A·S·K-6to9 Skills & Competencies Continuum: a snapshot of achievement *with* skill descriptors

A continuum shows where the learner is, and next steps in the corridor of learning; emphasis is on progress.

READING & RESPONDING Before, during & after reading/viewing	Applying with or without direct support [1]Approaching Expectations Responses may show parts that are complete and accurate as well as incomplete and vague. Responses may lack detail and/or justification.	Applying with or without guided support [1]Satisfactorily Meeting Expectations Responses are generally complete and accurate; supported by general text references and some detail.	Independently applying... with or without minimal support [1]Fully Meeting Expectations Responses are complete, thoughtful, and accurate. Justification includes text references and details.	Applying and extending with insight and/or originality [1]Exceeding Expectations Responses are precise, thorough, and insightful. Justification includes specific, relevant text evidence.
Skills & Competencies	[2]Emerging ⟶	[2]Developing ⟶	[2]Proficient ⟶	[2]Extending

Skills & Competencies	[1]Approaching: A [2]Emerging	Meeting: S Developing	Fully meeting: F Proficient	Exceeding: E Extending
Activating Knowledge **&**	(With support*) generates vague connections, loosely related to the tasks, topic, prompts or text.	Emerging use of prior knowledge, attempting to relate or connect own ideas, beliefs, experiences and feelings to the task/s, topic, prompts or text.	Uses prior knowledge, own ideas, experiences, beliefs and feelings to make logical connections to the task/s, topic, prompts or text.	Uses prior knowledge to make thoughtful, significant, detailed connections to the task/s, topic, prompts or text.
Making Connections	Own feelings, experiences or beliefs are offered, but not connected to key ideas or important information in the task/s, prompts or text.	Obvious or common connections.	Detailed and/or interesting connections; may show some clever or unique connections.	Insightful or original connections.
Generating Questions	(With support*) generates direct, concrete, or literal questions that are connected to the task/s, topic, prompts or text.	Generates generally anticipated questions that are connected to the task/s, topic, prompts or text.	Generates thoughtful, logical, or reasoned questions that clearly connect to the task/s, topic, prompts or text.	Generates imaginative, engaging, thought-provoking or insightful questions that are connected meaningfully to the task/s, topic, prompts or text.
Justifying	Brief or limited justification characterized by simple prior knowledge connections.	Justification is connected to the task/s, topic, prompts or text and supported by prior knowledge references and personal reactions.	Justification clearly developed and supported by detailed prior knowledge references, personal reactions and relevant details.	Justification is insightful and supported by well-chosen detailed prior knowledge references, personal reactions, and text evidence.
Predicting & Inferring	Superficial, obvious or trivial predictions and inferences.	Logical, anticipated predictions and inferences are connected to key ideas or themes suggested by the task/s, topic, prompts or text.	Thoughtful predictions and inferences probe beyond the obvious themes or key ideas suggested by the task/s, topic, prompts or text.	Insightful predictions and inferences probe deep ideas or themes suggested by the task/s, topic, prompts or text, and show advanced thinking about task/s.
Justifying	Brief or limited justification characterized by simple prior knowledge connections to the topic, task, or prompt information.	Justification is supported by prior knowledge references and personal reactions.	Justification is clearly developed and supported by detailed prior knowledge, apt text references and personal reactions.	Justification is insightful and supported by well-chosen significant and relevant prior knowledge, text references and personal reactions.

