

First Grade Performance Level Descriptors

Subject: Reading

Foundational Skills

Comprehension: Literary Text (Fiction)

Comprehension: Informational Text (Nonfiction)

Subject: Writing

Text Types

Writing Process (with adult support)

Language

Speaking and Listening

Subject: Mathematics

Mathematical Reasoning

Operations and Algebraic Thinking

Number and Operations in Base Ten

Measurement and Data

Geometry

Subject: Reading

Foundational Skills

- I can hear and manipulate sounds in words, such as syllables, beginning and ending sounds.

1		2	3
Little to no progress toward meeting end of year grade level expectations	Less than expected progress toward meeting end of year grade level expectations	Expected progress toward meeting end of year grade level expectations <i>(End of year standard not yet met)</i>	Met end of year grade level expectations
A first grade student at this level requires extensive support to orally segment initial, medial vowel, <u>or</u> final phonemes (sounds) in spoken single-syllable words.	A first grade student at this level can: • orally segment initial, medial vowel, <u>or</u> final phonemes (sounds) in spoken single-syllable words; • orally produce single-syllable words by blending phonemes (sounds) with support.	A first grade student at this level can: • orally segment and isolate initial, medial vowel, <u>and</u> final phonemes (sounds) in spoken single-syllable words; • orally produce single-syllable words by blending phonemes (sounds).	A first grade student at this level can: • orally segment and isolate single-syllable words into their individual phonemes (sounds), including initial, medial vowel, and final sounds as well as consonant blends; • orally produce single-syllable words by blending phonemes (sounds); • distinguish long from

			short vowel sounds in spoken single-syllable words.
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Foundational Skills

- I can use letter-sound knowledge and spelling patterns to read and write first grade level words.

1		2	4
Little to no progress toward meeting end of year grade level standards with extensive support	Less than expected progress toward meeting end of year grade level standards with increased support	Expected progress toward meeting end of year grade level standards	Met end of year grade level standards and may be ready to work at greater depth
A first grade student at this level requires extensive support to decode one syllable words.	A first grade student at this level can: decode regularly spelled one syllable words with support.	A first grade student at this level can: - decode regularly spelled one syllable words; - know the spelling-sound correspondences for common consonant digraphs; - read words with introduced inflectional endings.	A first grade student at this level can: - decode two syllable words; - know final -e and common vowel teams for - representing long vowel sounds; - read words with all grade appropriate inflectional endings (s, es, ed, ing).

Foundational Skills

- I can demonstrate understanding of the organization and basic features of text.

1	2	3
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Little to no progress toward meeting end of year grade level expectations	Less than expected progress toward meeting end of year grade level expectations	Expected progress toward meeting end of year grade level expectations <i>(End of year standard not yet met)</i>	Met end of year grade level expectations
With extensive prompting and support, a first grade student at this level is not able to retell or answer questions from the text.	A first grade student at this level requires increased support to: - ask and answer questions about details in a text; - identify the main topic; - retell with minimal details.	A first grade student at this level requires some support to: - ask and answer questions about details in a text; - retell and analyze information; - identify the main topic; - make connections between two pieces of information in a text.	A first grade student at this level can independently read a text of appropriate complexity and: - ask and answer questions about key details in a text; - identify the main topic and retell key details of a text; - describe the connection between two or more pieces of information in a text.

Foundational Skills

- I can read accurately and fluently to support comprehension.

1		2	3
Little to no progress toward meeting end of year grade level expectations	Less than expected progress toward meeting end of year grade level expectations	Expected progress toward meeting end of year grade level expectations <i>(End of year standard not yet met)</i>	Met end of year grade level expectations
The first grade student at this level requires extensive support to read a grade level text.	A first grade student at this level demonstrates fluency by reading grade level text with purpose and understanding,	A first grade student at this level demonstrates fluency by reading grade level text with purpose and understanding,	A first grade student at this level demonstrates fluency by reading grade level text with purpose and understanding,

	including: • reading with little accuracy; • rarely reading with appropriate rate; • reading with little expression; • rarely reading to self-correct using context clues.	including: • reading with some accuracy; • reading with appropriate rate some of the time; • reading with expression some of the time; • reading to self-correct using context clues some of the time.	including: • reading with accuracy; • reading with appropriate rate; • reading with expression; • reading to self-correct using context clues.
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Comprehension: Literary Text (Fiction)

- I can ask and answer important questions about the main idea and elements in a story.

