

Grade 4 Proficiency Scale for Reading

Performance Standards and Reading Traits	Emerging: The student requires ongoing support. The student demonstrates a beginning understanding of the concepts and competencies relevant to the expected learning. “I don’t get it yet, but I’m trying” “I am just getting started and learn best with help”	Developing: The student may require some support. The student demonstrates a partial understanding of the concepts and competencies relevant to the expected learning. “I’m starting to get it. I get some of it. I am beginning to do more on my own”	Proficient: The student works independently. The student demonstrates a solid understanding of the concepts and competencies relevant to the expected learning “I get it. I can do it on my own.”	Extending: The student works independently and goes beyond curricular expectations. The student demonstrates a sophisticated understanding of the competencies and concepts relevant to the expected learning. “I go beyond what is expected of me. I really get it and can teach others how.”
Snapshot	Student is attempting to access basic/beginning texts	Student is reading marginally below grade-level, ‘just-right’ texts	Student is reading a variety of grade-level texts and genres	Student is reading significantly beyond grade-level text
Skills/Strategies				
Text Features	- I can attempt to identify how text and visuals are displayed	- I can sometimes identify how text and visuals are displayed	- I can identify how text and visuals are displayed	- I can identify how text and visuals work together to create deeper meaning
Phonics/Morphology/ Word Structure	- I can attempt to use word morphology to develop and expand word knowledge (roots, prefixes, suffixes) - I can attempt to use phonics and word structure to solve some words.	- I can sometimes use word morphology to develop and expand word knowledge (roots, prefixes, suffixes) - I can use phonics and word structure to solve some complex words	- I can use word morphology to develop and expand word knowledge (roots, prefixes, suffixes) - I can consistently use phonics and word structure to solve increasingly complex words	- I can use sophisticated word morphology to develop and expand word knowledge (roots, prefixes, suffixes) - I can use phonics and word structure to solve sophisticated and complex words
Reading Fluency	<i>For students reading below grade level continue to work on fluency skills.</i>		<i>In the grade 4 curriculum, fluency is no longer assessed in isolation and is implied, as the focus for students shifts to more complex reading for comprehension and developing literacy skills.</i>	
Self-Monitoring	- I can attempt to self-monitor as I read	- I can sometimes self-monitor as I read	- I can consistently self-monitor as I read	- I can consistently self-monitor as I read
Comprehend & Connect	<i>Comprehension is the ability to make meaning using reading/viewing strategies (predicting, questioning, connecting, visualizing, setting purpose, inferencing, drawing conclusions), a variety of sources, personal experiences and prior knowledge before, during and after reading.</i>			
Using Prior Knowledge	- I can attempt to use sources of information and/or prior knowledge to build understanding	- I can sometimes use sources of information and prior knowledge to build understanding	- I can use a variety of sources and prior knowledge to build understanding	- I can use a variety of sources and prior knowledge to deepen understanding
Previewing	- I can attempt to preview text prior to reading - I can attempt to consider different purposes for reading text	- I can sometimes preview text prior to reading - I can consider some different purposes for reading text	- I can preview text prior to reading - I can consider different purposes for reading text	- I can preview text prior to reading for a variety of reasons - I can set a variety of purposes for reading text
Predicting	- I can attempt to use my prior knowledge and the text to make predictions	- I can sometimes use my prior knowledge and the text to make predictions	- I can use my prior knowledge and the text to make logical predictions	- I can use my prior and the text knowledge to make sophisticated predictions
Visualizing	- I can attempt to create images in my mind as I read.	- I can sometimes create images in my mind as I read beginning	- I can create images in my mind as I read.	- I can create vivid, detailed images in my mind as I read.
Connecting	- I can attempt to use personal experience and knowledge to make connections	- I can sometimes use personal experience and knowledge to make connections	- I can consistently use personal experience and knowledge to make connections	- I can use deep and detailed personal experience and knowledge to make connections
Questioning	- I can attempt to use questioning to clarify and deepen meaning	- I can sometimes use questioning to clarify and deepen meaning	- I can consistently use questioning to clarify and deepen meaning	- I can ask sophisticated questions that deepen and expand the meaning
Infering	- I can attempt to use contextual clues and literary elements to infer and enhance the meaning of the text	- I can sometimes use contextual clues and literary elements to infer and enhance the meaning of the text	- I can use contextual clues and literary elements to infer and enhance the meaning of the text	- I can use contextual clues and literary elements to infer and enhance a deeper meaning of the text
Summarizing (locating details) and Retelling	- I can attempt to summarize text - I can attempt to identify the main idea - I can attempt to identify a supporting detail	- I can sometimes summarize text - I can sometimes identify the main idea - I can sometimes identify a few supporting details	- I can summarize text - I can identify the main idea - I can identify a few supporting details	- I can summarize succinctly, including important information - I can understand the main idea - I can identify many supporting details
Literary Elements: <small>theme, character, setting, plot, conflict, and purpose</small> Literary Devices: <small>sensory detail (ie: imagery) and figurative language (e.g., metaphor, simile)</small>	- I can attempt to identify the character(s) and setting - I can attempt to identify the conflict(s) - I can attempt to identify the theme - I can attempt to identify the purpose - I can attempt to recognize and understand literary devices in text	- I can sometimes identify the character(s) and setting - I can sometimes identify the conflict(s) - I can sometimes identify the theme - I can sometimes identify the purpose - I can sometimes recognize and understand literary devices in text	- I can identify the character(s) and setting - I can identify the conflict(s) - I can identify the theme - I can identify the purpose - I can recognize and understand literary devices in text	- I can differentiate between the characters; main, primary, secondary - I can consistently describe the setting details in various stories - I can understand the conflict(s), theme and purpose of the text - I can demonstrate a sophisticated understanding of literary devices in text
Interpreting	- I can attempt to grasp human nature/motivation/experience through text - I can attempt to use the text to gain a sense of personal/family/community identity - I can attempt to form a conclusion about a text	- I can understand some human nature/motivation/experience in text - I can use the text to gain a sense of personal/family/community identity - I can form some conclusions about a text	- I can understand human nature, motivation, experience through text - I can use the text to strengthen a sense of personal/family/community identity - I can form conclusions about a text	- I can develop a sophisticated understanding of human nature/motivation/experience through text - I can use the text to strengthen a sense of personal/family/community identity - I can form sophisticated conclusions about a variety of texts
Ideas and Opinions	- I can attempt to express reactions and opinions about texts, supported with reasons - I can attempt to share reasons for choosing my favorite text	- I can sometimes express reactions and opinions about texts, supported with reasons - I can sometimes share reasons for choosing my favorite text	- I can express reactions and opinions about texts, supported with reasons - I can share reasons for choosing my favorite text	- I can express sophisticated reactions and opinions about texts, supported with reasons - I can share sophisticated reasons for choosing my favorite text
Metacognition <small>goal-setting, questioning, reflecting, self-evaluating</small>	- I can attempt to show awareness of myself as a reader through reflecting, questioning, goal setting and self-evaluating	- I can sometimes show awareness of myself as a reader through reflecting, questioning, goal setting and self-evaluating	- I can show a developing awareness of myself as a reader through reflecting, questioning, goal setting and self-evaluating	- I can show an ongoing awareness of myself as a reader through reflecting, questioning, goal setting and self-evaluating