

Early Intervention Program (EIP)

K-5 Rubrics

NOTE: The current rubrics are for initial placement of students in the Early Intervention Program for the beginning of the 2012-13 school year. Placement decisions for the beginning of the school year in 2012 will still be based on the Georgia Performance Standards (GPS). The rubrics are under revision to use after initial placement for 2012-13. Updated rubrics aligned with the Common Core GPS will be posted after September 2012 to ensure that everyone uses the current rubrics for initial placement and exit decisions.

Early Intervention Program (EIP)

Georgia Department of Education
Dr. John D. Barge, State School Superintendent
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Kindergarten Early Intervention Program (EIP) Rubric

Student _____ Age _____ Teacher _____ Date _____

This rubric has been referenced to the Georgia Pre-K Content Standards and Kindergarten GPS for reading and math. The content standards are listed. Students may qualify for EIP specifically in reading and/or math.

Has the student attended a Pre-K Program? Yes No Has the student attended a Daycare Program? Yes No

Has the student been previously retained in Kindergarten? Yes No

(Kindergarten) Reading /Language Arts

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 (ELAKR1a)	Recognizes that print and pictures can inform, entertain, and persuade.	Recognizes that print and pictures can inform, entertain, and persuade.	Recognizes that print and pictures can inform, entertain, and persuade.	Recognizes that print and pictures can inform, entertain, and persuade.	
Concepts of Print (Pre-K-LD5e)	Recognize that print represents spoken words.	Recognize that print represents spoken words.	Recognize that print represents spoken words.	Recognize that print represents spoken words.	
Phonological Awareness (Pre-K-LD2e)	Creates and invents words by substituting one sound for another	Creates and invents words by substituting one sound for another	Creates and invents words by substituting one sound for another	Creates and invents words by substituting one sound for another	
Phonics	Recognizes and names 0-12 uppercase and lowercase letters of the alphabet.	Recognizes and names 13-25 uppercase and lowercase letters of the alphabet.	Recognizes and names 26-38 uppercase and lowercase letters of the alphabet.	Recognizes and names 39-52 uppercase and lowercase letters of the alphabet.	
Comprehension (ELAKR6 b)	Makes predictions from pictures and titles.	Makes predictions from pictures and titles.	Makes predictions from pictures and titles.	Makes predictions from pictures and titles.	
Listening, Speaking, Viewing (Pre-K-LD 1a)	Listen to and follows spoken directions	Listen to and follows spoken directions	Listen to and follows spoken directions	Listen to and follows spoken directions	
Listening , Speaking , Viewing (ELAKLSV1g)	Communicates effectively when relating experiences and retelling stories heard.	Communicates effectively when relating experiences and retelling stories heard.	Communicates effectively when relating experiences and retelling stories heard.	Communicates effectively when relating experiences and retelling stories heard.	
Other	Recognizes 0-3 of the following colors: blue, red, black, brown, orange yellow, green, purple.	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.	Recognizes all 8 of the following colors: blue, red, black, brown, orange, yellow, green, purple.	
Other	Recalls first and last names.	Recalls first and last names.	Recalls first and last names.	Recalls first and last names.	

Total _____

Early Intervention Program (EIP)

(Kindergarten) 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	Recognizes and selects the numerals for 0 through 10.	Recognizes and selects the numerals for 0 through 10.	Recognizes and selects the numerals for 0 through 10.	Recognizes and selects the numerals for 0 through 10.	
Shapes	Recognizes the following geometric shapes: circle, triangle, rectangle and square.	Recognizes the following geometric shapes: circle, triangle, rectangle and square.	Recognizes the following geometric shapes: circle, triangle, rectangle and square.	Recognizes the following geometric shapes: circle, triangle, rectangle and square.	
Rote Counting	Counts by rote, 0-10.	Counts by rote, 0-10.	Counts by rote, 0-10.	Counts by rote, 0-10.	
Patterning	Demonstrates knowledge of one pattern concept.	Demonstrates knowledge of one pattern concept.	Demonstrates knowledge of one pattern concept.	Demonstrates knowledge of one pattern concept.	

Total_____

Directions: Add up scores and record below.

Comments:	
_____	Meets criteria for EIP placement in <u>reading</u> (less than 18points).
_____	Meets criteria for EIP placement in <u>math</u> (less than 8 points).
_____	Does not meet criteria for EIP placement.

Early Intervention Program (EIP)

First Grade EIP Rubric

Student _____ Age _____ Teacher _____ Date _____

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.

