

READING

Questioning, Inference, and Interpretation

Grade 1

Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.	
Score 3.0	<p>The student will:</p> <ul style="list-style-type: none">ask and answer questions about key details in a grade-appropriate text (RL.1.1; RI.1.1)	<p>Sample Activities:</p> <p>Students will work in pairs to come up with two questions to ask the class in regard to a previously read grade-appropriate text. Each pair will ask their question to the rest of the class.</p>
Score 2.0	<p>The student will recognize or recall specific vocabulary, such as:</p> <ul style="list-style-type: none">answer, ask, detail, question, text <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none">answer teacher-provided questions about key details in a grade-appropriate text	<p>Sample Activities:</p> <p>Students will pick a teacher-generated question about a previously read grade-appropriate text from a hat. This question will be discussed and answered as a whole class or in a small group setting.</p>
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
Score 0.0	Even with help, no success	

READING

Themes and Central Ideas

Grade 1

Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.	
Score 3.0	The student will: <ul style="list-style-type: none">• determine the central message or lesson of grade-appropriate stories (RL.1.2)• identify the topic, central idea, and key details of a grade-appropriate text (RI.1.2)	Sample Activities: The student will create a comic strip retelling and illustrating the story. In the final box of the comic strip, the student will write a sentence describing the message or lesson of the story.
Score 2.0	The student will recognize or recall specific vocabulary, such as: <ul style="list-style-type: none">• central idea, detail, lesson, message, story, text, topic The student will perform basic processes, such as: <ul style="list-style-type: none">• retell grade-appropriate stories, including key details (RL.1.2)• retell key details of a grade-appropriate text (RI.1.2)• recognize or recall the central message or lesson of grade-appropriate stories	Sample Activities: The student will work with a partner to create a list of details recalled from the story. They will then use these details to retell the story in their own words.
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
Score 0.0	Even with help, no success	

READING

Story Elements

Grade 1

Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.	
Score 3.0	The student will: <ul style="list-style-type: none">• describe the characters, setting, and major events of a grade-appropriate story (RL.1.3)	Sample Activities: The student will create a trifold the following labels: <i>character</i> , <i>setting</i> , and <i>scene</i> . They will draw an accurate picture for each heading based on what they read/heard in the grade-appropriate story.
Score 2.0	The student will recognize or recall specific vocabulary, such as: <ul style="list-style-type: none">• character, event, setting, story The student will perform basic processes, such as: <ul style="list-style-type: none">• recognize or recall characters, settings, and major events in a grade-appropriate story	Sample Activities: The student will be shown a variety of characters from all of the stories they have previously read. Upon cue, the student will point to the character that fits the description provided by the teacher.
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
Score 0.0	Even with help, no success	

READING

Connections

Grade 1

Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.	
Score 3.0	The student will: <ul style="list-style-type: none">• describe the connection between two individuals, events, ideas, or pieces of information in a grade-appropriate text (RI.1.3)	Sample Activities: <p>The students will work in groups of 4 or 5 to read a grade-appropriate text. Upon completion, the students will each pick an event to illustrate. The teacher will collect the illustrations from all of the groups and re-distribute so that each group has another group's set of illustrations. The groups will then work together to put the events in the correct order of the story.</p>
Score 2.0	The student will recognize or recall specific vocabulary, such as: <ul style="list-style-type: none">• connection, event, idea, individual, information, text The student will perform basic processes, such as: <ul style="list-style-type: none">• recognize or recall how individuals, events, ideas, and pieces of information in a grade-appropriate text are connected	Sample Activities: <p>The student will be given illustrations of the different events of a story to put in the correct order.</p>
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
Score 0.0	Even with help, no success	

READING

Use of Language

Grade 1

Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.	
Score 3.0	<p>The student will:</p> <ul style="list-style-type: none"> • describe how words and phrases in grade-appropriate stories or poems suggest feelings or appeal to the senses (RL.1.4) • distinguish shades of meaning among verbs differing in manner (e.g., <i>look, peek, glance, stare, glare, scowl</i>) and adjectives differing in intensity (e.g., <i>large, gigantic</i>) by defining or choosing them or by acting out the meanings (L.1.5d) 	<p>Sample Activities:</p> <p>The student will be given two adjectives to distinguish their shades of meaning through drawing and use of a sentence. For example, if the student was given the words <i>large</i> and <i>gigantic</i>, the student could draw a 'large pizza' and a 'gigantic elephant.' The student would then use those adjectives in two different sentences describing their pictures.</p>
Score 2.0	<p>The student will recognize or recall specific vocabulary, such as:</p> <ul style="list-style-type: none"> • adjective, appeal, define, distinguish, feeling, meaning, poem, senses, shade of meaning, story, text, verb <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none"> • identify words and phrases in grade-appropriate stories or poems that suggest feelings or appeal to the senses (RL.1.4) • use teacher-provided tools to determine the meaning of words and phrases in a grade-appropriate text 	<p>Sample Activities:</p> <p>The student will highlight words and phrases that suggest feelings in a grade-appropriate poem or story.</p>
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
Score 0.0	Even with help, no success	

