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Appendix A — English Language Arts Standards, Levels and Performance Indicators

ELA Standard 1

Students will listen, speak, read, and write for information and understanding. As listeners and readers, students will collect data, facts, and ideas; discover relationships, concepts, and generalizations; and use knowledge generated from oral, written, and electronically produced texts. As speakers and writers, they will use oral and written language that follows the accepted conventions of the English language to acquire, interpret, apply, and transmit information.

READING & LISTENING

ELEMENTARY

- gather and interpret information from children’s reference books, magazines, textbooks, media . . .
- select information appropriate to the purpose of their investigation and relate ideas from one text to another
- select and use strategies for note taking, organizing, and categorizing information
- ask specific questions to clarify and extend meaning
- use strategies such as prior knowledge, structural and context clues, and an understanding of letter-sound relationships to get meaning from print
- support inferences about information and ideas with reference to text features, such as vocabulary and organizational patterns

INTERMEDIATE

- interpret and analyze information from textbooks and nonfiction books for young adults, as well as reference materials intended for a general audience
- compare and synthesize information from different sources
- use a wide variety of strategies for selecting, organizing, and categorizing information
- distinguish between relevant and irrelevant information and between fact and opinion
- relate new information to prior knowledge and experience
- understand and use the text features that make information accessible and usable, such as format, sequence, level of diction, relevance of details

COMMENCEMENT

- interpret and analyze complex informational texts and presentations, including technical manuals, professional journals, newspaper and broadcast editorials. . .
- synthesize information from diverse sources and identify complexities and discrepancies in the information
- use a combination of techniques to extract salient information from texts
- make distinctions about the relative value and significance of specific data, facts, and ideas
- make perceptive and well-developed connections to prior knowledge
- evaluate writing strategies and presentational features that affect interpretation of the information

WRITING & SPEAKING

ELEMENTARY

- present information clearly in a variety of oral and written forms such as summaries, paraphrases, brief reports
- select a focus, organization, and point of view. . .
- use a few traditional structures for conveying information such as chronological order, cause and effect, and similarity and difference
- use details, examples, anecdotes, or personal experiences to explain or clarify information
- include relevant information and exclude extraneous material
- use the process of prewriting, drafting, revising, and proofreading
- observe basic writing conventions, such as correct spelling, punctuation, and capitalization, as well as sentence and paragraph structures appropriate to written forms.

INTERMEDIATE

- produce oral and written reports on topics related to all school subjects
- establish an authoritative stance on the subject and provide references to establish the validity and verifiability of the information presented
- organize information according to an identifiable structure, such as compare/contrast or general to specific
- develop information with appropriate supporting material, such as facts, details, illustrative examples or anecdotes; and exclude extraneous material
- use the process of prewriting, drafting, revising, and proofreading
- use standard English for formal presentation of information, selecting appropriate grammatical constructions and vocabulary, using a variety of sentence structures, and observing the rules of punctuation, capitalization, and spelling.

COMMENCEMENT

- write and present research reports, feature articles, and thesis/support papers on a variety of topics related to all school subjects
- present a controlling idea that conveys an individual perspective and insight into the topic
- use a wide range of organizational patterns such as chronological, logical (both deductive and inductive), cause and effect, and compare and contrast
- support interpretations and decisions about relative significance of information with explicit statement, evidence, and appropriate argument
- revise and improve early drafts by restructuring, correcting errors, and revising for clarity and effect
- use standard English skillfully, applying established rules and conventions for presenting information and making use of a wide range of grammatical constructions and vocabulary to achieve an individual style that communicates effectively.

ELA Standard 2

Students will listen, speak, read and write for literary response and expression. Students will read and listen to oral, written, and electronically produced texts and performances from American and world literature; relate texts and performances to their own lives; and develop an understanding of the diverse social, historical, and cultural dimensions the texts and performances represent. As speakers and writers, students will use oral and written language that follows the accepted conventions of the English language for self-expression and artistic creation.

READING & LISTENING

ELEMENTARY

- read a variety of literature of different genres: picture books; poems; articles and stories from children’s magazines; fables, myths and legends; songs; plays and media productions; and works of fiction and nonfiction intended for young readers
- recognize some features that distinguish the genres and use those features to aid comprehension
- understand the literary elements of setting, character, plot, theme and point of view and compare those features to other works and to their own lives
- use inference and deduction to understand the text
- read aloud accurately and fluently, using phonics and context cues to determine pronunciation and meaning
- evaluate literary merit

INTERMEDIATE

- read and view texts and performances from a wide range of authors, subjects, and genres
- understand and identify the distinguishing features of the major genres and use them to aid their interpretation and discussion of literature
- identify significant literary elements, (including metaphor, symbolism, foreshadowing, dialect, rhyme, meter, irony, climax) and use those elements to interpret the work
- recognize different levels of meaning
- read aloud with expression, conveying the meaning and mood of a work
- evaluate literary merit based on an understanding of the genres and the literary elements

COMMENCEMENT

- read and view independently and fluently across many genres of literature from many cultures and historical periods
- identify the distinguishing features of different literary genres, periods and traditions and use those features to interpret the work
- recognize and understand the significance of a wide range of literary elements and techniques (including figurative language, imagery, allegory, irony, blank verse, symbolism, stream of consciousness) and use those elements to interpret the work
- understand how multiple levels of meaning are conveyed in a text
- read aloud expressively to convey a clear interpretation of the work
- evaluate literary merit based on an understanding of the genre, the literary elements, and the literary period and tradition

WRITING & SPEAKING

ELEMENTARY

- present personal responses to literature that make reference to the plot, characters, ideas, vocabulary, and text structure
- explain the meaning of literary works with some attention to meanings beyond the literal level
- create their own stories, poems, and songs, using the elements of the literature they have read and appropriate vocabulary
- observe the conventions of grammar and usage, spelling, and punctuation.

INTERMEDIATE

- present responses to and interpretations of literature, making reference to the literary elements found in the text and connections with their personal knowledge and experience
- produce interpretations of literary works that identify different levels of meaning and comment on their significance and effect
- write stories, poems, literary essays, and plays that observe the conventions of the genre and contain interesting and effective language and voice
- use standard English effectively.

COMMENCEMENT

- present responses to and interpretations of works of recognized literary merit with references to the principal features of the genre, the period, and literary tradition, and drawing on their personal experiences and knowledge
- produce literary interpretations that explicate the multiple layers of meaning
- write original pieces in a variety of literary forms, correctly using the conventions of the genre and using structure and vocabulary to achieve an effect
- use standard English skillfully and with an individual style.

ELA Standard 3

Students will listen, speak, read, and write for critical analysis and evaluation. As listeners and readers, students will analyze experiences, ideas, information, and issues presented by others, using a variety of established criteria. As speakers and writers, they will use oral and written language that follows the accepted conventions of the English language to present, from a variety of perspectives, their opinions and judgments on experiences, ideas, information and issues.

READING & LISTENING

ELEMENTARY

- read and form opinions about a variety of texts and presentations, including persuasive texts, such as advertisements, commercials, and letters to the editor
- make decisions about the quality and dependability of texts and experiences based on some criteria, such as the logic and believability of the claims made in an advertisement
- recognize that the criteria that one uses to analyze and evaluate anything depend on one's point of view and purpose for the analysis
- evaluate their own strategies for reading and listening critically (such as recognizing bias or false claims, and understanding the difference between fact and opinion) and adjust those strategies to understand the experience more fully

INTERMEDIATE

- analyze, interpret, and evaluate information, ideas, organization, and language from academic and nonacademic text, such as textbooks, public documents, book and movie reviews, and editorials
- assess the quality of texts and presentations, using criteria related to the genre, the subject area, and purpose (e.g., using the criteria of accuracy, objectivity, and comprehensiveness to evaluate a sports editorial)
- understand that different points of view depend on the particular interests and values of the individual, and recognize those differences in perspective in texts and presentations
- evaluate their own and others' work based on a variety of criteria (e.g., logic, clarity, comprehensiveness, conciseness, originality, conventionality) and recognize the varying effectiveness of different approaches

COMMENCEMENT

- analyze, interpret, and evaluate ideas, information, organization, and language of a wide range of general and technical texts and presentations across subject areas, including technical manuals, professional journals, political speeches, and literary criticism
- evaluate the quality of texts and presentations from a variety of critical perspectives within the field of study
- make precise determinations about the perspective of a particular writer or speaker by recognizing the relative weight they place on particular arguments and criteria
- evaluate and compare their own and others' work with regard to different criteria and recognize the change in evaluations when different criteria are considered to be more important

WRITING & SPEAKING

ELEMENTARY

- produce oral and written reviews, letters to the editor, essays, or persuasive speeches about events, books, issues, and experiences, supporting their opinions with some evidence
- present arguments for certain views or actions with reference to specific criteria that support the argument
- monitor and adjust their own oral and written presentations to meet criteria for competent performance (e.g., organization, appropriate vocabulary, correct usage)
- use effective vocabulary and follow the rules of grammar and usage, spelling, and punctuation in persuasive writing.

INTERMEDIATE

- present (in essays, position papers, speeches, and debates) clear analysis of issues, ideas, texts, and experiences, supporting their positions with well-developed arguments
- develop arguments with effective use of details and evidence that reflect a coherent set of criteria (e.g., reporting results of lab experiments to support a hypothesis)
- monitor and adjust their own oral and written presentations according to the standards for a particular genre (e.g., defining key terms used in a formal debate)
- use standard English, precise vocabulary, and presentational strategies effectively to influence an audience.

COMMENCEMENT

- present orally and in writing well-developed analysis of issues, ideas, and texts, explaining the rationale for their positions in such forms as formal speeches, debates, and critiques
- make effective use of details, evidence, and arguments and of presentational strategies to influence an audience to adopt their position
- monitor and adjust their own oral and written presentations to have the greatest influence on a particular audience
- use standard English, a broad and precise vocabulary, and the conventions of formal oratory and debate.

ELA Standard 4

Students will listen, speak, read, and write for social interaction. Students will use oral and written language that follows the accepted conventions of the English language for effective social communication with a wide variety of people. As readers and listeners, they will use the social communications of others to enrich their understanding of people and their views.

READING & LISTENING

ELEMENTARY

- listen attentively and recognize when it is appropriate for them to speak
- take turns speaking and respond to others' ideas in conversations on familiar topics
- recognize the kind of interaction appropriate for different circumstances, such as story hour, group discussions, and one-on-one conversations

INTERMEDIATE

- listen attentively to others and build on others' ideas in conversations with peers and adults
- express ideas and concerns clearly and respectfully in conversations and group discussions
- learn some words and expressions in another language to communicate with a peer or adult who speaks that language
- use verbal and nonverbal skills to improve communication with others

COMMENCEMENT

- engage in conversations and discussions on academic, technical, and community subjects, anticipating listeners' needs and skillfully addressing them
- express their thoughts and views clearly with attention to the perspectives and voiced concerns of the others in the conversation
- use appropriately the language conventions for a wide variety of social situations, such as informal conversations, first meetings with peers or adults, and more formal situations, such as job interviews or customer service

WRITING & SPEAKING

ELEMENTARY

- exchange friendly notes, cards, and letters with friends, relatives, and pen pals to keep in touch and to commemorate special occasions
- adjust their vocabulary and style to take into account the nature of the relationship and the knowledge and interests of the person receiving the message
- read and discuss published letters, diaries, and journals to learn the conventions of social writing.

INTERMEDIATE

- write social letters, cards, and electronic messages to friends, relatives, community acquaintances and other electronic network users
- use appropriate language and style for the situation and the audience and take into account the ideas and interests expressed by the person receiving the message
- read and discuss social communications and electronic communications of other writers and use some of the techniques of those writers in their own writing.

COMMENCEMENT

- use a variety of print and electronic forms for social communication with peers and adults
- make effective use of language and style to connect the message with the audience and context
- study the social conventions and language conventions of writers from other groups and cultures and use those conventions to communicate with members of those groups.

Essential Elements of Effective Programs for Limited English Proficient/English Language Learners

- 1. High standards for LEP/ELLs.** LEP/ELLs are held to the same high standards and expectations as all students. Curriculum, instruction, and assessment in all classrooms serving LEP/ELLs students are aligned with New York State standards in the seven core areas.
- 2. Strong Literacy Development for LEP/ELLs.** Literacy is developed through native language arts (NLA), English as a second language (ESL) and English language arts (ELA) curricula aligned with the ELA standards. The value of learning to read first in the native language is recognized. Instructional strategies promote the transfer of literacy skills learned in the native language to acquisition of literacy in English.
- 3. Qualified and Well-Trained Educators of LEP/ELLs.** There are sufficient numbers of well-prepared, competent, and appropriately certified teachers, administrators, and staff working with LEP/ELLs. The staff participate in ongoing, long-term staff development with strong emphasis on the State learning standards. The single most critical element for successful learning by LEP/ELLs is the quality and preparation of the teachers.
- 4. District/School-Based Leadership Committed to Educational Excellence and Equity for LEP/ELLs.** The superintendent promotes educational excellence for LEP/ELLs. Principals are highly articulate regarding curriculum and instructional classroom strategies for LEP/ELLs. They are highly supportive of their bilingual/ESL instructional staff. The school leadership encourages alternative approaches to teaching LEP/ELLs, such as creating open-ended learning opportunities that lead to critical thinking, student-directed activities, and collaboration with peers. Flexibility and expansion of instructional time, such as after school programs, extended school year, and Saturday schools for LEP/ELLs are supported.
- 5. Positive School Climate for LEP/ELLs.** The languages and cultures of LEP/ELLs are respected and valued throughout the school. Parents of LEP/ELLs are made to feel important members of the school community. Bilingual and ESL teachers are an integral part of the instructional staff and they are provided with the support, materials, and resources needed to be successful.
- 6. Parent/Family and Community Involvement in the Education of LEP/ELLs.** Parents of LEP/ELLs are meaningfully involved in the education of their children and are informed about the State standards and assessments. Parents are provided with strategies to increase their ability to help with their children's homework. Parents of LEP/ELLs are encouraged to become more active and involved members of the school community and to participate in decision-making activities.
- 7. Assessment and Accountability.** LEP/ELLs performance and services are assessed on an ongoing basis at all levels using multiple, fair, and equitable measures. Assessment is conducted in the native language and in English as appropriate. The information obtained is used to determine student academic progress, the level of English language acquisition, and to refine services to LEP/ELLs and report outcomes.

Twelve Action Steps to Assist Limited English Proficient/English Language Learners in Meeting the English Language Arts Standards

- 1. Setting clear goals and providing curriculum** using the ELA core curriculum as its base in both NLA and ESL classes to ensure that all LEP/ELLs successfully complete the Comprehensive Regents Examination in English.
- 2. Providing intensive English language instruction** to LEP/ELLs by increasing the daily instructional time requirement through revision of the Commissioner's Regulations.
- 3. Supporting an extended school day and year** through after-school instruction, Saturday instruction, and/or summer English language academies.
- 4. Initiating *Project Jump Start*** through intensive English language instruction to newly enrolled students during the two weeks of August prior to the opening of school in September.
- 5. Providing professional development** through training sessions statewide on the ELA standards and assessments and how to teach English language arts to LEP/ELLs.
- 6. Ensuring that certified teachers teach LEP/ELLs** through the strengthening of teacher preparation programs and by helping uncertified bilingual and ESL teachers become certified.
- 7. Communicating effectively with parents** through the implementation of a two-hour orientation on the standards within the first semester of the enrollment of their child(ren) in a New York State school.
- 8. Ensuring equity in technology and instructional resources** by providing equal access to computers, instructional technology, and materials that support native language and English language literacy development.
- 9. Improving identification and assessment** by ensuring that English language achievement will be measured uniformly throughout New York State.
- 10. Requiring specifications for improving local accountability** by requiring that districts implement the Regents recommendations to assist LEP/ELLs in meeting the ELA standards.
- 11. Supporting the development of model programs** by identifying those programs which incorporate the Essential Elements of Effective Programs for LEP/ELLs, and by disseminating information about them.
- 12. Improving reporting and collection of LEP/ELLs achievement data** by working with the State Education Department, school districts, and BOCES.

NEW YORK STATE EDUCATION DEPARTMENT: SELECTED DOCUMENTS

The following list of selected New York State Education Department documents may be useful for any educator working with limited English proficient/ English language learners. To access any of these documents, contact the New York State Education Department Publication Sales Desk at the following address or Web sites:



New York State Education Department
Publications Sales Desk
Education Building
Room 309
Albany, NY 12234
Tel: 518-474-3806
<http://www.nysed.gov>

- New York State Education Department.** (1989). *Listening and Speaking in the English Language Arts Curriculum*. Albany, NY.
- (1990). *Guidelines for Services to Students with Limited English Proficiency and Special Education Needs in New York State*. Albany, NY.
- (1990). *Regents Policy Paper on the Congruence Between Instructional Support Services and Core Classroom Programs*. Albany, NY.
- (1991). *Directory of Languages Spoken by Students of Limited English Proficiency in New York State Programs*. Albany, NY.
- (1991). *Guidelines for Programs under Part 154 of Commissioner's Regulations for Pupils with Limited English Proficiency*. Albany, NY.
- (1992). *A Parent's Guide to Special Education for Children Ages 5-21*. (Also available in eight other languages: Arabic, Chinese, Greek, Haitian Creole, Italian, Japanese, Korean, and Spanish). Albany, NY.
- (1994). *Preliminary Draft Framework for English Language Arts*. Albany, NY.
- (1996). *Learning Standards for English Language Arts*. Revised edition. Albany, NY.
- (1997). *Building Capacity: Addressing the Needs of Limited English Proficient Students*. In memo dated April 14, 1997 to The Honorable Members of the Board of Regents Committee on Elementary, Middle, Secondary and Continuing Education from James A. Kadamus, Deputy Commissioner. Albany, NY.
- (1997). *Directory of Bilingual School Psychologists, Bilingual Social Workers and Bilingual Special Education Teachers*. Albany, NY.
- (1997). *English Language Arts Resource Guide*. Albany, NY.
- (1997). *Guidelines for Services for Culturally and Linguistically Diverse Preschool Students with Disabilities Ages 3-5*. Albany, NY.

- (1997). *Pilot English Language Arts Regents Questions*. Albany, NY.
- (1997). *Proceedings of the New York State Symposium on the Education of Over-Age Limited English Proficient Students with Interrupted Formal Schooling*. Albany, NY.
- (1997). *Proposal for Revising Graduation Requirements*. Memo from Commissioner Richard Mills to the Board of Regents, September 12, 1997. Albany, NY.
- (1997). *Technology Applications for Bilingual Education and English as a Second Language*. Albany, NY.
- (1998). *English Language Arts Resource Guide with Core Curriculum*. Albany, NY.
- (1998). *Draft Glossary for Sequential Mathematics Courses I, II and III, Math A Regents Examination or Math B Regents Examination in English and Eight Languages Other Than English*. Albany, NY.
- (1998). *New York State Testing Program, English Language Arts, Test Sampler Drafts, Grades 4, 8, and Regents*. Albany, NY.
- (1998). *Strategies to Provide Intensive English Language Instruction to Limited English Proficient (LEP) Students*. In memo dated June 30, 1998 to The Honorable Members of the Board of Regents Committee on Elementary, Middle, Secondary and Continuing Education from James A. Kadamus, Deputy Commissioner. Albany, NY.
- (1998). *Strategies to Provide Intensive English Language Instruction to Limited English Proficient Students/Implementation*. In memo dated September 4, 1998 to The Honorable Members of the Board of Regents Committee on Elementary, Middle, Secondary and Continuing Education from James A. Kadamus, Deputy Commissioner. Albany, NY.
- (1998). *Teaching to High Standards: New York's Commitment*. Albany, NY.
- (1999). *Accommodations for Late Arriving Students with Limited English Proficiency at the Secondary Level*. In memo dated June 25, 1999 to The Honorable Members of the Board of Regents Committee on Elementary, Middle, Secondary and Continuing Education from James A. Kadamus, Deputy Commissioner. Albany, NY.
- (1999). *Board of Regents Approved Amendments to Commissioner's Regulations Part 117 and Part 154*. Albany, NY.
- (1999). *Early Literacy Profile: An Assessment Instrument*. Albany, NY.
- (1999). *Performance of Limited English Students Who Are English Language Learners on the Regents Comprehensive Examination in English Taken in June 1999*. In memo dated October 8, 1999 to The Honorable Members of the Board of Regents Committee on Elementary, Middle, Secondary and Continuing Education from James A. Kadamus, Deputy Commissioner. Albany, NY.
- (1999). *Report on the Comments and Recommendations on the Proposed Amendments to Part 154 of the Regulations of the Commissioner of Education*. In memo dated February 24, 1999 to The Honorable Members of the Board of Regents Committee on Elementary, Middle, Secondary and Continuing Education from James A. Kadamus, Deputy Commissioner. Albany, NY.

WEB SITES:

<http://www.nysed.gov>

or

<http://www.nysben.org>

LITERACY SCALES

The literacy scales presented in the following pages, published as a component of the Learning Record Assessment System (Barr and Syverson, 1998), are samples of informal assessments for reading and writing in English and in the native language for grades K-12.

These reading and writing scales have been designed to describe the stages students typically go through as they become literate. Each stage is described across a five-point scale for each of the three grade spans: K-3, 4-8, 9-12. At K-3, the assessment focuses on how well students are learning to read and write; at 4-8, on how experienced they are becoming as readers and writers in all their courses; and at 9-12, on how deep or accomplished are their literacies.

Reading/Writing Scales 1, Grades K-3

These scales will assist the teacher in describing reading development as students move from dependence to independence. The characteristics at each level on the scale describe what students are progressively able to do in the process of becoming fluent readers and writers.

Reading/Writing Scales 2, Grades 4-8

These scales evaluate experience in reading and writing abilities. They focus on the student's involvement with a wide variety of reading materials. The teacher documents the student's journey from a limited experience with text through a broad range of involvement as a reader across the curriculum. Specific evidence demonstrating the extent to which students can understand a wide variety of both grade-level texts and self-selected books and magazines will need to be included in student portfolios, reading logs, and written responses to their reading and documented observations of oral discussions of their reading.

Reading/Writing Scales 3, Grades 9-12

These scales are used to evaluate traits commonly associated with the accomplished reader and writer. They describe the ways students are learning to read in depth and to write persuasively.

Please note that in using these scales, a student may be at one point on the scale in the native language and at another point on the scale in English.

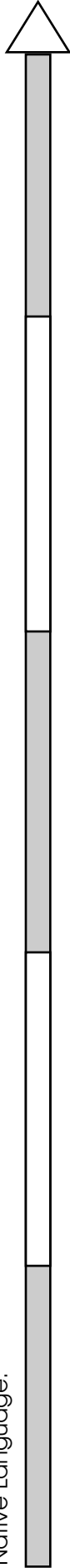
Informal Assessment Literacy Scale

READING SCALE 1, GRADES K-3: BECOMING A READER

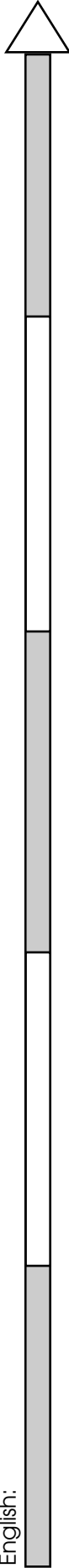
Dependence

Independence

Native Language:



English:



**R1
Stage 1
Beginning
Reader**

Uses just a few successful strategies for tackling print independently. Relies on having another person to read the text aloud. May still be unaware that text carries meaning.

**R1
Stage 2
Not-Yet-Fluent
Reader**

Tackling known and predictable text with growing confidence but still needing support with new and unfamiliar ones. Growing ability to predict meanings and developing strategies to check predictions against other cues such as the illustrations and the print itself.

**R1
Stage 3
Moderately
Fluent Reader**

Well launched on reading but still needs to return to a familiar range of reader text. At the same time beginning to explore new kinds of texts independently. Beginning to read silently.

**R1
Stage 4
Fluent
Reader**

A capable reader who now approaches familiar texts with confidence but still needs support with unfamiliar materials. Beginning to draw inferences from books and stories. Reads independently. Chooses to read silently.

**R1
Stage 5
Exceptionally
Fluent Reader**

An avid and independent reader who is making choices from a wider range of material. Able to appreciate nuances and subtlety in text.

Published as a component of The Learning Record Assessment System TM. For further information, call or write the Center for Language in Learning at 10610 Quail Canyon Road, El Cajon, CA 92021; (619) 443-6320. Adapted with permission from the Primary Language Record (PLR), developed and copyrighted by the Centre for Language in Primary Education, Webber Row Teachers Centre, Webber Row, London SE1 8QW, in 1988 and distributed in the United States by Heinemann. ISBN 0-435-08516-6.

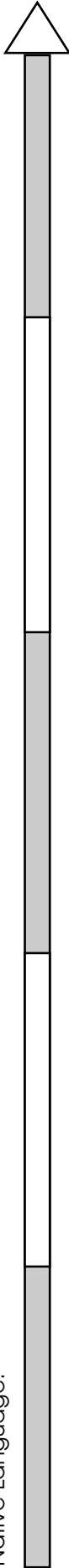
Informal Assessment Literacy Scale

READING SCALE 2, GRADES 4-8: BECOMING EXPERIENCED IN READING

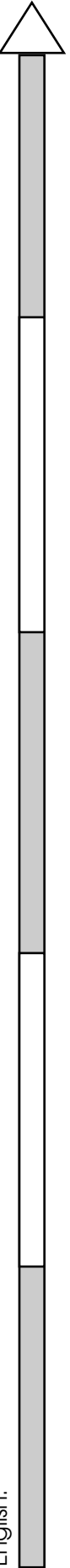
Inexperienced

Experienced

Native Language:



English:



**R2
Stage 1
Inexperienced**

Experience as a reader has been limited. Generally chooses to read a very easy and familiar text where illustrations play an important part. Has difficulty with any unfamiliar materials and yet may be able to read own dictated texts confidently. Needs a great deal of support with the reading demands of the classroom. Overdependent on one strategy when reading aloud; often reads word by word. Rarely chooses to read for pleasure.

