

LITERACY STATUS OF THE CLASS: ECE

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 and speaking 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); converses at length on a topic with teacher support	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); converses at length on a topic	Uses language and vocabulary effectively in a variety of situations and purposes, as delineated in the standards (narrative, explaining and seeking information, getting things done); initiates and sustains conversations with comments or questions

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

1	2	3	4
Doesn't recognize rhyming words, clap words in sentences, and/or match initial sounds	Recognizes rhyming words, claps words in sentences, and matches some initial sounds	Recognizes and produces rhyming words, claps words in sentences and syllables in words, and matches initial sounds	Recognizes and produces rhyming words, isolates initial consonants, and blends sounds and/or syllables to make meaningful words; stretches out words to hear some individual sounds for writing

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

1	2	3	4
Knows few letters; may not have concept of letters versus words; can't read or write name	Identifies some letters and most letters in first name; matches some sounds with letters; reads and writes name	Identifies most letters; gives some sounds for some letters; knows a few words for reading and writing	Names and gives sounds for all letters; uses letter sounds to figure out simple words; knows some words for reading and writing

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

1	2	3	4
Frequently has difficulty getting gist of text read aloud and has difficulty answering questions about text; retelling may include random information or minimal details	Generally gets gist of text read aloud and answers specific questions about text; <i>Fiction</i> : retells story in own words or re-enacts it; may need some prompting or questioning; <i>Nonfiction</i> : retells big ideas or gives some important details; may need prompting	Understands gist of text read aloud and poses and answers questions about text; <i>Fiction</i> : retells story in own words or re-enacts it; <i>Nonfiction</i> : retells big ideas with some details	Understands gist of text read aloud and poses and answers questions about text; <i>Fiction</i> : retells story in own words or re-enacts it, getting events in correct sequence; <i>Nonfiction</i> : retells big ideas with important details

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; attempts predictions and opinions, but may need prompting; discusses story's characters and concepts	Makes relevant connections to self; shares opinion of text; makes predictions, if asked, of what might happen next; discusses story's concepts and character motivation	Makes relevant connections to self and other texts; gives opinion with evidence from text; makes predictions based on illustration or text events; discusses story's theme, concepts, and characters

FLUENCY (AFTER HEARING A STORY REREAD SEVERAL TIMES)—*The ability to "read" or recreate a text with phrasing and expression*

1	2	3	4
Labels pictures but doesn't usually "recreate" familiar text with language and phrasing	When "reading" or recreating some familiar text, generally uses appropriate story language and intonation	When "reading" or recreating familiar text, uses appropriate story language, expression, and phrasing	When "reading" or recreating familiar text, uses appropriate story language, expression, phrasing, and intonation; moves through re-readings with smooth, flexible pacing

RESPONSES TO READING—*The ability to make a connection or an interpretation about a book read aloud*

1	2	3	4
Needs significant teacher support to give any response to reading	Responds to reading with some teacher prompting and support; 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; creates artwork that shows story comprehension; re-enacts a familiar story with prompts; gives and explains personal opinion	Responds to reading with minimal teacher prompting and support; creates artwork that shows story comprehension; re-enacts a familiar story with prompts; gives personal opinion with evidence