

Continuum for Reading Assessment Grade 3 Entry

For Teacher Use Only

READING COMPETENCIES	LEVELS OF PERFORMANCE		
	Needs ongoing help	Needs some help to meet expectations	Meets expectations
Reflection (Perceptions about reading)			
Student's ability to think about own learning as a reader.	<ul style="list-style-type: none"> • Begins to participate in guided reflection and goal setting to plan "what I can do" to be a better reader. 	<ul style="list-style-type: none"> • Participates actively in guided reflection on strategies and goal setting by talking about "what I did that helped me" be a better reader; and sets new reading goals. 	<ul style="list-style-type: none"> • Reflects on strategies and goal setting by talking about "what I did that helped me" be a better reader; and sets realistic reading goals.
<ul style="list-style-type: none"> • While students think about their own learning and goal setting in relation to criteria they must reflect on their knowledge, skills and strategies (metacognition). Attitude is reflected through this process. Assessment tools and strategies may be observation, anecdotal notes, Y-charts, conferences, portfolios, learning logs, journals, continuums, etc. 			
Oral Reading Skills and Strategies (Making meaning from written text)			
Student's ability to use syntactic, semantic, graphophonic, and textual cues to construct and confirm meaning from continuous texts.	<ul style="list-style-type: none"> • Begins to use a few strategies with assistance. • Makes miscues that interfere with the meaning of the text. • Reads with limited fluency. 	<ul style="list-style-type: none"> • Reads grade level texts with a moderate level of accuracy. • Requires prompting to try alternate strategies. • Begins to self-correct and self-monitor while reading with assistance. • Reads with some fluency. 	<ul style="list-style-type: none"> • Reads grade level texts with a high level of accuracy. • Uses a balance of cueing systems. • Self-corrects and self-monitors while reading. • Reads with fluency.
<ul style="list-style-type: none"> • Making meaning from written text refers to the "reading work" of learners to build a repertoire of problem-solving strategies. Does it sound right, make sense, and look right? Assessment tools and strategies may be observation, anecdotal notes, checklists, conferences, running records, miscue analysis, informal reading inventory, continuums, etc. 			
Reading Comprehension (Constructing meaning)			
Student's ability to understand and draw conclusions from text.	<ul style="list-style-type: none"> • Represents some awareness of story elements from narrative text; or identifies some information from expository text with assistance. • Makes personal connections to text with assistance. 	<ul style="list-style-type: none"> • Represents understanding of narrative text by identifying beginning, middle, end of story with assistance; or identifies information from expository text with assistance. • Makes connections between own experiences and text. 	<ul style="list-style-type: none"> • Represents accurate understanding of narrative text by identifying beginning, middle, end of story; or identifies relevant information. • Makes connections to text and extends understanding of new ideas.
<ul style="list-style-type: none"> • Students' responses are dependent upon their ability to predict, confirm, revise, and make connections between the text and themselves. Assessment tools and strategies may be observation, anecdotal notes, literature response journals, art, drama, readers' theatre, book talks, literature circles, conferences, re-tell, continuums, etc. 			