

Report Card Section	Report Card Statement	Standards Assessed	Quarter Assessed	Assessment of Mastery		
				Met Standard (MS)	Approaching Standard (AS)	Insufficient Progress (IP)
Foundational Language Skills	I can distinguish between long and short vowel sounds of spoken words.	1.2Aiii Demonstrate phonological awareness by distinguishing between long and short vowel sounds in one-syllable words;	1, 2, 3, 4	Consistently and independently distinguishes between long and short vowel sounds in spoken one-syllable words;	Inconsistently distinguishes between long and short vowel sounds in spoken one-syllable words;	Limited ability/unable to distinguish between long and short vowel sounds in spoken one-syllable words;
	I can blend sounds to form one-syllable spoken words with initial and/or final consonant blends.	1.2Av Demonstrate phonological awareness by blending spoken phonemes to form one-syllable words, including initial and/or final consonant blends;	1, 2, 3, 4	Consistently and independently blends spoken phonemes to form one and two syllable words including consonant blends;	Inconsistently blends spoken phonemes to form one-syllable words, including initial and/or final consonant blends;	Limited ability/unable to blend spoken phonemes to form one-syllable words, including initial and/or final consonant blends;
	I can segment one-syllable spoken words into individual sounds.	1.2Avii Demonstrate phonological awareness by segmenting spoken one-syllable words of three to five phonemes into individual phonemes, including words with initial and/or final consonant blends;	1, 2, 3, 4	Consistently and independently segments single-syllable words into their components (up to 5 phonemes); (e.g., cat=/c/a/t/; splat=/s/p/l/a/t/; fast=/f/a/s/t/)	Consistently and independently segments single-syllable words into their components (up to 3 phonemes); (e.g., cat=/c/a/t/)	Identifies one or no sounds in a given word;

I can use a variety of strategies to decode words in isolation and in context.	1.2Bi Demonstrate phonetic knowledge by decoding words in isolation and in context by applying common letter sound correspondences;	1, 2, 3, 4	Consistently and independently uses a variety of word identification strategies to decode words;	Inconsistently uses a variety of word identification strategies to decode words;	Limited ability/unable to use a variety of word identification strategies to decode words;
	1.2Bii Demonstrate phonetic knowledge by decoding words with initial and final consonant blends, digraphs, and trigraphs;	1, 2, 3, 4	Consistently and independently uses a variety of word identification strategies to decode words;	Inconsistently uses a variety of word identification strategies to decode words;	Limited ability/unable to use a variety of word identification strategies to decode words;
	1.2Biii Demonstrate phonetic knowledge by decoding words with closed syllables, open syllables, VCe syllables, vowel teams, including vowel digraphs and diphthongs; and r-controlled syllables;	1, 2, 3, 4	Consistently and independently uses a variety of word identification strategies to decode words;	Inconsistently uses a variety of word identification strategies to decode words;	Limited ability/unable to use a variety of word identification strategies to decode words;
	1.2Biv Demonstrate phonetic knowledge by using knowledge of base words to decode common compound words and contractions;	3, 4	Consistently and independently uses a variety of word identification strategies to decode words;	Inconsistently uses a variety of word identification strategies to decode words;	Limited ability/unable to use a variety of word identification strategies to decode words;
	1.2Bv Demonstrate and apply phonetic knowledge by decoding words with inflectional endings, including -ed, -s, -es;	1, 2, 3, 4	Consistently and independently uses a variety of word identification strategies to decode words;	Inconsistently uses a variety of word identification strategies to decode words;	Limited ability/unable to use a variety of word identification strategies to decode words;

I can read grade level high frequency words.	1.2Bvi Demonstrate phonetic knowledge by identifying and reading at least 100 high-frequency words from a research-based list;	1, 2, 3, 4	Consistently and independently identifies and reads grade level high frequency words; Q1: 11 words or more Q2: 55 words or more Q3: 79 words or more Q4: 100 words or more	Consistently and independently identifies and reads grade level high frequency words; Q1: 6-10 words Q2: 28-54 words Q3: 40-78 words Q4: 50-99 words	Consistently and independently identifies and reads grade level high frequency words; Q1: 5 or less Q2: 27 or less Q3: 39 or less Q4: 49 or less
I can use sounds, patterns, and high frequency words to spell words in my writing	1.2Ci Spelling words with closed syllables, open syllables, VCe syllables, vowel teams, and r-controlled syllables;	1, 2, 3, 4	Consistently and independently spells words with VCe pattern, common vowel teams, and r-controlled syllables in authentic writing pieces;	Consistently and independently spells words with VCe pattern, and common vowel teams in authentic writing pieces;	Limited ability/unable to spell words with VCe pattern, common vowel teams, or r-controlled syllables in authentic writing pieces;
	1.2Cii Spelling words with initial and final consonant blends, digraphs, and trigraphs;	1, 2, 3, 4	Consistently and independently spells words with initial and final consonant blends, digraphs, and trigraphs in authentic writing pieces;	Consistently and independently spells words with initial and final consonant blends in authentic writing pieces;	Limited ability/unable to spell words with initial and final consonant blends, digraphs, or trigraphs in authentic writing pieces;
	1.2Civ Spelling high frequency words from a research based list	1, 2, 3, 4	Consistently and independently spells high-frequency words correct in authentic writing pieces (includes utilizing resources such as word wall);	Inconsistently spells high-frequency words correct in authentic writing pieces (includes utilizing resources such as word wall);	Limited ability/unable to spell high-frequency words correct in authentic writing pieces (includes utilizing resources such as word wall);

