

## LITERACY STATUS OF THE CLASS: GRADES 2–5

### 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**

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
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 purposes	Uses language and vocabulary effectively for a variety of situations and purposes	Communicates effectively often using high-level vocabulary; participates in conversations and gives and receives feedback by asking questions or making comments with confidence

#### **SELF-MONITORING—The awareness that students have when they know if their reading is or is not making sense and they know what to do about it to regain meaning**

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
Often reads without interacting with the meaning of text; can't talk about what has been read; may read nonsense words without self-correcting	Usually aware of when comprehension breaks down and rereads to get back to meaning	Aware of when comprehension breaks down, has a variety of strategies to get back to meaning, and talks about strategies at a metacognitive level	Uses strategies automatically to regain meaning when comprehension breaks down; discusses personal comprehension process

#### **PHONICS—The relationship between the letters of written language and the sounds of spoken language students use when reading and writing**

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
Has difficulty figuring out unknown words; may over-rely on one strategy; may have difficulty with phonemic awareness (blending and segmenting sounds in reading and writing)	Generally uses a variety of strategies to problem solve unfamiliar words	Uses a variety of strategies quickly and automatically to problem solve unfamiliar words	Uses a variety of strategies quickly and automatically to problem solve complex or unfamiliar words

**COMPREHENSION (DURING READ-ALOUDS, GUIDED READING, INDEPENDENT READING): GIST/RETELL—**  
***The literal understanding of the central concepts, organization, and vocabulary of the text, so students can retell, summarize, or describe***

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
Frequently has difficulty getting gist; retelling may include misinterpretations, random information, or few details	Generally gets gist of fiction and nonfiction text; retells information and/or details with some organization; may need some prompting	Understands gist of fiction and nonfiction texts by retelling in sequence or by importance	Understands gist of fiction and nonfiction texts; summarizes important information and/or details in an organized way for a quick, concise retelling

**COMPREHENSION: GOING BEYOND—*****The deeper, analytic, interpretive level of comprehension when students make connections, extend, apply, reflect, and compare in a single text or across a range of texts***

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
Has difficulty using comprehension strategies effectively; needs support to gain meaning or make simple interpretations	Makes inferences to gain meaning; may need some support to make deeper interpretations; gives evidence for opinions and connections	Makes inferences to gain deeper meaning and develop interpretations about text; analyzes theme, character development, author's purpose, importance of information, etc.	Uses a variety of comprehension strategies to gain deeper meaning, to form and defend opinions and interpretations, and to analyze theme, author's purpose, importance of information, etc

**FLUENCY (AFTER READING SOMETHING SILENTLY FIRST)—*****The ability to read a text accurately with appropriate pacing and expression***

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
Reads aloud with choppy, word-by-word reading, little expression, and slow pacing; or may read too fast, with no attention to expression and meaning	Reads aloud with some phrasing and expression; may sometimes ignore punctuation, but meaning is generally conveyed	Reads aloud with phrasing, pacing, intonation, and expression, so meaning is clearly conveyed	Reads aloud with phrasing, pacing, intonation, and expression, so read-aloud experience is understandable and enjoyable for audience

**WRITTEN RESPONSE TO READING (IN READING RESPONSE JOURNAL)—*****The ability of students to write about their connections, observations, or interpretations, supporting their ideas with evidence from the text***

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
Shows little evidence of understanding beyond the gist, use of comprehension strategies, or ability to give personal response	Shows evidence of understanding beyond the gist, some use of comprehension strategies, and some opinions or personal responses	Shows evidence of deeper understanding of text, effective use of comprehension strategies (questioning, visualizing, inferring, making connections, determining importance), and ability to reflect on own reading strategies	Shows evidence of deep understanding of text, uses comprehension strategies such as questioning, visualizing, inferring, making connections, and determining importance to reflect on the meaning; analyzes own reading strategies and discusses their impact