

## Appendix I.1 • Enjoying Reading and Reading at Grade Level

Rating	Performance Picture (Description of Evidence)
<p><b>Geared for Success</b></p>	<p><b>Overall picture:</b></p> <p>Reading skills or reading readiness (e.g., oral vocabulary, storytelling ability, awareness of rhyme, familiarity with books) are clearly ahead of where they need to be, which greatly enhances the learner’s ability to succeed at the current grade level.</p> <ul style="list-style-type: none"> <li>• <b>For students whose only language is English:</b> in English only.</li> <li>• <b>For students who speak more than one language:</b> Reading skills or reading readiness are clearly at or above the required reading level in English; they may be slightly weaker in the strongest other language but are developing well to the level the student and parents/family need and desire.</li> <li>• <b>For students in dual-language units:</b> Reading skills or reading readiness are at the required level in both languages of instruction and may be even stronger in one or both.</li> </ul>
<p><b>Well on Track</b></p>	<p><b>Overall picture:</b></p> <p>Reading skills or reading readiness (e.g., oral vocabulary, storytelling ability, awareness of rhyme, familiarity with books) are right at or very close to standard, which supports the learner’s ability to succeed at the current grade level.</p> <ul style="list-style-type: none"> <li>• <b>For students whose only language is English:</b> in English only.</li> <li>• <b>For students who speak more than one language:</b> Reading skills or reading readiness are at the required level in English; they may be somewhat below in the strongest other language, but the learner is developing well in that language, to the level that they and their parents/family need and desire.</li> <li>• <b>For students in dual-language units:</b> Reading skills or reading readiness are at the required level in the primary language of instruction; they are close to the needed level in the strongest other language and are developing well.</li> </ul>
<p><b>Looking Promising</b></p>	<p><b>Overall picture:</b></p> <p>Reading skills or reading readiness (e.g., oral vocabulary, storytelling ability, awareness of rhyme, familiarity with books) are close to where they need to be, only mildly impacting the learner’s ability to succeed at the current grade level.</p> <ul style="list-style-type: none"> <li>• <b>For students whose only language is English:</b> in English only.</li> <li>• <b>For students who speak more than one language:</b> Reading skills or reading readiness may be somewhat low in either English or the strongest other language, but reading or reading readiness is close to needed levels in the other language, to an extent that supports the learner’s emerging biliteracy.</li> <li>• <b>For students in dual-language units:</b> Reading skills or reading readiness may be somewhat low in either language of instruction, but reading or reading readiness is close to needed levels in the other language, to an extent that supports the learner’s emerging biliteracy.</li> </ul>

(Continued)

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Rating	Performance Picture (Description of Evidence)
<p><b>Getting Started</b></p>	<p><b>Overall picture:</b></p> <p>Reading skills or reading readiness (e.g., oral vocabulary, storytelling ability, awareness of rhyme, familiarity with books) are somewhat below where they need to be, to an extent that moderately impacts the learner’s ability to succeed at the current grade level.</p> <ul style="list-style-type: none"> <li>• <b>For students whose only language is English:</b> in English only.</li> <li>• <b>For students who speak more than one language:</b> Reading skills or reading readiness may be problematically low in either English or the strongest other language, but there are some noticeable strengths in the other language that can be used to support a growing biliteracy.</li> <li>• <b>For students in dual-language units:</b> Reading skills or reading readiness may be problematically low in one language of instruction, but there are noticeable strengths in the other language that can be used to support a growing biliteracy.</li> </ul>
<p><b>Substantially off Track</b></p>	<p><b>Overall picture:</b></p> <p>Reading skills or reading readiness (e.g., oral vocabulary, storytelling ability, awareness of rhyme, familiarity with books) are well below where they need to be, to an extent that seriously impacts the learner’s ability to succeed at the current grade level.</p> <ul style="list-style-type: none"> <li>• <b>For students whose only language is English:</b> in English only.</li> <li>• <b>For students who speak more than one language:</b> in both English and the strongest other language.</li> <li>• <b>For students in dual-language units:</b> in both English and the strongest other language.</li> </ul>

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