

Grade 1 Scoring Rubric

English Language Arts – First Grade

READING

Essential Standard: Asks and answers questions about key details, words and phrases in a text. (L, I)

ESSENTIAL KNOWLEDGE OUTCOME:

Students learn to use skills and strategies needed to comprehend, analyze and evaluate literary and informational text.

ESSENTIAL STANDARD/STUDENT DEMONSTRATION:

- 1.RL.1/1.RI.1** Ask and answer questions about key details in a text
 1. R I 4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.

First Trimester: Benchmarks	
Limited Progress (L)	Unable to ask and answer questions about key details and to determine the meaning of words in a text
Consistently Making Progress (C)	With prompting and support asks and answers questions about key details and determines the meaning of words in a text
Meeting Standard (M)	Independently asks and answers questions about key details and determines the meaning of words in a text
Exceeds Standard (E)	Independently analyzes and evaluates key details and discovers meanings of unknown words in a text

Second Trimester	
Limited Progress (L)	Unable to ask and answer questions about key details and to determine the meaning of words in a text
Consistently Making Progress (C)	With prompting and support asks and answers questions about key details and to determine the meaning of words in a text
Meeting Standard (M)	Independently asks and answers questions about key details and determines the meaning of words in a text
Exceeds Standard (E)	Independently analyzes and evaluates key details and discovers meanings of unknown words in a text

Third Trimester: Benchmarks	
Limited Progress (L)	Unable to ask and answer questions about key details and to determine the meaning of words in a text
Consistently Making Progress (C)	With prompting and support asks and answers questions about key details and to determine the meaning of words in a text
Meeting Standard (M)	Independently asks and answers questions about key details and determines the meaning of words in a text
Exceeds Standard (E)	Independently analyzes and evaluates key details and discovers meanings of unknown words in a text

READING

Essential Standard: Retells stories to demonstrate understanding. (L)

ESSENTIAL STANDARD/STUDENT DEMONSTRATION:

- 1.RL.2 Retell stories including key details and demonstrate understanding of their central message or lesson
 1.RL.6 Identify who is telling the story at various points in a text

First Trimester: Benchmarks	
Limited Progress (L)	Unable to retell familiar stories including key details and to demonstrate understanding of their central message or lesson; unable to identify who is telling the story at various points in a text
Consistently Making Progress (C)	With prompting and support, retells familiar stories including key details, demonstrates an understanding of their central message or lesson and identifies who is telling the story at various points in the text
Meeting Standard (M)	Independently retells familiar stories including key details and demonstrates an understanding of their central message or lesson, identifies who is telling the story at various points in the text
Exceeds Standard (E)	Independently analyzes and evaluates text ie. compares central message, rewrites endings or critiques text

Grade 1 Scoring Rubric

English Language Arts – First Grade

Second Trimester: Benchmarks	
Limited Progress (L)	Unable to retell familiar stories including key details and to demonstrate understanding of their central message or lesson; unable to identify who is telling the story at various points in a text
Consistently Making Progress (C)	With prompting and support, retells familiar stories including key details, demonstrates an understanding of their central message or lesson and identifies who is telling the story at various points in the text
Meeting Standard (M)	Independently retells familiar stories including key details and demonstrates an understanding of their central message or lesson, identifies who is telling the story at various points in the text
Exceeds Standard (E)	Independently analyzes and evaluates text ie. compares central message, rewrites endings or critiques text

Third Trimester: Benchmarks	
Limited Progress (L)	Unable to retell familiar stories including key details and to demonstrate understanding of their central message or lesson; unable to identify who is telling the story at various points in a text
Consistently Making Progress (C)	With prompting and support, retells familiar stories including key details, demonstrates an understanding of their central message or lesson and identify who is telling the story at various points in the text.
Meeting Standard (M)	Independently retells familiar stories including key details and demonstrates an understanding of their central message or lesson, identifies who is telling the story at various points in the text.
Exceeds Standard (E)	Independently analyzes and evaluates text ie. compares central message, rewrites endings or critiques text

READING

Essential Standard: Identifies main topic and retells key details of text. (L, I)

ESSENTIAL STANDARD/STUDENT DEMONSTRATION:

- 1.RI 2: Identify the main topic and retell key details of a text.
- 1.RL.3: Describe and compare characters, setting and major events in a story.
- 1.RI 8: Identify the reasons an author gives to support points in a text.
- 1.RL.7 Use illustrations and details in a story to describe its characters, setting, or events.
- 1.RL5 Identify characteristics of common types of stories, including folktales and fairy tales.
- 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 in a text.

