

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 TC Level M or below.	Student has achieved reading success at TC Level N or O.	Student has achieved reading success at TC Level P or Q.	Student has achieved reading success at TC Level R or above.
Tri 2	Student has achieved reading success at TC Level O or below.	Student has achieved reading success at TC Level P or Q.	Student has achieved reading success at TC Level R.	Student has achieved success at TC Level S or above.
Tri 3	Student has achieved reading success at TC Level O or below.	Student has achieved reading success at TC Level P or Q.	Student has achieved reading success at TC Level R or S.	Student has achieved reading success at TC Level T 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 20 minutes.	Student is approaching reading stamina of 20 minutes.	Student consistently sustains attention during independent reading for 20 minutes.	Student consistently sustains attention during independent reading for 20 minutes.
Tri 2	Student is unable or rarely able to sustain attention for 30 minutes.	Student is approaching reading stamina of 30 minutes.	Student consistently sustains attention during independent reading for 30 minutes.	Student consistently sustains attention during independent reading for 30 minutes.
Tri 3	Student is unable or rarely able to sustain attention for 40 minutes.	Student is approaching reading stamina of 40 minutes.	Student consistently sustains attention during independent reading for 40 minutes.	Student consistently sustains attention during independent reading for more than 40 minutes.

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	<ul style="list-style-type: none"> Lack of fluent reading is evident. Reading of leveled texts is very choppy and slow. Student attends to some spaces between words or to ending punctuation. 	<ul style="list-style-type: none"> Reading is somewhat fluent. Student reads either very slowly or very quickly. Reading is choppy some of the time. Student may inaccurately phrase words. Student attends to some ending punctuation. Student uses very little or no expression matched to meaning. 	<ul style="list-style-type: none"> Student demonstrates fluent reading. Student reads accurately. Student uses phrases to read longer sentences. Student attends to some internal punctuation and most ending punctuation. Expression is matched to text. 	<ul style="list-style-type: none"> Student demonstrates fluent reading of grade level text. Reading is fluid and accurate. Student attends to and uses phrasing to read longer and more complex sentences. Student attends to internal and ending punctuation. Expression supports understanding.

4) Reads with comprehension: Narrative Text

<i>Demonstrates successful understanding of the text through retelling, summarizing, inferencing, predicting and interpreting the main idea.</i>				
	1 Area of Concern	2 Emerging	3 Progressing	4 Secure
ALL	<p>Student demonstrates a weak understanding of fictional texts.</p> <p>Student makes few relevant predictions or inferences.</p> <p>Student does not find or use clues to identify implied ideas and information.</p> <p>Retelling and responses of texts include a few minor and unrelated details in the text.</p> <p>Student asks and answers few literal questions.</p>	<p>Student demonstrates partial literal understanding of fictional texts.</p> <p>Student identifies and minimally describes some story elements.</p> <p>Student makes some relevant connections, predictions, and inferences.</p> <p>Retelling and responses to texts include some relevant details.</p> <p>Students ask and answers some literal questions.</p>	<p>Student demonstrates a literal and inferential understanding of fictional texts with some support.</p> <p>Student finds and uses text-based clues to uncover and explain implied or partially stated ideas.</p> <p>Student makes relevant inferences and draws conclusions to analyze text with some support.</p> <p>Retelling and responses identify relevant ideas and details stated in the text.</p> <p>Student asks and answers literal questions to uncover stated main ideas, details and the author's purpose of the text and sections of the text.</p>	<p>Student independently demonstrates thorough understanding of fictional texts.</p> <p>Student makes insightful inferences, draws conclusions, and makes generalizations to analyze implied, partially stated, or confusing ideas in the text.</p> <p>Student describes, compares, and explains story structure, elements and how they change across a text.</p> <p>Retelling describes and explains story elements (setting, characters, events), or main ideas of the entire text, and uses many relevant text-based details.</p> <p>Student asks and answers</p>

				literal questions to identify main ideas, relevant details, the author's purpose and author's message within sections of the text and in two related texts.
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5) Reads with comprehension: Informational Text

