

Jay Schools Performance Task Blueprint

Title of task	Process of Reading	Grade span/level	K-4
Curriculum area(s)	ELA	Approximate time frame	1 st , 2 nd , 3 rd quarters
Developed by	ELA Committee	Date Created	6/23/05
Resources/materials	Benchmark Books, Fluency Rubric, Retelling Rubric, Running Record		

Content Standards/Performance indicators		
ELA	ELA	ELA
A5 (from 3-4 cluster)	B9 (from 3-4 cluster)	B10 (from 3-4 cluster)

Description (Include context, audience, purpose)
<p>At the end of each quarter (1, 2, 3) each student in grades K-4 will be assessed for fluency, accuracy, and comprehension to determine their instructional reading level while demonstrating their reading proficiency.</p>

Student products/performances		
Word Accuracy	Fluency	Retelling
Criteria for evaluating student products/performances		
• Accuracy Rubric	• Fluency Rubric	• Retelling Rubric

Is this an approved component of the Local Assessment System? Yes No

If yes, include a scoring guide in the following format:

MLR Standard and performance indicator	1 Quality standard not met (Still practicing)	2 Quality standard Partially/minimally met	3 Quality standard met	4 Exceeds the standard (Outstanding performance)
A5 Running Record	Below 85% Child is not able to work through the text.	85-89% Hard level	90-94% Instructional level	95-100% Easy level
B9 Fluency Rubric	Very little fluency; All word-by-word reading with some long pauses between words; almost no recognition of syntax or phrasing (expressive interpretation); very little evidence of awareness of punctuation; perhaps a couple of two-word phrases but generally disfluent; some word grouping awkward.	MOSTLY word-by-word reading with some two-word phrasing and even a couple of three or four word phrases (expressive interpretation); evidence of syntax and punctuation awareness although not consistently so; rereading for problem solving may be present.	A MIXTURE of word-by-word reading and fluent, phrased reading (expressive interpretation); there is evidence of attention to punctuation and syntax; rereading for problem solving may be present.	Reads PRIMARILY in larger meaningful phrases; fluent, phrased reading with a few word-by-word slow downs for problem solving; expressive interpretation is evident at places throughout the reading; attention to punctuation and syntax; rereading for problem solving may be present but is generally fluent.
B10 Retelling Rubric	Is unable to respond successfully to the text. Tells 1 or 2 events or key facts. Responds with incorrect information.	Tells some of the events or key facts. Includes few or no important details from text. Refers to 1 or 2 characters or topics using pronouns. May be some misinterpretation. Requires more than 3 questions or prompts.	Tells many of the events or key facts. Includes many important details from text. Refers to 1 or 2 characters or topics by generic name or label (boy, girl, dog). Responds with some literal information. Requires 2-3 questions or prompts.	Tells most of the events in sequence or most key facts. Includes most important details and key language or vocabulary from text. Refers to all characters or topics by specific name (Old Ben Bailey, green turtle). Responds with interpretation that reflects higher level thinking. Requires 1 or no questions or prompts.