First Trimester: Benchmarks	
Limited Progress (L)	Unable to identify the main topic and retell key details of a text
Consistently Making Progress (C)	With prompting and support, identifies the main topic and retells key details of a text
Meeting Standard (M)	Independently identifies the main topic and retells key details of a text
Exceeds Standard (E)	Independently compares and contrasts main topics and key details from different selections. Uses inference and responds critically to questions based on text

Second Trimester: Benchmarks	
Limited Progress (L)	Unable to identify the main topic and retell key details of a text
Consistently Making Progress (C)	With prompting and support, identifies the main topic and retells key details of a text
Meeting Standard (M)	Independently identifies the main topic and retells key details of a text
Exceeds Standard (E)	Independently compares and contrasts main topics and key details from different selections and uses inference and responds critically to questions based on text

Third Trimester: Benchmarks	
Limited Progress (L)	Unable to identify the main topic and retell key details of a text and identify the reasons an author gives to support points in a text
Consistently Making Progress (C)	With prompting and support identifies the main topic and retells key details of a text; identifies the reasons an author gives to support points in a text
Meeting Standard (M)	Independently identifies the main topic and retells key details of a text; identifies the reasons an author gives to support points in a text
Exceeds Standard (E)	Independently compares and contrasts main topics and key details from different selections and uses inference and responds critically to questions based on text

Grade 1 Scoring Rubric

English Language Arts – First Grade

READING

Essential Standard: Identifies similarities and differences between two texts on the same topic (L, I)

ESSENTIAL STANDARD/STUDENT DEMONSTRATION:

- 1.RI.3 Describe the connections between two individuals, events, ideas or pieces of information in a text.
- 1.RL.9: Compare and contrast the adventures and experiences of characters in stories.
- 1.RI.9: Identify basic similarities in and differences between two texts on the same topic (e.g. in illustrations, descriptions or procedures)

First Trimester: Benchmarks

Limited Progress (L)	Unable to identify similarities and differences between two texts on the same topic
Consistently Making Progress (C)	With prompting and support identifies similarities and differences (including but not limited to character, setting, experiences) between two texts on the same topic
Meeting Standard (M)	Independently identifies similarities and differences (including but not limited to character, setting, experiences between two texts on the same topic
Exceeds Standard (E)	(including but not limited to character, setting, experiences

Second Trimester: Benchmarks

Limited Progress (L)	Unable to identify similarities and differences between two texts on the same topic
Consistently Making Progress (C)	With prompting and support identifies similarities and differences (including but not limited to character, setting, experiences between two texts on the same topic
Meeting Standard (M)	Independently identifies similarities and differences (including but not limited to character, setting, experiences between two texts on the same topic
Exceeds Standard (E)	Independently identifies similarities and differences (including but not limited to character, setting, experiences between many texts on the same topic

Third Trimester: Benchmarks

Limited Progress (L)	Unable to identify similarities and differences between two texts on the same topic
Consistently Making Progress (C)	With prompting and support identifies similarities and differences (including but not limited to character, setting, experiences between two texts on the same topic
Meeting Standard (M)	Independently identifies similarities and differences (including but not limited to character, setting, experiences between two texts on the same topic
Exceeds Standard (E)	Independently identifies similarities and differences (including but not limited to character, setting, experiences between many texts on the same topic

READING

Essential Standard: Distinguishes between and use information provided by pictures and text to describe key ideas (I)

ESSENTIAL STANDARD/STUDENT DEMONSTRATION:

- 1.RI.6 Distinguishes between information provided by pictures or other illustrations and information provided by words in a text.
- 1.RI.7 Uses illustrations and details in a text to describe its key ideas.

First Trimester: Benchmarks

Limited Progress (L)	Unable to distinguish between information provided by pictures or other illustrations and information provided by words in a text
Consistently Making Progress (C)	With prompting and support distinguishes between information provided by pictures or other illustrations and information provided by words in a text
Meeting Standard (M)	Independently distinguishes between information provided by pictures or other illustrations and information provided by words in a text
Exceeds Standard (E)	Judges and explains which information is most helpful in understanding the text (written or illustrated). Composes new additional information about the same topic that could be included in a text(written or illustrated)

Grade 1 Scoring Rubric

English Language Arts – First Grade

Second Trimester: Benchmarks	
Limited Progress (L)	Unable to use illustrations and details in a text to describe its key ideas
Consistently Making Progress (C)	With prompting and support uses illustrations and details in a text to describe its key ideas
Meeting Standard (M)	Independently uses illustrations and details in a text to describe its key ideas
Exceeds Standard (E)	Independently evaluates and ranks key illustrations and details in order of effectiveness in helping the reader understand the main idea

Third Trimester: Benchmarks	
Limited Progress (L)	Unable to use illustrations and details in a text to describe its key ideas
Consistently Making Progress (C)	With prompting and support uses illustrations and details in a text to describe its key ideas
Meeting Standard (M)	Independently uses illustrations and details in a text to describe its key ideas
Exceeds Standard (E)	Independently evaluates and ranks key illustrations and details in order of effectiveness in helping the reader understand the main idea

READING

Essential Standard: Identifies words /phrases in stories and poems that suggest feelings or appeal to the senses (L)

ESSENTIAL STANDARD/STUDENT DEMONSTRATION:

1.RL.4 Identify words and phrases in stories and poems that suggest feelings or appeal to the senses

First Trimester: Benchmarks
Not assessed this trimester

Second Trimester: Benchmarks	
Limited Progress (L)	Unable to read prose and poetry of appropriate complexity for grade 1 and to identify words and phrases in stories and poems that suggest feelings or appeal to the senses
Consistently Making Progress (C)	With substantial prompting and support reads prose and poetry of appropriate complexity for grade 1 and identifies words and phrases in stories and poems that suggest feelings or appeal to the senses
Meeting Standard (M)	With prompting and support reads prose and poetry of appropriate complexity for grade 1 and identifies words and phrases in stories and poems that suggest feelings or appeal to the senses
Exceeds Standard (E)	Independently reads prose and poetry of appropriate complexity for grade 1 and identifies words and phrases in stories and poems that suggest feelings or appeal to the senses