Has the student been previously retained? Yes No In what grade? _____

Has the student been previously enrolled in EIP? Yes No In what grade? _____

Previous year G-KIDS results: Reading _____ Math _____

(First Grade) Reading/Language Arts

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)	Tracks text read from left-to-right and top- to- bottom.	Tracks text read from left-to-right and top- to- bottom.	Tracks text read from left-to-right and top- to- bottom.	Tracks text read from left-to-right and top- to- bottom.	
Concepts of Print (ELAKR1d)	Distinguishes between written letters, words, and sentences.	Distinguishes between written letters, words, and sentences.	Distinguishes between written letters, words, and sentences.	Distinguishes between written letters, words, and sentences.	
Phonological Awareness (ELAKR2a)	Identifies and produces rhyming words in response to an oral prompt and distinguishes rhyming and non-rhyming words.	Identifies and produces rhyming words in response to an oral prompt and distinguishes rhyming and non-rhyming words.	Identifies and produces rhyming words in response to an oral prompt and distinguishes rhyming and non-rhyming words.	Identifies and produces rhyming words in response to an oral prompt and distinguishes rhyming and non-rhyming words.	
Phonological Awareness (ELAKR2e)	Blends spoken phonemes to make high frequency words.	Blends spoken phonemes to make high frequency words.	Blends spoken phonemes to make high frequency words.	Blends spoken phonemes to make high frequency words.	
Phonics (ELAKR3b)	Recognizes and names all uppercase and lowercase letters of the alphabet.	Recognizes and names all uppercase and lowercase letters of the alphabet.	Recognizes and names all uppercase and lowercase letters of the alphabet.	Recognizes and names all uppercase and lowercase letters of the alphabet.	
Phonics (ELAKR3c)	Matches all consonant and short-vowel sounds to appropriate letters.	Matches all consonant and short-vowel sounds to appropriate letters.	Matches all consonant and short-vowel sounds to appropriate letters.	Matches all consonant and short-vowel sounds to appropriate letters.	
Phonics (ELAKR3e)	Applies learned phonics skills when reading words and sentences in stories.	Applies learned phonics skills when reading words and sentences in stories.	Applies learned phonics skills when reading words and sentences in stories.	Applies learned phonics skills when reading words and sentences in stories.	
Fluency (ELAKR4a)	Reads previously taught high frequency words at the rate of 30 words correct per minute.	Reads previously taught high frequency words at the rate of 30 words correct per minute.	Reads previously taught high frequency words at the rate of 30 words correct per minute.	Reads previously taught high frequency words at the rate of 30 words correct per minute.	
Fluency (ELAKR4b)	Reads previously taught grade-level text with appropriate expression	Reads previously taught grade-level text with appropriate expression	Reads previously taught grade-level text with appropriate expression	Reads previously taught grade-level text with appropriate expression	

Early Intervention Program (EIP)

1st Grade Reading (continued)	1 Not Yet/ Rarely 0-25%	2 Sometimes 26-50%	3 Most of the Time 51-75%	4 Consistently 76-100%	Score Column
Comprehension (ELAKR6b,c,g)	Uses reading strategies (predicting, asking and answering questions and making connections) to understand text.	Uses reading strategies (predicting, asking and answering questions and making connections) to understand text.	Uses reading strategies (predicting, asking and answering questions and making connections) to understand text.	Uses reading strategies (predicting, asking and answering questions and making connections) to understand text.	
Comprehension (ELAKR6e)	Retells familiar events and stories to include beginning, middle and end.	Retells familiar events and stories to include beginning, middle and end.	Retells familiar events and stories to include beginning, middle and end.	Retells familiar events and stories to include beginning, middle and end.	
Writing (ELAKW1a)	Writes or dictates to describe familiar persons, places, objects or experiences.	Writes or dictates to describe familiar persons, places, objects or experiences.	Writes or dictates to describe familiar persons, places, objects or experiences.	Writes or dictates to describe familiar persons, places, objects or experiences.	
Writing (ELAKW1c)	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.	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.	
Listening, Speaking, Viewing (ELAKLSV1g)	Communicates effectively when relating experiences and retelling stories heard.	Communicates effectively when relating experiences and retelling stories heard.	Communicates effectively when relating experiences and retelling stories heard.	Communicates effectively when relating experiences and retelling stories heard.	
Listening, Speaking, Viewing (ELAKLSV1h)	Uses complete sentences when speaking	Uses complete sentences when speaking	Uses complete sentences when speaking	Uses complete sentences when speaking	

Total _____

Early Intervention Program (EIP)

