Proficiency Scales

Language Arts
Grade 1
2020

SOUTHWESTERN UNION
EDUCATION

PROFICIENCY SCALES

Proficiency scales serve as a starting point for unit planning, creating assessments, delivering instruction, grading, and reporting progress, as well as making teaching visible to students and guiding their growth on the standards. Specifically, a proficiency scale is a continuum or learning progression that articulates distinct levels of knowledge and skills relative to specific standards. It shows teachers and students what proficiency looks like, what knowledge and skills students need to achieve proficiency, and how students might go beyond proficiency.

A proficiency scale is composed of a series of levels as follows:

Score 3.0—Heart of the proficiency scale; it defines the target content that teachers expect all students to know and be able to do. I CAN statements are provided for this level.

Score 2.0—Simpler content; it describes the foundational knowledge and skills that students will need to master before progressing to proficiency.

Score 4.0—Challenging content; it provides students the opportunity to go above and beyond expectations by applying their knowledge in new situations or demonstrating understanding beyond what the teacher teaches in class. A generic statement is provided for this level.

Scores 1.0 and 0.0—No specific content; 1.0 indicates that a student can demonstrate some knowledge or skill with help from the teacher, but not independently; 0.0 means that, even with help, a student cannot show any understanding. Generic statements are provided for these levels.

Half-point Scores—More precise measurement of knowledge and skills that is between two levels. Generic statements are provided for these levels.

Proficiency scales become the centerpiece of communication and understanding in the classroom, as well as the common language for discussing learning between teacher and student.

The proficiency scales are organized according to the domains and strands in the NAD standards.

The cognitive rigor or complexity of the 3.0 learning targets has also been included, for it impacts the selection of instructional activities as well as assessment tasks. The Depth of Knowledge (DOK) model is generally used for this purpose, which is a taxonomy of four levels of cognitive demand. The levels are:

- **Level 1**—Recall
- **Level 2**—Skill/Concept
- **Level 3**—Strategic Thinking
- **Level 4**—Extended Thinking

Depth of Knowledge (DOK) Levels

Level One (Recall)
Draw, Identify, List, Define, Memorize, Label, Calculate, Illustrate, Arrange, Who, What, When, Where, Why, Measure, Repeat, State, Name, Tabulate, Report, Tell, Use, Recall, Recognize, Quote, Recite, Match

Level Two (Skill/Concept)
Infer, Categorize, Collect and Display, Identify Patterns, Graph, Organize, Classify, Construct, Separate, Modify, Cause/Effect, Predict, Estimate, Interpret, Compare, Distinguish, Relate, Use Context Cues, Make Observations, Summarize, Show, Compare, Investigate, Differentiate

Level Three (Strategic Thinking)
Revise, Assess, Develop a Logical Argument, Construct, Apprise, Use Concepts to Solve Non-Routine Problems, Critique, Compare, Explain Phenomena in Terms of Concepts, Formulate, Investigate, Draw Conclusions, Hypothesize, Differentiate, Cite Evidence

Level Four (Extended Thinking)
Design, Connect, Synthesize, Apply Concepts, Critique, Analyze, Create, Prove

Center: **Describe Explain Interpret**

Level One Activities	Level Two Activities	Level Three Activities	Level Four Activities
Recall elements and details of story structure, such as sequence of events, character, plot and setting.	Identify and summarize the major events in a narrative.	Support ideas with details and examples.	Conduct a project that requires specifying a problem, designing and conducting an experiment, analyzing its data, and reporting results/ solutions.
Conduct basic mathematical calculations.	Use context cues to identify the meaning of unfamiliar words.	Use voice appropriate to the purpose and audience.	Apply mathematical model to illuminate a problem or situation.
Label locations on a map.	Solve routine multiple-step problems.	Identify research questions and design investigations for a scientific problem.	Analyze and synthesize information from multiple sources.
Represent in words or diagrams a scientific concept or relationship.	Describe the cause/effect of a particular event.	Develop a scientific model for a complex situation.	Describe and illustrate how common themes are found across texts from different cultures.
Perform routine procedures like measuring length or using punctuation marks correctly.	Identify patterns in events or behavior.	Determine the author's purpose and describe how it affects the interpretation of a reading selection.	Design a mathematical model to inform and solve a practical or abstract situation.
Describe the features of a place or people.	Formulate a routine problem given data and conditions.	Apply a concept in other contexts.	
	Organize, represent and interpret data.		

DISCIPLINARY TRANSFER GOALS

There are a small number of overarching, long-term transfer goals in each subject area. They are meant to be integrated within and across grade-level instruction. Below are the transfer goals for language arts.

1. Demonstrate independence.
2. Build strong content knowledge.
3. Respond to the varying demands of audience, task, purpose, and discipline.
4. Comprehend as well as critique.
5. Value evidence.
6. Use technology and digital media strategically and capably.
7. Come to understand other perspectives and cultures.

ESSENTIAL QUESTIONS AND BIG IDEAS
for READING DOMAINS

K-2

Reading Foundations, Literature and Informational Text

Essential Question: How can we honor God when we read, reflect, and respond to a variety of texts?

Big Idea: We honor God when we choose to reflect and respond to what we read in ways that help us grow in faith, learning, and service.

Writing

Essential Question: How can we honor God when we write for a variety of purposes and audiences?

Big Idea: We honor God when we choose to write in ways that affirm the teachings in His Word.

Speaking and Listening

Essential Question: How does the ability to listen and speak effectively help us to better understand God, others, and ourselves?

Big Idea: The ability to listen and speak effectively in a variety of situations allows us to communicate information, ideas, and feelings to better understand God, others, and ourselves.

