

First Grade ELA Proficiency Grading Scale

T1	Novice 1	Approaching 2	Proficient 3	Advanced 4
Communication	Participate in listening and speaking activities in partners or whole group.	Demonstrate communication by sometimes asking questions to check understanding, sometimes listening to other's ideas, or sometimes contributes to the group by sharing their ideas and speaking in complete sentences.	Demonstrate listening and speaking by asking questions to check for understanding, actively listening to other's ideas, and contributing to the group by sharing ideas and speaking in complete sentences. SL.1.1, SL.1.2, L.1.5, L.1.6	Demonstrate communication by asking higher-level questions to check for understanding or extends thinking, clearly explains ideas using complex sentences, and adds in unique features, and creativity beyond expectations.
Comprehension (Critical Thinker)	Exposed to reading comprehension strategies (visualize and connect) and skills. Students may produce oral or written responses.	Demonstrate progress towards comprehension by applying reading strategies (visualize and connect) and skills to sometimes understand text read aloud by the teacher. Students may produce oral or written responses.	Demonstrate comprehension by applying reading strategies (visualize and connect) and skills to understand text read aloud by the teacher. Students may produce oral or written responses. RL.1.3, RL.1.9	Demonstrate comprehension beyond expectations by applying reading strategies (visualize and connect) with above grade level text. Students may produce oral or written responses.
Critical Thinking	Participate in class activities to identify school, home or community rules.	Demonstrate the understanding to identify one or two rule(s) and appropriate behavior.	Demonstrate the understanding to identify school, home and community rules and appropriate behaviors independently. C.K-2.1	Demonstrate the understanding to identify and apply school, home and community rules and appropriate behaviors to various situations.
Phonemic Awareness	Practice letter names and letter sounds.	Orally produces some initial, medial and final sounds. Segments part or a 1 syllable word.	Orally produce the initial, medial and final sounds in words and segment 1 syllable words. RF.1.2	Generate and adapt new words by manipulating the sounds, including blending, segmenting, deletion, substitution, and reversal in both single syllable and multi-syllabic words
Phonics	Engage in activities to identify beginning sounds with books and in writing in the classroom.	Demonstrate some word attack skills to decode words; sometimes writes short vowel words on assessments and in writing; sometimes reads short vowel words in daily reading.	Demonstrate a broad range of word attack skills to decode words; writes short vowel words on assessments and in writing; reads short vowel words in daily reading. RF.1.3	Demonstrate a broad range of word-attack skills to decode, and independently read, write, and apply phonics skills of ALL short and long vowel combination words on assessments and when reading books in the classroom.
Reading (Critical Thinker)	Observe and participate in beginning reading skills to read a level Pre-A, A, or B independently.	Demonstrate reading using strategies and skills to read a level C independently.	Demonstrate reading using strategies and skills to read level E text independently. RF.1.4	Demonstrate self-monitoring reading using strategies and skills to read text at a level K or above independently.
Writing – Creation of Content (Communicator & Creative)	Practice the writing process by orally generating an idea, or picture and/or writing some beginning sounds for words.	Demonstrate writing personal narratives containing details such as where, when, <u>and/or</u> matching storyboard to text <u>and/or</u> writing on one topic with correct sequence, with at least 3 complete sentences.	Demonstrate writing personal narratives containing details such as where, when, and matching storyboard to text and writing on one topic with correct sequence, with at least 4 complete sentences. W.1.3	Demonstrate writing personal narratives; showing organization and planning through storyboarding, and having a beginning, middle, and end with characters, setting, clear problem, resolution, and correct sequence, with at least 6 complete sentences.
Writing - Conventions	Observe the use of conventions (capitalization, punctuation) in whole group writing activities.	Demonstrate some appropriate conventions (capitalization, and punctuation) and/or some appropriate spelling (phonics and high-frequency words) in writing and/or through editing, with at least 3 complete sentences.	Demonstrate appropriate conventions (capitalization, punctuation) and appropriate spelling (phonics and high-frequency words) in writing and/or through editing, with at least 4 complete sentences L.1.2	Demonstrate appropriate conventions (indenting, capitalization, and punctuation) and appropriate spelling (phonics and high-frequency words) in writing and through editing, with at least 6 complete sentences.