Third Trimester: Benchmarks	
Limited Progress (L)	Unable to read prose and poetry of appropriate complexity for grade 1 and to identify words and phrases in stories and poems that suggest feelings or appeal to the senses
Consistently Making Progress (C)	With substantial prompting and support reads prose and poetry of appropriate complexity for grade 1 and identifies words and phrases in stories and poems that suggest feelings or appeal to the senses
Meeting Standard (M)	With prompting and support reads prose and poetry of appropriate complexity for grade 1 and independently identifies words and phrases in stories and poems that suggest feelings or appeal to the senses
Exceeds Standard (E)	Independently reads prose and poetry of appropriate complexity for grade 1 and composes new words and phrases in stories and poems that suggest feelings or appeal to the senses

Grade 1 Scoring Rubric

English Language Arts – First Grade

FOUNDATIONAL SKILLS

Essential Standard: Demonstrates understanding of syllables and sounds.

ESSENTIAL STANDARD/STUDENT DEMONSTRATION:

- 1.RF.2: Demonstrate understanding of spoken words, syllables, and sounds (phonemes)
- Distinguish long from short vowel sounds in spoken single- syllable words
 - Orally produce single syllable words by blending sounds (phonemes), including consonant blends.
 - Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words
 - Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes)

First Trimester: Benchmarks

Limited Progress (L)	Unable to isolate and pronounce initial, medial vowel, and final sounds in spoken single-syllable words and segment spoken single-syllable words.
Consistently Making Progress (C)	With prompting and support is able to isolate and pronounce initial, medial vowel, and final sounds in spoken single-syllable words and segment spoken single-syllable words
Meeting Standard (M)	Independently is able to isolate and pronounce initial, medial vowel, and final sounds in spoken single-syllable words and segment spoken single-syllable words
Exceeds Standard (E)	Independently identifies two-syllable words

Second Trimester: Benchmarks

Limited Progress (L)	Unable to orally produce single syllable words by blending sounds including consonant blends
Consistently Making Progress (C)	With prompting and support is able to orally produce single syllable words by blending sounds including consonant blends
Meeting Standard (M)	Independently is able to orally produce single syllable words by blending sounds including consonant blends
Exceeds Standard (E)	Independently identifies multi-syllable words

Third Trimester: Benchmarks

Limited Progress (L)	Unable to distinguish long from short vowel sounds in spoken single-syllable words
Consistently Making Progress (C)	With prompting and support distinguishes long from short vowel sounds in spoken single-syllable words
Meeting Standard (M)	Independently distinguishes long from short vowel sounds in spoken single-syllable words
Exceeds Standard (E)	Independently identifies multi-syllable words

FOUNDATIONAL SKILLS

Essential Standard: Decodes words using grade level phonics rules.

ESSENTIAL STANDARD/STUDENT DEMONSTRATION:

- 1.RF.3 Know and apply grade-level phonics and word analysis skills in decoding words.
- Know the spelling-sound correspondences for common consonant digraphs.
 - Decode regularly spelled one-syllable words.
 - Know final -e and common vowel team conventions for representing long vowel sounds.
 - Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
 - Decode two-syllable words following basic patterns by breaking the words into syllables.
 - Read words with inflectional endings.

First Trimester: Benchmarks

Limited Progress (L)	Unable to identify the spelling sound correspondence of consonant digraphs taught and decode regularly spelled words
Consistently Making Progress (C)	With prompting and support identifies the spelling sound correspondence of consonant digraphs taught and decodes regularly spelled words
Meeting Standard (M)	Independently identifies the spelling sound correspondence of consonant digraphs taught and decodes regularly spelled words
Exceeds Standard (E)	Independently applies complex word analysis skills

Grade 1 Scoring Rubric

English Language Arts – First Grade

Second Trimester: Benchmarks	
Limited Progress (L)	Unable to recognize the final –e and common vowel team conventions for representing long vowel sounds and
Consistently Making Progress (C)	With prompting and support recognizes the final –e common vowel team conventions for representing long vowel sounds
Meeting Standard (M)	Independently recognizes the final –e and common vowel team conventions for representing long vowel sounds
Exceeds Standard (E)	Independently applies complex word analysis skills

Third Trimester: Benchmarks	
Limited Progress (L)	Unable to recognize that the number of vowel sounds determines the number of syllables and to decode two syllable words and read words with inflectional endings
Consistently Making Progress (C)	With prompting and support recognizes that the number of vowel sounds determines the number of syllables and decodes two syllable words and reads words with inflectional endings
Meeting Standard (M)	Independently recognizes that the number of vowel sounds determines the number of syllables and decodes two syllable words and reads words with inflectional endings
Exceeds Standard (E)	Independently applies complex word analysis skills

