

LITERACY STATUS OF THE CLASS: GRADES 6–10 Criteria for Assessing Student Performance

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—Partial 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 further instruction or intervention

ENGAGEMENT: GOAL SETTING/WIDE READING

1	2	3	4
Vague or no strength and/or goal; may not be directly related to reading; general reading materials (e.g., chapter, comics)	Vague strength(s) and general goal(s); vague or no plan; some general titles; same genre	Strengths and goals related to reading process/behaviors; relevant plan; some titles within two or three genres	Multiple strengths and specific goals related to reading process/behaviors; multistep plan; wide variety of titles across three or more genres

COMPREHENSION (DURING SHARED READING, SMALL GROUP, AND INDEPENDENT READING): 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; may identify a few characters; may summarize one or two events; may include incorrect information	Generally gets gist of fiction and nonfiction text; may partially summarize; may include some important ideas, a few facts; may identify some characters or events; may include misinterpretation	Understands gist of fiction and nonfiction texts; provides adequate summary in own language; may include many important ideas; may provide some details, facts, or vocabulary; may remember important characters' names, many important events	Understands gist of fiction and nonfiction texts; provides adept summary of most important ideas, details, facts, vocabulary; includes important characters' names, most important events

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

1	2	3	4
Little or no understanding of important text implications; identifies insignificant or unrelated message	Some understanding of important text implications; provides little or no details; identifies vaguely related or less significant message; infers basic character traits	Understands important text implications; provides relevant supporting details; infers important text message; explains character traits, relationships, changes	Insightful understanding of important text implications; provides important supporting details; infers significant text message, theme, character motivation, changes

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

1	2	3	4
Reads aloud with short phrases, word-by-word reading, slow pacing; or may read too fast, with little attention to expression and meaning	Reads aloud with some expression; may sometimes ignore punctuation; sometimes reads longer word phrases	Reads aloud with pacing, intonation, expression at times; reads longer meaningful phrases most of the time	Reads aloud with pacing, intonation, expression most of the time; reads consistently longer meaningful phrases

WRITTEN RESPONSE TO READING (SUMMARY, READING LETTERS, QUICKWRITES, ESSAYS)—The ability of students to write a response that demonstrates understanding of the text; supports a judgment that is interpretive, analytic, evaluative, or reflective; supporting their ideas with evidence from the text, other texts, authors, or references in personal knowledge

1	2	3	4
Shows little evidence of understanding beyond the gist, using little evidence from the text; little use of comprehension strategies or ability to give personal response	Shows evidence of understanding beyond the gist; includes some evidence from the text; some use of comprehension strategies, gives some opinions or personal responses; identifies either literal or figurative language and some text elements	Shows evidence of deeper understanding of text; includes evidence from text that supports ideas; uses comprehension strategies effectively; reflects on own reading; identifies literary forms, elements, techniques (e.g., fact, opinion, setting, descriptive language)	Shows evidence of deep understanding of text; supports with detailed text evidence; analyzes own reading strategies and discusses their impact; analyzes characteristics of literary forms, genres, devices, techniques (e.g., dialect, figurative language, humor)

SECONDARY LITERACY

Sample Comprehension Question Stems

(For written response and/or progress monitoring)

Literal/*Gist*:

- What did you learn about...?
- How would you explain...?
- How would you describe...?
- Where did...?
- Who is/are...?
- Why did...?
- List some ways that...
- Using the graphic organizer, list some facts about...

Interpretation/*Beyond the Gist*:

- How do you think _____ feels when...? What in the text makes you think that?
- What motive is there...? What in the text makes you think that?
- What is your opinion of...? What in the text makes you think that?
- Based on what you know, how would you explain...? What information would you use to support the view?
- Why do you think...? Use information from the text to support your answers.
- What do you think would have happened if...? Use information from the text to support your answers.
- Use the graphic organizer to explain why/how/what...

Reflection/*Beyond the Gist*:

- What do you think is the most important thing that you learned from this text? Tell why.
- What is the main idea of...? What in the text makes you think that?
- What is the theme...? What in the text makes you think that?
- What conclusions can you draw...? What in the text makes you think that?
- What is the value (or importance) of...? What in the text makes you think that?
- Use the graphic organizer to identify...(theme, main idea, significant event). Support with examples from the text.

Metacognitive Awareness (DRA Pilot):

- Choose from the examples in the DRA booklet:
 - Using background knowledge
 - Questioning
 - Making connections
 - Determining importance
 - Inferring
 - Visualizing
- Focus on one or two examples during whole and/or small group instruction. Ask students to tell, in writing, how they used the focus strategy(ies) to help them understand the text.