



## Proficiency Scale Grade 1

**Domain: Reading Standards for Literature**

**Strand: Key Ideas and Details (KID)**

**Benchmark Code: 1.RL.KID.1**

**Standard: Ask and answer questions about key details in a text. (DOK 2)**

<b>Score 4.0</b>	<p><b>In addition to a score 3.0 performance, the student demonstrates in-depth inferences and/or application of knowledge.</b>                  Examples include, but are not limited to:</p> <ul style="list-style-type: none"> <li>● Compare or contrast two different texts using key details.</li> <li>● Ask and answer inferential questions about the text.</li> </ul>	
	<i>Score 3.5</i>	<i>In addition to a score 3.0 performance, partial success at score 4.0 content</i>
<b>Score 3.0</b>	<p><b>Target goal:</b></p> <ul style="list-style-type: none"> <li>● <b>Ask questions about key details in a text.</b></li> </ul>	
	<i>Score 2.5</i>	<i>No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content</i>
<b>Score 2.0</b>	<p><b>Simpler goals:</b>                  Recognize or recall specific vocabulary, such as:</p> <ul style="list-style-type: none"> <li>○ key detail.</li> <li>● Answer questions about a text</li> </ul>	
	<i>Score 1.5</i>	<i>Partial success at score 1.0 content and major errors or omissions regarding score 2.0 content</i>
<b>Score 1.0</b>	With help, partial success at score 2.0 content and score 3.0 content	
	<i>Score 0.5</i>	<i>With help, partial success at score 0.0 content but not at score 1.0 content</i>
<b>Score 0.0</b>	Even with help, no success	



## Proficiency Scale Grade 1

**Domain: Reading Standards for Literature**  
**Strand: Key Ideas and Details (KID)**  
**Benchmark Code: 1.RL.KID.2**

**Standard: Retell stories, including key details, and demonstrate understanding of their central message or lesson. (DOK 2)**

<b>Score 4.0</b>	<p><b>In addition to a score 3.0 performance, the student demonstrates in-depth inferences and/or application of knowledge.</b>                      Examples include, but are not limited to:</p> <ul style="list-style-type: none"> <li>● Make meaningful text-text or text-to-self connection(s) using the central message or lesson of the story.</li> </ul>	
	<i>Score 3.5</i>	<i>In addition to a score 3.0 performance, partial success at score 4.0 content</i>
<b>Score 3.0</b>	<p><b>Target goals:</b></p> <ul style="list-style-type: none"> <li>● <b>Retell a story using key details.</b></li> <li>● <b>Use key details to demonstrate understanding of central message or lesson.</b></li> </ul>	
	<i>Score 2.5</i>	<i>No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content</i>
<b>Score 2.0</b>	<p><b>Simpler goals:</b></p> <ul style="list-style-type: none"> <li>● Recognize or recall specific vocabulary, such as:                             <ul style="list-style-type: none"> <li>○ key detail, main idea, central message, lesson, retell.</li> </ul> </li> <li>● Retell story with prompting and support.</li> <li>● Can identify the central message or lesson in the story.</li> </ul>	
	<i>Score 1.5</i>	<i>Partial success at score 1.0 content and major errors or omissions regarding score 2.0 content</i>
<b>Score 1.0</b>	With help, partial success at score 2.0 content and score 3.0 content	
	<i>Score 0.5</i>	<i>With help, partial success at score 0.0 content but not at score 1.0 content</i>
<b>Score 0.0</b>	Even with help, no success	



