



**District 196 Kindergarten**  
**Literacy Report Card Marking Code Descriptions:**

	<b>1 – Limited</b>	<b>2 – Developing</b>	<b>3 – Proficient</b>	<b>4 – Exemplary</b>
<b>Listening, Speaking, Viewing and Exchanging Ideas</b>	Student needs help in clearly expressing ideas during conversations or presentations, needs help to maintain focus, and has challenges incorporating others' thoughts.	Student occasionally communicates ideas clearly during discussions, sometimes maintains focus on topics, and incorporates others' thoughts intermittently.	Student generally expresses ideas clearly in group settings, usually maintains focus on topics, and effectively incorporates others' thoughts into conversations.	Student consistently communicates ideas clearly in conversations and presentations, maintains focus on topics, and seamlessly incorporates the thoughts of others.
<b>Concepts About Print</b>	Student needs to demonstrate more understanding of print concepts, has difficulty with directionality, spacing, and punctuation, and requires significant support.	Student shows a basic understanding of print concepts, occasionally recognizes directionality and spacing, and applies them inconsistently.	Student exhibits a general understanding of print concepts, including directionality and spacing, and applies this knowledge in most reading and writing tasks.	Student demonstrates a comprehensive understanding of print concepts, and consistently applies knowledge of directionality, spacing, and punctuation in reading and writing.
<b>Word Recognition</b>	Student demonstrates limited phonics, decoding, and word recognition skills. Student has difficulties with identifying sounds, blending words, reading decodable texts, and recognizing high-frequency words.	Student is making progress in developing phonics, decoding, and word recognition skills. Showing improvement in identifying sounds, blending words, reading decodable texts, and recognizing high-frequency words, but still needs support.	Student consistently demonstrates grade-level phonics, decoding, and word recognition skills. Can identify sounds, blend words, read decodable texts, and recognize high-frequency words accurately and automatically.	Student exceeds grade-level expectations in phonics, decoding, and word recognition skills. Applies these skills flexibly and fluently, even with more complex words and texts.
<b>Reading Comprehension</b>	Student has difficulty understanding text; rarely uses strategies and requires significant support.	Student shows a basic understanding of text; occasionally uses strategies but often needs prompting. Responds to books in shared reading experiences.	Student generally demonstrates a clear understanding of the text; uses some strategies with minimal support. Student begins to select books on their own and read with meaning.	Student consistently demonstrates a thorough understanding of the text; effectively uses strategies (decoding, self-correction, questioning, and making connections) independently.

<p><b>Writing- Content</b></p>	<p>Student has difficulty writing routinely, even with drawing, dictating, or writing support. Needs significant guidance to plan, draft, and revise writing in a shared setting.</p>	<p>Student is beginning to write routinely with drawing, dictating, or writing, but still requires frequent support and guidance. Demonstrates a developing ability to share personal perspective, identity, and voice verbally or visually. Student is making progress in planning, drafting, and revising writing in a shared setting, but needs continued support.</p>	<p>Student consistently meets grade-level expectations, which include:</p> <p>Writing routinely, which may include a combination of drawing, dictating, and writing, with support and guidance</p> <p>Sharing personal perspective, identity, and voice verbally or visually</p> <p>Planning, drafting, and revising writing (which may include drawing, dictating, and writing) in a shared setting to strengthen writing</p>	<p>Student exceeds grade-level expectations, demonstrating advanced skills in writing routinely without relying heavily on drawing or dictation. Shares personal perspective, identity, and voice in sophisticated, creative ways verbally and visually. Independently plans, drafts, and revises writing, providing evidence of thoughtful reflection and revision.</p>
<p><b>Writing- Foundational Skills</b></p>	<p>Student demonstrates limited skills in letter formation, letter-sound knowledge, and understanding of written language and needs significant support.</p>	<p>Student is making progress in developing letter formation, letter-sound knowledge, and understanding of written language, but still needs support.</p>	<p>Student consistently demonstrates grade-level skills in letter formation, letter-sound knowledge, and understanding of written language.</p>	<p>Student exceeds grade-level expectations in foundational writing skills, applying them flexibly and fluently</p>



