

Student Name \_\_\_\_\_

Teacher \_\_\_\_\_

Date \_\_\_\_\_

<i>Domain Score</i>	<i>Reading Strategies</i>	<i>Word &amp; Sentence Recognition</i>	<i>Variety of Texts</i>	<i>Level of Independence</i>
<b>4 Expanding</b>	Reads short stories and books. Uses reading strategies. Retells plot, characters, and events.	Recognizes range of sight words and names. Easily distinguishes between sentence types.	Reads a variety of materials, including fiction, non-fiction, and expository texts.	Reads silently for short periods of time. Needs teacher guidance
<b>3 Developing</b>	Relies more on print than illustrations. Retells beginning, middle, and end of stories.	Recognizes basic sight words and names. Uses phonetic and syntactic clues to distinguish sentence level meaning.	Reads fiction, fairy tales, poems, directions.	Reads silently. Needs teacher guidance.
<b>2 Beginning</b>	Retells main idea of text. Relies on print and illustrations.	Knows most letter/sound correspondences. Recognizes simple words.	Reads books with word patterns.	Sees self as reader. Needs teacher support for many reading tasks.
<b>1 Emerging</b>	Pretends to read. Uses illustrations to tell story. Memorizes pattern and familiar books.	Recognizes some letters, names and words in context. Rhymes and plays with words.	Listens to fiction, fairy tales, poems, oral stories.	Participates in reading of familiar stories or books. Needs teacher support for most reading tasks.

Adapted by Lorraine Valdez Pierce from: O'Malley, J.M. & L. V. Pierce. (1996). *Authentic Assessment for English Language Learners: Practical Approaches for Teachers*. New York: Pearson Longman. and Hill & Ruptic (1994), *Practical Aspects of Authentic Assessment*, Norwood, MA, Christopher Gordon Publishers.