READING

Academic Vocabulary

Grade 1

Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.	
Score 3.0	<p>The student will:</p> <ul style="list-style-type: none"> • ask and answer questions to help determine or clarify the meaning of words and phrases in a grade-appropriate text (RI.1.4) • define grade-appropriate words by category and by one or more key attributes (e.g., a <i>duck</i> is a bird that swims; a <i>tiger</i> is a large cat with stripes) (L.1.5b) • use grade-appropriate words and phrases acquired through conversations, reading, and being read to, including frequently occurring conjunctions to signal simple relationships (L.1.6) 	<p>Sample Activities:</p> <p>The student will complete the sentence by filling in the missing noun. For example, the student may be given the following:</p> <p>An _____ is gray and has a trunk.</p> <p>The student would fill in the blank using the word <i>elephant</i>.</p>
Score 2.0	<p>The student will recognize or recall specific vocabulary, such as:</p> <ul style="list-style-type: none"> • answer, ask, attribute, category, clarify, conjunction, conversation, define, meaning, question, relationship, text <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none"> • recognize or recall the meaning of grade-appropriate general academic and domain-specific words and phrases 	<p>Sample Activities:</p> <p>The student will be given a random list of grade-appropriate words to be organized by categories, such as animals, toys, nature, etc.</p>
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
Score 0.0	Even with help, no success	

READING

Text Structures and Features

Grade 1

Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.	
Score 3.0	<p>The student will:</p> <ul style="list-style-type: none"> • explain major differences between books that tell stories and books that give information (RL.1.5) • locate key facts or information in a grade-appropriate text using various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) (RI.1.5) 	<p>Sample Activities:</p> <p>The student will read <i>The Three Little Pigs</i> and an informational book on pigs. The student will complete a Venn Diagram to show understanding of the similarities and differences between the two books.</p>
Score 2.0	<p>The student will recognize or recall specific vocabulary, such as:</p> <ul style="list-style-type: none"> • electronic menu, fact, glossary, heading, icon, information, story, table of contents, text, text feature <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none"> • recognize the differences between books that tell stories and books that give information • identify various text features of grade-appropriate informational texts (e.g., headings, tables of contents, glossaries, electronic menus, icons) (RI.1.5) 	<p>Sample Activities:</p> <p>The student will listen to a sentence read by the teacher and determine if it would be found in a storybook or in an informational book.</p> <p>For example, the teacher might read, “<i>Who will help me bake the bread?</i>” said the little hen.” The student would identify that sentence to be part of a storybook.</p>
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
Score 0.0	Even with help, no success	

READING

Point of View

Grade 1

Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.	
Score 3.0	The student will: <ul style="list-style-type: none">• determine the narrator of a grade-appropriate text	Sample Activities: <p>The students will look at the pictures, read the title, and skim through the story to make a prediction about the narrator. After reading, they will discuss in small groups if their prediction was correct.</p>
Score 2.0	The student will recognize or recall specific vocabulary, such as: <ul style="list-style-type: none">• narrator, story The student will perform basic processes, such as: <ul style="list-style-type: none">• identify who is telling the story at various points in a grade-appropriate text (RL.1.6)	Sample Activities: <p>The students will listen to a grade-appropriate text read aloud by the teacher. Throughout the story, the students will have the opportunity to discuss with a partner who is telling the story. The teacher will call on a group at random to share their thoughts.</p>
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
Score 0.0	Even with help, no success	

READING

Visual/Auditory Media and Information Sources

Grade 1

Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.	
Score 3.0	The student will: <ul style="list-style-type: none">• describe the characters, setting, or events of a grade-appropriate story using illustrations from the story (RL.1.7)• distinguish between information provided by pictures or other illustrations and information provided by the words in a grade-appropriate text (RI.1.6)• describe the key ideas of a grade-appropriate text using illustrations from the text (RI.1.7)	Sample Activities: The student will write a caption for an illustration found in their grade-appropriate story and explain how the caption relates to the rest of the story.
Score 2.0	The student will recognize or recall specific vocabulary, such as: <ul style="list-style-type: none">• character, event, idea, illustration, information, setting, story, text The student will perform basic processes, such as: <ul style="list-style-type: none">• identify illustrations that describe characters, settings, or events in a grade-appropriate story• recognize information provided by pictures or illustrations in a grade-appropriate text	Sample Activities: The student will examine an illustration found in a grade-appropriate story and decide if the picture illustrates the characters, setting, or an event that takes place in the story.
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
Score 0.0	Even with help, no success	