**R2
Stage 2
Less Experienced**

Developing fluency as a reader and reading certain kinds of material with confidence. Usually chooses short books with simple narrative shapes and with illustrations. May read these silently; often reads favorite books. Reading for pleasure often includes comics and magazines. Needs help with the reading demands of the classroom and especially with using reference and information books.

**R2
Stage 3
Moderately Experienced**

A confident reader who feels at home with books. Generally reads silently and is developing stamina as a reader. Is able to read for longer periods and cope with more demanding texts, including novels. Willing to reflect on reading and often uses reading in own learning. Selects books independently and can use information books and materials for straightforward reference purposes, but still needs help with unfamiliar material, particularly nonnarrative prose.

**R2
Stage 4
Experienced**

A self-motivated, confident, and experienced reader who may be pursuing particular interests through reading. Capable of tackling some demanding texts and can cope well with the reading of the curriculum. Reads thoughtfully and appreciates shades of meaning. Capable of locating and drawing on a variety of sources in order to research a topic independently.

**R2
Stage 5
Exceptionally Experienced**

An enthusiastic and reflective reader who has strong established tastes in fiction and non-fiction. Enjoys pursuing own reading interests independently. Can handle a wide range and variety of texts, including some adult material. Recognizes that different kinds of text require different styles of reading. Able to evaluate evidence drawn from a variety of information sources. Is developing critical awareness as a reader.

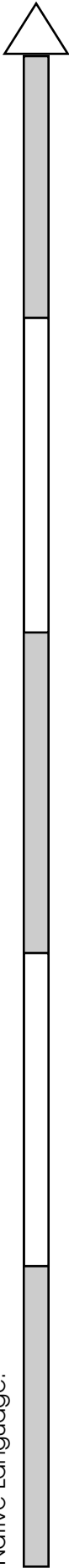
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Informal Assessment Literacy Scale

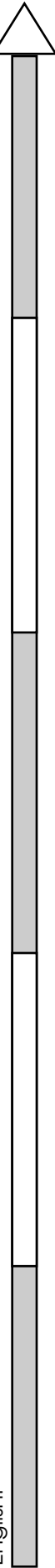
READING SCALE 3, GRADES 9-12: BECOMING ACCOMPLISHED IN READING

.....
Not Yet Accomplished **Accomplished**

Native Language:



English:



R3

Stage 1

Ready for

Accomplishment

Able to derive meaning from a variety of texts. Usually inexperienced in (a) challenging the writer's claims, evidence, or ideas; or (b) critiquing a text for style, logic, organization, etc. Expects texts to yield simple interpretations. Sees most text as unrelated to life outside of school. May express frustration with density of course texts. Frequently abandons the reading of books, even those he or she has ostensibly chosen. Strategies include the use of nonprint media to collect information and a reliance on others for interpretations of text. Lacks familiarity with common text organizers (e.g., headings, index). May define him- or herself as one who does not read.

R3

Stage 2

Somewhat

Accomplished

Can read assigned course texts with preparation and support of visual, kinesthetic, and/or auditory supplement (e.g., graphics, enactment, listening to oral readings). Usually reads to fulfill assignments or for purposes outside of school rather than for pleasure. Strategies for getting course information include media other than text (e.g., collaborative groups and film or tapes); collaboration with peers to construct meaning in text; unconscious use of advance organizers and genre schemas. Can apply prior experience to some aspects of stories, biographies, and/or current events but may be unable to relate his or her own experience to more abstract ideas in course texts.

R3

Stage 3

Moderately

Accomplished

Has some favorite kinds of reading. With preparation and support, can read aloud expressively from course texts. Knows the characteristics of a few genres. May rely on only a few strategies to construct meaning but shows a willingness to persist with some difficult texts. Makes associations between textual and personal experience. Can explain the way some texts are organized to help the reader derive meaning. Becoming aware, in interpreting texts, of the influence of their contexts (e.g., time period, subject matter, gender/status of author). Learning to share text interpretations with others. Developing skill in using course texts and outside reading as resources in class discussions and assignments.

R3

Stage 4

Accomplished

Acknowledges the potential of texts to provoke multiple valid interpretations. Uses print conventions (punctuation, headings, index) to construct meaning in text. Assesses him- or herself as an effective reader of particular genres and can provide convincing evidence of same. Has strategies for unlocking difficult text. Able to evaluate information from multiple sources (e.g., texts and personal experiences). Able to acknowledge contradictory interpretations of text and previously held misconceptions about issues raised in class. Brings outside reading to bear on course work. Selects books for pleasure reading and for use in problem solving. Can manage the reading of long texts outside of class.

R3

Stage 5

Exceptionally

Accomplished

Reads avidly. Travels back and forth easily across the continuum of reading purposes: from reading for information to reading in order to enhance personal experience. Can discuss text interpretations tentatively, ready to modify and/or deepen initial impressions. Can elaborate on connections he or she is making with text and present convincing reasons as to what the connections add to personal understanding. Is able to weigh and compare relative strength and weakness, style, structure, credibility, or aesthetics of given and self-selected texts. Can explain, orally and/or in writing, the significance of the social, cultural, or political history of a text. Reads aloud fluently, with appropriate expression.

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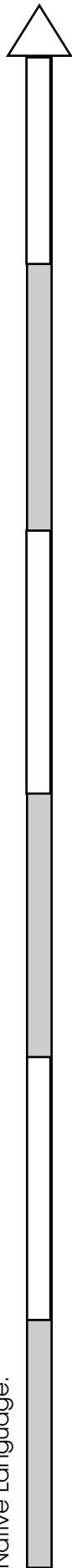
Informal Assessment Literacy Scale

WRITING SCALE 1, GRADES K-3: BECOMING A WRITER

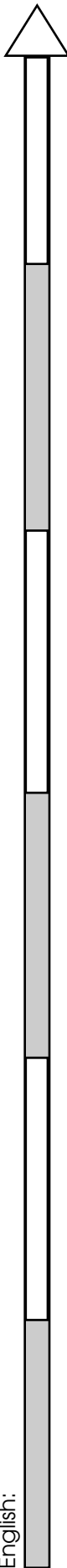
Dependence

Independence

Native Language:



English:



W1
Stage 1
Beginning
Writer

W1
Stage 2
Early
Writer

W1
Stage 3
Developing
Writer

W1
Stage 4
Moderately
Fluent Writer

W1
Stage 5
Fluent
Writer

W1
Stage 6
Exceptionally
Fluent Writer

May be composing by dictating own texts, and may have some strategies for writing independently (e.g., drawing, writing, copying, inventing own code), but still at an early state of understanding how language is written down, and needing support with transcription.

Gaining confidence in using writing for a range of personal purposes (e.g., messages, notices). Drawing on experiences of seeing language written down (e.g., in shared writing), and demonstrating more understanding of the alphabetic nature of the English writing system. Ready to try writing independently, using a few early strategies for spelling (e.g., use of initial letters, some known words, using letter strings and "placeholders" so that writing can be read back more consistently).

Using a small range of writing (e.g., letters, lists, brief narratives) independently, but still needing help with extending and developing texts. May be drawing on models from reading in structuring own texts. Reading back own texts consistently, experimenting with punctuation, and developing strategies for spelling (e.g., known words, phonetically based spellings), which enable texts to be read by others.

Writing more confidently and developing ideas at greater length in a few familiar forms. Growing ability to structure these texts; willing to experiment with a wider range of writing. Beginning to use punctuation to support meaning (e.g., periods, explanation marks). Drawing on a wider range of strategies in spelling (e.g., common letter strings), awareness of visual patterns as well as phonetically based spellings.

Growing independence in using writing for a wide range of purposes (e.g., expressive, informational, imaginative). Aware of different audiences and beginning to shape texts for a reader. Often chooses to write over longer periods. Punctuating texts for meaning more consistently. Writing shows increasing attention to the visual patterns in spelling.

A confident and independent writer who enjoys writing in different genres and is developing a personal voice. Writing may show marked influences of texts that have been read. Drawing on a range of effective strategies for spelling and using standard forms more consistently. Using written language in more deliberate ways and making meanings explicit. Still needs support in sustaining long pieces of writing or expressing complex meanings.

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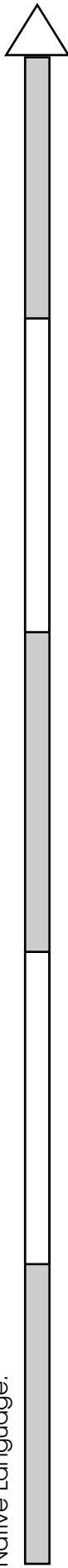
Informal Assessment Literacy Scale

WRITING SCALE 2, GRADES 4-8: BECOMING EXPERIENCED IN WRITING

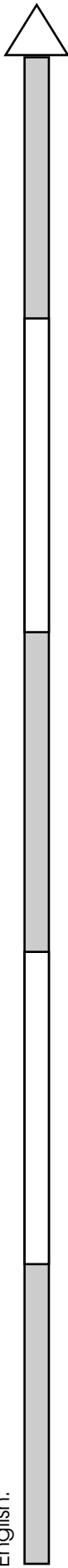
Inexperienced

Experienced

Native Language:



English:



W2
Stage 1
Inexperienced

Experience as a writer may be limited; may compose orally with confidence but be reluctant to write or take risks with transcription. Needs a great deal of help with developing own texts (which are often brief and formulaic) and the writing demands of the classroom. Relies mainly on phonetic spelling strategies and memorized words, with few strategies for self-help. Seldom uses punctuation to mark meaning.

W2
Stage 2
Less Experienced

More willing to take risks with both composition and transcription. Writes confidently in certain genres (e.g., simple narratives), often willing to try out different forms of writing, drawing on experience of the models available. May find it difficult to sustain initial efforts over longer pieces of writing. Mainly uses language and sentence structures that are close to speech. Spellings of familiar words are generally correct and attempts at unfamiliar words reveal a widening range of spelling strategies. Uses sentence punctuation more consistently.

