

English Language Arts: Reading

1) Identifies Upper and Lower case letters

	1 Area of Concern	2 Emerging	3 Progressing	4 Secure
Tri 1	Student recognizes 11 letters or less.	Student recognizes 12 to 17 letters.	Student recognizes 18 to 39 letters.	Student recognizes 40+ letters.
Tri 2	Student recognizes 17 letters or less.	Student recognizes 18 to 39 letters.	Student recognizes 40 to 53 letters.	Student recognizes 54+ letters.
Tri 3	Student recognizes 39 letters or less.	Student recognizes 40 to 49 letters.	Student recognizes 50-53 letters.	Student recognizes 54 letters.

2) Identifies letter sounds

	1 Area of Concern	2 Emerging	3 Progressing	4 Secure
Tri 1	Student identifies 2 letter sounds or less.	Student identifies 3-5 letter sounds.	Student identifies 6-13 letter sounds.	Student identifies 14+ letter sounds.
Tri 2	Student identifies 5 letter sounds or less.	Student identifies 6-13 letter sounds.	Student identifies 14-19 letter sounds.	Student identifies 20+ letter sounds.
Tri 3	Student identifies 18 letter sounds or less.	Student identifies 19 letter sounds.	Student identifies 20-25 letter sounds.	Student identifies 26+ letter sounds.

3) Understands the concept of rhyme

	1 Area of Concern	2 Emerging	3 Progressing	4 Secure
Tri 1				
Tri 2 and 3	Student is unable to recognize and produce rhyming words. 0-4 words	Student can recognize and produce rhyming words some of the time. 5-8 words	Student can recognize and produce rhyming words most of the time. 9-11 words	Student recognizes and produces rhyming words consistently. 12-16 words

4) Demonstrates comprehension of a story read aloud

	1 Area of Concern	2 Emerging	3 Progressing	4 Secure
Tri 1				
Tri 2	Student is unable to retell a story, even with prompting.	Student is unable to recall events of a story in proper sequence.	Student is able to retell a story in proper sequence, using characters and setting.	Student is able to retell a story in proper sequence, using character setting and inferential understanding.
Tri 3	Student is unable to recall events of a story in proper sequence.	Student is able to retell a story in proper sequence, using characters and setting.	Student is able to retell a story in proper sequence, using character setting and inferential understanding.	Student is able to retell a story in sequence, using characters and setting, while making connections & predictions (displaying higher level thinking).

5) Reads and identifies grade level sight words

	1 Area of Concern	2 Emerging	3 Progressing	4 Secure
Tri 1				
Tri 2	Student recognizes 4 or fewer sight words on T.R.I.C.K.y Words Assessment.	Student recognizes 5 -9 sight words on T.R.I.C.K.y Words Assessment.	Student recognizes 10-19 sight words on T.R.I.C.K.y Words Assessment.	Student recognizes 20+ sight words on T.R.I.C.K.y Words Assessment.
Tri 3	Student recognizes 14 or fewer sight words on T.R.I.C.K.y Words Assessment.	Student recognizes 15-18 sight words on T.R.I.C.K.y Words Assessment.	Student recognizes 18-24 to sight words on T.R.I.C.K.y Words Assessment.	Student recognizes 25+ sight words on T.R.I.C.K.y Words Assessment..

6) Reads grade level text

	1 Area of Concern	2 Emerging	3 Progressing	4 Secure
Tri 1				
Tri 2	Student is unable or rarely able to demonstrate reading behaviors.	Student has achieved success at DRA Level 1.	Student has achieved reading success at DRA Level 2.	Student has achieved reading success at DRA Level 3-4 or above.
Tri 3	Student is reading at DRA Level A or below.	Student has achieved reading success at DRA Level 1 or 2.	Student has achieved reading success at DRA Level 3.	Student has achieved reading success at DRA Level 4 or above.

