

## CAFÉ Assessment Information

### Reading Strategies

- **Whole Group Strategies:** The **whole** group reading strategies your child is learning about will be communicated using the (typically) biweekly newsletters you've seen come home.
- **Individual Strategies:** Each time your child begins working on a new **individual** reading strategy to meet their reading goal (C, A, F, or E from the CAFÉ Menu posted on my website), I will send home a (usually purple) **Parent Pipeline** with information pertaining to the strategy.
- **Assessments:** Instead of taking traditional weekly reading assessments, I will assess students in a variety of ways using the rubric below. Depending on the skill, I will use different forms such as: stickies, listening to students read, or graphic organizers (a template for skills). *Some graphic organizers we've already done are coming home today.*

### Assessment Rubric

This is a general rubric to show you what I will use each time I meet with children to assess their progress with a strategy in reading and even math. I'll record progress toward key skills using a number you'll see next to their name on papers. At conferences, I'll share progress toward the skills your child worked on individually and in whole group.

#### Working on a Strategy:

- When students receive 1s or 2s after 3 teaching attempts, I will change something (strategy, teaching, or book level).
- If you see 1s or 2s on papers, we will continue to work on the strategy and recheck it throughout the year, so please do not panic when they are learning a new skill.

#### Mastering a Strategy:

- Typically, when students receive 3s or 4s within 4-5 observations, I will layer on a new strategy.

0	1	2	3	4
Below Standard	Beginning Standard	Approaching Standard	Meeting Standard	Exceeding Standard
Student is demonstrating no competence toward skill even with help.	Student is demonstrating the need for help to begin showing partial competence.	Student is demonstrating competence with a need for guidance in order to understand the strategy.	Student is demonstrating an understanding of the strategy independently.	Student is demonstrating understanding of the strategy above standard independently.
				