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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 |
| **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 |
| **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 |
| **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 |
| **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. |
| **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 |
| **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 |
| **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) |
|  | **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 |
|  | **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 |
|  | **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 |
|  | **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 |
|  | **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 |
|  | **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 |
|  | **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” |
|  | **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 |
|  | **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 |