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Imaging **&**	Generates images that show some understanding of an aspect of the text.	Generates images that demonstrate a literal or concrete understanding of the text.	Generates images that demonstrate a clear, accurate and complete understanding of the text.	Generates memorable images that demonstrate a thorough, accurate and nuanced representation of understanding.
Idea Development	Generates simple ideas with limited detail.	Generates logical ideas that include some relevant details.	Ideas demonstrate a deeper understanding of the text; includes some important ideas and descriptive details.	Includes a balance of significant ideas and rich supporting details.
Synthesis Tagline • Keyword summary statement: 5-7 words that convey an image and a feeling	An idea from the text is identified. Tagline is created using language from the text.	Tagline accurately captures an important idea in the text. Uses language from the text, and some personalized language to create a tagline.	Tagline accurately captures an overarching or key idea by combining two or more details. Effectively personalizes language from the text to create a tagline.	Insightfully integrates key ideas and details into an overarching idea. Tagline is expressed using precise, personalized and/or insightful word choices.
Interpreting Big Idea, Message or Theme • summarizing and synthesizing	Literal and concrete summary with direct or obvious connections to text or own experiences. Includes *'first... next... finally'* for some aspects of the text (See ASK-3-5)	A generally accurate summary with clear, logical connections to text, own ideas and/or other selections, and supported with reasons and/or examples. Includes *'problem, issue, solution'* for entire text.	A thoughtful synthesis, integrating text, own ideas and/or other selections, and supported with reasons/example/details.	A complex and evocative synthesis, integrating author's and own knowledge; makes insightful, often subtle points among text, own ideas and/or other selections.
• analyzing, interpreting	Relates the most obvious and concrete aspects of the selection to the reading or viewing experiences.	Generally accurate analysis and interpretation of theme/ideas, includes some inferences.	Analysis and interpretations of theme/ideas/elements show complexity; reveals deeper meaning; makes thoughtful inferences.	Specific and insightful analysis and interpretations of text, with connections to own ideas, other selections, or wider world.
• drawing conclusions	Offers reactions with logical interpretations or obvious themes/ideas with minimal justification. A general obvious conclusion.	Logical conclusions.	Solid, clear conclusions.	Insightful, satisfying and often complex conclusions.
Goal Setting • for reading and responding	(With support*) uses class generated criteria to identifies vague stretch goals. Identifies a focus for achieving goal/s.	Uses class generated criteria and self-knowledge to identify reasonable *s-t-r-e-t-c-h* goal/s.	Uses class generated criteria and self-knowledge to identify personally relevant *s-t-r-e-t-c-h* goal/s.	Uses class generated criteria and well-considered, significant self-knowledge to express sophisticated *s-t-r-e-t-c-h* goal/s.
Self-regulating	May take steps towards achieving the goal. May adjust focus to achieve the goal.	Attempts to monitor and adjust focus to achieve goals.	Monitors and adjusts focus to achieve goal/s.	Monitors and purposefully adjusts focus to achieve goal/s.

[1]Descriptors in each category along the continuum were derived from: www.bced.gov.bc/perf_stands/reading

[2] **Emerging→Developing→Proficient→Exemplary** categories of achievement reflect another way to describe where learners are in the corridor of learning.

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Skills & Competencies	[1]Approaching: A [2]Emerging	Meeting: S Developing	Fully meeting: F Proficient	Exceeding: E Extending
Response to High Inference Task	Provides a few superficial or obvious connections to own ideas and/or to ideas within the text.	Provides evident connections among ideas in the text, own ideas and/or other selections, supported with examples and/or reasons.	Develops clear, logical connections among ideas in the text, own ideas and/or other selections with logically supported reasons/examples/details, examining and comparing ideas and elements.	Develops specific, insightful connections among ideas in the text, own ideas, and/or other selections with elaborated, interesting reasons/examples/details, examining and comparing ideas and elements.
	May identify own and main character's reactions and emotions.	Identifies some of own and main character's reactions and emotions.	Identifies and describes own and most characters' reactions and emotions	Clearly identifies and accurately describes own and most characters' reactions and emotions.
• extending thinking	Provides opinions with a brief, simple or superficial explanation.	Provides own opinions and judgments with brief, logical explanations and evidence.	Provides thoughtful and complete explanations, and evidence for solid opinions and judgments.	Provides insightful and elaborated explanations and evidence for subtle or complex opinions or judgments.
• transferring understanding	Transfers some existing ideas or understandings into new contexts with some gaps or inaccuracies.	Transfers simple existing ideas or understandings into new contexts.	Thoughtfully transfers some new existing ideas, information and understandings into new contexts.	Insightfully and consistently transfers existing ideas, information and understandings into new contexts.
Reflecting... **on** **Reading/Viewing**	(With support*) refers to class generated criteria and/or stretch goal/s to identify some evidence of meeting goal.	Refers to class generated criteria and stretch goal to identify some specific evidence of meeting a stretch goal.	Refers to class generated criteria and stretch goal to identify detailed evidence of meeting a stretch goal for reading and responding.	Refers to class generated criteria and stretch goal to identify significant or insightful evidence of meeting a personal stretch goal for reading and responding.
&	With prompting*, identifies some evidence of strength in reading and responding.	Uses class generated criteria and some self-knowledge to identify strengths in reading and responding.	Uses class generated criteria and self-knowledge to identify detailed evidence of personal strengths in reading.	Uses class generated criteria and well-considered self-knowledge to identify significant personal strengths in reading.
Responding	May attempt to identify and explain a plan for achieving the goal/s.	Identifies a new *s-t-r-e-t-c-h* goal for reading and responding, with a limited explanation of why the goal is appropriate.	Identifies a relevant new *s-t-r-e-t-c-h* goal for reading and explains with some detail why the goal is personally appropriate.	Identifies a well-considered new goal. Explains why the *s-t-r-e-t-c-h* goal is personally appropriate, with a deeply insightful reflective statement.

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