# READING – This table represent the expected levels for each trimester

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Trimester** |  | **1** |  | **2** |  | **3** |  | **4** |
| **1st** | Student has achieved reading success at Level H or below. | Student has achieved reading success at Levels I, J. | Student has achieved reading success at Level K, L. | Student has achieved reading success at Level M or above. |
| **2nd** | Student has achieved reading success at Level J or below. | Student has achieved reading success at Levels K. | Student has achieved reading success at Level L, M, N. | Student has achieved reading success at O or above. |
|  |  |  |  |  |  |  |  |  |
| **3rd** | Student has achieved reading success at Level K or below. | Student has achieved reading success at Levels L. | Student has achieved reading success at Level M, N, O. | Student has achieved reading success at Level P or above. |

1. Uses reading strategies to comprehend text across the curriculum (rereads, visualizes, and draws conclusions)

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Trimester** |  | **1** |  | **2** |  | **3** |  | **4** |
| All | * Student requires support to remember a series of events over a longer text and reports events in the order that they happened.
 | * Student is beginning to apply key concepts such as remember a series of events over a longer text and reports events in the order that they happened.
 | * Student consistently and independently follows and remembers a series of events over a longer text and reports events in the order that they happened
 | * Student can consistently and independently summarize longer text with multiple events either orally or written in an organized way.
 |

1. Reads with comprehension: Literal (main idea, details, character, setting, retells accurately).

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Trimester** |  | **1** |  | **2** |  | **3** |  | **4** |
| **1st** | * Student rarely demonstrates literal understanding of stories and informational texts.
* Retellings and responses are simple, demonstrate little understanding of the text, and are generally based on pictures.
* Student does not use target comprehension skills.
 | * Student is beginning to demonstrate some literal understanding of stories and informational texts.
* Retellings and responses demonstrate a partial understanding of the text and partial application of target comprehension skills.
 | * Student consistently and independently demonstrates a literal understanding of stories and informational texts.
* Retellings and responses demonstrate an understanding of the text and partial application of learned comprehension skills.
 | In above-grade-level texts:* Student consistently and independently demonstrates a strong literal understanding of texts.
* Retellings and responses demonstrate a thorough literal understanding of the text and application of above-level comprehension skills.
 |
| **2nd** | * Student rarely demonstrates literal understanding of stories and informational texts.
* Retellings and responses are simple, demonstrate little understanding of the text, and are generally based on pictures.
* Student does not use target comprehension skills.
 | * Student is beginning to demonstrate literal understanding of stories and informational texts.
* Retellings and responses demonstrate a partial understanding of the text and partial application of target comprehension skills.
 | * Student consistently and independently demonstrates a literal understanding of stories and informational texts.
* Retellings and responses demonstrate an understanding of the text and application of learned comprehension skills.
 | In above-grade-level texts:* Student consistently and independently demonstrates a strong literal understanding of texts.
* Retellings and responses demonstrate a thorough literal understanding of the text and application of above-level comprehension skills.
 |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **3rd** | * Student rarely demonstrates literal understanding of stories and informational texts.
* Retellings and responses are simple, demonstrate little understanding of the text, and are generally based on pictures.
* Student does not use target comprehension skills.
 | * Student is beginning to demonstrate literal understanding of stories and informational texts.
* Retellings and responses demonstrate a partial understanding of the text and partial application of target comprehension skills.
 | * Student consistently and independently demonstrates a literal understanding of stories and informational texts.
* Retellings and responses demonstrate an understanding of the text and application of learned comprehension skills.
 |  | In above-grade-level texts:* Student consistently and independently demonstrates a strong literal understanding of texts.
* Retellings and responses demonstrate a thorough literal understanding of the text and application of above-level comprehension skills.
 |
|  |

## Reads with comprehension: Inferential (inferences, predictions, conclusions).

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Trimester** |  | **1** |  | **2** |  | **3** |  | **4** |
|  |  |  |  |  |  |  |  |  |
| **All** | * Student notices few details in pictures and text.
* Student does not extend thinking or demonstrate inferential understanding of informational and imaginative texts.
 | * Student inconsistently notices some clues in pictures and text.
* Student sometimes extends thinking to describe a few clues.
* Student demonstrates a limited inferential understanding of informational and imaginative texts..
 | * Student notices clues in pictures and text.
* Student extends thinking by describing characters, events, and ideas beyond what is stated and shown in the text.
* Student demonstrates an inferential understanding of informational and imaginative texts.
 | In above-grade-level texts:* Student consistently analyzes clues in pictures and text.
* Student extends thinking by describing and explaining clues to analyze and evaluate characters, events, ideas, setting, and author’s purpose.
* Student demonstrates an insightful inferential understanding of informational and imaginative texts.
 |