<i>Demonstrates successful understanding of the text through retelling, summarizing, inferencing, predicting and interpreting the main idea.</i>				
	1 Area of Concern	2 Emerging	3 Progressing	4 Secure
ALL	<p>Student demonstrates little or no understanding of nonfiction texts.</p> <p>Retelling and responses of texts include a few minor and unrelated details that are stated in the text.</p> <p>Student asks and answers a few literal questions.</p>	<p>Student demonstrates a partial literal understanding of nonfiction texts.</p> <p>Retelling and responses to texts include some relevant details that are stated in the text.</p> <p>Student inconsistently uses text features to comprehend text.</p> <p>Student asks and answers some literal questions.</p>	<p>Student demonstrates a literal understanding of grade-level nonfiction texts.</p> <p>Retelling and responses identify relevant ideas and details stated in the text.</p> <p>Student uses text features with some consistency to comprehend text.</p> <p>Student asks and answers literal questions to uncover stated main ideas, details, and the author's purpose of the text.</p> <p>Student lifts evidence from the text with some consistency to support interpretation of text</p>	<p>Student demonstrates a thorough literal understanding of nonfiction texts.</p> <p>Retelling and responses explain and extend thinking about relevant ideas and details stated in the text.</p> <p>Student describes, compares, and interprets text.</p> <p>Student independently analyzes text features to comprehend text.</p> <p>Student asks and answers literal questions to identify main ideas, relevant details, the author's purpose, and author's message.</p> <p>Student independently lifts evidence from the text to support interpretation of text.</p>

6) Written responses include supportive evidence from the text

	1 Area of Concern	2 Emerging	3 Progressing	4 Secure
ALL	Student's written response reflects little understanding of the text read and contains little text evidence.	Student's written response reflects a literal understanding of the text read, supported by some text evidence.	Student's written response reflects literal and inferential understanding of the text read, with text evidence.	Student's written response reflects an interpretive, deeper meaning of the text read, supported by text evidence.

English Language Arts: Spelling

1) *Identifies, defines and accurately spells roots and affixes*

	1 Area of Concern	2 Emerging	3 Progressing	4 Secure
ALL	<ul style="list-style-type: none"> Student rarely uses reference materials as needed to support correct spelling in written work. Student rarely applies patterns and generalizations to spell words correctly. Student rarely uses the word wall as a tool to apply correct spelling to his/her work. 	<ul style="list-style-type: none"> Student is beginning to use reference materials as needed to support correct spelling in written work. Student is beginning to apply patterns and generalizations to spell words correctly. Student is beginning to use the word wall as a tool to apply correct spelling to his/her work. 	<ul style="list-style-type: none"> Student uses reference materials as needed to support correct spelling in written work. Student applies patterns and generalizations to spell words correctly. Student uses the word wall as a tool to apply correct spelling to his/her work. 	Student consistently applies patterns and generalizations above grade level to spell words correctly in written work.

2) *Spells accurately in daily writing*

	1 Area of Concern	2 Emerging	3 Progressing	4 Secure
ALL	66% or less	67-76%	77-86%	87-100%

English Language Arts: Writing

1) *Uses mini-lessons to develop writing ability*

	1 Area of Concern	2 Emerging	3 Progressing	4 Secure
ALL	Student does not use mini-lessons as a tool to collect and expand on ideas and develop writing skills taught in units of study.	Student rarely uses mini-lessons as a tool to collect and expand on ideas and develop writing skills taught in units of study.	Student uses mini-lessons as a tool to collect and expand on ideas and develop grade-appropriate writing skills taught in units of study.	Student uses mini- lessons as tools to collect and expand on sophisticated ideas. Student consistently applies writing skills taught in units of study, independently.

2) Demonstrates stamina in independent writing

	1 Area of Concern	2 Emerging	3 Progressing	4 Secure
Tri 1	Student is unable to write independently for 30 minutes.	Student is approaching an independent writing stamina of 30 minutes.	Student can consistently write independently for 30 minutes.	Student consistently writes independently for more than 30 minutes.
Tri 2	Student is unable to write independently for 35 minutes.	Student is approaching an independent writing stamina of 35 minutes.	Student can consistently write independently for 35 minutes.	Student consistently writes independently for more than 35 minutes.
Tri 3	Student is unable to write independently for more than 35 minutes.	Student is approaching an independent writing stamina of more than 35 minutes.	Student can consistently write independently for more than 35 minutes.	Student consistently writes independently for more than 40 minutes.

