

### Language Arts Listening

	1	2	3	4
<b>Body Position/Eyes</b>	<ul style="list-style-type: none"> <li>- Not looking at speaker/head turned away</li> <li>- Distracted by food/drink</li> </ul>	<ul style="list-style-type: none"> <li>- Does not look alert</li> <li>- Walking/roaming class</li> <li>- Staring off into space</li> </ul>	<ul style="list-style-type: none"> <li>- Alert most of the time</li> <li>- Mostly facing speaker</li> <li>- Little movement in chair</li> </ul>	<ul style="list-style-type: none"> <li>- Head is facing speaker and making eye contact</li> <li>- Body facing speaker</li> </ul>
<b>Hands</b>	<ul style="list-style-type: none"> <li>- Playing games</li> <li>- Creating something</li> <li>- Drawing unrelated pictures/coloring</li> </ul>	<ul style="list-style-type: none"> <li>- Doodling and half listening</li> <li>- Eating something</li> <li>- Playing with fidget</li> </ul>	<ul style="list-style-type: none"> <li>- Usually not playing with anything</li> <li>- Usually playing appropriately with fidgets</li> </ul>	<ul style="list-style-type: none"> <li>- Never plays with anything</li> <li>- Always appropriately uses fidgets</li> </ul>
<b>Summarize</b>	<ul style="list-style-type: none"> <li>- Unable to state main ideas</li> <li>- Does not try to clarify understanding</li> </ul>	<ul style="list-style-type: none"> <li>- Able to state/summarize main ideas if prompted/assisted by teacher</li> </ul>	<ul style="list-style-type: none"> <li>- Able to state main ideas and summarize main ideas</li> </ul>	<ul style="list-style-type: none"> <li>- Able to state main ideas and summarize main ideas</li> <li>- Able to contribute to summarizing with new information</li> </ul>
<b>Make Connections/ Ask Questions</b>	<ul style="list-style-type: none"> <li>- Unable to link to prior knowledge</li> <li>- Does not ask questions or for clarification</li> </ul>	<ul style="list-style-type: none"> <li>- With teacher assistance able to link to prior knowledge and ask questions</li> </ul>	<ul style="list-style-type: none"> <li>- Usually able to link to prior knowledge and ask questions</li> </ul>	<ul style="list-style-type: none"> <li>- Often able to link to prior knowledge and ask questions</li> </ul>
<b>Assignment Information</b>	<ul style="list-style-type: none"> <li>- Unprepared</li> <li>- Needs teacher assistance to get started and to repeat instructions</li> <li>- Often does not understand what to do</li> </ul>	<ul style="list-style-type: none"> <li>- Often unprepared</li> <li>- Often needs teacher assistance to get started and to repeat instructions</li> <li>- Sometimes does not understand what to do</li> </ul>	<ul style="list-style-type: none"> <li>- Usually prepared</li> <li>- Seldom needs teacher assistance to get started or to repeat instructions</li> <li>- Usually knows what to do</li> </ul>	<ul style="list-style-type: none"> <li>- Always prepared</li> <li>- Always able to begin right away on task at hand because understands instructions and expectations</li> </ul>

### Language Arts Reading

Understands what is read: See reading assessment

Reads fluently:

	1	2	3	4
<b>Reading Rate</b>	Less than 60 (Slowly and laboriously)	61-89 (Moderately slowly)	90-110 (Fast and slow throughout)	110+ (Conversational pace)
<b>Phrasing</b>	Word by word	Reads in two or three word phrases, not adhering to punctuation.	Usually phrases well but reads with a mixture of run-ons, mid-sentence pauses for breath, and some choppiness. Sometimes adheres to punctuation.	Reads with good phrasing and adheres to punctuation.
<b>Smoothness</b>	Often hesitates while reading, sounds out words, and repeats.	Reads with extended pauses or hesitations.	Reads with occasional breaks in rhythm.	Reads smoothly with few breaks. Self-corrects.
<b>Expression</b>	Reading sounds unnatural and forced.	Reading occasionally sounds natural.	Usually reads with expressions, but sometimes slips into expressionless reading.	Reads with varied volume and expression. Reading sounds natural.

**Language Arts – Speaking:**

Communicates ideas, needs and information clearly. Based on 1-4 scale.

**Language Arts – Writing:**

Closely tied to the rubric I used for Language Arts Poetry assessment.