4.) Written responses to reading include supportive evidence from the text

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Trimester** |  | **1** |  | **2** |  | **3** |  | **4** |
| **All** | With prompting and support, Students are beginning to ask and answer questions about key details in a text. | Students are beginning to ask and answer questions about key details in a text. | Student consistently and independently asks and answers such questions as who, what, where, when, why, and how to demonstrate understanding of key details in the text | Student consistently and independently asks and answers questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. |

## Compares and contrasts two texts related by topic.

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Trimester** |  | **1** |  | **2** |  | **3** |  | **4** |
| **1st** | Not Assessed | Not Assessed | Not Assessed | Not Assessed |
| **3** | * Student is unable to make connections between the text and other texts that have been read or heard.
 | * Student is beginning to follow and remember a series of events over a longer text and reports events in the order that they happened.
 | * Student consistently and independently follows and remembers a series of events over a longer text and reports events in the order that they happened.
 | * Student consistently and independently makes connections between texts and other texts that have been read, reports events in order and demonstrates in writing.
 |

## Demonstrates stamina during independent reading.

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Trimester** |  | **1** |  | **2** |  | **3** |  | **4** |
| **1st** | Student is unable or rarely able to sustain attention for less than 5 minutes. | Student is approaching reading stamina of 5 minutes. | Student consistently sustains attention during independent reading for 10 minutes. | Student consistently sustains attention during independent reading for 20 minutes. |
| **2nd** | Student is unable or rarely able to sustain attention for 5 minutes. | Student is approaching reading stamina of 10 minutes. | Student consistently sustains attention during independent reading for 15 minutes. | Student consistently sustains attention during independent reading for 25minutes. |
| **3rd** | Student is unable or rarely able to sustain attention for 10 minutes. | Student is approaching reading stamina of 15 minutes. | Student consistently sustains attention during independent reading for 20 minutes. | Student consistently sustains attention during independent reading for more than 30 minutes. |

# FOUNDATIONAL SKILLS:

## Knows and applies grade level phonics and word analysis skills.

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Trimester** |  | **1** |  | **2** |  | **3** |  | **4** |
| **1st** | * Student does not demonstrate knowledge and application of grade level phonics and word analysis skills when reading target high-frequency and decodable words.

a. Distinguish long and short vowels when reading regularly spelled one-syllable words. | * Student is beginning to use the knowledge and application of grade level phonics and word analysis skills when reading target high-frequency and decodable words.
1. Distinguish long and short vowels when reading regularly spelled one-syllable words.
2. Decode regularly spelled two-syllable words with long vowels.
 | * Student consistently and independently uses the knowledge and application of grade level phonics and word analysis skills when reading target high-frequency and decodable words.
1. Distinguish long and short vowels when reading regularly spelled one-syllable words.
2. Decode regularly spelled two-syllable words with long vowels.
3. Identify words with inconsistent but common spelling-sound correspondences.
4. Recognize and read grade-appropriate irregularly spelled words.
 | * Student consistently and independently uses the knowledge and application of grade level phonics and word analysis skills when reading target high-frequency and decodable words.

a. Distinguish long and short vowels when reading regularly spelled one-syllable words.b. Know spelling-sound correspondences for additional common vowel teams.c. Decode regularly spelled two-syllable words with long vowels.d. Decode words with common prefixes and suffixes.e. Identify words with inconsistent but common spelling-sound correspondences.f. Recognize and read grade-appropriate irregularly spelled words. |
|  | * Student does not demonstrate knowledge and application of grade level phonics and word analysis skills when reading target high-frequency and decodable words.

a. Distinguish long and short vowels when reading regularly spelled one-syllable words.b. Know spelling-sound correspondences for additional common vowel teams.c. Decode regularly spelled two-syllable words with long vowels.  | * Student is beginning to use the knowledge and application of grade level phonics and word analysis skills when reading target high-frequency and decodable words.

a. Distinguish long and short vowels when reading regularly spelled one-syllable words.b. Know spelling-sound correspondences for additional common vowel teams.c. Decode regularly spelled two-syllable words with long vowels.d. Identify words with inconsistent but common spelling-sound correspondences. | * Student consistently uses the knowledge and application of grade level phonics and word analysis skills when reading target high-frequency and decodable words.

