



# LITERACY STATUS OF THE CLASS: KINDERGARTEN

## 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**

<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 some purposes delineated in the standards (narrative, explaining and seeking information, getting things done); with teacher support, initiates and maintains focus in conversations with comments or questions	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); initiates and sustains conversations with comments or questions	Communicates effectively occasionally 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**

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
Doesn't recognize rhyming words, clap words in sentences, and/or isolate or blend sounds	Recognizes rhyming words, claps words in sentences and syllables, and isolates and blends some sounds; stretches out words to hear 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 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

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

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
Knows few letter names or sounds; may not have concept of letters versus words; doesn't use letter sounds when reading or writing	Names and gives sounds for some letters; uses initial letter sounds to figure out a few simple words; 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	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

**COMPREHENSION: GIST/RETELL—The understanding of the central concepts and vocabulary of 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 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 and 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, getting events in correct sequence; <i>Nonfiction</i> : retells big ideas with important details	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

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

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
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 and opinions, but may need prompting to give evidence; discusses story's characters and concepts	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	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

**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; moves through some re-readings with smooth pacing	When “reading” or recreating familiar text, uses appropriate story language, expression, phrasing, and intonation; moves through re-readings with smooth, flexible pacing	When reading familiar text, uses appropriate 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 personal opinion with evidence	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