Story Elements	
<b>Domain: Reading Standards for Literature</b> <b>Strand: Key Ideas and Details (KID)</b> <b>Benchmark Code: 1.RL.KID.3</b> <b>Standard: Describe characters, settings, and major events in a story, using key details.</b> <b>(DOK 2)</b>	
<b>Score 4.0</b>	<b>In addition to a score 3.0 performance, the student demonstrates in-depth inferences and/or application of knowledge.</b> Examples include, but are not limited to: <ul style="list-style-type: none"> <li>● Explain how a story would change if a character, the setting, or an event was different.</li> </ul>
<i>Score 3.5</i>	<i>In addition to a score 3.0 performance, partial success at score 4.0 content</i>
<b>Score 3.0</b>	<b>Target goals:</b> <ul style="list-style-type: none"> <li>● Describe the main characters in a story using key details.</li> <li>● Describe the setting of a story using key details.</li> <li>● Describe the major events in a story using key details.</li> </ul>
<i>Score 2.5</i>	<i>No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content</i>
<b>Score 2.0</b>	<b>Simpler goals:</b> <ul style="list-style-type: none"> <li>● Recognize or recall specific vocabulary, such as:                             <ul style="list-style-type: none"> <li>○ describe, character, setting, problem, solution, detail, key detail.</li> </ul> </li> <li>● Identify the story elements (e.g., characters, setting, events).</li> <li>● Identify key details within the story.</li> <li>● Identify major events in the story.</li> </ul>
<i>Score 1.5</i>	<i>Partial success at score 1.0 content and major errors or omissions regarding score 2.0 content</i>
<b>Score 1.0</b>	With help, partial success at score 2.0 content and score 3.0 content
<i>Score 0.5</i>	<i>With help, partial success at score 0.0 content but not at score 1.0 content</i>
<b>Score 0.0</b>	Even with help, no success



## Proficiency Scale Grade 1

**Domain: Reading Standards for Literature**

**Strand: Key Ideas and Details (KID)**

**Benchmark Code: 1.RL.CAS.5**

**Standard: Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types. (DOK 2)**

<b>Score 4.0</b>	<p><b>In addition to a score 3.0 performance, the student demonstrates in-depth inferences and/or application of knowledge.</b></p> <p>Examples include, but are not limited to:</p> <ul style="list-style-type: none"> <li>● Understand the author’s purpose for choosing a specific genre. (eg: explain why an author chooses historical fiction to teach instead of nonfiction)</li> </ul>	
	<i>Score 3.5</i>	<i>In addition to a score 3.0 performance, partial success at score 4.0 content</i>
<b>Score 3.0</b>	<p><b>Target goal:</b></p> <ul style="list-style-type: none"> <li>● <b>Explain major differences between books that tell stories and books that give information.</b></li> </ul>	
	<i>Score 2.5</i>	<i>No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content</i>
<b>Score 2.0</b>	<p><b>Simper goals:</b></p> <ul style="list-style-type: none"> <li>● Students will recognize or recall specific vocabulary, such as:                             <ul style="list-style-type: none"> <li>○ fiction, nonfiction, information.</li> </ul> </li> <li>● Identify the characteristics of books that tell stories.</li> <li>● Identify the characteristics of books that provide information.</li> </ul>	
	<i>Score 1.5</i>	<i>Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content</i>
<b>Score 1.0</b>	With help, partial success at score 2.0 content and score 3.0 content	
	<i>Score 0.5</i>	<i>With help, partial success at score 2.0 content but not at score 3.0 content</i>
<b>Score 0.0</b>	Even with help, no success	



## Proficiency Scale Grade 1

**Domain: Reading Standards for Literature**

**Strand: Key Ideas and Details (KID)**

**Benchmark Code: 1.RL.IKI.9**

**Standard: Compare and contrast the adventures and experiences of characters in stories.  
(DOK 2)**

<b>Score 4.0</b>	<p><b>In addition to a score 3.0 performance, the student demonstrates in-depth inferences and/or application of knowledge.</b></p> <p>Examples include, but are not limited to:</p> <ul style="list-style-type: none"> <li>● Compare or contrast the adventures/experiences of characters in the story to his/her own adventures/experiences.</li> </ul>	
	<i>Score 3.5</i>	<i>In addition to a score 3.0 performance, partial success at score 4.0 content</i>
<b>Score 3.0</b>	<p><b>Target goals:</b></p> <ul style="list-style-type: none"> <li>● <b>Compare the adventures and experiences of characters in stories.</b></li> <li>● <b>Contrast the adventures and experiences of characters in stories.</b></li> </ul>	
	<i>Score 2.5</i>	<i>No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content</i>
<b>Score 2.0</b>	<p><b>Simpler goals:</b></p> <ul style="list-style-type: none"> <li>● Recognize or recall specific vocabulary, such as:                             <ul style="list-style-type: none"> <li>○ compare, contrast, character, fiction, nonfiction.</li> </ul> </li> <li>● Identify adventures and experiences of characters in stories.</li> <li>● Identify the characters in the story.</li> </ul>	
	<i>Score 1.5</i>	<i>Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content</i>
<b>Score 1.0</b>	With help, partial success at score 2.0 content and score 3.0 content	
	<i>Score 0.5</i>	<i>With help, partial success at score 2.0 content but not at score 3.0 content</i>
<b>Score 0.0</b>	Even with help, no success	