Math	1 Not Yet/Rarely 0-25%	2 Sometimes 26-50%	3 Most of the Time 51-75%	4 Consistently 76-100%	Score Column
Recognizing Numerals MKN1b	Produces models for number words through ten.	Produces models for number words through ten.	Produces models for number words through ten.	Produces models for number words through ten.	
Corresponding counting and writing numerals MKN1c	Counts the number of elements in a set and writes the corresponding numeral (0-20).	Counts the number of elements in a set and writes the corresponding numeral (0-20).	Counts the number of elements in a set and writes the corresponding numeral (0-20).	Counts the number of elements in a set and writes the corresponding numeral (0-20).	
Equivalence MKN1e	Compares two or more sets objects (1-10) by identifying which set is equal to, more than, or less than the other.	Compares two or more sets objects (1-10) by identifying which set is equal to, more than, or less than the other	Compares two or more sets objects (1-10) by identifying which set is equal to, more than, or less than the other	Compares two or more sets objects (1-10) by identifying which set is equal to, more than, or less than the other	
Money MKN1h	Names and identifies coins (penny, nickel, dime, and quarter).	Names and identifies coins (penny, nickel, dime, and quarter).	Names and identifies coins (penny, nickel, dime, and quarter).	Names and identifies coins (penny, nickel, dime, and quarter).	
Addition/ Subtraction MKN2a	Uses counting strategies to find out how many items are in two sets when they are combined or separated.	Uses counting strategies to find out how many items are in two sets when they are combined or separated.	Uses counting strategies to find out how many items are in two sets when they are combined or separated.	Uses counting strategies to find out how many items are in two sets when they are combined or separated.	
Addition/ Subtraction MKN2b	Builds number combinations, including doubles, for numbers up to 10 (i.e. 1 and 5, 2 and 4, 3 and 3, 5 and 1, 4 and 2 for six).	Builds number combinations, including doubles, for numbers up to 10 (i.e. 1 and 5, 2 and 4, 3 and 3, 5 and 1, 4 and 2 for six).	Builds number combinations, including doubles, for numbers up to 10 (i.e. 1 and 5, 2 and 4, 3 and 3, 5 and 1, 4 and 2 for six).	Builds number combinations, including doubles, for numbers up to 10 (i.e. 1 and 5, 2 and 4, 3 and 3, 5 and 1, 4 and 2 for six).	
Geometric Shapes MKG1a&b	Identifies basic geometric shapes, i.e. circles, triangles, quadrilaterals (rectangles, squares), spheres, and cubes.	Identifies basic geometric shapes, i.e. circles, triangles, quadrilaterals (rectangles, squares), spheres, and cubes.	Identifies basic geometric shapes, i.e. circles, triangles, quadrilaterals (rectangles, squares), spheres, and cubes.	Identifies basic geometric shapes, i.e. circles, triangles, quadrilaterals (rectangles, squares), spheres, and cubes.	

Total _____

Directions: Add up scores and record below.

_____ Meets criteria for EIP placement in reading (less than 30 points).	Comments:
_____ Meets criteria for EIP placement in math (less than 14 points).	
_____ Does not meet criteria for EIP placement	

Second Grade EIP Rubric

Student _____ Age _____ Teacher _____ Date _____

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.

Has the student been previously retained? Yes No In what grade? _____

Has the student been previously enrolled in EIP? Yes No

Previous year CRCT results: Reading _____ Math _____

(Second Grade) Reading/Language Arts

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)	Adds, deletes, or substitutes target sounds to change words.	Adds, deletes, or substitutes target sounds to change words.	Adds, deletes, or substitutes target sounds to change words.	Adds, deletes, or substitutes target sounds to change words.	
Phonological Awareness (ELA1R2f)	Segments one-syllable words into sounds.	Segments one-syllable words into sounds.	Segments one-syllable words into sounds.	Consistently Segments one-syllable words into sounds.	
Phonological Awareness (ELA1R2d)	Distinguishes between long and short vowel sounds in spoken, one syllable words.	Distinguishes between long and short vowel sounds in spoken, one syllable words	Distinguishes between long and short vowel sounds in spoken, one syllable words	Distinguishes between long and short vowel sounds in spoken, one syllable words	
Phonics (ELA1R3b)	Applies knowledge of letter-sound correspondence to decode new words.	Applies knowledge of letter-sound correspondence to decode new words.	Applies knowledge of letter-sound correspondence to decode new words.	Applies knowledge of letter-sound correspondence to decode new words.	
Fluency (ELA1R4b)	Automatically Recognizes additional high frequency and familiar words within texts.	Automatically recognizes additional high frequency and familiar words within texts.	Automatically recognizes additional high frequency and familiar words within texts.	Automatically recognizes additional high frequency and familiar words within texts.	
Fluency (ELA1R4c,d,e)	Reads first-grade text at a target rate of 60 words correct per minute with appropriate expression and self-correction.	Reads first-grade text at a target rate of 60 words correct per minute with appropriate expression and self-correction.	Reads first-grade text at a target rate of 60 words per minute with appropriate expression and self-correction.	Reads first-grade text at a target rate of 60 words correct per minute with appropriate expression and self-correction.	
Vocabulary (ELA1R5b)	Recognizes grade-level words with multiple meanings.	Recognizes grade-level words with multiple meanings.	Recognizes grade-level words with multiple meanings.	Recognizes grade-level words with multiple meanings.	
Comprehension (ELA1R6c)	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.	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.	

