

KSDE Reading

GRADE 3 INDIVIDUAL TEACHER CONTENT / CONFIDENCE SURVEY : Reading

DIRECTIONS: Every teacher in the school should answer **Self Assessment Question A and B** by indicating **1, 2, 3, or 4** under columns **A and B** for each indicator on the tables below.

Note: All teachers (classroom, special education, Title I, art, p.e., etc.) are asked to complete this survey for the school because improving achievement on the state assessments is the responsibility of all teachers in the building, not just the teacher at the grade level that the assessment is given.

Self-Assessment A: Content Expertise

What is your level of content expertise or knowledge for each of the assessed indicators?

1. Surface Understanding 4. Deep Understanding

Self-Assessment B: Confidence Teaching Assessed Indicators

How confident are you with your ability to deliver instruction that firmly and richly fits (aligns) with each of the assessed indicators?

1. Not Confident 4. Highly Confident

Standard 1 - Reading: The student reads and comprehends text across the curriculum.	A				B			
Benchmark 1: The student uses skills in alphabets to construct meaning from text.								
Uses decoding skills that include knowledge of phonetics and structural analysis when reading unknown words.	1	2	3	4	1	2	3	4

Standard 1 - Reading: The student reads and comprehends text across the curriculum.	A				B			
Benchmark 2: The student reads fluently.								
Uses knowledge of conventions (e.g., question marks, exclamation points, commas, apostrophes, italics, graphics, hyphens) to read fluently at instructional or independent reading levels.								
Reads expressively with appropriate pace, phrasing, intonation, and rhythm of speech.								
Uses knowledge of sentence structure to read fluently at instructional or independent reading levels.								
Uses a variety of word-recognition strategies (e.g., practicing words in isolation, practicing reading words in text) to read fluently.								
Adjusts reading rate to support comprehension when reading narrative, expository, and technical texts.								

Standard 1 - Reading: The student reads and comprehends text across the curriculum.	A				B			
Benchmark 3: The student expands vocabulary.								
Expands sight-word vocabulary.								
▲ Determines the meaning of unknown words or phrases using context clues (e.g., definitions, restatements, examples, descriptions) from sentences or paragraphs.								
Identifies and uses synonyms, antonyms, and homophones to determine the meaning of words.								
Uses a dictionary or a glossary to determine an appropriate definition of a word.								
▲ Determines meaning of words through knowledge of word structure (e.g., compound nouns, contractions, ▲root words, ▲prefixes, ▲suffixes).								
Identifies the difference between literal and figurative language when reading similes, metaphors, and idioms.								