Subject: **Language Arts**	Domain: **Reading/Reading Foundations** Strand: **Print Concepts**	Grade: **1**

Standard: LA.1.RF.1 Recognize the beginning and ending of a sentence (RF.1.1)		

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 3.5	In addition to score 3.0 performance, partial success at score 4.0 content
Score 3.0	The student will: • Identify the distinguishing features of a sentence in context *(e.g., first word, capitalization, ending punctuation)* **DOK 2** **I can find and point to the first word, the beginning capital letter, and the ending mark in a sentence.**	
	Score 2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content
Score 2.0	The student will recognize or recall vocabulary such as: • *Capitalization, feature, letter, lowercase, punctuation, sentence, uppercase* The student will perform basic processes, such as: • Recognize the distinguishing features of a teacher-provided sentence *(e.g., first word, capitalization, ending punctuation)* • Recognize or recall the features of a sentence *(e.g., first word, capitalization, ending punctuation)*	
	Score 1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
	Score 0.5	With help, partial success at score 2.0 content but not at score 3.0 content
Score 0.0	Even with help, no success	

Subject: **Language Arts**	Domain: **Reading/Reading Foundations** Strand: **Phonological Awareness**	Grade: **1**

Standard: LA.1.RF.2 Demonstrate understanding of spoken words, syllables, and phonemes (sounds); distinguish long and short vowel sounds; blend wounds to produce one-syllable words; isolate and pronounce the initial, medial vowel, and final sounds; segment one-syllable words into sequence of individual sounds (RF.1.2)

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 3.5	In addition to score 3.0 performance, partial success at score 4.0 content
Score 3.0		The student will: • Distinguish long from short vowel sounds in spoken single-syllable words *(e.g., short a in man; long a in mane)* **DOK 2** **I can tell the difference between long and short vowel sounds when I hear a word.** • Orally produce single-syllable words by blending sounds (phonemes), including consonant blends *(e.g., /c/ /a/ /t/; /m/ /ea/ /n/; /sh/ /i/ /p/)* **DOK 2** **I can put sounds together to speak words.** • Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes) *(e.g., men into /m/ /e/ /n/; thin into /th/ /i/ /n/)* **DOK 2** **I can find and tell the beginning, middle, and ending sounds in short words.**
	Score 2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content
Score 2.0		The student will recognize or recall vocabulary such as: • *Blend, consonant blend, long vowel, segment, sequence, short vowel, single, sound, syllable, word* The student will perform basic processes, such as: • Recognize examples of long and short vowel sounds • Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words
	Score 1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content
Score 1.0		With help, partial success at score 2.0 content and score 3.0 content

	Score 0.5	With help, partial success at score 2.0 content but not at score 3.0 content
Score 0.0	Even with help, no success	

Subject: **Language Arts**	Domain: **Reading/Reading Foundations** Strand: **Phonics and Word Recognition**	Grade: **1**

| **Standard:** LA.1.RF.3 Know that every syllable must have a vowel sound; decode one- and two-syllable words; know CVCe and CVVC conventions for representing long vowel sounds; know spelling-sound correspondences for consonant digraphs; read words with inflectional endings; recognize and read irregularly spelled words; read grade-appropriate high-frequency sight words (RF.1.3) |||

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 3.5	In addition to score 3.0 performance, partial success at score 4.0 content
Score 3.0	The student will: • Decode two-syllable words following basic patterns by breaking the words into syllables *(e.g., baker into ba-ker; pumpkin into pump-kin; handbag into hand-bag)* **DOK 2** **I can read words with two syllables.** • Read grade-appropriate words with inflectional endings *(e.g., jumped, helping, plays)* **DOK 2** **I can read words that have different endings on them.** • Read grade-appropriate irregularly spelled words *(e.g., said, the, was)* **DOK 2** **I can read first-grade words that are not spelled the way they sound.**	
	Score 2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content
Score 2.0	The student will recognize or recall vocabulary such as: • *Irregular, regular, sound, syllable, word* The student will perform basic processes, such as: • Recognize or recall the spelling-sound correspondences for common consonant digraphs *(e.g., th, sh, ch, ck)* • Decode regularly spelled one-syllable words *(e.g., cat, run, bead)* • Recognize or recall final -*e* and common vowel team conventions for representing long vowel sounds *(e.g., ea, ai, ee, oa)* • Determine the number of syllables in a printed word based on the knowledge that every syllable must have a vowel sound • Recognize grade-appropriate irregularly spelled words *(e.g., said, the, was)*	
	Score 1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content

Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
	Score 0.5	With help, partial success at score 2.0 content but not at score 3.0 content
Score 0.0	Even with help, no success	

Subject: **Language Arts**	Domain: **Reading/Reading Foundations** Strand: **Fluency**	Grade: **1**

Standards: LA.1.RF.4 Read on-level text with purpose and understanding; read on-level text orally with accuracy, appropriate rate, and expression (RF.1.4a-b)

LA.1.RF.5 Use context to confirm or self-correct word recognition and understanding, rereading as necessary (RF.1.4c)

LA.1.RF.6 Continue to develop silent reading strategies

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 3.5	In addition to score 3.0 performance, partial success at score 4.0 content
Score 3.0		The student will: • Read grade-appropriate text with purpose and understanding **DOK 2** **I can read and understand first grade books.** • Read grade-appropriate text orally with accuracy, appropriate rate, and expression on successive readings **DOK 2** **I can read aloud like a teacher.** • Use context to confirm or self-correct word recognition and understanding **DOK 2** **I can use other words in a story or informational book to help me read words I don't know.**
	Score 2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content
Score 2.0		The student will recognize or recall vocabulary such as: • *Accuracy, expression, orally, purpose, rate, silent, text* The student will perform basic processes, such as: • Identify the purpose for reading a grade-appropriate text *(e.g., to understand what I am reading)* • Read grade-appropriate text orally with accuracy, appropriate rate, and expression using teacher-directed fluency strategies *(e.g., modeling, listening to recordings of others reading, recording and listening to self reading)* • Identify words that help to determine the meaning from context • Continue to develop silent reading strategies *(e.g., by following print during read-alouds, re-reading texts)*
	Score 1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content

Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
	Score 0.5	With help, partial success at score 2.0 content but not at score 3.0 content
Score 0.0	Even with help, no success	

Subject: **Language Arts**	Domain: **Reading/Literature, Informational Text**	Grade: **1**
	Strand: **Key Ideas and Details**	

Standards:	LA.1.RL.1 Ask and answer questions about key details (RL.1.1)
	LA.1.RI.1 Ask and answer questions about key details (RI.1.1)

