4 **Student Progress Record for Phonics and Word Analysis**
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.F.1.3: Use knowledge of grade-level phonics and word-analysis skills to decode words.																							
Apply knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read and write unfamiliar single-syllable and multisyllabic words in and out of context.	ELA.4.F.1.3.a																						

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

Context – the situation within which something exists or happens, and that can help explain it; the text or speech that comes immediately before and after a particular phrase or piece of text and helps to explain its meaning.

Morphology – the system of word-forming elements and processes in a language; the knowledge of meaningful work parts in a language (typically the knowledge of prefixes, suffixes, and/or base words).

Syllable – any one of the parts into which a word is naturally divided when it is pronounced; a unit of spoken language that consists of one or more vowel sounds alone or with one or more consonant sounds coming before or following.

Word Analysis – analyzing morphemic units in words.