READING

Argument and Reasoning

Grade 1

Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.	
Score 3.0	The student will: <ul style="list-style-type: none">• identify the reasons an author gives to support points in a grade-appropriate text (RI.1.8)	Sample Activities: The student will be given the main points made by the author from a grade-appropriate text. The student will be responsible for finding the reasons that support the main point.
Score 2.0	The student will recognize or recall specific vocabulary, such as: <ul style="list-style-type: none">• author, point, reason, support, text The student will perform basic processes, such as: <ul style="list-style-type: none">• recognize teacher-provided points or arguments that an author makes in a grade-appropriate text	Sample Activities: The student will read a grade-appropriate text. Given a list of choices, the student will decide which points or arguments the author made in the reading.
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
Score 0.0	Even with help, no success	

READING

Literary Comparisons and Source Material

Grade 1

Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.	
Score 3.0	The student will: <ul style="list-style-type: none">• compare and contrast the adventures and experiences of characters in grade-appropriate stories (RL.1.9)	Sample Activities: The students will be assigned one adventure/experience related to a character from a grade-appropriate text. The student will create a web to brainstorm the details from the adventure/experience and then compare their webs in small groups.
Score 2.0	The student will recognize or recall specific vocabulary, such as: <ul style="list-style-type: none">• adventure, character, compare, contrast, experience, story The student will perform basic processes, such as: <ul style="list-style-type: none">• recognize or recall details about the adventures and experiences of characters in grade-appropriate stories	Sample Activities: The students will create a web to brainstorm details regarding one character's adventure or experience from a grade-appropriate story.
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
Score 0.0	Even with help, no success	

READING

Rhetorical Criticism

Grade 1

Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.	
Score 3.0	The student will: <ul style="list-style-type: none">• describe basic similarities in and differences between two grade-appropriate texts on the same topic (e.g., in illustrations, descriptions, or procedures) (RI.1.9)	Sample Activities: <p>The students will work in 3 groups to read two grade-appropriate texts on the same topic. After reading, the students will hold a discussion about the similarities and differences between the two texts. Each group will be assigned to complete one portion of a Venn Diagram and present their findings in front of the rest of the class.</p>
Score 2.0	The student will recognize or recall specific vocabulary, such as: <ul style="list-style-type: none">• description, illustration, procedure, similarity, text, topic The student will perform basic processes, such as: <ul style="list-style-type: none">• identify basic similarities in and differences between two grade-appropriate texts on the same topic (e.g., in illustrations, descriptions, or procedures) (RI.1.9)	Sample Activities: <p>After reading two grade-appropriate texts on the same topic, each student in the class will be given a notecard that displays an illustration, description, or procedure from one of the texts. The student will look at the notecard and determine from which text it came or if it is found in both texts. Each student will come up in front of the class to present their findings and place their notecard correctly on a giant Venn diagram.</p>
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
Score 0.0	Even with help, no success	

READING**Fluency****Grade 1**

Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.	
Score 3.0	The student will read and comprehend grade-appropriate prose, poetry, and informational text (RI.1.10; RI.1.10): <ul style="list-style-type: none">• read grade-appropriate text with purpose and understanding (RF.1.4a)• read grade-appropriate text orally with accuracy, appropriate rate, and expression on successive readings (RF.1.4b)	Sample Activities: Students will work in pairs to practice reading a grade-appropriate passage orally with accuracy and expression. Students will then read that same passage aloud to a small group.
Score 2.0	The student will recognize or recall specific vocabulary, such as: <ul style="list-style-type: none">• accuracy, expression, informational, literature, orally, purpose, rate, text The student will perform basic processes, such as: <ul style="list-style-type: none">• read below-grade-level text with purpose and understanding• read below-grade-level text orally with accuracy, appropriate rate, and expression on successive readings• read grade-appropriate literature and informational text using teacher-directed comprehension strategies (modeling, predicting, questioning, graphic organizers/scaffolding, reciprocal reading)	Sample Activities: With teacher support, students will work in pairs to practice reading a grade-appropriate passage orally with accuracy and expression. Students will then read that same passage aloud to a small group.
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
Score 0.0	Even with help, no success	

