

English Language Arts: Reading

1) Reads at grade level

	<i>Reading level as indicated on the Brighton Area Schools Independent Reading Benchmarks</i>			
	1 Area of Concern	2 Emerging	3 Progressing	4 Secure
Tri 1	Student has achieved reading success at TC Level K or below.	Student has achieved reading success at TC Level L.	Student has achieved reading success at TC Level M.	Student has achieved reading success at TC Level N or above.
Tri 2	Student has achieved reading success at TC Level L or below.	Student has achieved reading success at TC Level M.	Student has achieved reading success at TC Level N.	Student has achieved reading success at TC Level O or above.
Tri 3	Student has achieved reading success at TC Level M or below.	Student has achieved reading success at TC Level N.	Student has achieved reading success at TC Level O.	Student has achieved reading success at TC Level P or above.

2) Demonstrates stamina during independent reading

	1 Area of Concern	2 Emerging	3 Progressing	4 Secure
Tri 1	Student is unable or rarely able to sustain attention for 20 minutes.	Student is approaching reading stamina of 20 minutes.	Student consistently sustains attention during independent reading for 20 minutes.	Student consistently sustains attention during independent reading for 25 minutes.
Tri 2	Student is unable or rarely able to sustain attention for 25 minutes.	Student is approaching reading stamina of 25 minutes.	Student consistently sustains attention during independent reading for 25 minutes.	Student consistently sustains attention during independent reading for 30 minutes.
Tri 3	Student is unable or rarely able to sustain attention for 30 minutes.	Student is approaching reading stamina of 30 minutes.	Student consistently sustains attention during independent reading for 30 minutes.	Student consistently sustains attention during independent reading for more than 30 min.

3) *Reads with fluency (expression, phrasing, rate, accuracy)*

Demonstrates the ability to read accurately at an appropriate pace with expression.				
	1 Area of Concern	2 Emerging	3 Progressing	4 Secure
ALL	<ul style="list-style-type: none"> Lack of fluent reading is evident. Reading of leveled texts is very choppy and slow. Student does not attend to spaces between words or to ending punctuation. 	<ul style="list-style-type: none"> Reading is somewhat fluent. Student reads either very slowly or very quickly. Reading is choppy some of the time. Student may inaccurately phrase words. Student attends to some ending punctuation. Student uses very little or no expression matched to meaning. 	<ul style="list-style-type: none"> Student demonstrates consistent fluent reading with minimal support. Student reads accurately. Student pauses briefly between words. Student attends to some internal punctuation and most ending punctuation. Expression is matched to text. 	<ul style="list-style-type: none"> Student independently demonstrates fluent reading. Reading is fluid and accurate. Student attends to and uses phrasing to read longer sentences. Student attends to internal and ending punctuation. Expression supports understanding.

4) *Demonstrates use of grade level strategies*

	1 Area of Concern	2 Emerging	3 Progressing	4 Secure
ALL	Student is unable to use any print strategies to read unknown words.	Student uses some print strategies frequently to read unknown words.	Student uses most print strategies consistently to read unknown words.	Student employs all print strategies consistently to read unknown words.

5) Reads with comprehension: Narrative Text

Demonstrates successful understanding of the text through retelling, summarizing, inferencing, predicting and interpreting the main idea.