Early Intervention Program (EIP)

2nd Grade Reading (continued)	1 Not Yet/ Rarely 0-25%	2 Sometimes 26-50%	3 Most of the Time 51-75%	4 Consistently 76-100%	Score Column
Comprehension (ELA1R6d)	Retells stories read independently or with a partner.	Retells stories read independently or with a partner.	Retells stories read independently or with a partner.	Retells stories read independently or with a partner.	
Comprehension (ELA1R6g)	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.	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.	
Writing (ELAW1L)	Uses appropriate end punctuation (period and question mark) and correct capitalization of initial words and common proper nouns (e.g. personal names, months).	Uses appropriate end punctuation (period and question mark) and correct capitalization of initial words and common proper nouns (e.g. personal names, months).	Uses appropriate end punctuation (period and question mark) and correct capitalization of initial words and common proper nouns (e.g. personal names, months).	Uses appropriate end punctuation (period and question mark) and correct capitalization of initial words and common proper nouns (e.g. personal names, months).	
Listening, Speaking, Viewing (ELA1LSV1 e)	Communicates effectively when relating experiences and retelling stories read, heard, or viewed.	Communicates effectively when relating experiences and retelling stories read, heard, or viewed.	Communicates effectively when relating experiences and retelling stories read, heard, or viewed.	Communicates effectively when relating experiences and retelling stories read, heard, or viewed.	

Total _____

Second Grade) 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
Place Value M1N1a	Represents numbers between 1 and 100 in terms of tens and ones using manipulatives and pictures.	Represents numbers between 1 and 100 in terms of tens and ones using manipulatives and pictures	Represents numbers between 1 and 100 in terms of tens and ones using manipulatives and pictures	Represents numbers between 1 and 100 in terms of tens and ones using manipulatives and pictures	
Money M1N1c	Counts out a combination of coins up \$1.00 using quarters, dimes, nickels, and pennies and makes fair trades.	Counts out a combination of coins up \$1.00 using quarters, dimes, nickels, and pennies and makes fair trades.	Counts out a combination of coins up \$1.00 using quarters, dimes, nickels, and pennies and makes fair trades.	Counts out a combination of coins up \$1.00 using quarters, dimes, nickels, and pennies and makes fair trades.	

Early Intervention Program (EIP)

2nd Grade Math (continued)	1 Not Yet/Rarely 0-25%	2 Sometimes 26-50%	3 Most of the Time 51-75%	4 Consistently 76-100%	Score Column
Counting M1N3b	Counts forward or backward by ones, two's, fives, and tens, to and from numbers up to 100.	Counts forward or backward by ones, two's, fives, and tens, to and from numbers up to 100.	Counts forward or backward by ones, two's, fives, and tens, to and from numbers up to 100.	Counts forward or backward by ones, two's, fives, and tens, to and from numbers up to 100.	
Addition/Subtraction M1N3f	Determines addition and subtraction facts up to 18 with understanding and fluency. (Uses strategies such as relating to facts already known, fact families, counting on, counting back, doubles, the property of zero, and the commutative property of addition.)	Determines addition and subtraction facts up to 18 with understanding and fluency. (Uses strategies such as relating to facts already known, fact families, counting on, counting back, doubles, the property of zero, and the commutative property of addition.)	Determines addition and subtraction facts up to 18 with understanding and fluency. (Uses strategies such as relating to facts already known, fact families, counting on, counting back, doubles, the property of zero, and the commutative property of addition.)	Determines addition and subtraction facts up to 18 with understanding and fluency. (Uses strategies such as relating to facts already known, fact families, counting on, counting back, doubles, the property of zero, and the commutative property of addition.)	
Geometry M1G2	Describes or classifies shapes by common attributes of position, shape, size, and number of sides or corners.	Describes or classifies shapes by common attributes of position, shape, size, and number of sides or corners.	Describes or classifies shapes by common attributes of position, shape, size, and number of sides or corners.	Describes or classifies shapes by common attributes of position, shape, size, and number of sides or corners.	
Data Analysis M1D1a	Interprets bar graphs or picture graphs accurately to solve problems.	Interprets bar graphs or picture graphs accurately to solve problems.	Interprets bar graphs or picture graphs accurately to solve problems.	Interprets bar graphs or picture graphs accurately to solve problems.	
Process Standards M1P3d	Uses the language of mathematics to express mathematical ideas precisely.	Uses the language of mathematics to express mathematical ideas precisely.	Uses the language of mathematics to express mathematical ideas precisely.	Uses the language of mathematics to express mathematical ideas precisely.	

Total _____

Directions: Add up scores and record below.

_____ Meets criteria for EIP placement in reading (24 points or less).	Comments:
_____ Meets criteria for EIP placement in math (14 points or less).	
_____ Does not meet criteria for EIP placement	

Early Intervention Program (EIP)

Third Grade EIP Rubric

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.

