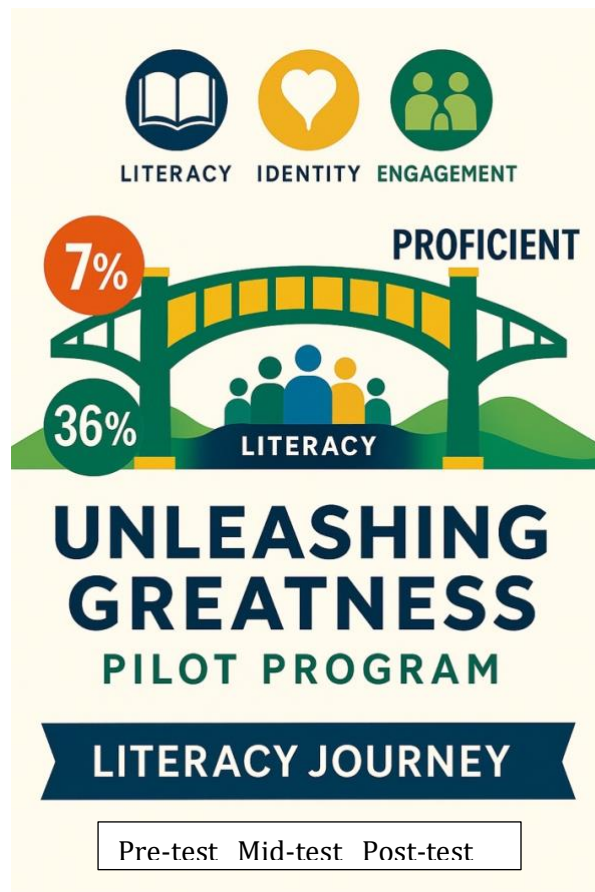




Unleashing Greatness – Pilot Program Assessments

Training Assessment Binder — Chapters 1–3 (6–8 Week Pilot)

Igniting Literacy, Identity & Engagement in Grades 4–6



Muriel Waugh Educational Services, LLC



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✓ Teacher Overview

- Pre-Test (Week 0): Establish baseline in vocabulary, comprehension, fluency, and writing.
- Mid-Test (Week 4): Short check-in (vocabulary, comprehension, writing, fluency).
- Post-Test (Week 7–8): Measure growth against baseline (same skills).
- Scoring Sheet & SEL Tracker included.
- Fluency Tracking (WCPM): Use the class WCPM Tracker in the Fluency Pack to record weekly gains. Growth is expected in both speed and accuracy.
- Morphology Quizzes: Use mini-quizzes from the Morphology Pack to track academic vocabulary mastery. This provides Tier 2/3 vocabulary data aligned to the Science of Reading.

Pilot Assessment Scoring Summary Sheet

Class: _____ Grade: _____ Teacher: _____ Dates: _____

| Student | Vocab (Pre / Mid / Post) | Comp (Pre / Mid / Post) | Writing (Pre / Post) | Fluency WCPM (Pre / Mid / Post) | SEL (😊 😊 😊 Pre / Mid / Post) | Notes |
|---------------|-----------------------------------|----------------------------------|----------------------------|--|---------------------------------------|-------|
| Student 1 | ___ / ___ / ___ | ___ / ___ / ___ | ___ / ___ | ___ / ___ / ___ | ___ / ___ / ___ | _____ |
| Student 2 | ___ / ___ / ___ | ___ / ___ / ___ | ___ / ___ | ___ / ___ / ___ | ___ / ___ / ___ | _____ |
| Student 3 | ___ / ___ / ___ | ___ / ___ / ___ | ___ / ___ | ___ / ___ / ___ | ___ / ___ / ___ | _____ |
| Student 4 | ___ / ___ / ___ | ___ / ___ / ___ | ___ / ___ | ___ / ___ / ___ | ___ / ___ / ___ | _____ |
| Student 5 | ___ / ___ / ___ | ___ / ___ / ___ | ___ / ___ | ___ / ___ / ___ | ___ / ___ / ___ | _____ |
| Student 6 | ___ / ___ / ___ | ___ / ___ / ___ | ___ / ___ | ___ / ___ / ___ | ___ / ___ / ___ | _____ |
| Student 7 | ___ / ___ / ___ | ___ / ___ / ___ | ___ / ___ | ___ / ___ / ___ | ___ / ___ / ___ | _____ |
| Student 8 | ___ / ___ / ___ | ___ / ___ / ___ | ___ / ___ | ___ / ___ / ___ | ___ / ___ / ___ | _____ |
| Student 9 | ___ / ___ / ___ | ___ / ___ / ___ | ___ / ___ | ___ / ___ / ___ | ___ / ___ / ___ | _____ |
| Student 10 | ___ / ___ / ___ | ___ / ___ / ___ | ___ / ___ | ___ / ___ / ___ | ___ / ___ / ___ | _____ |