1		2	3
Little to no progress toward meeting end of year grade level expectations	Less than expected progress toward meeting end of year grade level expectations	Expected progress toward meeting end of year grade level expectations	Met end of year grade level expectations
With extensive prompting and support, a first grade student at this level is not able to retell or answer questions from the text.	A first grade student at this level requires increased support to: • ask and answer questions about details in a text; • identify the main topic; • retell with minimal details.	A first grade student at this level requires some support to: • ask and answer questions about details in a text; • retell and analyze information; • identify the main topic; • make connections between two pieces of information in a text.	A first grade student at this level can independently read a text of appropriate complexity and: • ask and answer questions about key details in a text; • identify the main topic and retell key details of a text; • describe the connection between two or more pieces of information in

			a text.
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Comprehension: Literary Text (Fiction)

- I can retell key details and identify the lesson of a story.

1		2	3
Little to no progress toward meeting end of year grade level expectations	Less than expected progress toward meeting end of year grade level expectations	Expected progress toward meeting end of year grade level expectations	Met end of year grade level expectations
With extensive prompting and support, a first grade student at this level is not able to retell or answer questions about the text	A first grade student at this level can: • ask and answer questions about details in a text; • retell a story using minimal details.	A first grade student at this level can read a text of appropriate complexity and : • ask and answer questions about details in a text; • retell and analyze a story using details that include characters, setting and events; • identify the literal meaning of the lesson of a story; • activate prior knowledge to make text-to-self or text-to-text connections and comparisons.	A first grade student at this level can independently read a text of appropriate complexity and : • ask and answer questions about key details in a text • retell and analyze a story using key details that include characters, setting and major events; • demonstrate understanding of the lesson of a story; • activate prior knowledge to make meaningful text-to-self or text-to-text connections and comparisons.

Comprehension: Literary Text (Fiction)

- I can compare/contrast the experiences and characters in a story.

1		2	3
Little to no progress toward meeting end of year grade level expectations	Less than expected progress toward meeting end of year grade level expectations	Expected progress toward meeting end of year grade level expectations <i>(End of year standard not yet met)</i>	Met end of year grade level expectations
A first grade student at this level can: requires extensive support to identify characters, setting, or events.	A first grade student at this level can: • use illustrations and details in a story to identify characters, setting, or events with support.	A first grade student at this level can: • use illustrations and details in a story to describe its characters, setting, or events. or • compare and contrast the adventures and experiences of characters in stories.	A first grade student at this level can: • use illustrations and details in a story to describe its characters, setting, or events; • compare and contrast the adventures and experiences of characters in stories.

Comprehension: Informational Text (Nonfiction)

- I can identify the main topic and retell key details of a text.

1		2	3
Little to no progress toward meeting end of year grade level expectations	Less than expected progress toward meeting end of year grade level expectations	Expected progress toward meeting end of year grade level expectations	Met end of year grade level expectations
With extensive prompting and support, a first grade student at this level is not able to retell or answer questions from the text.	A first grade student at this level requires increased support to: • ask and answer questions about details in a text; • identify the main topic;	A first grade student at this level requires some support to: • ask and answer questions about details in a text; • retell and analyze	A first grade student at this level can independently read a text of appropriate complexity and: • ask and answer questions about key details in a text;

	retell with minimal details.	information; - identify the main topic; - make connections between two pieces of information in a text.	- identify the main topic and retell key details of a text; - describe the connection between two or more pieces of information in a text.
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Comprehension: Informational Text (Nonfiction)

- I can identify and use text features to locate important information in a text.

