

School District 196 Kindergarten

Literacy Report Card Marking Code Descriptions:

	1 – Limited	2 – Developing	3 – Proficient	4 – Exemplary
Speaking and listening	Student has difficulty expressing ideas clearly during small or large group conversations or presentations. Student has difficulty maintaining focus and incorporating the thoughts of others into conversations.	Student occasionally expresses ideas clearly during small and/or large group conversations and presentations. Student sometimes maintains focus on a topic and incorporates the thoughts of others into conversations.	Student usually expresses ideas clearly during small and large group conversations and presentations. Student usually maintains focus on a topic and incorporates the thoughts of others into conversations.	Student consistently expresses ideas clearly during small and large group conversations and presentations. Student consistently maintains focus on a topic and incorporates the thoughts of others into conversations.
Concepts about print	Student has limited knowledge of book handling skills.	Student demonstrates proper book handling skills and some directional behaviors. Student understands the difference between letters and words.	Student demonstrates book handling skills and directional behavior. Student has word by word matching and most specific concepts about printed language.	Student demonstrates all book handling skills, directional behaviors, print concepts and is beginning to show understanding of visual scanning and analysis.
Hearing and recording sounds and high frequency words	Student begins to use appropriate letter/sound correspondence.	Writing consists of dominant consonant sounds to convey a message.	Writing usually has letter/sound correspondence with many high frequency words spelled correctly.	Student often spells high frequency words correctly and most letter/sound correspondence is apparent including diagraphs, blends, and endings.
Reading comprehension	Student relies on others to read or share books. May make up own story or engage briefly with books.	Student enjoys looking at books on own or being read to. Matches one-to-one with teacher support. Responds to books in shared reading experiences.	Student begins to select books on own. Reads using meaning and what makes sense with oral language. May predict a word using beginning and/or ending sound. Begins to self-correct errors. Is acquiring a sight vocabulary. Enjoys and responds to the story.	Student selects appropriate reading materials. Problem solves new words in a variety of ways. Uses previous reading experiences and background knowledge for understanding. Reads in more meaningful phrases. Demonstrates understanding of a story.
Writing content and structure	Writing consists of pictures and/or labels.	Student writing may convey a complete message. Writing may be repetitious, mainly using short, simple sentences. Student use of spacing is emerging.	Student writing often begins to develop a topic and a sense of story may emerge. Writing consists of several sentences. Student usually uses appropriate spacing in writing.	Student writing is increasing in length. The writing/story is focused and organized. Sentences may vary and contain interesting vocabulary. Student uses spacing and punctuation. Writing begins to follow the structure of fiction or non-fiction.

School District 196 Grade One

Literacy Report Card Marking Code Descriptions:

	1 – Limited	2 – Developing	3 – Proficient	4 – Exemplary
Comprehends text	Student reads on or below grade level and has little or no understanding of text. Responses include incorrect or unrelated information.	Student reads on or just below grade level text and demonstrates some understanding. Responses include a few details but may have some misinterpretations.	Student reads on or above grade level with understanding. Responses include adequate details and interpretation of text. Writing about reading conveys a message	Student reads on or above grade level and demonstrates insightful understanding of text. Responses include significant details and interpretation of text.
Word solving actions in reading	Student lacks the skills to use word parts, picture clues, meaning, or the link with oral language to read unfamiliar text. Detects no errors.	Student uses word parts, picture clues, meaning, or the link with oral language to read unfamiliar text. At times self-corrects errors.	Student automatically and flexibly uses word parts, meaning, or the link with oral language to read unfamiliar text and to self-correct.	Student reads a variety of longer, more complex texts, and stops to solve new words, using context and syllabication.
Reads fluently	Student reads text that is on or below grade level at a slow to moderate rate, with little expression and attention to punctuation.	Student reads text that is on or below grade level at a moderate rate, with some expression and some attention to punctuation.	Student reads text that is on grade level at an adequate rate, with expression and correct punctuation.	Student reads text that is on or above grade level with effective expression, phrasing and punctuation.
Writing genre and content	Student often begins to develop a topic and a sense of story may emerge. Writing consists of short, simple sentences.	Student writing tends to be focused and organized. Sentence structure may contain some variation and some interesting vocabulary.	Student writing consists of an organized text that may include supportive details and descriptive language.	Student writing consists of a focused, organized text that may include supportive details, descriptive language and/or interesting vocabulary. Student begins to write with fiction or non-fiction structure and features of text, title, heading, story structure.
Writes legibly	Student had difficulty forming letters.	Student occasionally forms letters using consistent size, shape, and spacing.	Student usually forms letters using consistent size, shape, and spacing.	Student consistently forms letters using consistent size, shape, and spacing.