READING FOUNDATIONS

Print Concepts

Grade 1

Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.	
Score 3.0	The student will demonstrate understanding of the organization and basic features of print (RF.1.1): <ul style="list-style-type: none">• identify the distinguishing features of a sentence in context (e.g., first word, capitalization, ending punctuation)• print all upper- and lowercase letters (L.1.1a)	Sample Activities: The student will receive a sentence written on a sentence strip that has been cut up and scrambled. The student will determine the correct order of the pieces using what they know about distinguishing features of a sentence.
Score 2.0	The student will recognize or recall specific vocabulary, such as: <ul style="list-style-type: none">• capitalization, feature, letter, lower-case, punctuation, sentence, upper-case The student will perform basic processes, such as: <ul style="list-style-type: none">• recognize the distinguishing features of a teacher-provided sentence (RF.1.1a)• recognize or recall the features of a sentence	Sample Activities: The student will color code the distinguishing features of each sentence in a short, teacher-selected passage. For example, the student might highlight in pink all the 'ending punctuations' found within the passage.
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
Score 0.0	Even with help, no success	

READING FOUNDATIONS

Phonological Awareness

Grades 1

Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.	
Score 3.0	The student will demonstrate understanding of spoken words, syllables, and sounds (phonemes) (RF.1.2): <ul style="list-style-type: none">• distinguish long from short vowel sounds in spoken single-syllable words (RF.1.2a)• orally produce single-syllable words by blending sounds (phonemes), including consonant blends (RF.1.2b)• segment spoken single-syllable words into their complete sequence of individual sounds (phonemes) (RF.1.2d)	Sample Activities: The student will work with a partner to read pairs of words that are spelled similarly, but differ in that one is a long vowel sound and the other is short. The word pairs will be on notecards. Partner A will read the first word (card #1); partner B will read the corresponding word (card #2) (e.g., bit-bite; mat-mate; slop-slope).
Score 2.0	The student will recognize or recall specific vocabulary, such as: <ul style="list-style-type: none">• blend, consonant blend, long vowel, segment, sequence, short vowel, single, sound, syllable, word The student will perform basic processes, such as: <ul style="list-style-type: none">• recognize examples of long and short vowel sounds• isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words (RF.1.2c)	Sample Activities: After hearing a word spoken orally, the student will determine if the word contains a long or short vowel sound.
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
Score 0.0	Even with help, no success	

READING FOUNDATIONS

Phonics and Word Analysis

Grade 1

Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.	
Score 3.0	The student will know and apply grade-level phonics and word analysis skills in decoding words (RF.1.3): <ul style="list-style-type: none">• decode two-syllable words following basic patterns by breaking the words into syllables (RF.1.3e)• read grade-appropriate words with inflectional endings (RF.1.3f)• read grade-appropriate irregularly spelled words (RF.1.3g)	Sample Activities: The students will take turns reading to a partner a grade-appropriate passage containing irregularly spelled words and two-syllable words.
Score 2.0	The student will recognize or recall specific vocabulary, such as: <ul style="list-style-type: none">• inflectional ending, irregular, regular, syllable, word The student will perform basic processes, such as: <ul style="list-style-type: none">• recognize or recall the spelling-sound correspondences for common consonant digraphs (RF.1.3a)• decode regularly spelled one-syllable words (RF.1.3b)• recognize or recall final -e and common vowel team conventions for representing long vowel sounds (RF.1.3c)• determine the number of syllables in a printed word based on the knowledge that every syllable must have a vowel sound (RF.1.3d)• recognize grade-appropriate irregularly spelled words (RF.1.3g)	Sample Activities: The students will work in pairs to determine the number of syllables in a printed word. Partner A will hold up a flashcard containing a grade-appropriate word and say the word. Partner B will clap the number of syllables as the word is repeated, and will share the number of syllables.
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
Score 0.0	Even with help, no success	

WRITING

Argumentative

Grade 1

Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.	
Score 3.0	The student will demonstrate the features of opinion writing (W.1.1): <ul style="list-style-type: none">• introduce the topic or name the book they are writing about• state an opinion• supply a reason for the opinion• provide a sense of closure	Sample Activities: The student will be assigned to read a grade-appropriate short story. The student will be asked to write to a prompt that requires an opinion of the short story (e.g., <i>The story is interesting because...</i>).
Score 2.0	The student will recognize or recall specific vocabulary, such as: <ul style="list-style-type: none">• closure, introduce, opinion, reason, topic The student will perform basic processes, such as: <ul style="list-style-type: none">• complete a teacher-provided template to represent opinions	Sample Activities: The student will complete a sentence to form their opinion about a variety of teacher-selected topics. Some examples include: <i>The best holiday is _____ because _____; _____ is my favorite food because _____; etc.</i>
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
Score 0.0	Even with help, no success	