Has the student been previously retained? Yes No In what grade? _____

Has the student been previously enrolled in EIP? Yes No

Previous year CRCT results: Reading _____ Math _____

(Third Grade) Reading/Language Arts

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)	Reads multi-syllabic words.	Reads multi-syllabic words.	Reads multi-syllabic words.	Reads multi-syllabic words.	
Fluency (ELA2R2a)	Applies letter-sound knowledge to decode words quickly and accurately.	Applies letter-sound knowledge to decode words quickly and accurately.	Applies letter-sound knowledge to decode words quickly and accurately.	Applies letter-sound knowledge to decode words quickly and accurately.	
Fluency (ELA2R2b)	Automatically recognizes additional high frequency and familiar words within texts	Automatically recognizes additional high frequency and familiar words within texts	Automatically recognizes additional high frequency and familiar words within texts	Automatically recognizes additional high frequency and familiar words within texts	
Fluency (ELA2R2c,d,e)	Reads second grade text at a target rate of 90 words correct per minute with self-correction and appropriate expression.	Reads second grade text at a target rate of 90 words correct per minute with self-correction and appropriate expression.	Reads second grade text at a target rate of 90 words correct per minute with self-correction and appropriate expression.	Reads second grade text at a target rate of 90 words correct per minute with self-correction and appropriate expression.	
Vocabulary (ELA2R3c)	Recognizes and applies the appropriate usage of homophones, homographs, antonyms, and synonyms.	Recognizes and applies the appropriate usage of homophones, homographs, antonyms, and synonyms.	Recognizes and applies the appropriate usage of homophones, homographs, antonyms, and synonyms.	Recognizes and applies the appropriate usage of homophones, homographs, antonyms, and synonyms.	
Comprehension (ELA2R4b,d,i,k)	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	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	

Early Intervention Program (EIP)

3rd Grade Reading (continued)	1 Not Yet/ Rarely 0-25%	2 Sometimes 26-50%	3 Most of the Time 51-75%	4 Consistently 76-100%	Score Column
Comprehension (ELA2R4b,d,i,k)	RECALLS explicit facts, main ideas, supporting details, and cause and effect relationships.	RECALLS explicit facts, main ideas, supporting details, and cause and effect relationships.	RECALLS explicit facts, main ideas, supporting details, and cause and effect relationships.	RECALLS explicit facts, main ideas, supporting details, and cause and effect relationships.	
Comprehension (ELA2R4l)	Recognizes plot, setting, and character within text.	Recognizes plot, setting, and character within text.	Recognizes plot, setting, and character within text.	Recognizes plot, setting, and character within text.	
Writing (ELA2W1a)	Writes texts of a length appropriate to address a topic and tell a story.	Writes texts of a length appropriate to address a topic and tell a story.	Writes texts of a length appropriate to address a topic and tell a story.	Writes texts of a length appropriate to address a topic and tell a story.	
Writing (ELA2W1f)	Begins to write a response to literature that demonstrates understanding of the text and expresses and support an opinion.	Begins to write a response to literature that demonstrates understanding of the text and expresses and support an opinion.	Begins to write a response to literature that demonstrates understanding of the text and expresses and support an opinion.	Begins to write a response to literature that demonstrates understanding of the text and expresses and support an opinion.	
Listening/Speaking/viewing (ELA2LSV1c)	Uses increasingly complex language patterns and sentence structure when communicating.	Uses increasingly complex language patterns and sentence structure when communicating.	Uses increasingly complex language patterns and sentence structure when communicating.	Uses increasingly complex language patterns and sentence structure when communicating.	

Total _____

(Third Grade) 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
Place Value M2N1b	Represents 2-digit numbers with drawings of tens and ones and 3-digit numbers with drawings of hundreds, tens, and ones.	Represents 2-digit numbers with drawings of tens and ones and 3-digit numbers with drawings of hundreds, tens, and ones.	Represents 2-digit numbers with drawings of tens and ones and 3-digit numbers with drawings of hundreds, tens, and ones.	Represents 2-digit numbers with drawings of tens and ones and 3-digit numbers with drawings of hundreds, tens, and ones.	
Addition/Subtraction M2N2a	Adds and subtracts accurately two whole numbers up to three digits each with and without regrouping.	Adds and subtracts accurately two whole numbers up to three digits each with and without regrouping.	Adds and subtracts accurately two whole numbers up to three digits each with and without regrouping.	Adds and subtracts accurately two whole numbers up to three digits each with and without regrouping.	

Early Intervention Program (EIP)

3rd Grade Math (continued)	1 Not Yet/ Rarely 0-25%	2 Sometimes 26-50%	3 Most of the Time 51-75%	4 Consistently 76-100%	Score Column
Multiplication M2N3b	Uses repeated addition, arrays, or counting by multiples (skip counting) to correctly multiply 1-digit numbers.	Uses repeated addition, arrays, or counting by multiples (skip counting) to correctly multiply 1-digit numbers.	Uses repeated addition, arrays, or counting by multiples (skip counting) to correctly multiply 1-digit numbers.	Uses repeated addition, arrays, or counting by multiples (skip counting) to correctly multiply 1-digit numbers.	
Measurement M2M1c M2M2 M2M3	Determines appropriate tool and/or unit of measure for determining specified measurement of length, time, and temperature.	Determines appropriate tool and/or unit of measure for determining specified measurement of length, time, and temperature.	Determines appropriate tool and/or unit of measure for determining specified measurement of length, time, and temperature.	Determines appropriate tool and/or unit of measure for determining specified measurement of length, time, and temperature.	
Geometry M2G1 & M2G2 a and b	Describes and classifies plane figures, according to the number of sides and vertices and the size of angles, as well as solid figures, according to the number of edges, vertices, and faces, the shape of faces, and the size of angles.	Describes and classifies plane figures, according to the number of sides and vertices and the size of angles, as well as solid figures, according to the number of edges, vertices, and faces, the shape of faces, and the size of angles	Describes and classifies plane figures, according to the number of sides and vertices and the size of angles, as well as solid figures, according to the number of edges, vertices, and faces, the shape of faces, and the size of angles	Describes and classifies plane figures, according to the number of sides and vertices and the size of angles, as well as solid figures, according to the number of edges, vertices, and faces, the shape of faces, and the size of angles	
Data Analysis and Probability M2D1b	Knows how to create and interpret picture graphs, Venn diagrams, and bar graphs.	Knows how to create and interpret picture graphs, Venn diagrams, and bar graphs.	Knows how to create and interpret picture graphs, Venn diagrams, and bar graphs.	Knows how to create and interpret picture graphs, Venn diagrams, and bar graphs.	
Process Standards M1P3d	Uses the language of mathematics to express mathematical ideas precisely.	Uses the language of mathematics to express mathematical ideas precisely.	Uses the language of mathematics to express mathematical ideas precisely.	Uses the language of mathematics to express mathematical ideas precisely.	