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 3.5	In addition to score 3.0 performance, partial success at score 4.0 content
Score 3.0		The student will: • Ask and answer questions about key details in a grade-appropriate story or informational text *(e.g., Who first landed on the moon? Where do clown fish live? How do you know whales are mammals? How is a lizard like an alligator? What is a different title for this book?)* **DOK 2** **I can ask and answer questions about important details in books.**
	Score 2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content
Score 2.0		The student will recognize or recall vocabulary such as: • *Answer, ask, detail, question, text* The student will perform basic processes, such as: • Answer teacher-provided questions about key details in a grade-appropriate story or informational text *(e.g., Who was in this book? What do we know about them? • When did (event) happen? Where is that in the book? • Why did (event) happen? How do you know? • What does (character) think about (event)? How do you know? • What was the big problem or event in this story? How did they solve the problem? • What do you think (character) will do different next time?)*
	Score 1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content
Score 1.0		With help, partial success at score 2.0 content and score 3.0 content
	Score 0.5	With help, partial success at score 2.0 content but not at score 3.0 content
Score 0.0		Even with help, no success

Subject: **Language Arts**	Domain: **Reading/Literature, Informational Text**	Grade: **1**
	Strand: **Key Ideas and Details**	

Standards: LA.1.RL.2 Retell stories, including key details, and demonstrate understanding of the main ideas(s) or lessons(s) (RL.1.2)
　　　　　　 LA.1.RI.2   Identify the main topic and retell key details (RI.1.2)

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 3.5	In addition to score 3.0 performance, partial success at score 4.0 content
Score 3.0		The student will: • Determine the central message or lesson of grade-appropriate stories **DOK 3** **I can show that I know what the author is trying to teach me in a story.** • Identify the topic, central idea, and key details of a grade-appropriate informational text **DOK 3** **I can tell the main topic and important details in informational books.**
	Score 2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content
Score 2.0		The student will recognize or recall vocabulary such as: • *Central idea, detail, information, lesson, message, retell, story, text, topic* The student will perform basic processes, such as: • Retell grade-appropriate stories, including key details • Retell key details of a grade-appropriate informational text • Recognize or recall the central message or lesson of grade-appropriate stories
	Score 1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content
Score 1.0		With help, partial success at score 2.0 content and score 3.0 content
	Score 0.5	With help, partial success at score 2.0 content but not at score 3.0 content
Score 0.0		Even with help, no success

Subject: **Language Arts**	Domain: **Reading/Literature, Informational Text** Grade: **1** Strand: **Key Ideas and Details**

Standards: LA.1.RL.3   Describe story elements (characters, settings, and major events) using key details; sequence story events orally (RL.1.3)
          LA.1.RI.3   Describe the connection between two individuals, events, ideas, or pieces of information; sequence information orally (RI.1.3)
          LA.1.RL.11 Make connections between a text and personal life experiences

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 3.5	In addition to score 3.0 performance, partial success at score 4.0 content
Score 3.0		The student will: • Describe the characters, setting, and major events of a grade-appropriate story **DOK 2** **I can tell the characters, setting, and what happens in stories.** • Describe the connection between two individuals, events, ideas, or pieces of information in a grade-appropriate informational text **DOK 3** **I can tell how people, events, or ideas are connected in informational books.**
	Score 2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content
Score 2.0		The student will recognize or recall vocabulary such as: • *Character, connection, event, idea, individual, information, setting, story, text* The student will perform basic processes, such as: • Recognize or recall characters, settings, and major events in a grade-appropriate story • Recognize or recall how individuals, events, ideas, and pieces of information in a grade-appropriate informational text are connected • Make connections between a story and personal life experiences
	Score 1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content
Score 1.0		With help, partial success at score 2.0 content and score 3.0 content
	Score 0.5	With help, partial success at score 2.0 content but not at score 3.0 content

Score 0.0	Even with help, no success

Subject: **Language Arts**	Domain: **Reading/Literature, Informational Text** Grade: **1**
	Strand: **Craft and Structure**

Standards: LA.1.RL.4 Identify words and phrases in stories and poems that suggest feelings or appeal to the senses (RL.1.4)

LA.1.RI.4   Ask and answer questions to help determine or clarify the meaning of words and phrases in a text (RI.1.4)

		In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught
	Score 3.5	In addition to score 3.0 performance, partial success at score 4.0 content
Score 3.0		The student will: • Describe how words and phrases in grade-appropriate stories or poems suggest feelings or appeal to the senses *(e.g., smooth means that something is even and without bumps)* **DOK 2** **I can describe words in a story or poem that tell about feelings.** • Ask and answer questions to help determine or clarify the meaning of words and phrases in a grade-appropriate informational text *(e.g., What part of the word do I know? Is there another word I know that can help me with this word? Does the picture help me figure out the word?)* **DOK 2** **I can ask and answer questions to help me understand new words in informational books.**
	Score 2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content
Score 2.0		The student will recognize or recall vocabulary such as: • *Answer, appeal, ask, clarify, feeling, meaning, poem, question, senses, story, text, word* The student will perform basic processes, such as: • Identify words and phrases in grade-appropriate stories or poems that suggest feelings or appeal to the senses *(e.g., cry, smooth, scared of)* • Identify unknown words in a grade-appropriate informational text
	Score 1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content
Score 1.0		With help, partial success at score 2.0 content and score 3.0 content

	Score 0.5	With help, partial success at score 2.0 content but not at score 3.0 content
Score 0.0	Even with help, no success	

Subject: **Language Arts**	Domain: **Reading/Literature, Informational Text** Grade: **1** Strand: **Craft and Structure**	
Standards: LA.1.RL.5 Differentiate between informational and story books (RL.1.5) LA.1.RI.5 Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information (RI.1.5)		
		In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught
	Score 3.5	In addition to score 3.0 performance, partial success at score 4.0 content
Score 3.0		The student will: - Explain major differences between books that tell stories and books that give information **DOK 3** **I can tell the difference between stories and informational books.** - Locate key facts or information in a grade-appropriate informational text using various text features *(e.g., headings, tables of contents, glossaries, electronic menus, icons)* **DOK 2** **I can use all the helpful parts of informational books to help me find important facts and details.**
	Score 2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content
Score 2.0		The student will recognize or recall vocabulary such as: *Book, electronic menu, fact, glossary, heading, icon, information, story, table of contents, text, text feature* The student will perform basic processes, such as: - 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)*
	Score 1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content
Score 1.0		With help, partial success at score 2.0 content and score 3.0 content
	Score 0.5	With help, partial success at score 2.0 content but not at score 3.0 content

| Score 0.0 | Even with help, no success |

Subject: **Language Arts**	Domain: **Reading/Literature, Informational Text** Strand: **Craft and Structure**	Grade: **1**