1		2	3
Little to no progress toward meeting end of year grade level expectations	Less than expected progress toward meeting end of year grade level expectations	Expected progress toward meeting end of year grade level expectations <i>(End of year standard not yet met)</i>	Met end of year grade level expectations
A first grade student at this level can: know and use some text features to determine meaning and locate key facts from pictures and text with extensive support.	A first grade student at this level can: know and use some text features to determine meaning and locate key facts from pictures and text with support.	A first grade student at this level can: - ask and answer some questions about words/phrases to help clarify meaning with support; - know and use some text features to determine meaning and locate key facts from pictures and text.	A first grade student at this level can: - ask and answer questions about words/phrases to help clarify meaning; - know and use various text features to determine meaning and locate key facts from pictures and text.

Comprehension: Informational Text (Nonfiction)

- I can describe similarities and differences between two texts on a similar topic.

1		2	3
Little to no progress toward meeting end of year grade level expectations	Less than expected progress toward meeting end of year grade level expectations	Expected progress toward meeting end of year grade level expectations	Met end of year grade level expectations
A first grade student at this level requires extensive support to use illustrations and details in a text to describe key ideas.	A first grade student at this level can: • use illustrations and details in a text to describe key ideas with support; • identify a reason an author gives to support points in a text with support.	A first grade student at this level can: • use illustrations and details in a text to describe ideas; • identify a reason an author gives to support points in a text.	A first grade student at this level can: • use illustrations and details in a text to describe key ideas; • identify the reasons an author gives to support points in a text; • compare and contrast two informational texts on the same topic.

Subject: Writing

Text Types

- I can write narrative pieces that include two or more events, details, transition words and a closing.

1		2	3
Little to no progress toward meeting end of year grade level expectations	Less than expected progress toward meeting end of year grade level expectations	Expected progress toward meeting end of year grade level expectations	Met end of year grade level expectations

A first grade student at this level requires extensive support to write a narrative that includes two or more sequenced events.	A first grade student at this level can write narratives that: - recount one or more events; - include minimal details.	A first grade student at this level can write narratives that: - recount two or more appropriately sequenced events; - include few details regarding what happened; - may provide some sense of closure.	A first grade student at this level can write narratives that: - recount two or more appropriately sequenced events; - includes some details regarding what happened for most events; - use transition (temporal) words to signal event order; - provide some sense of closure.

Text Types

- I can write informative/explanatory pieces that include a topic, facts, and a closing.

1		2	3
Little to no progress toward meeting end of year grade level expectations	Less than expected progress toward meeting end of year grade level expectations	Expected progress toward meeting end of year grade level expectations	Met end of year grade level expectations
A first grade student at this level requires extensive support to write an informative/explanatory text.	A first grade student at this level can write informative/explanatory text that: - names a topic; - supplies a fact about the topic.	A first grade student at this level can write informative/explanatory text that: - names a topic; - supplies some facts about the topic; - may provide some sense of closure.	A first grade student at this level can write informative/explanatory text that: - names a topic; - supplies some facts about the topic from shared research, information gathered, or experiences;

			provides some sense of closure.
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Text Types

- I can write opinion pieces that state my opinion, with supporting reasons and a closing.

1		2	3
Little to no progress toward meeting end of year grade level expectations	Less than expected progress toward meeting end of year grade level expectations	Expected progress toward meeting end of year grade level expectations <i>(End of year standard not yet met)</i>	Met end of year grade level expectations
A first grade student at this level requires extensive support to write opinion pieces.	A first grade student at this level can write opinion pieces that: - state an opinion; - supply a reason.	A first grade student at this level can write opinion pieces that: - introduce the topic they are writing about and/or provide a sense of closure; - state an opinion; - supply a reason.	A first grade student at this level can write opinion pieces that: - introduce the topic they are writing about; - express an opinion; - supply a reason for the opinion; - provide some sense of closure.

