

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 DRA Level 10 or below.	Student has achieved reading success at DRA Level 12 or 14.	Student has achieved reading success at DRA Level 16 or 18.	Student has achieved reading success at DRA Level 20 or above.
Tri 2	Student has achieved reading success at DRA Level 14 or below.	Student has achieved reading success at DRA Level 16 or 18.	Student has achieved reading success at DRA Level 20.	Student has achieved reading success at DRA Level 24 or above.
Tri 3	Student has achieved reading success at DRA Level 16 or below.	Student has achieved reading success at DRA Level 18 or 20.	Student has achieved reading success at DRA Level 24.	Student has achieved reading success at DRA Level 28 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 10 minutes.	Student is approaching a reading stamina of 15 minutes.	Student consistently sustains attention during independent reading for 15 minutes.	Student consistently sustains attention during independent reading for 20 minutes or more.
Tri 2	Student is unable or rarely able to sustain attention for 15 minutes.	Student is approaching a 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 or more.

Tri 3	Student is unable or rarely able to sustain attention for 20 minutes.	Student is approaching a reading stamina of 25 minutes.	Student consistently sustains attention during independent reading for 25 minutes.	Student consistently sustains attention during independent reading for more than 25 minutes.
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3) Reads with fluency (expression, phrasing, rate, accuracy)

<i>Demonstrates the ability to read accurately at an appropriate pace with expression.</i>				
	1 Area of Concern	2 Emerging	3 Progressing	4 Secure
ALL	<p>Student does not demonstrate fluency when reading high-frequency and decodable words.</p> <p>Reading of texts is very choppy and slow.</p> <p>Student does not attend to ending punctuation.</p>	<p>Student reads some high-frequency and decodable words accurately.</p> <p>Reading fluency is inconsistent.</p> <p>Student reads leveled texts either too slowly or too quickly.</p> <p>Student does not consistently attend to ending punctuation.</p> <p>Student uses very little or no expression.</p>	<p>Student usually reads high-frequency and decodable words accurately.</p> <p>Student usually demonstrates fluent reading of texts.</p> <p>Student attends to ending punctuation.</p> <p>Student usually uses expression matched to meaning and punctuation.</p>	<p>Student consistently reads high-frequency and decodable words accurately.</p> <p>Student demonstrates fluent reading of texts when reading independently.</p> <p>Student attends to internal and ending punctuation.</p> <p>Expression is matched to the mood, character’s feelings, or actions in the text.</p>

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 and 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	<p>Student demonstrates a weak understanding of the text.</p> <p>Retellings include few story elements and few text details.</p> <p>Summaries are simple and generally based on pictures.</p> <p>Student struggles to make an adequate inferential statement based on the text.</p> <p>Student makes few predictions before and during reading.</p>	<p>Student demonstrates a partial understanding of the text.</p> <p>Retellings include some details but not the main idea.</p> <p>Summaries demonstrate a partial understanding of the text.</p> <p>Student demonstrates some inferential understanding of the text.</p> <p>Student makes some predictions before and during reading.</p>	<p>Student demonstrates a developing understanding of the text.</p> <p>Retellings include story elements and some understanding of the main idea.</p> <p>Summaries demonstrate an adequate understanding of the text.</p> <p>Student demonstrates adequate inferential understanding of the text.</p> <p>Student is able to make predictions based on prior knowledge.</p>	<p>Student demonstrates a thorough understanding of the text.</p> <p>Retellings include story elements (setting, character, events) and main idea of the text.</p> <p>Summaries demonstrate a secure understanding of the text.</p> <p>Students independently make connections, predictions and inferences to help them interpret and understand the text.</p>

English Language Arts: Writing

1) *Demonstrates stamina during independent writing*

	1 Area of Concern	2 Emerging	3 Progressing	4 Secure
Tri 1	Student is unable or rarely able to write for 15 minutes.	Student is approaching a writing stamina of 15 minutes.	Student consistently writes for 15 minutes.	Student consistently writes for more than 15 minutes.
Tri 2	Student is unable or rarely able to write for 20 minutes.	Student is approaching writing stamina of 20 minutes.	Student consistently writes for 20 minutes.	Student consistently writes for more than 20 minutes.
Tri 3	Student is unable or rarely able to write for 20 minutes.	Student is approaching a writing stamina of 20 minutes.	Student consistently writes for 20 minutes.	Student consistently writes for more than 25 minutes.

2) *Writes with narrow, focused ideas*

	1 Area of Concern	2 Emerging	3 Progressing	4 Secure
ALL	The student generates very few ideas.	Student generates a few ideas from experience.	Student generates and tries out ideas from experience, stories read, informational text, or imagination.	Student generates, supports, and elaborates on ideas for writing from own experiences, stories read, informational text, or imagination.

3) *Writes using details to support ideas*

	1 Area of Concern	2 Emerging	3 Progressing	4 Secure
ALL	<p>Student does not thoroughly develop a piece of writing, which includes:</p> <ul style="list-style-type: none"> • Little or no supporting facts, definitions or details • Little to no use of details that relate to the main idea • Little to no use of relevant types of details that support the heart of the message. 	<p>Student inconsistently writes a thoroughly developed piece of writing, which includes:</p> <ul style="list-style-type: none"> • Simple facts the writer believes to be true • Topic developed with details that support the main idea • Two or more different yet relevant types of details that support the heart of the message (setting, internal thinking, physical descriptions, character actions and dialogue) 	<p>Student adequately writes a thoroughly developed piece of writing, which includes:</p> <ul style="list-style-type: none"> • Some facts the writer believes to be true • Three or more different yet relevant types of details that support the heart of the message (setting, internal thinking, physical descriptions, character actions and dialogue) • Contains some use of definitions that support the topic 	<p>Student consistently writes a thoroughly developed piece of writing, which includes:</p> <ul style="list-style-type: none"> • Specific details that are topic appropriate to provide more information • Specific details create mental images with the use of precise word choice • Supports topic with mostly accurate and relevant facts • Consistent use of adequate definitions to support the topic