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T2	Novice 1	Approaching 2	Proficient 3	Advanced 4
Communication	Participate in listening and speaking activities in partners or whole group.	Demonstrate communication by sometimes asking questions to check understanding, sometimes listening to other's ideas, or sometimes contributes to the group by sharing their ideas and speaking in complete sentences.	Demonstrate listening and speaking by asking questions to check for understanding, actively listening to other's ideas, and contributing to the group by sharing ideas and speaking in complete sentences. SL.1.1, SL.1.2, L.1.5, L.1.6	Demonstrate communication by asking higher-level questions to check for understanding or extends thinking, clearly explains ideas using complex sentences, and adds in unique features, and creativity beyond expectations.
Comprehension (Critical Thinker)	Exposed to reading comprehension strategies (visualize, connect, infer and question) and skills. Students may produce oral or written responses.	Demonstrate progress towards comprehension by applying reading strategies (visualize, connect, infer and question) and skills to sometimes understand text read aloud by the teacher. Students may produce oral or written responses.	Demonstrate comprehension by applying reading strategies (visualize, connect, infer and question) and skills to understand text read aloud by the teacher. Students may produce oral or written responses. RI.1.1, RI.1.1, RI.1.3, RI.1.3	Demonstrate comprehension beyond expectations by applying reading strategies (visualize, connect, infer and question) with above grade level text. Students may produce oral or written responses.
Critical Thinking	Participate in class activities to identify a need or want.	Demonstrate the understanding to identify some needs and wants.	Demonstrate the understanding to identify and explain most needs and wants. E.K-2.3	Demonstrate the understanding to identify and explain ALL needs and wants using reasoning.
Phonemic Awareness	Practice letter names and letter sounds.	Orally determines some long or short vowels in a 1 syllable word. Orally blends some single syllable words with initial and final blends.	<i>Orally determines whether the vowel sound, in a 1 syllable word, is long or short and orally blend single syllable words with initial and final blends.</i> RF.K.2	Generate and adapt new words by manipulating the sounds, including blending, segmenting, deletion, substitution, and reversal in both single syllable and multi-syllabic words
Phonics	Engage in activities to identify beginning sounds and short vowel sounds with books and in writing in the classroom.	Demonstrate some word attack skills to decode words; sometimes writes short vowel words on assessments and in writing; sometimes reads short vowel words in daily reading.	Demonstrate a broad range of word attack skills to decode words; writes short vowel, digraph and blends in words on assessments and in writing; reads short vowels, digraphs and blends in words in daily reading. RF.1.3	Demonstrate a broad range of word-attack skills to decode, and independently read, write, and apply phonics skills of ALL short and long vowel combination words on assessments and when reading books in the classroom.
Reading (Critical Thinker)	Observe and participate in beginning reading skills to read a level A, B, C or D independently.	Demonstrate reading using strategies and skills to read a level E-F independently.	<i>Demonstrate reading using strategies and skills to read level G text independently.</i> RF.1.4	Demonstrate self-monitoring reading using strategies and skills to read text at a level L or above independently.
Writing – Creation of Content (Communicator & Creative)	Practice the writing process by orally generating an idea, or picture and/or writing some beginning sounds for words.	Demonstrate writing personal narratives containing details such as where, when, how, why, <u>and/or</u> matching storyboard to text <u>and/or</u> writing on one topic with correct sequence, with at least 4 complete sentences.	Demonstrate writing personal narratives and containing details such as where, when, how, why, <u>and</u> matching storyboard to text <u>and</u> writing on one topic with correct sequence, with at least 6 complete sentences. W.1.3	Demonstrate writing personal narratives; showing organization and planning through storyboarding, and having a beginning, middle, and end with characters, setting, clear problem, resolution, and correct sequence, with at least 9 complete sentences.

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T3	Novice 1	Approaching 2	Proficient 3	Advanced 4
Communication	Participate in listening and speaking activities in partners or whole group.	Demonstrate communication by sometimes asking questions to check understanding, sometimes listening to other's ideas, or sometimes contributing to the group by sharing their ideas and speaking in complete sentences.	Demonstrate listening and speaking by asking questions to check for understanding, actively listening to other's ideas, and contributing to the group by sharing ideas and speaking in complete sentences. SL.1.1, SL.1.2, L.1.5, L.1.6	Demonstrate communication by asking higher-level questions to check for understanding or extends thinking, clearly explains ideas using complex sentences, and adds in unique features, and creativity beyond expectations.