Writing Process (with adult support)

- I can strengthen my writing through planning, revising, and editing.
- I can use technology to publish my writing.

1	2	3
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Little to no progress toward meeting end of year grade level expectations	Less than expected progress toward meeting end of year grade level expectations	Expected progress toward meeting end of year grade level expectations <i>(End of year standard not yet met)</i>	Met end of year grade level expectations
A first grade student at this level requires extensive teacher support to revise, improve, and publish writing.	A first grade student at this level requires increased teacher support to revise, improve, and publish writing.	A first grade student at this level can: • revise, improve, and publish writing with additional teacher support.	A first grade student at this level can: • revise, strengthen and publish writing with guidance and support; • use a variety of digital resources to produce or publish their work with guidance and support.

Language

- I can use proper grammar and language when I write and speak.
- I can use first grade appropriate writing skills, including proper spacing, capitalization, and punctuation.
- I can use phonemic spelling and first grade vocabulary.

1		2	3
Little to no progress toward meeting end of year grade level expectations	Less than expected progress toward meeting end of year grade level expectations	Expected progress toward meeting end of year grade level expectations <i>(End of year standard not yet met)</i>	Met end of year grade level expectations
A first grade student at this level requires extensive support to	With support, first grade students at this level are able to	In their everyday writing, first grade students at this level	In their everyday writing, first grade students at this level are

use and apply spelling patterns, sight words, capitalization, and punctuation.	occasionally use and apply: - learned spelling patterns and sight words; - complete sentences; - capitalization; - ending punctuation. Punctuation, capitalization, and spelling may be done in isolation and may interfere with meaning of writing.	inconsistently use and apply: - learned spelling patterns and sight words; - complete sentences; - capitalization; - ending punctuation and commas. While inconsistent, punctuation, capitalization, and spelling do not interfere with meaning in writing.	able to consistently use and apply: - learned spelling patterns and sight words; - complete sentences; - capitalization; - ending punctuation and commas Punctuation, capitalization, and spelling do not interfere with meaning in writing.
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Speaking and Listening

- I can participate in conversations with peers and adults.
- I can ask and answer questions.
- I can present and express my ideas and feelings clearly.

1		2	3
Little to no progress toward meeting end of year grade level expectations	Less than expected progress toward meeting end of year grade level expectations	Expected progress toward meeting end of year grade level expectations	Met end of year grade level expectations
A first grade student at this level is unable to apply grade-level speaking and listening skills in order to communicate clearly.	A first grade students at this level can: follow agreed upon rules for discussions.	A first grade students at this level can: - follow agreed upon rules for discussions; - produce complete sentences when appropriate to task and situation.	A first grade students at this level can: - follow agreed upon rules for discussions; - produce complete sentences when appropriate to task and situation; - ask or answer questions about information from

			a speaker
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Subject: Mathematics

Mathematical Reasoning

- I can clearly communicate mathematical thinking using words, pictures or numbers.

1		2	3
Little to no progress toward meeting end of year grade level expectations	Less than expected progress toward meeting end of year grade level expectations	Expected progress toward meeting end of year grade level expectations	Met end of year grade level expectations
A first grade student at this level requires extensive support to solve word problems within 20 by adding, subtracting, or drawing a picture and writing a number sentence to represent an addition and subtraction word problem.	A first grade student at this level can: - add or subtract with increased support; - draw pictures and write number sentences with increased support.	A first grade student at this level can: - add and subtract; - draw pictures and write number sentences.	A first grade student at this level can: - add and subtract; - use objects, drawing pictures (which shows the mathematical thinking) and writing number sentences.

Operations and Algebraic Thinking

- I can fluently use strategies to add within 10.
- I can fluently use strategies to subtract within 10.
- I can use strategies to add and subtract within 20.

