

**Central Manitoba Literacy Association
Agassiz Headways
Portfolio Assessment Initiative**

Goals List and Literacy Inventory

Name: _____
Intake Date: _____
Release Date: _____

Group: _____
Transfer to OC: _____

Personal Goals:

Can Do

To Work On

- | | | |
|-------------------------------------|-------|-------|
| 1. Read/write address | _____ | _____ |
| 2. Write a shopping list | _____ | _____ |
| 3. Write cheques | _____ | _____ |
| 4. Read bills | _____ | _____ |
| 5. Use the phone book | _____ | _____ |
| 6. Read a menu | _____ | _____ |
| 7. Take a driver's test | _____ | _____ |
| 8. Read/write letters and notes | _____ | _____ |
| 9. Improve math skills | _____ | _____ |
| 10. Learn to use a computer | _____ | _____ |
| 11. Read a newspaper or magazine | _____ | _____ |
| 12. Read labels and signs | _____ | _____ |
| 13. Read maps and write directions | _____ | _____ |
| 14. Hand writing | _____ | _____ |
| 15. Improve printing | _____ | _____ |
| 16. Write your own life story | _____ | _____ |
| 17. Read to children | _____ | _____ |
| 18. Read/write names of family | _____ | _____ |
| 19. Fill out job application | _____ | _____ |
| 20. Write resumes and cover letters | _____ | _____ |
| 21. Read/write telephone messages | _____ | _____ |
| 22. Read/write job instructions | _____ | _____ |

Comments:

**Central Manitoba Literacy Association
Agassiz Headways
Portfolio Assessment Initiative
Goals List and Literacy Inventory**

Name: _____

Group: _____

Intake Date: _____

Transfer to OC: _____

Release Date: _____

Reading Progress Checklist

	Date	Notes:
1. Seems to understand in-class readings	_____	_____
2. Participates in pre-reading & post-reading discussions	_____	_____
3. Connects reading with own experience	_____	_____
4. Understands that gaining meaning is the purpose of reading	_____	_____
5. Uses prediction to make sense of text	_____	_____
6. Willing to guess at unfamiliar words	_____	_____
7. Uses context to guess at unfamiliar words & make sense of text	_____	_____
8. Uses prior knowledge of subject to make sense of text	_____	_____
9. Able to use SPLASH word decoding strategy	_____	_____
10. Can identify synonyms	_____	_____
11. Can identify antonyms	_____	_____
12. Can identify multiple meanings of a word	_____	_____

Listening and Speaking Progress Checklist

1. After listening to a selection can:

identify factual information

identify the mainidea

determine inferences

2. Can follow orally presented directions

3. Speaks in complete sentences

4. Uses descriptive language

5. Pronounces words correctly

6. Uses good grammatical form

7. Can discuss a concept in detail

Comments:

**Central Manitoba Literacy Association
 Agassiz Headways
 Portfolio Assessment Initiative
 Goals List and Literacy Inventory**

Name: _____
Intake Date: _____
Release Date: _____

Group: _____
Transfer to OC: _____

Writing Progress Checklist

Date Notes:

Process:

Writes in a manner described as:

Shared

Interactive

Independent

1 Generates language experience stories

2 Able to select topics to write about

3 Willing to try to put words on paper

4 Develops a topic with details

5 Able to use COPS process for editing

6 Uses feedback from others to revise

7 Willing to share some pieces with others

8 Able to use information organizing

strategies such as: MindMap

KWL

Compare and Contrast

Cause and Effect

Paragraph Frame

Handwriting:

1 Prints upper case, lowercase

2 leaves spaces between words

3 Writes cursively

Spelling:

1. Willing to use inventive spelling
2. Uses personal word dictionary for spelling and sightwords
3. Uses word lists and dictionary to check spelling during editing
4. Writes letters that represent consonant sounds
5. Writes letters that represent consonants blends
6. Writes letters that represent long vowel sounds
7. Writes letters that represent short vowel sounds
8. Uses homonyms correctly i.e.: to, too and two there, their and they're

Mechanics:

1. Writes incomplete sentences
2. Uses end punctuation correctly
3. Uses capital letters to:
 - Begin a sentence
 - Name people and places
 - Capitalize major words in a title
4. Uses commas to separate items in a list
5. Uses "_" around what people say
6. Indents for a new paragraph
7. Uses an apostrophe to show possession
8. Uses an apostrophe to make a contraction
9. Uses verbs in the correct tense

Comments:

**Central Manitoba Literacy Association
Agassiz Headways
Portfolio Assessment Initiative
Goals List and Literacy Inventory**

Name: _____
Intake Date: _____
Release Date: _____

Group: _____
Transfer to OC: _____

Mathematics Progress Checklist

	Date	Notes:
1. Knows basic facts to 100		
Addition	_____	
Subtraction	_____	
Multiplication	_____	
Division	_____	
2. Counts to 100 by		
1's	_____	
2's	_____	
5's	_____	
10's	_____	
20's	_____	
3. Can select operation to solve a problem	_____	
4. Knows name and value of coins and paper money	_____	
5. Can represent money values correctly	_____	
6. Can make change for simple purchases	_____	
7. Can tell time using an analog clock	_____	
8. Can tell time using a digital clock	_____	
9. Can measure length and weight using appropriate measures	_____	
10. Can interpret simple graphs	_____	
11. Can use a calculator for simple operations	_____	

Comments: