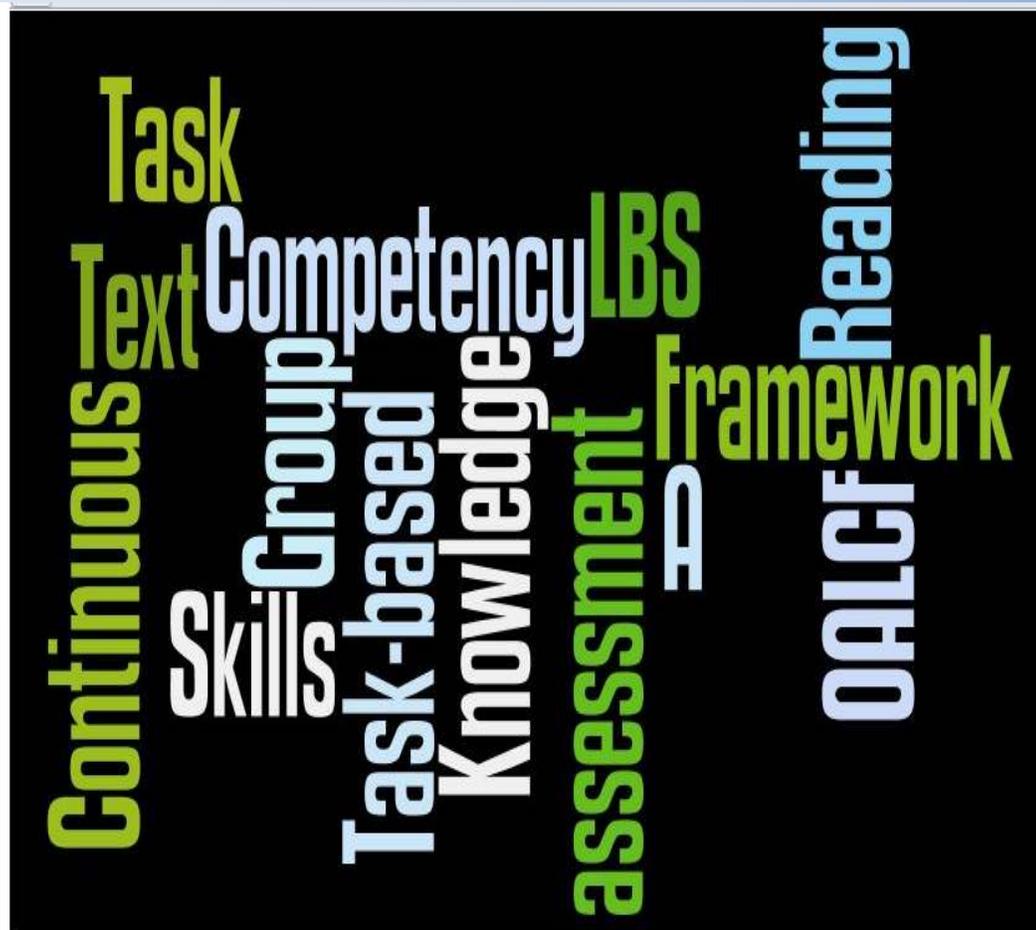
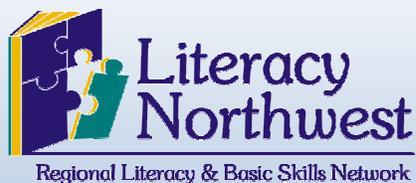


Common Assessment for the OALCF Goal Paths



Reading Rubrics



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- Denyse De Bernardi, Le centre de formation du Nipissing
- Barb Duguay, Valley Adult Learning Association
- Becky Groulx, Atikokan Adult Learning Centre
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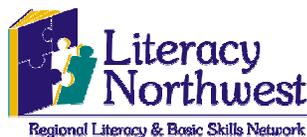
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All of your efforts contributed towards the successful completion of this project.

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**Reading Rubrics for the
Common Assessment for the Ontario Adult Literacy Curriculum Framework
Goal Paths (CA-OALCF-GP) Resource Package
Competency A. Task Group 1- Read Continuous Text**

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Introduction to Reading Rubrics for the Common Assessment for the OALCF Goal Paths Resource Package Competency A. Task Group 1- Read Continuous Text

About the Resource

The **Common Assessment for the OALCF Goal Paths (CA-OALCF GP) Resource Package** was developed in 2013-2014 to address practitioners' need for a common assessment strategy and to build upon and compliment current assessment resources and tools used in the adult literacy field across Ontario. The common assessment resource package, which is available in English and French, in print and/or on-line format, is designed to be used by practitioners in its entirety (all five goal paths), for specific goal paths only, and/or for just the assessment activities or the tracking/support tools. Each tool or resource can be used independently and easily incorporated into an existing assessment strategy.

The resource was piloted in northern Ontario in 2013/14 and a one-day training session was held in Thunder Bay in May 2014. Feedback from the pilot sites and the training session was very positive. Participants from both Anglophone and Francophone agencies indicated that further training would be beneficial to;

- increase practitioners' understanding of task based assessment
- allow for more hands-on, practical use of the tools
- promote the value of the existing resource.

Feedback also identified the following emergent needs that would assist in building practitioner and agency capacity to fully implement the Ontario Adult Literacy Curriculum Framework.

- Reading rubrics for marking and assessing the activities for Competency A1 - Read Continuous Text
- Ongoing professional development and opportunities for hands-on training
- Resources, tools and practical approaches to support the full implementation of the OALCF
- More joint training that supports increased understanding and collaboration amongst EO service providers and other community agencies

As a result of the above feedback, a second proposal was developed and submitted to the MTCU – Service Delivery Network Development Fund (2014-15) to create **Reading Rubrics** that align with the activities in the CA-OALCF resource and to provide practitioner training throughout the province.

How are the Rubrics designed?

The rubrics are designed to support practitioners when assessing Competency A1 Read Continuous Text. Each rubric accompanies the assessment activities within the CA-OALCF GP Resource Package for Competency A1 Read Continuous Text across each of the 5 goal paths and three levels.

How are the Rubrics set-up?

The rubrics are set-up to provide practitioners with a common, consistent approach to assessing Competency A1. Each rubric contains:

- competency and level indicator
- name of the activity and corresponding page number in the CA-OALCF GP Resource
- performance descriptors from the OALCF that match with the performance descriptors on the corresponding activity cover sheet
- Embedded Skills and Knowledge required of the task

How Can I Use this Resource?

- Practitioners can “check” performance descriptors and skills required of the task and can easily identify strengths and weaknesses
- By comparing the rubric with the corresponding activity cover sheet, practitioners can pinpoint skills within a specific task that need to be worked on
- Completed assessment results can be compared with the Key Development Skills List to further inform training and learner plan activities
- The rubrics can be attached to the activity and placed in the learner file to provide further evidence of task-based assessment
- Practitioners can easily insert this new Reading Rubrics resource into their CA-OALCF GP Resource Package binder or attach each rubric to the corresponding activity in the binder
- The Reading Rubrics allows for common scoring and assessment practices for this Competency (task group) which increases agency capacity to deliver performance based assessments within the OALCF

Other Considerations When Assessing Competency A1, Read Continuous Text

The Reading Rubrics for the OALCF GP's Resource Package represents only one assessment piece. In order for practitioners to complete a full reading assessment, it is important to remember to use a variety of assessment tools, formal and informal. Therefore, when assessing this competency and task group it is vital to sit with the learner and listen to them read. Ask questions and interact with them during the assessment to ensure they understand and comprehend what is expected. The rubrics should be shared with learners prior to the assessment to ensure they are aware of expectations. This allows the learner to self-evaluate throughout the assessment process and ensures that fair assessment practices are followed.

For further information regarding the **Common Assessment for the OALCF Goal Paths Resource Package** and other related resources/tools, please check out: www.northernliteracy.ca.

The complete resource package contains:

- Sample Common Assessment Strategy
- Task Based Assessment, Milestone and Culminating Task Tracking Sheet
- Sample Task Template
- Index of Activities
- Key Development Skills List
- Assessment Activities and Tasks across each of the five goal paths, six competencies and three levels
- Answer Sheets
- Resource List
- Goal Path Bulletins for Learners that include activities and other useful information regarding assessment
- Goal Path Newsletters for Practitioners that include useful and helpful information regarding assessment

Other Resources:

- Goal Path Specific Webinars

New Reading Rubrics for Competency A1, Read Continuous Text



A1.1	“Reading Tasks Level 1”	Does Not Meet Expectations	Begins to Meet Expectations	Meets Expectations	Meets and Exceeds Expectations
Performance Descriptors					
<ul style="list-style-type: none"> Decodes words and makes meaning of sentences in a single text 					
<ul style="list-style-type: none"> Reads short texts to locate a single piece of information 					
<ul style="list-style-type: none"> Follows the sequence of events in straightforward chronological texts 					
<ul style="list-style-type: none"> Follows simple straightforward instructional texts 					
<ul style="list-style-type: none"> Identifies the main idea in brief texts 					
<ul style="list-style-type: none"> Requires support to identify sources and to evaluate and integrate information 					
Embedded Skills and Knowledge					
<ul style="list-style-type: none"> Reads text with simple, concrete information in simple familiar wording 					
<ul style="list-style-type: none"> Uses knowledge of alphabet and basic phonics to decode common words 					
<ul style="list-style-type: none"> Use context cues and personal experience to gather meaning from the text 					
<ul style="list-style-type: none"> Use pictures and illustrations to determine the meaning of unfamiliar words 					
<ul style="list-style-type: none"> Reads symbols and common sight words 					
<ul style="list-style-type: none"> Scans simple text to locate a single piece of information 					
<ul style="list-style-type: none"> Reads sentences up to one paragraph 					

