

	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				
Applies a range of decoding strategies when reading	In addition to a score of 3.0 the student applies this skill to a higher level text on the text gradient.	Student independently applies a range of decoding strategies when reading.	Student applies some decoding strategies when reading. The student requires some assistance and support to apply these skills when reading unknown words.	Student is unsuccessful at applying decoding strategies when reading.
Reads grade-level texts with appropriate fluency (pacing, accuracy, phrasing and expression)	In addition to a score of 3.0 the student demonstrates this skill to higher level texts while maintaining fluency.	Student is consistently reading grade level texts. Student reads in larger, meaningful phrases or word groups; mostly smooth, expressive interpretation and pausing, guided by text features with appropriate stress and rate with only a few slowdowns.	Student exhibits one of the following: <ul style="list-style-type: none"> • Ability to read on grade level, however is not fluent • Ability to read fluently, however student is reading below grade level • Able to read above grade level text, however does not show fluent behaviors 	Student is unable to read fluently. Student reads primarily word by word with occasional but infrequent or inappropriate phrasing, almost no smooth, or expressive language, almost no stress or inappropriate stress, with a slow rate of reading.

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Reading				
Comprehends text at a literal level	In addition to a score of 3 student demonstrates skills consistently and independently above grade level across genres and content areas.	Student consistently and independently demonstrates literal comprehension of grade level text.	Student demonstrates literal comprehension of grade level text with teacher support.	Student has difficulty answering literal questions even with teacher support.
Comprehends text at a deeper level	In addition to a score of 3 student demonstrates strong inferential and critical analysis skills consistently and independently above grade level across genres and content areas.	Student consistently and independently demonstrates strong inferential and critical analysis comprehension of grade level text.	Student demonstrates inferential and critical analysis comprehension of grade level text with teacher support.	Student has difficulty answering inferential and critical analysis questions even with teacher support.
Writing				
Selects and develops ideas that fit the genre, audience, and purpose	In addition to a score of 3.0 the writing is clear and focused. The details are specific, elaborate and supports the assigned topic.	Student independently chooses ideas that fit the genre, audience and purpose when writing. Details support the assigned topic but could be expanded upon.	Student is able to choose ideas that fit the genre, audience and purpose when writing with some teacher support. Few details support the assigned topic.	Student is unable to choose ideas that fit the genre, purpose, and audience when writing.
Organizes writing to match specific genres	Student consistently (independently) organizes writing to match specific genres.	Student frequently (rarely with support) organizes writing to match specific genres. <ul style="list-style-type: none"> • The opening is appropriate for task • Most details are logically sequenced • Transitions are present • The ending in appropriate for task 	Student sometimes (often with support) organizes writing to match specific genres.	Student rarely (always with support) organizes writing to match specific genres.

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Writing (continued)				
Produces grade-level writing with appropriate fluency, volume and stamina	In addition to a score of 3.0, the student is starting to show initiative in his own writing life, working longer on a project for longer periods of time than required.	Student produces between 10-12 sentences a day at the beginning of the year and between 15-20 sentences at the end of the year. Student remains involved in talking about, drawing, and writing their books for 20-30 minutes at the beginning of the year and 30-40 minutes at the end of the year.	Student needs support to produce between 10-12 sentences a day at the beginning of the year and between 15-20 sentences at the end of the year. With reminders and redirection student sometimes (often with support) remains involved in talking about, drawing, and writing their books for 20-30 minutes at the beginning of the year and 30-40 minutes at the end of the year.	Student rarely produces (always with support) between 10-12 sentences a day at the beginning of the year and between 15-20 sentences at the end of the year. Student rarely remains focused on writing work.
Uses capitalization, punctuation, and correct grammar when writing	In addition to a score of 3.0 the student consistently has no errors in punctuation, capitalization and grammar.	Student demonstrates minimal errors when using conventions (punctuation, capitalization, correct spacing).	Student exhibits frequent errors when using conventions (punctuation, capitalization, correct grammar).	Many errors are present. The errors make the piece difficult to understand.
Produces manuscript handwriting with correct shape, size and spacing	In addition to a score of 3.0 the student demonstrates handwriting that is neat, layout, spacing and size of print look professional.	Handwriting is consistently legible. Layout, spacing and size of print are not distracting.	Handwriting is often difficult to read. Student work may have some distracting elements (crumpled, torn, doodles, incomplete erasures, etc)	Handwriting is frequently illegible. Student work has many distracting elements (crumpled, torn, doodles, incomplete erasures, etc)
Language				
Recognizes and applies spelling patterns	In addition to a score of 3.0 the student is able to apply this skill when writing words that are complex.	Student consistently uses spelling patterns when spelling (-tion, -er, -ly, -ap, at, ot, etc.)	Student attempts to apply spelling patterns. Student needs visual reminders and/or guidance to spell words correctly.	Student is unable to apply spelling patterns.

Listening and Speaking				
Listens attentively and respectfully to peers and adults	In additions to a score of 3.0 the student displays behaviors that show active listening, such as eye contact and nodding head.	Student listens attentively and respectfully to both peers and adults. Student does not interrupt others when listening or speaking.	Student needs prompting to maintain attentive and respectful listening to peers and adults.	Student is unable to listen attentively and respectfully to peers and adults.
Participates in academic discussions.	In addition to a score of 3.0 the student makes connections to self, text and world.	Student consistently participates in discussions.	Student sometimes participates in discussions.	Student does not participate in discussions.