Standards: LA.1.RL.6 Identify who is telling the story (RL.1.6)
LA.1.RI.6 Distinguish between information provided by pictures or other illustrations and information provided by words (RI.1.6)

		In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught
	Score 3.5	In addition to score 3.0 performance, partial success at score 4.0 content
Score 3.0		The student will: • Describe the narrator and the narrator's role in a grade-appropriate story *(e.g., the narrator tells the story)* **DOK 2** **I can tell what the narrator does in a story.** • Distinguish between information provided by pictures or other illustrations and information provided by the words in a grade-appropriate informational text **DOK 3** **I can find some information from pictures and some information from the words in informational books.**
	Score 2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content
Score 2.0		The student will recognize or recall vocabulary such as: • *Illustration, information, narrator, story, text* The student will perform basic processes, such as: • Identify who is telling the story at various points in a grade-appropriate text • Recognize information provided by pictures or illustrations in a grade-appropriate informational text
	Score 1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content
Score 1.0		With help, partial success at score 2.0 content and score 3.0 content
	Score 0.5	With help, partial success at score 2.0 content but not at score 3.0 content

Score 0.0	Even with help, no success

Subject: **Language Arts**	Domain: **Reading/Literature, Informational Text**	Grade: **1**
	Strand: **Integration of Knowledge and Ideas**	

Standards:	LA.1.RL.7 Use illustrations and details to describe story elements (RL.1.7)
	LA.1.RI.7 Use illustrations and details to describe key ideas (RI.1.7)
	LA.1.RL.9 Predict story events and outcomes using picture clues
	LA.1.RI.10 Predict content using pictures and illustrations

		In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught
	Score 3.5	In addition to score 3.0 performance, partial success at score 4.0 content
Score 3.0		The student will: • Describe the characters, setting, or events of a grade-appropriate story using illustrations and details from the story **DOK 2** **I can use the pictures and details in a story to tell about its characters, setting, or events.** • Describe the key ideas of a grade-appropriate informational text using illustrations and details from the text **DOK 3** **I can use the pictures and details in informational books to tell about the main ideas.**
	Score 2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content
Score 2.0		The student will recognize or recall vocabulary such as: • *Character, event, idea, illustration, information, setting, story, text* The student will perform basic processes, such as: • Identify illustrations that describe characters, settings, or events in a grade-appropriate story • Identify illustrations that describe the key ideas in a grade-appropriate informational text • Predict story events and outcomes using picture clues • Predict content using pictures and illustrations in informational text
	Score 1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content
Score 1.0		With help, partial success at score 2.0 content and score 3.0 content

	Score 0.5	With help, partial success at score 2.0 content but not at score 3.0 content
Score 0.0	Even with help, no success	

Subject: **Language Arts**	Domain: **Reading/Literature, Informational Text** Grade: **1**
	Strand: **Integration of Knowledge and Ideas**

Standard: LA.1.RI.8   Identify the reasons an author gives to support ideas (RI.1.8)

		In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught
	Score 3.5	In addition to score 3.0 performance, partial success at score 4.0 content
Score 3.0		The student will: • Identify the reasons an author gives to support points in a grade-appropriate informational text **DOK 3** **I can find the reasons that an author gives to help teach about the main ideas.**
	Score 2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content
Score 2.0		The student will recognize or recall vocabulary such as: • *Author, point, reason, support, text* The student will perform basic processes, such as: • Recognize teacher-provided points or arguments that an author makes in a grade-appropriate informational text
	Score 1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content
Score 1.0		With help, partial success at score 2.0 content and score 3.0 content
	Score 0.5	With help, partial success at score 2.0 content but not at score 3.0 content
Score 0.0		Even with help, no success

Subject: **Language Arts**	Domain: **Reading/Literature, Informational Text**	Grade: **1**
	Strand: **Integration of Knowledge and Ideas**	

Standards: LA.1.RL.8 Compare and contrast characters (e.g., adventures and experiences) (RL.1.9)
LA.1.RI.9 Identify similarities and differences between two texts on the same topic (RI.1.9)

		In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught
	Score 3.5	In addition to score 3.0 performance, partial success at score 4.0 content
Score 3.0		The student will: • Compare and contrast the adventures and experiences of characters in grade-appropriate stories **DOK 3** **I can compare what happens to characters in stories.** • Describe basic similarities in and differences between two grade-appropriate informational texts on the same topic *(e.g., in illustrations, descriptions, or procedures)* **DOK 3** **I can find things that are the same and different in two informational books that teach about the same topic.**
	Score 2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content
Score 2.0		The student will recognize or recall vocabulary such as: • *Adventure, character, compare, contrast, description, experience, illustration, information, procedure, similarity, story, text, topic* The student will perform basic processes, such as: • Recognize or recall details about the adventures and experiences of characters in grade-appropriate stories • Identify basic similarities in and differences between two grade-appropriate informational texts on the same topic *(e.g., in illustrations, descriptions, or procedures)*
	Score 1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content
Score 1.0		With help, partial success at score 2.0 content and score 3.0 content

	Score 0.5	With help, partial success at score 2.0 content but not at score 3.0 content
Score 0.0	Even with help, no success	

Subject: **Language Arts**	Domain: **Reading/Literature, Informational Text** Grade: **1**
	Strand: **Integration of Knowledge and Ideas**

Standards:	LA.1.RL.10 Distinguish between fantasy and reality, right and wrong, fact and opinion
	LA.1.RI.11 Distinguish between right and wrong, fact and opinion
	LA.1.RL.12 Choose literature that reflects the teachings in God's Word
	LA.1.RI.12 Choose informational text that affirms the teachings in God's Word

