

Writing

Writing Strategies

Use letters, phonetically spelled words, and sight words when writing.				
1.1 Use letters and phonetically spelled words to write about experiences, stories, people, objects, or events.				
5 - Advanced	4 - Proficient	3 - Basic	2 - Below Basic	1 - Far Below Basic
<p>Student often exceeds the grade level standards and produces work that demonstrates a thorough knowledge of grade level standards.</p> <p>Student consistently demonstrates the ability to:</p> <ul style="list-style-type: none"> write 1-2 sentences about a topic using phonetically spelled words and sight words. <p>Student may use a period at the end of the piece.</p> <p>Student may not have full control of spacing.</p>	<p>Student regularly demonstrates proficient performance of the grade level standards and produces work that demonstrates adequate knowledge of grade level standards.</p> <p>Student demonstrates the ability to:</p> <ul style="list-style-type: none"> use beginning or ending sound to represent word (i.e., D for dog, or label). <p>Student may use some basic sight words, i.e., <i>I, my, mom</i>.</p> <p>Student is begin to represent word boundaries.</p>	<p>Student often demonstrates basic performance on grade level standards and produces work that demonstrates partial knowledge of grade level standards.</p> <p>With direct instruction and teacher support, student often demonstrates the ability to:</p> <ul style="list-style-type: none"> use a few dominant sounds to represent words. <p>Student may use random letters, words, and environmental print.</p> <p>Student may have no evidence of word boundaries or spaces.</p>	<p>Student often demonstrates below basic performance on grade level standards and produces work that demonstrates a limited knowledge of grade level standards.</p> <p>With direct instruction and teacher support, student may demonstrate limited ability to:</p> <ul style="list-style-type: none"> use phonetically spelled words and sight words when writing. <p>Student may use strings of random letters to represent story.</p> <p>Student may not have concept of word boundaries.</p>	<p>Student is not meeting grade level standards and produces work that demonstrates little knowledge of grade level standards.</p> <p>With direct instruction and teacher support, student may be unable to:</p> <ul style="list-style-type: none"> use letters, phonics, and sights words when writing. <p>Student may scribble.</p> <p>Student may show no evidence of letter formation.</p>

Write upper and lowercase letters independently using form and spacing.

1.4 Write uppercase and lowercase letters of the alphabet independently, attending to the form and proper spacing of the letters.				
5 - Advanced	4 - Proficient	3 - Basic	2 - Below Basic	1 - Far Below Basic
<p>Student often exceeds the grade level standards and produces work that demonstrates a thorough knowledge of grade level standards.</p> <p>Student consistently demonstrates the ability to:</p> <ul style="list-style-type: none"> independently write 95% of the letters of the alphabet with age appropriate form and spacing. <p>Student may produce a few reversals i.e., p/q.</p>	<p>Student regularly demonstrates proficient performance of the grade level standards and produces work that demonstrates adequate knowledge of grade level standards.</p> <p>Student demonstrates the ability to:</p> <ul style="list-style-type: none"> write 50% or above, uppercase and lowercase letters. <p>Student may have some reversals, and/or non-standard formation.</p>	<p>Student often demonstrates basic performance on grade level standards and produces work that demonstrates partial knowledge of grade level standards.</p> <p>With direct instruction and teacher support, student often demonstrates the ability to:</p> <ul style="list-style-type: none"> write 30-49% of upper and/or lowercase letters. <p>Student may have many errors in form and direction.</p>	<p>Student often demonstrates below basic performance on grade level standards and produces work that demonstrates a limited knowledge of grade level standards.</p> <p>With direct instruction and teacher support, student may demonstrate limited ability to:</p> <ul style="list-style-type: none"> write 10-29% of the upper and/or lowercase letters. <p>Student may have many errors in form and direction.</p>	<p>Student is not meeting grade level standards and produces work that demonstrates little knowledge of grade level standards.</p> <p>With direct instruction and teacher support, student may be unable to:</p> <ul style="list-style-type: none"> form more than 5 letters legibly. <p>Letters are comprised of scribbles, random lines, and circles.</p>

Write first and last name.				
5 - Advanced	4 - Proficient	3 - Basic	2 - Below Basic	1 - Far Below Basic
<p>Student often exceeds the grade level standards and produces work that demonstrates a thorough knowledge of grade level standards.</p> <p>Student consistently demonstrates the ability to:</p> <ul style="list-style-type: none"> • write first and last name with fluency, appropriate spacing and standard formation. 	<p>Student regularly demonstrates proficient performance of the grade level standards and produces work that demonstrates adequate knowledge of grade level standards.</p> <p>Student demonstrates the ability to:</p> <ul style="list-style-type: none"> • legibly write first name with appropriate capital and lowercase letters. <p>Student may have occasional errors in formation and spacing.</p>	<p>Student often demonstrates basic performance on grade level standards and produces work that demonstrates partial knowledge of grade level standards.</p> <p>With direct instruction and teacher support, student often demonstrates the ability to:</p> <ul style="list-style-type: none"> • write first name. <p>Student may have some errors in directionality, formation, and spacing.</p>	<p>Student often demonstrates below basic performance on grade level standards and produces work that demonstrates a limited knowledge of grade level standards.</p> <p>With direct instruction and teacher support, student may demonstrate limited ability to:</p> <ul style="list-style-type: none"> • write first name. <p>Student may approximate the pattern of name formation without letter knowledge understanding.</p>	<p>Student is not meeting grade level standards and produces work that demonstrates little knowledge of grade level standards.</p> <p>With direct instruction and teacher support, student may be unable to:</p> <ul style="list-style-type: none"> • write first name. <p>Student name may be comprised of scribbles, lines, random letters (not comprehensible).</p>