W2
Stage 3
Moderately Experienced

Shaping writing in familiar genres confidently, drawing on experience of reading. Widening range of writing and taking on different forms more successfully. Aware of audience and beginning to consider appropriateness of language and style. Learning to revise own texts with support and to link and develop ideas coherently. Spellings of words with regular patterns are mainly correct and attempts at unfamiliar words show a growing knowledge of visual patterns and word structures. Uses sentence punctuation appropriately.

W2
Stage 4
Experienced

A self-motivated writer who can write at length and is beginning to use writing to refine own ideas. Developing own style and range as a writer but needs support with the structuring of more complex narrative and nonnarrative forms. Likely to reflect on writing and to revise texts for a reader, choosing language for effect or to clarify meanings. Using standard spelling more consistently and drawing on effective self-help strategies. Increasingly able to use punctuation, including paragraphing, to organize texts.

W2
Stage 5
Exceptionally Experienced

An enthusiastic writer who has recognizable voice and who uses writing as a tool for thinking. Making conscious decisions about appropriate forms and styles of writing, drawing on wide experience of reading. May show marked preferences for particular genres. Able to craft texts with the reader in mind and reflect critically on own writing. Using mostly standard spelling. Managing extended texts, using organizational structures such as paragraphing and headings.

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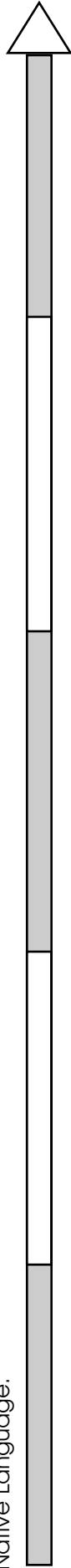
Informal Assessment Literacy Scale

WRITING SCALE 3, GRADES 9-12: BECOMING ACCOMPLISHED IN WRITING

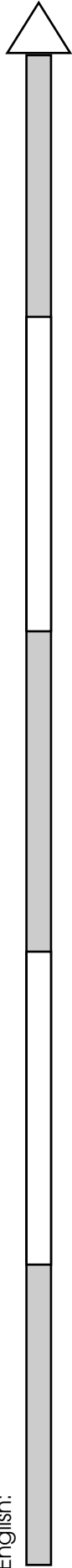
Not Yet Accomplished

Accomplished

Native Language:



English:



W3

**Stage 1
Ready for
Accomplishment**

Able to express thoughts in short personal narratives and brief reports in response to class assignments but is inexperienced in (a) providing evidence for claims; (b) organizing text to persuade or engage the reader; and/or (c) sharing writing with unknown readers. Expects to write without revision. Probably sees writing in school as unrelated to life outside of school. Strategies include oral composition and a reliance on teacher for direction about topics and formats without collaboration of peers and/or mentors. Lacks familiarity with genre varieties and their characteristics, such as writing to inform, entertain, review, persuade, and reflect. May define him or herself as one who does not or cannot write; probably shy about reading aloud own writing.

W3

**Stage 2
Somewhat
Accomplished**

Can use visual, kinesthetic, and/or auditory strategies to develop ideas for writing (e.g., graphic organizers, enactment, oral discussions). Can compose simple script for nonprint media (e.g., oral performance film or tape, computer graphics). Able to collaborate with peers to develop, shape and edit ideas for writing on self-chosen and assigned topics. May use retellings and formulas to write assigned essays. Beginning to understand what is needed in writing for unknown or absent readers. Uses text models, perhaps unconsciously (e.g., in word choice, standard usage, spelling, point of view, organization, punctuation, and style). May be able to apply experience in writing narrative to the use of narrative in other genres.

W3

**Stage 3
Moderately
Accomplished**

Can write with a personally authoritative voice about course content, especially in informal situations. Reads own writing aloud as part of the revision process. Demonstrates a few composing strategies in fulfilling course assignments. Increasingly aware of the need to revise and willing to do it. Punctuation and organization in own text assists readers' understanding. Shows evidence of the influence that such elements as audience, genre, writer's purpose, standard usage, and text appearance have on written products. Developing skill in writing in several genres, elaborating claims or generalizations with a range of devices. Sometimes consults references while composing.

W3

**Stage 4
Accomplished**

Can write to learn course content as well as demonstrate understanding of it. Organizes texts to support intended effects. Can use course content and prior knowledge as sources for written opinions, interpretations and investigations. In final drafts, consistently uses text conventions (e.g., reader-friendly punctuation, accepted spellings, standard usage.) Makes thoughtful word choices. Is in control of own composing process, from the generating of topics through the collection of data and the drafting of text to the editing for readability by specific audiences. Can integrate information from multiple sources (reference texts as well as firsthand experiences) into own papers. Can use criteria to evaluate both transcription and composition elements in own work.

W3

**Stage 5
Exceptionally
Accomplished**

Demonstrates authority over course content by (a) incorporating and acknowledging information from multiple trustworthy sources in own writing; and (b) providing text-based support for specified viewpoints about issues raised in class. Can write to be read across a range of audiences, including those requiring standard usage. Persists in revising own writing until explicit criteria have been met. Can discuss initial drafts openly, often enlisting comments of friendly but critical and informed readers. Is able to weigh and compare relative strengths and weaknesses in own papers, collected over time, as to such elements as substantive content, structure, credibility, usage, rhetorical effectiveness, and transcription features.