Quick Totals (for class-level reporting)

- % Students Improved Vocabulary: _____%
- % Students Improved Comprehension: _____%
- % Students Improved Fluency (WCPM): _____%
- % Students Improved Writing: _____%
- % Students Improved SEL Confidence: _____%

Teacher Reflection Box

- What surprised you about the results?
- Where did your students grow most?
- What's one area you'll adjust next cycle?

Pilot Assessment Rubrics

Writing Rubric (0–3 Points per Response)

| Score | Descriptor | Student Response Characteristics |
|-----------------------------------|--------------------------------|---|
| 3 – Strong | Complete, detailed, text-based | <ul style="list-style-type: none"> Fully answers the question with clear reasoning. Uses at least one accurate text detail or vocabulary word. Well-organized, coherent sentence(s). |
| 2 – Developing | Partial, somewhat text-based | <ul style="list-style-type: none"> Answers the question but lacks depth. May include a vague or partially correct text detail. Writing may be brief or missing clarity. |
| 1 – Emerging | Minimal, weakly connected | <ul style="list-style-type: none"> Attempts an answer but is incomplete or off-topic. Little or no evidence from the text. Response may be fragmented. |
| 0 – No Response / Off-Task | None provided | <ul style="list-style-type: none"> Blank, copied from question, or unrelated. |

Oral Fluency Rubric (Words Correct Per Minute – WCPM)

*Note: Scores are based on **grade-level benchmarks** for 4th–6th grade. Teachers should track growth across Pre/Mid/Post.*

| Score | WCPM Band | Student Performance Characteristics |
|----------------------------|--------------|---|
| 4 – Exceeds | 140+ WCPM | Reads smoothly with expression, very few errors, excellent comprehension support. |
| 3 – Meets | 110–139 WCPM | Reads with good accuracy and pacing, occasional errors, supports comprehension. |
| 2 – Approaching | 80–109 WCPM | Reads with uneven pacing and frequent errors, but shows partial understanding. |
| 1 – Needs Intensive | Below 80 | Reads slowly, with many errors, struggling to maintain |

| Score | WCPM Band | Student Performance Characteristics |
|---------|--------------|-------------------------------------|
| Support | WCPM | meaning. |

Progress Monitoring

Fluency Tracking (WCPM):

Use the *class WCPM Tracker* provided in the Fluency Pack to record weekly gains. Students should complete two repeated readings per passage. Record Words Correct Per Minute and note accuracy. Growth is expected in both speed and accuracy, which aligns with NAEP and Science of Reading expectations.

Morphology Quizzes:

Use the short *Morphology Pack mini-quizzes* to track student mastery of roots, prefixes, suffixes, and Tier 2/3 vocabulary. These should be given every 1–2 weeks. Data can be graphed in the Pilot Growth Dashboard for an at-a-glance view of word study progress.


Why This Matters:

Progress monitoring of Fluency and Morphology ensures the Pilot addresses all five pillars of reading: phonemic awareness, phonics, fluency, vocabulary, and comprehension. These metrics complement comprehension test data, giving schools both *skill-level* and *meaning-level* growth evidence.

Teacher Note:

- **SEL Reflection Check:** Don't skip the 😊 😐 😞 self-rating. Pair it with fluency to see whether confidence grows with skill.