A1.2	“Level 2 HRSDC Reading Indicator”	Does Not Meet Expectations	Begins to Meet Expectations	Meets Expectations	Meets and Exceeds Expectations
Performance Descriptors					
<ul style="list-style-type: none"> Makes connections between sentences and between paragraphs in a single text 					
<ul style="list-style-type: none"> Scans text to locate information 					
<ul style="list-style-type: none"> Locates multiple pieces of information in simple texts 					
<ul style="list-style-type: none"> Reads more complex texts to locate a single piece of information 					
<ul style="list-style-type: none"> Makes low level inferences 					
<ul style="list-style-type: none"> Follows the main events of descriptive, narrative, and informational text 					
Embedded Skills and Knowledge					
<ul style="list-style-type: none"> Reads one paragraph or page of short paragraphs 					
<ul style="list-style-type: none"> Identifies supporting details 					
<ul style="list-style-type: none"> Reads text having concrete information in familiar, concrete wording; some simple inferential meaning 					
<ul style="list-style-type: none"> Uses context cues and personal experience to gather meaning from the text 					
<ul style="list-style-type: none"> Skims to understand type of text 					
<ul style="list-style-type: none"> Uses a variety of strategies (patterns of word structure, root words, prefixes and suffixes) to decode and determine the meaning of unfamiliar words 					
<ul style="list-style-type: none"> Uses knowledge of elements of grammar, language structures, spelling and punctuation to understand phrases and sentences 					
<ul style="list-style-type: none"> Uses pictures and illustrations to gather information about the text 					
<ul style="list-style-type: none"> Uses various conventions of formal texts to locate and interpret information (e.g., headings, index, parts of a letter, reference materials, etc.) 					
<ul style="list-style-type: none"> Identifies the topic and purpose of a piece of writing 					
<ul style="list-style-type: none"> Follows written instructions 					
<ul style="list-style-type: none"> Makes judgements (predictions, conclusions) using evidence from the text 					





A1.3	“Reading Handbooks and Policy Manuals”	Does Not Meet Expectations	Begins to Meet Expectations	Meets Expectations	Meets and Exceeds Expectations
Performance Descriptors					
<ul style="list-style-type: none"> Integrates several pieces of information from texts 					
<ul style="list-style-type: none"> Manages unfamiliar elements (e.g. vocabulary, context and topics) to complete tasks 					
<ul style="list-style-type: none"> Identifies the purpose and relevance of texts 					
<ul style="list-style-type: none"> Skims to get the gist of longer texts 					
<ul style="list-style-type: none"> Begins to recognize bias and points of view in texts 					
<ul style="list-style-type: none"> Infers meaning which is not explicit in text 					
<ul style="list-style-type: none"> Uses organizational features, such as headings, to locate information 					
<ul style="list-style-type: none"> Follows the main events of descriptive, narrative, informational, and persuasive texts 					
<ul style="list-style-type: none"> Obtains information from detailed reading 					
Embedded Skills and Knowledge					
<ul style="list-style-type: none"> Identifies important elements of fiction i.e. plot, setting, character, conflict, symbol and point of view 					
<ul style="list-style-type: none"> Understands concepts and themes, and relationships between ideas 					
<ul style="list-style-type: none"> Reads a text of many paragraphs 					
<ul style="list-style-type: none"> Reads text containing complex subject matter with personal and/or general relevance 					
<ul style="list-style-type: none"> Reads text that has levels of meaning and interpretation and a number of unfamiliar words 					
<ul style="list-style-type: none"> Cites details that support the main idea 					
<ul style="list-style-type: none"> Follows increasingly complex written instructions 					
<ul style="list-style-type: none"> Makes judgements based on evidence 					
<ul style="list-style-type: none"> Analyzes, summarizes and makes inferences for a variety of texts 					
<ul style="list-style-type: none"> Understands directly stated and indirectly stated information and ideas 					
<ul style="list-style-type: none"> Identifies sources, evaluates and integrates information 					

A1.1	<p style="text-align: center;">“No Smoking Notice”</p> 	Does Not Meet Expectations	Begins to Meet Expectations	Meets Expectations	Meets and Exceeds Expectations
Performance Descriptors					
<ul style="list-style-type: none"> Decodes words and makes meaning of sentences in a single text 					
<ul style="list-style-type: none"> Reads short texts to locate a single piece of information 					
<ul style="list-style-type: none"> Follows the sequence of events in straightforward chronological texts 					
<ul style="list-style-type: none"> Follows simple straightforward instructional texts 					
<ul style="list-style-type: none"> Identifies the main idea in brief texts 					
<ul style="list-style-type: none"> Requires support to identify sources and to evaluate and integrate information 					
Embedded Skills and Knowledge					
<ul style="list-style-type: none"> Uses knowledge of alphabet and basic phonics to decode common words 					
<ul style="list-style-type: none"> Use context cues and personal experience to gather meaning from the text 					
<ul style="list-style-type: none"> Use pictures and illustrations to determine the meaning of unfamiliar words 					
<ul style="list-style-type: none"> Reads symbols and common sight words 					
<ul style="list-style-type: none"> Knows the alphabet 					
<ul style="list-style-type: none"> Distinguishes between upper and lower case letters 					
<ul style="list-style-type: none"> Recognizes and pronounces letters of the alphabet and letter combinations 					
<ul style="list-style-type: none"> Knows the difference between vowels and consonants 					
<ul style="list-style-type: none"> Uses predictable word patterns to determine the meaning of sentences 					
<ul style="list-style-type: none"> Uses knowledge of basic spelling conventions and simple punctuation to gather meaning from sentences 					
<ul style="list-style-type: none"> Makes meaning of sentences in a single text 					
<ul style="list-style-type: none"> Reads sentences up to one paragraph 					
<ul style="list-style-type: none"> Reads text having familiar, everyday content 					
<ul style="list-style-type: none"> Reads text with simple, concrete information in simple, familiar wording 					
<ul style="list-style-type: none"> Scans simple text to locate information 					

A1.2	“Read an Email Message”	Does Not Meet Expectations	Begins to Meet Expectations	Meets Expectations	Meets and Exceeds Expectations
Performance Descriptors					
<ul style="list-style-type: none"> Makes connections between sentences and between paragraphs in a single text 					
<ul style="list-style-type: none"> Scans text to locate information 					
<ul style="list-style-type: none"> Locates multiple pieces of information in a simple texts 					
<ul style="list-style-type: none"> Reads more complex texts to locate a single piece of information 					
<ul style="list-style-type: none"> Makes low level inferences 					
<ul style="list-style-type: none"> Follows the main events of descriptive, narrative and informational texts 					
Embedded Skills and Knowledge					
<ul style="list-style-type: none"> Uses phonics and knowledge of word parts to decode more easily 					
<ul style="list-style-type: none"> Uses knowledge of basic grammar, predictable word patterns and sentence structure in writing to understand word phrases and sentences 					
<ul style="list-style-type: none"> Uses knowledge of basic spelling conventions and simple punctuation to gather meaning from sentences 					
<ul style="list-style-type: none"> Uses context cues and personal experience to gather meaning from the text 					
<ul style="list-style-type: none"> Uses a variety of strategies (patterns of word structure, root words, prefixes and suffixes) to decode and determine the meaning of unfamiliar words 					
<ul style="list-style-type: none"> Skims to understand type of text 					
<ul style="list-style-type: none"> Reads one paragraph or page of short paragraphs 					
<ul style="list-style-type: none"> Reads text having concrete information in familiar, concrete wording; some simple inferential meaning 					
<ul style="list-style-type: none"> Uses various conventions of formal texts to locate and interpret information (e.g., headings, index, parts of a letter, reference materials, etc.) 					
<ul style="list-style-type: none"> Follows written instructions 					
<ul style="list-style-type: none"> Obtains information from detailed reading 					
<ul style="list-style-type: none"> Begins to identify sources and evaluate information 					



A1.3	“Summer Sun and Heat a Threat to Outdoor Workers”	Does Not Meet Expectations	Begins to Meet Expectations	Meets Expectations	Meets and Exceeds Expectations
Performance Descriptors					
<ul style="list-style-type: none"> Integrates several pieces of information from texts 					
<ul style="list-style-type: none"> Manages unfamiliar elements (e.g. vocabulary, context and topics) to complete tasks 					
<ul style="list-style-type: none"> Identifies the purpose and relevance of texts 					
<ul style="list-style-type: none"> Skims to get the gist of longer texts 					
<ul style="list-style-type: none"> Infers meaning which is not explicit in text 					
<ul style="list-style-type: none"> Uses organizational features, such as headings, to locate information 					
<ul style="list-style-type: none"> Follows the main events of descriptive, narrative, informational, and persuasive texts 					
<ul style="list-style-type: none"> Obtains information from detailed reading 					
Embedded Skills and Knowledge					
<ul style="list-style-type: none"> Selects appropriate reading strategies; skims to get an overview of the content: scans to find specific information 					
<ul style="list-style-type: none"> Uses a variety of conventions of formal texts to locate and interpret information - for simple research 					
<ul style="list-style-type: none"> Decodes words and makes meaning of sentences in a single text 					
<ul style="list-style-type: none"> Uses knowledge of elements of more complex grammar, language structure, spelling, punctuation, and some stylistic devices to understand phrases and sentences 					
<ul style="list-style-type: none"> Scans to find specific information 					
<ul style="list-style-type: none"> Reads a text of many paragraphs 					
<ul style="list-style-type: none"> Reads text containing complex subject matter with personal and/or general relevance 					
<ul style="list-style-type: none"> Reads text that has levels of meaning and interpretation and a number of unfamiliar words 					
<ul style="list-style-type: none"> Analyzes, summarizes and makes inferences for a variety of texts 					
<ul style="list-style-type: none"> Understands concepts and themes 					
<ul style="list-style-type: none"> Identifies sources, evaluates and integrates information 					





A1.1	“Bulletin Board Notice”	Does Not Meet Expectations	Begins to Meet Expectations	Meets Expectations	Meets and Exceeds Expectations
Performance Descriptors					
• Decodes words and makes meaning of sentences in a single text					
• Reads short texts to locate a single piece of information					
• Follows the sequence of events in straightforward chronological texts					
• Follows simple straightforward instructional texts					
Embedded Skills and Knowledge					
• Reads text having familiar everyday content					
• Reads text with simple concrete information in simple familiar wording					
• Uses context cues and personal experience to gather meaning from the text					
• Uses knowledge of basic grammar, predictable word patterns and basic sentence structure in speech to understand phrases and sentences.					
• Knows the alphabet					
• Distinguishes between upper and lower case letters					
• Recognizes and pronounces letters of the alphabet and letter combinations					
• Pronounces common words using a variety of cues					
• Knows the difference between vowels and consonants					
• Reads common sight words					
• Scans simple text to locate a single piece of information					
• Reads sentences up to one paragraph					
• Reads signs, symbols from everyday life					
• Makes meaning of sentences in a single text					

A1.2	“How to Fix a Blocked Drain”	Does Not Meet Expectations	Begins to Meet Expectations	Meets Expectations	Meets and Exceeds Expectations
Performance Descriptors					
<ul style="list-style-type: none"> Makes connections between sentences and between paragraphs in a single text 					
<ul style="list-style-type: none"> Scans text to locate information 					
<ul style="list-style-type: none"> Locates multiple pieces of information in simple texts 					
<ul style="list-style-type: none"> Reads more complex texts to locate a single piece of information 					
<ul style="list-style-type: none"> Makes low-level inferences 					
<ul style="list-style-type: none"> Follows the main events of descriptive, narrative, and informational text 					
<ul style="list-style-type: none"> Obtains information from detailed reading 					
Embedded Skills and Knowledge					
<ul style="list-style-type: none"> Uses phonics and knowledge of word parts to decode more easily 					
<ul style="list-style-type: none"> Uses knowledge of basic grammar, predictable word patterns and sentence structure in writing to understand word phrases and sentences 					
<ul style="list-style-type: none"> Uses knowledge of basic spelling conventions and simple punctuation 					
<ul style="list-style-type: none"> Uses context cues and personal experience to gather meaning from the text 					
<ul style="list-style-type: none"> Uses a variety of strategies to decode and determine the meaning of unfamiliar words 					
<ul style="list-style-type: none"> Skims to understand type of text 					
<ul style="list-style-type: none"> Uses various conventions of formal texts to locate and interpret information (e.g., headings, index, parts of a letter etc.) 					
<ul style="list-style-type: none"> Identifies the topic and purpose of a piece of writing 					
<ul style="list-style-type: none"> Identifies the main idea and supporting details 					
<ul style="list-style-type: none"> Follows written instructions 					
<ul style="list-style-type: none"> Considers ideas from reading in development of own opinions 					
<ul style="list-style-type: none"> Distinguishes between fact and opinion in text 					
<ul style="list-style-type: none"> Makes judgements (predictions, conclusions) using evidence from the text 					





A1.3	“Clarifying Our Values”	Does Not Meet Expectations	Begins to Meet Expectations	Meets Expectations	Meets and Exceeds Expectations
Performance Descriptors					
<ul style="list-style-type: none"> Integrates several pieces of information from texts 					
<ul style="list-style-type: none"> Manages unfamiliar elements (e.g. vocabulary, contexts and topics) to complete tasks 					
<ul style="list-style-type: none"> Identifies the purpose and relevance of the text 					
<ul style="list-style-type: none"> Skims to get the gist of longer texts 					
<ul style="list-style-type: none"> Begins to recognize bias and points of view in texts 					
<ul style="list-style-type: none"> Infers meaning which is not explicit in texts 					
<ul style="list-style-type: none"> Obtains information from detailed reading 					
<ul style="list-style-type: none"> Follows the main events of descriptive, narrative, informational, and persuasive texts 					
Embedded Skills and Knowledge					
<ul style="list-style-type: none"> Selects appropriate reading strategies; skims to get an overview of the content: scans to find specific information 					
<ul style="list-style-type: none"> Makes more complex inferences 					
<ul style="list-style-type: none"> Uses a variety of more complex strategies to decode and determine the meaning of new vocabulary independently 					
<ul style="list-style-type: none"> Uses knowledge of elements of more complex grammar, language structure, spelling, punctuation, and some stylistic devices to understand phrases and sentences 					
<ul style="list-style-type: none"> Draws more deeply on personal experiences and on a wider variety of reading experiences to gather meaning from the text 					
<ul style="list-style-type: none"> Reads text containing complex subject matter with personal and/or general relevance 					
<ul style="list-style-type: none"> Uses organizational features, such as headings, to locate information 					
<ul style="list-style-type: none"> Analyzes, summarizes and makes inferences for a variety of texts 					
<ul style="list-style-type: none"> Understands concepts and themes 					
<ul style="list-style-type: none"> Understands relationships between ideas 					
<ul style="list-style-type: none"> Develops and clarifies own points of view by examining the ideas of others 					

A1.1	“A Class of Hopes”	Does Not Meet Expectations	Begins to Meet Expectations	Meets Expectations	Meets and Exceeds Expectations
Performance Descriptors					
<ul style="list-style-type: none"> Decodes words and makes meaning of sentences in a single text 					
<ul style="list-style-type: none"> Reads short texts to locate a single piece of information 					
<ul style="list-style-type: none"> Follows the sequence of events in straightforward chronological texts 					
<ul style="list-style-type: none"> Follows simple straightforward instructional texts 					
<ul style="list-style-type: none"> Identifies the main idea in brief texts 					
Embedded Skills and Knowledge					
<ul style="list-style-type: none"> Reads text with simple, concrete information in simple familiar wording 					
<ul style="list-style-type: none"> Uses knowledge of alphabet and basic phonics to decode common words 					
<ul style="list-style-type: none"> Use context cues and personal experience to gather meaning from the text 					
<ul style="list-style-type: none"> Use pictures and illustrations to determine the meaning of unfamiliar words 					
<ul style="list-style-type: none"> Reads symbols and common sight words 					
<ul style="list-style-type: none"> Scans simple text to locate a single piece of information 					
<ul style="list-style-type: none"> Knows the alphabet 					
<ul style="list-style-type: none"> Distinguished between upper and lower case letters 					
<ul style="list-style-type: none"> Recognizes and pronounces letters of the alphabet and letter combinations 					
<ul style="list-style-type: none"> Knows the difference between vowels and consonants 					
<ul style="list-style-type: none"> Uses predictable word patterns to determine the meaning of sentences 					
<ul style="list-style-type: none"> Uses knowledge of basic spelling conventions and simple punctuation to gather meaning from sentences 					
<ul style="list-style-type: none"> Reads sentences up to one paragraph 					





