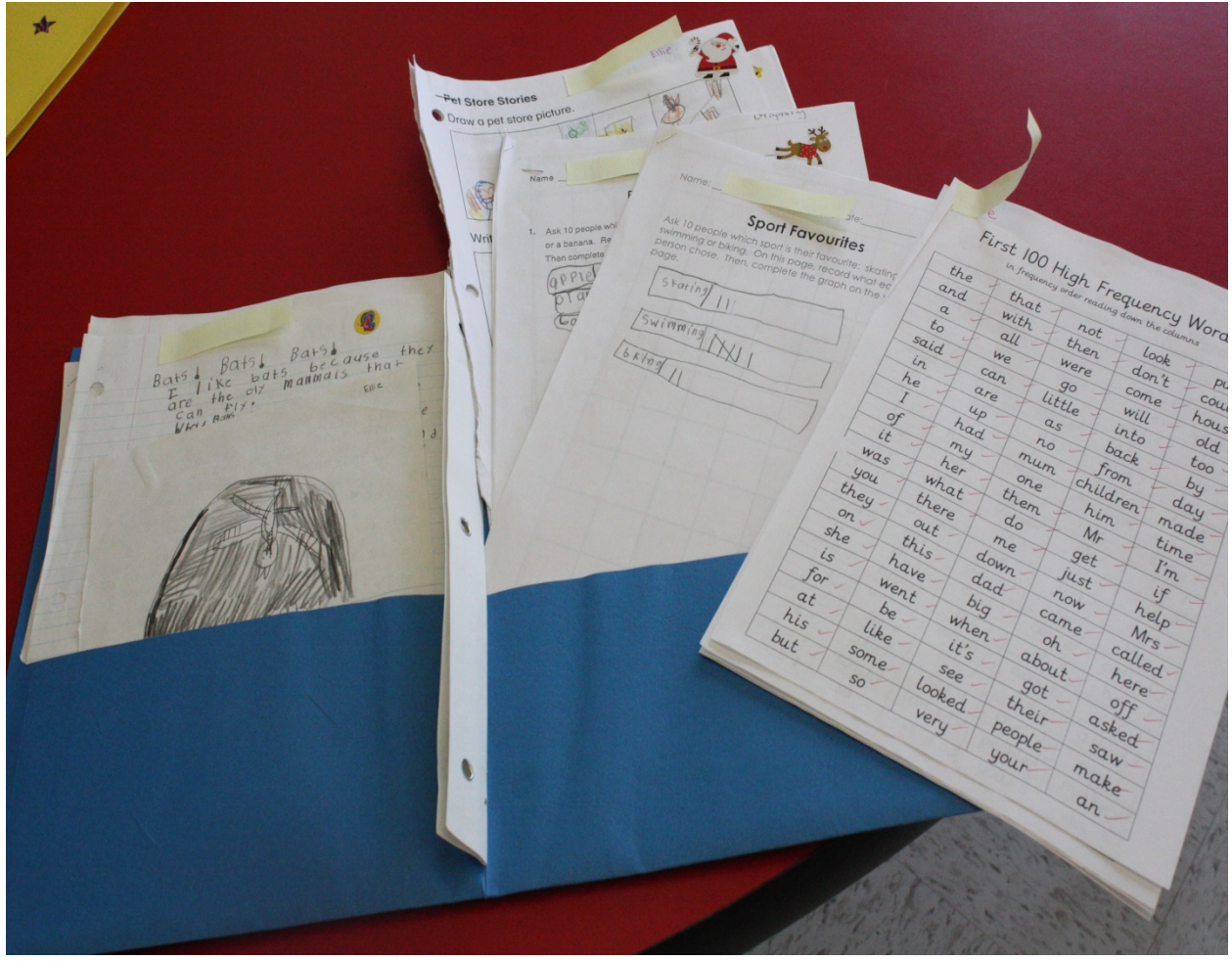
Sight Word Assessment. (Assessed every three weeks until student completes high frequency sight word assessment.)

When a student makes ten errors on a list, the teacher stops, records the sight words on cards and sends these home for parent-child practice. When the child brings the cards back, the teacher repeats the process, checking off the words the student now knows, and continuing until another ten words are unknown.

DRA Assessment. (Once or twice a term, depending on observations in class during reading time. Typically, revisited whenever there is a significant change in reading behaviour.)

Three independent reading assessments per term, with a rubric across categories.

Three independent writing assessments per term, assessed across categories.



Bats ↓ Bats ↓ Bats ↓
I like bats because they
are the oz mammals that
can fly.
What Bats? EWE



Pet Store Stories
Draw a pet store picture.

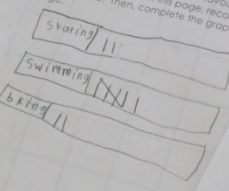
Name: _____
Age: _____

1. Ask 10 people what
their favourite pet is.
Then complete the
table.

Apple
Plant
Go

Sport Favourites

Ask 10 people which sport is their favourite: skating, swimming or biking. On this page, record what six people chose. Then, complete the graph on the next page.



First 100 High Frequency Words
in frequency order reading down the columns

the	and	to	said	in	he	I	of	it	was	you	they	on	she	is	for	at	his	but	so	very	that	with	all	we	can	are	had	my	her	what	there	out	this	have	went	be	like	some	so	not	then	were	go	little	as	no	mum	one	them	do	me	down	dad	big	when	it's	about	oh	came	now	just	Mr	get	just	now	came	oh	about	got	their	people	your	look	don't	come	will	into	back	from	children	him	Mr	get	just	now	came	oh	about	got	their	people	your	pl	cow	hous	old	too	by	day	made	time	I'm	if	help	Mrs	called	here	off	asked	saw	make	an
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Tip The Cat

Tip is a little cat.