1	2	3
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Little to no progress toward meeting end of year grade level expectations	Less than expected progress toward meeting end of year grade level expectations	Expected progress toward meeting end of year grade level expectations	Met end of year grade level expectations
A first grade student at this level requires extensive support to add and subtract within 20 with extensive support.	A first grade student at this level can: • use strategies to add and subtract within 20 with support.	A first grade student at this level can: • use strategies to add and subtract within 20; • add and subtract facts within 10 with increased fluency	A first grade student at this level can: • use multiple strategies to add and subtract within 20, demonstrating fluency within 10; • relate counting to addition and subtraction.

Fluency is flexibility, accuracy, and efficiency. Fluency does not imply timed tests. Memorization of sums of single digit numbers is expected by the end of second grade.

Operations and Algebraic Thinking

- I can use strategies to solve addition word problems.
- I can use strategies to solve subtraction word problems.

1		2	3
Little to no progress toward meeting end of year grade level expectations	Less than expected progress toward meeting end of year grade level expectations	Expected progress toward meeting end of year grade level expectations	Met end of year grade level expectations
A first grade student at this level requires extensive support to solve word problems within 20 by adding, subtracting, or drawing a picture and writing a number sentence to represent	A first grade student at this level can: • add or subtract with increased support; • draw pictures and write	A first grade student at this level can: • add and subtract; • draw pictures and write number sentences.	A first grade student at this level can: • add and subtract; • use objects, drawing pictures (which shows

an addition and subtraction word problem.	number sentences with increased support.		the mathematical thinking) and writing number sentences; • solve addition word problems with 3 numbers; • identify and solve for unknown numbers in all positions.
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Operations and Algebraic Thinking

- I can solve equations with missing numbers and decide if they are true or false.

1		2	3
Little to no progress toward meeting end of year grade level expectations	Less than expected progress toward meeting end of year grade level expectations	Expected progress toward meeting end of year grade level expectations	Met end of year grade level expectations
A first grade student at this level requires <i>extensive</i> support to: • determine if equations involving addition or subtraction are true or false; • determine the unknown addend in an addition equation.	A first grade student at this level can: • determine if equations involving addition <i>or</i> subtraction are true or false with support; • determine the unknown addend in an addition equation with support.	A first grade student at this level can: • determine if equations involving addition <i>or</i> subtraction are true or false; • determine the unknown addend in an addition equation.	A first grade student at this level can: • determine if equations involving addition and subtraction are true or false; • determine the unknown whole number in an addition or subtraction equation relating three whole numbers.

Number and Operations in Base Ten

- I can count and write numbers to 120, starting at any given number.

1		2	3
Little to no progress toward meeting end of year grade level expectations	Less than expected progress toward meeting end of year grade level expectations	Expected progress toward meeting end of year grade level expectations	Met end of year grade level expectations
A first grade student at this level needs extensive support to work towards: - counting to 100; - reading and write numerals.	A first grade student at this level can: - count to 100 starting at 1; - read and write numerals with support.	A first grade student at this level is working toward: - Counting to 120, starting at any number; - reading and writing numerals from 0-120; - representing a number of objects with a written numeral.	A first grade student at this level can: - count to 120, starting at any number less than 120; - read and write numerals from 0-120; - represent a number of objects with a written numeral.

Number and Operations in Base Ten

- I can use place value (tens and ones) to explain, count, and compare 2-digit numbers.
- I can use place value strategies to add and subtract.