**District 196 Grade One**  
**Literacy Report Card Marking Code Descriptions:**

	<b>1 – Limited</b>	<b>2 – Developing</b>	<b>3 – Proficient</b>	<b>4 – Exemplary</b>
<b>Listening, Speaking, Viewing and Exchanging Ideas</b>	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.
<b>Reading Comprehension</b>	Student has difficulty with understanding the text; rarely uses strategies and requires significant support to grasp basic concepts.	Student shows a basic understanding of text; occasionally uses strategies but often requires prompting and support to enhance comprehension.	Student generally demonstrates a clear understanding of the text; uses some strategies with minimal prompting to aid comprehension	Student consistently demonstrates a thorough understanding of the text; independently uses effective strategies (decoding, self-correction, questioning, and making connections) to enhance comprehension.
<b>Word Recognition &amp; Fluency</b>	Student demonstrates limited skills in recognizing a wide range of words accurately and automatically. Student has difficulty with decoding skills and reading unfamiliar words with confidence. Student reads text below grade level without effective expression, phrasing, and punctuation.	Student is developing skills in recognizing words accurately and automatically. Student is making progress in decoding skills and reading unfamiliar words but still needs support. Student reads text at or slightly below grade level with developing expression, phrasing, and punctuation.	Student consistently demonstrates grade-level skills in recognizing a wide range of words accurately and automatically. Student demonstrates solid decoding skills and can read unfamiliar words with confidence. Student reads text that is on grade level with effective expression, phrasing, and punctuation.	Student exceeds grade-level expectations in word recognition and fluency. Student consistently recognizes a wide range of words accurately and automatically; demonstrates advanced decoding skills and can read unfamiliar words with confidence. Student reads text that is on or above grade level with effective expression, phrasing, and punctuation.

<p><b>Writing- Content</b></p>	<p>Student has difficulty writing routinely, even when combining writing, drawing, and speaking. Has difficulty with sharing personal perspective, identity, and voice verbally, visually, or in writing. Needs significant support and guidance to plan, draft, and revise writing in a shared setting.</p>	<p>Student is beginning to write by combining writing, drawing, and speaking, but still requires frequent support. Demonstrates a developing ability to share personal perspective, identity, and voice verbally, visually, or in writing. Makes progress in planning, drafting, and revising writing in a shared setting, but needs continued guidance.</p>	<p>Student consistently meets grade-level expectations, which include:          Writing routinely through a combination of writing, drawing, and speaking          Sharing personal perspective, identity, and voice verbally, visually, or in writing          Planning, drafting, and revising writing in a shared setting to strengthen writing</p>	<p>Student exceeds grade-level expectations, demonstrating advanced skills in writing routinely using a sophisticated combination of writing, drawing, and speaking. Shares personal perspective, identity, and voice in nuanced, creative ways verbally, visually, and in writing. Independently plans, drafts, and revises writing, providing evidence of deep reflection and effective revision strategies.</p>
<p><b>Writing- Foundational Skills</b></p>	<p>Student has difficulty printing uppercase and lowercase letters accurately. has difficulty with recognizing the distinguishing features of a sentence. Student has difficulty spelling words in common word families and high-frequency words, often relying on inaccurate phonetic spelling. Uses nouns, verbs, and prepositions in simple sentences inconsistently and inaccurately in writing.</p>	<p>Student is progressing in printing uppercase and lowercase letters, but accuracy is inconsistent. Demonstrates a developing understanding of the distinguishing features of a sentence. Spelling of words in common word families and high-frequency words is improving, but phonetic spelling is not always accurate. Uses nouns, verbs, and prepositions in simple sentences with some accuracy in writing.</p>	<p>Student consistently meets grade-level expectations, which include:           Printing all uppercase and lowercase letters accurately          Recognizing the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation)          Accurately spelling words in common word families and high-frequency words; using phonetic spelling for other words          Using frequently-occurring nouns, verbs, and prepositions in simple sentences</p>	<p>The student exceeds grade-level expectations, demonstrating advanced skills in the foundational writing benchmarks. Student can form sentences fluently and accurately with correct capitalization and punctuation. Furthermore, the student spells words from common word families and high-frequency vocabulary with a high degree of accuracy. They also utilize effective phonetic spelling strategies to accurately write unfamiliar words.</p>



**District 196 Grade Two**  
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<b>Listening, Speaking, Viewing and Exchanging Ideas</b>	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.
<b>Reading Comprehension</b>	Student has difficulty with understanding the text; rarely uses strategies and requires significant support to grasp basic concepts.	Student shows a basic understanding of text; occasionally uses strategies but often requires prompting and support to enhance comprehension.	Student generally demonstrates a clear understanding of the text; uses some strategies with minimal prompting to aid comprehension	Student consistently demonstrates a thorough understanding of the text; independently uses effective strategies (decoding, self-correction, questioning, and making connections) to enhance comprehension.
<b>Word Recognition and Fluency</b>	Student demonstrates limited skills in recognizing a wide range of words accurately and automatically. Student has difficulty with decoding skills and reading unfamiliar words with confidence. Student reads text below grade level without effective expression, phrasing, and punctuation.	Student is developing skills in recognizing words accurately and automatically. Student is making progress in decoding skills and reading unfamiliar words, but still needs support. Student reads text at or slightly below grade level with developing expression, phrasing, and punctuation.	Student consistently demonstrates grade-level skills in recognizing a wide range of words accurately and automatically. Student demonstrates advanced decoding skills and can read unfamiliar words with confidence. Student reads text that is on grade level with effective expression, phrasing, and punctuation.	Student exceeds grade-level expectations in word recognition and fluency. Student consistently recognizes a wide range of words accurately and automatically; demonstrates advanced decoding skills and can read unfamiliar words with confidence. Student reads text that is on or above grade level with effective expression, phrasing, and punctuation.

<p><b>Writing</b></p>	<p>Student writing is unclear and contains many errors. Student has difficulty with conveying ideas through writing.</p>	<p>Student writing is beginning to convey meaning and knowledge of the topic. Student inconsistently uses spacing, punctuation, and capitalization.</p>	<p>Student writes clear pieces that show an understanding of the topic; includes relevant details and is organized; has some minor spelling, punctuation, and grammar mistakes.</p>	<p>Student writes clear and interesting pieces that show a strong understanding of the topic; includes detailed support, is well organized, and has few or no spelling, punctuation, and grammar mistakes.</p>
<p><b>Writing-Foundational Skills</b></p>	<p>The student has difficulty with the basic conventions of writing, such as using proper punctuation, spelling high-frequency words, and capitalizing appropriately. They struggle to apply grade-level spelling patterns and rules, and inconsistently use different parts of speech in simple sentences.</p>	<p>The student is making progress in using the basic writing conventions, but accuracy is still inconsistent. They demonstrate a growing ability to apply grade-level spelling skills, but continue to make errors. The student uses different parts of speech in simple sentences with some accuracy.</p>	<p>The student consistently meets grade-level expectations for writing conventions, spelling, and sentence structure. This includes authentically using:</p> <ul style="list-style-type: none"> <li>Proper punctuation, spelling of high-frequency words, and capitalization</li> <li>Grade-level spelling patterns and rules</li> <li>A variety of parts of speech in simple sentences</li> </ul>	<p>The student exceeds grade-level expectations, demonstrating advanced skills in the foundational writing competencies. They exhibit exceptional accuracy and fluency in using writing conventions, spelling, and sentence structure. The student applies grade-level skills with a high degree of proficiency and skillfully incorporates a range of language skills in their writing.</p>