3) *Elaborates by using details and descriptions*

	1 Area of Concern	2 Emerging	3 Progressing	4 Secure
All	<p>Student does not demonstrate the ability to write a thorough, effective, convincing, and controlled piece of writing, which includes:</p> <ul style="list-style-type: none"> • Few no or details, dialogue and description. • Little or no use of examples and details. • Little or no use of sources, facts or details. 	<p>Student inconsistently demonstrates the ability to write a thorough, effective, convincing, and controlled piece of writing, which includes:</p> <ul style="list-style-type: none"> • Minimally developed narrative techniques that advance the story. • Partial or uneven details, dialogue, and description. • Partial or uneven use of facts and details. • Partial or uneven use of evidence from sources to support a main idea. • Weak integration of evidence from sources. 	<p>Student adequately demonstrates the ability to write a thorough, effective, convincing, and controlled piece of writing, which includes:</p> <ul style="list-style-type: none"> • Adequate use of narrative techniques that advance the story. • Adequate use of details, dialogue and description that illustrate the experience in the writing piece. • Some use of facts and details to support an opinion. • Some use of evidence from sources to support a main idea. • Evidence that is general or imprecisely related to piece. 	<p>Student consistently demonstrates the ability to write a thorough, effective, convincing, and controlled piece of writing, which includes:</p> <ul style="list-style-type: none"> • Effective use of narrative techniques that advance the story. • Effective use of details, dialogue and description that illustrate the experience in the writing piece. • Effective use of facts and details to support an opinion and/or main idea. • Smoothly integrated evidence that is relevant to piece.

4) *Focused and Organized ideas in writing*

	1 Area of Concern	2 Emerging	3 Progressing	4 Secure
All	<p>Student demonstrates the ability to write a piece that is may be maintained, but may provide little or no focus or organization, which includes:</p> <ul style="list-style-type: none"> • Few to no transitional strategies are evident. • Frequent extraneous ideas confuse message of written piece. • Brief in length. • Minimal to no use of theme or perspective. 	<p>Student demonstrates the ability to write a piece that is somewhat maintained and may have minor drift in focus or organization, which includes:</p> <ul style="list-style-type: none"> • Uneven progression from beginning to end. • Opening and closing, if present, are weak. • Inconsistent use of transitional strategies. • Written piece with frequently unrelated ideas. • Inconsistent setting and description of people in the story. • Ideas are unclear and unsupported. • Minimal or no use of themes and perspective. 	<p>Student demonstrates the ability to write a piece that is generally organized and focused, which includes an adequate:</p> <ul style="list-style-type: none"> • Sequence of events from beginning to end. • Opening and closing for audience and purpose. • Use of transitional strategies. Written piece with some unity and completeness. • Setting and description of people in the story. • Ideas that are generally maintained throughout the piece. • Use of themes and perspective. 	<p>Student consistently and purposefully demonstrates a clearly organized and focused piece of writing, which includes:</p> <ul style="list-style-type: none"> • Logical sequence of events from beginning to end. • Effective opening and closing for audience and purpose. • Effective and consistent use of transitional strategies. • Written with unity and completeness. • Effectively establishing a setting and description of people in the story. • Clearly stated ideas that are well maintained throughout the piece. • Effective use of strong themes and perspective.