Written and Oral Language Conventions

Written and Oral Language Conventions

Use complete sentences when speaking.				
1.1 Recognize and use complete, coherent sentences when speaking.				
5 - Advanced	4 - Proficient	3-Basic	2 - Below Basic	1 - Far Below Basic
<p>Student often exceeds the grade level standards and produces work that demonstrates a thorough knowledge of grade level standards.</p> <p>Student consistently demonstrates the ability to:</p> <ul style="list-style-type: none"> • use complete sentences with a wide variety of vocabulary and sentence structure, • independently speak with sophisticated style of expression. 	<p>Student regularly demonstrates proficient performance of the grade level standards and produces work that demonstrates adequate knowledge of grade level standards.</p> <p>Student demonstrates the ability to:</p> <ul style="list-style-type: none"> • speak in complete sentences with subject-verb agreement, • use age appropriate language and vocabulary with a minimum of grammatical errors. <p>Sentences show age appropriate complexity.</p>	<p>Student often demonstrates basic performance on grade level standards and produces work that demonstrates partial knowledge of grade level standards.</p> <p>With direct instruction and teacher support, student often demonstrates the ability to:</p> <ul style="list-style-type: none"> • use complete, simple sentences to communicate. <p>Student may occasionally need modeling to produce grammatically correct sentences.</p>	<p>Student often demonstrates below basic performance on grade level standards and produces work that demonstrates a limited knowledge of grade level standards.</p> <p>With direct instruction and teacher support, student may demonstrate limited ability to :</p> <ul style="list-style-type: none"> • speak in simple sentences. <p>Student expression may be understood but exhibits many grammatical errors and limited vocabulary.</p>	<p>Student is not meeting grade level standards and produces work that demonstrates little knowledge of grade level standards.</p> <p>With direct instruction and teacher support, student may be unable to:</p> <ul style="list-style-type: none"> • name more than 3 speak in complete coherent sentences. <p>Student speech may be incomprehensible because of articulation and language errors and limitations.</p>

Spell independently using sounds and letter sounds.

1.2 Spell independently by using pre-phonetic knowledge, sounds of the alphabet, and knowledge of letter names.

5 - Advanced	4 - Proficient	3-Basic	2 - Below Basic	1 - Far Below Basic
<p>Student often exceeds the grade level standards and produces work that demonstrates a thorough knowledge of grade level standards.</p> <p>Student consistently demonstrates the ability to:</p> <ul style="list-style-type: none"> record a letter for each sound in a word (i.e., <i>laf</i> for <i>laugh</i>), begin to use digraphs, suffixes, (<i>ing, ed</i>). 	<p>Student regularly demonstrates proficient performance of the grade level standards and produces work that demonstrates adequate knowledge of grade level standards.</p> <p>Student demonstrates the ability to:</p> <ul style="list-style-type: none"> stretch/segment a word and record beginning or ending sound of word. <p>Student may not hear medial vowel sounds.</p>	<p>Student often demonstrates basic performance on grade level standards and produces work that demonstrates partial knowledge of grade level standards.</p> <p>With direct instruction and teacher support, student often demonstrates the ability to:</p> <ul style="list-style-type: none"> hear and record a few consonant sounds when teacher articulates sounds in given word. 	<p>Student often demonstrates below basic performance on grade level standards and produces work that demonstrates a limited knowledge of grade level standards.</p> <p>With direct instruction and teacher support, student may demonstrate limited ability to:</p> <ul style="list-style-type: none"> relate sound to letter name. <p>Student may use random letters.</p> <p>Student may have very limited knowledge of letter names/sounds.</p>	<p>Student is not meeting grade level standards and produces work that demonstrates little knowledge of grade level standards.</p> <p>With direct instruction and teacher support, student may be unable to:</p> <ul style="list-style-type: none"> relate sound to letter name. <p>Student may not have letter sound knowledge.</p> <p>Student may use letter-like formations or scribbles.</p>

Listening and Speaking

Listening and Speaking Strategies

Understand and follow one- and two-step directions.				
1.1 Understand and follow one- and two-step directions.				
5 - Advanced	4 - Proficient		2 - Below Basic	1 - Far Below Basic
<p>Student often exceeds the grade level standards and produces work that demonstrates a thorough knowledge of grade level standards.</p> <p>Student consistently demonstrates the ability to:</p> <ul style="list-style-type: none"> understand and follow simple one- and two-step oral directions. 	<p>Student regularly demonstrates proficient performance of the grade level standards and produces work that demonstrates adequate knowledge of grade level standards.</p> <p>Student demonstrates the ability to:</p> <ul style="list-style-type: none"> understand and follow simple one-step oral directions. 	<p>Student often demonstrates basic performance on grade level standards and produces work that demonstrates partial knowledge of grade level standards.</p> <p>With direct instruction and teacher support, student often demonstrates the ability to:</p> <ul style="list-style-type: none"> understand and follow most simple one-step oral directions. 	<p>Student often demonstrates below basic performance on grade level standards and produces work that demonstrates a limited knowledge of grade level standards.</p> <p>With direct instruction and teacher support, student may demonstrate limited ability to:</p> <ul style="list-style-type: none"> understand and follow most simple one-step oral directions. 	<p>Student is not meeting grade level standards and produces work that demonstrates little knowledge of grade level standards.</p> <p>With direct instruction and teacher support, student may be unable to:</p> <ul style="list-style-type: none"> understand and follow simple one-step oral directions.

Speaking Applications

Recite poems, rhymes, and songs.

2.2 Recite short poems, rhymes, and songs.

Standard not taught this grading period.