Strand: Reading Foundations: Phonics		
Topic: 1.RF.4.1- Read words with consonant digraphs		
Level: Grade 1		
Score 4.0	**In addition to Score 3.0, the student:** ● Reads common digraph words with inflectional endings.	**Sample Tasks**
		● Given a list of words or sentences, student can fluently read words with common consonant digraphs with inflectional endings (i.e. -ed, -ing, -e, -ies, -es, -er, -est)
	3.5 In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	**The student:** ● Fluently reads words with common consonant digraphs. Digraphs are ch-, ph-,sh-, th-, wh- and –ch,-sh, -ck, -tch,-th (Fluently means students can read words within 3 seconds without sounding out and recoding orally) **The student exhibits no major errors or omissions.**	● Given a list of words, student can fluently read words with common consonant digraphs. ● QPS- Quick Phonics Screener
	2.5 No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	

Score 2.0	**There are no major errors or omissions regarding the simpler details and processes as the student:**
	
	● recognizes or recalls specific terminology, such as:
	   o **digraph**
	● performs basic processes, such as:
	   o Sounds out and recodes words with common consonant digraphs when given a list of words.
	
	However, the student exhibits major errors or omissions regarding the more complex ideas and processes.
		● Given a list of words student will sound out and recode words with common consonant digraphs.

	1.5 Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score 1.0	**With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.**	
	0.5 With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score 0.0	**Even with help, no understanding or skill demonstrated.**	

Strand: Reading Foundations: Phonics		
Topic: 1.RF.4.1- Read words with blends		
Level: Grade 1		
Score 4.0	**In addition to Score 3.0, the student:** ● Reads common consonant blends with inflectional endings.	**Sample Tasks** ● Given a list of words or sentences, student can fluently read words with common consonant blends with inflectional endings (i.e. -ed, -ing, -e, -ies, -es, -er, -est)
	3.5 In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	**The student:** ● Fluently reads words with common consonant blends.(Fluently means students can read words within 3 seconds without sounding out and recoding orally) **The student exhibits no major errors or omissions.**	● Given a list of words, student can fluently read words with common consonant blends. ● QPS- Quick Phonics Screener
	2.5 No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score 2.0	**There are no major errors or omissions regarding the simpler details and processes as the student:** ● recognizes or recalls specific terminology, such as: o **blend** ● performs basic processes, such as: o <u>Sounds out and recodes</u> words with common consonant blends when given a list of words. **However, the student exhibits major errors or omissions regarding the more complex ideas and processes.**	● Given a list of words student will sound out and recode words with common consonant blends.
	1.5 Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score 1.0	**With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.**	
	0.5 With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score 0.0	**Even with help, no understanding or skill demonstrated.**	

	Strand: Reading Foundations: Phonics	
	Topic: 1.RF.4.3- Read final –e words	
	Level: Grade 1	
Score 4.0	**In addition to Score 3.0, the student:** ● Reads final -e words with inflectional endings.	**Sample Tasks** ● Given a list of words or sentences, student can fluently read words with final -e (representing long vowel sounds) and inflectional endings. (i.e. -ed, -ing, -e, -ies, -es, -er, -est)
	3.5 In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	**The student:** ● Fluently reads words with final –e representing long vowel sounds. (Fluently means students can read words within 3 seconds without sounding out and recoding orally) **The student exhibits no major errors or omissions.**	● Given a list, student reads final –e words. ● When conferencing, a student demonstrates the ability to read final –e words with long vowels. ● QPS- Quick Phonics Screeners
	2.5 No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score 2.0	**There are no major errors or omissions regarding the simpler details and processes as the student:** ● recognizes or recalls specific terminology, such as: 　o **final e**, long vowel ● performs basic processes, such as: 　o <u>Sounds out and recodes</u> words with final –e representing long vowel sounds. **However, the student exhibits major errors or omissions regarding the more complex ideas and processes.**	● Given a list of words student will sound out and recode words with final -e.
	1.5 Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score 1.0	**With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.**	
	0.5 With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score 0.0	**Even with help, no understanding or skill demonstrated.**	

