

Informal Checklists

Informal Checklists are available online for download at Curriculum.ELeducation.org.

These checklists are for use when informally assessing speaking and listening activities, the writing process, and when students are reading aloud, and are organized according to the Common Core State Standards addressed. The speaking and listening checklists include a suggested activity that students might be participating in for the checklist to be a useful tool to measure student progress. Teaching notes in module lessons also suggest when these checklists might be used. Use your assessment to guide students in where and how they can improve.

Consider having students create a folder to store their informal checklists, keeping them organized and giving them easy access to information on how they are progressing across the year.

To assess student progress, prepare one checklist for each student. Place a check mark in the appropriate column using the following key:

1 = Beginning 2 = Developing 3 = Proficient 4 = Advanced

Contents

Grade	Checklist	Standard(s)
3–5	Reading Fluency Checklist: <i>Students read a short, unfamiliar, on-level passage of text aloud.</i>	RF.3.4a, RF.3.4b, RF.3.4c
3–5	Writing Record Checklist: <i>A checklist to track the different kinds of writing students complete across the year</i>	W.3.10
3	Writing Process Checklist: <i>Students plan, draft, revise, and edit their writing.</i>	W.3.4, W.3.5, W.3.6, W.3.8, L.3.1i, L.3.2a, L.3.2c, L.3.2d, L.3.2e, L.3.2f, L.3.2g, L.3.3a, L.3.3b, L.3.6
3	Collaborative Discussion Checklist: <i>Students participate in a collaborative discussion on grade 3 topics and texts.</i>	SL.3.1a-d, SL.3.3, SL.3.6, L.3.1b-i, L.3.3a, L.3.3b, L.3.6
3	Presentation of Knowledge and Ideas Checklist: <i>Students orally present on a topic or text, tell a story, or recount an experience.</i>	SL.3.4, SL.3.5, SL.3.6
3	Speaking and Listening Comprehension Checklist I: <i>Students listen to a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</i>	SL.3.2
3	Speaking and Listening Comprehension Checklist II: <i>Students ask and answer questions about information from a speaker.</i>	SL.3.3

Reading Fluency Checklist

This informal assessment centers on CCSS ELA RF.3.4. In this assessment, a student reads a short, unfamiliar passage aloud to demonstrate sufficient accuracy and fluency. Choose an on-level text for the student to read aloud. Time the student as he or she reads the text aloud, noting any miscues and self-corrections as he or she reads.

CCSS Assessed:

RF.3.4	Read with sufficient accuracy and fluency to support comprehension.
RF.3.4a	Read grade-level text with purpose and understanding.
RF.3.4b	Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
RF.3.4c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Student Name:						Grade:	Date:
CCSS	Criteria		4	3	2	1	Notes
	Fluency						
RF.3.4a	Reads on-level text with purpose and understanding.						
RF.3.4b	Reads with 99–100% accuracy.						
RF.3.4c	Uses context to confirm or self-correct word recognition and understanding, rereading as necessary.						
RF.3.4b	Reads at a rate that is appropriate for the piece.						
RF.3.4b	Reading flows smoothly, without many breaks.						
RF.3.4b	Reads groups of related words and phrases together.						
RF.3.4b	Notifies and reads punctuation (e.g., pauses after a comma; questions sound like questions).						
RF.3.4b	(For prose or poetry) Tone expresses the author's meaning (e.g., surprise, grief, anger, joy, etc.).						
RF.3.4b	(For prose or poetry) Facial expressions and body language match expression in voice.						

Writing Record Checklist

This checklist tracks the different kinds of writing students complete across the year in order to show their progress toward W.3.10. It is suggested that each student have a folder in which to store informal checklists. Student progress can then quickly be seen across the year.

Consider having students create a folder to store their informal checklists, keeping them organized and giving them easy access to information on how they are progressing across the year.

Refer to the following key to complete the checklist:

Column	Abbreviations
Short or Extended Time Frame <i>How long did this piece take to write?</i>	S = Short (a day or two) E = Extended (several days or several weeks)
Writing Type <i>What kind of writing is this?</i>	I/E = Informative/Explanatory O = Opinion N = Narrative
Subject <i>What type of content was written about?</i>	S = Science SS = Social Studies M = Mathematics ELA = English Language Arts O = Other
Audience <i>Who will read this piece? Who was the intended audience?</i>	parents peers (classmates or students the same age) younger students teacher community other

W.3.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

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Writing Process Checklist

CCSS Assessed:

W.3.4	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.
W.3.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
W.3.6	With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.
W.3.8	Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
L.3.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.3.1i	Produce simple, compound, and complex sentences.
L.3.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
L.3.2a	Capitalize appropriate words in titles.
L.3.2c	Use commas and quotation marks in dialogue.
L.3.2d	Form and use possessives.
L.3.2e	Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., <i>sitting</i> , <i>smiled</i> , <i>cries</i> , <i>happiness</i>).
L.3.2f	Use spelling patterns and generalizations (e.g., <i>word families</i> , <i>position-based spellings</i> , <i>syllable patterns</i> , <i>ending rules</i> , <i>meaningful word parts</i>) in writing words.
L.3.2g	Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.
L.3.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
L.3.3a	Choose words and phrases for effect.
L.3.3b	Recognize and observe differences between the conventions of spoken and written standard English.
L.3.6	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., <i>After dinner that night we went looking for them</i>).

Student Name:		Grade 3 Date:					
CCSS	Criteria	4	3	2	1	Notes	
	Planning						
W.3.5	With guidance and support from peers and adults, makes a plan for writing.						
W.3.8	Takes brief notes on sources and sorts evidence into provided categories.						
W.3.8	Recalls information from experiences or gathers relevant information from print and digital sources in preparation for writing.						
CCSS	Criteria	4	3	2	1	Notes	
	Drafting						
W.3.6	With guidance and support from adults, uses technology to produce writing using keyboarding skills.						
W.3.6	Uses technology to interact and collaborate with others on a writing project.						
L.3.2f	Uses spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.						
L.3.6	Accurately uses grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships						
CCSS	Criteria	4	3	2	1	Notes	
	Revising						
W.3.5	Revises work based on and teacher and peer feedback.						
L.3.1i	Produces simple, compound, and complex sentences.						
L.3.2g	Consults references (dictionary/thesaurus) as needed.						
L.3.3a	Chooses words and phrases for effect.						
L.3.3b W.3.4	Recognizes and observes differences between the conventions of spoken and written standard English.						

	Editing	4	3	2	1
L.3.2a	Capitalizes appropriate words in titles.				
L.3.2a	Uses commas in addresses.				
L.3.2c	Uses commas and quotation marks in dialogue.				
L.3.2d	Forms and uses possessives.				
L.3.2e	Uses conventional spelling for high-frequency and other studied words and for adding suffixes to base words.				
W.3.6	With guidance and support from adults, uses technology to publish writing.				

Collaborative Discussion Checklist

This informal assessment centers on CCSS ELA SL.3.1, SL.3.3, SL.3.6, L.3.1, L.3.3, and L.3.6. In this assessment, students participate in a collaborative discussion on grade 3 topics and texts. Choose a topic or text and pose a question for students to discuss. Allow students to review any notes and/or texts before the discussion. As students engage in the discussion, use the checklists on the following pages to assess students' language use and ability to build on others' ideas and express their own ideas clearly. Remove columns from the checklist as necessary, based on what standards are being assessed.

CCSS Assessed:

SL.3.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners <i>on grade 3 topics and texts</i> , building on others' ideas and expressing their own clearly.
SL.3.1a	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
SL.3.1b	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
SL.3.1c	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
SL.3.1d	Explain their own ideas and understanding in light of the discussion.
SL.3.3	Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
SL.3.6	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 here for specific expectations.)
L.3.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.3.1b	Form and use regular and irregular plural nouns.
L.3.1c	Use abstract nouns (e.g., <i>childhood</i>).
L.3.1d	Form and use regular and irregular verbs.
L.3.1e	Form and use the simple (e.g., <i>I walked</i> ; <i>I walk</i> ; <i>I will walk</i>) verb tenses.
L.3.1f	Ensure subject-verb and pronoun-antecedent agreement.
L.3.1g	Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.
L.3.1h	Use coordinating and subordinating conjunctions.
L.3.1i	Produce simple, compound, and complex sentences.
L.3.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
L.3.3a	Choose words and phrases for effect.
L.3.3b	Recognize and observe differences between the conventions of spoken and written standard English.
L.3.6	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., <i>After dinner that night we went looking for them</i>).