A1.2	"Babe Ruth"	Does Not Meet Expectations	Begins to Meet Expectations	Meets Expectations	Meets and Exceeds Expectations
Performance Descriptors					
<ul style="list-style-type: none"> Makes connections between sentences and between paragraphs in a single text 					
<ul style="list-style-type: none"> Scans text to locate information 					
<ul style="list-style-type: none"> Locates multiple pieces of information in simple texts 					
<ul style="list-style-type: none"> Reads more complex texts to locate a single piece of information 					
<ul style="list-style-type: none"> Makes low-level inferences 					
<ul style="list-style-type: none"> Follows the main events of descriptive, narrative, and informational text 					
<ul style="list-style-type: none"> Obtains information from detailed reading 					
<ul style="list-style-type: none"> Begins to identify sources and evaluate information 					
Embedded Skills and Knowledge					
<ul style="list-style-type: none"> Reads one paragraph or page of short paragraphs 					
<ul style="list-style-type: none"> Identifies supporting details 					
<ul style="list-style-type: none"> Decodes words and makes meaning of sentences in a single text 					
<ul style="list-style-type: none"> Uses context cues and personal experience to gather meaning from the text 					
<ul style="list-style-type: none"> Uses pictures and illustrations to gather information about the text 					
<ul style="list-style-type: none"> Uses a variety of strategies (patterns of word structure, root words, prefixes and suffixes) to decode and determine the meaning of unfamiliar words 					
<ul style="list-style-type: none"> Uses knowledge of elements of grammar, language structures, spelling and punctuation to understand phrases and sentences 					
<ul style="list-style-type: none"> Skims to understand type of text 					
<ul style="list-style-type: none"> Reads text having concrete information in familiar, concrete wording; some simple inferential meaning 					
<ul style="list-style-type: none"> Considers ideas from reading in development of own opinions 					
<ul style="list-style-type: none"> Makes judgements (predictions, conclusions) using evidence from the text 					

A1.3	“Influenza”	Does Not Meet Expectations	Begins to Meet Expectations	Meets Expectations	Meets and Exceeds Expectations
Performance Descriptors					
<ul style="list-style-type: none"> Integrates several pieces of information from texts 					
<ul style="list-style-type: none"> Manages unfamiliar elements (e.g. vocabulary, contexts and topics) to complete tasks 					
<ul style="list-style-type: none"> Identifies the purpose and relevance of the text 					
<ul style="list-style-type: none"> Skims to get the gist of longer texts 					
<ul style="list-style-type: none"> Begins to recognize bias and points of view in texts 					
<ul style="list-style-type: none"> Infers meaning which is not explicit in texts 					
<ul style="list-style-type: none"> Obtains information from detailed reading 					
<ul style="list-style-type: none"> Uses organizational features, such as headings, to locate information 					
<ul style="list-style-type: none"> Follows the main events of descriptive, narrative, informational, and persuasive texts 					
Embedded Skills and Knowledge					
<ul style="list-style-type: none"> Identifies the main idea and purpose in writing 					
<ul style="list-style-type: none"> Identifies important elements of fiction i.e.. plot, setting, character, conflict, symbol and point of view 					
<ul style="list-style-type: none"> Understands concepts and themes, and relationships between ideas 					
<ul style="list-style-type: none"> Reads a text of many paragraphs 					
<ul style="list-style-type: none"> Reads text containing complex subject matter with personal and/or general relevance 					
<ul style="list-style-type: none"> Reads text that has levels of meaning and interpretation and a number of unfamiliar words 					
<ul style="list-style-type: none"> Cites details that support the main idea 					
<ul style="list-style-type: none"> Makes judgements based on evidence 					
<ul style="list-style-type: none"> Analyzes, summarizes and makes inferences for a variety of texts 					
<ul style="list-style-type: none"> Understands directly stated and indirectly stated information and ideas 					
<ul style="list-style-type: none"> Compares or contrasts information between two or more texts 					
<ul style="list-style-type: none"> Identifies sources, evaluates and integrates information 					



