

**Fort Zumwalt School District--Office of Curriculum and Instruction**

*First Grade ELA Proficiency Scales – 8-30-17*

<p><b>Grade Level:</b> First Grade</p>	<p><b>Standard:</b> Phonological Awareness (rhyming, beginning sounds, ending sounds, syllables, vowel sounds) RF.1.2.a, RF.1.2.b, RF.1.2.c, RF.1.2.d, RF.1.3.a, RF.1.3.b, RF.1.3.c, RF.1.3.d, RF.1.3.e, RF.1.3.f</p>	
<p><b>Score</b></p>	<p><b>Expectation Descriptor</b></p>	<p><b>Additional Instructional Information</b></p>
<p>4 Proficient</p>	<p>The student will:</p> <ul style="list-style-type: none"> <li>● Manipulate sounds in words by composing, decomposing, and changing phonemes.</li> <li>● Consistently and independently apply the phonological skills to their reading.</li> </ul>	<ul style="list-style-type: none"> <li>● Student is able to “chop” a word to help him spell. Student is able to blend a word to help him as a reader.</li> <li>● use running records</li> </ul>
<p>3 Approaching Proficient</p>	<p>The student will:</p> <ul style="list-style-type: none"> <li>● Manipulate sounds in words by composing, decomposing, and changing phonemes.</li> <li>● Needs hints and reminders to apply the phonological skills to their reading.</li> </ul>	<ul style="list-style-type: none"> <li>● While student is reading and writing. Teacher may prompt the student to “blend”, “chop”, etc.</li> <li>● use running records</li> </ul>
<p>2 Beginning Progress</p>	<p>The student will:</p> <ul style="list-style-type: none"> <li>● Manipulate sounds in words by composing, decomposing, and changing phonemes in group settings or after a model; support is needed.</li> </ul>	<ul style="list-style-type: none"> <li>● Teacher may need to give a hint and a model.</li> <li>● use running records</li> </ul>
<p>1 Of Concern</p>	<p>The student is:</p> <ul style="list-style-type: none"> <li>● Unable to manipulate sounds in words by composing, decomposing, and changing phonemes.</li> </ul>	<ul style="list-style-type: none"> <li>● Unable to be successful without teacher assistance.</li> <li>● use running records</li> </ul>

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*First Grade ELA Proficiency Scales – 8-30-17*

<b>Grade Level:</b> First Grade	<b>Standard:</b> High Frequency Words RF.1.3.g	
<b>Score</b>	<b>Expectation Descriptor</b>	<b>Additional Instructional Information</b>
4 Proficient	The student will: <ul style="list-style-type: none"><li>• Read in isolation and in context words from the District ABC Word List with accuracy and fluency within 3 seconds without hesitation or sounding out.</li><li>• Fix or self-correct mistakes quickly.</li></ul>	<ul style="list-style-type: none"><li>• Knows all words on lists A-E.</li><li>• Working on lists above E.</li></ul>
3 Approaching Proficient	The student will: <ul style="list-style-type: none"><li>• Read in isolation and in context words from the District ABC Word List with accuracy and fluency within 3 seconds without hesitation or sounding out.</li><li>• Fix or self-correct mistakes quickly.</li></ul>	<ul style="list-style-type: none"><li>• Knows all words on lists A-C.</li><li>• Working on list D or E.</li></ul>
2 Beginning Progress	The student will: <ul style="list-style-type: none"><li>• Read in isolation and in context words from the District ABC Word List with accuracy and fluency within 3 seconds without hesitation or sounding out.</li><li>• Fix or self-correct mistakes quickly.</li></ul>	<ul style="list-style-type: none"><li>• Knows all words on lists A-B.</li><li>• Working on C.</li></ul>
1 Of Concern	The student will: <ul style="list-style-type: none"><li>• Read in isolation and in context fewer than words from District ABC Word List.</li></ul>	<ul style="list-style-type: none"><li>• Working on Lists A-B</li><li>• Struggles with fluency and accuracy</li></ul>

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<p><b>Grade Level:</b> First Grade</p>	<p><b>Standard:</b> Reads and comprehends text RL.1.10, RI.1.10</p>	
<p><b>Score</b></p>	<p><b>Expectation Descriptor</b></p>	<p><b>Additional Instructional Information</b></p>
<p>4 Proficient</p>	<p>The student will:</p> <ul style="list-style-type: none"> <li>● Read and comprehend text independently at a DRA Level 18 or above.</li> </ul>	<p>*In the fall teachers should not test above 16 Nonfiction. *In the spring teachers should not test above 28 Fiction.</p>
<p>3 Approaching Proficient</p>	<p>The student will:</p> <ul style="list-style-type: none"> <li>● Read and comprehend text independently at a DRA Level 14-16.</li> </ul>	
<p>2 Beginning Progress</p>	<p>The student will:</p> <ul style="list-style-type: none"> <li>● Read and comprehend text independently at a DRA Level 10-12.</li> </ul>	
<p>1 Of Concern</p>	<p>The student is:</p> <ul style="list-style-type: none"> <li>● Read and comprehend text independently at a DRA Level 8 or below.</li> </ul>	

