

	4 Exceeds Expectations Demonstrates with mastery (exceeds)	3 Meets Expectations Independently demonstrates (meets)	2 Approaching Expectations Demonstrates with support (progressing)	1 Does Not Meet Expectations Not demonstrated at this time (area of concern)
Fountas & Pinnell Reading Level (A-Z)				
Reading: Foundational Skills				
Number of sight words recognized (Drop-down box, # 0-100) (out of 100)				
Reads grade level texts with fluency (appropriate pacing, accuracy, phrasing, and expression)	Student reads grade level texts and beyond, with appropriate pacing, accuracy, phrasing, and expression, while attending to punctuation and meaning.	Student reads grade level texts with appropriate pacing, accuracy, phrasing, and expression. Student attends to punctuation and meaning.	Student sometimes reads with appropriate pacing, accuracy, phrasing, and expression when reading grade level texts. Student sometimes attends to punctuation and meaning.	Student lacks appropriate pacing, accuracy, phrasing, and expression when reading grade level texts. Student does not attend to punctuation and/or meaning.
Applies a range of decoding strategies while reading	Student independently applies a range of decoding strategies while reading, and can communicate his/her thinking to others.	Student independently applies a range of decoding strategies while reading. - Picture clues - Sounds - Meaning - Rereading - Skip and return	Student sometimes applies a range of decoding strategies while reading, with or without prompting.	Student seldom applies decoding strategies while reading even with prompting.

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Reading				
Answers literal questions in response to text	Student answers literal questions, without prompting, and expands upon his/her thoughts.	Student answers literal questions, without prompting, in response to text.	Student requires some prompting to answer literal questions in response to text.	Student has difficulty answering literal questions in response to text, even with prompting.
Makes connections and infers to answer questions in response to text	Student makes connections and infers and applies this skill independently and expands upon his/her thoughts.	Student makes connections and infers, without prompting, in response to text.	Student requires some prompting to make connections and infer in response to text.	Student has difficulty making connections and inferring in response to text even with prompting.
Retells a story, including details from the beginning, middle, and end	Student independently retells a story including several relevant details from the beginning, middle, and end.	Student independently retells a story including some relevant details from the beginning, middle, and end.	Student requires some prompting to retell a story.	Student has difficulty retelling a story, even with prompting.
Writing				
Selects writing topics and supports them with relevant details	Student independently chooses writing topics and supports them with relevant and expanded details.	Student independently chooses writing topics and supports them with relevant details.	Student sometimes requires support when choosing writing topics. Student sometimes supports the topic with relevant details.	Student rarely selects writing topics without support. Student requires support to add relevant details.
Writing includes a clear beginning, middle and end	In addition to a 3, student makes deliberate choices about how to begin the piece, expands upon details and uses transition words, makes meaningful choices about how to end the piece. Experiments with various leads, ways of presenting details, and endings.	Student is able to independently write a beginning for the piece, add supporting details in order, and find a way to end the piece.	Student is able to draw and/or write a part that showed a beginning, middle, and ending in the piece. The student sometimes needs support to be successful.	Student started by saying something without a clear beginning, wrote or drew about the topic and ended the piece. Student needs much support to be successful.
Writes legibly	Student applies handwriting skills to all areas of writing.	Student’s writing can be read.	Student’s writing is sometimes difficult to read.	Student’s writing is difficult to read.

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Writing				
Applies concepts of print when writing (punctuation, capitalization, and spacing)	In addition to a 3, student also uses quotation marks to show what a character says, and apostrophes in contractions.	Student consistently uses the following: Student uses spaces between words. Student writes letters in lowercase unless capitals were needed. Student writes capital letters for names, and to start every sentence. Student ends sentences with punctuation. Student uses commas in dates, and lists.	Student sometimes uses the following: Student uses spaces between words. Student writes letters in lowercase unless capitals were needed. Student writes capital letters for names, and to start every sentence. Student ends sentences with punctuation. Student uses commas in dates, and lists.	Student rarely uses the following: Student uses spaces between words. Student writes letters in lowercase unless capitals were needed. Student writes capital letters for names, and to start every sentence. Student ends sentences with punctuation. Student uses commas in dates, and lists.
Language				
Uses developing knowledge of letter-sound correspondence to spell words	Student applies phonetic skills to all areas of writing. Student may include unusual spellings (vowel combinations, blends/digraphs).	Student is able to independently write words phonetically.	Student includes more sounds when writing words phonetically. Student may require support.	Student includes only prominent sounds (beginning and ending consonants) when writing words phonetically. Student may require support.
Uses conventional spelling to spell high-frequency words	Student independently spells many high-frequency words in his/her writing, while making connections to correctly spell other words with similar spelling patterns.	Student is able to independently spell many high-frequency words in his/her writing.	Student can independently spell some high-frequency words in his/her writing.	Student spells few high-frequency words in his/her writing (I, a, the ...).

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Listening and Speaking				
Listens attentively to peers and adults	Student listens attentively during class discussions, in small groups, and to peers, while exchanging relevant thoughts.	Student listens attentively during class discussions, in small groups, and to peers.	Student sometimes listens attentively during class discussions, in small groups, and to peers.	Student needs continual reminders and support to listen attentively during class discussions, in small groups, and to peers.
Participates in academic discussions	Student actively participates in discussions, making connections to self, text, and world.	Student actively participates in discussions.	Student sometimes participates in discussions.	Student does not participate in discussions.