	1 Area of Concern	2 Emerging	3 Progressing	4 Secure
ALL	<ul style="list-style-type: none"> • Student demonstrates a weak understanding of texts. • Retelling may identify few story elements using very few or no text-based details. • Student struggles to ask and answer a few literal questions about the text. • Student demonstrates little inferential understanding of texts. • Student makes few predictions before and during reading. 	<ul style="list-style-type: none"> • Student demonstrates a partial understanding of texts. • Retelling may include some details but not the main idea. • Student asks and answers a few literal questions. • Student may describe some story elements using few text-based details. • Student sequences a few events from the text. • Student demonstrates some inferential understanding of texts. • Student makes some connections, predictions, and inferences that are related to prior experiences. 	<ul style="list-style-type: none"> • Student demonstrates a developing understanding of texts. • Student describes story elements using literal text-based detail. • Student consistently compares, contrasts, and sequences events from texts. • Student consistently asks and answers literal and inferential questions to explain stated ideas. • Student begins to lift some evidence to support interpretation of text. • Student consistently demonstrates an inferential understanding of text • Student consistently recognizes text clues that imply ideas or information. 	<ul style="list-style-type: none"> • Student demonstrates a thorough understanding of texts. • Retelling describes and explains story elements (setting, characters, events), or main ideas of the entire text, and uses many relevant text-based details. • Student independently asks and answers inferential questions to compare/contrast story elements and sequence events with mastery. • Student describes the stated author's purpose. • Student consistently lifts evidence to support interpretation of text. • Student independently demonstrates an insightful inferential understanding of texts • Student independently synthesizes stated and implied ideas across text.

6) Reads with comprehension: Informational Text

Demonstrates successful understanding of the text through retelling, summarizing, inferencing, predicting and interpreting the main idea.				
	1 Area of Concern	2 Emerging	3 Progressing	4 Secure
ALL	<ul style="list-style-type: none"> • Student demonstrates little or no understanding of nonfiction texts. • Retelling and responses of below-grade-level texts include a few minor and unrelated details that are stated in the text. • Student asks and answers only a few literal questions. 	<ul style="list-style-type: none"> • Student demonstrates a partial literal understanding of nonfiction texts. • Retelling and responses to below-grade-level texts include some relevant details that are stated in the text. • Student inconsistently uses text features to comprehend text. • Student asks and answers some literal questions. 	<ul style="list-style-type: none"> • Student demonstrates a literal understanding of grade-level nonfiction texts. • Retelling and responses identify relevant ideas and details stated in the text. • Student uses text features with some consistency to comprehend text. • Student asks and answers literal questions to uncover stated main ideas and details of the text. • Student lifts evidence from the text with some consistency to support interpretation of text. 	<ul style="list-style-type: none"> • Student demonstrates a thorough literal understanding of nonfiction texts. • Retelling and responses explain and extend thinking about relevant ideas and details stated in the text. • Student describes, compares, and interprets text. • Student independently analyzes text features to comprehend text • Student asks and answers literal questions to identify main ideas, relevant details, the author's purpose. • Student independently lifts evidence from the text to support interpretation of text.

7) Written responses include supportive evidence from the text

	1 Area of Concern	2 Emerging	3 Progressing	4 Secure
ALL	Student's written response reflects little or no understanding of the text read.	Student's written response reflects little understanding of the text read and contains little text evidence.	Student's written response reflects a literal understanding of the text read, supported by some text evidence.	Student's written response reflects literal and inferential understanding of the text read with text evidence.

English Language Arts: Writing**1) Uses mini-lesson concepts to develop writing ability**

	1 Area of Concern	2 Emerging	3 Progressing	4 Secure
ALL	Student does not use mini-lessons as a tool to develop writing skills, as taught in writing unit.	Student rarely uses mini-lessons as a tool to develop writing skills, as taught in writing unit.	Student uses mini-lessons as a tool to develop grade-appropriate writing skills, as taught in writing unit.	Student consistently uses mini-lessons as a tool to develop grade-appropriate writing skills, as in writing unit.

2) Demonstrates stamina in independent writing

	1 Area of Concern	2 Emerging	3 Progressing	4 Secure
Tri 1	Student is unable to write independently for 25 minutes.	Student is approaching an independent writing stamina of 25 minutes.	Student can consistently write independently for 25 minutes.	Student consistently writes independently for more than 25 minutes.
Tri 2	Student is unable to write independently for 30 minutes.	Student is approaching an independent writing stamina of 30 minutes.	Student can consistently write independently for 30 minutes.	Student consistently writes independently for more than 30 minutes.