a. Distinguish long and short vowels when reading regularly spelled one-syllable words.b. Know spelling-sound correspondences for additional common vowel teams.c. Decode regularly spelled two-syllable words with long vowels.d. Identify words with inconsistent but common spelling-sound correspondences.e. Recognize and read grade-appropriate irregularly spelled words. | * Student consistently and independently uses the knowledge and application of grade level phonics and word analysis skills when reading target high-frequency and decodable words in all daily writing assignments.

a. Distinguish long and short vowels when reading regularly spelled one-syllable words.b. Know spelling-sound correspondences for additional common vowel teams.c. Decode regularly spelled two-syllable words with long vowels.d. Decode words with common prefixes and suffixes.e. Identify words with inconsistent but common spelling-sound correspondences.f. Recognize and read above grade level irregularly spelled words. |
| **3rd** | * Student does not demonstrate knowledge and application of grade level phonics and word analysis skills when reading target high-frequency and decodable words.

a. Distinguish long and short vowels when reading regularly spelled one-syllable words.b. Know spelling-sound correspondences for additional common vowel teams.c. Decode regularly spelled two-syllable words with long vowels.d. Decode words with common prefixes and suffixes.e. Identify words with inconsistent but common spelling-sound correspondences.f. Recognize and read grade-appropriate irregularly spelled words. | * Student is beginning to use the knowledge and application of grade level phonics and word analysis skills when reading target high-frequency and decodable words.

a. Distinguish long and short vowels when reading regularly spelled one-syllable words.b. Know spelling-sound correspondences for additional common vowel teams.c. Decode regularly spelled two-syllable words with long vowels.d. Decode words with common prefixes and suffixes.e. Identify words with inconsistent but common spelling-sound correspondences.f. Recognize and read grade-appropriate irregularly spelled words. | * Student consistently and independently uses the knowledge and application of grade level phonics and word analysis skills when reading target high-frequency and decodable words.

a. Distinguish long and short vowels when reading regularly spelled one-syllable words.b. Know spelling-sound correspondences for additional common vowel teams.c. Decode regularly spelled two-syllable words with long vowels.d. Decode words with common prefixes and suffixes.e. Identify words with inconsistent but common spelling-sound correspondences.f. Recognize and read grade-appropriate irregularly spelled words. | * Student independently uses the knowledge and application of grade level phonics and word analysis skills when reading target high-frequency and decodable words in all daily writing assignments.

a. Distinguish long and short vowels when reading regularly spelled one-syllable words.b. Know spelling-sound correspondences for additional common vowel teams.c. Decode regularly spelled two-syllable words with long vowels.d. Decode words with common prefixes and suffixes.e. Identify words with inconsistent but common spelling-sound correspondences.f. Recognize and read above grade level irregularly spelled words. |

## Reads with fluency (expression, phrasing, rate, accuracy).

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Trimester** |  | **1** |  | **2** |  | **3** |  | **4** |
| **ALL** | * Student does not demonstrate fluency when reading target high-frequency and decodable words.
* Lack of fluent reading is evident during independent reading of texts.
* Reading of texts is very choppy and slow.
* Student does not attend to spaces between words or to ending punctuation.
 | * Student reads some target high-frequency and decodable words accurately.
* Student may read words very quickly and inaccurately or very slowly and inaccurately.
* Reading is somewhat fluent when independently reading texts.
* Student reads leveled texts either too slowly or too quickly.
* Reading is choppy some of the time.
* Student does not consistently attend to ending punctuation.
* Student uses very little or no expression.
 | * Student consistently reads target high-frequency and decodable words accurately and with appropriate pacing.
* Student uses and recognizes word patterns when reading words fluently.
* Student demonstrates fluent reading of on-level texts.
* Student reads accurately.
* Student pauses briefly between words.
* Student attends to ending punctuation.
* Student uses expression matched to meaning and punctuation.
 | * Student consistently reads above-level, high-frequency and decodable words accurately and with appropriate pacing;.
* Student demonstrates fluent reading of above-level texts when reading independently.
* Student attends to internal and ending punctuation.
* Reading is fluid and accurate.
* Student uses phrasing to group words that go together.
* Expression is matched to the mood, character’s feelings, or actions in the text.
 |