		In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught
	Score 3.5	In addition to score 3.0 performance, partial success at score 4.0 content
Score 3.0		The student will: • Classify statements from stories and informational text as either fantasy or reality, right or wrong, or fact or opinion *(e.g., when given a set of sentences from either a story or an informational text, use a T-chart to sort them into given categories)* **DOK 3** **I can tell the difference between fantasy and reality, right and wrong, and fact and opinion in stories and informational books.** • Choose stories that reflect the teachings in God's Word **DOK 3** **I can choose stories that would please Jesus.**
	Score 2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content
Score 2.0		The student will recognize or recall vocabulary such as: • *Choose, difference, fantasy, fact, information, opinion, reality, right, statement, story, text, wrong* The student will perform basic processes, such as: • Recognize statements from stories and informational text as either fantasy or reality, right or wrong, or fact or opinion • Choose informational texts that affirm the teachings in God's Word
	Score 1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content
Score 1.0		With help, partial success at score 2.0 content and score 3.0 content
	Score 0.5	With help, partial success at score 2.0 content but not at score 3.0 content

Score 0.0	Even with help, no success

Subject: **Language Arts**   Domain: **Reading/Literature, Informational Text**   Grade: **1**
Strand: **Range of Reading and Level of Text Complexity**

Standards:	LA.1.RL.13	Read stories and poetry of appropriate complexity (RL.1.10)

LA.1.RI.13 With prompting, read informational text of appropriate complexity (RI.1.10)

LA.1.RL.14 Read literature for pleasure
LA.1.RI.14 Read informational texts on topics of interest

		In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught
	Score 3.5	In addition to score 3.0 performance, partial success at score 4.0 content
Score 3.0		The student will: • Read and comprehend grade-appropriate prose, poetry, and informational text **DOK 2** **I can read and understand first grade stories, poems, and informational books.**
	Score 2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content
Score 2.0		The student will recognize or recall vocabulary such as: • *Informational, literature, poetry, text* The student will perform basic processes, such as: • Read grade-appropriate literature and informational text using teacher-directed comprehension strategies *(e.g., modeling, predicting, questioning, graphic organizers/scaffolding, and reciprocal teaching)*
	Score 1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content
Score 1.0		With help, partial success at score 2.0 content and score 3.0 content
	Score 0.5	With help, partial success at score 2.0 content but not at score 3.0 content
Score 0.0		Even with help, no success

Subject: **Language Arts**	Domain: **Writing** Strand: **Text Types and Purposes**	Grade: **1**

| **Standards:** LA.1.W.1 Write opinion pieces that introduce a topic or book, state an opinion with a reason for the opinion, and provide some sense of closure (W.1.1)
LA.1.W.4 Produce writing that honors God and affirms the teachings in His Word |||

		In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught
	Score 3.5	In addition to score 3.0 performance, partial success at score 4.0 content
Score 3.0	The student will: • Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure **DOK 3** **I can write my opinion about a topic and give reasons for my thinking.**	
	Score 2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content
Score 2.0	The student will recognize or recall vocabulary such as: • *Closure, introduce, opinion, reason, topic* The student will perform basic processes, such as: • Complete a teacher-provided template to represent opinions *(e.g., My topic is _____. I think this about my topic: _____ because _____.)* • Produce writing that honors God and affirms the teachings in His Word	
	Score 1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
	Score 0.5	With help, partial success at score 2.0 content but not at score 3.0 content
Score 0.0	Even with help, no success	

Subject: **Language Arts**	Domain: **Writing** Strand: **Text Types and Purposes**	Grade: **1**

Standards: LA.1.W.2 Write informative/explanatory texts that name a topic, include facts about the topic, and provide some sense of closure (W.1.2)
LA.1.W.4 Produce writing that honors God and affirms the teachings in His Word

		In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught
	Score 3.5	In addition to score 3.0 performance, partial success at score 4.0 content
Score 3.0	The student will: • Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure **DOK 3** **I can write to teach about a topic by giving facts about it.**	
	Score 2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content
Score 2.0	The student will recognize or recall vocabulary such as: • *Closure, fact, informative/explanatory, topic* The student will perform basic processes, such as: • Write informative/explanatory pieces using a teacher-provided template or graphic organizer *(e.g., My topic is _____. Things I know about my topic: _____.)* • Produce writing that honors God and affirms the teachings in His Word	
	Score 1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
	Score 0.5	With help, partial success at score 2.0 content but not at score 3.0 content
Score 0.0	Even with help, no success	

Subject: **Language Arts**	Domain: **Writing** Strand: **Text Types and Purposes**	Grade: **1**

Standards: LA.1.W.3 Write narratives that recount two or more appropriately sequenced events, include details using temporal words to signal sequence, and provide some sense of closure (W.1.3)

      LA.1.W.4 Produce writing that honors God and affirms the teachings in His Word

		In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught
	Score 3.5	In addition to score 3.0 performance, partial success at score 4.0 content
Score 3.0		The student will: • Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure **DOK 3** **I can write to tell an organized story with details.**
	Score 2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content
Score 2.0		The student will recognize or recall vocabulary such as: • *Closure, detail, event, narrative, sequence, time order* The student will perform basic processes, such as: • Write narrative pieces using a teacher-provided template or graphic organizer *(e.g., My story is about _____. This is the order in which things happened: _____. This is what happened at the end: _____.)* • Produce writing that honors God and affirms the teachings in His Word
	Score 1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content
Score 1.0		With help, partial success at score 2.0 content and score 3.0 content
	Score 0.5	With help, partial success at score 2.0 content but not at score 3.0 content
Score 0.0		Even with help, no success

Subject: **Language Arts**	Domain: **Writing** Strand: **Production and Distribution of Writing**	Grade: **1**

Standards: LA.1.W.5 With support, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing (W.1.5)

LA.1.W.6 With support and in collaboration with peers, use a variety of tools (e.g., digital, print) to produce and publish writing (W.1.6)

LA.1.W.10 Write routinely for a range of tasks, purposes, and audiences

		In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught
	Score 3.5	In addition to score 3.0 performance, partial success at score 4.0 content
Score 3.0		The student will: • Focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed **DOK 3** **I can listen to others' ideas to help add details to my writing.** • Use a variety of digital tools to produce and publish grade-appropriate writing in collaboration with peers **DOK 2** **I can use a computer or tablet to publish my writing.**
	Score 2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content
Score 2.0		The student will recognize or recall vocabulary such as: • *Collaboration, digital, edit, focus, plan, publish, revise, technology, tool, topic* The student will perform basic processes, such as: • Plan writing using a teacher-provided planning template or graphic organizer *(e.g., My topic is _____. Details about my topic include:_____.)* • Revise and edit writing based on teacher and peer feedback • Demonstrate the features of various grade-appropriate technologies *(e.g., word processor)* • Write routinely for a range of tasks, purposes, and audiences
	Score 1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content
Score 1.0		With help, partial success at score 2.0 content and score 3.0 content
	Score 0.5	With help, partial success at score 2.0 content but not at score 3.0 content