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<p><b>Grade Level:</b> First Grade</p>	<p><b>Standard:</b> Asks and answers questions about key details in a text RL.1.1; RI.1.1</p>	
<p><b>Score</b></p>	<p><b>Expectation Descriptor</b></p>	<p><b>Additional Instructional Information</b></p>
<p>4 Proficient</p>	<p>The student will:</p> <ul style="list-style-type: none"> <li>● Answers specific questions related to the text.</li> </ul> <p>AND</p> <ul style="list-style-type: none"> <li>● Asks specific questions related to the text.</li> </ul>	<p>Example: Why do bats sleep upside down? Example: Bats sleep upside down so they can fly away if they are scared. <b>*Can be assessed in a variety of texts</b></p>
<p>3 Approaching Proficient</p>	<p>The student will:</p> <ul style="list-style-type: none"> <li>● Answer general questions related to the text.</li> </ul> <p>AND</p> <ul style="list-style-type: none"> <li>● Ask general questions related to the text.</li> </ul>	<p>Example: Do bats sleep upside down? Example: Yes. <b>*Can be assessed in a variety of texts</b></p>
<p>2 Beginning Progress</p>	<p>The student will:</p> <ul style="list-style-type: none"> <li>● Answer teacher given questions related to the text; support is needed.</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>● Asks a question related to the text; support is needed.</li> </ul>	<p>Example: -Asks questions that have a yes/no answer. -Asks a question related to a picture, not the text. -Incorrect answer to a question. -Asks a question that can't be answered in the text. <b>*Can be assessed in a variety of texts</b></p>
<p>1 Of Concern</p>	<p>The student is:</p> <ul style="list-style-type: none"> <li>● Unable to ask and answer questions about key details in a text.</li> </ul>	<p>Unable to be successful without teacher assistance in any text.</p>

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<b>Grade Level:</b> First Grade	<b>Standard:</b> Determines meaning of words RL.1.4; RI.1.4	
<b>Score</b>	<b>Expectation Descriptor</b>	<b>Additional Instructional Information</b>
4 Proficient	The student will: <ul style="list-style-type: none"><li>Consistently and independently determine or clarify the meaning of words and phrases in a grade level text.</li></ul>	
3 Approaching Proficient	The student will: <ul style="list-style-type: none"><li>Independently determine or clarify the meaning of words and phrases in a text with few errors.</li></ul>	
2 Beginning Progress	The student will: <ul style="list-style-type: none"><li>Ask and answer questions to help determine or clarify the meaning of words and phrases in a text; support is needed.</li></ul>	
1 Of Concern	The student is: <ul style="list-style-type: none"><li>Unable to ask and answer questions to help determine or clarify the meaning of words and phrases in a text.</li></ul>	<ul style="list-style-type: none"><li>Unable to be successful even with teacher support.</li></ul>

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<b>Grade Level:</b> First Grade	<b>Standard:</b> Retells RL.1.2	
<b>Score</b>	<b>Expectation Descriptor</b>	<b>Additional Instructional Information</b>
4 Proficient	The student will: <ul style="list-style-type: none"><li>● Retell stories using key details in the correct sequence, character names, setting, and major events relevant story vocabulary, and transitional words without prompts in a variety of texts.</li></ul>	<ul style="list-style-type: none"><li>● Use DRA, notes from student conferences, and student reading journals to assess.</li></ul>
3 Approaching Proficient	The student will: <ul style="list-style-type: none"><li>● Retell stories using character names, setting, and includes most events in BME sequence with 1-2 prompts in a variety of texts.</li></ul>	
2 Beginning Progress	The student will: <ul style="list-style-type: none"><li>● Retell stories using mostly pronouns, with random events and few details with 3 or more prompts in a variety of texts with or without support.</li></ul>	
1 Of Concern	The student is: <ul style="list-style-type: none"><li>● Unable to retell the story in a variety of texts.</li></ul>	<ul style="list-style-type: none"><li>● Unable to be successful even with teacher support.</li></ul>