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Pre-Test (Week 0)

Section 1 – Vocabulary in Context (1 point each)

1. The shimmering tear hovered near the swing set, *crackling with raw, mystical energy*.
A) A small rip or opening ☒
B) A drop of water
C) A magical creature
D) A loud noise
 2. Jalen exhaled sharply, his confidence *wavering*.
A) Disappearing quickly
B) Shaking or becoming unsure ☒
C) Returning stronger
D) Growing
 3. Maya murmured, sensing the storm was *ominous*.
A) Hopeful
B) Threatening or dangerous ☒
C) Ordinary
D) Exciting
 4. Jalen muttered about solving a *cryptic* riddle.
A) Simple and clear
B) Hard to understand or mysterious ☒
C) Funny
D) Long and detailed
 5. The ground *trembled* as the tear appeared.
A) Shook or quaked ☒
B) Glowed brightly
C) Sunk down
D) Cracked open
 6. The voice's *urgency* made the children pause.
A) Calmness
B) Importance and quickness ☒
C) Confusion
D) Anger
-

Section 2 – Comprehension (1 point each)


7. What warning did the mysterious voice give the children?
A) Find the Tokens or face eternal darkness ☒
B) Return home before sunset
C) Stay away from the tear
D) Bring the Tokens to the park

8. Why did Maya believe the storm was more than just weather?
- A) She was afraid of lightning
 - B) She felt something was coming ☒
 - C) She didn't like the rain
 - D) She wanted to play video games
9. What was Zara's reaction to the tear?
- A) She ran away
 - B) She clutched her book tightly ☒
 - C) She laughed at it
 - D) She ignored it
10. Why did Jalen say the riddle was "too specific to be a coincidence"?
- A) It matched Zara's grandmother's book ☒
 - B) He had seen the tear before
 - C) He thought it was part of a game
 - D) He wasn't paying attention
11. What did the children do when Malik was pulled into the tear?
- A) They let him go
 - B) They grabbed him and pulled him back ☒
 - C) They ran away
 - D) They called for help

Section 3 – Writing (0–3 points)

■ Why did the friends step toward the shimmering tear even though they were scared? Use one detail from the story.

Section 4 – Oral Fluency

 Passage for teacher read-aloud scoring (1 min timed):

“The day was perfect, a gentle breeze carrying the promise of endless possibilities. Laughter echoed through the local park, mingling with the joyful shouts of children...”

Mid-Test (Week 4)

Section 1 – Vocabulary in Context (1 point each)

1. The swirling *vortex* seemed alive, pulling at their clothes.
A) A spinning force ☒
B) A bright light
C) A loud voice
D) A large animal
 2. Jalen forced a grin, though his confidence was *faltering*.
A) Growing stronger
B) Weakening ☒
C) Hidden
D) Calm
 3. Hyenas crept, their eyes *glinting* in the golden light.
A) Shining or sparkling ☒
B) Closed tightly
C) Sad and teary
D) Hidden in shadow
 4. The wizard Eze *bestowed* magical droplets on Adira.
A) Took away
B) Gave as an honor or gift ☒
C) Hid carefully
D) Wrote about
 5. The leopard *prowled* outside the hut.
A) Moved quietly while hunting ☒
B) Ran quickly
C) Slept peacefully
D) Hid underground
 6. Adira's shell glowed faintly in the morning *light*.
A) Darkness
B) Glow or brightness ☒
C) Shadow
D) Storm
-

Section 2 – Comprehension (1 point each)

7. What did Zara find in her grandmother's book?
A) A legend about the Three Tokens ☒
B) A recipe
C) A poem
D) A list of animals
8. How did Adira save the wizard Eze from the leopard?
A) She scared the leopard away with magic

- B) She rolled a boulder down the hill
 - C) She chewed through a branch to drop him into the stream ☒
 - D) She fought the leopard directly
9. What gift did Eze give Adira that changed her role in Wakaduo?
- A) A glowing orb called the Essence of the Enchanted Shell ☒
 - B) A book of legends
 - C) A magical ring
 - D) A map of the savanna
10. Why was Adira chosen to protect Wakaduo?
- A) Because she was the largest animal
 - B) Because she was strong, noble, and wise ☒
 - C) Because the wizard had no one else
 - D) Because she had already fought the leopard
11. What did the wizard's magical droplets allow Adira to do?
- A) Fly across the savanna
 - B) Heal, see truth, and move objects ☒
 - C) Hide from predators
 - D) Defeat Charlese immediately

Section 3 – Writing (0–3 points)

✎ Describe how the children's understanding of the tear has changed since the beginning of the story. Use one example from the text.

Section 4 – Oral Fluency

🗣️ Passage for teacher read-aloud scoring (1 min timed):

“The air crackled with energy, the shimmering tear glowing brighter as the children watched in awe...”