1		2	3
Little to no progress toward meeting end of year grade level expectations	Less than expected progress toward meeting end of year grade level expectations	Expected progress toward meeting end of year grade level expectations	Met end of year grade level expectations
A first grade student at this level	With support, A first grade	A first grade student at this level	A first grade student at this level

needs extensive support to: • add within 100. • to understand place value.	student at this level can: • add a two-digit and a one-digit number within 100 using concrete models or drawings and strategies; • use counting or tools to find 10 more or 10 less. • use a manipulative or place value chart to demonstrate an understanding of place value.	can: • add a two-digit and a one-digit number within 100 using concrete models or drawings and strategies; • find 10 more or 10 less without counting. • use a manipulative or place value chart to demonstrate an understanding of place value; • compare two-digit numbers and record with the symbols $>$, $<$, $=$.	can: • add a two-digit and a one-digit number within 100 using concrete models or drawings and strategies and explain the reasoning used • find 10 more or 10 less without counting; • subtract multiples of 10 in the range 10-90 from multiples of 10 in the range 10-90 using concrete models or drawings and strategies and explain the reasoning used. • demonstrate an understanding of place value, representing numbers as tens and ones; • compare two-digit numbers and record with the symbols $>$, $<$, $=$.
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Measurement and Data

- I can use objects to order, compare and measure lengths.

1		2	3
Little to no progress toward meeting end of year grade level expectations	Less than expected progress toward meeting end of year grade level expectations	Expected progress toward meeting end of year grade level expectations	Met end of year grade level expectations

A first grade student at this level demonstrates limited understanding of measurement and requires extensive support.	With support, a first grade student at this level can: • order three objects by length; • compare the lengths of two objects indirectly by using a third object;	A first grade student at this level can: • order three objects by length; • compare the lengths of two objects indirectly by using a third object; • measure objects in whole units with some inaccuracies.	A first grade student at this level can: • order three objects by length; • compare the lengths of two objects indirectly by using a third object; • accurately measure objects in whole units.
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Measurement and Data

- I can tell and write time to the nearest hour and half hour on digital and analog clocks.
- I can identify pennies and dimes by name and value.

1		2	3
Little to no progress toward meeting end of year grade level expectations	Less than expected progress toward meeting end of year grade level expectations	Expected progress toward meeting end of year grade level expectations	Met end of year grade level expectations
A first grade student at this level demonstrates limited understanding of telling time and/or identifying money.	With support, a first grade student at this level can: • tell time to the nearest hour; • identify pennies by name and value.	A first grade student at this level with support can: • tell and write time in hours and half hours using both analog and digital clocks; • identify pennies or dimes by name and value.	A first grade student at this level can: • tell and write time in hours and half hours using both analog and digital clocks; • identify pennies and dimes by name and value.

Measurement and Data

- I can create and ask/answer questions about graphs.

1		2	3
Little to no progress toward meeting end of year grade level expectations	Less than expected progress toward meeting end of year grade level expectations	Expected progress toward meeting end of year grade level expectations	Met end of year grade level expectations
A first grade student at this level requires extensive support to interpret data.	A first grade student at this level can: collect data but needs support to organize and interpret data.	A first grade student at this level can: - organize and interpret data; - answer “how many” questions about data.	A first grade student at this level can: - organize, represent and interpret data up to three categories; - ask and answer “how many” and “how many more/less” questions about data.

Geometry

- I can identify, describe, and compare two-dimensional and three-dimensional shapes.
- I can divide circles and rectangles into equal parts (halves and quarters).

1		2	3
Little to no progress toward meeting end of year grade level expectations	Less than expected progress toward meeting end of year grade level expectations	Expected progress toward meeting end of year grade level expectations	Met end of year grade level expectations
A first grade student at this level requires extensive support to build and draw shapes based on their attributes (sides, shape) and/or divide circles and rectangles into halves and fourths with extensive support.	With support, a first grade student at this level can: - build and draw shapes based on their attributes (sides, shape); - partition circles and rectangles into halves.	A first grade student at this level can: - build and draw based on their attributes (sides, shape); - use shapes to compose	A first grade student at this level can: - build and draw shapes based on their defining attributes (sides, shape); - use shapes to compose other 2-D and 3-D

		other 2-D and 3-D shapes; • partition circles and rectangles into halves and fourths/quarters.	shapes; • partition circles and rectangles into halves and fourths/ quarters; • if taken from the same whole, identify that decomposing into more equal shares creates smaller shares.
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