Tri 3	Student is unable to write independently for more than 30 minutes.	Student is approaching an independent writing stamina of more than 30 minutes.	Student can consistently write independently for more than 30 minutes.	Student consistently writes independently for more than 35 minutes.
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3) *Focused and organized ideas in writing*

	1 Area of Concern	2 Emerging	3 Progressing	4 Secure
All	<p>Student writing is generally unclear and unfocused, which includes:</p> <ul style="list-style-type: none"> • Ideas are not developed. • Writing has little or no recognizable organization. • Writing may be very brief. • Focus may be confusing or vague. • Few or no transitional strategies are evident. 	<p>Student writing is somewhat maintained and may have a minor drift in focus, which includes:</p> <ul style="list-style-type: none"> • Writing has an inconsistent organizational structure and flaws are evident. • Inconsistent use of transitional strategies with little variety. • Ideas may be unclear and insufficiently supported. • Writing has uneven sequence from beginning to end. • Opening and closing are weak. • Connection among ideas is weak. 	<p>Student writing is generally focused with a recognizable organizational structure, which includes:</p> <ul style="list-style-type: none"> • Some noticeable flaws. • Adequate use of a variety of transitional strategies. • Adequate sequence of events from beginning to end. • Adequate opening and closure for audience and purpose. 	<p>Student writing is clearly focused and developed throughout the story, which includes:</p> <ul style="list-style-type: none"> • A clear and effective organizational structure. • Effective use of a variety of transitional strategies. • Logical sequence of events from beginning to end. • Effective opening and closure for audience and purpose. • Ideas are clearly developed and focused.

4) Elaborates by using details and descriptions

	1 Area of Concern	2 Emerging	3 Progressing	4 Secure
All	<p>Student does not thoroughly and effectively develop a piece of writing, which includes:</p> <ul style="list-style-type: none"> • Few no or details, dialogue and description. • Little or no use of examples and details to support ideas. 	<p>Student inconsistently writes a thorough and effectively developed piece of writing, which includes:</p> <ul style="list-style-type: none"> • Minimally developed narrative techniques that advance the story. • Partial or uneven details, dialogue, and description. • Partial or uneven use of facts and details. 	<p>Student adequately writes a thorough and effectively developed piece of writing, which includes:</p> <ul style="list-style-type: none"> • Adequate use of narrative techniques that advance the story. • Adequate use of details, dialogue and description that illustrate the experience in the writing piece. • Some use of facts and details to support an opinion or main idea. • Evidence that is general or imprecisely related to piece. 	<p>Student consistently writes a thorough and effectively developed piece of writing, which includes:</p> <ul style="list-style-type: none"> • Effective use of narrative techniques that advance the story. • Effective use of details, dialogue and description that illustrate the experience in the writing piece. • Effective use of facts and details to support an opinion and/or main idea. • Smoothly integrated evidence that is relevant to piece.

5) Uses language and vocabulary to create effect

	1 Area of Concern	2 Emerging	3 Progressing	4 Secure
ALL	<p>Student expression of ideas is vague, unclear, or is confusing, which may include:</p> <ul style="list-style-type: none"> • Limited use of language. • Little sense of purpose. • Minimal or ineffective use of specific vocabulary or phrases related to ideas. 	<p>Student inconsistently expresses ideas, which includes:</p> <ul style="list-style-type: none"> • Simplistic language. • Unrelated vocabulary and phrases for the audience and purpose. • Partial or weak use of sensory and concrete details. 	<p>Student adequately expresses ideas using a mix of precise with more general language, which includes:</p> <ul style="list-style-type: none"> • Use of specific vocabulary and phrases is generally appropriate for the audience and purpose. • Use of sensory and concrete language. 	<p>Student clearly and effectively expresses ideas using precise language, which includes:</p> <ul style="list-style-type: none"> • Use of specific vocabulary and phrases clearly appropriate for the audience and purpose. • Use of sensory and concrete language.