WRITING

Informative/Explanatory

Grade 1

Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.	
Score 3.0	The student will demonstrate grade-appropriate features of informative/explanatory writing (W.1.2): <ul style="list-style-type: none">• name a topic• supply facts about the topic• provide a sense of closure	Sample Activities: After reading an informational text, the student will record the topic of the text, as well as three facts from the text. The student will share findings with a partner.
Score 2.0	The student will recognize or recall specific vocabulary, such as: <ul style="list-style-type: none">• closure, fact, topic The student will perform basic processes, such as: <ul style="list-style-type: none">• write informative/explanatory pieces using a teacher-provided template or graphic organizer	Sample Activities: After reading an informational text, the student will complete a teacher-provided template to record the topic of the text, as well as three facts from the text.
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
Score 0.0	Even with help, no success	

WRITING

Narrative

Grade 1

Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.									
Score 3.0	The student will write grade-appropriate narratives that (W.1.3): <ul style="list-style-type: none">• recount two or more appropriately sequenced events• include details regarding what happened• use temporal words to signal event order• provide a sense of closure	Sample Activities: <p>The student will write a story using temporal words to sequence events. The student will not, however, write an ending. The teacher will collect all student writings and redistribute so each student has a different classmate's story. The student will read through their classmate's story and complete the story by providing a closure.</p>								
Score 2.0	The student will recognize or recall specific vocabulary, such as: <ul style="list-style-type: none">• closure, detail, event, sequence, time order The student will perform basic processes, such as: <ul style="list-style-type: none">• write narrative pieces using a teacher-provided template or graphic organizer	Sample Activities: <p>The student will use a teacher-provided graphic organizer, like the one below, to sequentially organize their story.</p> <table border="1"><tr><td>First</td><td></td></tr><tr><td>Next</td><td></td></tr><tr><td>Then</td><td></td></tr><tr><td>Finally</td><td></td></tr></table>	First		Next		Then		Finally	
First										
Next										
Then										
Finally										
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content									
Score 0.0	Even with help, no success									

WRITING

Revise and Edit

Grade 1

Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.	
Score 3.0	The student will develop and strengthen grade-appropriate writing to (e.g., focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed) by (W.1.5): <ul style="list-style-type: none">• planning• revising• editing	Sample Activities: The teacher uses probing questions during a writing conference to prompt the student to note revision needs within his/her writing. The student makes changes to the writing based on the conference with the teacher.
Score 2.0	The student will recognize or recall specific vocabulary, such as: <ul style="list-style-type: none">• edit, plan, revise The student will perform basic processes, such as: <ul style="list-style-type: none">• plan writing using a teacher-provided planning template or graphic organizer• revise and edit writing based on teacher and peer feedback	Sample Activities: The student completes an organizational template prior to writing, indicating such information as characters, setting, beginning, middle, and end of story.
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
Score 0.0	Even with help, no success	

WRITING

Technology

Grade 1

Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.	
Score 3.0	The student will: <ul style="list-style-type: none">• use a variety of digital tools to produce and publish grade-appropriate writing in collaboration with peers (W.1.6)	Sample Activities: The student will use Microsoft Office Word to publish a piece of grade-appropriate writing, as well the Internet to search for a picture that illustrates an event in their writing.
Score 2.0	The student will recognize or recall specific vocabulary, such as: <ul style="list-style-type: none">• collaboration, digital, publish, technology, tool The student will perform basic processes, such as: <ul style="list-style-type: none">• demonstrate the features of various grade-appropriate technologies (e.g., word processor)	Sample Activities: The student will use the Internet to search for pictures that relate to a story the student tells verbally.
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
Score 0.0	Even with help, no success	

WRITING**Research****Grade 1**

Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.	
Score 3.0	The student will: <ul style="list-style-type: none">• write grade-appropriate research products (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions) (W.1.7)	Sample Activities: <p>The students will work as a class to compose a list of interesting research topics. The teacher will organize the class into small groups and each group will choose a topic from the class list. The small groups will explore different grade-appropriate sources to create a poster containing facts and information to present to the class.</p>
Score 2.0	The student will recognize or recall specific vocabulary, such as: <ul style="list-style-type: none">• instruction, research, sequence, topic The student will perform basic processes, such as: <ul style="list-style-type: none">• write grade-appropriate research pieces using a teacher-provided template or graphic organizer	Sample Activities: <p>The students will use a graphic organizer provided by the teacher to assist in the research process of a teacher-selected topic.</p>
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
Score 0.0	Even with help, no success	

WRITING

Access and Organize Information

Grade 1

Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.	
Score 3.0	The student will: <ul style="list-style-type: none">• recall information from experiences or gather information from teacher-provided grade-appropriate sources to answer a teacher-provided question (W.1.8)	Sample Activities: The student will highlight information from teacher-provided grade-appropriate sources that will help answer teacher-provided questions. The student will then transcribe the highlighted information onto notecards.
Score 2.0	The student will recognize or recall specific vocabulary, such as: <ul style="list-style-type: none">• answer, experience, information, question, recall, source The student will perform basic processes, such as: <ul style="list-style-type: none">• find answers to teacher-provided questions using teacher-provided grade-appropriate resources	Sample Activities: The student will highlight information from a teacher-provided grade-appropriate source that will help answer a teacher-provided question.
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
Score 0.0	Even with help, no success	