Score 0.0	Even with help, no success

Subject: **Language Arts**	Domain: **Writing** Strand: **Production and Distribution of Writing**	Grade: **1**

Standard: LA.1.W.7 Apply common conventions of manuscript writing (e.g., uppercase and lowercase letters, spacing between words and sentences)

		In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught
	Score 3.5	In addition to score 3.0 performance, partial success at score 4.0 content
Score 3.0	The student will: • Demonstrate proper formation of uppercase and lowercase letters *(e.g., follow common language of letter formation as letters are formed)* **DOK 1** **I can write uppercase and lowercase letters correctly.**	
	Score 2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content
Score 2.0	The student will recognize or recall vocabulary such as: • *form, lowercase letters, manuscript, pencil grip, sentence, size, space, uppercase letters, word, write* The student will perform basic processes, such as: • Demonstrate common conventions of manuscript writing *(e.g., appropriate pencil grip, uniform size for letters, spacing between words and sentences)*	
	Score 1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
	Score 0.5	With help, partial success at score 2.0 content but not at score 3.0 content
Score 0.0	Even with help, no success	

Subject: **Language Arts**	Domain: **Writing** Strand: **Research to Build and Present Knowledge**	Grade: **1**

Standard: LA.1.W.8 Participate in shared research and writing projects (e.g., explore "how-to" books on a given topic and use them to write a sequence of instructions) (W.1.7)

		In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught
	Score 3.5	In addition to score 3.0 performance, partial success at score 4.0 content
Score 3.0	The student will: • Participate in shared research and writing projects *(e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions)* **DOK 3** **I can help my class explore books and write about what we learned.**	
	Score 2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content
Score 2.0	The student will recognize or recall vocabulary such as: • *Instruction, research, sequence, topic* The student will perform basic processes, such as: • Write grade-appropriate research pieces using a teacher-provided template or graphic organizer *(e.g., My topic is _____. Things I learned from reading about my topic:_____.)*	
	Score 1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
	Score 0.5	With help, partial success at score 2.0 content but not at score 3.0 content
Score 0.0	Even with help, no success	

Subject: **Language Arts**	Domain: **Writing** Strand: **Research to Build and Present Knowledge**	Grade: **1**

Standard: LA.1.W.9 With support, recall experiences or gather information from provided sources to answer a question (W.1.8)

		In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught
	Score 3.5	In addition to score 3.0 performance, partial success at score 4.0 content
Score 3.0	The student will: • Recall information from experiences or gather information from teacher-provided grade-appropriate sources to answer a teacher-provided question **DOK 3** **I can use what I have learned to answer questions or I can find out the answers somewhere else.**	
	Score 2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content
Score 2.0	The student will recognize or recall vocabulary such as: • *Answer, experience, information, question, recall, source* The student will perform basic processes, such as: • Recognize or recall examples of appropriate materials to find information • Find answers to teacher-provided questions using teacher-provided grade-appropriate resources	
	Score 1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
	Score 0.5	With help, partial success at score 2.0 content but not at score 3.0 content
Score 0.0	Even with help, no success	

Subject: **Language Arts**	Domain: **Speaking and Listening** Strand: **Comprehension and Collaboration**	Grade: **1**

Standard: LA.1.SL.1 Participate in collaborative conversations in diverse groups: follow agreed-upon rules (e.g., listening with care, speaking one at a time; making eye contact; using appropriate volume and tone); respond appropriately to the comments of others; ask questions to clarify (SL.1.1)

		In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught
	Score 3.5	In addition to score 3.0 performance, partial success at score 4.0 content
Score 3.0		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 *(e.g., build on others' talk in conversations by responding to the comments of others through multiple exchanges; ask questions to clear up any confusion about the topics and texts under discussion)* **DOK 3** **I can show that I know how to have good conversations with my friends and teachers.**
	Score 2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content
Score 2.0		The student will recognize or recall vocabulary such as: • *Confusion, conversation, discussion, exchange, question, text, topic* The student will perform basic processes, such as: • 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)*
	Score 1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content
Score 1.0		With help, partial success at score 2.0 content and score 3.0 content
	Score 0.5	With help, partial success at score 2.0 content but not at score 3.0 content

Score 0.0	Even with help, no success

Subject: **Language Arts**	Domain: **Speaking and Listening** Strand: **Comprehension and Collaboration**	Grade: **1**

| **Standards:** LA.1.SL.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media (SL.1.2)
LA.1.SL.3 Ask and answer questions about what a speaker says to gather additional information or to clarify meaning (SL.1.3) |||

		In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught
	Score 3.5	In addition to score 3.0 performance, partial success at score 4.0 content
Score 3.0		The student will: • Ask and answer question about key details in a grade-appropriate text read aloud or information presented orally or through other media **DOK 2** **I can ask and answer questions about things I hear and see.** • Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood **DOK 2** **I can ask and answer questions about what a speaker says to help me understand the person better.**
	Score 2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content
Score 2.0		The student will recognize or recall vocabulary such as: • *Answer, ask, clarify, detail, information, media, orally, question, text* The student will perform basic processes, such as: • Answer teacher-provided questions about a grade-appropriate text read aloud or an oral presentation
	Score 1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content
Score 1.0		With help, partial success at score 2.0 content and score 3.0 content
	Score 0.5	With help, partial success at score 2.0 content but not at score 3.0 content

Score 0.0	Even with help, no success

Subject: **Language Arts**	Domain: **Speaking and Listening** Strand: **Presentation of Knowledge and Ideas**	Grade: **1**

Standards: LA.1.SL.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly (SL.1.4)

LA.1.SL.7 Give brief oral presentations (e.g., stories, personal experiences, readers theater)

LA.1.SL.8 Demonstrate reverence when listening to God's Word and participating in prayer