# WRITING

## Generates and develops ideas in an organized manner (beginning, middle, end).

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Trimester** |  | **1** |  | **2** |  | **3** |  | **4** |
| **ALL** | * Student generates very few ideas.
* Student does not use pre- writing strategies taught in units of study.
* Most of the student’s ideas are not relevant to the topic.
* There is a beginning with one or two unrelated details.
* Student uses few basic text features.
* Student uses many sentence fragments or run-ons.
 | * Student is beginning to generate a few ideas from experience.
* Student uses a few pre-writing strategies taught in units of study.
* Student’s writing is partially organized with some ideas relevant to the topic.
* There is a beginning and end with a few details.
* Student uses some simple text features.
* Some sentences are incomplete or run-on.
 | * Student consistently and independently generates, supports, and elaborates on ideas for writing from own experiences, stories read, informational text, or imagination.
* Student uses some pre-writing strategies to identify and narrow topic and to plan parts of the writing (lists, webs, and organizers), as taught in units of study.
* Student’s writing is organized; most ideas are relevant to the topic.
* There is a clear beginning, middle, and end with related details in each part.
* Student uses target text features (title, pictures, captions, author, page numbers).
* Student writes complete sentences.
* Student produces complete declarative, interrogative, imperative, and exclamatory sentences.
 | * Student consistently and independently generates and tries out ideas from experience, stories read, informational text, or imagination.
* Student uses pre-writing strategies taught in units of study to narrow a topic and to thoroughly plan writing taught in units of study.
* Student’s writing is organized with ideas that are relevant to and support the topic and purpose.
* There is a well-developed beginning, middle, and end with many relevant details.
* Student uses above-level text features.
* Student writes different kinds of complete and complex sentences (declarative, interrogative, imperative, and exclamatory).
 |

1. Writes narrative pieces with details to describe an event using sequence.

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Trimester** |  | **1** |  | **2** |  | **3** |  | **4** |
|  |  |  |  |  |  |
|  | **Only**  **1st****Term** | * Student cannot write or requires full support to write narrative pieces in which she/he recounts a well elaborated event or short sequence of events, include details to describe actions, thoughts and feelings, uses temporal words to signal event order and closure.
 | * Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.
 | * Student consistently and independently writes narratives consistently in which she/he recounts a well elaborated event or short sequence of events, include details to describe actions, thoughts and feelings, uses temporal words to signal event order and closure.
 | * Student consistently and independently writes narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.c. Use temporal words and phrases to signal event order.d. Provide a sense of closure. |
|  |  |  |  |  |

1. Writes informative/explanatory pieces using facts to support topic.

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Trimester** |  | **1** |  | **2** |  | **3** |  | **4** |
|  |  |  |  |  |  |
|  | **Only** **2nd****Term** | * Student cannot write or requires full support to write informative/ explanatory texts in which they introduce a topic, use facts and definitions to develop points and provide a concluding statement.
 | * Students write informative/explanatory texts in which they name a topic, supply some facts about the topic and provide some sense of closer.
 | * Students consistently and independently write informative/explanatory texts in which they name a topic, supply some facts about the topic and provide some sense of closer.
 | * Students consistently and independently write informative/explanatory texts to examine a topic and convey ideas and information clearly.
1. introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
2. develop the topic with facts, definitions, and details in which they name a topic, supply some facts about the topic and provide some sense of closer.
3. use linking words and phrase (e.g. also, another, and more, but) to connect ideas within categories of information.
4. providing a concluding statement or section.
 |
|  |  |  |  |  |  |

1. Writes opinion pieces with reasons for support.

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Trimester** |  | **1** |  | **2** |  | **3** |  | **4** |
|  |  |  |  |  |  |
|  | **Only in 2nd Term** | * Student cannot write or requires full support to write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons and provide a concluding statement.
 | * Student writes opinion pieces with some support in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons and provide a concluding statement.
 | * Student consistently writes opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons and provide a concluding statement.
 | * Student independently writes opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons and provide a concluding statement.
 |
|  |  |  |  |  |  |