Second Trimester: Benchmarks	
Limited Progress (L)	Unable to read grade appropriate irregularly spelled words
Consistently Making Progress (C)	With prompting and support reads grade appropriate irregularly spelled words
Meeting Standard (M)	Independently reads grade appropriate irregularly spelled words
Exceeds Standard (E)	Independently reads more complex words

Third Trimester: Benchmarks	
Limited Progress (L)	Unable to read grade appropriate irregularly spelled words
Consistently Making Progress (C)	With prompting and support reads grade appropriate irregularly spelled words
Meeting Standard (M)	Independently reads grade appropriate irregularly spelled words
Exceeds Standard (E)	Independently reads more complex words

FOUNDATIONAL SKILLS

Essential Standard: Reads grade appropriate irregularly spelled /high frequency words

ESSENTIAL STANDARD/STUDENT DEMONSTRATION:

1.RF.3g: Recognize and read grade appropriate irregularly spelled words.

First Trimester: Benchmarks	
Limited Progress (L)	Unable to read grade appropriate irregularly spelled words
Consistently Making Progress (C)	With prompting and support reads grade appropriate irregularly spelled words
Meeting Standard (M)	Independently reads grade appropriate irregularly spelled words
Exceeds Standard (E)	Independently reads more complex words

Grade 1 Scoring Rubric

English Language Arts – First Grade

FOUNDATIONAL SKILLS

Essential Standard: Reads grade level text with sufficient accuracy and fluency to support comprehension

Essential Standard/Student Demonstration:

- 1.RF.4: Read with sufficient accuracy and fluency to support comprehension.
- Read grade-level text with purpose and understanding.
 - Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.
 - Use context to confirm or self-correct word recognition and understanding, rereading as necessary
- 1.RF.1 Demonstrate understanding of the organization and basic features of print .
- Recognize the distinguishing features of a sentence (e.g. first word, capitalization, ending punctuation).
- 1.RI.10 With prompting and support, read and comprehend informational texts exhibiting complexity appropriate for at least grade 1.
- 1.RL.10 With prompting and support, read and comprehend literary texts representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 1.

First Trimester: Benchmarks

Not assessed this trimester

Second Trimester: Benchmarks

Limited Progress (L)	Unable to read grade level text with accuracy and fluency to demonstrate comprehension
Consistently Making Progress (C)	Reads grade level text at a rate that hinders their ability to demonstrate comprehension. Does not use context to confirm or self-correct to monitor comprehension.
Meeting Standard (M)	Independently reads grade level text at an appropriate rate with accuracy and fluency to demonstrate comprehension. Uses context to confirm or self-correct to monitor comprehension and improves accuracy, rate, and expression with successive readings
Exceeds Standard (E)	Independently reads grade level text at an accelerated rate with accuracy and fluency to demonstrate comprehension. Uses context to confirm or self-correct to monitor comprehension

Third Trimester: Benchmarks

Limited Progress (L)	Unable to read grade level text with accuracy and fluency to demonstrate comprehension
Consistently Making Progress (C)	Reads grade level text at a rate that hinders their ability to demonstrate comprehension. Does not use context to confirm or self-correct to monitor comprehension.
Meeting Standard (M)	Independently reads grade level text at an appropriate rate with accuracy and fluency to demonstrate comprehension. Uses context to confirm or self-correct to monitor comprehension and improves accuracy, rate, and expression with successive readings
Exceeds Standard (E)	Independently reads grade level text at an accelerated rate with accuracy and fluency to demonstrate comprehension. Uses context to confirm or self-correct to monitor comprehension

Foundational Skills

Essential Standard: Uses strategies to determine the meaning of unknown or multiple meaning words and phrases

ESSENTIAL KNOWLEDGE OUTCOME:

Students use standard English grammar and conventions of language when speaking and writing. Students acquire, understand, and use new and diverse vocabulary

ESSENTIAL STANDARD/STUDENT DEMONSTRATION:

- 1.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 1 reading and content*, choosing flexibly from an array of strategies.
- Use sentence-level context as a clue to the meaning of a word or phrase.
 - Use frequently occurring affixes as a clue to the meaning of a word.
 - Identify frequently occurring root words (e.g., *look*) and their inflectional forms (e.g., *looks, looked, looking*).
- 1.L.5: With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.
- Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.
 - Define words by category and by one or more key 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, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.
- 1.L.6: Use words and phrases acquired through conversations, activities in the grade 1 curriculum, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).

Grade 1 Scoring Rubric

English Language Arts – First Grade

First Trimester: Benchmarks	
Not assessed this trimester	

Second Trimester: Benchmarks	
Limited Progress (L)	Unable to use frequently occurring affixes to determine the meaning of words. Unable to use context clues to determine the meaning of a word
Consistently Making Progress (C)	With prompting and support uses frequently occurring affixes to determine the meaning of words and to use context clues to determine the meaning of a word
Meeting Standard (M)	Independently uses frequently occurring affixes to determine the meaning of words and uses context clues to determine the meaning of a word
Exceeds Standard (E)	Explains how affixes are related to the meaning of the root word. Applies knowledge to untaught words