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

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<b>Listening, Speaking, Viewing and Exchanging Ideas</b>	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.
<b>Reading Comprehension</b>	Student shows minimal understanding of texts; has difficulty with identifying main ideas and characters; rarely makes connections or inferences, and does not effectively use context clues, requiring significant assistance to comprehend the material.	Student displays a basic understanding of texts; can identify some main ideas and characters but has difficulty with details; makes limited connections and inferences, and occasionally uses context clues with support.	Student shows a clear understanding of texts; can identify main ideas, characters, and events; makes relevant connections and inferences, and generally uses context clues to support comprehension with minor errors.	Student demonstrates a deep understanding of texts; can analyze and interpret themes, characters, and events; consistently makes insightful connections and inferences, and effectively uses context clues to enhance comprehension.
<b>Word Recognition &amp; Fluency</b>	The student shows minimal understanding of word structures, rarely recognizes prefixes, suffixes, or root words, has difficulty decoding familiar and unfamiliar words, and requires significant assistance with using strategies for word understanding and manipulation. The student also has difficulty reading texts fluently, frequently makes errors, reads at a slow rate, and lacks expression, and comprehension is significantly affected by these challenges.	Student displays a basic understanding of word structures, recognizing some prefixes, suffixes, and root words; can decode familiar words but has difficulty with unfamiliar words; requires support to use strategies for understanding and manipulating words. Student reads texts with some fluency but demonstrates occasional inaccuracies and a slow rate; expression may be limited, which occasionally hinders comprehension.	Student shows a solid understanding of word structures, including prefixes, suffixes, and root words; can apply knowledge to decode some unfamiliar words and improve vocabulary; uses strategies to understand and manipulate words with some guidance. Student reads grade level or lesson texts fluently with sufficient accuracy and appropriate rate; uses expression that supports comprehension with minor inconsistencies in tone or pacing.	Student demonstrates an advanced understanding of word structures, including prefixes, suffixes, and root words; can independently apply knowledge to decode unfamiliar words and enhance vocabulary; consistently uses a variety of strategies to understand and manipulate words. Student reads texts fluently with a high level of accuracy, appropriate rate, and excellent expression; consistently enhances comprehension through tone and pacing.

<p><b>Writing Content</b></p>	<p>Student's stories lack structure or story elements. Student needs more planning and revision; writing appears unedited and unrefined. Student rarely uses effective language or phrasing; needs to gain understanding of conventions.</p>	<p>Student's stories demonstrate limited structure and unclear elements. Language use is basic, with minimal variety in phrasing and conventions. Attempts to argue points lack clear organization and sufficient evidence, resulting in a weak blending of opinion and facts. While some details are provided, they lack effective organization or relevance. Research is limited, and supporting details are unclear or missing.</p>	<p>Student effectively develops a story with a clear structure and elements. They present arguments with some organization and evidence, without blending opinion and facts, though clarity may be lacking. Relevant details are organized to inform or explain. Student uses research with some understanding and chooses appropriate details for the topic, but the citations may not always be accurate.</p>	<p>Student thoughtfully develops stories with a clear structure and well-defined elements. They use rich vocabulary and varied phrases effectively. Arguments are well-organized with strong evidence and effective linking words, seamlessly blending opinion and facts. Relevant details are selected and organized, showing a thorough understanding of the topic. Student plans and conducts thorough research, sharing findings effectively while understanding how to accurately cite sources.</p>
<p><b>Writing Conventions</b></p>	<p>Student rarely uses correct punctuation, with many noticeable errors. There is poor capitalization throughout the writing, including with proper nouns.</p>	<p>Student uses some correct punctuation, but noticeable errors are present. There may be capitalization issues, including with proper nouns, and writing contains frequent grammar errors that affect clarity and understanding.</p>	<p>Student mostly uses correct punctuation with minor errors, capitalizes most proper nouns and the beginnings of sentences, and applies grammar rules with some errors that do not affect clarity.</p>	<p>Student uses correct punctuation throughout writing, including commas in series and apostrophes, capitalizes proper nouns and the beginnings of sentences accurately, and applies grammar rules effectively with few to no errors.</p>