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<p><b>Grade Level:</b> First Grade</p>	<p><b>Standard:</b> Story Elements (characters, setting, and major events) RL.1.3</p>	
<p><b>Score</b></p>	<p><b>Expectation Descriptor</b></p>	<p><b>Additional Instructional Information</b></p>
<p>4 Proficient</p>	<p>The student will:</p> <ul style="list-style-type: none"> <li>Identify and describe characters, setting, and major events in a story, using key details from a variety of texts. Uses text evidence to support thinking.</li> </ul>	<ul style="list-style-type: none"> <li>Example: “Pam is patient because she kept trying and trying to get her hat, but didn’t get mad.”</li> </ul>
<p>3 Approaching Proficient</p>	<p>The student will:</p> <ul style="list-style-type: none"> <li>Identify and describe characters, setting, and major events in a story, using key details from a variety of texts. Lacks text evidence to support thinking.</li> </ul>	<ul style="list-style-type: none"> <li>Example, “Pam is patient.”</li> </ul>
<p>2 Beginning Progress</p>	<p>The student will:</p> <ul style="list-style-type: none"> <li>Identify characters, setting, and major events in a story but lacks description; support is needed.</li> </ul>	<ul style="list-style-type: none"> <li>Example, “Pam is a character.”</li> </ul> <p>*Can assess through a variety of texts</p>
<p>1 Of Concern</p>	<p>The student is:</p> <ul style="list-style-type: none"> <li>Unable to identify characters, setting or major events in a story.</li> </ul>	<ul style="list-style-type: none"> <li>Unable to be successful even with teacher support.</li> </ul>

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<p><b>Grade Level:</b> First Grade</p>	<p><b>Standard:</b> Central Message and Supporting Details RL.1.2</p>	
<p><b>Score</b></p>	<p><b>Expectation Descriptor</b></p>	<p><b>Additional Instructional Information</b></p>
<p><b>4</b> Proficient</p>	<p>The student will:</p> <ul style="list-style-type: none"> <li>• <b>In literature:</b> Tell the central message from a variety of texts in a sentence or phrase and refer to the text to support thinking.</li> </ul>	<p>Example: Good friends can be different. Stellaluna was friends with the birds.</p> <p><b>*Using a variety of texts</b></p>
<p><b>3</b> Approaching Proficient</p>	<p>The student will:</p> <ul style="list-style-type: none"> <li>• <b>In literature:</b> Tell the central message from a variety of texts in a sentence or phrase but lacks evidence from text.</li> </ul>	<p>Example: Good friends can be different.</p> <p><b>*Using a variety of texts</b></p>
<p><b>2</b> Beginning Progress</p>	<p>The student will:</p> <ul style="list-style-type: none"> <li>• <b>In literature:</b> Give a general response from a variety of texts or a one word idea; support is needed.</li> </ul>	<p>Example: Love or Friendship</p> <p><b>*Using a variety of texts</b></p>
<p><b>1</b> Of Concern</p>	<p>The student is:</p> <ul style="list-style-type: none"> <li>• <b>In literature:</b> Unable to identify the central message from a variety of texts.</li> </ul>	<p>Unable to be successful even with teacher support.</p>



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*First Grade ELA Proficiency Scales – 8-30-17*

<p><b>Grade Level:</b> First Grade</p>	<p><b>Standard:</b> Main Topic and Supporting Details RI.1.2</p>	
<p><b>Score</b></p>	<p><b>Expectation Descriptor</b></p>	<p><b>Additional Instructional Information</b></p>
<p>4 Proficient</p>	<p>The student will:</p> <ul style="list-style-type: none"> <li>● <b>In informational text:</b> Identify the main topic and retell key details <b>from a text</b>. (No background knowledge that is not found in the text.)</li> </ul>	<p>Example: Animals sleep in different ways. A dolphin sleeps with one eye open. <b>*Using a variety of texts</b></p>
<p>3 Approaching Proficient</p>	<p>The student will:</p> <ul style="list-style-type: none"> <li>● <b>In informational text:</b> Identify the main topic and retell with most key details from the text. May include some minor details and extra information.</li> </ul>	<p>Example: Animals sleep in different ways. <b>*Using a variety of texts</b></p>
<p>2 Beginning Progress</p>	<p>The student will:</p> <ul style="list-style-type: none"> <li>● <b>In informational text:</b> Identify the main topic but does not include key details or only shares background knowledge with or without support.</li> </ul>	<p>Example: Animals sleep. <b>*Using a variety of texts</b></p>
<p>1 Of Concern</p>	<p>The student is:</p> <ul style="list-style-type: none"> <li>● <b>In informational text:</b> Unable to identify the main topic or retell key details.</li> </ul>	<p>Unable to be successful even with teacher support. <b>*Using a variety of texts</b></p>

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*First Grade ELA Proficiency Scales – 8-30-17*