	Strand: Reading Foundations: Phonics	
	Strand: Reading Foundations: Phonics	
	Topic: 1.RF.4.3- Read common vowel team words	
	Level: Grade 1	
Score 4.0	**In addition to Score 3.0, the student:** ● Reads common vowel team words with inflectional endings.	**Sample Tasks** ● Given a list of words or sentences, student can fluently read words with common vowel team conventions and inflectional endings (i.e. -ed, -ing, -e, -ies, -es, -er, -est)
	3.5 In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	**The student:** ● Fluently reads words with common vowel team conventions representing long vowel sounds. (Fluently means students can read words within 3 seconds without sounding out and recoding orally) **The student exhibits no major errors or omissions.**	● Given a list, student reads vowel team words. ● When conferencing, a student demonstrates the ability to read long vowels. ● QPS- Quick Phonics Screeners
	2.5 No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	

Score 2.0	**There are no major errors or omissions regarding the simpler details and processes as the student**
	
	● recognizes or recalls specific terminology, such as:
	   o **vowel team**, long vowel
	● performs basic processes, such as:
	   o <u>Sounds out and recodes</u> words with common vowel team conventions representing long vowel sounds.
	
	However, the student exhibits major errors or omissions regarding the more complex ideas and processes.
		● Given a list of words student will sound out and recode words with common vowel team conventions.

	1.5 Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score 1.0	**With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.**	
	0.5 With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score 0.0	**Even with help, no understanding or skill demonstrated.**	

		Strand: Reading Foundations: Phonics		
		Topic: 1.RF.4.1- Read words with r-controlled vowels		
		Level: Grade 1		
Score 4.0	**In addition to Score 3.0, the student:** ● Reads common r-controlled words with inflectional endings.		**Sample Tasks** ● Given a list of words or sentences, student can fluently read words with common r-controlled vowel patterns and inflectional endings (i.e. -ed, -ing, -e, -ies, -es, -er, -est)	
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.		
Score 3.0	**The student:** ● Fluently reads words with common r-controlled vowel patterns. (i.e. er, or, ir, ur, ar) (Fluently means students can read words within 3 seconds without sounding out and recoding orally). **The student exhibits no major errors or omissions.**		● Given a list of words, student can fluently read words with common r-controlled vowel patterns. ● QPS- Quick Phonics Screener	
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.		
Score 2.0	**There are no major errors or omissions regarding the simpler details and processes as the student:** ● recognizes or recalls specific terminology, such as: o **r-controlled** ● performs basic processes, such as: o Sounds out and recodes common r-controlled vowels when given a list of words. **However, the student exhibits major errors or omissions regarding the more complex ideas and processes.**		● Given a list of words student will sound out and recode words with common r-controlled vowels.	
	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.		
Score 1.0	**With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.**			
	0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.		
Score 0.0	**Even with help, no understanding or skill demonstrated.**			

	Strand: Reading Foundations: Phonological Awareness	
	Topic: 1.RF.3.2 -Read two-syllable words	
	Level: Grade 1	
Score 4.0	**In addition to Score 3.0, the student:** ● Decodes multi-syllable words.	**Sample Tasks** ● Given a list of words, student can decode multi-syllable words.
	3.5 In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	**The student:** ● Decodes two syllable words following basic patterns by breaking the words into syllables. Sample Words: contest, program, helpful, basket, order, handle **The student exhibits no major errors or omissions.**	● Student reads lists of words while one-on-one conferencing. ● Teacher observation during conferencing. ● Phonics screeners (QPS –Quick Phonics Screener)
	2.5 No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	

Score 2.0	**There are no major errors or omissions regarding the simpler details and processes as the student:**
	