## Proficiency Scale Grade 1

**Domain: Reading Standards: Foundational Skills**

**Strand: Print Concepts (PC)**

**Benchmark Code: 1.RF.PC.1**

**Standard: Demonstrate understanding of the organization and basic features of print.  
(DOK 2)**

<b>Score 4.0</b>	<p><b>In addition to a score 3.0 performance, the student demonstrates in-depth inferences and/or application of knowledge.</b> Examples include, but are not limited to:</p> <ul style="list-style-type: none"> <li>● Identify and explain the use of additional forms of punctuation (e.g., comma, quotation marks, colon).</li> </ul>	
	<i>Score 3.5</i>	<i>In addition to a score 3.0 performance, partial success at score 4.0 content</i>
<b>Score 3.0</b>	<p><b>Target goals:</b></p> <ul style="list-style-type: none"> <li>● <b>Recognize the use of capitalization to begin a sentence in a printed text.</b></li> <li>● <b>Recognize an uppercase letter as the first word in a sentence in printed text.</b></li> <li>● <b>Recognize a period, question mark, or exclamation point as ending punctuation in a sentence of printed text.</b></li> </ul>	
	<i>Score 2.5</i>	<i>No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content</i>
<b>Score 2.0</b>	<p><b>Simpler goals:</b></p> <ul style="list-style-type: none"> <li>● Recognize or recall specific vocabulary, such as:                             <ul style="list-style-type: none"> <li>○ upper case, lower case, period, question mark, quotation mark, ending punctuation [endmark], sentence, interrogative sentence [asking], declarative sentence [telling], exclamatory sentence [strong feeling]).</li> </ul> </li> <li>● Recognize groups of words as sentences.</li> <li>● Differentiate upper- and lower-case letters.</li> </ul>	
	<i>Score 1.5</i>	<i>Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content</i>
<b>Score 1.0</b>	With help, partial success at score 2.0 content and score 3.0 content	
	<i>Score 0.5</i>	<i>With help, partial success at score 2.0 content but not at score 3.0 content</i>
<b>Score 0.0</b>	Even with help, no success	



## Proficiency Scale Grade 1

**Domain: Reading Standards: Foundational Skills**

**Strand: Print Concepts (PC)**

**Benchmark Code: 1.RF.PWR.3**

**Standard: Know and apply grade-level phonics and word analysis skills in decoding words. (DOK 2)**

<b>Score 4.0</b>	<p><b>In addition to a score 3.0 performance, the student demonstrates in-depth inferences and/or application of knowledge.</b>                  Examples include, but are not limited to:</p> <ul style="list-style-type: none"> <li>● Decode regularly spelled two syllable words with long vowels.</li> </ul>	
	<i>Score 3.5</i>	<i>In addition to a score 3.0 performance, partial success at score 4.0 content</i>
<b>Score 3.0</b>	<p><b>Target goals:</b></p> <ul style="list-style-type: none"> <li>● <b>Pronounce one syllable words with common vowel team conventions found in a printed text.</b></li> <li>● <b>Decode one syllable words with final e or common vowel team conventions.</b></li> <li>● <b>Know and use spelling patterns for common consonant digraphs.</b></li> <li>● <b>Recognize grade-level words that are irregularly spelled.</b></li> <li>● <b>Decode regularly spelled one syllable words.</b></li> <li>● <b>Add a group of letters to the end of a printed base word in order to create different forms of the same word.</b></li> <li>● <b>Read words with inflectional endings.</b></li> </ul>	
	<i>Score 2.5</i>	<i>No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content</i>
<b>Score 2.0</b>	<p><b>Simpler goals:</b></p> <ul style="list-style-type: none"> <li>● Recognize or recall specific vocabulary, such as:                         <ul style="list-style-type: none"> <li>○ syllable, long/short vowel, consonant, digraph, base word, word ending.</li> </ul> </li> <li>● Identify the number of syllables in a printed word.</li> <li>● Recognize the occurrence of a vowel sound in a syllable that is read aloud.</li> <li>● Pronounce regularly spelled one-syllable words and simple two-syllable words found in a printed text by separating the words into syllables, as needed.</li> <li>● Decode letter-sound correspondences for common inflectional endings found in a printed text.</li> <li>● Perform tasks in score 3.0 when reading words in isolation.</li> </ul>	
	<i>Score 1.5</i>	<i>Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content</i>
<b>Score 1.0</b>	With help, partial success at score 2.0 content and score 3.0 content	
	<i>Score 0.5</i>	<i>With help, partial success at score 2.0 content but not at score 3.0 content</i>
<b>Score 0.0</b>	Even with help, no success	