<p><b>Grade Level:</b> First Grade</p>	<p><b>Standard:</b> Applies mechanics to written work</p>	
<p><b>Score</b></p>	<p><b>Expectation Descriptor</b></p>	<p><b>Additional Instructional Information</b></p>
<p>4 Proficient</p>	<p>The student will:</p> <ul style="list-style-type: none"> <li>● <b>Effectively</b> capitalize dates and names of people</li> <li>● <b>Effectively</b> use end punctuation</li> <li>● <b>Effectively</b> use commas in dates and to separate single words in a series</li> <li>● <b>Effectively</b> produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences.</li> </ul>	
<p>3 Approaching Proficient</p>	<p>The student will:</p> <ul style="list-style-type: none"> <li>● <b>Adequately</b> capitalize dates and names of people; errors may be present.</li> <li>● <b>Adequately</b> use end punctuation; errors may be present.</li> <li>● <b>Adequately</b> use commas in dates and to separate single words in a series; errors may be present.</li> <li>● <b>Adequately</b> produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences, errors may be present.</li> </ul>	
<p>2 Beginning Progress</p>	<p>The student has:</p> <ul style="list-style-type: none"> <li>● <b>Limited</b> evidence of capitalizing dates and names of people, with support.</li> <li>● <b>Limited</b> evidence of using end punctuation, with support.</li> <li>● <b>Limited</b> evidence of using commas in dates and to separate single words in a series, with support.</li> <li>● <b>Limited</b> evidence of producing and expanding complete simple and compound declarative, interrogative, imperative, and exclamatory sentences, errors may be present.</li> </ul>	
<p>1 Of Concern</p>	<p>The student:</p> <ul style="list-style-type: none"> <li>● <b>Lacks</b> the understanding of most concepts.</li> </ul>	

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*First Grade ELA Proficiency Scales – 8-30-17*

<p><b>Grade Level:</b> First Grade</p>	<p><b>Standard:</b> Applies spelling to written work</p>	
<p><b>Score</b></p>	<p><b>Expectation Descriptor</b></p>	<p><b>Additional Instructional Information</b></p>
<p>4 Proficient</p>	<p>The student will:</p> <ul style="list-style-type: none"> <li>● <b>Effectively</b> use conventional spelling for words with common spelling patterns and for frequently occurring irregular words</li> <li>● <b>Effectively</b> spell untaught words phonetically, drawing on phonemic awareness and spelling conventions</li> <li>● <b>Effectively</b> uses resources to spell high frequency words correctly.</li> </ul>	
<p>3 Approaching Proficient</p>	<p>The student will:</p> <ul style="list-style-type: none"> <li>● <b>Adequately</b> use conventional spelling for words with common spelling patterns and for frequently occurring irregular words; errors may be present.</li> <li>● <b>Adequately</b> spell untaught words phonetically, drawing on phonemic awareness and spelling conventions; errors may be present.</li> <li>● <b>Adequately</b> uses resources to spell high frequency words correctly, errors may be present</li> </ul>	
<p>2 Beginning Progress</p>	<p>The student has:</p> <ul style="list-style-type: none"> <li>● <b>Limited</b> use of conventional spelling for words with common spelling patterns and for frequently occurring irregular words; support may be needed,</li> <li>● <b>Limited</b> spelling of untaught words phonetically, drawing on phonemic awareness and spelling conventions; support may be needed</li> <li>● <b>Limited</b> use of resources to spell high frequency words correctly.</li> </ul>	
<p>1 Of Concern</p>	<p><b>The student:</b></p> <ul style="list-style-type: none"> <li>● <b>Lacks</b> the understanding of most concepts</li> </ul>	

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*First Grade ELA Proficiency Scales – 8-30-17*

<p><b>Grade Level:</b> First Grade</p>	<p><b>Standard:</b> Applies grammar skills to written work.</p>	
<p><b>Score</b></p>	<p><b>Expectation Descriptor</b></p>	<p><b>Additional Instructional Information</b></p>
<p><b>4</b> Proficient</p>	<p>The student will:</p> <ul style="list-style-type: none"> <li>● <b>Effectively</b> use nouns and pronouns.</li> <li>● <b>Effectively</b> uses frequently occurring adjectives, conjunctions and prepositions.</li> <li>● <b>Effectively</b> uses verbs to convey a sense of past, present and future.</li> <li>● <b>Effectively</b> uses determiners.</li> </ul>	<ul style="list-style-type: none"> <li>● Nouns includes: common, proper, possessive, singular, and plural</li> <li>● Conjunctions: and, but, or, so, because</li> <li>● Prepositions: during, beyond, toward</li> <li>● Determiners: articles, demonstratives</li> <li>● Possessive and indefinite pronouns: I, me, my, they, them, their, anyone, everything</li> </ul>
<p><b>3</b> Approaching Proficient</p>	<p>The student will:</p> <ul style="list-style-type: none"> <li>● <b>Adequately</b> uses nouns and pronouns, may include errors.</li> <li>● <b>Adequately</b> uses frequently occurring adjectives, conjunctions and prepositions, may include errors.</li> <li>● <b>Adequately</b> uses verbs to convey a sense of past, present and future, may include errors.</li> <li>● <b>Adequately</b> uses determiners, may include errors.</li> </ul>	
<p><b>2</b> Beginning Progress</p>	<p>The student has:</p> <ul style="list-style-type: none"> <li>● <b>Limited</b> use of nouns and pronouns, with support.</li> <li>● <b>Limited</b> use of frequently occurring adjectives, conjunctions and prepositions; with support.</li> <li>● <b>Limited</b> use of verbs to convey a sense of past, present and future; with support.</li> <li>● <b>Limited</b> use of determiners; with support.</li> </ul>	
<p><b>1</b> Of Concern</p>	<p><b>The student:</b></p> <ul style="list-style-type: none"> <li>● <b>Lacks</b> the understanding of most concepts.</li> </ul>	