	● recognizes or recalls specific terminology, such as:
	    o **syllable,** segment, chunk, recode
	● performs basic processes, such as:
	    o Decodes two syllable words when words are given with syllables already segmented. (ex: bas●ket)
	
	However, the student exhibits major errors or omissions regarding the more complex ideas and processes.
		● Teacher segments word for child and child can recode.
		● Phonics screeners (QPS – Quick Phonics Screener)
		● One-on-One conferencing

	1.5 Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score 1.0	**With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.**	
	0.5 With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score 0.0	**Even with help, no understanding or skill demonstrated.**	

	Strand: Reading Foundations-Phonics		
	Topic: 1.RF.4.4- Read grade level sight words		
	Level: Grade 1		
Score 4.0	In addition to Score 3.0, the student: ● Reads 100% of the first 450 or more Fry words fluently. (Fluently means students can read words within 3 seconds without sounding out.)		**Sample Tasks** ● Students read words from the Fry List with accuracy and fluency.
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	● Reads 100% of the first 350 Fry words fluently.
Score 3.0	**The student:** ● Reads 100% of the first 250 Fry words fluently. (Fluently means students can read words within 3 seconds without sounding out.) **The student exhibits no major errors or omissions.**		● Students read words from the Fry List with accuracy and fluency.
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	● Reads 100% of the first 185 Fry words fluently.

Score 2.0	**There are no major errors or omissions regarding the simpler details and processes as the student:**
	
	● recognizes or recalls specific terminology, such as:
	   o **sight word**, **fluency**
	● performs basic processes, such as:
	   o Reads 125 out of 250 Fry words fluently. (Fluently means students can read words within 3 seconds without sounding out.)
	
	However, the student exhibits major errors or omissions regarding the more complex ideas and processes.
			● Students read words from the Fry list with accuracy and fluency.

	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	● Reads 100% of the first 100 Fry words fluently.
Score 1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.		● Reads 100% of the first 80 Fry words fluently.
	0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score 0.0	Even with help, no understanding or skill demonstrated.		

Strand: Reading Foundations: Fluency			
Topic: 1.RF.5- Read with accuracy and fluency			
Level: Grade 1			
Score 4.0	**In addition to Score 3.0, the student:** ● Reads at or above 72 words per minute with 96% accuracy. ● Reads smoothly, with expression		**Sample Tasks** ● Use DIBELS/DORF for accuracy and rate ● Student scores a 4 on the Rasinski rubric for expression
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	**The student:** ● Reads a grade level timed passage with 47 words per minute with at least 90% accuracy ● Reads smoothly, with expression **The student exhibits no major errors or omissions.**		● Use DIBELS/DORF for accuracy and rate. ● Using the Rasinski rubric the teacher will check the student's expression during the DORF reading. Students must score a 3.
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	

Score 2.0	**There are no major errors or omissions regarding the simpler details and processes as the student:**
	
	● recognizes or recalls specific terminology, such as:
	   o **accuracy**, **fluency**, expression
	● performs basic processes, such as:
	   o Reads a grade level timed passage with 32 words per minute with at least 82% accuracy.
	
	However, the student exhibits major errors or omissions regarding the more complex ideas and processes.
			● Use DIBELS/DORF for accuracy and rate.
			● Using the Rasinski rubric the teacher will check the student's expression during the DORF reading. Students must score a 2.

	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score 1.0	**With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.**		
	0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score 0.0	**Even with help, no understanding or skill demonstrated.**		

	Strand: Reading Literature-Key Ideas and Textual Support	
	Topic: 1.RL.2.3- Describe characters, setting, and plot	
	Level: Grade 1	
Score 4.0	**In addition to Score 3.0, the student:** ● Reads level I or above first grade level text independently. ● Describes main character(s) (their traits, motivations or feelings), setting details, and problem and solution in a written response.	**Sample Tasks** ● Given a graphic organizer, brochure, etc. student can describe all elements of a book read independently.
	3.5 In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	**The student:** ● Describes the main character(s) (their traits, actions or feelings), setting, and problem and solution. **The student exhibits no major errors or omissions.**	● Students will have a first grade level text or trade book read to them. ● Students orally describe or write the main character(s) (their traits, actions or feelings), setting, and the problem and solution. ● The teacher may prompt the student for character details because it is not a vocabulary term.
	2.5 No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	