School District 196 Grade One

Literacy Report Card Marking Code Descriptions (continued):

	1 – Limited	2 – Developing	3 – Proficient	4 – Exemplary
Conventions in writing	Student occasionally uses spacing, punctuation, and capitalization. Some high frequency words are spelled correctly. Student uses hearing and recording individual sounds as a strategy. Student doesn't use any tools to assist in writing words correctly.	Student usually uses spacing, punctuation, and capitalization. Many high frequency words are spelled correctly. Student hears and records parts of words, including blends, digraphs, short vowels and endings.	Student consistently demonstrates use of spacing, punctuation, and capitalization. Student begins to use punctuation in dialogue correctly. Student begins to use headings and diagrams in informational text. Most high frequency words are spelled correctly. Student uses tools to assist with spelling high frequency words. Student hears and records parts of words correctly, including blends, digraphs, short vowels, long vowels, and endings.	Student consistently demonstrates use of spacing, punctuation, and capitalization. Student correctly uses punctuation in dialogue and begins to use paragraphing in dialogue correctly. Student uses headings in non-fiction writing and begins to incorporate diagrams and captions. High frequency words are spelled correctly, and the student is using the second or third 100 high frequency words in their folder as a tool. Student hears and records most primary parts of words correctly including blends, digraphs, short vowels, long vowels, and endings. Student is beginning to hear and record syllables.
Speaking and listening	Student has difficulty expressing ideas clearly during small or large group conversations or presentations. Student has difficulty maintaining focus and incorporating the thoughts of others into conversations.	Student occasionally expresses ideas clearly during small and/or large group conversations and presentations. Student sometimes maintains focus on a topic and incorporates the thoughts of others into conversations.	Student usually expresses ideas clearly during small and large group conversations and presentations. Student usually maintains focus on a topic and incorporates the thoughts of others into conversations.	Student consistently expresses ideas clearly during small and large group conversations and presentations. Student consistently maintains focus on a topic and incorporates the thoughts of others into conversations.

School District 196 Grade Two

Literacy Report Card Marking Code Descriptions:

	1 – Limited	2 – Developing	3 – Proficient	4 – Exemplary
Comprehends text	Student demonstrates little or no understanding of grade level or below grade level fiction and/or nonfiction text. Responses include incorrect or unrelated information.	Student demonstrates some understanding of grade level or below grade level fiction and/or nonfiction text. Responses include some details but may have some misinterpretations.	Student demonstrates understanding of grade level or above grade level fiction and nonfiction text. Responses include adequate interpretation and evaluation of text.	Student demonstrates insightful understanding of grade level or above grade level fiction and nonfiction text. Responses include significant interpretation and evaluation of text.
Word solving actions in reading	Student lacks the skills to use word parts, picture clues, meaning, or the link with oral language to read unfamiliar text. Detects no errors.	Student occasionally uses word parts, picture clues, meaning, or the link with oral language to read unfamiliar text. At times self-corrects errors.	Student automatically and flexibly uses word parts, meaning, or the link with oral language to read unfamiliar text and to self-correct.	Student reads a variety of longer, more complex texts.
Reads fluently	Student accurately reads text that is on or below grade level at a slow to moderate rate, with little expression and attention to punctuation.	Student accurately reads text that is on or below grade level at a moderate rate, with some expression and some attention to punctuation.	Student accurately reads text that is on grade level at an adequate rate, with expression and correct punctuation.	Student accurately reads text that is on or above grade level with effective expression, phrasing and punctuation.
Writing genre and content	Student has difficulty generating ideas and writing focused, organized text. Sentences may all begin the same or are short and choppy with redundant word choice. Student may write in only one genre with little or no revision. Small quantity of writing is produced.	Student is beginning to generate ideas and writes focused text with some detail and organization. Sentences begin to vary in length with attempts at appropriate word choice. Student begins to revise. Quantity of writing in various genres is increasing, with some genre structure.	Student usually generates ideas and writes focused, organized text with details. Writing usually includes appropriate word choice with sentences that flow. Revision sometimes occurs. Student produces a larger quantity of writing in various genres, with correct genre structure.	Student consistently generates ideas, writes focused and organized text with purposeful details including insightful word choice and sentences that flow. Revision occurs frequently. Student produces a substantial quantity of writing in various genres, with correct genre structure.
Conventions in writing	Student has difficulty using correct grammar and punctuation while writing text. Has difficulty spelling grade appropriate words correctly and applying spelling patterns in writing.	Student occasionally uses correct grammar and punctuation while writing text. Student sometimes spells grade appropriate words correctly but inconsistently applies spelling patterns in writing.	Student usually uses correct grammar and punctuation while writing text. Student usually spells grade appropriate words correctly and applies spelling patterns in writing.	Student consistently uses correct grammar and punctuation while writing text. Student consistently spells grade appropriate words correctly and applies spelling patterns in writing.