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*First Grade ELA Proficiency Scales – 8-30-17*

<p><b>Grade Level:</b> First Grade</p>	<p><b>Standard:</b> Prints legibly and uses correct spacing written work</p>	
<p><b>Score</b></p>	<p><b>Expectation Descriptor</b></p>	<p><b>Additional Instructional Information</b></p>
<p>4 Proficient</p>	<p>The student will:</p> <ul style="list-style-type: none"> <li>Print all upper and lowercase letters <b>legibly</b> using correct spacing, size, and letter formation with <b>no</b> letters reversed.</li> </ul>	<p>Size refers to tall letters, middle letters, and basement letters written correctly. (e.g an “a” is smaller than an “l”. A “p” drops lower than a “c”.)</p>
<p>3 Approaching Proficient</p>	<p>The student will:</p> <ul style="list-style-type: none"> <li>Print all upper and lowercase letters <b>legibly</b> using correct spacing and letter formation, but inconsistent letter size with <b>occasional</b> letter reversals.</li> </ul>	
<p>2 Beginning Progress</p>	<p>The student will:</p> <ul style="list-style-type: none"> <li>Print upper and/or lowercase letters correctly and uses inconsistent spacing and sizing; support is needed.</li> </ul>	
<p>1 Of Concern</p>	<p>The student:</p> <ul style="list-style-type: none"> <li><b>Lacks</b> legible print.</li> </ul>	

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<p><b>Grade Level:</b> First Grade</p>	<p><b>Standard:</b> Narrative: Focus W 1.3</p>	
<p><b>Score</b></p>	<p><b>Expectation Descriptor</b></p>	<p><b>Additional Instructional Information</b></p>
<p>4 Proficient</p>	<p>The student's:</p> <ul style="list-style-type: none"> <li>• Narrative <b>effectively</b> establishes a situation/event and characters that maintains a <b>clear focus</b> throughout.</li> </ul>	<ul style="list-style-type: none"> <li>• Focus refers to staying on topic given.</li> <li>• The situation/events are clearly described.</li> </ul>
<p>3 Approaching Proficient</p>	<p>The student's:</p> <ul style="list-style-type: none"> <li>• Narrative <b>adequately</b> establishes a situation/event and characters that are <b>mostly</b> focused throughout.</li> </ul>	
<p>2 Beginning Progress</p>	<p>The student's:</p> <ul style="list-style-type: none"> <li>• Narrative <b>attempts</b> to establish a situation/event and characters are <b>limited and inconsistent</b>; support is needed.</li> </ul>	<ul style="list-style-type: none"> <li>• May occasionally lose focus.</li> </ul>
<p>1 Of Concern</p>	<p>The student's:</p> <ul style="list-style-type: none"> <li>• Narrative <b>lacks</b> establishment of a situation/event and characters.</li> </ul>	<ul style="list-style-type: none"> <li>• May be confusing, unfocused, or too short.</li> </ul>

