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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.2.C.1 Communicating Through Writing																						
Demonstrate legible printing skills.	ELA.2.C.1.1																					
Write personal or fictional narratives using a logical sequence of events, transitions, and an ending.	ELA.2.C.1.2																					
Write opinions about a topic or text with reasons supported by details from a source, use transitions, and provide a conclusion.	ELA.2.C.1.3																					
Write expository texts about a topic, using a source, providing an introduction, facts, transitions, and a conclusion.	ELA.2.C.1.4																					
Improve writing as needed by planning, revising, and editing with guidance and support from adults and feedback from peers.	ELA.2.C.1.5																					
ELA.2.C.2 Communicating Orally																						
Present information orally using complete sentences, appropriate volume, and clear pronunciation.	ELA.2.C.2.1																					
ELA.2.C.3 Following Conventions																						
Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.	ELA.2.C.3.1																					
ELA.2.C.4 Researching																						
Participate in research to gather information to answer a question about a single topic using multiple sources.	ELA.2.C.4.1																					

		Student Names																	
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ELA.2.C.5 Creating and Collaborating																			
Use one or more multimedia element(s) to enhance oral or written tasks.	ELA.2.C.5.1																		
Use digital tools to produce and publish writing individually or with peers and with support from adults.	ELA.2.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.