Goal Setting – ALL Block

Additional Work with Complex Texts			
	Quality	Approaching	Beginning
Use of Resources/ Materials	• Students are using required and recommended texts that directly relate to the EL module. • Students are in the text the majority of the time (Read, think, talk, write). • Students are completing tasks related to the "big rock" standards.	• Students are using required and recommended texts that directly relate to the EL module some of the time. • Students are in the text some of the time. • Students are completing tasks that are somewhat related to the "big rock" standard.	• Students are rarely using required and recommended texts that directly relate to the module, or are using outside texts. • Students are rarely in the text the majority of the time. • Students are completing tasks that are rarely connected to the "big rock" standard, or may be below grade level.
Collaboration	• Students are communicating with peers about the task and prompting each other to use resources without just giving the answer. • Students are building upon the ideas of others without	• Students are somewhat communicating with peers about the task, but may be just giving the answer to a peer. • Students are building upon the ideas of others when	• Students are rarely communicating with peers about the task. • Students are rarely building upon the ideas of others, or

	being asked, and disagree respectfully.	asked to by the teacher, and disagree respectfully.	disagree disrespectfully.
Task Completion/ Self-Monitoring /Independence	• Students are engaged in the task at hand. • Students are completing their task in an appropriate amount of time. • Students are completing the task independently, without interrupting the teacher. • Students self-monitor their behavior during the task and during transitions. • Students know what to do when the task is complete (Ex: fix up work, read another text, support other students, set goals, etc...)	• Students are somewhat engaged in the task at hand. • Students are completing some of their task in the time frame provided. • Students are completing the task independently, with an occasional interrupt to the teacher. • Students are somewhat self-monitoring their behavior during the task and during transitions. • Students somewhat know what to do when the task is complete.	• Students are disengaged in the task at hand. • Students are rarely completing their task in the time frame provided. • Students are unable to complete the task independently and/or frequently interrupt the teacher. • Students rarely self-monitor their behavior during the task or during transitions. • Students rarely know what to do when the task is complete, or become off task.

Word Study & Vocabulary

	Quality	Approaching	Beginning
Use of Resources/ Materials	• Students are completing a word study & vocabulary task that directly ties to grade level standards. • Students understand the assignment and what is expected of them.	• Students are completing a word study & vocabulary task that somewhat ties to grade level standards. • Students are somewhat unsure of what is expected of them to complete the assignment.	• Students are rarely completing a word study & vocabulary task that directly ties to grade level standards. • Students are unsure of what is expected of them to complete the assignment.
Collaboration	• Students are communicating with peers about the task. • Students are building upon the ideas of others without being asked, and disagree respectfully.	• Students are somewhat communicating with peers about the task. • Students are building upon the ideas of others when asked to by the teacher, and disagree respectfully.	• Students are rarely communicating with peers about the task. • Students are rarely building upon the ideas of others, or disagree disrespectfully.
Task Completion/ Self-Monitoring/ Independence	• Students are engaged in the task at hand. • Students are completing their task in an appropriate amount of time. • Students are completing the task independently, without interrupting the teacher.	• Students are somewhat engaged in the task at hand. • Students are completing some of their task in the time frame provided. • Students are completing the task independently, with an occasional interrupt to the teacher.	• Students are disengaged in the task at hand. • Students are rarely completing their task in the time frame provided. • Students are unable to complete the task independently and/or frequently interrupt the teacher.

	• Students self-monitor their behavior during the task and during transitions.	• Students are somewhat self-monitoring their behavior during the task and during transitions.	• Students rarely self-monitor their behavior during the task or during transitions.

Reading and Speaking Fluency / GUM

	Quality	Approaching	Beginning
Use of Resources/ Materials	• **Fluency:** Students are completing a fluency task that directly ties to grade level standards and the module topic. • Students understand the assignment and what is expected of them.	• **Fluency:** Students are completing a fluency task that somewhat ties to grade level standards and the module topic. • Students are somewhat unsure of what is expected of them to complete the assignment.	• **Fluency:** Students are rarely completing a fluency task that directly ties to grade level standards and the module topic. • Students are unsure of what is expected of them to complete the assignment.
Collaboration	• **Fluency:** Students are practicing fluency with their peers. • **Fluency:** Students are providing quality feedback based on the fluency of others. • **GUM:** Students are communicating with peers about the task.	• **Fluency:** Students are somewhat disengaged when practicing fluency with their peers. • **Fluency:** Students are providing some generic feedback based on the fluency of others. • **GUM:** Students are somewhat communicating with peers about the task.	• **Fluency:** Students are disengaged or rarely practicing fluency with their peers. • **Fluency:** Students are rarely providing feedback based on the fluency of others. • **GUM:** Students are rarely communicating with peers about the task.
Task Completion/ Self-Monitoring/ Independence	• Students are engaged in the task at hand. • Students are completing their task in an appropriate amount	• Students are somewhat engaged in the task at hand. • Students are completing some of their task in the time frame	• Students are disengaged in the task at hand. • Students are rarely completing their task in the