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<p><b>Grade Level:</b> First Grade</p>	<p><b>Standard:</b> Narrative: Organization W 1.3</p>	
<p><b>Score</b></p>	<p><b>Expectation Descriptor</b></p>	<p><b>Additional Instructional Information</b></p>
<p>4 Proficient</p>	<p>The student's:</p> <ul style="list-style-type: none"> <li>● Narrative contains an <b>effective</b>, logical sequence of events with a <b>clear</b> beginning, middle, and end.</li> </ul>	<ul style="list-style-type: none"> <li>● Easy to follow plot with a strong beginning, middle, and end.</li> </ul>
<p>3 Approaching Proficient</p>	<p>The student's:</p> <ul style="list-style-type: none"> <li>● Narrative contains an <b>adequate</b>, logical sequence of events with a beginning, middle, and end.</li> </ul>	<ul style="list-style-type: none"> <li>● There may be a lack of clarity or a weak beginning, middle, and end.</li> <li>● A sequence of at least 3 events and some sense of closure.</li> </ul>
<p>2 Beginning Progress</p>	<p>The student's:</p> <ul style="list-style-type: none"> <li>● Narrative contains a <b>limited</b>, sequence of events; support is needed.</li> </ul>	<ul style="list-style-type: none"> <li>● Events may be missing and/or present but out of order.</li> <li>● No sense of closure is evident.</li> </ul>
<p>1 Of Concern</p>	<p>The student's:</p> <ul style="list-style-type: none"> <li>● Narrative <b>lacks</b> a sequence of events.</li> </ul>	

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<p><b>Grade Level:</b> First Grade</p>	<p><b>Standard:</b> Narrative: Development W.1.3</p>	
<p><b>Score</b></p>	<p><b>Expectation Descriptor</b></p>	<p><b>Additional Instructional Information</b></p>
<p>4 Proficient</p>	<p>The student's:</p> <ul style="list-style-type: none"> <li>● Narrative <b>effectively</b> uses vivid description that clearly develops characters and events.</li> </ul>	<ul style="list-style-type: none"> <li>● Description refers to how the author uses description to develop a character's experiences and events.             <ul style="list-style-type: none"> <li>○ How does the author describe the character's thoughts, actions, and feelings?</li> </ul> </li> </ul>
<p>3 Approaching Proficient</p>	<p>The student's:</p> <ul style="list-style-type: none"> <li>● Narrative <b>adequately</b> uses details and description to develop characters and events.</li> </ul>	
<p>2 Beginning Progress</p>	<p>The student's:</p> <ul style="list-style-type: none"> <li>● Narrative has a <b>limited</b> use of details and/or description to develop characters and events; support is needed.</li> </ul>	
<p>1 Of Concern</p>	<p>The student's:</p> <ul style="list-style-type: none"> <li>● Narrative shows a <b>lack</b> of understanding with few or no details or description.</li> </ul>	



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*First Grade ELA Proficiency Scales – 8-30-17*

<p><b>Grade Level:</b> First Grade</p>	<p><b>Standard:</b> Narrative: Language and Vocabulary W.1.3</p>	
<p><b>Score</b></p>	<p><b>Expectation Descriptor</b></p>	<p><b>Additional Instructional Information</b></p>
<p>4 Proficient</p>	<p>The student's:</p> <ul style="list-style-type: none"> <li>● Narrative <b>effectively</b> uses a <b>variety</b> of transitional words and phrases to show sequence of events.</li> <li>● Narrative <b>effectively</b> uses a <b>variety</b> of sensory and concrete language.</li> </ul>	<ul style="list-style-type: none"> <li>● Transitional words refers to temporal words.</li> <li>● Concrete words refer to tangible, qualities or characteristics, things we know through our senses. Words and phrases like "102 degrees," "obese Siamese cat," and "deep spruce green" are concrete.</li> </ul>
<p>3 Approaching Proficient</p>	<p>The student's:</p> <ul style="list-style-type: none"> <li>● Narrative <b>adequately</b> uses transitional words and phrases to show sequence of events.</li> <li>● Narrative <b>adequately</b> uses sensory and/or concrete language.</li> </ul>	<ul style="list-style-type: none"> <li>● Student uses 2 or more transitional words, phrases, and/or clauses</li> <li>● Student uses 2 or more sensory details, and/or concrete details.</li> </ul>
<p>2 Beginning Progress</p>	<p>The student's:</p> <ul style="list-style-type: none"> <li>● Narrative <b>has limited</b> use of transitional words and/or phrases; support is needed.</li> <li>● Narrative <b>has limited</b> use of sensory words and/or concrete language; support is needed.</li> </ul>	<ul style="list-style-type: none"> <li>● Student uses 1 or more transitional words, phrases, and/or clauses</li> <li>● Student uses 1 or more sensory details, and/or concrete details.</li> </ul>
<p>1 Of Concern</p>	<p>The student's:</p> <ul style="list-style-type: none"> <li>● Narrative shows a <b>lack</b> of transitional words and phrases.</li> <li>● Narrative <b>lacks</b> sensory words or phrases.</li> </ul>	<ul style="list-style-type: none"> <li>● Narrative is vague, unclear, or confusing.</li> </ul>