School District 196 Grade Two

Literacy Report Card Marking Code Descriptions (continued):

	1 – Limited	2 – Developing	3 – Proficient	4 – Exemplary
Writes legibly	Student has difficulty using consistent size, slant, shape, and spacing when writing. Letter formation and spacing of letters consistently interferes with writing content.	Student occasionally uses consistent size, slant, shape and spacing when writing. Letter formation and/or spacing of letters sometimes interfere with writing content.	Student usually uses consistent size, slant, shape and spacing when writing. Handwriting seldom interferes with writing content.	Student uses consistent size, slant, shape and spacing when writing. Handwriting never interferes with writing content.
Speaking and listening	Student has difficulty expressing ideas clearly during small or large group conversations or presentations. Student has difficulty maintaining focus and incorporating the thoughts of others into conversations.	Student occasionally expresses ideas clearly during small and/or large group conversations and presentations. Student sometimes maintains focus on a topic and incorporates the thoughts of others into conversations.	Student usually expresses ideas clearly during small and large group conversations and presentations. Student usually maintains focus on a topic and incorporates the thoughts of others into conversations.	Student consistently expresses ideas clearly during small and large group conversations and presentations. Student consistently maintains focus on a topic and incorporates the thoughts of others into conversations.

School District 196 Grade Three Literacy Report Card Marking Code Descriptions:

	1 – Limited	2 – Developing	3 – Proficient	4 – Exemplary
Reading habits	Student reads only one/two varieties of text, has difficulty concentrating and often abandons books. Amount of reading is limited.	Student reads fiction and/ or nonfiction text but selects specific varieties and topics. Student sometimes loses concentration while reading and sometimes abandons books. Amount of reading is moderate.	Student usually selects and reads a variety of fiction and nonfiction texts for sustained periods of time. Amount of reading is adequate.	Student consistently selects and reads a variety of fiction and nonfiction texts for sustained periods of time. Amount of reading is extensive.
Comprehends text	Student demonstrates little or no understanding of grade level or below grade level fiction and/ or nonfiction text. Responses include incorrect or unrelated information.	Student demonstrates some understanding of grade level or below grade level fiction and/ or nonfiction text. Responses include some details but may have some misinterpretations.	Student demonstrates understanding of grade level or above grade level fiction and nonfiction text. Responses include adequate interpretation and evaluation of text.	Student demonstrates insightful understanding of grade level or above grade level fiction and nonfiction text. Responses include significant interpretation and evaluation of text.
Word solving actions in reading	Student lacks the skills to use word parts, picture clues, meaning, or the link with oral language to read unfamiliar text. Detects no errors.	Student occasionally uses word parts, picture clues, meaning, or the link with oral language to read unfamiliar text. At times self-corrects errors.	Student automatically and flexibly uses word parts, meaning, or the link with oral language to read unfamiliar text and to self-correct.	Student reads a variety of longer, more complex texts.
Reads fluently	Student accurately reads text that is on or below grade level at a slow to moderate rate, with little expression and attention to punctuation.	Student accurately reads text that is on or below grade level at a moderate rate, with some expression and some attention to punctuation.	Student accurately reads text that is on grade level at an adequate rate, with expression and correct punctuation.	Student accurately reads text that is on or above grade level with effective expression, phrasing and punctuation.
Writing genre and content	Student has difficulty generating ideas and writing focused, organized text. Sentences may all begin the same or are short and choppy with redundant word choice. Student may write in only one genre with little or no revision. Small quantity of writing is produced.	Student is beginning to generate ideas and writes focused text with some detail and organization. Sentences begin to vary in length with attempts at appropriate word choice. Student begins to revise. Quantity of writing in various genres is increasing, with some genre structure.	Student usually generates ideas and writes focused, organized text with details. Writing usually includes appropriate word choice with sentences that flow. Revision sometimes occurs. Student produces a larger quantity of writing in various genres, with correct genre structure.	Student consistently generates ideas, writes focused and organized text with purposeful details including insightful word choice and sentences that flow. Revision occurs frequently. Student produces a substantial quantity of writing in various genres, with correct genre structure.