A1.1	"A Bus Ride"	Does Not Meet Expectations	Begins to Meet Expectations	Meets Expectations	Meets and Exceeds Expectations
Performance Descriptors					
<ul style="list-style-type: none"> Decodes words and makes meaning of sentences in a single text 					
<ul style="list-style-type: none"> Reads short texts to locate a single piece of information 					
<ul style="list-style-type: none"> Follows the sequence of events in straightforward chronological texts 					
<ul style="list-style-type: none"> Follows simple, straightforward instructions 					
<ul style="list-style-type: none"> Identifies the main idea in brief texts 					
Embedded Skills and Knowledge					
<ul style="list-style-type: none"> Reads text with simple, concrete information in simple familiar wording 					
<ul style="list-style-type: none"> Uses knowledge of alphabet and basic phonics to decode common words 					
<ul style="list-style-type: none"> Use context cues and personal experience to gather meaning from the text 					
<ul style="list-style-type: none"> Use pictures and illustrations to determine the meaning of unfamiliar words 					
<ul style="list-style-type: none"> Reads symbols and common sight words 					
<ul style="list-style-type: none"> Scans simple text to locate a single piece of information 					
<ul style="list-style-type: none"> Knows the alphabet 					
<ul style="list-style-type: none"> Distinguishes between upper and lower case letters 					
<ul style="list-style-type: none"> Recognizes and pronounces letters of the alphabet and letter combinations 					
<ul style="list-style-type: none"> Knows the difference between vowels and consonants 					
<ul style="list-style-type: none"> Uses predictable word patterns to determine the meaning of sentences 					
<ul style="list-style-type: none"> Uses knowledge of basic spelling conventions and simple punctuation to gather meaning from sentences 					
<ul style="list-style-type: none"> Reads sentences up to one paragraph 					
<ul style="list-style-type: none"> Retells a simple, written story in proper sequence and recalls information accurately 					





A1.2	“Six String Nation”	Does Not Meet Expectations	Begins to Meet Expectations	Meets Expectations	Meets and Exceeds Expectations
Performance Descriptors					
<ul style="list-style-type: none"> Makes connections between sentences and between paragraphs in a single text 					
<ul style="list-style-type: none"> Scans text to locate information 					
<ul style="list-style-type: none"> Locates multiple pieces of information in simple texts 					
<ul style="list-style-type: none"> Reads more complex texts to locate a single piece of information 					
<ul style="list-style-type: none"> Makes low-level inferences 					
<ul style="list-style-type: none"> Follows the main events of descriptive, narrative, and informational text 					
<ul style="list-style-type: none"> Obtains information from detailed reading 					
Embedded Skills and Knowledge					
<ul style="list-style-type: none"> Identifies the topic and purpose of a piece of writing 					
<ul style="list-style-type: none"> Identifies main idea and supporting details 					
<ul style="list-style-type: none"> Reads one paragraph or page of short paragraphs 					
<ul style="list-style-type: none"> Skims to understand type of text 					
<ul style="list-style-type: none"> Uses various conventions of formal texts to locate and interpret information (e.g., headings, index, parts of a letter, reference materials, etc.) 					
<ul style="list-style-type: none"> Begins to identify sources and evaluate information 					

A1.3	“Superhighway of Life”	Does Not Meet Expectations	Begins to Meet Expectations	Meets Expectations	Meets and Exceeds Expectations
Performance Descriptors					
<ul style="list-style-type: none"> Integrates several pieces of information from texts 					
<ul style="list-style-type: none"> Manages unfamiliar elements (e.g. vocabulary, contexts and topics) to complete tasks 					
<ul style="list-style-type: none"> Identifies the purpose and relevance of the text 					
<ul style="list-style-type: none"> Skims to get the gist of longer texts 					
<ul style="list-style-type: none"> Begins to recognize bias and points of view in texts 					
<ul style="list-style-type: none"> Infers meaning which is not explicit in texts 					
<ul style="list-style-type: none"> Uses organizational features, such as headings, to locate information 					
<ul style="list-style-type: none"> Follows the main events of descriptive, narrative, informational, and persuasive texts 					
<ul style="list-style-type: none"> Obtains information from detailed reading 					
Embedded Skills and Knowledge					
<ul style="list-style-type: none"> Identifies the main idea and purpose in writing 					
<ul style="list-style-type: none"> Identifies important elements of fiction i.e.. plot, setting, character, conflict, symbol and point of view 					
<ul style="list-style-type: none"> Reads a text of many paragraphs 					
<ul style="list-style-type: none"> Reads text containing complex subject matter with personal and/or general relevance 					
<ul style="list-style-type: none"> Reads text that has levels of meaning and interpretation and a number of unfamiliar words 					
<ul style="list-style-type: none"> Cites details that support the main idea 					
<ul style="list-style-type: none"> Makes judgements based on evidence 					
<ul style="list-style-type: none"> Analyzes, summarizes and makes inferences for a variety of texts 					
<ul style="list-style-type: none"> Understands directly stated and indirectly stated information and ideas 					
<ul style="list-style-type: none"> Identifies a writer’s perspective; distinguishes between logical and illogical arguments, objectivity and prejudice 					
<ul style="list-style-type: none"> Develops and clarifies own points of view by examining the ideas of others 					