Student Name:		Grade 3					Date:
CCSS	Criteria	4	3	2	1	Notes	
	Comprehension and Collaboration						
SL.3.1a	Comes to discussions prepared, having read or studied required material.						
SL.3.1a	Explicitly draws on preparation and other information known about the topic to explore ideas under discussion.						
SL.3.1b	Follows agreed-upon rules for discussions.						
SL.3.1c	Stays on topic.						
SL.3.1c SL.3.3	Asks and answers questions to check understanding of information presented.						
SL.3.1c SL.3.3	Asks and answers questions about information from a speaker, offering appropriate elaboration and detail.						
SL.3.1d	Explains own ideas and understanding in light of the discussion.						
SL.3.1c	Links comments to the remarks of others.						
CCSS	Criteria	4	3	2	1	Notes	
	Conventions and Language Use						
SL.3.6	Speaks in complete sentences when appropriate to the task and situation in order to provide requested detail or clarification.						
L.3.1 L.3.3	Demonstrates command of the conventions of standard English grammar and usage, and uses knowledge of language and its conventions when speaking and listening.						
L.3.1b	Forms and uses regular and irregular plural nouns.						
L.3.1c	Uses abstract nouns (e.g., <i>childhood</i>).						
L.3.1d	Forms and uses regular and irregular verbs.						
L.3.1e	Forms and uses the simple (e.g., <i>I walked</i> ; <i>I walk</i> ; <i>I will walk</i>) verb tenses.						
L.3.1f	Ensures subject-verb and pronoun-antecedent agreement.						

CCSS	Criteria						Notes
	Conventions and Language Use						
L.3.1g	Forms and uses comparative and superlative adjectives and adverbs, and chooses between them depending on what is to be modified.						
L.3.1h	Uses coordinating and subordinating conjunctions.						
L.3.1i	Produces simple, compound, and complex sentences.						
L.3.3b	Recognizes and observes differences between the conventions of spoken and written standard English.						
CCSS	Criteria						Notes
	Conventions and Language Use						
L.3.3a L.3.6	Accurately uses grade-appropriate conversational, general academic, and domain-specific words and phrases for effect.						
L.3.6	Accurately uses grade-appropriate conversational, general academic, and domain-specific words and phrases.						
L.3.6	Accurately uses grade-appropriate words and phrases that signal spatial and temporal relationships.						

Presentation of Knowledge and Ideas Checklist

This informal assessment centers on CCSS ELA SL.3.4, SL.3.5, and SL.3.6. In this assessment, students orally present on a topic or text, tell a story, or recount an experience. As the student presents, use the checklist to assess that student’s ability to present knowledge and ideas effectively. Remove rows from the checklist as necessary, based on standards being assessed.

CCSS Assessed:

SL.3.4	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
SL.3.5	Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.
SL.3.6	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Student Name:		Grade 3				
		Date:				
CCSS	Criteria	4	3	2	1	Notes
	Presentation of Knowledge and Ideas					
SL.3.4	Reports on a topic or text, tells a story, or recounts an experience.					
SL.3.4	Includes appropriate facts and relevant, descriptive details.					
SL.3.4	Speaks clearly at an understandable pace.					
SL.3.5	Creates engaging audio recordings of stories or poems that demonstrate fluid reading.					
SL.3.5	Adds visual displays when appropriate to emphasize or enhance certain facts or details.					
SL.3.6	Speaks in complete sentences when appropriate to the task and situation in order to provide requested detail or clarification.					

Speaking and Listening Comprehension Checklist I

This informal assessment centers on CCSS ELA SL.3.2. In this assessment, students listen to a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. Choose a text or other format related to the topic of study. Have students listen/watch the text/media twice—first to determine the gist and a second time to take notes. Then invite students to respond to the following prompt:

- What is the main idea of the information you saw and/or heard? Be sure to include specific details that support your response.

CCSS Assessed:

SL.3.2	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
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Student Name:		Grade 3					Date:
CCSS	Criteria	4	3	2	1	Notes	
	Speaking and Listening Comprehension						
SL.3.2	Determines the main idea of a text read aloud or information presented in diverse media and formats.						
SL.3.2	Identifies details that support the main idea of the text or information presented.						

Speaking and Listening Comprehension Checklist II

This informal assessment centers on CCSS ELA SL.3.3. In this assessment, students ask and answer questions about information from a speaker. Choose a speaker to present on the topic of study. Have students listen and take notes as the speaker presents. As the speaker presents, use the checklist on the next page to assess students’ ability to ask and answer questions effectively.

CCSS Assessed:

SL.3.3	Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
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Student Name:		Grade 3				
		Date:				
CCSS	Criteria	4	3	2	1	Notes
	Speaking and Listening Comprehension					
SL.3.3	Asks questions about information from a speaker.					
SL.3.3	Answers questions about information from a speaker.					
SL.3.3	Offers appropriate elaboration and detail.					