

English Language Arts					
SubStandard	Standard	1	2	3	4
Foundational Reading		Below	Basic	Proficient	Advanced
	Applies phonics and word analysis skills in decoding words	Student is unable to use decoding strategies to determine unknown words in and out of context.	Student sometimes uses decoding strategies to determine unknown words in and out of content with teacher support.	Student uses decoding strategies to determine unknown words in and out of context.	Student decodes multisyllabic words in context and in isolation using knowledge of phonics with automaticity and fluency.
	Reads beginning reader texts with sufficient accuracy and fluency to support comprehension	Student is unable to read beginning text with accuracy, fluency or comprehension.	Student attempts with teacher support to read beginning text but may lack accuracy, fluency or comprehension.	Student reads beginning level text fluently and with comprehension.	Student reads more challenging text with fluency and comprehension.
	Reads sight words	Student is unable to read most sight words with accuracy.	Student reads some sight words with accuracy.	Student reads sight words with accuracy.	Student consistently reads sight words with accuracy.
Reading		Below	Basic	Proficient	Advanced
	Describes characters, setting, and major events in a story, or pieces of information in a text <i>*This includes: important events including character names, setting, important details and relevant vocabulary</i>	Students is unable to describe characters, setting, and major events in a story, or pieces of information in a text.	Student identifies characters, setting and major events in a story or pieces of information in a text with teacher prompting/support.	Student describes characters, setting, and major events in a story, or pieces of information in a text.	Student independently describes characters, setting, and major events in a story, or pieces of information in a text with added descriptive detail.
	Identifies information from text or illustrations that support ideas in a text.	Student is unable to identify information or illustrations that support ideas in a text.	Student identifies information from text or illustrations that support ideas in a text with teacher prompting/assistance.	Student identifies information from text or illustrations that support ideas in a text.	Student demonstrates more specific/advanced connections as they independently identify

					information from text or illustrations that support ideas in a text.
		Below	Basic	Proficient	Advanced
Writing	Writes for multiple purposes (Opinion, Informative, Narrative) using reasons, facts, and appropriate sequencing and closure	<p>Student details are not included or on topic. (Reference: no complete sentences and can't read work)</p> <p>Student uses general word choices to provide information about a topic.</p> <p>Student is unable to write a beginning, middle and/or end.</p>	<p>Student writes some details that are on topic. (Reference: 1-2 complete sentences)</p> <p>Student uses limited word choices to provide information about the topic.</p> <p>Students beginning, middle and/or end were not clearly evident.</p> <p>Student requires teacher support.</p>	<p>Student writes most details on topic. (Reference: 3-4 complete sentences)</p> <p>Student uses appropriate word choices to provide information about a topic.</p> <p>Student wrote a clear beginning, middle and end.</p>	<p>Student writes with added descriptive details all on topic. (Reference: 5 or more complete sentences)</p> <p>Student uses a variety of word choices to provide information about a topic.</p> <p>Student wrote a clear beginning, middle and end that caught the readers attention,. Student voice was evident.</p>
	Writes complete sentences	Student is unable to write clear sentence(s).	Students attempts to write clear sentences(s)	Student clearly communicates in writing using multiple sentences.	Student clearly communicates in writing using multiple sentences with added details.
Speaking and Listening		Below	Basic	Proficient	Advanced
	Participates in collaborative conversations with peers and adults in small and large groups	Student rarely participates in conversations with peers and adults about first grade topics and texts.	Student occasionally participates in conversations with peers and adults about first grade topics and texts.	Student consistently participates in conversations with peers and adults about first grade topics and texts.	Student participates in conversations with peers and adults, restates key elements and asks questions for clarification. Student builds upon others ideas in concentrations.
	Expresses thoughts, feelings, and ideas clearly, using	Student attempts to speak clearly, however, cannot	Student speaks clearly and distinctively most	Student speaks clearly and distinctively in	Student speaks clearly and distinctively in

	complete sentences	be understood.	of the time in phrases and complete sentences.	complete sentences. Students is beginning to use appropriate tone, volume and pace	complete sentences using appropriate tone, volume and pace.
Language		Below	Basic	Proficient	Advanced
	Uses capital letters appropriately	Student is unable to use capitalization.	Student inconsistently uses capital letters.	Student uses capitals at the beginning of sentences, I and some proper nouns.	Student uses capital letters correctly and consistently.
	Uses punctuation correctly (e.g., period, exclamation point, question mark, comma, quotation marks and apostrophe)	Student is unable to use any punctuation.	Student inconsistently uses punctuation.	Student uses some end of sentence punctuation consistently. Student uses commas, quotation marks and apostrophes inconsistently.	Student uses various end of sentence punctuation correctly and consistently. Student uses commas, quotation marks and apostrophes correctly and consistently.
	Applies spelling patterns in writing	Student is unable to apply conventional spelling (dictionary spelling) patterns and rules to spell unknown words.	Student inconsistently applies conventional spelling (dictionary spelling) patterns and rules to spell unknown words.	Student consistently applies conventional spelling (dictionary spelling) patterns and rules to spell unknown words with few errors.	Student consistently applies conventional spelling (dictionary spelling) patterns and rules to spell unknown words accurately and consistently.
	Writes legibly	Student work is illegible.	Student work is legible, but lacks neatness.	Student words is legible and neat but lacks consistently.	Student work is legible and neat consistently.
	Uses spaces correctly <i>*This includes: finger spaces between words, top to bottom and left to right spacing</i>	Student is unable to use spacing correctly.	Student sometimes uses spaces correctly. <i>(e.g., evidence of some finger spacing and some top to bottom/left to right spacing)</i>	Student inconsistently uses spaces correctly. <i>(e.g., finger spaces may be evident, but top to bottom/left to right spacing is inconsistent)</i>	Student uses spacing consistently and correctly.