School District 196 Grade Three Literacy Report Card Marking Code Descriptions (continued):

	1 – Limited	2 – Developing	3 – Proficient	4 – Exemplary
Conventions in writing	Student has difficulty using correct grammar, punctuation and paragraphing while writing text. Has difficulty spelling grade appropriate words correctly and applying spelling patterns in writing.	Student occasionally uses correct grammar, punctuation and paragraphing while writing text. Student sometimes spells grade appropriate words correctly but inconsistently applies spelling patterns in writing.	Student usually uses correct grammar, punctuation and paragraphing while writing text. Student usually spells grade appropriate words correctly and applies spelling patterns in writing.	Student consistently uses correct grammar, punctuation and paragraphing while writing text. Student consistently spells grade appropriate words correctly and applies spelling patterns in writing.
Writes legibly	Student has difficulty using consistent size, slant, shape, and spacing when writing. Letter formation and spacing of letters consistently interferes with writing content.	Student occasionally uses consistent size, slant, shape and spacing when writing. Letter formation and/or spacing of letters sometimes interfere with writing content.	Student usually uses consistent size, slant, shape and spacing when writing. Handwriting seldom interferes with writing content.	Student uses consistent size, slant, shape and spacing when writing. Handwriting never interferes with writing content.
Speaking and listening	Student has difficulty expressing ideas clearly during small or large group conversations or presentations. Student has difficulty maintaining focus and incorporating the thoughts of others into conversations.	Student occasionally expresses ideas clearly during small and/or large group conversations and presentations. Student sometimes maintains focus on a topic and incorporates the thoughts of others into conversations.	Student usually expresses ideas clearly during small and large group conversations and presentations. Student usually maintains focus on a topic and incorporates the thoughts of others into conversations.	Student consistently expresses ideas clearly during small and large group conversions and presentations. Student consistently maintains focus on a topic and incorporates the thoughts of others into conversations.

School District 196 Grade Four and Five Literacy Report Card Marking Code Descriptions:

	1 – Limited	2 – Developing	3 – Proficient	4 – Exemplary
Reading habits	Student reads only one/ two varieties of text and has difficulty concentrating. Amount of reading is limited.	Student reads fiction and/ or nonfiction text but selects specific varieties and topics. Student sometimes loses concentration while reading and sometimes abandons books. Amount of reading is moderate.	Student usually selects and reads a variety of fiction and nonfiction texts for sustained periods of time. Amount of reading is adequate.	Student consistently selects and reads a variety of fiction and nonfiction texts for sustained periods of time. Amount of reading is extensive.
Comprehends text	Student demonstrates little or no understanding of grade level or below grade level fiction and/ or nonfiction text. Responses include incorrect or unrelated information.	Student demonstrates understanding of below grade level fiction and/ or nonfiction text. Responses include some details but may have some misinterpretation.	Student demonstrates understanding of on or above grade level fiction and nonfiction text. Responses include adequate interpretation and evaluation of text.	Student demonstrates insightful understanding of on or above grade level fiction and nonfiction text. Responses include significant interpretation and evaluation of text. Student may include charts or diagrams to support their written response to reading.
Word solving actions in reading	Student self-corrects some words in their reading. Student mumbles through or skips many longer words they don't know, or substitute a word that looks the same.	Student self-corrects many words in their reading. Student stops and tries to problem solve words they do not know. Student rereads to use the context to solve new words.	Student self-corrects most words in their reading. Student takes words apart in syllables and problem solves them. Student uses context to solve new words while reading in phrases.	Student has high accuracy when reading, as they carefully look at words as they are reading. Student uses syllabication and knowledge of affixes and roots to understand new complex vocabulary.
Reads fluently	Student accurately reads text that is on or below grade level at a slow to moderate rate, with little expression and attention to punctuation.	Student accurately reads text that is on or below grade level at a moderate rate, with some expression and some attention to punctuation.	Student accurately reads text that is on grade level at an adequate rate, with expression and correct punctuation.	Student accurately reads text that is on or above grade level with effective expression, phrasing and punctuation.