	of time. • Students are completing the task independently, without interrupting the teacher. • Students self-monitor their behavior during the task and during transitions.	provided. • Students are completing the task independently, with an occasional interrupt to the teacher. • Students are somewhat self-monitoring their behavior during the task and during transitions.	time frame provided. • Students are unable to complete the task independently and/or frequently interrupt the teacher. • Students rarely self-monitor their behavior during the task or during transitions.

Writing			
	Quality	Approaching	Beginning
Use of Resources/ Materials	• Students are completing a writing task that directly ties to grade level standards and the module topic. • Students understand the assignment and what is expected of them.	• Students are completing a writing task that somewhat ties to grade level standards and the module topic. • Students are somewhat unsure of what is expected of them to complete the assignment.	• Students are rarely completing a writing task that directly ties to grade level standards or the module topic. • Students are unsure of what is expected of them to complete the assignment.
Collaboration	• Students are communicating with peers about the task. • Students are building upon the ideas of others without being asked, and disagree respectfully. • Students are providing quality feedback based on the writing of others.	• Students are somewhat communicating with peers about the task. • Students are building upon the ideas of others when asked to by the teacher, and disagree respectfully. • Students are providing some generic feedback based on the fluency of others.	• Students are rarely communicating with peers about the task. • Students are rarely building upon the ideas of others, or disagree disrespectfully. • Students are rarely providing feedback based on the fluency of others.
Task Completion/ Self-Monitoring/ Independence	• Students are engaged in the task at hand. • Students are making good use of their time. • Students are completing their task in an appropriate amount	• Students are somewhat engaged in the task at hand. • Students are making good use of their time on occasion. • Students are completing some of their task in the time frame provided.	• Students are disengaged in the task at hand. • Students are off task and rarely making good use of their time. • Students are rarely completing their task in the

	of time. - Students are completing the task independently, without interrupting the teacher. - Students self-monitor their behavior during the task and during transitions.	- Students are completing the task independently, with an occasional interrupt to the teacher. - Students are somewhat self-monitoring their behavior during the task and during transitions.	time frame provided. - Students are unable to complete the task independently and/or frequently interrupt the teacher. - Students rarely self-monitor their behavior during the task or during transitions.

AIR			
	Quality	Approaching	Beginning
Use of Resources/ Materials	• Students are using texts directly related to the EL module during research reading weeks. • Students are reading quality, free-choice books during free-choice reading weeks. • Students are in the text the majority of the time. • Students are responding to their text in writing.	• Students are in the text some of the time. • Students are somewhat responding to their text in writing.	• Students are rarely using texts that directly relate to the EL module during research reading weeks. • Students are rarely reading quality, free-choice books during free-choice reading weeks. • Students are rarely in the text the majority of the time. • Students are rarely responding to their text in writing.
Collaboration	• Students are focused and reading their text independently until it is time to share at the end of the AIR rotation. • Students are communicating with peers at the very end of the AIR rotation. • Students are building upon the ideas of others without being asked, and disagree	• Students are somewhat focused and somewhat reading their text independently until it is time to share at the end of the AIR rotation. • Students are somewhat communicating with peers at the very end of the AIR rotation. • Students are building upon the ideas of others when asked to by the teacher, and	• Students are rarely focused and rarely reading their text independently until it is time to share at the end of the AIR rotation. • Students are rarely communicating with peers at the very end of the AIR rotation. • Students are rarely building upon the ideas of others, or disagree disrespectfully.

	respectfully.	disagree respectfully.	
Task Completion/ Self-Monitoring/ Independence	• Students are engaged in the task at hand. • Students are completing their task in an appropriate amount of time. • Students are completing the task independently, without interrupting the teacher. • Students self-monitor their behavior during the task and during transitions.	• Students are somewhat engaged in the task at hand. • Students are completing some of their task in the time frame provided. • Students are completing the task independently, with an occasional interrupt to the teacher. • Students are somewhat self-monitoring their behavior during the task and during transitions.	• Students are disengaged in the task at hand. • Students are rarely completing their task in the time frame provided. • Students are unable to complete the task independently and/or frequently interrupt the teacher. • Students rarely self-monitor their behavior during the task or during transitions.