1. Uses capitalization and punctuation appropriately.

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Trimester** |  | **1** |  | **2** |  | **3** |  | **4** |
| **1st** | Student rarely applies grade-level mechanics of capitalization and punctuation, including:* Proper names, months when

writing dates, holidays, words in a title, “I.”* Question marks, periods,

exclamation points.* Commas to separate day from year in dates.
 | Student is beginning to apply grade- level mechanics of capitalization and punctuation, including:* Proper names, months when

writing dates, holidays, words in a title, “I.”* Question marks, periods,

exclamation points.* Commas to separate day from year in dates.
 | Student applies grade-level mechanics of capitalization and punctuation, including:* Proper names, months when

writing dates, holidays, words in a title, “I.”* Question marks, periods,

exclamation points.* Commas to separate day from year in dates.
 | Student consistently applies above- grade-level mechanics of capitalization and punctuation. |
|  |  |  |  |  |  |
|  | **2nd** | Student rarely applies grade-level mechanics of capitalization and punctuation as listed in the 1st Trimester, plus:* Commas when listing.
 | Student is beginning to apply grade-level mechanics of capitalization and punctuation as listed in the 1st Trimester, plus:* Commas when listing.
 | Student applies grade-level mechanics of capitalization and punctuation as listed in the 1st Trimester, plus:* Commas when listing and in greetings and closings of letters.
 | Student consistently applies above- grade-level mechanics of capitalization and punctuation. |
|  |  |  |  |  |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **3rd** | Student rarely applies grade-level mechanics of capitalization and punctuation as listed in the 1st and 2nd Trimester, plus:* Apostrophe in contractions.
 | Student is beginning to apply grade-level mechanics of capitalization and punctuation as listed in the 1st and 2nd Trimester, plus:* Apostrophe in contractions.
 | Student applies grade-level mechanics of capitalization and punctuation as listed in the 1st and 2nd Trimester, plus:* Apostrophe in contractions and frequently occurring possessives.
 | Student consistently applies above- grade-level mechanics of capitalization and punctuation. |

## Applies conventions of grammar and usage.

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Trimester** |  | **1** |  | **2** |  | **3** |  | **4** |
| **1st** | Student rarely applies grade-level grammar and usage, including:* Produce complete simple sentences.
* Collective nouns to describe groups.
 | Student is beginning to apply grade-level grammar and usage, including:* Produce complete simple sentences.
* Collective nouns to describe groups.
 | Student applies grade-level grammar and usage, including:* Produce complete simple sentences.
* Collective nouns to describe groups.
 | Student consistently applies above- grade-level conventions of grammar and usage. |
| **2nd** | Student rarely applies grade-level grammar and usage as listed in the 1st Trimester, plus:* Expanding simple sentences.
* Compound sentences.
* Adjectives, adverbs, and pronouns.
 | Student is beginning to apply grade-level grammar and usage as listed in the 1st Trimester, plus:* Expanding simple sentences.
* Compound sentences.
* Adjectives, adverbs, and pronouns.
 | Student applies grade-level grammar and usage as listed in the 1st Trimester, plus:* Expanding simple sentences.
* Compound sentences.
* Adjectives, adverbs, and pronouns.
 | Student consistently applies above- grade-level conventions of grammar and usage. |
| **3rd** | Student rarely applies grade-level grammar and usage as listed in the 1st and 2nd Trimesters, plus:* Frequently occurring, irregular plural nouns to describe multiple things.
* Past-tense irregular verbs.
 | Student is beginning to apply grade- level grammar and usage as listed in the 1st and 2nd Trimesters, plus:* Frequently occurring, irregular plural nouns to describe multiple things.
* Past-tense irregular verbs.
 | Student applies grade-level grammar and usage as listed in the 1st and 2nd Trimesters, plus:* Frequently occurring, irregular plural nouns to describe multiple things.
* Past-tense irregular verbs.
 | Student consistently applies above- grade-level conventions of grammar and usage. |

1. Applies and revises writing in a variety of formats.

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Trimester** |  | **1** |  | **2** |  | **3** |  | **4** |
|  |  |  |  |  |  |  |  |  |
| **ALL** | * Student does not read or revise his/her own writing.
* Student does not reread his/her writing to edit for capitalization, punctuation, and spelling.
 | * Student sometimes rereads and revises some of his/her own writing with teacher or partner.
* Student adds or deletes a few words.
* Student sometimes rereads his/her writing to teacher or parent.
* Student sometimes attempts to edit for capitalization and punctuation with a partner or teacher to check and correct spelling.
 | * Student rereads his/her writing to self, teacher, and writing partner.
* Student revises to make writing look and sound better by adding, deleting, and changing some words and details.
* Student rereads his/her writing to self, teacher, and writing partner to edit for capitalization and punctuation.
* Student attempts to edit independently by consulting reference materials to check and correct spelling.
 | * Student consistently rereads and revises his/her own writing independently and with partners.
* Student revises to make it look and sound better by adding, deleting, rearranging, and moving words and sentences.
* Student consistently rereads his/her writing to self, teacher, and writing partner to edit for capitalization and punctuation.
* Student consistently attempts to edit independently by consulting reference materials to check and correct spelling.
 |
|  |  |