## Proficiency Scale Grade 1

**Domain: Reading Standards: Foundational Skills**

**Strand: Print Concepts (PC)**

**Benchmark Code: 1.RF.FLU.4**

**Standard: Read with sufficient accuracy and fluency to support comprehension. (DOK 2)**

<b>Score 4.0</b>	<p><b>In addition to a score 3.0 performance, the student demonstrates in-depth inferences and/or application of knowledge.</b></p> <p>Examples include, but are not limited to:</p> <ul style="list-style-type: none"> <li>● Reads above-level text with fluency, rate, accuracy, and expression to support comprehension.</li> </ul>	
	<i>Score 3.5</i>	<i>In addition to a score 3.0 performance, partial success at score 4.0 content</i>
<b>Score 3.0</b>	<p><b>Target goals:</b></p> <ul style="list-style-type: none"> <li>● <b>Read fluently with purpose and understanding.</b></li> <li>● <b>Read aloud with increasing rate, accuracy and expression on successive readings.</b></li> <li>● <b>Read using context to confirm or self-correct word recognition and to correct words that are misread.</b></li> </ul>	
	<i>Score 2.5</i>	<i>No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content</i>
<b>Score 2.0</b>	<p><b>Simpler goals:</b></p> <ul style="list-style-type: none"> <li>● Recognize or recall specific vocabulary, such as:                             <ul style="list-style-type: none"> <li>○ fluency, accuracy, context, comprehension.</li> </ul> </li> <li>● Read below-level text with fluency, rate, accuracy, and expression to support comprehension.</li> </ul>	
	<i>Score 1.5</i>	<i>Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content</i>
<b>Score 1.0</b>	With help, partial success at score 2.0 content and score 3.0 content	
	<i>Score 0.5</i>	<i>With help, partial success at score 2.0 content but not at score 3.0 content</i>
<b>Score 0.0</b>	Even with help, no success	

## Proficiency Scale Grade 1





<b>Domain: Reading Standards for Informational Text</b> <b>Strand: Key Ideas and Details (KID)</b> <b>Benchmark Code: 1.RI.KID.1</b> <b>Standard: Ask and answer questions about key details in a text. (DOK 2)</b>	
<b>Score 4.0</b>	<b>In addition to a score 3.0 performance, the student demonstrates in-depth inferences and/or application of knowledge.</b> Examples include, but are not limited to: <ul style="list-style-type: none"> <li>● Ask and answer inferential questions about key details in a text.</li> </ul>
<i>Score 3.5</i>	<i>In addition to a score 3.0 performance, partial success at score 4.0 content</i>
<b>Score 3.0</b>	<b>Target goals:</b> <ul style="list-style-type: none"> <li>● Ask questions about key details in an informational text.</li> <li>● Answer questions about key details in an informational text.</li> </ul>
<i>Score 2.5</i>	<i>No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content</i>
<b>Score 2.0</b>	<b>Simpler goals:</b> <ul style="list-style-type: none"> <li>● Recognize or recall specific vocabulary, such as:                             <ul style="list-style-type: none"> <li>○ informational text, key detail, detail, nonfiction, fiction, topic.</li> </ul> </li> <li>● Answer questions about a text.</li> </ul>
<i>Score 1.5</i>	<i>Partial success at score 1.0 content and major errors or omissions regarding score 2.0 content</i>
<b>Score 1.0</b>	With help, partial success at score 2.0 content and score 3.0 content
<i>Score 0.5</i>	<i>With help, partial success at score 0.0 content but not at score 1.0 content</i>
<b>Score 0.0</b>	Even with help, no success