	I can read grade level text with appropriate fluency and comprehension.	1.4 Reads grade level text with fluency and comprehension;	1, 2, 3, 4	Reads a Mastered level text or higher independently;	Reads an Approaching level text independently;	Reads an Insufficient Progress level text independently;
	I can select and interact with text for a sustained period of time.	1.5 Self-select text and interact independently with text for increasing periods of time;	1, 2, 3, 4	Independently selects and interacts with text for 15-20 minutes or more independently;	Independently selects and interacts with text between 10-14 minutes independently;	Independently selects and interacts with text for less than 10 minutes independently;
Comprehension Skills	I can use reading strategies to monitor my comprehension and make adjustments to understand texts read independently.	1.6 Monitor comprehension and make adjustments such as re-reading, using background knowledge, checking for visual cues, and asking questions when understanding breaks down;	2, 3, 4	Consistently and independently identifies reading difficulties and makes adjustments independently;	Inconsistently identifies reading difficulties and/or makes adjustments with teacher assistance;	Limited ability/unable to identify reading difficulties and/or make adjustments;
	I can write brief comments on text read or heard.	1.7B Write brief comments on literary or informational texts;	2, 3, 4	Consistently and independently writes brief comments on literary or informational texts that demonstrate comprehension;	Attempts to write brief comments on literary or informational texts that demonstrate comprehension;	Limited ability/unable to write brief comments on literary or informational texts that demonstrate comprehension;
Response Skills	I can use details from a text to explain my thinking.	1.7C Use text evidence to support an appropriate response;	2, 3, 4	Consistently and independently uses the cover, title, details and/or illustrations to support a response;	Inconsistently uses the cover, title, details and/or illustrations to support a response;	Limited ability/unable to use the cover, title, details and/or illustrations to support a response;
	I can retell a text that maintains meaning.	1.7D Retell texts in a way that maintain meaning;	2, 3, 4	Consistently and independently retells a text including most events from the beginning, middle, and end in sequential order;	Retells a text, including some events from the beginning, middle and end, in sequential order;	Retells a text, including one or two events;

Multiple Genres	I can describe the main character(s) and reason(s) for their actions in a story.	1.8B Describe the main character(s) and reason(s) for their actions;	3, 4	Describes characters in a story and the reasons for their actions in a story;	Describes characters and identify actions in a story;	Identifies character from a story;
	I can describe plot elements and the setting in a story.	1.8C Describe plot elements, including the main events, the problem, and the resolution independently;	2, 3, 4	Describes all plot elements from a story;	Describes some plot elements from a story;	Limited ability/unable to describe the plot elements
		1.8D Describe the setting;	2, 3, 4	Describes the setting from a story with accurate details;	Describes the setting from a story with some inaccurate details;	Identifies the setting from a story;
	I can identify elements of poetry.	1.9B Identify the rhyme, rhythm, repetition, and alliteration in a variety of poems;	1, 2, 3, 4	Consistently identifies the elements of poetry.	Inconsistently identifies the elements of poetry.	Limited ability/unable to identify the elements of poetry.
	I can discuss the elements of drama.	1.9C Discuss elements of drama such as characters and setting;	2	Discusses the elements of drama such as characters and setting with accurate details;	Discusses the elements of drama such as characters and setting with some inaccurate details;	Limited ability/unable to identify the elements of drama;
	I can identify the structures of informational text.	1.9D Identify characteristics and structures of informational text, including text features and graphics;	3, 4	Consistently identifies the characteristics and structures of informational text.	Inconsistently identifies the characteristics and structures of informational text.	Limited ability/unable to identify the characteristics and structures of informational text.
Author's Purpose and Craft	I can discuss the author's purpose of writing a text.	1.10A Discuss the author's purpose for writing text;	2, 3, 4	Identifies the topic of text and discuss the author's purpose for writing supported by text evidence;	Identifies the topic of text and attempts to discuss the author's purpose for writing;	Limited ability/unable to identify the topic of text and discuss the author's purpose for writing;

Composition	I can use the writing process and conventions of grammar to compose a variety of texts that are legibly written.	1.11A Plan a first draft by generating ideas for writing such as by drawing and brainstorming;	1, 2, 3, 4	Consistently and independently plans by generating ideas and brainstorming (draw, share ideas, list key ideas);	Inconsistently plans for writing by generating ideas and brainstorming (draw, share ideas, list key ideas);	Limited ability/unable to plan for writing by generating ideas and brainstorming;
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Grade	Fountas & Pinnell Guided Reading Levels	DRA2	Lexia Reading Core 5	Time
Kinder	A	A-1	Level 2	BOY
	B	2	Level 3	MOY
	C	3-4	Level 4	
	D	6	Level 4-5	
	E	8	Level 5	EOY
1st	F	10		BOY
	G	12	Level 6	MOY
	H	14	Level 7	
	I	16	Level 8	
	J	18	Level 9	EOY
2nd	K	20	Level 10	BOY
	L	24	Level 11	MOY
	M	28	Level 12	EOY

BOY - Beginning of Year

MOY - Middle of Year

EOY - End of Year

Consistently = Able to complete tasks with 85-100% accuracy of the time over the assessment term (i.e., They are mostly accurate.)

Inconsistently = Able to complete tasks with 50-84% accuracy of the time over the assessment term (i.e., They are accurate more than half the time.)

Limited Ability/Unable to = Able to complete tasks with less than 50% accuracy of the time over the assessment term