7) Demonstrates use of grade level reading strategies

	1 Area of Concern	2 Emerging	3 Progressing	4 Secure
Tri 1				
Tri 2	<p>Student is unable to distinguish beginning and ending sounds that have been taught.</p> <p>Student is unable to use any print strategies to read unknown words.</p>	<p>Student can distinguish some beginning and ending sounds that have been taught.</p> <p>Student uses some print strategies frequently to read unknown words</p>	<p>Student consistently distinguishes most beginning and ending sounds that have been taught..</p> <p>Student uses most print strategies consistently to read unknown words.</p>	<p>Student consistently distinguishes all beginning and ending sounds.</p> <p>Student employs all print strategies consistently to read unknown words.</p>
Tri 3	<p>Student is unable to distinguish beginning and ending sounds in words.</p> <p>Student is unable to use any print strategies to read unknown words.</p>	<p>Student can distinguish some beginning and ending sounds in words.</p> <p>Student uses some print strategies frequently to read unknown words</p>	<p>Student can distinguish most beginning and ending sounds in words.</p> <p>Student uses most print strategies consistently to read unknown words.</p>	<p>Student consistently distinguishes all beginning and ending sounds in words.</p> <p>Student employs all print strategies consistently to read unknown words.</p>

English Language Arts: Writing

1) Writes using pictures, words, and/or sentences to express ideas

	1 Area of Concern	2 Emerging	3 Progressing	4 Secure
Tri 1	Student does not draw pictures or dictate to express ideas.	Student draws pictures and dictates to express ideas some of the time.	Student draws pictures and dictates to express ideas most of the time.	Student consistently draws pictures and dictates to express ideas.
Tri 2	Student draws pictures and dictates to express ideas some of the time.	Student draws pictures and dictates to express ideas most of the time.	Student draws pictures, dictates, and uses "writing" (beginning/ ending sounds, labeling).	Student consistently draws pictures and uses "writing" (decodable words, high-frequency words, with spacing).
Tri 3	Student draws pictures and dictates to express ideas most of the time.	Student draws pictures, dictates, and uses "writing" (beginning/ ending sounds, labeling).	Student draws pictures, dictates, and uses "writing" (decodable words, high-frequency words, to express ideas in a sentence) most of the time.	Student consistently draws pictures and "writes," using more than one sentence to elaborate on ideas.

2) Sequences ideas in writing pieces

	1 Area of Concern	2 Emerging	3 Progressing	4 Secure
Tri 1				
Tri 2 and Tri 3	<ul style="list-style-type: none"> • Student’s ideas are unrelated. • Organization is not yet evident. • Significant parts or details are not included in oral retell or sketching. • Student does not yet dictate a label for pictures or sketches. 	<ul style="list-style-type: none"> • Student demonstrates some organization and order when telling or sketching a story. • Student adds a relevant detail. • Student dictates a label that is partially related to the picture. 	<ul style="list-style-type: none"> • Student demonstrates organization when telling and sketching a story and includes parts relevant to the story. • Student dictates or uses a label when sketching. • Student includes three relevant details. • Student uses relevant labels when sketching. 	Student’s telling, sketching, and writing are organized with a beginning, middle, and end and include four or more relevant details.

3) Applies grade level revision strategies

	1 Area of Concern	2 Emerging	3 Progressing	4 Secure
Tri 1				
Tri 2 and Tri 3	<p>Student’s text does not demonstrate revisions including:</p> <ul style="list-style-type: none"> - Descriptive details added to pictures & words to add clarity. - Knowledge of sound/letter correspondence 	<p>Student’s text is beginning to demonstrate revisions including:</p> <ul style="list-style-type: none"> - Descriptive details added to pictures & words to add clarity. - Knowledge of sound/letter correspondence 	<p>Student’s text demonstrates revisions including:</p> <ul style="list-style-type: none"> - Descriptive details added to pictures & words to add clarity. - Knowledge of sound/letter correspondence. 	<p>Student’s text consistently demonstrates revisions including:</p> <ul style="list-style-type: none"> - Descriptive details added to pictures & words to add clarity. - Knowledge of sound/letter correspondence.