**Fort Zumwalt School District--Office of Curriculum and Instruction**

*First Grade ELA Proficiency Scales – 8-30-17*

<b>Grade Level:</b> First Grade	<b>Standard:</b> Informative: Focus W.1.2	
<b>Score</b>	<b>Expectation Descriptor</b>	<b>Additional Instructional Information</b>
4 Proficient	The student's: <ul style="list-style-type: none"><li>• Informative <b>effectively</b> establishes and <b>maintains</b> a topic.</li><li>• Key details are <b>clearly</b> stated and supports the topic.</li></ul>	
3 Approaching Proficient	The student's: <ul style="list-style-type: none"><li>• Informative <b>adequately</b> establishes a topic.</li><li>• Key details are stated and supports the topic.</li></ul>	<ul style="list-style-type: none"><li>• Multiple key details</li></ul>
2 Beginning Progress	The student's: <ul style="list-style-type: none"><li>• Informative <b>insufficiently</b> establishes a topic; support is needed.</li><li>• Key details are unclear and/or <b>insufficiently</b> support the topic; support is needed.</li></ul>	<ul style="list-style-type: none"><li>• Limited key details</li></ul>
1 Of Concern	The student's: <ul style="list-style-type: none"><li>• Informative <b>lacks</b> a clear topic or focus, and struggles to support with key details.</li></ul>	

**Fort Zumwalt School District--Office of Curriculum and Instruction**

*First Grade ELA Proficiency Scales – 8-30-17*

<b>Grade Level:</b> First Grade	<b>Standard:</b> Informative: Organization W.1.2	
<b>Score</b>	<b>Expectation Descriptor</b>	<b>Additional Instructional Information</b>
4 Proficient	The student's: <ul style="list-style-type: none"><li>• Informative <b>effectively</b> establishes a clear beginning and ending statement.</li></ul>	
3 Approaching Proficient	The student's: <ul style="list-style-type: none"><li>• Informative <b>adequately</b> establishes a beginning and ending statement.</li></ul>	
2 Beginning Progress	The student's: <ul style="list-style-type: none"><li>• Informative <b>insufficiently</b> establishes a beginning and/or ending statement; support is needed.</li></ul>	
1 Of Concern	The student's: <ul style="list-style-type: none"><li>• Informative <b>lacks</b> a beginning and ending statement.</li></ul>	

**Fort Zumwalt School District--Office of Curriculum and Instruction**

*First Grade ELA Proficiency Scales – 8-30-17*

<b>Grade Level:</b> First Grade	<b>Standard:</b> Informative: Development W.1.2	
<b>Score</b>	<b>Expectation Descriptor</b>	<b>Additional Instructional Information</b>
4 Proficient	The student's: <ul style="list-style-type: none"> <li>Informative <b>effectively</b> uses <b>strong</b> facts and details.</li> </ul>	
3 Approaching Proficient	The student's: <ul style="list-style-type: none"> <li>Informative <b>adequately</b> uses facts and details.</li> </ul>	
2 Beginning Progress	The student's: <ul style="list-style-type: none"> <li>Informative <b>insufficiently</b> uses facts and details; support is needed.</li> </ul>	
1 Of Concern	The student's: <ul style="list-style-type: none"> <li>Informative <b>lacks</b> facts or details. The facts may be weak or nonexistent.</li> </ul>	

<b>Grade Level:</b> 1st Grade	<b>Standard:</b> Informative - Language & Vocabulary W.1.2
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**Fort Zumwalt School District--Office of Curriculum and Instruction**

*First Grade ELA Proficiency Scales – 8-30-17*

Score	Expectation Descriptor	Additional Instructional Information
4 Proficient	The student's: <ul style="list-style-type: none"><li>● Informative <b>effectively</b> uses temporal words.</li><li>● Informative <b>effectively</b> uses precise language and domain-specific vocabulary.</li></ul>	
3 Approaching Proficient	The student's: <ul style="list-style-type: none"><li>● Informative <b>adequately</b> uses temporal words.</li><li>● Informative <b>adequately</b> uses precise language and domain-specific vocabulary.</li></ul>	
2 Beginning Progress	The student's: <ul style="list-style-type: none"><li>● Informative <b>has limited</b> use of temporal words; support is needed.</li><li>● Informative <b>has limited</b> use of precise language and domain-specific vocabulary; support is needed.</li></ul>	
1 Of Concern	The student's: <ul style="list-style-type: none"><li>● Informative <b>lacks</b> temporal words.</li><li>● Informative <b>lacks</b> precise language and domain-specific vocabulary.</li></ul>	

<b>Grade Level:</b>	<b>Standard:</b> Opinion: Focus
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*First Grade ELA Proficiency Scales – 8-30-17*