6) *Uses language and vocabulary to create effect*

	1 Area of Concern	2 Emerging	3 Progressing	4 Secure
ALL	<p>Student does not demonstrate the ability to write with clear expression, which includes:</p> <ul style="list-style-type: none"> • Vague, unclear and confusing ideas. • Limited use of language. • Limited or no use of examples and details to support ideas. • Limited use of persuasive language. • Limited or no use of domain-specific vocabulary. • Little sense of audience or purpose. 	<p>Student inconsistently demonstrates the ability to write with clear expression, which includes:</p> <ul style="list-style-type: none"> • Partial or weak use of sensory and concrete language that may not advance the purpose of the writing. • Inappropriate or vague use of persuasive vocabulary. • Ideas are expressed unevenly using simplistic language. • Partial or weak use of domain-specific vocabulary. 	<p>Student adequately demonstrates the ability to write with clear expression, which includes:</p> <ul style="list-style-type: none"> • Adequate use of sensory and concrete language that generally advances the purpose of the writing. • Ideas are expressed with a mix of general and more precise language. • Use of persuasive vocabulary is generally appropriate for the audience and purpose. • Use of specialized and domain-specific vocabulary is generally appropriate for audience and purpose. 	<p>Student independently and consistently writes a clear and effective piece that expresses ideas and uses precise language, which includes:</p> <ul style="list-style-type: none"> • Effective use of sensory and concrete language that clearly advances the purpose of the writing. • Use of persuasive vocabulary clearly appropriate for the audience and purpose. • Use of specialized, academic, and domain-specific vocabulary.

7) Demonstrates command of writing conventions.

	1 Area of Concern	2 Emerging	3 Progressing	4 Secure
ALL	<p>Student demonstrates a lack of command of conventions, including:</p> <ul style="list-style-type: none"> • Errors that are frequent and severe. • Meaning of writing unit piece is often obscured. 	<p>Student partially demonstrates the command of conventions, including:</p> <ul style="list-style-type: none"> • Frequent errors in usage that confuse the meaning of writing unit piece. • Inconsistent use of punctuation and capitalization 	<p>Student adequately demonstrates the command of conventions, including:</p> <ul style="list-style-type: none"> • Some errors in usage and sentence formation • No pattern of error displayed • Consistent use of punctuation and capitalization with support. 	<p>Student independently demonstrates a strong command of conventions, including:</p> <ul style="list-style-type: none"> • Few, if any, errors in usage • Few, if any, errors in sentence formation • Effective and consistent use of punctuation and capitalization.

English Language Arts: Listening and Speaking

1) Expresses ideas clearly and effectively

	1 Area of Concern	2 Emerging	3 Progressing	4 Secure
ALL	<ul style="list-style-type: none"> Student rarely uses grade-appropriate academic vocabulary. Student rarely uses grade-appropriate conventions of standard English grammar and usage. Student rarely makes effective choices about language and sentence structure for meaning and style. 	<ul style="list-style-type: none"> Student occasionally uses grade-appropriate academic vocabulary. Student occasionally uses grade-appropriate conventions of standard English grammar and usage. Student occasionally makes effective choices about language and sentence structure for meaning and style. 	<ul style="list-style-type: none"> Student consistently uses grade-appropriate academic vocabulary. Student consistently uses grade-appropriate conventions of standard English grammar and usage. Student consistently makes effective choices about language and sentence structure for meaning and style. 	Student has achieved grade-level expectations, determines the meaning of words and phrases, and understands the nuances of words encountered through conversations, reading, and media use.

2) Participates in group discussions actively and appropriately

	1 Area of Concern	2 Emerging	3 Progressing	4 Secure
ALL	<p>Student rarely engages in group discussions.</p> <p>Student rarely stays on topic by linking his/her own additions to the conversation to the previous remarks of others.</p> <p>Student rarely asks for clarification and further explanation as needed.</p> <p>Student rarely extends his/her ideas and understanding in light of the discussion.</p>	<p>Student occasionally engages in group discussions.</p> <p>Student occasionally stays on topic by linking his/her own additions to the conversation to the previous remarks of others.</p> <p>Student occasionally asks for clarification and further explanation as needed.</p> <p>Student occasionally extends his/her ideas and understanding in light of the discussion.</p>	<p>Student consistently engages in group discussions.</p> <p>Student consistently stays on topic by linking his/her own additions to the conversation to the previous remarks of others.</p> <p>Student consistently asks for clarification and further explanation as needed.</p> <p>Student consistently extends his/her ideas and understanding in light of the discussion.</p>	<p>Student consistently engages and extends group discussions.</p> <p>Student consistently stays on topic by linking his/her own additions to the conversation to the previous remarks of others.</p> <p>Student consistently asks for clarification and further explanation as needed.</p> <p>Student consistently extends his/her ideas and understanding in light of the discussion.</p> <p>Student consistently acknowledges new information provided by others and incorporates it into his/her own thinking as appropriate.</p>