		In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught
	Score 3.5	In addition to score 3.0 performance, partial success at score 4.0 content
Score 3.0		The student will: • Describe people, places, things, and events with relevant details in an oral presentation *(e.g., expressing ideas and feelings clearly)* **DOK 2** **I can use details when I tell about people, places, and things to help others understand them better.**
	Score 2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content
Score 2.0		The student will recognize or recall vocabulary such as: • *Describe, detail, event, God's Word, listen, oral, prayer, relevant, reverence* The student will perform basic processes, such as: • Plan a speech to answer teacher-provided questions • Give brief oral presentations *(e.g., poems, memory verses, songs)* • Demonstrate reverence when listening to God's Word and participating in prayer
	Score 1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content
Score 1.0		With help, partial success at score 2.0 content and score 3.0 content
	Score 0.5	With help, partial success at score 2.0 content but not at score 3.0 content
Score 0.0		Even with help, no success

Subject: **Language Arts**	Domain: **Speaking and Listening** Strand: **Presentation of Knowledge and Ideas**	Grade: **1**

Standards: LA.1.SL.5 Add visual displays to descriptions when appropriate (SL.1.5)

LA.1.SL.6 Speak in complete sentences when appropriate to task and situation (SL.1.6)

LA.1.L.5   Use words and phrases, including frequently occurring conjunctions (e.g., and, or, because), acquired through conversations, reading and being read to, and responding to texts (L.1.6)

		In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught
	Score 3.5	In addition to score 3.0 performance, partial success at score 4.0 content
Score 3.0		The student will: • Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings **DOK 2** **I can use drawings and other things like that to help others understand what I am talking about.** • Produce complete sentences when appropriate to task and situation **DOK 2** **I can speak and share my ideas in complete sentences when I need to.** • Use grade-appropriate words and phrases acquired through conversations, reading, and being read to, including frequently occurring conjunctions to signal simple relationships *(e.g., because)* **DOK 3** **I can use the new words I learn in different ways to show that I know what they mean.**
	Score 2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content
Score 2.0		The student will recognize or recall vocabulary such as: • *Audible, clarify, complete sentence, feeling, idea, presentation, story, visual* The student will perform basic processes, such as: • Add drawings to express basic understanding of a grade-appropriate text • Tell a brief story, speaking audibly in complete sentences • Recognize or recall the meaning of grade-appropriate general academic and domain-specific words and phrases
	Score 1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content

Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
	Score 0.5	With help, partial success at score 2.0 content but not at score 3.0 content
Score 0.0	Even with help, no success	

Subject: **Language Arts**	Domain: **Language** Strand: **Conventions of Standard English**	Grade: **1**

Standard: LA.1.L.1 <u>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking: use common, proper, and possessive nouns; use singular and plural nouns with matching verbs; use personal, possessive, and indefinite pronouns; use past, present, and future verb tenses; use frequently occurring adjectives, conjunctions (e.g., and, but, or, so, because), determiners (e.g., articles, demonstratives), and prepositions (e.g., during, beyond, toward);</u> with prompting, produce and expand simple and compound declarative, interrogative, imperative, and exclamatory sentences (L.1.1)

		In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught
	Score 3.5	In addition to score 3.0 performance, partial success at score 4.0 content

Score 3.0		The student will:
		• Use common, proper, and possessive nouns **DOK 2**
		   I can use common, proper, and possessive nouns.
		• Use singular and plural nouns with matching verbs in basic sentences *(e.g., He hops; We hop)* **DOK 2**
		   I can use singular and plural nouns with matching verbs in my sentences.
		• Use personal, possessive, and indefinite pronouns *(e.g., I, me, my; they, them, their; anyone, everything)* **DOK 2**
		   I can use pronouns (I, me, my, they, them, their, anyone, everything).
		• Use verbs to convey a sense of past, present, and future *(e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home)* **DOK 2**
		   I can use verbs in the right way to tell about the past, the present, and the future.
		• Use frequently occurring adjectives **DOK 2**
		   I can use adjectives.
		• Use frequently occurring conjunctions *(e.g., and, but, or, so, because)* **DOK 2**
		   I can use conjunctions (and, but, or, so, because).
		• Use frequently occurring determiners *(e.g., articles and demonstratives such as: a, an, the, this, those, my, your, his)* **DOK 2**
		   I can use determiners (a, an, the, this, those, my, your, his).
		• Use frequently occurring prepositions *(e.g., during, beyond, toward)* **DOK 2**
		   I can use common prepositions (during, beyond, toward).

	Score 2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content

Score 2.0	The student will recognize or recall vocabulary such as: • *Adjective, common noun, conjunction, convey, determiner, future, indefinite pronoun, noun, past, personal pronoun, plural, possessive noun, possessive pronoun, preposition, present, proper noun, sentence, singular, verb* The student will perform basic processes, such as: • Use grade-appropriate grammar and usage in isolation	
	Score 1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
	Score 0.5	With help, partial success at score 2.0 content but not at score 3.0 content
Score 0.0	Even with help, no success	

Subject: **Language Arts**	Domain: **Language** Strand: **Conventions of Standard English**	Grade: **1**

Standard: LA.K.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking: use common, proper, and possessive nouns; use singular and plural nouns with matching verbs; use personal, possessive, and indefinite pronouns; use past, present, and future verb tenses; use frequently occurring adjectives, conjunctions (e.g., and, but, or, so, because), determiners (e.g., articles, demonstratives), and prepositions (e.g., during, beyond, toward); with prompting, produce and expand simple and compound declarative, interrogative, imperative, and exclamatory sentences (L.1.1)

		In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught
	Score 3.5	In addition to score 3.0 performance, partial success at score 4.0 content
Score 3.0		The student will: • Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory grade-appropriate sentences in context **DOK 2** **I can use simple and compound sentences (statements, questions, commands, and exclamations).**
	Score 2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content
Score 2.0		The student will recognize or recall vocabulary such as: • *Complete sentence, compound sentence, declarative, exclamatory, imperative, interrogative, simple sentence* The student will perform basic processes, such as: • Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory grade-appropriate sentences in isolation
	Score 1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content
Score 1.0		With help, partial success at score 2.0 content and score 3.0 content
	Score 0.5	With help, partial success at score 2.0 content but not at score 3.0 content

Score 0.0	Even with help, no success

Subject: **Language Arts**	Domain: **Language** Strand: **Conventions of Standard English**	Grade: **1**

Standard: LA.1.L.2 <u>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling: capitalize dates and names of people; use end punctuation; use commas in dates and to separate words in a series</u>; use conventional spelling for words with common spelling patterns and frequently occurring irregular words; spell unknown words phonetically (L.1.2)