Score 2.0	**There are no major errors or omissions regarding the simpler details and processes as the student:**
	
	● recognizes or recalls specific terminology, such as:
	   o trait, **character**, **problem**, **solution**, **setting**, plot, **text**
	● performs basic processes, such as:
	   o Identifies character(s) and setting.
	
	However, the student exhibits major errors or omissions regarding the more complex ideas and processes.
		● Students will have a first grade level text or trade book read to them.
		● Students identify characters and setting orally or in writing

	1.5 Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score 1.0	**With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.**	
	0.5 With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score 0.0	**Even with help, no understanding or skill demonstrated.**	

Strand: Reading Literature		
Topic: 1.RL.2.2- Retell stories		
Level: Grade 1		
Score 4.0	**In addition to Score 3.0, the student:** ● Reads a level I or above text independently. Retells stories, including the beginning, middle and end. ● States the central message or lesson of the story.	**Sample Tasks** ● Student reads aloud a grade level I text or above independently. ● Retells story verbally or in writing and states the central message.
	3.5 In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	**The student:** ● Retells stories, including the beginning, middle and end, without using the text during the retell. **The student exhibits no major errors or omissions.**	● Teacher/student reads aloud a grade level text ● Student can tell the beginning, middle and end. These can be oral or written responses. ● Rasinski 3 minute assessment (using the comprehension scale score of 5)
	2.5 No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	

Score 2.0	**There are no major errors or omissions regarding the simpler details and processes as the student:**
	● recognizes or recalls specific terminology, such as:
	   o **text**, **retell**, **sequence**, beginning, middle, end
	● performs basic processes, such as:
	   o Retells stories, including the beginning, middle and end.
	   o Uses text to aid in retell
	
	However, the student exhibits major errors or omissions regarding the more complex ideas and processes.
		● Teacher/student reads aloud a grade level text
		● Student can tell the beginning, middle and end using the text. These can be oral or written responses.
		● Rasinski 3 minute assessment (using the comprehension scale score of 3 or 4)

	1.5 Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score 1.0	**With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.**	
	0.5 With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score 0.0	**Even with help, no understanding or skill demonstrated.**	

Strand: Nonfiction: Key Ideas and Textual Support			
Topic: 1.RN.2.2 - Identify the main topic and details			
Level: Grade 1			
Score 4.0	In addition to Score 3.0, the student: ● Reads a multi paragraph grade level text independently and is able to write the main topic of the entire text and 3 **key** details		**Sample Tasks** ● Student reads a multi-paragraph grade level text. ● Students respond in writing. (i.e. graphic organizer) Student is able to write the main topic of the whole story and 3 key details.
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	The student: ● Identifies the main topic and 3 **key** details of an informational text **The student exhibits no major errors or omissions.**		● Teacher/student reads aloud a grade level text. ● Student can give the main topic and 3 key details in open response questions. These can be oral or written responses.
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score 2.0	There are no major errors or omissions regarding the simpler details and processes as the student: ● recognizes or recalls specific terminology, such as: 　o **detail**, topic, fact, **information**, nonfiction ● performs basic processes, such as: 　o Identifies the main topic **or** recalls 3 key details of grade appropriate informational text **However, the student exhibits major errors or omissions regarding the more complex ideas and processes.**		● Teacher/student reads aloud a grade level text. ● Student can answer orally or in writing the main topic **or** 3 key details about the text
	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score 1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.		
	0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score 0.0	Even with help, no understanding or skill demonstrated.		

