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|  | **1 – Beginning Standard** | **2 – Approaching Standard** | **3 – Meeting Standard** | **4 – Exceeding Standard** |
| **Word Solving Strategies** | Student has difficulty using picture clues, context clues, or phonics to read unfamiliar text. Detects no errors | Student occasionally uses picture clues, context clues, or phonics to read unfamiliar text. At times self corrects errors. | Student automatically and flexibly uses picture clues, context clues, or phonics to read unfamiliar text and to self correct. | Student rarely needs to use word solving skills when reading unfamiliar text because student accurately reads a variety of longer, more complex texts. |
| **Comprehension** | Student demonstrates little or no understanding of grade level or below grade level fiction and/or nonfiction text. Responses include incorrect or unrelated information. | Student demonstrates some understanding of grade level or below grade level fiction and/or nonfiction text. Responses include some details but may have some misinterpretation. | Student demonstrates understanding of on or above grade level fiction and nonfiction text. Responses include adequate interpretation and evaluation of text. | Student demonstrates insightful understanding of on or above grade level fiction and nonfiction text. Responses include significant interpretation and evaluation of text. |
| **Reading Fluency** | Student reads text that is on grade level at a slow to moderate rate, word by word or with long pauses between words, with monotone expression, and little or no use of punctuation. | Student reads text that is on grade level at a moderate rate, with some phrasing, with some expression, and some use of punctuation. | Student accurately reads text that is on grade level at an adequate rate, uses phrasing most of the time, with appropriate expression, and correct use of punctuation. | Student accurately reads text that is on grade level with consistently effective expression, phrasing and punctuation. |
| **Applies grade level appropriate skills to compose various pieces of writing**  **(Writing Content)** | Student has difficulty generating ideas and writing focused organized text. Student may write in only one genre with little or no revision. Small quantity of writing is produced. | Student is beginning to generate ideas and write focused text with some detail and organization. Student is beginning to write in a variety of genres and is beginning to revise. Quantity of writing is increasing. | Student usually generates ideas and writes focused, organized text with details. Revision usually occurs. Student produces a larger quantity of writing in various genres. | Student consistently generates ideas, writes focused and organized text with purposeful details. Revision occurs independently. Student produces a substantial quantity of writing in various genres. |

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|  | **1 – Beginning Standard** | **2 – Approaching Standard** | **3 – Meeting Standard** | **4 – Exceeding Standard** |
| **Mechanics in Writing** | Student has difficulty using correct grammar and punctuation while writing text. Has difficulty spelling grade appropriate words correctly and applying spelling patterns in writing. | Student occasionally uses correct grammar and punctuation while writing text. Student sometimes spells grade appropriate words correctly, but inconsistently applies spelling patterns in writing. | Student usually uses correct grammar and punctuation while writing text. Student usually spells grade appropriate words correctly and applies spelling patterns in writing. | Student consistently uses correct grammar and punctuation while writing text. Student consistently spells grade appropriate words correctly and applies spelling in writing. |
| **Handwriting** | Student rarely uses consistent size, slant, shape and spacing when writing. Joinings are often not correct. Concentrating to form letters almost always interferes with writing content. | Student occasionally uses consistent size, slant, shape and spacing when writing. Joinings are sometimes correct. Concentrating to form letters often interferes with writing content. | Student usually uses consistent size, slant, shape and spacing. Joinings are mostly correct. Handwriting seldom interferes with writing content. | Student uses consistent size, slant, shape and spacing. Joinings are correct. Handwriting never interferes with writing content. |