Post-Test (Week 7–8)

Section 1 – Vocabulary in Context (1 point each)

1. The voice's *timbre* vibrated with urgency and power.
A) Speed
B) Echo
C) Tone or sound ☒
D) Shape
 2. Maya's braids whipped around her face as she *squared her shoulders*.
A) Became determined and ready ☒
B) Ran away
C) Became confused
D) Asked for help
 3. Scatter's spirit was *undeterred* by doubts from the others.
A) Discouraged
B) Unbothered or not stopped ☒
C) Confused
D) Resting
 4. Sally was *skeptical* about the Ring of Journeys.
A) Full of belief
B) Doubtful or unconvinced ☒
C) Excited
D) Angry
 5. The Ring of Journeys was described as *enigmatic*.
A) Simple
B) Mysterious and puzzling ☒
C) Fake
D) Unimportant
 6. The animals' doubts began to *dissolve*.
A) Fade away ☒
B) Grow stronger
C) Stay the same
D) Explode suddenly
-

Section 2 – Comprehension (1 point each)

7. What did the children turn into when they entered Wakaduo?
A) Superheroes
B) African animals ☒
C) Wind spirits
D) Plants

8. Why did some animals, like Sally the mandrill, doubt Scatter's discovery of the Ring?
- A) They thought she was too young to lead
 - B) They didn't trust the Hollow Tree
 - C) They believed the Ring was just a bedtime story ☒
 - D) They were jealous of her courage
9. What did Scatter say happened when she found the Ring?
- A) It glowed in the sunlight
 - B) It called to her, like a whisper or memory ☒
 - C) She dug it up by accident
 - D) She was given it by Adira
10. What decision did the animals make after Scatter presented the Ring of Journeys?
- A) To stay in the valley
 - B) To move forward together on a journey ☒
 - C) To fight Scatter for the Ring
 - D) To wait until the storm passed
11. Why did Henry (Jalen) support Scatter's leadership?
- A) He wanted the Ring
 - B) He trusted Scatter and believed Wakaduo's future depended on it ☒
 - C) He was afraid of Adira
 - D) He didn't want to travel

Section 3 – Writing (0–3 points)

✎ Describe one way the children showed courage when the tear appeared. Use one vocabulary word in your answer.

Section 4 – Oral Fluency

🗣️ Passage for teacher read-aloud scoring (1 min timed):

"The air crackled with energy, the shimmering tear glowing brighter as the children watched in awe..."

Pilot Assessment Scoring Summary Sheet

Class: _____ Grade: _____ Teacher: _____ Dates: _____

| Student | Vocab (Pre / Mid / Post) | Comp (Pre / Mid / Post) | Writing (Pre / Post) | Fluency WCPM (Pre / Mid / Post) | SEL (😊 😞 😞 Pre / Mid / Post) | Notes |
|------------|-----------------------------------|----------------------------------|----------------------------|--|---------------------------------------|-------|
| Student 1 | ___ / ___ / ___ | ___ / ___ / ___ | ___ / ___ | ___ / ___ / ___ | ___ / ___ / ___ | _____ |
| Student 2 | ___ / ___ / ___ | ___ / ___ / ___ | ___ / ___ | ___ / ___ / ___ | ___ / ___ / ___ | _____ |
| Student 3 | ___ / ___ / ___ | ___ / ___ / ___ | ___ / ___ | ___ / ___ / ___ | ___ / ___ / ___ | _____ |
| Student 4 | ___ / ___ / ___ | ___ / ___ / ___ | ___ / ___ | ___ / ___ / ___ | ___ / ___ / ___ | _____ |
| Student 5 | ___ / ___ / ___ | ___ / ___ / ___ | ___ / ___ | ___ / ___ / ___ | ___ / ___ / ___ | _____ |
| Student 6 | ___ / ___ / ___ | ___ / ___ / ___ | ___ / ___ | ___ / ___ / ___ | ___ / ___ / ___ | _____ |
| Student 7 | ___ / ___ / ___ | ___ / ___ / ___ | ___ / ___ | ___ / ___ / ___ | ___ / ___ / ___ | _____ |
| Student 8 | ___ / ___ / ___ | ___ / ___ / ___ | ___ / ___ | ___ / ___ / ___ | ___ / ___ / ___ | _____ |
| Student 9 | ___ / ___ / ___ | ___ / ___ / ___ | ___ / ___ | ___ / ___ / ___ | ___ / ___ / ___ | _____ |
| Student 10 | ___ / ___ / ___ | ___ / ___ / ___ | ___ / ___ | ___ / ___ / ___ | ___ / ___ / ___ | _____ |

