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|  | **5 Big Ideas in Reading** |
|  | **5 Big Ideas** | **Beginning***Little/No Evidence* | **Progressing***Some Evidence* | **Proficient***Clear Evidence* | **Proficiency Indicators** |
|  | **Phonemic Awareness****Core Instruction:****4K, K, 1****Supplemental:**  | Comments: | * Explicit instruction in Phonological awareness
	+ Rhyming
	+ Segmenting Syllabication
	+ Blending
* Explicit instruction in phonemic awareness
	+ Beginning sounds
	+ Ending sounds
	+ Phoneme manipulation (e.g. changing beginning or ending sounds)
* Activities are deliberately sequenced to ensure efficient learning and comprehensive coverage
* Frequent formative assessment is used to identify mastery or need for additional instruction.
* Core instruction results in 80% or more students reaching benchmark targets for PA
* Specific strategies for generalizing skills to authentic reading contexts are used
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| **Alphabetic Principle****Core Instruction:****4K, K, 1, 2, 3****Supplemental:** | Comments: | * Explicit instruction in letter-sound relationships
* Extensive practice reading books that contain words that demonstrate the letter-sound relationships they are learning
* Decoding and recoding are emphasized throughout AP instruction.
* Activities are deliberately sequenced to ensure efficient learning and comprehensive coverage
* Frequent formative assessment is used to identify mastery or need for additional instruction.
* Specific strategies for generalizing skills to authentic reading contexts are used
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| **Fluency****Core Instruction:****4K, K, 1, 2, 3, 4, 5****Supplemental:****All** | Comments: | * Frequent teacher read alouds model fluent reading
* Children repeat reading with immediate feedback on accuracy.
* Children have opportunities to read along in books while listening to fluent readers (e.g. via audiotape or computer)
* Children are taught paired reading routines that promote accurate reading and fluency
* Teachers monitor improvements in reading fluency through timed readings that emphasize accuracy as well as fluency
* Frequent formative assessment is used to identify mastery or need for additional instruction.
* Core instruction results in 80% or more students reaching benchmark targets for PA
* Specific strategies for generalizing skills to authentic reading contexts are used
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| **Vocabulary****Core Instruction:****4K, K, 1, 2, 3, 4, 5, - 12****Supplemental:****All** | Comments: | * Critical content and academic vocabulary is identified for every unit
* Vocabulary is explicitly taught, reinforced, and assessed within each unit
* Vocabulary is pre-taught to gain additional opportunities for rehearsal
* Graphic organizers are used to connect terms and conceptsk
* Teachers are provided with professional development and coaching support that promotes evidence-based vocabulary instruction
* Instructional materials are selected and/or developed to contain specific evidence based practices and strategies.
* Frequent formative assessment is used to identify mastery or need for additional instruction.
* Core instruction results in 80% or more students reaching benchmark targets for PA
* Specific strategies for generalizing skills to authentic reading contexts are used
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| **Comprehension****Core Instruction:****4K, K, 1, 2, 3, 4, 5, - 12****Supplemental:** **All** | Comments: | * High-yield comprehension strategies are taught with course content material
* Comprehension strategies emphasize informational text as well as literary text comprehension.
* Comprehension strategies modeled and taught in the context of read alouds for students who are not yet fluent readers.
* Comprehension strategies are explicitly taught using a gradual release of responsibility model
* Think alouds are used to model comprehension strategies
* Graphic organizers are used to scaffold complex text for students needing additional supports
* Teachers assess comprehension formally and informally on a regular basis.
* 80 % of students or more are reaching critical comprehension benchmarks on measures demonstrated to align with Common Core State Standards and College/Career Readiness.