## Proficiency Scale Grade 1

**Domain: Reading Standards for Informational Text**

**Strand: Key Ideas and Details (KID)**

**Benchmark Code: 1.RI.KID.2**

**Standard: Identify the main topic and retell key details of a text. (DOK 2)**

<b>Score 4.0</b>	<p><b>In addition to a score 3.0 performance, the student demonstrates in-depth inferences and/or application of knowledge.</b></p> <p>Examples include, but are not limited to:</p> <ul style="list-style-type: none"> <li>● Compare or contrast two different informational texts using key details.</li> <li>● Ask questions to identify key details that could be added to a text.</li> </ul>	
	<i>Score 3.5</i>	<i>In addition to a score 3.0 performance, partial success at score 4.0 content</i>
<b>Score 3.0</b>	<p><b>Target goal:</b></p> <ul style="list-style-type: none"> <li>● <b>Retell key details found in an informational text.</b></li> </ul>	
	<i>Score 2.5</i>	<i>No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content</i>
<b>Score 2.0</b>	<p><b>Simpler goals:</b></p> <ul style="list-style-type: none"> <li>● Students will recognize or recall key vocabulary, such as:                             <ul style="list-style-type: none"> <li>○ key details, main topic, informational text, fiction, nonfiction.</li> </ul> </li> <li>● Respond to questions about key details within the text.</li> <li>● Identify the main topic in an information text.</li> </ul>	
	<i>Score 1.5</i>	<i>Partial success at score 1.0 content and major errors or omissions regarding score 2.0 content</i>
<b>Score 1.0</b>	With help, partial success at score 2.0 content and score 3.0 content	
	<i>Score 0.5</i>	<i>With help, partial success at score 0.0 content but not at score 1.0 content</i>
<b>Score 0.0</b>	Even with help, no success	



## Proficiency Scale Grade 1

**Domain: Reading Standards for Informational Text**

**Strand: Key Ideas and Details (KID)**

**Benchmark Code: 1.RI.KID.3**

**Standard: Describe the connection between two individuals, events, ideas, or pieces of information in a text. (DOK 2)**

<b>Score 4.0</b>	<p><b>In addition to a score 3.0 performance, the student demonstrates in-depth inferences and/or application of knowledge.</b></p> <p>Examples include, but are not limited to:</p> <ul style="list-style-type: none"> <li>● Describe an additional piece of information, event, or individual that can be connected to the first two.</li> </ul>	
	<i>Score 3.5</i>	<i>In addition to a score 3.0 performance, partial success at score 4.0 content</i>
<b>Score 3.0</b>	<p><b>Target goals:</b></p> <ul style="list-style-type: none"> <li>● <b>Describe the connections between two ideas or pieces of information in an informational text.</b></li> <li>● <b>Describe the connections between two individuals or events in an informational text.</b></li> </ul>	
	<i>Score 2.5</i>	<i>No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content</i>
<b>Score 2.0</b>	<p><b>Simpler goals:</b></p> <ul style="list-style-type: none"> <li>● Recognize or recall specific vocabulary, such as:                             <ul style="list-style-type: none"> <li>○ informational text, event, idea, connection, compare, contrast.</li> </ul> </li> <li>● Compare and contrast concrete/real life events or people (e.g., 2 students, 2 field trips).</li> <li>● Identify or list ideas, events, or characteristics of people from informational text.</li> </ul>	
	<i>Score 1.5</i>	<i>Partial success at score 1.0 content and major errors or omissions regarding score 2.0 content</i>
<b>Score 1.0</b>	With help, partial success at score 2.0 content and score 3.0 content	
	<i>Score 0.5</i>	<i>With help, partial success at score 0.0 content but not at score 1.0 content</i>
<b>Score 0.0</b>	Even with help, no success	