He is black with white spots.

He is soft.

He likes to eat mice.

He likes to run and jump.

He plays in the grass.

He climbs a tree.

He has lots of fun.

Retell Memories: Tip little cat black white spots soft eats mice
 runs jumps plays in grass climbs trees has fun

Comprehension Have students read silently and draw a picture with as many details as possible. Pull back individual students to ask the questions.

1. Who is this story about? (Tip the cat) (Knowledge)
2. What does Tip like to eat? (mice) (Knowledge)
3. What does Tip like to do? (run, jump, play in the grass, climb trees) (Knowledge)
4. How do you think Tip feels? (happy, having fun, *any reasonable answer*)(Thinking)
5. Do you think Tip is a lazy cat? How do you know? (No, likes to run and jump and play, if lazy would like to sleep, lay around) (Thinking)
6. What type of letter is on the first of Tip=s name? Why? (Communication)
7. What is the mark at the end of each line? Why? (Communication)
8. Can you find two words that rhyme in the story? (fun, run) (Communication)
9. Why do all the words in the first line have capitals? (Title) (Communication)
10. Do you think you would like a pet like Tip? Why? (Application)
11. Do you know anything else about cats? Where did you learn that? (Application)

Category	Level 1	Level 2	Level 3	Level 4
Knowledge and Understanding	very limited retell, (2 or 3 main details) responses to questions are very limited (1) Picture includes one or two details(i.e. black cat)	hesitant, slow retell, (4 or 5 details) responses to questions are limited in detail (2/3) Picture includes some key details	fairly smooth retell, (6 -8 details) responses to questions are generally complete (4/5) Picture includes most key details	fluid retell, (all details) responses to questions are thorough (all 6 points) Picture includes all or almost all key details
Thinking	limited effectiveness in making a reasonable interpretation, no clear support	somewhat effective in supporting interpretation	considerably effective in supporting interpretation	highly effective explaining and supporting interpretation
Communication	correctly responds to 1	correctly responds to 2	correctly responds to 3	correctly responds to all 4
Application	makes very simplistic or limited connections, with ideas in text and their own knowledge, experience , other familiar text	makes some simple connections, with the ideas in text and their own knowledge, personal experience , other familiar text	makes appropriate connections, with the ideas in text and their own knowledge, personal experience , other familiar text	makes insightful connections, with the ideas in text and their own knowledge, personal experience , other familiar

Rubric Writing Directions 2/3

Categories	Level 1	Level 2	Level 3	Level 4
<p>Reasoning</p> <p>\$ understanding of the purpose by stating the goal, identifying and including relevant information to follow the procedure</p> <p>\$ supporting details</p>	<p>- unclearly states the goal and includes very little relevant information for following the procedure</p> <p>- includes very few details of materials and on how, where, when, each step is to be completed</p>	<p>- simply and/or incompletely states the goal and includes some basic, relevant information for following the procedure</p> <p>- includes some details of materials and some key information on how, where, when, each step is to be completed</p>	<p>- states the goal generally and includes most relevant information for following the procedure</p> <p>- includes most details of materials and on how, where, when, each step is to be completed</p>	<p>- clearly states the goal and includes all relevant information for following the procedure</p> <p>- includes detailed information on materials and how, where, when, each step is to be completed</p>
<p>Thinking</p> <p>\$ word use and vocabulary</p> <p>\$ sentence types/structure</p>	<p>- needs prompts to complete planning form and to edit</p> <p>- uses very few or no adjectives and adverbs to guide the reader</p> <p>- uses very short, some incomplete sentences</p>	<p>- simplistically completes planning form limited editing</p> <p>- uses one or two simple adjectives and/or adverbs to guide the reader in limited ways</p> <p>- uses short simple sentences</p>	<p>- appropriately completes the planning form, edits for capitals, periods, some spelling</p> <p>- revises for word choice</p> <p>- uses appropriate adjectives and adverbs to generally guide the reader</p> <p>- uses good simple sentences</p>	<p>- highly effectively completes planning form, edits for punctuation and spelling</p> <p>-revises for order, sentences and word choice</p> <p>- uses a number of adjectives and adverbs (carefully set) to accurately guide the reader</p> <p>- uses simple and compound sentences</p>
<p>Communication</p> <p>\$ Sequence</p> <p>\$ Grammar</p> <p>\$ Spelling</p> <p>\$ Punctuation</p> <p>\$ Visual Presentation</p>	<p>- procedure is poorly sequenced using very few or no linking words to do with time</p> <p>several major errors or omissions in application of: grammar, spelling, punctuation</p> <p>- work is decipherable but difficult to read due to inappropriate letter formation, spacing and margin use</p>	<p>- procedure is somewhat sequenced using few simple or repetitive linking words to do with time</p> <p>several minor errors or omissions in application of: grammar, spelling, punctuation</p> <p>- letter formation, spacing and margin use is sometimes inappropriate but does not interfere with communication</p>	<p>- procedure is generally sequenced using some linking words to do with time</p> <p>few minor errors or omissions in application of: grammar, spelling, punctuation</p> <p>- work is generally legible spacing, letter formation and margins are usually used appropriately</p>	<p>- procedure is clearly and sequenced using a wide variety of specific linking words to do with time</p> <p>rarely any errors or omissions in application of: grammar, spelling, punctuation</p> <p>- work is highly legible, with consistent, appropriate use of spacing, letter formation and margin use</p>



Good Job On:



Next Time Try: