

## English Language Arts: Reading

### 1) Reads at grade level

	<i>Reading level as indicated on the Brighton Area Schools Independent Reading Benchmarks</i>			
	<b>1 Area of Concern</b>	<b>2 Emerging</b>	<b>3 Progressing</b>	<b>4 Secure</b>
<b>Tri 1</b>	Student has achieved reading success at DRA Level 2 or below.	Student has achieved reading success at DRA Level 3 or 4.	Student has achieved reading success at DRA Level 6 or 8.	Student has achieved reading success at DRA Level 10 or above.
<b>Tri 2</b>	Student has achieved reading success at DRA Level 6 or below.	Student has achieved reading success at DRA Level 8 or 10.	Student has achieved reading success at DRA Level 12.	Student has achieved reading success at DRA Level 14 or above.
<b>Tri 3</b>	Student has achieved reading success at DRA Level 8 or below.	Student has achieved reading success at DRA Level 10 or 12.	Student has achieved reading success at DRA Level 14.	Student has achieved reading success at DRA Level 16 or above.

### 2) Demonstrates stamina during independent reading

	<b>1 Area of Concern</b>	<b>2 Emerging</b>	<b>3 Progressing</b>	<b>4 Secure</b>
<b>Tri 1</b>	Student is unable or rarely able to sustain attention for 10 minutes.	Student is approaching a reading stamina of 10 minutes.	Student consistently sustains attention during independent reading for 10 minutes.	Student consistently sustains attention during independent reading for more than 10 minutes

<b>Tri 2</b>	Student is unable or rarely able to sustain attention for 15 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 more than 15 minutes.
<b>Tri 3</b>	Student is unable or rarely able to sustain attention for 20 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 more than 20 minutes.

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

<i>Demonstrates the ability to read accurately at an appropriate pace with expression.</i>				
	<b>1 Area of Concern</b>	<b>2 Emerging</b>	<b>3 Progressing</b>	<b>4 Secure</b>
<b>Tri 1</b>	Student reads many words slowly word by word and inaccurately; reads with little expression.	Student reads most words accurately and fluently word by word with some short phrases; matches expression to pictures.	Student reads words accurately and fluently in short phrases most of the time; matches expression to pictures, ending punctuation, and bold words.	Student reads words fluently and accurately in longer phrases at times; matches expression to surprising events and character's feelings.
<b>Tri 2</b>	Student reads most words inaccurately; reads slowly word-by-word; matches expression to pictures.	Student reads words accurately and reads word by word with some short phrases; matches expression to pictures, ending punctuation, and bold words.	Student reads words fluently in short phrases most of the time and accurately; matches expression to surprising events and character's feelings.	Student reads words fluently in longer phrases at times and accurately using intonation.

<b>Tri 3</b>	Student reads words accurately and reads slowly word-by-word; matches expression to pictures, ending punctuation, and bold words.	Student reads words accurately and reads word by word with some short phrases; matches expression to surprising events and character's feelings.	Student reads words fluently in short phrases most of the time and accurately using intonation.	Student reads words fluently in longer phrases at times and accurately; changes expression during reading.
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#### 4) *Demonstrates use of grade level reading strategies*

	<b>1 Area of Concern</b>	<b>2 Emerging</b>	<b>3 Progressing</b>	<b>4 Secure</b>
<b>ALL</b>	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/informational text)*

	<b>1 Area of Concern</b>	<b>2 Emerging</b>	<b>3 Progressing</b>	<b>4 Secure</b>
<b>Tri 1</b>	Student uses general terms or labels; limited understanding of key words/concepts.	Student uses some important language/vocabulary from the text; some understanding of key words/concepts.	Student uses important language/vocabulary from the text; basic understanding of most key words/concepts.	Student uses important language/vocabulary from the text; good understanding of key words/concepts.

<p><b>Tri 2</b></p>	<p>Student uses general terms or labels; limited understanding of key words/concepts.</p> <p>Makes an unrelated connection, relates an event in the story, or gives no response.</p>	<p>Student uses some important language/vocabulary from the text; some understanding of key words/concepts.</p> <p>Makes a connection that reflects a limited understanding of the story.</p>	<p>Student uses important language/vocabulary from the text; basic understanding of most key words/concepts.</p> <p>Makes a literal connection that reflects a basic understanding of the story.</p>	<p>Student uses important language/vocabulary from the text; good understanding of key words/concepts.</p> <p>Makes a thoughtful connection that reflects a deeper understanding of the story.</p>
<p><b>Tri 3</b></p>	<p>Student uses general terms or labels; limited understanding of key words/concepts.</p> <p>Makes an unrelated connection, relates an event in the story, or gives no response.</p> <p>Gives an unrelated response, no reason for opinion, or no response.</p>	<p>Student uses some important language/vocabulary from the text; some understanding of key words/concepts.</p> <p>Makes a connection that reflects a limited understanding of the story.</p> <p>Gives a limited response and/or general reason for opinion.</p>	<p>Student uses important language/vocabulary from the text; basic understanding of most key words/concepts.</p> <p>Makes a literal connection that reflects a basic understanding of the story.</p> <p>Gives a specific story event/action and a relevant reason for response (personal connection)</p>	<p>Student uses important language/vocabulary from the text; good understanding of key words/concepts.</p> <p>Makes a thoughtful connection that reflects a deeper understanding of the story.</p> <p>Gives a response and reason that reflects higher-level thinking (synthesis/inference)</p>

**6) Retells a story with accuracy**

	<b>1 Area of Concern</b>	<b>2 Emerging</b>	<b>3 Progressing</b>	<b>4 Secure</b>
<b>Tri 1</b>	<p>Student is unable or rarely able to retell big events from a story.</p> <p>Retells with 5 or more questions or prompts.</p>	<p>Student is sometimes able to retell big events from a story.</p> <p>Retells with 3 or 4 questions or prompts.</p>	<p>Student can consistently retell big events from a story.</p> <p>Retells with 1 or 2 questions or prompts.</p>	<p>Student can consistently retell big events from a story in sequence beginning/middle/end.</p> <p>Retells with no questions or prompts.</p>
<b>Tri 2</b>	<p>Student is unable or rarely able to retell big events from a story in sequence beginning/middle/end.</p> <p>Retells with 5 or more questions or prompts.</p>	<p>Student is sometimes able to retell big events from a story in sequence, beginning/middle/end.</p> <p>Retells with 3 or 4 questions or prompts.</p>	<p>Student can consistently retell big events from a story in sequence, beginning/middle/end.</p> <p>Retells with 1 or 2 questions or prompts.</p>	<p>Student can consistently retell events from a story using details, including characters, setting, problem, and solution.</p> <p>Retells with no questions or prompts.</p>
<b>Tri 3</b>	<p>Student is unable or rarely able to retell big events from a story in sequence, beginning/middle/end.</p> <p>Retells with 5 or more questions or prompts.</p>	<p>Student is sometimes able to retell big events from a story in sequence, beginning/middle/end.</p> <p>Retells with 3 or 4 questions or prompts.</p>	<p>Student consistently uses details including characters, setting, problem and solution while summarizing a story.</p> <p>Retells with 1 or 2 questions or prompts.</p>	<p>Student consistently uses details including characters, setting, problem and solution while summarizing a more complex story.</p> <p>Retells with no questions or prompts.</p>

**7) Reads and identifies grade level sight words**

	<b>1 Area of Concern</b>	<b>2 Emerging</b>	<b>3 Progressing</b>	<b>4 Secure</b>
<b>Tri 1</b>	Student reads 33 or fewer sight words on the T.R.I.C.K.y Words Assessment.	Student reads 34 to 38 sight words on the T.R.I.C.K.y Words Assessment.	Student reads 39 to 42 sight words on the T.R.I.C.K.y Words Assessment.	Student reads 43 or more sight words on the T.R.I.C.K.y Words Assessment.
<b>Tri 2</b>	Student reads 50 or fewer sight words on the T.R.I.C.K.y Words Assessment.	Student reads 51 to 57 sight words on the T.R.I.C.K.y Words Assessment.	Student reads 58 to 65 sight words on the T.R.I.C.K.y Words Assessment.	Student reads 66 or more sight words on the T.R.I.C.K.y Words Assessment.
<b>Tri 3</b>	Student reads 66 or fewer sight words on the T.R.I.C.K.y Words Assessment.	Student reads 67 to 76 sight words on the T.R.I.C.K.y Words Assessment.	Student reads 77 to 86 sight words on the T.R.I.C.K.y Words Assessment.	Student reads 87 or more sight words on the T.R.I.C.K.y Words Assessment.

## English Language Arts: Writing

### 1) *Demonstrates stamina during independent writing*

	<b>1 Area of Concern</b>	<b>2 Emerging</b>	<b>3 Progressing</b>	<b>4 Secure</b>
<b>Tri 1</b>	Student is unable or rarely able to write for 10 minutes.	Student is approaching a writing stamina of 10 minutes.	Student consistently writes for 10 minutes.	Student consistently writes for more than 10 minutes.
<b>Tri 2</b>	Student is unable or rarely able to write for 15 minutes.	Student is approaching writing stamina of 15 minutes.	Student consistently writes for 15 minutes.	Student consistently writes for more than 15 minutes.
<b>Tri 3</b>	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 20 minutes.

### 2) *Generates writing ideas*

	<b>1 Area of Concern</b>	<b>2 Emerging</b>	<b>3 Progressing</b>	<b>4 Secure</b>
<b>Tri 1</b>	Student does not generate ideas or sequence events.	Student generates 1-2 ideas and sequences events from experience or imagination with support.	Student generates 3-4 ideas and sequences events for writing from experience or imagination.	Student generates 5 or more ideas and sequences events for writing from experience, imagination, or stories read together.

<b>Tri 2</b>	Student generates 1-2 ideas from experience or imagination with support.	Student generates 3-4 ideas from experience of imagination.	Student generates 5 or more ideas for writing from experience, imagination, or stories read together.	Student generates interesting ideas for writing from experience, imagination, and stories read.
<b>Tri 3</b>	Student generates 2-3 ideas from experience or imagination with support.	Student generates 4-5 ideas from experience, imagination, or stories read together.	Student generates 6 or more ideas for writing from experience, stories read, and imagination.	Student generates interesting ideas for writing from experience, imagination and stories.

### 3) *Writes using details to support ideas*

	<b>1 Area of Concern</b>	<b>2 Emerging</b>	<b>3 Progressing</b>	<b>4 Secure</b>
<b>Tri 1</b>	Student thinks, sketches, and writes a few unrelated ideas as taught in units of study.	Student thinks, sketches, and writes a few ideas as taught in units of study.	Student thinks sketches and writes several ideas as taught in units of study.	Student thinks, sketches, and writes to tell a story related to the units of study.
<b>Tri 2</b>	Student thinks, sketches, and writes a few ideas as taught in units of study.	Student thinks, sketches, and writes a few ideas as taught in units of study.	Student thinks, sketches, and writes some ideas as taught in units of study.	Student thinks, sketches, & writes a story with details about the narrowed topic as taught in units of study.
<b>Tri 3</b>	Student thinks, sketches, and writes a few ideas as taught in units of study.	Student thinks, sketches, and writes some ideas as taught in units of study.	Student thinks, sketches, and writes to add ideas and details as taught in units of study.	Student thinks, sketches, and writes with many vivid ideas and details as taught in units of study.



**4) Develops ideas in an organized manner**

	<b>1 Area of Concern</b>	<b>2 Emerging</b>	<b>3 Progressing</b>	<b>4 Secure</b>
<b>Tri 1</b>				
<b>Tri 2</b>	The topic is partially evident.	The topic is evident but too broad or too specific.	Student chooses and narrows the topic with support.	Student chooses and narrows a topic.
<b>Tri 3</b>	Student chooses a topic that is somewhat clear.	Student chooses a clear topic.	Student chooses and narrows a topic.	Student chooses a narrow, specific topic.

**5) Applies grade level revision strategies**

	<b>1 Area of Concern</b>	<b>2 Emerging</b>	<b>3 Progressing</b>	<b>4 Secure</b>
<b>ALL</b>	Student does not revise pictures or written work.	Student revises pictures and written work with verbal reminders.	Student rereads and revises his/her own writing not only for conventions but also for sense.	Supported by mini lessons the student initiates major content revision with independence.

**6) Demonstrates command of grade level punctuation skills**

	<b>1 Area of Concern</b>	<b>2 Emerging</b>	<b>3 Progressing</b>	<b>4 Secure</b>
<b>ALL</b>	Student does not use end punctuation for sentences (period, exclamation point, question mark.)	Student rarely uses end punctuation for sentences (period, exclamation point, question mark).	Student sometimes uses end punctuation for sentences (period, exclamation point, question mark).	Student consistently uses end punctuation for sentences (period, exclamation point, question mark).

**7) Demonstrates command of grade level capitalization skills**

	<b>1 Area of Concern</b>	<b>2 Emerging</b>	<b>3 Progressing</b>	<b>4 Secure</b>
<b>ALL</b>	Student does not capitalize names, the beginning of sentences and the pronoun "I".	Student rarely capitalizes names, the beginning of sentences and the pronoun "I".	Student sometimes capitalizes names, the beginning of sentences and the pronoun "I".	Student consistently capitalizes names, the beginning of sentences and the pronoun "I".

**8) Forms letters and numerals correctly**

	<b>1 Area of Concern</b>	<b>2 Emerging</b>	<b>3 Progressing</b>	<b>4 Secure</b>
<b>ALL</b>	Student does not form letters and numerals correctly.	Student rarely forms letters and numerals correctly.	Student sometimes forms letters and numerals correctly.	Student consistently forms all letters and numerals correctly.

**9) Spaces letters and words correctly**

	<b>1 Area of Concern</b>	<b>2 Emerging</b>	<b>3 Progressing</b>	<b>4 Secure</b>
<b>ALL</b>	Student does not space letters correctly or write with appropriate spacing between words.	Student rarely spaces letters correctly and writes with appropriate spacing between words.	Student sometimes spaces letters correctly and writes with appropriate spacing between words.	Student consistently writes with appropriate spacing of letters and between words.

## English Language Arts: Spelling

### 1) *Applies spelling strategies in everyday writing*

	<b>1 Area of Concern</b>	<b>2 Emerging</b>	<b>3 Progressing</b>	<b>4 Secure</b>
<b>ALL</b>	Student does not use conventional spelling when writing words.	Student rarely uses conventional spelling when writing words.	Student sometimes uses conventional spelling when writing words.	Student consistently uses conventional spelling when writing words.

### 2) *Demonstrates understanding of spelling concepts*

	<b>1 Area of Concern</b>	<b>2 Emerging</b>	<b>3 Progressing</b>	<b>4 Secure</b>
<b>ALL</b>	Student spells with mastery of concept words with less than 66% accuracy.	Student spells with mastery of concept words with 67% to 76 % accuracy.	Student spells with mastery of concept words with 77% to 86 % accuracy.	Student spells with mastery of concept words with 87% to 100 % accuracy.

## English Language Arts: Listening and Speaking

### 1) *Expresses ideas clearly and effectively.*

	<b>1 Area of Concern</b>	<b>2 Emerging</b>	<b>3 Progressing</b>	<b>4 Secure</b>
<b>All</b>	Student rarely expresses ideas and comments in complete sentences using no descriptive language.	Student occasionally expresses ideas and comments in complete sentences using minimal descriptive language.	Student consistently expresses ideas and comments in complete sentences using some descriptive academic language.	Student consistently and appropriately expresses ideas and comments in complete and complex sentences using a variety of descriptive academic vocabulary words.