

	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				
Reads grade-level texts with appropriate fluency (pacing, accuracy, phrasing, and expression)	<p>Student reads higher level text on the text gradient with sufficient accuracy and fluency to support comprehension.</p> <p>In addition to level expectations, student independently reads above grade level text with appropriate fluency.</p>	<p>Independently reads grade level text with sufficient accuracy and fluency to support comprehension.</p> <p>Student consistently reads grade level text with appropriate fluency.</p> <ul style="list-style-type: none"> • Reads with expression • Attends to punctuation • Reads at an appropriate pace • Decoding errors do not interfere with comprehension 	<p>Student inconsistently reads grade level text with accuracy and fluency to support comprehension.</p> <p>Student inconsistently reads grade level text with fluency to support comprehension.</p>	<p>Student is unable to read grade level text with accuracy and fluency to support comprehension without support.</p> <p>Student is unable to read grade level text with fluency to support comprehension.</p>
Reading				
<p>Comprehends text on a literal level</p> <p>-right there questions (Who? What? When? Where?)</p> <p>-story elements (characters, setting, problem, solution)</p> <p>-relevant details, important facts</p>	<p>In addition to a score of 3, student demonstrates skills consistently and independently above grade level and across genres and content areas.</p>	<p>Student consistently and independently demonstrates literal comprehension of grade level text across genres and content areas.</p>	<p>Student demonstrates literal comprehension of grade level text with teacher support across genres and content areas.</p>	<p>Student has difficulty answering literal questions even with teacher support across genres and content areas.</p>

Comprehends text at a deeper level -predictions -main idea/central message/author’s message -drawing conclusions -determines vocabulary using context clues -determines author’	In addition to a score of a 3, student comprehends at a deeper level consistently and independently above grade level and across genres and content areas.	Student consistently and independently comprehends grade level text at a deeper level across genres and content areas.	Student comprehends grade level text at a deeper level with teacher support across genres and content areas.	Student has difficulty answering deeper level questions even with teacher support across genres and content areas.
Writing				
Structure: Organizes writing appropriate to task or genre	In addition to being able to organize writing appropriate to task and purpose <ul style="list-style-type: none"> Consistently uses paragraphs to organize writing when appropriate. 	Student independently organizes writing appropriate to task or genre.	Student at times can organize writing appropriate to task or genre, but often needs support.	Student is unable to organize appropriate to task or genre.
Development: Develops ideas and elaborates to fit the task or genre	In addition to a score of 3, student <ul style="list-style-type: none"> Develops ideas with significant relevant details Uses word choice and voice that greatly enhances writing and engages reader/audience	Student independently develops ideas and elaborates to fit the task or genre. Ideas are supported with relevant details	Students can at times develop ideas that fit the task or genre. Students often needs support in order to develop ideas with details.	Student has difficulty developing ideas that fit the genre. He/She does not complete the writing task given.
Language				
Applies spelling patterns and uses available resources when writing	In addition to a 3, student applies spelling patterns to higher level words when writing.	Independently applies spelling patterns and uses available resources when writing.	Student at times applies spelling patterns and uses available resources when writing.	Student does not apply spelling patterns or use available resources when writing.
Uses conventional capitalization, punctuation, and grammar when writing	Student independently demonstrates above-level command of conventions when writing.	Student independently demonstrates grade-level command of conventions when writing. Appropriately: <ul style="list-style-type: none"> Uses capital letters Indents Uses periods, question marks, exclamation points, commas and quotation marks English grammar and sentence structure 	Student inconsistently demonstrates grade-level command of conventions when writing.	Student rarely demonstrates grade-level command of conventions when writing.

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Listening and Speaking				
Listens attentively to peers and adults for different purposes	Student consistently listens attentively and respectfully and is a role model for others.	Student listens attentively and respectfully. <ul style="list-style-type: none"> • Shows active listening: makes eye contact, takes turn to speak, raises hand before speaking, avoids interrupting 	Student is inconsistent with this skill. <ul style="list-style-type: none"> • May have difficulty listening attentively • May have difficulty recalling information listened to 	Student rarely listens attentively, even with constant guidance and support.
Communicates effectively for different purposes	In addition, the student demonstrates the ability to consistently communicate needs to adults and peers in a manner that provides a role model to others in the class. This includes: <ul style="list-style-type: none"> • Models behavior • Offers help • Asks clarifying questions • Speaks in front of class • Advocates for self and others 	Students comprehends and communicates feelings and information for a variety of purposes. <ul style="list-style-type: none"> • Follows instructions • Initiates peer and adult communication to convey needs and wants • Responds to peers and adults • Uses appropriate language • Student asks and answers questions with appropriate elaboration and details 	Student needs guidance and assistance to achieve grade-level expectations, although student may exhibit some of these behaviors independently. May have trouble communicating with appropriate elaboration and details.	Student is struggling with these skills, even with support and guidance.