Third Trimester: Benchmarks	
Limited Progress (L)	Unable to use context clues to determine the meaning of a word. Unable to identify frequently used root words and their inflectional endings
Consistently Making Progress (C)	With prompting and support uses context clues to determine the meaning of a word and to identify frequently used root words and their inflectional endings
Meeting Standard (M)	Independently uses context clues to determine the meaning of a word and identifies frequently used root words and their inflectional endings
Exceeds Standard (E)	Independently understands complex words with affixes and applies prior knowledge and context to determine word meaning

WRITTEN LANGUAGE
Essential Standard: Formulates and writes an opinion about a topic or book

ESSENTIAL STANDARD/STUDENT DEMONSTRATION:
 W1: Write opinion pieces that 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.
 W.10 Write routinely for a range of tasks, purposes, and audiences

First Trimester: Benchmarks	
Limited Progress (L)	Unable to dictate an opinion.
Consistently Making Progress (C)	With prompting and support, demonstrates understanding of the elements of an opinion piece including introducing a topic, stating an opinion, supplying a reason for the opinion and providing a sense of closure.
Meeting Standard (M)	Independently demonstrates understanding of the elements of an opinion piece including introducing a topic, stating an opinion, supplying a reason for the opinion and providing a sense of closure.
Exceeds Standard (E)	Independently writes an opinion about a topic or book and supplies a reason.

Second Trimester: Benchmarks	
Limited Progress (L)	Unable to write an opinion.
Consistently Making Progress (C)	With prompting and support, shows effective development towards the creation of an opinion piece including introducing a topic, stating an opinion, supplying a reason for the opinion and providing a sense of closure. Graphic organizers are used for support.
Meeting Standard (M)	Independently shows effective development towards the creation of an opinion piece including introducing a topic, stating an opinion, supplying a reason for the opinion and providing a sense of closure. Graphic organizers are used for support.
Exceeds Standard (E)	Independently writes an opinion about a topic or book and supplies many reasons.

Grade 1 Scoring Rubric

English Language Arts – First Grade

Third Trimester: Benchmarks	
Limited Progress (L)	Unable to write an opinion.
Consistently Making Progress (C)	With prompting and support composes a piece including an opinion or preference about a topic or book.
Meeting Standard (M)	Independently composes a piece including an opinion or preference about a topic or book and supplies a reason for the opinion and provides closure.
Exceeds Standard (E)	Compose a piece including an opinion or preference about a topic or book and supplies many reasons for the opinion and provides closure.

WRITTEN LANGUAGE

Essential Standard: Writes about a topic in informational/explanatory text

ESSENTIAL STANDARD/STUDENT DEMONSTRATION:

W2: Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.

W7: 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).

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

First Trimester: Benchmarks	
Limited Progress (L)	Unable to supply information about a topic
Consistently Making Progress (C)	With prompting and support, demonstrates knowledge of the elements of an informational/explanatory text including writing the name of a topic supplying simple facts about that topic, and providing a sense of closure.
Meeting Standard (M)	Independently demonstrates knowledge of the elements of an informational/explanatory text including writing the name of a topic and supplying simple facts about that topic, and providing a sense of closure.
Exceeds Standard (E)	Writes the name of a topic and supplies information about that topic with many details

Second Trimester: Benchmarks	
Limited Progress (L)	Unable to supply information about a topic or dictate information with prompting and support.
Consistently Making Progress (C)	With prompting and support shows effective development toward the creation of an informational/explanatory text including writing the name of a topic and supplying simple facts about that topic, and providing a sense of closure. Uses graphic organizers for support.
Meeting Standard (M)	Independently shows effective development toward the creation of an informational/explanatory text including writing the name of a topic and supplying simple facts about that topic, and providing a sense of closure. Uses graphic organizers for support.
Exceeds Standard (E)	Writes information about a text and supplies elaborative details.

Third Trimester: Benchmarks	
Limited Progress (L)	Little or no understanding about supplying information about a topic
Consistently Making Progress (C)	With prompting and support writes an informational/explanatory text including writing the name of a topic and supplying simple facts about that topic, and providing a sense of closure.
Meeting Standard (M)	Independently writes an informational/explanatory text including writing the name of a topic and supplying simple facts about that topic, and providing a sense of closure.
Exceeds Standard (E)	Writes information about a text and supplies many supporting details and provides a sense of closure

Grade 1 Scoring Rubric

English Language Arts – First Grade

WRITTEN LANGUAGE

Essential Standard: Writes narratives and poetry with sequenced events

Essential Standard/Student Demonstration:

W3: Write narratives in prose or poem form that recount two or more appropriately sequenced events or experiences, include some details about what happened or was experienced, use temporal words to signal order where appropriate, and provide some sense of closure.

a. For poems, use rhyming words and words that repeat long or short vowel sounds to create structure

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

First Trimester: Benchmarks

Not assessed during this trimester

Second Trimester: Benchmarks

Limited Progress (L)	Unable to write narratives with two or more sequenced events
Consistently Making Progress (C)	With prompting and support writes narratives with two or more sequenced events
Meeting Standard (M)	Independently shows effective development toward writing a narrative with two sequenced events, including some details regarding what happened, using temporal words to signal event order and providing some sense of closure. Uses graphic organizers to support.
Exceeds Standard (E)	Independently writes narratives with many sequenced events, , uses temporal words to signal event order and provides some sense of closure

Third Trimester: Benchmarks

Limited Progress (L)	Unable to write narratives or poems with two or more sequenced events
Consistently Making Progress (C)	With prompting and support writes narratives and poems with two or more sequenced events
Meeting Standard (M)	Independently writes narratives and poems with two sequenced events, including some details regarding what happened, uses temporal words to signal event order and provides some sense of closure.
Exceeds Standard (E)	Independently writes narratives and poems with two or more sequenced events, including elaborative details regarding what happened, uses temporal words to signal event order, and provides a sense of closure using complex language.