SPEAKING AND LISTENING

Collaborative Discussions

Grade 1

<p>Score 4.0</p>	<p>In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.</p>	
<p>Score 3.0</p>	<p>The student will participate in collaborative conversations with diverse partners about grade-appropriate topics and texts with peers and adults in small and larger groups (SL.1.1):</p> <ul style="list-style-type: none"> • build on others' talk in conversations by responding to the comments of others through multiple exchanges (SL.1.1b) • ask questions to clear up any confusion about the topics and texts under discussion (SL.1.1c) 	<p>Sample Activities:</p> <p>The students will use the document below to play "Partner Talk." After reading a page aloud, each partner rolls two die and discusses what they read by using the sentence starter provided.</p> <div data-bbox="1520 630 2018 1008" style="text-align: center;"> <p>Ways We Can Partner Talk</p> <p><small>Directions</small> Each read 1 page aloud—then roll and discuss. Each read 1 page silently—then roll and discuss. Repeat until the end of the story.</p> <p>2 I'm thinking... 3 I'm noticing... 4 I'm wondering... 5 I can't believe... 6 This reminds me of... 7 This is confusing because... 8 I can relate to... 9 I like this part because... 10 I think the character is feeling ___ because... 11 I think ___ will happen because... 12 Free Choice!</p> </div>
<p>Score 2.0</p>	<p>The student will recognize or recall specific vocabulary, such as:</p> <ul style="list-style-type: none"> • confusion, conversation, exchange, question, text, topic <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none"> • participate in collaborative conversations with diverse partners about grade-appropriate topics and texts with teacher modeling • follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion) (SL.1.1a) 	<p>Sample Activities:</p> <p>As a class, the students brainstorm a list of rules and procedures that should be followed when participating in a discussion while the teacher writes them on the board. Then, the teacher divides the class into small groups and assigns a rule, which the small group will act out for the rest of the class.</p>
<p>Score 1.0</p>	<p>With help, partial success at score 2.0 content and score 3.0 content</p>	
<p>Score 0.0</p>	<p>Even with help, no success</p>	

SPEAKING AND LISTENING

Evaluate Presented Information

Grade 1

Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.	
Score 3.0	The student will: <ul style="list-style-type: none">• ask and answer questions about key details in a grade-appropriate text read aloud or information presented orally or through other media (SL.1.2)• ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood (SL.1.3)	Sample Activities: After hearing a grade-appropriate text read aloud, the student will write one question related to the text. The teacher will collect all the questions and place them in a hat. Each student will draw from the hat, read the question aloud, and then answer it in for the rest of the class.
Score 2.0	The student will recognize or recall specific vocabulary, such as: <ul style="list-style-type: none">• answer, ask, clarify, detail, information, media, oral, question, text The student will perform basic processes, such as: <ul style="list-style-type: none">• answer teacher-provided questions about a grade-appropriate text read aloud or an oral presentation	Sample Activities: After hearing a grade-appropriate text read aloud, the student will answer teacher provided questions either orally or by paper/pencil.
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
Score 0.0	Even with help, no success	

SPEAKING AND LISTENING

Speech Writing

Grade 1

Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.	
Score 3.0	The student will: <ul style="list-style-type: none">• describe people, places, things, and events with relevant details in an oral presentation (SL.1.4)	Sample Activities: The student will think about a recent school experience (e.g., field trip, music program, class activity) and describe the experience using relevant details to a friend.
Score 2.0	The student will recognize or recall specific vocabulary, such as: <ul style="list-style-type: none">• describe, detail, event, oral, relevant The student will perform basic processes, such as: <ul style="list-style-type: none">• plan a speech to answer teacher-provided questions	Sample Activities: The student will use a graphic organizer to plan a response to a teacher-provided question. Once the organizer is complete, students will work in pairs to share their responses to the question.
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
Score 0.0	Even with help, no success	

SPEAKING AND LISTENING**Presentation and Delivery****Grade 1**

Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.	
Score 3.0	The student will demonstrate proper oral presentation techniques: <ul style="list-style-type: none">• express ideas and feelings clearly (SL.1.4)• add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings (SL.1.5)• produce complete sentences when appropriate to task and situation (SL.1.6)	Sample Activities: After reading a teacher-selected story, the student will write a short paragraph (using complete sentences) that communicates an opinion about the story. The student will present his/her paragraph to the rest of the class.
Score 2.0	The student will recognize or recall specific vocabulary, such as: <ul style="list-style-type: none">• clarify, complete sentence, idea, task, visual The student will perform basic processes, such as: <ul style="list-style-type: none">• add drawings to express basic understanding of a grade-appropriate text• tell a brief story, speaking audibly in complete sentences	Sample Activities: The student will listen to a short story read aloud by the teacher. The student will create a drawing to illustrate their understanding of the text.
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
Score 0.0	Even with help, no success	

LANGUAGE

Grammar

Grade 1

Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.																	
Score 3.0	<p>The student will demonstrate command of the conventions of standard grade-appropriate English grammar and usage in context when writing or speaking (L.1.1):</p> <ul style="list-style-type: none"> • use common, proper, and possessive nouns (L.1.1b) • use singular and plural nouns with matching verbs in basic sentences (e.g., <i>He hops; We hop</i>) (L.1.1c) • use personal, possessive, and indefinite pronouns (e.g., <i>I, me, my; they, them, their, anyone, everything</i>) (L.1.1d) • use verbs to convey a sense of past, present, and future (e.g., <i>Yesterday I walked home; Today I walk home; Tomorrow I will walk home</i>) (L.1.1e) • use frequently occurring adjectives (L.1.1f) • use frequently occurring conjunctions (e.g., <i>and, but, or, so, because</i>) (L.1.1g) • use frequently occurring determiners (e.g., <i>a, an, the, this, those, my, your, his</i>) (L.1.1h) • use frequently occurring prepositions (e.g., <i>during, beyond, toward</i>) (L.1.1i) 	<p>Sample Activities:</p> <p>The student will complete the chart below to convey a sense of past, present, and future. After the chart is complete, the student will write complete sentences using the verbs provided.</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th style="text-align: center;">Verb</th> <th style="text-align: center;">Past</th> <th style="text-align: center;">Present</th> <th style="text-align: center;">Future</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">Walk</td> <td></td> <td></td> <td></td> </tr> <tr> <td style="text-align: center;">Run</td> <td></td> <td></td> <td></td> </tr> <tr> <td style="text-align: center;">Eat</td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Verb	Past	Present	Future	Walk				Run				Eat			
Verb	Past	Present	Future															
Walk																		
Run																		
Eat																		
Score 2.0	<p>The student will recognize or recall specific vocabulary, such as:</p> <ul style="list-style-type: none"> • adjective, common noun, conjunction, convey, determiner, future, indefinite pronoun, past, personal pronoun, plural, possessive noun, possessive pronoun, preposition, present, proper noun, sentence, verb <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none"> • use grade-appropriate grammar in isolation 	<p>Sample Activities:</p> <p>The students will be given sets of notecards with a single verb written on each card (e.g., walk, walked, walks). The teacher will read a sentence, leaving the verb out, and the students will hold up the notecard displaying the correct verb.</p>																
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content																	
Score 0.0	Even with help, no success																	

LANGUAGE

Sentences

Grade 1

Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.																
Score 3.0	<p>The student will:</p> <ul style="list-style-type: none"> • produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory grade-appropriate sentences in context (L.1.1j) 	<p>Sample Activities:</p> <p>The student will write a short, fictional story in which they will use simple and compound declarative, interrogative, imperative, and exclamatory sentences. When revising and editing, the students will work to expand their sentences.</p>															
Score 2.0	<p>The student will recognize or recall specific vocabulary, such as:</p> <ul style="list-style-type: none"> • complete sentence, compound sentence, declarative, exclamatory, imperative, interrogative, simple sentence <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none"> • produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory grade-appropriate sentences in isolation 	<p>Sample Activities:</p> <p>The students will work in small groups to complete the chart below to produce and expand different types of sentences.</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th></th> <th>Sentence</th> <th>Expanded</th> </tr> </thead> <tbody> <tr> <td>Declarative</td> <td></td> <td></td> </tr> <tr> <td>Imperative</td> <td></td> <td></td> </tr> <tr> <td>Exclamatory</td> <td></td> <td></td> </tr> <tr> <td>Interrogative</td> <td></td> <td></td> </tr> </tbody> </table>		Sentence	Expanded	Declarative			Imperative			Exclamatory			Interrogative		
	Sentence	Expanded															
Declarative																	
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Exclamatory																	
Interrogative																	
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content																
Score 0.0	Even with help, no success																

