GRADE 7 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. **Benchmark 2: The student reads fluently.**	A				B			
	1	**2**	**3**	**4**	**1**	**2**	**3**	**4**
Uses knowledge of conventions and text features to read fluently at instructional or independent reading levels.								
Reads expressively with appropriate pace, phrasing, intonation, and rhythm of speech.								
Uses knowledge of complex sentence structure to read fluently at instructional or independent reading levels.								
Uses a variety of word-recognition strategies (e.g., orthographic patterns, reading and writing text) to read fluently.								
Adjusts reading rate to support comprehension when reading narrative, expository, technical, and persuasive texts.								

Standard 1 - Reading: The student reads and comprehends text across the curriculum. **Benchmark 3: The student expands vocabulary.**	A				B			
	1	**2**	**3**	**4**	**1**	**2**	**3**	**4**
▲Determines meaning of words or phrases using context clues (e.g., definitions, restatements, examples, descriptions, comparison-contrast, clue words) from sentences or paragraphs.								
Locates and uses reference materials available in the classroom, school, and public libraries (e.g., dictionaries, thesauri, atlases, encyclopedias, internet) that are appropriate to the task.								
▲Determines meaning of words through structural analysis, using knowledge of ▲Greek, ▲Latin, and Anglo-Saxon ▲roots, ▲prefixes, and ▲suffixes to understand complex words, including words in science, mathematics, and social studies.								
▲Identifies and determines the meaning of figurative language, including ▲similes, ▲metaphors, ▲analogies, ▲hyperbole, ▲onomatopoeia, ▲personification, and idioms.								
Identifies word connotations and word denotations.								

KSDE Reading

Standard 1 - Reading: The student reads and comprehends text across the curriculum. **Benchmark 4: The student comprehends a variety of texts (narrative, expository, technical, and persuasive).**	A				B			
	1	**2**	**3**	**4**	**1**	**2**	**3**	**4**
Identifies characteristics of narrative, expository, technical, and persuasive texts.								
▲Understands the purpose of text features (e.g., title, graphs/charts and maps, table of contents, pictures/ illustrations, boldface type, italics, glossary, index, headings, subheadings, topic and summary sentences, captions, sidebars, underlining, numbered or bulleted lists) and uses such features to locate information in and to gain meaning from appropriate-level texts.								
Uses prior knowledge, content, and text type features to make, to revise, and to confirm predictions.								
Generates and responds logically to literal, inferential, evaluative, synthesizing, and critical thinking questions before, during, and after reading the text.								
▲Uses information from the text to make inferences and draw conclusions.								
▲Analyzes how text structure (e.g., sequence, problem-solution, comparison-contrast, description, cause-effect) helps support comprehension of text.								
▲Compares and contrasts varying aspects (e.g., characters' traits and motives, themes, problem-solution, cause-effect relationships, ideas and concepts, procedures, viewpoints, authors' purposes) in one or more appropriate-level texts.								
▲Explains cause-effect relationships in appropriate-level narrative, expository, technical, and persuasive texts.								
▲Uses paraphrasing and organizational skills to summarize information (e.g., stated and implied main ideas, main events, important details) from appropriate-level narrative, expository, technical, and persuasive texts in logical order.								
▲Identifies the topic, main idea(s), supporting details, and theme(s) in text across the content areas and from a variety of sources in appropriate-level texts.								
▲Explains the relationship between elements of an author's style in a text (e.g., word choice, sentence structure) and his or her purpose for writing the text.								
Establishes purposes for both assigned and self-selected reading (e.g., to be informed, to follow directions, to be entertained, to solve problems).								
Follows directions explained in technical text.								
▲Identifies the author's position in a persuasive text and describes techniques the author uses to support that position (e.g., bandwagon approach, glittering generalities, testimonials, citing statistics, other techniques that appeal to reason or emotion).								
▲Distinguishes between fact and opinion, and recognizes propaganda (e.g., advertising, media, politics, warfare), bias, and stereotypes in various types of appropriate-level texts.								

Standard 2 - Literature: The student responds to a variety of text. **Benchmark 1: The student uses literary concepts to interpret and respond to text.**	A				B			
	1	**2**	**3**	**4**	**1**	**2**	**3**	**4**
▲Describes different aspects of major and minor characters (e.g., their physical traits, personality traits, feelings, actions, motives) and explains how those aspects influence characters' interactions with other characters and elements of the plot, including resolution of the major conflict.								
▲Identifies and describes the setting (e.g., environment, time of day or year, historical period, situation, place) and analyzes connections between the setting and other story elements (e.g., character, plot).								
▲Identifies major and minor elements of the plot (e.g., problem or conflict, climax, resolution, rising action, falling action, subplots, parallel episodes) and explains how these elements relate to one another.								
Recognizes aspects of theme (e.g., moral, lesson, meaning, message, author's ideas about the subject) and recurring themes across works (e.g., bravery, loneliness, loyalty, friendship).								
Identifies literary devices (e.g., foreshadowing, flashback, figurative language, irony, metaphor, tone/mood, symbolism).								

Standard 2 - Literature: The student responds to a variety of text. **Benchmark 2: The student understands the significance of literature and its contributions to various cultures.**	A				B			
	1	**2**	**3**	**4**	**1**	**2**	**3**	**4**
Identifies common structures and stylistic elements in literature, folklore, and myths from a variety of cultures.								
Compares and contrasts customs and ideas within literature representing a variety of cultures.								
Recognizes connections between cultures and experiences through a variety of texts.								