

Expectation 4a: The EHHS student reads effectively

CRITERIA BEING ASSESSED	EXEMPLARY (Exceeds the Expectation)	PROFICIENT (Meets the Expectation)	DEVELOPING (Almost meets the Expectation)	BEGINNING (Needs significant growth to meet the Expectation)
Word Recognition Skills (Phonic, Structural, Contextual Word Attack)	The reader: <ul style="list-style-type: none"> demonstrates a thorough and insightful understanding of word recognition strategies consistently chooses appropriate strategies to decode unfamiliar words in text 	The reader: <ul style="list-style-type: none"> demonstrates an accurate and sufficient understanding of word recognition strategies frequently chooses appropriate strategies to decode unfamiliar words in text 	The reader: <ul style="list-style-type: none"> demonstrates a basic understanding of word recognition strategies sometimes chooses appropriate strategies to decode unfamiliar words in text often hesitates to attempt decoding unfamiliar words 	The reader: <ul style="list-style-type: none"> demonstrates an inaccurate or insufficient understanding of word recognition strategies rarely applies strategies to decode unfamiliar words may refuse to attempt decoding
Pre-reading strategies: <ul style="list-style-type: none"> activates prior knowledge sets purpose for reading makes predictions 	The reader: <ul style="list-style-type: none"> consistently chooses and applies appropriate pre-reading strategies 	The reader: <ul style="list-style-type: none"> frequently chooses and applies appropriate pre-reading strategies 	The reader: <ul style="list-style-type: none"> sometimes chooses and applies appropriate pre-reading strategies 	The reader: <ul style="list-style-type: none"> rarely chooses and applies appropriate pre-reading strategies
Acquires new vocabulary	The reader: <ul style="list-style-type: none"> consistently uses context clues and other resources to build understanding of new words and the text 	The reader: <ul style="list-style-type: none"> frequently uses context clues and other resources to build understanding of new words and the text 	The reader: <ul style="list-style-type: none"> sometimes uses context clues and other resources to build understanding of new words and the text 	The reader: <ul style="list-style-type: none"> rarely uses context clues and other resources to build understanding of new words and the text

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<p>Identifies author’s purpose (persuasion, information, entertainment)</p>	<p>The reader consistently and independently:</p> <ul style="list-style-type: none"> identifies the purpose of the text recognizes the tone and/or view of the author 	<p>The reader frequently:</p> <ul style="list-style-type: none"> identifies the purpose of the text may recognize the tone and/or view of the author 	<p>The reader:</p> <ul style="list-style-type: none"> identifies the purpose of the text with teacher assistance or following class discussion may recognize the tone and/or view of the text with teacher assistance or following class discussion 	<p>The reader is rarely able to:</p> <ul style="list-style-type: none"> identify the purpose of the text
<p>Identifies important information</p>	<p>The reader:</p> <ul style="list-style-type: none"> consistently identifies all main ideas in the text 	<p>The reader:</p> <ul style="list-style-type: none"> identifies most of the main ideas in the text 	<p>The reader:</p> <ul style="list-style-type: none"> identifies some of the main ideas accurately 	<p>The reader:</p> <ul style="list-style-type: none"> identifies few or none of the main ideas
<p>Makes inferences and draws conclusions</p>	<p>The reader consistently:</p> <ul style="list-style-type: none"> makes logical and relevant inferences about the text provides extensive support for conclusions 	<p>The reader frequently:</p> <ul style="list-style-type: none"> makes logical and relevant inferences about the text provides appropriate support for conclusions 	<p>The reader sometimes:</p> <ul style="list-style-type: none"> makes inferences which are logical or relevant provides minimal or inappropriate support conclusions 	<p>The reader rarely:</p> <ul style="list-style-type: none"> makes inferences which are logical or relevant draws conclusions based on text
<p>Makes connections (text to text; text to self; text to world)</p>	<p>The reader consistently and independently:</p> <ul style="list-style-type: none"> integrates personal experience and/or background knowledge with new information 	<p>The reader frequently:</p> <ul style="list-style-type: none"> integrates personal experience and/or background knowledge with new information 	<p>The reader sometimes:</p> <ul style="list-style-type: none"> integrates personal experience and/or background knowledge with new information 	<p>The reader rarely:</p> <ul style="list-style-type: none"> integrates personal experience and/or background knowledge with new information

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Oral Reading and Fluency	The reader: <ul style="list-style-type: none">• consistently reads with proper pacing, expression and intonation to enhance oral reading• consistently applies knowledge of punctuation to enhance oral reading	The reader: <ul style="list-style-type: none">• frequently reads with proper pacing, expression and intonation to enhance oral reading• frequently applies knowledge of punctuation to enhance oral reading	The reader: <ul style="list-style-type: none">• may have difficulty reading at a proper pace, or using expression and intonation in oral reading• may not apply knowledge of punctuation during oral reading	The reader: <ul style="list-style-type: none">• may seem uncomfortable or refuse when asked to read orally• often seems choppy, or lacks expression when reading orally• rarely attends to punctuation during oral reading
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