

LITERACY STATUS OF THE CLASS: GRADE 1

Criteria for Assessing Student Performance

Primary Language of Instruction: English or Spanish

The following criteria are not meant to be used as a checklist but rather as general indicators to guide teachers in considering students' strengths and needs. Teachers use classroom observations (e.g., during one-to-one and small group instruction), student work, and informal assessments during the quarter to evaluate students' performance level on the reading components on the Status of the Class sheet.

4—Advanced indicates student is performing above grade level

3—Proficient indicates student is progressing satisfactorily at grade level

2—Partially Proficient indicates student needs support and may require additional instruction

1—Needs Significant Intervention indicates student is performing significantly below grade level and may require intervention or further instruction

ORAL LANGUAGE/VOCABULARY—The words and language that allow students to communicate effectively; listening, speaking, reading, and writing vocabulary

1	2	3	4
Needs support in building language and vocabulary to communicate more effectively	Generally uses language and vocabulary that is appropriate for a variety of situations and some purposes delineated in the standards (narrative, explaining and seeking information, getting things done); with teacher support, gives and receives feedback by asking questions or making comments	Uses language and vocabulary effectively for a variety of situations and purposes, as delineated in the standards (narrative, explaining and seeking information, getting things done); gives and receives feedback by asking questions or making comments	Communicates effectively often using sophisticated vocabulary; participates in conversations and gives and receives feedback by asking questions or making comments with confidence

PHONEMIC AWARENESS—The ability to notice, think about, and work with individual sounds in spoken words

1	2	3	4
Can't manipulate beginning, middle, or ending sounds to form new words; has difficulty identifying vowels in the middle of words; generally does not hear individual sounds when stretching out words	Separates and blends sounds; generally manipulates beginning, middle, and ending sounds to form new words; stretches out words to hear individual sounds for writing	Demonstrates without difficulty ability to separate and blend sounds; manipulates beginning, middle, and ending sounds to form new words; stretches out words to hear individual sounds of unfamiliar words for writing	Has control and automaticity in phonemic awareness

PHONICS—The relationship between the letters of written language and the sounds of spoken language

1	2	3	4
Has difficulty using letter-sound correspondence in figuring out words; knows few words for reading and writing; may not know all letters and their sounds	Uses letters and sounds to figure out some simple words; uses onsets and rimes to create some new words; knows some words encountered in reading and writing	Uses letter-sound correspondence to figure out simple, regularly spelled words; uses onsets and rimes to create new words; knows many high-frequency words encountered in reading and writing	Decodes words using letter-sound correspondence and word patterns; has automaticity with most high-frequency words encountered in reading

COMPREHENSION: GIST/RETELL—The literal understanding of the central concepts, organization, and vocabulary of the text, so students can retell, summarize, or describe

1	2	3	4
Frequently has difficulty getting gist of text read aloud or has difficulty answering questions about text; retelling may include random information or minimal details	Generally gets gist of text read independently or aloud and answers specific questions about text; <i>Fiction</i> : retells or summarizes story in own words; may need some prompting or questioning; <i>Nonfiction</i> : retells big ideas or gives some details; may need prompting	Understands gist of text read independently or aloud and poses and answers questions about text; <i>Fiction</i> : retells or summarizes story in own words, getting events in correct sequence, generally without prompting; <i>Nonfiction</i> : retells big ideas and gives details; describes in own words what was learned, generally without prompting	Understands gist of text read independently or aloud and poses and answers questions about text; <i>Fiction</i> : retells or summarizes story in own words, getting events in correct sequence, without prompting; <i>Nonfiction</i> : retells big ideas and gives details; describes in own words what was learned, without prompting

COMPREHENSION: GOING BEYOND—The deeper, analytic, interpretive understanding of the text by making connections, extending, applying, reflecting, or comparing

1	2	3	4
Doesn't engage in discussions about text; connections and predictions may be random and unrelated to text	Makes connections to self or other texts; attempts predictions, opinions, character motivation, and cause and effect, but may need prompting to give evidence; discusses story's characters and concepts	Makes relevant connections to self and other texts; gives opinion, makes predictions, discusses characters' motives, and describes causes and effects of specific events based on evidence from text; discusses theme and concepts of text	In addition to strategies in 3, makes inferences and interpretations about text; understands new information in non-fiction texts and theme, character development, and author's purpose in fiction

FLUENCY (WITH FAMILIAR TEXT)—The ability to read a text accurately and quickly; fluent readers read aloud effortlessly and with expression

1	2	3	4
Does not usually read familiar text with phrasing and intonation	When reading some familiar text, generally uses appropriate story language and intonation; moves through some re-readings with smooth pacing	When reading familiar text, uses appropriate expression, phrasing, and intonation; moves through re-readings with smooth, flexible pacing	Reads aloud with phrasing, flexible pacing, intonation, and exceptional expression, so meaning is clearly conveyed

RESPONSES TO READING—The ability of students to write or draw their connections, observations, or interpretations of books read independently or aloud

1	2	3	4
Needs significant teacher support to give any response to reading	Responds to reading with some teacher prompting and support; writes or creates artwork that shows some story comprehension; re-enacts a familiar story with props; gives personal opinion about stories read aloud	Responds to reading with minimal teacher prompting and support; writes or creates artwork that shows story comprehension; re-enacts a familiar story or presents plausible interpretation of a book; gives personal opinion, citing evidence from book	Responds to reading orally or in writing, showing evidence of understanding through questioning, inferring, making connections, and determining importance; often gives personal opinion, citing evidence from book