

	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 text with appropriate fluency (pacing, accuracy, phrasing and expression)	In addition to level 3 expectations, student (independently) reads above grade level text with appropriate fluency.	Student independently reads grade level text with appropriate fluency. <ul style="list-style-type: none"> • Reads with expression • Attends to punctuation • Reads at an appropriate pace • Decoding errors do not interfere with comprehension 	Student inconsistently reads grade level text with appropriate fluency. Student often needs teacher support.	Student is unable to read grade level text with appropriate fluency.
Reading				
Comprehends text at a literal level (ex. story elements, sequencing, main idea and supporting details)	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 inconsistently demonstrates literal comprehension of grade level text. Student often needs teacher support.	Student has difficulty answering literal questions even with teacher support.
Comprehends text at a deeper level (ex. prediction, cross text synthesis, inferring about character, determining themes, summarizing, drawing conclusions)	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 a deeper level comprehension of grade level text. <ul style="list-style-type: none"> • Inferential and/or critical analysis 	Student inconsistently demonstrates a deeper level comprehension of grade level text. Student often needs teacher support.	Student has difficulty demonstrating deeper level comprehension even with teacher support.

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Writing				
Structure: Writes using appropriate structure specific to the genre.	In addition to a score of 3.0, the student consistently and independently selects and develops ideas that fit the genre, audience, and purpose. <ul style="list-style-type: none"> • Ideas are supported with details that enhance the writing and engage the audience 	Student frequently and independently selects and develops ideas that fit the genre, audience, and purpose. <ul style="list-style-type: none"> • generates ideas • writing is focused on one main idea ideas are supported with relevant details that elaborate	Student inconsistently selects and develops ideas that fit the genre, audience, and purpose. Student often needs teacher support.	Student is unable to select and develop ideas that fit the genre, audience, and purpose even with teacher support.
Development: Elaborates on ideas with relevant details, reasons, information and deliberate word choice that fit the task and purpose	In addition to a score of 3.0, the student consistently and independently organizes writing to match specific genres. Organizational choices enhance the writing and engage the audience	Student frequently and independently 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 is appropriate for task 	Student inconsistently organizes writing to match specific genres. Student often needs teacher support.	Student is unable to organize writing to match specific genres even with teacher support.

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Language				
Applies spelling strategies when writing	Consistently and independently spells all grade level vocabulary correctly and applies strategies when spelling higher level vocabulary.	Frequently and independently spells grade level vocabulary correctly (minimal spelling errors). Errors do not affect meaning.	Many errors when spelling grade level vocabulary. Errors affect meaning of writing. Student may not apply spelling strategies. Student often needs teacher support.	Frequent errors when spelling grade level vocabulary. Errors make the piece difficult to understand.
Uses conventional writing mechanics	Consistently and independently uses conventional capitalization, and punctuation when writing. Conventions enhance writing piece.	Frequently and independently uses conventional capitalization, and punctuation when writing.	Student inconsistently uses conventional capitalization, and punctuation when writing. Student often needs teacher support.	Student does not use conventional capitalization, punctuation, and grammar when writing.
Listening and Speaking				
Listens attentively to, and processes for information for different purposes	In addition to a score of 3.0 the student listens to and processes information for different purposes.	Student consistently listens attentively, comprehends, and communicates information for a variety of purposes.	Student inconsistently listens to and comprehends information. May have trouble recalling information.	Student is unable to listen attentively and process information without support.
Communicates information for different purposes	In addition to a score of 3, student communicates information with higher level elaboration and details.	Student consistently communicates relevant information. Student asks and answers questions with appropriate elaboration and details.	Student inconsistently communicates relevant and on topic information.	Student is unable to communicate information appropriately.