		In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught
	Score 3.5	In addition to score 3.0 performance, partial success at score 4.0 content
Score 3.0		The student will: • Capitalize dates and names of people **DOK 2** **I can use capital letters in dates and also when I write people's names.** • Use end punctuation for sentences **DOK 2** **I can use the right punctuation at the end of my sentences.** • Use commas in dates and to separate single words in a series **DOK 2** **I can use commas when I write the date or when I make a list of things in a sentence.**
	Score 2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content
Score 2.0		The student will recognize or recall vocabulary such as: • *Capitalize, comma, end punctuation, sentence, series* The student will perform basic processes, such as: • Demonstrate the use of grade-appropriate conventions in isolation
	Score 1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content
Score 1.0		With help, partial success at score 2.0 content and score 3.0 content
	Score 0.5	With help, partial success at score 2.0 content but not at score 3.0 content

Score 0.0	Even with help, no success

Subject: **Language Arts**	Domain: **Language** Strand: **Conventions of Standard English**	Grade: **1**

Standard: LA.1.L.2 <u>Demonstrate command of the conventions of standard English</u> capitalization, punctuation, and <u>spelling</u>: capitalize dates and names of people; use end punctuation; use commas in dates and to separate words in a series; <u>use conventional spelling for words with common spelling patterns and frequently occurring irregular words; spell unknown words phonetically</u> (L.1.2)

		In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught
	Score 3.5	In addition to score 3.0 performance, partial success at score 4.0 content
Score 3.0		The student will: • Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words **DOK 2** **I can use sight words and spelling patterns to help me spell words correctly.** • Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions **DOK 2** **I can use what I know about letters and their sounds to spell new words correctly.**
	Score 2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content
Score 2.0		The student will recognize or recall vocabulary such as: • *Convention, irregular, pattern* The student will perform basic processes, such as: • Spell grade-appropriate words correctly in isolation
	Score 1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content
Score 1.0		With help, partial success at score 2.0 content and score 3.0 content
	Score 0.5	With help, partial success at score 2.0 content but not at score 3.0 content

Score 0.0	Even with help, no success

Subject: **Language Arts**	Domain: **Language** Strand: **Vocabulary Acquisition and Use**	Grade: **1**

Standard: LA.1.L.3 Determine the meaning of unknown and multiple-meaning words and phrases, choosing from a range of strategies: use sentence-level context and affixes; identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking) (L.1.4)

		In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught
	Score 3.5	In addition to score 3.0 performance, partial success at score 4.0 content
Score 3.0		The student will: • Use sentence-level context as a clue to the meaning of a grade-appropriate word or phrase **DOK 2** **I can use the whole sentence to help me figure out what other words in the sentence mean.**
	Score 2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content
Score 2.0		The student will recognize or recall vocabulary such as: • *Clue, context, meaning, phrase, sentence-level, word* The student will perform basic processes, such as: • Identify words that help to determine the meaning from context
	Score 1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content
Score 1.0		With help, partial success at score 2.0 content and score 3.0 content
	Score 0.5	With help, partial success at score 2.0 content but not at score 3.0 content
Score 0.0		Even with help, no success

Subject: **Language Arts**	Domain: **Language** Strand: **Vocabulary Acquisition and Use**	Grade: **1**

Standard: LA.1.L.3 Determine the meaning of unknown and multiple-meaning words and phrases, choosing from a range of strategies: use sentence-level context and affixes; identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking) (L.1.4)

		In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught
	Score 3.5	In addition to score 3.0 performance, partial success at score 4.0 content
Score 3.0		The student will: • Use frequently occurring affixes as a clue to the meaning of a grade-appropriate word **DOK 2** **I can use the beginnings and ending of words to help me figure out what they mean.** • Identify frequently occurring root words (e.g., look) and their inflectional forms *(e.g., looks, looked, looking)* **DOK 2** **I can find root words with different endings.**
	Score 2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content
Score 2.0		The student will recognize or recall vocabulary such as: • *Affix, clue, inflection, meaning, root, word* The student will perform basic processes, such as: • Recognize or recall the meanings of grade-appropriate affixes and roots
	Score 1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content
Score 1.0		With help, partial success at score 2.0 content and score 3.0 content
	Score 0.5	With help, partial success at score 2.0 content but not at score 3.0 content

Score 0.0	Even with help, no success

Subject: **Language Arts**	Domain: **Language** Strand: **Vocabulary Acquisition and Use**	Grade: **1**

Standard: LA.1.L.4 With support, demonstrate understanding of word relationships and nuances in word meanings: sort words into categories; define words by category and by one or more attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes); identify real-life connections between words and their use (e.g., note places at home that are cozy); distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them, or by acting out the meanings (L.1.5)

		In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught
	Score 3.5	In addition to score 3.0 performance, partial success at score 4.0 content
Score 3.0		The student will: • Define words by categories *(e.g., birds, cats)* and by one or more key attributes *(e.g., a duck is a bird that swims; a tiger is a large cat with stripes)* **DOK 2** **I can explain a word by telling how it belongs in a group.** • Explain the real-life connections between grade-appropriate words and their use *(e.g., describe places at home that are cozy)* **DOK 2** **I can tell how words are used in real life.** • Distinguish shades of meaning among verbs differing in manner *(e.g., look, peek, glance, stare, glare, scowl)* and adjectives differing in intensity *(e.g., large, gigantic)* by defining or choosing them or by acting out the meanings **DOK 3** **I can tell or show the difference between verbs (action words) or adjectives (describing words) that are almost alike.**
	Score 2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content
Score 2.0		The student will recognize or recall vocabulary such as: • *Adjective, define, distinguish, category, connection, meaning, real-life, shade of meaning, sort, use, verb, word* The student will perform basic processes, such as: • Sort words into teacher-provided categories *(e.g., colors, clothing)* 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 cozy)* • Determine the meaning of verbs differing in manner *(e.g., look, peek, glance, stare, glare, scowl)* and adjectives differing in intensity *(e.g., large, gigantic)* in

		isolation
	Score 1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
	Score 0.5	With help, partial success at score 2.0 content but not at score 3.0 content
Score 0.0	Even with help, no success	