Vocabulary		Below	Basic	Proficient	Advanced
	Determines or clarifies the meaning of unknown and multiple-meaning words and phrases	Student is unable to clarify the meaning of unknown and multiple-meaning words and phrases.	Student attempts to clarify the meaning of unknown and multiple-meaning words and phrases.	Student determines or clarifies the meaning of unknown and multiple-meaning words and phrases correctly but inconsistently.	Student determines or clarifies the meaning of unknown and multiple-meaning words and phrases correctly and consistently.

Mathematics					
SubStandard	Standard	1	2	3	4
Operations and Algebraic Thinking		Below	Basic	Proficient	Advanced
	Fluently adds within 10	Student is not yet able to fluently add within 10 with manipulatives and/or significant teacher support.	Student inconsistently adds within 10 with manipulatives and/or teacher support.	Student fluently and independently adds within 10 with few errors.	Student fluently and consistently adds within and above 10.
	Fluently subtracts within 10	Student is not yet able to fluently subtract within 10 with manipulatives and/or significant teacher support.	Student inconsistently subtracts within 10 with manipulatives and/or teacher support.	Student fluently and independently subtracts within 10 with few errors.	Student fluently and consistently subtracts within and above 10.
	Adds and subtracts accurately within 20 using strategies	Student is not yet able to add and subtract within 20 using strategies with manipulatives and/or significant teacher support.	Student inconsistently adds and subtracts within 20 using strategies with manipulatives and/or teacher support.	Student accurately adds and subtracts within 20 using strategies with few errors.	Student consistently and accurately adds and subtracts within 20 using strategies.
Number Sense and Operations in Base Ten		Below	Basic	Proficient	Advanced
	Reads, writes, and counts numbers to 120	Student is not yet able to read, write, and count numbers to 120 with resources and/or	Student inconsistently reads, writes, and counts numbers to 120 with	Student fluently reads, writes, and count numbers to 120 with few errors.	Student fluently reads, writes, and counts numbers within and above 120.

		significant teacher support.	resources and/or teacher support.		
	Identifies place value in two-digit numbers	Student is not yet able to identify place value in two-digit numbers with manipulatives and/or significant teacher support.	Student inconsistently identifies place value in two-digit numbers with manipulatives and/or teacher support.	Student accurately identifies place value in two-digit numbers with few errors.	Student consistently and accurately identifies place value in two-digit numbers and beyond.
	Compares numbers using words and symbols	Student is not yet able to compare numbers using words and symbols with manipulatives and/or significant teacher support.	Student inconsistently compares numbers using words and symbols with manipulatives and/or teacher support.	Student accurately compares numbers using words and symbols with few errors.	Student consistently and accurately compares numbers using words and symbols.

Science				
Standard	1	2	3	4
	Below	Basic	Proficient	Advanced
Makes observations	The student does not yet state or record scientific observations independently.	Student often states or records scientific observations independently.	Student consistently states or records scientific observations independently.	Student consistently states or records scientific observations independently that are very detailed.
Asks questions based on observations	The student does not yet generate questions independently based on observations.	Student often generates questions independently based on observations.	Student constantly generates questions independently based on observations.	Student constantly generates questions independently based on observations while also making clear connections to prior knowledge.
Carries out investigations/engineering tasks	The student does not yet elaborate on ideas using scientific vocabulary and/or models to plan, design, and carry out an investigation	Student often will elaborate on ideas using scientific vocabulary and/or models to plan, design, and carry out an investigation.	Student consistently elaborates and describe ideas using scientific vocabulary and/or models to plan, design, and carry out an investigation.	Student consistently elaborates and describes ideas using scientific vocabulary and/or models to plan, design, and carry out an investigation while making connections and incorporating prior knowledge.

Social Studies				
Standard	1	2	3	4
	Below	Basic	Proficient	Advanced
Compares and contrasts families, communities, events, rules and laws	Student demonstrates little or no understanding of vocabulary and concepts related to the topics addressed.	Student demonstrates some understanding of vocabulary and concepts related to the topics addressed.	Student demonstrates understanding of the meaning of vocabulary and concepts related to the topics addressed.	Student demonstrates a deep understanding of vocabulary and concepts related to the topics addressed.