WRITTEN LANGUAGE

Essential Standard: Edits and revises writing

ESSENTIAL STANDARD/STUDENT DEMONSTRATION:

W5: With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.

b. Demonstrate the ability to choose and use appropriate vocabulary

W6: With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.

First Trimester: Benchmarks

Not assessed during this trimester

Second Trimester: Benchmarks

Limited Progress (L)	Unable to edit and revise
Consistently Making Progress (C)	With prompting and support from adults responds to questions and suggestions from peers and adds details to strengthen writing as needed
Meeting Standard (M)	Independently responds to questions and suggestions from peers and adds detail to strengthen writing as needed
Exceeds Standard (E)	Independently responds to questions and suggestions from peers and adds many supporting details to strengthen writing

Third Trimester: Benchmarks

Limited Progress (L)	Unable to edit and revise
Consistently Making Progress (C)	With prompting and support from adults responds to questions and suggestions from peers and adds details to strengthen writing as needed
Meeting Standard (M)	Independently responds to questions and suggestions from peers and adds detail to strengthen writing as needed
Exceeds Standard (E)	Independently responds to questions and suggestions from peers and adds many supporting details to strengthen writing

Grade 1 Scoring Rubric

English Language Arts – First Grade

WRITTEN LANGUAGE

Essential Standard: Demonstrates command of English grammar when writing

ESSENTIAL KNOWLEDGE OUTCOME:

Students use standard English grammar and conventions of language when speaking and writing. Students acquire, understand, and use new and diverse vocabulary

ESSENTIAL STANDARD/STUDENT DEMONSTRATION:

1.L.1 Demonstrate command of the conventions of standard English grammar and usage when **writing** or speaking; retain and further develop language skills learned in previous grades.

Sentence Structure and Meaning

- Produce and expand simple and compound sentences.
- Demonstrate understanding that a question is a type of sentence.
- Use singular and plural nouns with matching verbs in sentences.
- Use verbs in sentences to convey a sense of past, present, and future.

Word Usage

- Use common, proper, and possessive nouns.
- Use personal, possessive, and indefinite pronouns.
- Use frequently occurring prepositions, adjectives, adverbs, conjunctions, and articles.

First Trimester: Benchmarks

Limited Progress (L)	Unable to apply sentence structure and meaning and word usage to writing.
Consistently Making Progress (C)	With prompting and support applies sentence structure and meaning and word usage to writing.
Meeting Standard (M)	Independently applies sentence structure and meaning and word usage to writing.
Exceeds Standard (E)	Independently writes using complete, complex sentences

Second Trimester: Benchmarks

Limited Progress (L)	Unable to apply sentence structure and meaning and word usage to writing.
Consistently Making Progress (C)	With prompting and support applies sentence structure and meaning and word usage to writing.
Meeting Standard (M)	Independently applies sentence structure and meaning and word usage to writing.
Exceeds Standard (E)	Independently writes using complete, complex sentences

Third Trimester: Benchmarks

Limited Progress (L)	Unable to write simple and compound declarative, interrogative, imperative, and exclamatory sentences. Unable to use frequently occurring prepositions and determiners
Consistently Making Progress (C)	With prompting and support writes and expand simple and compound declarative, interrogative, imperative, and exclamatory sentences. Requires support to use frequently occurring prepositions and determiners
Meeting Standard (M)	Independently writes and expands simple and compound declarative, interrogative, imperative, and exclamatory sentences. Uses frequently occurring prepositions and determiners
Exceeds Standard (E)	Independently writes various types of complex sentences

Grade 1 Scoring Rubric

English Language Arts – First Grade

WRITTEN LANGUAGE

Essential Standard: Demonstrates conventions of standard English (eg. spelling, punctuation, and capitalization) when writing

ESSENTIAL STANDARD/STUDENT DEMONSTRATION:

1.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when **writing**.

- a. Print legibly all upper- and lowercase letters.
- b. Use end punctuation for sentences.
- c. Capitalize the names of months and people.
- d. Use commas in dates and to separate individual words in a series.
- e. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
- f. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
- g. Write numerals up to 120 (see grade 1 mathematics standards for Numbers and Operations in Base Ten); understand that numbers are also written as words; write words for numbers from one to ten.