## Proficiency Scale Grade 1

**Domain: Reading Standards for Informational Text**

**Strand: Key Ideas and Details (KID)**

**Benchmark Code: 1.RI.CAS.5**

**Standard: Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text. (DOK 2)**

<b>Score 4.0</b>	<p><b>In addition to a score 3.0 performance, the student demonstrates in-depth inferences and/or application of knowledge.</b>                  Examples include, but are not limited to:</p> <ul style="list-style-type: none"> <li>● Explain why the author used specific text features and how those features enhance their learning.</li> <li>● Find a place in the book and describe what text feature could be added to enhance learning of that topic.</li> </ul>	
	<i>Score 3.5</i>	<i>In addition to a score 3.0 performance, partial success at score 4.0 content</i>
<b>Score 3.0</b>	<p><b>Target goals:</b></p> <ul style="list-style-type: none"> <li>● <b>Identify the key features of an informational text used to locate information in the text.</b></li> <li>● <b>Locate facts or information by using key features of an informational text.</b></li> </ul>	
	<i>Score 2.5</i>	<i>No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content</i>
<b>Score 2.0</b>	<p><b>Simpler goals:</b></p> <ul style="list-style-type: none"> <li>● Recognize or recall specific vocabulary, such as:                         <ul style="list-style-type: none"> <li>○ heading, tables of contents, glossary, electronic menu, icon, nonfiction, fiction, text feature.</li> </ul> </li> <li>● Identify key features in a text (e.g., headings, table of contents).</li> <li>● Locate or recall facts within the informational text.</li> </ul>	
	<i>Score 1.5</i>	<i>Partial success at score 1.0 content and major errors or omissions regarding score 2.0 content</i>
<b>Score 1.0</b>	With help, partial success at score 2.0 content and score 3.0 content	
	<i>Score 0.5</i>	<i>With help, partial success at score 0.0 content but not at score 1.0 content</i>
<b>Score 0.0</b>	Even with help, no success	



## Proficiency Scale Grade 1

**Domain: Writing Standards**  
**Strand: Text Types and Purposes (TTP)**  
**Benchmark Code: 1.W.TTP.1**

**Standard: Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure. (DOK 2)**

<b>Score 4.0</b>	<p><b>In addition to a score 3.0 performance, the student demonstrates in-depth inferences and/or application of knowledge.</b>                  Examples include, but are not limited to:</p> <ul style="list-style-type: none"> <li>● Elaborate thoughts when writing an opinion piece (e.g., provides multiple reasons for an opinion, provides support for reasons, includes comparisons to other objects, books, or other resources that support the opinion).</li> </ul>	
	<i>Score 3.5</i>	<i>In addition to a score 3.0 performance, partial success at score 4.0 content</i>
<b>Score 3.0</b>	<p><b>Target goals:</b></p> <ul style="list-style-type: none"> <li>● <b>Introduce a topic when writing an opinion piece.</b></li> <li>● <b>Provide a reason for an opinion when writing an opinion piece.</b></li> <li>● <b>Develop closure about an opinion when writing an opinion piece.</b></li> </ul>	
	<i>Score 2.5</i>	<i>No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content</i>
<b>Score 2.0</b>	<p><b>Simpler goals:</b></p> <ul style="list-style-type: none"> <li>● Recognize or recall specific vocabulary, such as:                         <ul style="list-style-type: none"> <li>○ fact, opinion, reason, topic, support.</li> </ul> </li> <li>● State an opinion about a topic to inform opinion writing.</li> <li>● Provide relevant details about the topic.</li> </ul>	
	<i>Score 1.5</i>	<i>Partial success at score 1.0 content and major errors or omissions regarding score 2.0 content</i>
<b>Score 1.0</b>	With help, partial success at score 2.0 content and score 3.0 content	
	<i>Score 0.5</i>	<i>With help, partial success at score 0.0 content but not at score 1.0 content</i>
<b>Score 0.0</b>	Even with help, no success	



## Proficiency Scale Grade 1

**Domain: Writing Standards**

**Strand: Text Types and Purposes (TTP)**

**Benchmark Code: 1.W.TTP.2**

**Standard: Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. (DOK 2)**

<b>Score 4.0</b>	<p><b>In addition to a score 3.0 performance, the student demonstrates in-depth inferences and/or application of knowledge.</b></p> <p>Examples include, but are not limited to:</p> <ul style="list-style-type: none"> <li>● Enhance their informative/explanatory writing with a text feature.</li> </ul>	
	<i>Score 3.5</i>	<i>In addition to a score 3.0 performance, partial success at score 4.0 content</i>
<b>Score 3.0</b>	<p><b>Target goals:</b></p> <ul style="list-style-type: none"> <li>● <b>Introduce a topic when writing an informative/explanatory text.</b></li> <li>● <b>Use facts about a topic when writing an informative/explanatory text.</b></li> <li>● <b>Develop closure about a topic when writing an informative/explanatory text.</b></li> </ul>	
	<i>Score 2.5</i>	<i>No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content</i>
<b>Score 2.0</b>	<p><b>Simpler goals:</b></p> <ul style="list-style-type: none"> <li>● Recognize or recall specific vocabulary, such as:                             <ul style="list-style-type: none"> <li>○ topic, informative/explanatory text, facts, opinions, introduction, closure.</li> </ul> </li> <li>● Select an informative topic.</li> <li>● Orally tell facts about a chosen topic.</li> <li>● Write general ideas about a topic (not factual information).</li> </ul>	
	<i>Score 1.5</i>	<i>Partial success at score 1.0 content and major errors or omissions regarding score 2.0 content</i>
<b>Score 1.0</b>	With help, partial success at score 2.0 content and score 3.0 content	
	<i>Score 0.5</i>	<i>With help, partial success at score 0.0 content but not at score 1.0 content</i>
<b>Score 0.0</b>	Even with help, no success	