First Grade	W.1.1	
Score	Expectation Descriptor	Additional Instructional Information
4 Proficient	The student's: <ul style="list-style-type: none"><li>Opinion is <b>clearly</b> stated and <b>effectively</b> supported with reasons.</li></ul>	
3 Approaching Proficient	The student's: <ul style="list-style-type: none"><li>Opinion is stated and <b>adequately</b> supported with reasons.</li></ul>	
2 Beginning Progress	The student's: <ul style="list-style-type: none"><li>Opinion is stated, but <b>insufficiently</b> supported with reasons; support is needed.</li></ul>	<ul style="list-style-type: none"><li>Some reasons may be unclear or unrelated to the opinion.</li><li>The opinion or reason is not focused on the prompt.</li></ul>
1 Of Concern	The student's: <ul style="list-style-type: none"><li>Opinion may be confusing or ambiguous and <b>lacks</b> reasons.</li></ul>	

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*First Grade ELA Proficiency Scales – 8-30-17*

<p><b>Grade Level:</b> First Grade</p>	<p><b>Standard:</b> Opinion: Organization W.1.1</p>	
<p><b>Score</b></p>	<p><b>Expectation Descriptor</b></p>	<p><b>Additional Instructional Information</b></p>
<p>4 Proficient</p>	<p>The student's:</p> <ul style="list-style-type: none"> <li>● Opinion is <b>effectively</b> stated and has a <b>strong</b> ending.</li> <li>● Supporting reasons are given in a logical order.</li> </ul>	
<p>3 Approaching Proficient</p>	<p>The student's:</p> <ul style="list-style-type: none"> <li>● Opinion is <b>adequately</b> stated and has an ending.</li> <li>● Supporting reasons are given.</li> </ul>	<ul style="list-style-type: none"> <li>● Minor flaws may be present.</li> </ul>
<p>2 Beginning Progress</p>	<p>The student's:</p> <ul style="list-style-type: none"> <li>● Opinion is <b>insufficiently</b> stated and a missing an ending; support is needed.</li> <li>● Supporting reasons may be given; support is needed.</li> </ul>	
<p>1 Of Concern</p>	<p>The student's:</p> <ul style="list-style-type: none"> <li>● Opinion <b>lacks</b> a stated opinion and/or ending.</li> </ul>	<ul style="list-style-type: none"> <li>● Is hard to follow and unclear.</li> </ul>

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*First Grade ELA Proficiency Scales – 8-30-17*

<b>Grade Level:</b> 1st Grade	<b>Standard:</b> Opinion: Development W.1.1	
<b>Score</b>	<b>Expectation Descriptor</b>	<b>Additional Instructional Information</b>
4 Proficient	The student's: <ul style="list-style-type: none"><li>● Opinion <b>effectively</b> uses 2 or more <b>strong</b> reasons, that support the opinion.</li></ul>	
3 Approaching Proficient	The student's: <ul style="list-style-type: none"><li>● Opinion <b>adequately</b> uses 2 or more reasons, that support the opinion.</li></ul>	
2 Beginning Progress	The student's: <ul style="list-style-type: none"><li>● Opinion uses reasons; support is needed.</li></ul>	
1 Of Concern	The student's: <ul style="list-style-type: none"><li>● Opinion <b>lacks</b> reasons.</li></ul>	



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*First Grade ELA Proficiency Scales – 8-30-17*

<p><b>Grade Level:</b> 1st Grade</p>	<p><b>Standard:</b> Opinion: Language &amp; Vocabulary W.1.1</p>	
<p><b>Score</b></p>	<p><b>Expectation Descriptor</b></p>	<p><b>Additional Instructional Information</b></p>
<p>4 Proficient</p>	<p>The student's:</p> <ul style="list-style-type: none"> <li>● Opinion <b>effectively</b> uses linking words appropriate to opinion writing.</li> <li>● Opinion <b>effectively</b> uses precise language and domain-specific vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>● Linking words such as: and, or, but, because, etc.</li> </ul>
<p>3 Approaching Proficient</p>	<p>The student's:</p> <ul style="list-style-type: none"> <li>● Opinion <b>adequately</b> uses linking words appropriate to opinion writing.</li> <li>● Opinion <b>adequately</b> uses precise language and domain-specific vocabulary.</li> </ul>	
<p>2 Beginning Progress</p>	<p>The student's:</p> <ul style="list-style-type: none"> <li>● Opinion <b>has limited</b> use of linking words appropriate to opinion writing; support is needed.</li> <li>● Opinion <b>has limited</b> use of precise language and domain-specific vocabulary; support is needed.</li> </ul>	
<p>1 Of Concern</p>	<p>The student's:</p> <ul style="list-style-type: none"> <li>● Opinion <b>lacks</b> linking words.</li> <li>● Opinion <b>lacks</b> precise language and domain-specific vocabulary.</li> </ul>	