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

	<b>1 – Limited</b>	<b>2 – Developing</b>	<b>3 – Proficient</b>	<b>4 – Exemplary</b>
<b>Listening, Speaking, Viewing and Exchanging Ideas</b>	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.
<b>Word Recognition &amp; Fluency</b>	<p>The student shows minimal understanding of word structures, rarely recognizes prefixes, suffixes, or root words, has difficulty decoding familiar and unfamiliar words, and requires significant assistance with using strategies for word understanding and manipulation.</p> <p>The student also has difficulty reading texts fluently, frequently makes errors, reads at a slow rate, and lacks expression, and comprehension is significantly affected by these challenges.</p>	<p>Student displays a basic understanding of word structures, recognizing some prefixes, suffixes, and root words; can decode familiar words but with unfamiliar words; requires support to use strategies for understanding and manipulating words.</p> <p>Student reads texts with some fluency but demonstrates occasional inaccuracies and a slow rate; expression may be limited, which occasionally hinders comprehension.</p>	<p>Student shows a solid understanding of word structures, including prefixes, suffixes, and root words; can apply knowledge to decode some unfamiliar words and improve vocabulary; uses strategies to understand and manipulate words with some guidance.</p> <p>Student reads grade level or lesson texts fluently with sufficient accuracy and appropriate rate; uses expression that supports comprehension with minor inconsistencies in tone or pacing.</p>	<p>Student demonstrates an advanced understanding of word structures, including prefixes, suffixes, and root words; can independently apply knowledge to decode unfamiliar words and enhance vocabulary; consistently uses a variety of strategies to understand and manipulate words.</p> <p>Student reads texts fluently with a high level of accuracy, appropriate rate, and excellent expression; consistently enhances comprehension through tone and pacing.</p>

<b>Reading Comprehension</b>	Student has difficulty selecting and reading texts, showing minimal comprehension of main ideas and details. They rarely analyze information or make connections to academic tasks and require significant assistance to comprehend the material.	Student selects and reads texts but demonstrates limited comprehension of main ideas and details. They struggle to analyze information and make connections to academic tasks, requiring support to enhance their understanding.	Student selects and proficiently reads grade-level or lesson texts, demonstrating a clear understanding of main ideas, themes, and details. They can analyze information and make relevant connections to academic tasks with some guidance.	Student independently selects and proficiently reads complex texts, demonstrating a deep understanding of themes, main ideas, and details. They effectively analyze and synthesize information, making insightful connections to academic tasks.
<b>Writing Content</b>	Student's writing does not change across tasks and audiences, showing limited planning and drafting with little selection for revision. Ideas are unclear and poorly communicated, while arguments and persuasive texts are disorganized and lack clear introductions and conclusions. Responses to literary texts are either absent or irrelevant, and narratives are underdeveloped with minimal details. Research is minimal, with no source evaluation or citation.	Student demonstrates inconsistent writing across tasks and audiences. They plan and draft some pieces but struggle with selection for revision. Ideas are sometimes unclear, and arguments and persuasive texts lack clarity and organization. Responses to literary texts are surface-level, narratives may lack detail, and research is limited and without citation.	Student writes for different tasks and audiences, plans and drafts multiple pieces, usually selecting one for revision. Ideas are mostly clear with appropriate word choice, and they construct organized arguments and persuasive texts with recognizable introductions and conclusions. They respond to literary texts and create narratives with some literary elements and sensory details. Additionally, they conduct independent research with some source evaluation and attempt to cite sources.	Student writes effectively for various tasks and audiences. They plan and draft multiple pieces, selecting the best for revision. Strong arguments and persuasive texts are constructed with clear introductions and conclusions. Responses to literary texts are thoughtful, and they create engaging narratives with detailed literary elements and sensory details. Additionally, they conduct thorough research, evaluate sources, and cite them correctly.
<b>Writing Conventions</b>	Student frequently makes errors in punctuation, spelling, capitalization, and grammar, significantly impacting understanding.	Student demonstrates inconsistent use of punctuation, spelling, capitalization, and grammar, with errors that occasionally impact clarity.	Student mostly demonstrates mastery of punctuation, spelling, capitalization, grammar, and subject-verb/pronoun-antecedent agreement throughout their writing.	Student consistently demonstrates mastery of punctuation, spelling, capitalization, grammar, and subject-verb/pronoun-antecedent agreement throughout writing.