CA-OALCF-GP, A1.1 Reading Rubric

Comp A1	Level 1			
	Does Not Meet Expectations	Begins to Meet Expectations	Meets Expectations	Exceeds Expectations
Decoding	With support uses phonics and knowledge of word parts to decode words	Begins to use phonics and knowledge of word parts to decode words	Somewhat uses phonics and knowledge of word parts to decode words	Uses phonics and knowledge of word parts to decode words
	With support uses knowledge of basic spelling conventions and simple punctuation to gather meaning from the text	Begins to use knowledge of basic spelling conventions and simple punctuation to gather meaning from the text	Somewhat uses knowledge of basic spelling conventions and simple punctuation to gather meaning from the text	Uses knowledge of basic spelling conventions and simple punctuation to gather meaning from the text
Finding Information/ Research	With support uses alphabetical order and basic conventions of formal texts (e.g. book titles) to locate information	Begins to use alphabetical order and basic conventions of formal texts (e.g. book titles) to locate information	Somewhat uses alphabetical order and basic conventions of formal texts (e.g. book titles) to locate information	Uses alphabetical order and basic conventions of formal texts (e.g. book titles) to locate information
	With support scans simple text to locate a single piece of information	Begins to scan simple text to locate a single piece of information	Somewhat scans simple text to locate a single piece of information	Scans simple text to locate a single piece of information
Comprehension	With support makes meaning of sentences in a single text	Begins to make meaning of sentences in a single text	Somewhat makes meaning of sentences in a single text	Makes meaning of sentences in a single text
	With support identifies the main idea in brief texts	Begins to identify the main idea in brief texts	Somewhat can identify the main idea in brief texts	Identifies the main idea in brief texts
	With support gathers meaning from the text using context cues and personal experience	Begins to gather meaning from the text using context cues and personal experience	Somewhat gathers meaning from the text using context cues and personal experience	Gathers meaning from the text using context cues and personal experience
Interpretation	With support predicts what may happen in a story; revises or confirms predictions	Begins to predict what may happen in a story; revises or confirms predictions	Somewhat predicts what may happen in a story; revises or confirms predictions	Predicts what may happen in a story; revises or confirms predictions

CA-OALCF-GP, A1.2 Reading Rubric

Comp A1	Level 2			
	Does Not Meet Expectations	Begins to Meet Expectations	Meets Expectations	Meets and Exceeds Expectations
Decoding	With support uses a variety of strategies and knowledge of elements of grammar, language structures, spelling and punctuation to decode words, sentences and phrases	Begins to use a variety of strategies and knowledge of elements of grammar, language structures, spelling and punctuation to decode words, sentences and phrases	Somewhat uses a variety of strategies and knowledge of elements of grammar, language structures, spelling and punctuation to decode words, sentences and phrases	Uses a variety of strategies and knowledge of elements of grammar, language structures, spelling and punctuation to decode words, sentences and phrases
Finding Information/ Research	With support skims to understand the type of text	Begins to skim to understand the type of text	Somewhat skims to understand the type of text	Skims to understand the type of text
	With support uses various conventions of formal texts to locate and interpret information (e.g. headings, index, parts)	Begins to use various conventions of formal texts to locate and interpret information (e.g. headings, index, parts)	Somewhat uses various conventions of formal texts to locate and interpret information (e.g. headings, index, parts)	Uses various conventions of formal texts to locate and interpret information (e.g. headings, index, parts)
Comprehension	With support Identifies the main idea and supporting details	Begins to identifies the main idea and supporting details	Somewhat identifies the main idea and supporting details	Identifies the main idea and supporting details
	With support makes low level inferences	Begins to makes low level inferences	Somewhat makes low level inferences	Makes low level inferences
Interpretation	With support considers ideas from reading in development of own opinion	Begins to consider ideas from reading in development of own opinion	Somewhat considers ideas from reading in development of own opinion	Considers ideas from reading in development of own opinion

CA-OALCF-GP, A1.3 Reading Rubric

Comp A1	Level 3			
	Does Not Meet Expectations	Begins to Meet Expectations	Meets Expectations	Exceeds Expectations
Decoding	With support uses knowledge of elements of more complex grammar, language structure and punctuation to understand phrases and sentences	Begins to use knowledge of elements of more complex grammar, language structure and punctuation to understand phrases and sentences	Somewhat uses knowledge of elements of more complex grammar, language structure and punctuation to understand phrases and sentences	Uses knowledge of elements of more complex grammar, language structure, and punctuation to understand phrases and sentences
Finding Information/ Research	With support locates multiple pieces of information in text containing complex subject matter with personal/ general relevance	Begins to locate multiple pieces of information in text containing complex subject matter with personal/ general relevance	Somewhat locates multiple pieces of information in text containing complex subject matter with personal/general relevance	Locates multiple pieces of information in text containing complex subject matter with personal/general relevance
	With support uses a variety of conventions of formal text (e.g. complex reference resources) to locate and interpret information for a variety of purposes	Begins to use a variety of conventions of formal text (e.g. complex reference resources) to locate and interpret information for a variety of purposes	Somewhat uses a variety of conventions of formal text (e.g. complex reference resources) to locate and interpret information for a variety of purposes	Uses a variety of conventions of formal text (e.g. complex reference resources) to locate and interpret information for a variety of purposes
Comprehension	With support understands directly stated and indirectly stated information and ideas	Begins to understand directly stated and indirectly stated information and ideas	Somewhat understands directly stated and indirectly stated information and ideas	Understands directly stated and indirectly stated information and ideas
	With support analyzes, summarizes and makes inferences for a variety of texts	Begins to analyze, summarize and makes inferences for a variety of texts	Somewhat analyzes, summarizes and makes inferences for a variety of texts	Analyzes, summarizes and makes inferences for a variety of texts
Interpretation	With support develops and clarifies own points of view by examining the ideas of others	Begins to develop and clarify own points of view by examining the ideas of others	Somewhat develops and clarifies own points of view by examining the ideas of others	Develops and clarifies own points of view by examining the ideas of others