## Spells grade appropriate word correctly, using references as needed.

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Trimester** |  | **1** |  | **2** |  | **3** |  | **4** |
| **ALL** | Student does not use or edit spelling of grade-level decodable and high-frequency words. | Student rarely uses and edits spelling of grade-level decodable and high-frequency words. | Student uses and edits spelling of many grade-level decodable and high-frequency words, by consulting reference materials. | Student consistently uses and edits spelling of grade-level and above- grade-level decodable and high- frequency words. |

## Demonstrates stamina during independent writing time.

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Trimester** |  | **1** |  | **2** |  | **3** |  | **4** |
| **1st** | Student is unable or rarely able to write independently for 15 minutes. | Student is approaching independent writing stamina of 15 minutes. | Student consistently writes independently for 15 minutes. | Student consistently writes independently for more than 15 minutes. |
| **2nd** | Student is unable or rarely able to write independently for 20 minutes. | Student is approaching independent writing stamina of 20 minutes. | Student consistently writes independently for 20 minutes. | Student consistently writes independently for more than 20 minutes. |
| **3rd** | Student is approaching independent writing stamina of 20 minutes. | Student consistently writes independently for 20 minutes. | Student consistently writes independently for more than 20 minutes. | Student consistently writes independently for more than 25 minutes. |

# LISTENING AND SPEAKING

## Expresses ideas clearly and effectively.

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Trimester** |  | **1** |  | **2** |  | **3** |  | **4** |
|  |  |  |  |  |
| **ALL** | Student rarely expresses ideas and comments in complete sentences, using descriptive language and correct verb tense, subject-verb agreement, and correct use of irregular plural nouns. | Student occasionally expresses ideas and comments in complete sentences, using descriptive language and correct verb tense, subject-verb agreement, and correct use of irregular plural nouns. | Student consistently expresses ideas and comments in complete sentences, using descriptive language and correct verb tense, subject-verb agreement, and correct use of irregular plural nouns. | * Student consistently uses and extends grade-appropriate academic vocabulary.
* Student consistently uses grade-appropriate conventions of standard English grammar and usage.
* Student consistently makes effective choices about language and sentence structure for meaning and style.
 |
|  |  |  |  |

## Demonstrates listening skills for information and understanding.

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Trimester** |  | **1** |  | **2** |  | **3** |  | **4** |
|  |  |  |  |  |  |  |  |  |
| **ALL** | * Student is rarely able to retell key ideas presented orally or through media.
* Student rarely asks/answers questions about information presented orally or visually in order to deepen understanding.
 | * Student is occasionally able to retell key ideas presented orally or through media.
* Student occasionally asks/answers questions about information presented orally or visually in order to deepen understanding.
 | * Student is consistently able to retell key ideas presented orally or through media.
* Student consistently asks/answers questions about information presented orally or visually in order to deepen understanding.
 | * Student consistently reports and extends on a topic.
* Student consistently recounts stories or experiences with appropriate facts and descriptive details.
* Student consistently asks/answers questions about presentations, offering appropriate details.
 |

## Participates in group discussions actively and appropriately.

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Trimester** |  | **1** |  | **2** |  | **3** |  | **4** |
| **ALL** | * Student rarely engages in group discussions.
* Student rarely stays on topic by linking his/her own additions to the conversation to the previous remarks of others.
* Student rarely asks for clarification and further explanation as needed.
* Student rarely extends his/her ideas and understanding in light of the discussion.
 | * Student occasionally engages in group discussions.
* Student occasionally stays on topic by linking his/her own additions to the conversation to the previous remarks of others.
* Student occasionally asks for clarification and further explanation as needed.
* Student occasionally extends his/her ideas and understanding in light of the discussion.
 | * Student consistently engages in group discussions.
* Student consistently stays on topic by linking his/her own additions to the conversation to the previous remarks of others.
* Student consistently asks for clarification and further explanation as needed.
* Student consistently extends his/her ideas and understanding in light of the discussion.
 | * Student consistently engages and extends in group discussions.
* Student consistently stays on topic by linking his/her own additions to the conversation to the previous remarks of others.
* Student consistently asks for clarification and further explanation as needed.
* Student consistently extends his/her ideas and understanding in light of the discussion.
* Student consistently acknowledges new information provided by others and incorporates it into his/her own thinking as appropriate.
 |