

	4 <b>Exceeds Expectations</b> Demonstrates with mastery (exceeds)	3 <b>Meets Expectations</b> Independently demonstrates (meets)	2 <b>Approaching Expectations</b> Demonstrates with support (progressing)	1 <b>Does Not Meet Expectations</b> Not demonstrated at this time (area of concern)
<b>Fountas &amp; Pinnell Reading Level (A-Z)</b>				
<b>Reading Foundational Skills</b>				
Reads grade level texts with appropriate fluency (rate, accuracy, phrasing, and expression)	In addition to level 3 expectations, student (independently) reads above grade level text with sufficient accuracy and fluency.	Student independently reads grade level text with sufficient accuracy and fluency. <ul style="list-style-type: none"> <li>• Reads with expression</li> <li>• Attends to punctuation</li> <li>• Reads at an appropriate pace</li> <li>• Decoding errors do not interfere with comprehension</li> </ul>	Student inconsistently reads grade level text with sufficient accuracy and fluency. Student often needs teacher support.	Student is unable to read grade level text with sufficient accuracy and fluency.
<b>Reading</b>				
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. <ul style="list-style-type: none"> <li>• Main idea/summary</li> <li>• Retell</li> <li>• Story elements</li> <li>• Point of view</li> <li>• Envisioning</li> <li>• Monitor for sense</li> </ul> *See UOS reading progressions for more information	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.	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"> <li>• Inferential and/or critical analysis</li> <li>• Inferring</li> <li>• Cross-text synthesis</li> </ul>	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.

		<ul style="list-style-type: none"><li>• Analyze parts to the whole</li><li>• Author's craft</li><li>• Perspective</li><li>• Critical reading/ question the text</li><li>• Determine theme</li></ul> <p>*See UOS reading progressions for more information</p>		
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<b>Writing</b>				
Structure: organizes writing appropriate to task of genre	In addition to a score of 3.0, the student consistently and independently organizes writing to match specific genres. <ul style="list-style-type: none"> <li>Organizational choices enhance the writing and engage the audience</li> </ul>	Student frequently and independently organizes writing to match specific genres. <ul style="list-style-type: none"> <li>The opening is appropriate for task</li> <li>Most details are logically sequenced</li> <li>Transitions are present</li> <li>The ending is appropriate for task</li> </ul>	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.
Development: develops writing through elaboration of ideas and use of author’s craft.	In addition to a score of 3.0, the student <u>consistently and independently</u> develops writing through elaboration of ideas and use of author’s craft appropriate to the genre. <ul style="list-style-type: none"> <li>Uses more sophisticated writing techniques independently</li> </ul> ex: flashbacks, symbolism, different structures within non-fiction writing (anecdotes, mini-stories, etc.)	Student frequently and independently develops writing through elaboration of ideas and use of author’s craft appropriate to the genre. <ul style="list-style-type: none"> <li>generates ideas</li> <li>ideas are supported with relevant details</li> <li>uses precise language</li> <li>develops theme or main ideas</li> <li>uses, analyses and “unpacks” quotes</li> </ul> uses dialogue to enhance narrative writing	Student inconsistently develops writing through elaboration of ideas and use of author’s craft appropriate to the genre.	Student is unable to develop writing through elaboration of ideas and use of author’s craft appropriate to the genre.

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<b>Language</b>				
Uses conventional spelling	Student consistently uses conventional spelling strategies in daily writing. Errors are rare and do not affect meaning.	Student frequently uses conventional spelling strategies in daily writing. Minor, occasional spelling errors do not affect meaning.	Student inconsistently uses conventional spelling strategies in daily writing. Writing contains errors that interfere with meaning and readability.	Student is unable to apply conventional spelling strategies in daily writing. Frequent errors interfere with meaning and readability.
Uses conventional writing mechanics	Student consistently uses conventional capitalization, punctuation and grammar. Effective use of conventions enhances meaning.	Student frequently uses conventional capitalization, punctuation, and grammar. Occasional errors do not affect meaning.	Student inconsistently uses conventional capitalization, punctuation or grammar. Writing contains errors that interfere with meaning and readability.	Student is unable to use conventional capitalization, punctuation, or grammar. Frequent errors interfere with meaning and readability.
<b>Listening and Speaking</b>				
Listens attentively to, and processes for information for different purposes	In addition to a score of 3.0 the student listens attentively to and applies information to a variety of relevant purposes.	Student consistently listens to and comprehends information for a variety of purposes.	Student inconsistently listens attentively and comprehends information. May have trouble recalling information. Student often needs teacher support.	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 often needs teacher support.	Student is unable to communicate information appropriately without support.
Speaks with expression, volume, pace, and gestures appropriate for the audience and purpose of communication				