

Reading Progress and Performance Guide

	KN	1 <sup>st</sup> Grade	2 <sup>nd</sup> Grade	3 <sup>rd</sup> Grade	4 <sup>th</sup> Grade	5 <sup>th</sup> Grade	6 <sup>th</sup> Grade
<p><b>Data Sources</b> →</p> <p>Use to assess student progress in combination with DRA, Guided Reading Levels and SRI Lexile Scores</p>	<p>KN has a special status due to the enormous variability that exists at this early level. Not only do students start KN at different ages with diverse preschool literacy experiences, but their KN experience can vary significantly.</p> <p>Educators should get as close to the KN target as possible and do whatever is necessary over the summer and throughout first grade to put everyone on track to meet end-of-year standards in first grade.</p>	<ul style="list-style-type: none"> <li>Clay's Observation Survey</li> <li>KN LP Assessment</li> <li>Anecdotal Records</li> <li>Observations of daily performance</li> <li>Teacher input</li> <li>KN Report Card</li> <li>Writing/Work Samples</li> <li>Record of Oral Reading/Miscue Analysis on the benchmark books</li> <li>Story Retell</li> <li>Interviews (student, parent, teacher)</li> <li>Word Work (families, rhyming, sight words, hi-frequency words)</li> <li>Checklist of decoding strategies</li> <li>Phrasing/Fluent Reading</li> </ul>	<ul style="list-style-type: none"> <li>Results of Lit Pl. Assessments</li> <li>Anecdotal Records</li> <li>Teacher observations of daily performance</li> <li>Teacher input</li> <li>Previous Report Cards/Comments</li> <li>Writing/Work Samples</li> <li>Record of Oral Reading/Miscue Analysis on the benchmark books</li> <li>Story Retell</li> <li>Interviews (student, parent, teacher)</li> <li>Word Work (families, rhyming, sight words, hi-frequency words)</li> <li>Checklist of decoding strategies</li> </ul> <p><b>3<sup>rd</sup> grade only</b></p> <ul style="list-style-type: none"> <li>TerraNova</li> <li>Fluency/Comprehension</li> <li>READ 180 Diagnostic and Grouping Reports</li> </ul>	<ul style="list-style-type: none"> <li>Results of Lit Pl. Assessments</li> <li>Anecdotal Records</li> <li>Teacher observations of daily performance</li> <li>Teacher input</li> <li>Previous Report Cards/Comments</li> <li>Writing/Work Samples</li> <li>Record of Oral Reading/Miscue Analysis on the benchmark books</li> <li>Story Retell</li> <li>Interviews (student, parent, teacher)</li> <li>Word Work (families, rhyming, sight words, hi-frequency words)</li> <li>TerraNova</li> <li>Fluency/Comprehension</li> <li>READ 180 Diagnostic and Grouping Reports</li> </ul> <p><b>4<sup>th</sup> Grade only</b></p> <ul style="list-style-type: none"> <li>Communication Arts</li> </ul>	<p style="font-size: 48pt; opacity: 0.5; transform: rotate(-15deg);">Draft</p>		
<p>Recognizing the complexity of reading development when making a decision about a child's reading progress and performance one should use multiple assessments and/or indicators.</p>							
<b>Beginning of SY</b>		DRA Levels A-4 GR Levels A-B-C-D	DRA Levels 14-16 GR Levels H-I	DRA Levels 24-28 GR Levels L-M Lexile: 300-600	DRA Levels 34-38 GR Levels O-P Lexile: 500-800	DRA Levels 40 GR Levels Q-R Lexile: 600-900	DRA Levels 44/50 GR Levels S-V Lexile: 700-1000
<i>Struggling</i>		<i>See guide: 1<sup>st</sup> Quarter Referral Guidelines</i>	<i>DRA 12 or below</i>	<i>DRA 20 or below</i>	<i>DRA 30 or below Below 40<sup>th</sup> NCE (TN or SRI)</i>	<i>DRA 40 or below Below 40<sup>th</sup> NCE (TN or SRI)</i>	<i>DRA 44 or below Below 40<sup>th</sup> NCE (TN or SRI)</i>
End of 1 <sup>st</sup> Quarter		DRA Levels 3-6 GR Levels C-D-E	DRA Levels 16-18 GR Levels I-J	DRA Levels 24-30 GR Levels L-M-N Lexile –see *	DRA Level 40 GR Level P Lexile –see *	DRA Level 44 GR Levels S Lexile –see *	DRA Level 60 GR Levels W Lexile –see *
End of 2 <sup>nd</sup> Quarter		DRA Levels 8-10 GR Levels E-F	DRA Levels 16-18 GR Levels I-J	DRA Levels 28-30 GR Levels M-N Lexile – see *	DRA Level 40 GR Levels Q Lexile –see *	DRA Level 44 GR Levels S-V Lexile –see *	DRA Level 60 GR Levels W-X Lexile –see *
<i>Struggling</i>		<i>DRA 6 or below</i>	<i>DRA 16 or below</i>	<i>DRA 24 or below</i>	<i>DRA 34 or below</i>	<i>DRA 40 or below</i>	<i>DRA 44 or below</i>
End of 3 <sup>rd</sup> Quarter		DRA Levels 10-12 GR Levels F-G	DRA Level 20 GR Levels K	DRA Levels 28-34 GR Levels M-N-O Lexile – see *	DRA Level 40 GR Levels Q Lexile – see *	DRA Level 44 GR Levels S-V Lexile – see *	DRA Level 60 GR Levels W-X-Y Lexile – see *
End of 4 <sup>th</sup> Quarter <b>End of SY</b>	DRA 2 GR Level A - <b>B</b>	DRA 14-16 GR Level H- <b>I</b>	DRA 24-28 GR Level <b>L</b> -M *Lexile 300-600	DRA 34-38 GR Level <b>Q</b> -P *Lexile 500-800	DRA 40 GR Level <b>Q-R</b> -S-T *Lexile 600-900	DRA 44 DRA 4-8 Kit = 50 GR Level S-T- <b>U</b> - V *Lex. Level 700-1000	DRA 60 DRA 4-8 Kit = 60 GR Level W- <b>X</b> -Y *Lex. Level 800-1050
<i>Struggling</i>	<i>See guide: End-of-Year KN Referral Guidelines</i>	<i>DRA 12 or below</i>	<i>DRA 20 or below</i>	<i>DRA 30 or below Below 40<sup>th</sup> NCE (TN or SRI)</i>	<i>DRA 38 or below Below 40<sup>th</sup> NCE (TN or SRI)</i>	<i>DRA 44 or below Below 40<sup>th</sup> NCE (TN or SRI)</i>	<i>DRA 50 or below Below 40<sup>th</sup> NCE (TN or SRI)</i>

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