| Student | Vocab (Pre / Mid / Post) | Comp (Pre / Mid / Post) | Writing (Pre / Post) | Fluency WCPM (Pre / Mid / Post) | SEL (😊 😞 😞 Pre / Mid / Post) | Notes |
|------------|-----------------------------------|----------------------------------|----------------------------|--|---------------------------------------|-------|
| Student 11 | ___ / ___ / ___ | ___ / ___ / ___ | ___ / ___ | ___ / ___ / ___ | ___ / ___ / ___ | _____ |
| Student 12 | ___ / ___ / ___ | ___ / ___ / ___ | ___ / ___ | ___ / ___ / ___ | ___ / ___ / ___ | _____ |
| Student 13 | ___ / ___ / ___ | ___ / ___ / ___ | ___ / ___ | ___ / ___ / ___ | ___ / ___ / ___ | _____ |
| Student 14 | ___ / ___ / ___ | ___ / ___ / ___ | ___ / ___ | ___ / ___ / ___ | ___ / ___ / ___ | _____ |
| Student | ___ / ___ / ___ | ___ / ___ / ___ | ___ / ___ | ___ / ___ / ___ | ___ / ___ / ___ | _____ |

| | | | | | | |
|------------|--------------|--------------|---------|--------------|--------------|-------|
| 15 | __ | __ | | __ | __ | |
| Student 16 | __ / __ / __ | __ / __ / __ | __ / __ | __ / __ / __ | __ / __ / __ | _____ |
| Student 17 | __ / __ / __ | __ / __ / __ | __ / __ | __ / __ / __ | __ / __ / __ | _____ |
| Student 18 | __ / __ / __ | __ / __ / __ | __ / __ | __ / __ / __ | __ / __ / __ | _____ |
| Student 19 | __ / __ / __ | __ / __ / __ | __ / __ | __ / __ / __ | __ / __ / __ | _____ |
| Student 20 | __ / __ / __ | __ / __ / __ | __ / __ | __ / __ / __ | __ / __ / __ | _____ |

| Student | Vocab (Pre / Mid / Post) | Comp (Pre / Mid / Post) | Writing (Pre / Post) | Fluency WCPM (Pre / Mid / Post) | SEL (😊 😐 😞 Pre / Mid / Post) | Notes |
|------------|-----------------------------------|----------------------------------|----------------------------|--|---------------------------------------|-------|
| Student 21 | __ / __ / __ | __ / __ / __ | __ / __ | __ / __ / __ | __ / __ / __ | _____ |
| Student 22 | __ / __ / __ | __ / __ / __ | __ / __ | __ / __ / __ | __ / __ / __ | _____ |
| Student 23 | __ / __ / __ | __ / __ / __ | __ / __ | __ / __ / __ | __ / __ / __ | _____ |
| Student 24 | __ / __ / __ | __ / __ / __ | __ / __ | __ / __ / __ | __ / __ / __ | _____ |
| Student 25 | __ / __ / __ | __ / __ / __ | __ / __ | __ / __ / __ | __ / __ / __ | _____ |
| Student 26 | __ / __ / __ | __ / __ / __ | __ / __ | __ / __ / __ | __ / __ / __ | _____ |
| Student 27 | __ / __ / __ | __ / __ / __ | __ / __ | __ / __ / __ | __ / __ / __ | _____ |
| Student 28 | __ / __ / __ | __ / __ / __ | __ / __ | __ / __ / __ | __ / __ / __ | _____ |
| Student 29 | __ / __ / __ | __ / __ / __ | __ / __ | __ / __ / __ | __ / __ / __ | _____ |
| Student 30 | __ / __ / __ | __ / __ / __ | __ / __ | __ / __ / __ | __ / __ / __ | _____ |

Quick Totals (for class-level reporting)

- % Students Improved Vocabulary: _____%
- % Students Improved Comprehension: _____%
- % Students Improved Fluency (WCPM): _____%
- % Students Improved Writing: _____%