First Trimester: Benchmarks

Not assessed during this trimester

Second Trimester: Benchmarks

Not assessed during this trimester

Third Trimester: Benchmarks

Limited Progress (L)	Unable to use conventional spelling of words with common spelling patterns for frequently occurring irregular words. Unable to capitalize proper nouns and uses commas appropriately in dates and when writing nouns in a series requires assistance to print all upper and lower case letters correctly
Consistently Making Progress (C)	With prompting and support uses conventional spelling of words with common spelling patterns for frequently occurring irregular words; and to capitalizes proper nouns, and use of commas appropriately in dates and when writing nouns in a series
Meeting Standard (M)	Independently uses conventional spelling of words with common spelling patterns for frequently occurring irregular words and capitalizes proper nouns, and uses commas appropriately in dates and when writing nouns in a series
Exceeds Standard (E)	Independently spells frequently used irregular words in all written work

WRITTEN LANGUAGE

Essential Standard: Gathers information from sources and experiences to answer a question

ESSENTIAL STANDARD/STUDENT DEMONSTRATION:

W8: With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question

First Trimester: Benchmarks

Not assessed during this trimester

Second Trimester: Benchmarks

Limited Progress (L)	Unable to recall information from experiences or gather information from provided sources to write an answer to a question
Consistently Making Progress (C)	With substantial prompting and support from adults, recalls information from experiences or gather information from provided sources to write an answer to a question
Meeting Standard (M)	With prompting and support from adults, recall information from experiences or gather information from provided sources to answer a question
Exceeds Standard (E)	Independently recalls information from experiences or gathers information from provided sources to write an answer to a question

Third Trimester: Benchmarks

Limited Progress (L)	Unable to recall information from experiences or gather information from provided sources to write an answer to a question
Consistently Making Progress (C)	With substantial prompting and support from adults, recalls information from experiences or gather information from provided sources to write an answer to a question
Meeting Standard (M)	With prompting and support from adults, recall information from experiences or gather information from provided sources to write an answer to a question
Exceeds Standard (E)	Independently recalls information from experiences or gathers information from provided sources to write an answer to a question

Grade 1 Scoring Rubric

English Language Arts – First Grade

SPEAKING AND LISTENING

Essential Standard: Participates in collaborative conversations with peers and adults

ESSENTIAL STANDARD/STUDENT DEMONSTRATION:

- SL.1** Participate in collaborative conversations with diverse partners about *grade 1 topics and texts* with peers and adults in small and larger groups.
- 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).
 - 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
- SL.2.** Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
- SL.3** Ask and answers questions about what a speaker says in order to gather additional information or clarify something that is not understood

Second Trimester: Benchmarks	
Limited Progress (L)	Unable to participate in collaborative conversations with peers and adults about grade level topics and texts: listening with care, taking turns to speak with multiple exchanges, and asking questions
Consistently Making Progress (C)	With prompting and support participates in collaborative conversations with peers and adults about grade level topics and texts: listening with care, taking turns to speak with multiple exchanges, and asking questions
Meeting Standard (M)	Independently participates in collaborative conversations with peers and adults about grade level topics and texts including listening with care, taking turns to speak with multiple exchanges, and asking questions
Exceeds Standard (E)	Independently initiates and is able to take a leadership role in collaborative conversations with peers and adults about grade level topics and texts: listening with care, taking turns to speak with multiple exchanges, and asking questions

Third Trimester: Benchmarks	
Limited Progress (L)	Unable to participate in collaborative conversations with peers and adults about grade level topics and texts: listening with care, taking turns to speak with multiple exchanges, and asking questions
Consistently Making Progress (C)	With prompting and support participates in collaborative conversations with peers and adults about grade level topics and texts: listening with care, taking turns to speak with multiple exchanges, and asking questions
Meeting Standard (M)	Independently participates in collaborative conversations with peers and adults about grade level topics and texts including listening with care, taking turns to speak with multiple exchanges, and asking questions
Exceeds Standard (E)	Independently initiates and is able to take a leadership role in collaborative conversations with peers and adults about grade level topics and texts: listening with care, taking turns to speak with multiple exchanges, and asking questions

First Trimester: Benchmarks	
Limited Progress (L)	Unable to participate in collaborative conversations with peers and adults about grade level topics and texts: listening with care, taking turns to speak with multiple exchanges
Consistently Making Progress (C)	With prompting and support participates in collaborative conversations with peers and adults about grade level topics and texts: listening with care, taking turns to speak with multiple exchanges
Meeting Standard (M)	Independently participates in collaborative conversations with peers and adults about grade level topics and texts including listening with care, taking turns to speak with multiple exchanges
Exceeds Standard (E)	Independently initiates and is able to take a leadership role in collaborative conversations with peers and adults about grade level topics and texts: listening with care, taking turns to speak with multiple exchanges, and asking questions

Grade 1 Scoring Rubric

English Language Arts – First Grade

SPEAKING AND LISTENING

Essential Standard: Describes people, places, things or events with detail and appropriate visual displays

ESSENTIAL STANDARD/STUDENT DEMONSTRATION:

SL.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly and using appropriate vocabulary.

SL.5 Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

First Trimester: Benchmarks	
Limited Progress (L)	Unable to describe familiar people, places, things, and events.
Consistently Making Progress (C)	With prompting and support describes familiar people, places, things, and events and adds appropriate visual displays to their description.
Meeting Standard (M)	Independently describes familiar people, places, things, and events and, with prompting and support, provides additional detail and adds appropriate visual displays to their description.
Exceeds Standard (E)	Independently describes familiar people, places, things, and events and provides elaborative detail. Adds elaborate visual displays to their description.