Total _____

Directions: Add up scores and record below.

_____ Meets criteria for EIP placement in reading (22 points or less).	Comments:
_____ Meets criteria for EIP placement in math (14 points or less).	
_____ Does not meet criteria for EIP placement	

Early Intervention Program (EIP)

Fourth Grade EIP Rubric

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.

Has the student been previously retained? Yes No In what grade? _____

Has the student been previously enrolled in EIP? Yes No In what grade? _____

Previous year CRCT results: Reading _____ Math _____

(Fourth Grade) Reading/English Language Arts

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 3R1(a)	Applies letter-sound knowledge to decode words quickly and accurately.	Applies letter-sound knowledge to decode words quickly and accurately.	Applies letter-sound knowledge to decode words quickly and accurately.	Applies letter-sound knowledge to decode words quickly and accurately.	
ELA3R2(f)	Determines the meaning of unknown words on the basis of context.	Determines the meaning of unknown words on the basis of context.	Determines the meaning of unknown words on the basis of context.	Determines the meaning of unknown words on the basis of context.	
ELA3R1(b, c, d)	Reads third grade- level text at a rate of 120 words correct per minute, with appropriate expression, using self correction.	Reads third grade- level text at a rate of 120 words correct per minute, with appropriate expression, using self correction.	Reads third grade- level text at a rate of 120 words correct per minute, with appropriate expression, using self correction.	Reads third grade- level text at a rate of 120 words correct per minute, with appropriate expression, using self correction.	
ELA3R3(b, j, l, m)	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.	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.	
ELA3R3 (j, l, m)	Identifies explicit supporting details, main ideas, and cause and effect relationships.	Identifies explicit supporting details, main ideas, and cause and effect relationships.	Identifies explicit supporting details, main ideas, and cause and effect relationships.	Identifies explicit supporting details, main ideas, and cause and effect relationships.	
ELA3R3 (e)	Recognizes plot, setting, and character within text, and compares and contrasts these elements between texts.	Recognizes plot, setting, and character within text, and compares and contrasts these elements between texts.	Recognizes plot, setting, and character within text, and compares and contrasts these elements between texts.	Recognizes plot, setting, and character within text, and compares and contrasts these elements between texts.	
ELA3R3 (g)	Summarizes text content.	Summarizes text content.	Summarizes text content.	Summarizes text content.	

Early Intervention Program (EIP)

4th Grade Reading (continued)	1 Not Yet/ Rarely 0-25%	2 Sometimes 26-50%	3 Most of the Time 51-75%	4 Consistently 76%- 100%	Score Column
ELA3C1 (e, f)	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.	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.	
ELA3W1 (b)	Begins to select a focus and an organizational pattern based on purpose, genre, expectations, audience, and length.	Begins to select a focus and an organizational pattern based on purpose, genre, expectations, audience, and length.	Begins to select a focus and an organizational pattern based on purpose, genre, expectations, audience, and length.	Begins to select a focus and an organizational pattern based on purpose, genre, expectations, audience, and length.	
ELA3LSV1 (b)	Recalls, interprets, and summarizes information presented orally.	Recalls, interprets, and summarizes information presented orally.	Recalls, interprets, and summarizes information presented orally.	Recalls, interprets, and summarizes information presented orally.	

Total _____

(Fourth Grade) 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
Place Value M3N1	Understands relative sizes of digits, in place value notation, from tenths through ten thousands, and ways to represent them.	Understands relative sizes of digits, in place value notation, from tenths through ten thousands, and ways to represent them.	Understands relative sizes of digits, in place value notation, from tenths through ten thousands, and ways to represent them.	Understands relative sizes of digits, in place value notation, from tenths through ten thousands, and ways to represent them.	
Multiply/Divide M3N3 M3N4	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 and distributive properties 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 and distributive properties 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 and distributive properties 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 and distributive properties of multiplication, and using known facts to find unknown facts.	
Fractions M3N5a and d	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.	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.	