LANGUAGE

Capitalization and Punctuation

Grade 1

Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.	
Score 3.0	The student will demonstrate command of the conventions of standard grade-appropriate English capitalization and punctuation in context when writing (L.1.2): <ul style="list-style-type: none">• capitalize dates and names of people (L.1.2a)• use end punctuation for sentences (L.1.2b)• use commas in dates and to separate single words in a series (L.1.2c)	Sample Activities: The student will write a friendly letter to practice capitalization of dates and names of people, punctuation at the end of sentences, and use of commas in dates.
Score 2.0	The student will recognize or recall specific vocabulary, such as: <ul style="list-style-type: none">• capitalize, comma, end punctuation, sentence, series The student will perform basic processes, such as: <ul style="list-style-type: none">• demonstrate the use of grade-appropriate conventions in isolation	Sample Activities: The student will proofread teacher-provided sentences to correct conventions, such as capitalization of common and proper nouns and use of end punctuation.
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
Score 0.0	Even with help, no success	

LANGUAGE

Spelling

Grade 1

Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.	
Score 3.0	The student will: <ul style="list-style-type: none">• use conventional spelling for words with common spelling patterns and for frequently occurring irregular words (L.1.2d)• spell untaught words phonetically, drawing on phonemic awareness and spelling conventions (L.1.2e)	Sample Activities: <p>The student will be given three different spellings of an untaught word. The teacher will say the word aloud and the student will choose the word that they think matches what the teacher stated, drawing on phonemic awareness and spelling conventions.</p>
Score 2.0	The student will recognize or recall specific vocabulary, such as: <ul style="list-style-type: none">• convention, irregular, pattern The student will perform basic processes, such as: <ul style="list-style-type: none">• spell grade-appropriate words correctly in isolation	Sample Activities: <p>The students will play the spelling game “sparkle” in small groups to practice spelling words correctly in isolation. The students stand in a circle to spell grade-appropriate words. The first student says the first letter of the word; the next student says the second letter and so on until the word is spelled. When the word is spelled correctly, the next student says the word “sparkle,” requiring the following student to sit down. The last student standing wins.</p>
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
Score 0.0	Even with help, no success	

LANGUAGE

Context Clues

Grade 1

Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.	
Score 3.0	The student will: <ul style="list-style-type: none">• use sentence-level context as a clue to the meaning of a grade-appropriate word or phrase (L.1.4a)• use context to confirm or self-correct word recognition and understanding (RF.1.4c)	Sample Activities: The student will read a short passage containing an underlined grade-appropriate word or phrase. The student will highlight context clues that assist in determining the meaning of the underlined word.
Score 2.0	The student will recognize or recall specific vocabulary, such as: <ul style="list-style-type: none">• clue, confirm, context, meaning, phrase, self-correct, sentence-level, word The student will perform basic processes, such as: <ul style="list-style-type: none">• identify words that help to determine the meaning from context	Sample Activities: The teacher will lead a discussion related to short passages of text that contain unfamiliar words. The students will identify context clues that assist in determining the meaning of the underlined words.
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
Score 0.0	Even with help, no success	

LANGUAGE

Word Origins and Roots

Grade 1

Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.	
Score 3.0	The student will: <ul style="list-style-type: none">• use frequently occurring affixes as a clue to the meaning of a grade-appropriate word (L.1.4b)• identify frequently occurring root words (e.g., <i>look</i>) and their inflectional forms (e.g., <i>looks, looked, looking</i>) (L.1.4c)	Sample Activities: The student will be assigned a root word in which they will give three words using the inflectional form.
Score 2.0	The student will recognize or recall specific vocabulary, such as: <ul style="list-style-type: none">• affix, clue, inflection, meaning, root, word The student will perform basic processes, such as: <ul style="list-style-type: none">• recognize or recall the meanings of grade-appropriate affixes and roots	Sample Activities: The student will use teacher-prepared notecards to match common prefixes with the appropriate meaning of the prefix (e.g., un = opposite of; pre = before; re = again).
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
Score 0.0	Even with help, no success	

LANGUAGE

Word Relationships

Grade 1

Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.	
Score 3.0	The student will: <ul style="list-style-type: none">• sort words into categories (e.g., colors, clothing) and describe each category (L.1.5a)• explain the real-life connections between grade-appropriate words and their use (e.g., describe places at home that are <i>cozy</i>) (L.1.5c)	Sample Activities: Working in small groups, students will draw a card displaying a grade-appropriate word. Each member of the group will explain a real-life connection related to that word. The students will repeat until all the cards have been drawn.
Score 2.0	The student will recognize or recall specific vocabulary, such as: <ul style="list-style-type: none">• category, connection, real-life, sort, use, word The student will perform basic processes, such as: <ul style="list-style-type: none">• sort words into teacher-provided categories and describe each category• identify examples of real-life connections between grade-appropriate words and their use (e.g., identify places at home that are <i>cozy</i>)	Sample Activities: The students will work in pairs to sort words into teacher-provided categories. Upon completing the task, the students will explain why each word fits into the selected category.
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
Score 0.0	Even with help, no success	