

# WASD Grades 3-4-5-6

## Reading and Writing Report Card Guide for parents/guardians

**Skills that are highlighted in gray are numerically scored using the scale of 4-3-2-1.**

**Sub skills listed under a scored category are assessed using:  
+ (exceeding grade level), \* (meeting grade level) and – (below grade level)**

### **READING (scored 4-3-2-1)**

*Reads fiction and nonfiction texts on grade-level*

READING is a stand-alone scored assessment category. A READING score indicates whether the student is reading on grade level, exceeding grade level, or is below grade level.

Students demonstrate their proficiency level through their daily work, weekly written assignments/practice, weekly assessments, tiered practice and their small group placement (Beyond, On, Approaching or below).

4=Beyond

3=On

2=Approaching

1=Below Approaching

### **COMPREHENSION (scored 4-3-2-1)**

*Demonstrates critical thinking and constructs meaning between the reader and text*

(Overall—The COMPREHENSION score is based on the assessment of grade level sub skills under the heading of COMPREHENSION)

COMPREHENSION sub skills are assessed using:

+ (exceeding grade level), = (meeting grade level) and – (below grade level)

- Applies reading comprehension skills
- Composes a written response to reading known as “reader’s response”
- Recognizes features of text/elements of literature

### **FLUENCY (scored 4-3-2-1)**

*Uses appropriate pace, expression, pauses, and phrasing with accuracy while reading text*

FLUENCY is a stand-alone scored reading category. A score in this category indicates if the student is a *fluent* reader in grade level material. For students to receive a 4, they demonstrate fluent reading in text beyond grade level.

### **WORD STUDY (scored 4-3-2-1)**

*Demonstrates grade level phonics and word analysis skills in decoding*

(Overall Scoring—the WORD STUDY score is based on the assessment of grade level sub skills under the heading of Word Study)

WORD STUDY sub skills are assessed using:

+ (exceeding grade level), = (meeting grade level) and – (below grade level)

- Uses vocabulary strategies
- Applies phonics
- Appropriate spelling

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### **WRITING (scored 4-3-2-1)**

*Demonstrates quality in a variety of written pieces  
(Narrative, Informational and Persuasive)*

(Overall Scoring—the WRITING score is based on assessment of sub skills under the heading of WRITING)

WRITING sub skills are assessed using:

+ (exceeding grade level), = (meeting grade level) and – (below grade level)

- *Focus*
- *Organization*
- *Ideas/word choice*
- *Voice*
- *Conventions*

Important: This area measures writing effectiveness *not* writing based on reading.

Please see the writing continuum.

### **GRAMMAR MECHANICS AND USAGE (scored 4-3-2-1)**

GRAMMAR, MECHANICS and USAGE is a stand-alone scored assessment category. A score in this category indicates whether the student is able to use grammar and mechanics in writing and apply it within context. For students to receive a 4, they must consistently demonstrate mastery of all skills and accelerated acquisition of skills to an independent level.