Early Intervention Program (EIP)

4th Grade Math (continued)	1 Not Yet/ Rarely 0-25%	2 Sometimes 26-50%	3 Most of the Time 51-75%	4 Consistently 76%- 100%	Score Column
Measurement M3M3c M3M4c	Determines the perimeter of geometric figures by measuring and summing the lengths of the sides and the area of squares and rectangles by counting, addition, and multiplication with models.	Determines the perimeter of geometric figures by measuring and summing the lengths of the sides and the area of squares and rectangles by counting, addition, and multiplication with models.	Determines the perimeter of geometric figures by measuring and summing the lengths of the sides and the area of squares and rectangles by counting, addition, and multiplication with models.	Determines the perimeter of geometric figures by measuring and summing the lengths of the sides and the area of squares and rectangles by counting, addition, and multiplication with models.	
Properties of Geometric Figures M3G1a and b	Identifies and explains properties of fundamental geometric figures; draws and classifies previously taught geometric figures.	Identifies and explains properties of fundamental geometric figures; draws and classifies previously taught geometric figures.	Identifies and explains properties of fundamental geometric figures; draws and classifies previously taught geometric figures.	Identifies and explains properties of fundamental geometric figures; draws and classifies previously taught geometric figures.	
Algebra (M3A1e)	Uses a symbol, such as \square and Δ , to represent an unknown; finds the value of the unknown in a number sentence.	Uses a symbol, such as \square and Δ , to represent an unknown; finds the value of the unknown in a number sentence.	Uses a symbol, such as \square and Δ , to represent an unknown; finds the value of the unknown in a number sentence.	Uses a symbol, such as \square and Δ , to represent an unknown; finds the value of the unknown in a number sentence.	
Data Analysis M3D1a, b	Constructs and interprets line plot graphs, pictographs, Venn diagrams, and bar graphs using scale increments of 1, 2, 5, and 10.	Constructs and interprets line plot graphs, pictographs, Venn diagrams, and bar graphs using scale increments of 1, 2, 5, and 10.	Constructs and interprets line plot graphs, pictographs, Venn diagrams, and bar graphs using scale increments of 1, 2, 5, and 10.	Constructs and interprets line plot graphs, pictographs, Venn diagrams, and bar graphs using scale increments of 1, 2, 5, and 10.	

Total _____

Directions: Add up scores and record below.

_____ Meets criteria for EIP placement in <u>reading</u> (less than 20 points). _____ Meets criteria for EIP placement in <u>math</u> (less than 14 points). _____ Does not meet criteria for EIP placement	Comments:
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Early Intervention Program (EIP)

Fifth Grade EIP Rubric

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.

Has the student been previously retained? Yes No In what grade? _____

Has the student been previously enrolled in EIP? Yes No In what grade? _____

Previous year CRCT results: Reading _____ Math _____

(Fifth Grade) Reading/English Language Arts

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)	Uses letter-sound knowledge to decode written English and uses a range of cueing systems (e.g., phonics and context clues) to determine pronunciation and meaning.	Uses letter-sound knowledge to decode written English and uses a range of cueing systems (e.g., phonics and context clues) to determine pronunciation and meaning.	Uses letter-sound knowledge to decode written English and uses a range of cueing systems (e.g., phonics and context clues) to determine pronunciation and meaning.	Uses letter-sound knowledge to decode written English and uses a range of cueing systems (e.g., phonics and context clues) to determine pronunciation and meaning.	
ELA4R3(b)	Determines the meaning of unknown words using their context.	Determines the meaning of unknown words using their context.	Determines the meaning of unknown words using their context.	Determines the meaning of unknown words using their context.	
ELA4R4 (b, c)	Reads familiar material with appropriate expression, using self correction.	Reads familiar material with appropriate expression, using self correction.	Reads familiar material with appropriate expression, using self correction.	Reads familiar material with appropriate expression, using self correction.	
ELA4R3(h)	Recognizes and uses words with multiple meanings (e.g., sentence, school, hard) and determines which meaning is intended from the context of the sentence.	Recognizes and uses words with multiple meanings (e.g., sentence, school, hard) and determines which meaning is intended from the context of the sentence.	Recognizes and uses words with multiple meanings (e.g., sentence, school, hard) and determines which meaning is intended from the context of the sentence.	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 <i>Informational text (f)</i>	Summarizes main ideas and supporting details.	Summarizes main ideas and supporting details.	Summarizes main ideas and supporting details.	Summarizes main ideas and supporting details.	
ELA4R1 <i>Literary text (b)</i>	Identifies and analyzes the elements of plot, character, and setting in stories read, written, viewed, or performed.	Identifies and analyzes the elements of plot, character, and setting in stories read, written, viewed, or performed.	Identifies and analyzes the elements of plot, character, and setting in stories read, written, viewed, or performed.	Identifies and analyzes the elements of plot, character, and setting in stories read, written, viewed, or performed.	

