

## *How Will My Weekly Reading Conference Be Graded?*

### **RESPONSE**

**What do you think of the book so far?**

<b>4</b>	Opinion is detailed and makes connection to text and reader.
<b>3</b>	Opinion is general and/or has vague back-up.
<b>2</b>	Teacher must search for opinion, or student says, "I just do."
<b>1</b>	Unable to form coherent and informed opinion.

### **FLUENCY**

**Your teacher will choose a passage from your book for you to read aloud.**

<b>4</b>	Reads fluently at an appropriate rate with no errors (or repairs errors by using strategies) and makes use of punctuation to develop expression.
<b>3</b>	Reads most words accurately and at an appropriate rate but doesn't use punctuation consistently to develop expression.
<b>2</b>	Reads at too slow of a rate, misses quite a few words without correcting, and passes over some punctuation marks.
<b>1</b>	Reads haltingly by word calling, makes miscues without repairing mistakes, and ignores most punctuation marks

### **COMPREHENSION**

**What can you retell about the passage you have read aloud?**

<b>4</b>	Retell mentions all important elements in sequence and in detail. Is able to answer teacher questions in specific manner, using text.
<b>3</b>	Retell may leave out one thing and/or may be spotty. Is able to answer teacher questions in general manner.
<b>2</b>	Retell is heavily scaffolded by teacher. May go blank on teacher questions or have to search for answers.
<b>1</b>	Has no idea how to retell in response to teacher prompt. Has no clue in response to teacher questions.

### **VOCABULARY**

**Are you learning any new words as you read?**

<b>4</b>	Student successfully uses background knowledge, context, <u>and</u> structural analysis (roots, affixes, inflections) to unlock the meaning of a new word.
<b>3</b>	Student tries to use background knowledge, context, <u>or</u> structural analysis (roots, affixes, inflections) to unlock the meaning of a new word.
<b>2</b>	Student makes a weak attempt to unlock the meaning of a new word with prompts from the teacher.
<b>1</b>	Student is unable to use background knowledge, context, or structural analysis when prompted by the teacher.