4) Applies grade level grammar and writing skills

	1 Area of Concern	2 Emerging	3 Progressing	4 Secure
Tri 1				
Tri 2	Student does not demonstrate understanding of key concepts of grammar, usage, and mechanics.	Student is beginning to demonstrate understanding of key concepts of grammar, usage, and mechanics, including: <ul style="list-style-type: none"> ● Capitalizing the first letter of his/her name. ● Basic conventions 	Student demonstrates understanding of key concepts of grammar, usage, and mechanics, including: <ul style="list-style-type: none"> ● Capitalizing the first letter of his/her name. ● Basic conventions 	Student consistently demonstrates understanding of key concepts of grammar, usage, and mechanics, including: <ul style="list-style-type: none"> ● Capitalizing the first letter of his/her name. ● Basic conventions
Tri 3	Student does not demonstrate understanding of key concepts of grammar, usage, and mechanics.	Student is beginning to demonstrate understanding of key concepts of grammar, usage, and mechanics, including: <ul style="list-style-type: none"> ● Capitalizing the pronoun "I." ● Capitalizing the first letter in a sentence. ● Basic conventions 	Student demonstrates understanding of key concepts of grammar, usage, and mechanics, including: <ul style="list-style-type: none"> ● Capitalizing the pronoun "I." ● Capitalizing the first letter in a sentence. ● Basic conventions 	Student consistently demonstrates understanding of key concepts of grammar, usage, and mechanics, including: <ul style="list-style-type: none"> ● Capitalizing the pronoun "I." ● Capitalizing the first letter in a sentence. ● Basic conventions

5) Forms letters correctly

	1 Area of Concern	2 Emerging	3 Progressing	4 Secure
Tri 1	Of the letters that have been taught: Student copies a few letters correctly.	Of the letters that have been taught: Student copies some letters correctly.	Of the letters that have been taught: Student copies most letters correctly.	Of the letters that have been taught: Student writes all upper and lower case letters correctly.
Tri 2	Student correctly copies most letters that have been taught.	Student correctly copies all letters that have been taught.	Student writes most letters that correctly with capitals and lowercase letters.	Student writes with capitals and lowercase letters.
Tri 3	Student writes some letters correctly.	Student writes most letters correctly.	Student writes all upper and lower case letters correctly.	Student writes all upper and lower case letters correctly and applies in all areas of writing.

6) *Spells simple words phonetically using knowledge of sound-letter relationships*

	1 Area of Concern	2 Emerging	3 Progressing	4 Secure
Tri 1				
Tri 2	Student cannot write a letter or letters for consonant and short vowel sounds.	Student can write a letter or letters for a few consonant and short vowel sounds.	Student can write a letter or letters for most consonant and short vowel sounds.	Student can write a letter or letters for all consonant and short vowel sounds. Student spells simple words phonetically using knowledge of sound-letter relationships.
Tri 3	Student can write a letter or letters for a few consonant and short vowel sounds.	Student can write a letter or letters for most consonant and short vowel sounds.	Student can write a letter or letters for all consonant and short vowel sounds. Student spells simple words phonetically using knowledge of sound-letter relationships.	Student spells simple words and high-frequency words.

English Language Arts: Listening and Speaking**1) Listens to others and takes turns speaking**

	1 Area of Concern	2 Emerging	3 Progressing	4 Secure
ALL	Student rarely listens to others and rarely takes turns speaking.	Student occasionally listens to others and occasionally takes turns speaking.	Student consistently listens to others and will take turn speaking.	Student consistently listens to others, restates information, and comments in complete sentences with correct verb tense.

2) Makes relevant contributions to classroom and group discussions

	1 Area of Concern	2 Emerging	3 Progressing	4 Secure
ALL	Student rarely participates in conversations with peers and adults about kindergarten topics and text.	Student occasionally participates in conversations with peers and adults about kindergarten topics and text.	Student consistently participates in conversations with peers and adults about kindergarten topics and text.	Student has achieved grade-level expectations, restates key elements, and asks questions for clarification.

3) Asks questions to gain information

	1 Area of Concern	2 Emerging	3 Progressing	4 Secure
ALL	Student rarely asks questions to gain information, seek help, or clarify something that is not understood.	Student occasionally asks questions to gain information, seek help, or clarify something that is not understood.	Student consistently asks questions to gain information, seek help, or clarify something that is not understood.	Student consistently confirms understanding of information by asking and answering questions about key details.