Early Intervention Program (EIP)

5th Grade Reading (continued)	1 Not Yet/ Rarely 0-25%	2 Sometimes 26-50%	3 Most of the Time 51-75%	4 Consistently 76%- 100%	Score Column
ELA4R1 <i>Informational text (a)</i>	Locates facts that answer the reader's questions.	Locates facts that answer the reader's questions.	Locates facts that answer the reader's questions.	Locates facts that answer the reader's questions.	
ELA4C1 (c)	Uses and identifies correct mechanics (end marks, commas for series, capitalization), correct usage (subject and verb agreement in a simple sentence), and correct sentence structure (elimination of sentence fragments).	Uses and identifies correct mechanics (end marks, commas for series, capitalization), correct usage (subject and verb agreement in a simple sentence), and correct sentence structure (elimination of sentence fragments).	Uses and identifies correct mechanics (end marks, commas for series, capitalization), correct usage (subject and verb agreement in a simple sentence), and correct sentence structure (elimination of sentence fragments).	Uses and identifies correct mechanics (end marks, commas for series, capitalization), correct usage (subject and verb agreement in a simple sentence), and correct sentence structure (elimination of sentence fragments).	
ELA4W1(a)	Selects a focus, an organizational structure, and a point of view based on purpose, genre expectations, audience, length, and format requirements.	Selects a focus, an organizational structure, and a point of view based on purpose, genre expectations, audience, length, and format requirements.	Selects a focus, an organizational structure, and a point of view based on purpose, genre expectations, audience, length, and format requirements.	Selects a focus, an organizational structure, and a point of view based on purpose, genre expectations, audience, length, and format requirements.	
ELA4LSV1 (c)	Responds to questions with appropriate information.	Responds to questions with appropriate information.	Responds to questions with appropriate information.	Responds to questions with appropriate information.	

Total _____

Early Intervention Program (EIP)

(Fifth Grade) **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
Rounding M4N2b and d	Rounds numbers to the nearest tenth, one, ten, hundred, or thousand.	Rounds numbers to the nearest tenth, one, ten, hundred, or thousand.	Rounds numbers to the nearest tenth, one, ten, hundred, or thousand.	Rounds numbers to the nearest tenth, one, ten, hundred, or thousand.	
Multiplication/Division M4N3 M4N4b	Multiplies (up to three-digit by two-digit) and divides by one-digit or two-digit numbers with understanding and accuracy.	Multiplies (up to three-digit by two-digit) and divides by one-digit or two-digit numbers with understanding and accuracy.	Multiplies (up to three-digit by two-digit) and divides by one-digit or two-digit numbers with understanding and accuracy.	Multiplies (up to three-digit by two-digit) and divides by one-digit or two-digit numbers with understanding and accuracy.	
Decimals M4N5c and e	Operates (add, subtract, multiply, and divide) on one and two digit decimals with accuracy and understanding.	Operates (add, subtract, multiply, and divide) on one and two digit decimals with accuracy and understanding.	Operates (add, subtract, multiply, and divide) on one and two digit decimals with accuracy and understanding.	Operates (add, subtract, multiply, and divide) on one and two digit decimals with accuracy and understanding.	
Fractions M4N6b	Adds and subtracts fractions and mixed numbers with like denominators accurately and with understanding.	Adds and subtracts fractions and mixed numbers with like denominators accurately and with understanding.	Adds and subtracts fractions and mixed numbers with like denominators accurately and with understanding.	Adds and subtracts fractions and mixed numbers with like denominators accurately and with understanding.	
Geometry M4G1	Examines and classifies quadrilaterals (including parallelograms, squares, rectangles, trapezoids, and rhombi) by their properties.	Examines and classifies quadrilaterals (including parallelograms, squares, rectangles, trapezoids, and rhombi) by their properties.	Examines and classifies quadrilaterals (including parallelograms, squares, rectangles, trapezoids, and rhombi) by their properties.	Examines and classifies quadrilaterals (including parallelograms, squares, rectangles, trapezoids, and rhombi) by their properties.	
Algebra M4A1a	Understands and applies patterns and rules to describe relationships and solve problems.	Understands and applies patterns and rules to describe relationships and solve problems.	Understands and applies patterns and rules to describe relationships and solve problems.	Understands and applies patterns and rules to describe relationships and solve problems.	
Data Analysis M4D1a	Constructs and interprets line graphs, line plot graphs, pictographs, Venn diagrams, and bar graphs.	Constructs and interprets line graphs, line plot graphs, pictographs, Venn diagrams, and bar graphs.	Constructs and interprets line graphs, line plot graphs, pictographs, Venn diagrams, and bar graphs.	Constructs and interprets line graphs, line plot graphs, pictographs, Venn diagrams, and bar graphs.	

Directions: Add up scores and record below

Total _____

_____ Meets criteria for EIP placement in reading (less than 20 points).	Comments:
_____ Meets criteria for EIP placement in math (less than 14 points).	
_____ Does not meet criteria for EIP placement	

Early Intervention Program (EIP)