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| **High Yield Instructional Practices** |
| **Instructional Practices** | Beginning Progressing Proficient | **Proficiency Indicators** |
| **Intentional, frequent review** | Comments: | * Lessons begin and end with a short review of learning
* Students are engaged in weekly and monthly reviews
* Students are actively engaged in review
* Student progress with learning is monitored frequently to determine who needs additional rehearsal and review
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| **New material is presented in small, systematic steps** | Comments: | * Less complex skills are taught before more complex skills
* Material is presented in small steps to ensure mastery and success with each component
* Pre-requisite skills are pre-assessed and based on results, taught and/or reviewed prior to introducing new material
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| **Instruction is explicitly taught; students are provided with models** | Comments: | * All instruction and activities align with identified learning targets
* Students are provided with exemplars and models
* Students can identify characteristics of quality models
* Learning targets are written in student friendly terms and communicated to students (and parents)
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|  | **Sufficient guided practice is provided for each student** | Comments: | * Sufficient guided practice is provided prior to independent practice
* Independent practice is designed to increase fluency in mastering skill
* High success rates are built into the learning process to ensure that the student is learning the skill correctly
* Sufficient support and feedback is provided
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|  | **Student learning is frequently and regularly monitored for understanding** | Comments: | * Formative assessment checks are used at each stage of learning process for each learning objective
* Formative assessments are used to identify who is progressing, who needs additional instruction, and who is ready to move beyond fundamental expectations
* Formative assessment results are shared with students along with feedback to close any gaps in learning
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|  | **Instruction is adjusted to meet the needs of all students**  | Comments: | * Flexible groupings provide additional guided practice for some students and extension/enrichment for others
* Re-teaching is provided for those who need additional modeling and/or practice
* Instruction is adjusted based on student progress in the learning
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|  | **Differentiation and scaffolding are used to adjust guided practice in learning** | Comments: | * A variety of instructional strategies are used within a given instructional practice
* Lessons and activities align with learning targets
* Scaffolded questions/supports are provided for students as needed
* Challenge is provided for those ready to move ahead
* Additional resources are provided for students who need supplementary leveled materials
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|  | **Using Data to Make Instructional Decisions** |
|  | **Data Practices** | Beginning Progressing Proficient | **Proficiency Indicators** |
|  | **Assessment tools and routines demonstrate reliability and validity** | Comments: | * Assessment tools used provide technical data to demonstrate consistent score outcomes within students and across administrators
* Assessment tools used measure outcomes that are representative of critical skill domains including the “5 big Ideas”
* Assessors are well trained and monitored for consistent adherence to standardized administration procedures
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|  | **Assessment tools are available that address multiple purposes and are used for the correct purposes**  | Comments: | * Assessment routines include strategies for formative, intermediate/benchmark, summative and diagnostic data gathering
* Selected tools are verified to provide reasonable levels of precision for answering the assessment questions for which they are used
* Multiple measures across multiple assessment periods are collected
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|  | **Assessment data are routinely analyzed and reviewed using valid strategies and approaches** | Comments: | * Staff are trained and supported to use assessment data to guide educational decisions
* Specific tools and routines are established that guide assessment analysis and application for decision-making
* Assessment data are analyzed first at the broadest group levels and disaggregated groups to determine overall effects of instruction and intervention
* Specific data interpretation guidelines exist and are consistently followed.
* All staff are involved to some degree in using assessment data
* Specific individuals at the district and building level are identified as “data experts” and are provided time to fulfill necessary data management and coaching tasks
* Ongoing professional development is provided to “data experts”
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|  | **Other** |

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|  | **Students are successful completing activities at a high criterion for performance** | Comments: | * Teacher elicits a high percentage of accurate responses from group
* Teacher elicits a high percentage of accurate responses from individuals
* Standards for performance are held constant across students who are typically high or low performers
* Teacher monitors for accuracy and provides corrective feedback during independent work
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|  | **Students are engaged in the lesson** | Comments: | * Teacher gains attention before initiating instruction
* Instruction pace is appropriate to maintain attention
* Teacher maintains proximity to students
* Teacher transitions quickly between tasks
* Independent work routines are taught
* Teacher models the task before allowing students to work independently
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