School District 196 Grade Four and Five Literacy Report Card Marking Code Descriptions (continued):

	1 – Limited	2 – Developing	3 – Proficient	4 – Exemplary
Writing genre and content	Student has difficulty writing focused, detailed text. Lack of organization, focus, and/or choppy sentences makes the text difficult to follow. Little or no revision occurs. Student often struggles with generating ideas, and writes small quantities.	Student is beginning to write focused text with some details and organization, depending on the genre. Word choice may be redundant and sentences may flow well together. Revision occurs occasionally. Student sometimes has trouble generating ideas, making quantity of writing inconsistent.	Student usually writes and revises focused, well-supported, organized text. Includes appropriate word choice with sentences that flow. Has several ideas, and usually generates a larger quantity of writing in most genres. Correctly paragraphs writing. Uses headings in informational text.	Student consistently writes and revises focused, well-supported, organized text. Includes insightful word choice, and sentences that create a rhythm and flow. Consistently has writing ideas, and produces a substantial quantity of writing in all genres. Uses the correct text structure for their chosen genre.
Strategies to record words correctly and legibly	Some high frequency words are spelled correctly. Student uses hearing and recording individual sounds as a strategy. Student doesn't use any tools to assist in writing words correctly. Student has many letters formed correctly.	Many high frequency words are spelled correctly. Student uses personal word wall in folder to assist with spelling high frequency words. Student hears and records parts of words correctly, including blends, digraphs, short vowels, long vowels, and endings. Student can hear and record syllables. Student has most letters formed correctly.	Most high frequency words are spelled correctly. Student hears and records most primary parts of words correctly including blends, digraphs, short vowels, long vowels, and endings. Student hears and records words in syllables. Student spells most syllables correctly. Student uses tools to assist in solving words. Student has all letters formed correctly.	High frequency words are spelled correctly. Student hears and records all primary parts of words correctly including blends, digraphs, short vowels, long vowels, and endings. Student hears and records words in syllables and correctly spells affixes. Student uses a variety of tools to assist in solving words. Student has all letters formed correctly.
Conventions in writing	Student has difficulty using correct grammar, punctuation and paragraphing while writing text.	Student inconsistently uses correct grammar, punctuation, and paragraphing while writing text. Student uses most capitalization correctly.	Student usually uses correct grammar, punctuation, and paragraphing while writing text. Student uses capitalization correctly. Student correctly uses dialogue in fiction.	Student consistently uses correct grammar, punctuation, and paragraphing while writing text. Student correctly uses dialogue in fiction, and uses punctuation in creative ways to make the text more interesting.
Speaking and listening	Student has difficulty expressing ideas clearly during small or large group conversations or presentations. Student has difficulty maintaining focus and incorporating the thoughts of others into conversations.	Student occasionally expresses ideas clearly during small and/or large group conversations and presentations. Student sometimes maintains focus on a topic and incorporates the thoughts of others into conversations.	Student usually expresses ideas clearly during small and large group conversations and presentations. Student usually maintains focus on a topic and incorporates thoughts of others into conversations.	Student consistently expresses ideas clearly during small and large group conversations and presentations. Student consistently maintains focus on a topic and incorporates thoughts of others into the conversation.