

	<b>4</b> <b>Exceeds Expectations</b> Demonstrates with mastery (exceeds)	<b>3</b> <b>Meets Expectations</b> Independently demonstrates (meets)	<b>2</b> <b>Approaching Expectations</b> Demonstrates with support (progressing)	<b>1</b> <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>				
Follows words left to right/top to bottom, and page by page when reading	In addition to a 3, student fluently tracks print and follows left to right/top to bottom directions without using a tracking tool (finger pointing or pencil).	Student consistently and independently demonstrates ability to track print and to follow left to right/top to bottom direction when reading.	With prompts, student is able to track print and to follow left to right/top to bottom direction when reading.	Student is unable to track print and to follow left to right/top to bottom direction when reading.
Recognizes upper and lower case letters in and out of sequence (0-56) Identifies uppercase, lowercase, and “book font” letters	There is no 4 for this competency.	56-52 includes book letter a, g, t, q	51-28	27-0
Identifies letter/sound connections	In addition to a 3, student is able to identify both short and long vowel sounds and hard and soft consonant sounds (such as the sounds for the letter “C”). The student applies letter/sound connections to make meaning when decoding words and reading environmental print and other sources. <b>(26+)</b>	Student consistently and independently identifies ~ <b>21-26</b> letter/sound connections.	With or without prompts, student is able to identify ~ <b>11-20</b> letter/sound connections introduced to date.	Student identifies ~ <b>0-10</b> letter/sound connections introduced to date.
Identifies and produces spoken words that rhyme	In addition to a 3.0, student is able to recognize rhyming words in print.	Student consistently and independently identifies and produces spoken words that rhyme.	With prompts, student is able to identify and/or produce spoken words that rhyme.	Student does not recognize and/or produce words that rhyme.
Demonstrates the ability to identify, blend and recognize that sounds can be changed  Examples/Assessments may include: (DIBELS data, VELP Phonemic Awareness Inventory, Words their Way) <ul style="list-style-type: none"> <li>• blending a word using onset and rime</li> <li>• segmenting and blending words into phonemes</li> <li>• substituting and deleting phonemes</li> </ul>	In addition to a 3, the student applies the skill to more complex texts and words when reading and writing.	Student independently demonstrates the ability to identify, blend and recognize that sounds can be changed.	With prompts student demonstrates the ability to identify, blend and recognize that sounds can be changed.	Student is unable to demonstrate the ability to identify, blend and recognize that sounds can be changed.
Number of sight words recognized (out of 68)				

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<b>Reading</b>				
Sustains <u>meaningful</u> engagement during independent/partner/group reading	In addition to a 3, student models and sustains extraordinary <u>meaningful</u> engagement.	Student consistently sustains <u>meaningful</u> engagement during reading.	Student sustains engagement with prompts and support.	Student is unable to sustain engagement during reading..
Uses strategies when reading	Student independently and consistently applies a variety of strategies across genre/above grade level materials.	Uses a variety of strategies with grade-level texts.	Student is beginning to use a few strategies with support.	Student is unable to use reading strategies
<b>Writing</b>				
Forms legible upper and lower-case letters	Student writes upper and lower case letters legibly.	Student independently writes upper and lower case letters legibly with minimal errors.	Student writes upper case and lower case letters legibly. Student may make errors and may need some support.	Student consistently makes errors and/or writes only a few upper case and lower case letters legibly. Student relies primarily on references and wall charts for support.
Writes using drawings and print	In addition to a 3, student is able to use multiple sentences to tell write. Sentences may have different organizational structures.	Student writes independently using drawings and print. Student is beginning to use language conventions (spacing, spelling, punctuation, proper placement of upper/lower case letters, etc...)	With prompts, student attempts to write using drawings and print.	Student is unable to use drawings or print to write, even when provided with prompts.
<b>Language</b>				
Uses developing knowledge of letter-sound correspondences to spell independently	In addition to a 3, student uses conventional spelling for words with common spelling patterns. Student draws on phonemic awareness and spelling conventions to spell common irregular words.	Student consistently and independently spells simple words phonetically, drawing on knowledge of letter-sound relationships. Student is correctly spelling some high frequency words and familiar names.	Student is beginning to draw on knowledge of letter-sound relationships to spell words (primarily initial letter sounds, and some familiar names). Example: bus=b	Student is not attempting to use knowledge of letter-sound relationships to spell words. Student uses pictures, scribbles, random letters and/or copies print when writing. Example: like=bjqw

<b>Listening and Speaking</b>				
Engages in conversation	In addition to a 3, student applies the skills across all settings. Example: small and large group discussions and in all areas of the school.	Student is able to listen, take turns and maintain a conversation through multiple exchanges.	Student engages in conversation with support.	Student does not engage in conversation.