Second Trimester: Benchmarks	
Limited Progress (L)	Unable to describe familiar people, places, things, and events.
Consistently Making Progress (C)	With prompting and support describes familiar people, places, things, and events and adds appropriate visual displays to their description.
Meeting Standard (M)	Independently describes familiar people, places, things, and events and, with prompting and support, provides additional detail and adds appropriate visual displays to their description.
Exceeds Standard (E)	Independently describes familiar people, places, things, and events and provides elaborative detail. Adds elaborate visual displays to their description.

Third Trimester: Benchmarks	
Limited Progress (L)	Unable to describe familiar people, places, things, and events.
Consistently Making Progress (C)	With prompting and support describes familiar people, places, things, and events and adds appropriate visual displays to their description.
Meeting Standard (M)	Independently describes familiar people, places, things, and events and, with prompting and support, provides additional detail and adds appropriate visual displays to their description.
Exceeds Standard (E)	Independently describes familiar people, places, things, and events and provides elaborative detail. Adds elaborate visual displays to their description.

SPEAKING AND LISTENING

Essential Standard: Speaks in complete sentences

ESSENTIAL STANDARD/STUDENT DEMONSTRATION:

SL.6. Produce complete sentences when appropriate to task and situation.

First Trimester: Benchmarks	
Limited Progress (L)	Unable to speak audibly or express ideas clearly and use complete sentences when appropriate to the task and situation
Consistently Making Progress (C)	With prompting and support speaks audibly, expresses ideas clearly using complete sentences when appropriate to the task and situation
Meeting Standard (M)	Independently speaks audibly and expresses ideas clearly using complete sentences when appropriate to the task and situation
Exceeds Standard (E)	Independently speaks using rich language in complex sentences

Second Trimester: Benchmarks	
Limited Progress (L)	Unable to speak audibly or express ideas clearly and use complete sentences when appropriate to the task and situation
Consistently Making Progress (C)	With prompting and support speaks audibly, expresses ideas clearly using complete sentences when appropriate to the task and situation
Meeting Standard (M)	Independently speaks audibly and expresses ideas clearly using complete sentences when appropriate to the task and situation
Exceeds Standard (E)	Independently speaks using rich language in complex sentences

Grade 1 Scoring Rubric

English Language Arts – First Grade

Third Trimester: Benchmarks	
Limited Progress (L)	Unable to speak audibly or express ideas clearly and use complete sentences when appropriate to the task and situation
Consistently Making Progress (C)	With prompting and support speaks audibly, expresses ideas clearly using complete sentences when appropriate to the task and situation
Meeting Standard (M)	Independently speaks audibly and expresses ideas clearly, using complete sentences when appropriate to the task and situation
Exceeds Standard (E)	Independently speaks using rich language in complex sentences.

Language and Vocabulary

Essential Standard: Demonstrates command of English grammar when speaking

ESSENTIAL KNOWLEDGE OUTCOME:

Students use standard English grammar and conventions of language when speaking and writing. Students acquire, understand, and use new and diverse vocabulary

ESSENTIAL STANDARD/STUDENT DEMONSTRATION:

1.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or **speaking**; retain and further develop language skills learned in previous grades.

Sentence Structure and Meaning

- a. Produce and expand simple and compound sentences.
- b. Demonstrate understanding that a question is a type of sentence.
- c. Use singular and plural nouns with matching verbs in sentences.
- d. Use verbs in sentences to convey a sense of past, present, and future.

Word Usage

- e. Use common, proper, and possessive nouns.
- f. Use personal, possessive, and indefinite pronouns.
- g. Use frequently occurring prepositions, adjectives, adverbs, conjunctions, and articles

First Trimester: Benchmarks	
Limited Progress (L)	Unable to use singular and plural nouns with matching verbs in basic sentences when speaking
Consistently Making Progress (C)	With prompting and support uses singular and plural nouns with matching verbs in basic sentences when speaking
Meeting Standard (M)	Independently speaks clearly using singular and plural nouns with matching verbs in basic sentences
Exceeds Standard (E)	Consistently uses singular and plural nouns with matching verbs in complex sentences when speaking

Second Trimester: Benchmarks	
Limited Progress (L)	Unable to speak clearly using correct pronouns, conjunctions and adjectives in basic sentences in speaking
Consistently Making Progress (C)	With prompting and support speaks clearly using correct pronouns, conjunctions and adjectives in basic sentences when speaking
Meeting Standard (M)	Independently speaks clearly using correct pronouns, conjunctions and adjectives in basic sentences
Exceeds Standard (E)	Consistently uses correct pronouns, conjunctions, and adjectives in complex sentences when speaking

Third Trimester: Benchmarks	
Limited Progress (L)	Unable to produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences. Unable to use frequently occurring prepositions and determiners when speaking
Consistently Making Progress (C)	With prompting and support can produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences. Requires support to use frequently occurring prepositions and determiners when speaking
Meeting Standard (M)	Independently produces and expands complete simple and compound declarative, interrogative, imperative, and exclamatory sentences. Uses frequently occurring prepositions and determiners when speaking
Exceeds Standard (E)	Consistently uses many varied kinds of sentences in complex language when speaking