6) Demonstrates command of writing conventions

	1 Area of Concern	2 Emerging	3 Progressing	4 Secure
ALL	<p>Student does not demonstrate a command of conventions, which may include:</p> <ul style="list-style-type: none"> • Frequent and severe errors. • Meaning of writing is often obscured. 	<p>Student partially demonstrates the command of conventions, including:</p> <ul style="list-style-type: none"> • Frequent errors in usage that confuse the meaning of writing piece. • Inconsistent use of punctuation and capitalization 	<p>Student adequately demonstrates the command of conventions, including:</p> <ul style="list-style-type: none"> • Some errors in usage and sentence formation • No pattern of error displayed • Consistent use of punctuation and capitalization with support. 	<p>Student independently demonstrates a strong command of conventions, including:</p> <ul style="list-style-type: none"> • Few, if any, errors in usage • Few, if any, errors in sentence formation • Effective and consistent use of punctuation and capitalization.

English Language Arts: Spelling

1) *Learns and applies spelling patterns*

	1 Area of Concern	2 Emerging	3 Progressing	4 Secure
ALL	<ul style="list-style-type: none"> Student rarely applies patterns and generalizations to spell words as taught during word study. Student rarely demonstrates the ability to use reference materials as needed to support spelling. 	<ul style="list-style-type: none"> Student sometimes applies patterns and generalizations to spell words as taught during word study. Student sometimes demonstrates the ability to use reference materials as needed to support spelling. 	<ul style="list-style-type: none"> Student applies patterns and generalizations to spell words as taught during word study. Student uses reference materials as needed to support spelling. 	Student consistently applies spelling rules, patterns, and generalizations as taught during word study.

2) *Spells accurately in daily writing*

	Area of Concern	2 Emerging	3 Progressing	4 Secure
ALL	66% or less	67-76%	77-86%	87-100%

English Language Arts: Listening and Speaking

1) Expresses ideas clearly and effectively

	1 Area of Concern	2 Emerging	3 Progressing	4 Secure
ALL	<ul style="list-style-type: none"> • Student rarely uses grade-appropriate academic vocabulary. • Student rarely uses grade-appropriate conventions of standard English grammar and usage. • Student rarely makes effective choices about language and sentence structure for meaning and style. 	<ul style="list-style-type: none"> • Student occasionally uses grade-appropriate academic vocabulary. • Student occasionally uses grade-appropriate conventions of standard English grammar and usage. • Student occasionally makes effective choices about language and sentence structure for meaning and style. 	<ul style="list-style-type: none"> • Student consistently uses grade-appropriate academic vocabulary. • Student consistently uses grade-appropriate conventions of standard English grammar and usage. • Student consistently makes effective choices about language and sentence structure for meaning and style. 	<p>Student has achieved grade-level expectations, determines the meaning of words and phrases, and understands the nuances of words encountered through conversations, reading, and media use.</p>

2) Participates in group discussions actively and appropriately

	1 Area of Concern	2 Emerging	3 Progressing	4 Secure
ALL	<ul style="list-style-type: none"> • Student rarely engages in group discussions. • Student rarely stays on topic by linking his/her own additions to the conversation to the previous remarks of others. • Student rarely asks for clarification and further explanation as needed. • Student rarely extends his/her ideas and understanding in light of the discussion. 	<ul style="list-style-type: none"> • Student occasionally engages in group discussions. • Student occasionally stays on topic by linking his/her own additions to the conversation to the previous remarks of others. • Student occasionally asks for clarification and further explanation as needed. • Student occasionally extends his/her ideas and understanding in light of the discussion. 	<ul style="list-style-type: none"> • Student consistently engages in group discussions. • Student consistently stays on topic by linking his/her own additions to the conversation to the previous remarks of others. • Student consistently asks for clarification and further explanation as needed. • Student consistently extends his/her ideas and understanding in light of the discussion. 	<ul style="list-style-type: none"> • Student consistently engages and extends in group discussions. • Student consistently stays on topic by linking his/her own additions to the conversation to the previous remarks of others. • Student consistently asks for clarification and further explanation as needed. • Student consistently extends his/her ideas and understanding in light of the discussion. • Student consistently acknowledges new information provided by others and incorporates it into his/her own thinking as appropriate.