	Strand: Reading Literature	
	Topic: 1.RL.1-Read and understand grade-level text	
	Level: Grade 1	
Score 4.0	**In addition to Score 3.0, the student:** ● Reads a level L or above text and answers comprehension questions correctly	**Sample Tasks** ● DIBELS- TRC assessment ● Other leveled text (Benchmark Literacy, Gear Up, etc.)
	3.5 In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	**The student:** ● Reads a level I text and answers comprehension questions correctly **The student exhibits no major errors or omissions.**	● DIBELS -TRC assessment ● Other leveled text (Benchmark Literacy, Gear Up, etc.)
	2.5 No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	

Score 2.0	**There are no major errors or omissions regarding the simpler details and processes as the student:**
	
	● recognizes or recalls specific terminology, such as:
	    o comprehend, **text**, caption, illustration, table of contents
	● performs basic processes, such as:
	    o Reads a level F or G text and answers comprehension questions correctly.
	
	However, the student exhibits major errors or omissions regarding the more complex ideas and processes.
		● DIBELS- TRC assessment
		● Other leveled text (Benchmark Literacy, Gear Up, etc.)

	1.5 Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score 1.0	**With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.**	
	0.5 With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score 0.0	**Even with help, no understanding or skill demonstrated.**	

Strand: Writing: Conventions of Standard English			
Topic: 1.W.6.1e/2 -Capitalization and ending punctuation in sentences			
Level: Grade 1			
Score 4.0	**In addition to Score 3.0, the student:** ● Uses periods, question marks, and exclamation points when writing a story. ● Begins sentences with a capital letter.		**Sample Tasks** ● Journals ● Story Writing
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	**The student:** ● Responds to a prompt or question with a complete simple using the correct end punctuation and beginning capitalization. **The student exhibits no major errors or omissions.**		● Journal prompts ● Response to reading
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	

Score 2.0	**There are no major errors or omissions regarding the simpler details and processes as the student:**
	
	● recognizes or recalls specific terminology, such as:
	   o **period**, **question mark**, **exclamation mark**, **punctuation, complete sentence**
	● performs basic processes, such as:
	   o identifies and states when to use a question mark, period, or exclamation mark
	   o identifies and states when to use a capital letter.
	
	However, the student exhibits major errors or omissions regarding the more complex ideas and processes.
			● Student can identify each mark and when it is used.
			● Student can state when to use a capital letter.

	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score 1.0	**With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.**		
	0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score 0.0	**Even with help, no understanding or skill demonstrated.**		

Strand: Writing		
Topic: 1.W.3.3 Write a narrative story		
Level: Grade 1		

Score 4.0	**In addition to Score 3.0, the student:**
	● Writes a narrative including:
	   o correct capitalization and punctuation
	   o details to describe, actions, thoughts, and feelings.
		Sample Tasks
		● Teachers can use a checklist.
		● Journals

	3.5 In addition to score 3.0 performance, in-depth inferences and applications with partial success.	

Score 3.0	**The student:**
	● Writes a personal or imaginative narrative including:
	   o a beginning,
	   o a middle with 3 or more sentences related to topic
	   o an ending that provides closure
	   o follows a sequence
	
	The student exhibits no major errors or omissions.
		● Teachers can use a checklist.
		● Journals
		● Rubric

	2.5 No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	

Score 2.0	**There are no major errors or omissions regarding the simpler details and processes as the student:**
	
	● recognizes or recalls specific terminology, such as:
	   o **narrative**, beginning, middle, end, **sequence**, **complete sentence**
	● performs basic processes, such as:
	   o Writes a personal or imaginative narrative with any combination of beginning, middle, or end, but not all three pieces.
	
	However, the student exhibits major errors or omissions regarding the more complex ideas and processes.
		● Teachers can use a checklist.
		● Journals

	1.5 Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score 1.0	**With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.**	
	0.5 With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score 0.0	**Even with help, no understanding or skill demonstrated.**	