- % Students Improved SEL Confidence: _____%

Pilot Assessment Rubrics

Writing Rubric (0–3 Points per Response)

| Score | Descriptor | Student Response Characteristics |
|----------------------------|--------------------------------|---|
| 3 – Strong | Complete, detailed, text-based | <ul style="list-style-type: none">• Fully answers the question with clear reasoning.• Uses at least one accurate text detail or vocabulary word.• Well-organized, coherent sentence(s). |
| 2 – Developing | Partial, somewhat text-based | <ul style="list-style-type: none">• Answers the question but lacks depth.• May include a vague or partially correct text detail.• Writing may be brief or missing clarity. |
| 1 – Emerging | Minimal, weakly connected | <ul style="list-style-type: none">• Attempts an answer but is incomplete or off-topic.• Little or no evidence from the text.• Response may be fragmented. |
| 0 – No Response / Off-Task | None provided | <ul style="list-style-type: none">• Blank, copied from question, or unrelated. |

Oral Fluency Rubric (Words Correct Per Minute – WCPM)

*Note: Scores are based on **grade-level benchmarks** for 4th–6th grade. Teachers should track growth across Pre/Mid/Post.*

| Score | WCPM Band | Student Performance Characteristics |
|-------------|--------------|---|
| 4 – Exceeds | 140+ WCPM | Reads smoothly with expression, very few errors, excellent comprehension support. |
| 3 – Meets | 110–139 WCPM | Reads with good accuracy and pacing, occasional errors, supports comprehension. |

| Score | WCPM Band | Student Performance Characteristics |
|------------------------------------|---------------|--|
| 2 – Approaching | 80–109 WCPM | Reads with uneven pacing and frequent errors, but shows partial understanding. |
| 1 – Needs Intensive Support | Below 80 WCPM | Reads slowly, with many errors, struggling to maintain meaning. |

Notes for Teachers

- **Morphology Progress Monitoring:** Use short morphology quizzes weekly. Record mastery of roots, prefixes, and suffixes as an additional growth data point.
- **SEL Reflection Check:** Don't skip the 😊 😐 😞 self-rating. Pair it with fluency to see whether confidence grows with skill.
- **Scoring Summary Tip:** Enter WCPM bands (Exceeds / Meets / Approaching / Needs) alongside raw numbers on the Assessment Scoring Sheet.

Teacher Reflection Box

- What surprised you about the results?
- Where did your students grow most?
- What's one area you'll adjust next cycle?
















Unleashing Greatness – Pilot Growth Report

School: _____
Grade Level(s): _____

Teacher(s): _____

Pilot Dates: _____

Student Growth Summary (Class-Level)

| Skill Area | Pre-Test Avg | Mid-Test Avg | Post-Test Avg | Growth Trend |
|---------------------------|--------------|--------------|---------------|---|
| Vocabulary (out of __) | ___ | ___ | ___ |  /  /  |
| Comprehension (out of __) | ___ | ___ | ___ |  /  /  |
| Writing (0–3) | ___ | n/a | ___ |  /  /  |
| Oral Fluency (WCPM) | ___ | ___ | ___ |  /  /  |
| SEL Confidence (😊 😐 😞) | ___ | ___ | ___ |  /  /  |

Key Highlights

- % of students who improved in at least one area: _____%
- % of students who met/exceeded grade-level fluency benchmark: _____%
- Biggest area of growth: _____
- Biggest ongoing challenge: _____

Teacher Reflection

(Short narrative, 2–3 sentences)

- What worked best during the pilot?
- What adjustments are needed for full implementation?





Recommendation for Next Steps

- ☐ Expand to additional classrooms
 - ☐ Provide additional coaching support
 - ☐ Continue with pilot group another cycle
 - ☐ Scale to schoolwide implementation
-

Prepared by: _____

Unleashing Greatness – Literacy for Identity, Equity, and Success

Notes on Use:

- Teachers fill this out at the end of Week 8 using the scoring sheets.
- Principals get a *one-glance growth snapshot* (data + reflection).
- Keeps Pilot **low-risk** but shows **real results**.

Unleashing Greatness – Literacy Growth Certificate





Certificate of Achievement


This certifies that

(student name)

has shown outstanding **reading growth and perseverance** during the
Unleashing Greatness Pilot Program (Chapters 1–3).

Achievements Unlocked:

-  Grew in **Vocabulary & Comprehension**
-  Improved in **Writing & Expression**
-  Increased **Fluency & Confidence**
-  Built a stronger **Reader Identity**

 “Literacy is a tool for liberation. Every page you read makes you stronger.”

Date: _____

Teacher Signature: _____

 **Keep Reading. Keep Growing. Keep Unleashing Your Greatness!**