4) Develops ideas in an organized manner

	1 Area of Concern	2 Emerging	3 Progressing	4 Secure
ALL	<p>Most of the student's ideas are not relevant to the topic.</p> <p>There is a beginning with one or two unrelated details.</p> <p>Student uses few basic text features.</p> <p>Student uses many sentence fragments or run-ons.</p>	<p>Student's writing is partially organized with some ideas relevant to the topic.</p> <p>There is a beginning and end with a few details.</p> <p>Student uses some simple text features.</p> <p>Some sentences are incomplete or run-on.</p>	<p>Student's writing is organized; most ideas are relevant to the topic.</p> <p>There is a clear beginning, middle, and end with related details in each part.</p> <p>Student uses target text features (title, pictures, captions, author, page numbers).</p> <p>Student writes/produces complete sentences.</p>	<p>Student's writing is organized with ideas that are relevant to and support the topic and purpose.</p> <p>There is a well-developed beginning, middle, and end with many relevant details.</p> <p>Student uses above-level text features.</p> <p>Student writes different kinds of complete and complex sentences.</p>

5) Applies grade level revision and editing strategies

	1 Area of Concern	2 Emerging	3 Progressing	4 Secure
ALL	<p>Student does not read or revise his/her own writing.</p> <p>Student does not reread his/her writing to edit for capitalization, punctuation, and spelling.</p>	<p>Student sometimes rereads and revises some of his/her own writing with teacher or partner.</p> <p>Student adds or deletes a few words.</p> <p>Student sometimes rereads his/her writing to teacher or parent.</p> <p>Student sometimes attempts to edit for capitalization and punctuation with a partner or teacher to check and correct spelling.</p>	<p>Student rereads his/her writing to self, teacher, and writing partner.</p> <p>Student revises to make writing look and sound better by adding, deleting, and changing some words and details.</p> <p>Student rereads his/her writing to self, teacher, and writing partner to edit for capitalization and punctuation.</p> <p>Student attempts to edit independently by consulting reference materials to check and correct spelling.</p>	<p>Student consistently rereads and revises his/her own writing independently and with partners.</p> <p>Student revises to make it look and sound better by adding, deleting, rearranging, and moving words and sentences.</p> <p>Student consistently rereads his/her writing to self, teacher, and writing partner to edit for capitalization and punctuation.</p> <p>Student consistently attempts to edit independently by consulting reference materials to check and correct spelling.</p>

6) Forms letters correctly with proper spacing

	1 Area of Concern	2 Emerging	3 Progressing	4 Secure
ALL	Student does not write legibly with attention to spacing and correct letter formation.	Student rarely writes legibly with attention to spacing and correct letter formation.	Student writes legibly most of the time with attention to proper spacing and letter formation.	Student consistently writes legibly with attention to proper spacing and letter formation.

7) Demonstrates command of grade level capitalization and punctuation skills

	1 Area of Concern	2 Emerging	3 Progressing	4 Secure
Tri 1 and 2	<p>Student rarely applies grade-level mechanics of capitalization and punctuation, including:</p> <ul style="list-style-type: none"> • Proper names, months when writing dates, holidays, words in a title, and "I." • Question marks, periods, exclamation points. <p>Commas to separate day from year in dates.</p>	<p>Student is beginning to apply grade-level mechanics of capitalization and punctuation, including:</p> <ul style="list-style-type: none"> • Proper names, months when writing dates, holidays, words in a title, and "I." • Question marks, periods, exclamation points. <p>Commas to separate day from year in dates.</p>	<p>Student applies grade-level mechanics of capitalization and punctuation, including:</p> <ul style="list-style-type: none"> • Proper names, months when writing dates, holidays, words in a title, and "I." • Question marks, periods, exclamation points. <p>Commas to separate day from year in dates.</p>	<p>Student consistently applies grade-level mechanics of capitalization and punctuation.</p>

Tri 3	Student rarely applies grade-level mechanics of capitalization and punctuation as listed in the 1 st Trimester, plus: Commas when listing.	Student is beginning to apply grade-level mechanics of capitalization and punctuation as listed in the 1 st Trimester, plus: Commas when listing.	Student applies grade-level mechanics of capitalization and punctuation as listed in the 1 st Trimester, plus: Commas when listing and in greetings and closings of letters.	Student consistently applies grade-level mechanics of capitalization and punctuation.
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English Language Arts: Spelling

1) Applies spelling strategies in everyday writing

	1 Area of Concern	2 Emerging	3 Progressing	4 Secure
ALL	Student does not use or edit spelling of grade-level decodable and high-frequency words.	Student rarely uses and edits spelling of grade-level decodable and high-frequency words.	Student sometimes uses and edits spelling of many grade-level decodable and high-frequency words.	Student consistently uses and edits spelling of grade-level decodable and high-frequency words and knows how to consult reference materials.

2) Spells grade level high frequency words

	1 Area of Concern	2 Emerging	3 Progressing	4 Secure
ALL	Student spells high frequency words with less than 66% accuracy.	Student spells high frequency words with 67% to 76 % accuracy.	Student spells high frequency words with 77% to 86 % accuracy.	Student spells high frequency words with 87% to 100 % accuracy.