Comprehension (Critical Thinker)	Exposed to reading comprehension strategies (visualize, connect, infer, question and analyze) and skills. Students may produce oral or written responses.	Demonstrate progress towards comprehension by applying reading strategies (visualize, connect, infer, question and analyze) and skills to sometimes understand text read aloud by the teacher. Students may produce oral or written responses.	Demonstrate comprehension by applying reading strategies (visualize, connect, infer, question and analyze) and skills to understand text read aloud by the teacher. Students may produce oral or written responses. RL.1.2, RI.1.2	Demonstrate comprehension beyond expectations by applying reading strategies (visualize, connect, infer, question and analyze) with above grade level text. Students may produce oral or written responses.
Critical Thinking	Participate in class to discuss landforms.	Demonstrate the understanding to identify some assessed landforms.	Demonstrate the understanding to identify and label the parts of a map and name and describe landforms. G.K-2.1, G.K-2.2, RI.1.2, W.1.2	Demonstrate the understanding to identify all assessed landforms while adding details and providing impact of landform on the area.
Phonemic Awareness	Practice letter names and letter sounds.	Orally determines some long or short vowels in a 1 syllable word. Orally blends some single syllable words with initial and final blends.	<i>Orally determine whether the vowel sound, in a 1 syllable word, is long or short and orally blend single syllable words with initial and final blends.</i> RF.K.2	Generate and adapt new words by manipulating the sounds, including blending, segmenting, deletion, substitution, and reversal in both single syllable and multi-syllabic words
Phonics	Engage in activities to identify beginning sounds and short vowel sounds with books and in writing in the classroom.	Demonstrate some word attack skills to decode words; writes some short vowel, digraphs and blends in words and on assessments and in writing; sometimes reads some short vowel, digraphs, blends and long vowel words in daily reading.	Demonstrate a broad range of word attack skills to decode words; consistently writes short vowel, digraph and blends in words on assessments and in writing; reads long vowel and r-controlled words in daily reading. RF.1.3	Demonstrate a broad range of word-attack skills to decode, and independently read, write, and apply phonics skills of ALL short and long vowel combination, and multi-syllabic words, as well as add endings to words on assessments and when reading books in the classroom.
Reading (Critical Thinker)	Observe and participate in beginning reading skills to read level A, B, C, D, E or F independently.	Demonstrate reading using strategies and skills to read level G-H independently.	<i>Demonstrate reading using strategies and skills to read level I text independently.</i> RF.1.4	Demonstrate self-monitoring reading using strategies and skills to read text at a level M or above independently.
Writing – Creation of content (Communicator & Creative)	Practice the writing process by orally stating an opinion; generating an idea, or picture and/or writing some beginning sounds for words.	Demonstrate writing personal narratives containing details such as where, when, how, why, <u>and/or</u> matching storyboard to text <u>and/or</u> writing on one topic with correct sequence, with at least 4 complete sentences.	Demonstrate writing personal narratives containing details such as where, when, how, why, <u>and</u> matching storyboard to text <u>and</u> writing on one topic with correct sequence, with at least 6 complete sentences. Produces an opinion piece by introducing or naming the book they are writing about, stating their opinion, supplies a reason and provides some sense of closure. W.1.3, W.1.1	Demonstrate writing personal narratives; showing organization and planning through storyboarding, and having a beginning, middle, and end with characters, setting, clear problem, resolution, and correct sequence, with at least 9 complete sentences. Demonstrate opinion writing; showing strong organization and planning, stating an opinion, having supporting reasons, and adding an explanation for each reason and a strong conclusion.
Writing - Conventions	Observe the use of conventions (capitalization, punctuation) in whole group writing activities.	Demonstrate some appropriate conventions (capitalization, and punctuation) and/or some appropriate spelling (phonics and high-frequency words) in writing and/or through editing, with at least 4 complete sentences.	Demonstrate appropriate conventions (capitalization, punctuation) and appropriate spelling (phonics and high-frequency words) in writing and/or through editing, with at least 6 complete sentences. L.1.2	Demonstrate appropriate conventions (indenting, capitalization, and punctuation) and appropriate spelling (phonics and high-frequency words) in writing and through editing, with at least 9 complete sentences.