## Narrative Writing

**Domain: Writing Standards**

**Strand: Text Types and Purposes (TTP)**

**Benchmark Code: 1.W.TTP.3**

**Standard: Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure. (DOK 2)**

<b>Score 4.0</b>	<p><b>In addition to a score 3.0 performance, the student demonstrates in-depth inferences and/or application of knowledge.</b> Examples include, but are not limited to:</p> <ul style="list-style-type: none"> <li>● Develop characters and plot in a narrative by including descriptive language and dialogue.</li> </ul>	
	<i>Score 3.5</i>	<i>In addition to a score 3.0 performance, partial success at score 4.0 content</i>
<b>Score 3.0</b>	<p><b>Target goals:</b></p> <ul style="list-style-type: none"> <li>● <b>Introduce two or more sequenced events when writing a narrative.</b></li> <li>● <b>Include details about what happened when writing a narrative.</b></li> <li>● <b>Use temporal words to signal event order when writing a narrative.</b></li> <li>● <b>Develop closure about an event(s) when writing a narrative.</b></li> </ul>	
	<i>Score 2.5</i>	<i>No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content</i>
<b>Score 2.0</b>	<p><b>Simpler goals:</b></p> <ul style="list-style-type: none"> <li>● Recognize and recall specific vocabulary, such as:                             <ul style="list-style-type: none"> <li>○ revise, edit, feedback, focus, organization, sentence fluency, word choice, grammar, mechanics, conventions, voice.</li> </ul> </li> <li>● Focus on a topic when orally discussing it.</li> <li>● Use a graphic organizer to include temporal words in narrative writing (e.g., first, next, then).</li> <li>● Write a story that focuses on one primary event.</li> </ul>	
	<i>Score 1.5</i>	<i>Partial success at score 1.0 content and major errors or omissions regarding score 2.0 content</i>
<b>Score 1.0</b>	With help, partial success at score 2.0 content and score 3.0 content	
	<i>Score 0.5</i>	<i>With help, partial success at score 0.0 content but not at score 1.0 content</i>
<b>Score 0.0</b>	Even with help, no success	



## Proficiency Scale Grade 1

**Domain: Writing Standards**

**Strand: Text Types and Purposes (TTP)**

**Benchmark Code: 1.W.PDW.5**

**Standard: With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed. (DOK 2)**

<b>Score 4.0</b>	<p><b>In addition to a score 3.0 performance, the student demonstrates in-depth inferences and/or application of knowledge.</b>                  Examples include, but are not limited to:</p> <ul style="list-style-type: none"> <li>● Gives valuable feedback to a peer about his/her writing.</li> </ul>	
	<i>Score 3.5</i>	<i>In addition to a score 3.0 performance, partial success at score 4.0 content</i>
<b>Score 3.0</b>	<p><b>Target goals:</b></p> <ul style="list-style-type: none"> <li>● <b>Focus on a topic when producing and distributing writing.</b></li> <li>● <b>Strengthen writing based on comments and suggestions from peers.</b></li> <li>● <b>Revise and edit writing to include sufficient details before it is produced and distributed.</b></li> </ul>	
	<i>Score 2.5</i>	<i>No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content</i>
<b>Score 2.0</b>	<p><b>Simpler goals:</b></p> <ul style="list-style-type: none"> <li>● Recognize and recall specific vocabulary, such as:                         <ul style="list-style-type: none"> <li>○ revise, edit, feedback, focus, organization, sentence fluency, word choice, grammar, mechanics, conventions, voice.</li> </ul> </li> <li>● Focus on a topic when orally discussing it.</li> <li>● Write a collection of unrelated topics.</li> <li>● Participate in discussion to respond to questions and suggestions from peers about their writing.</li> <li>● Edit writing for print concepts (e.g., capitalization, punctuation, spelling).</li> </ul>	
	<i>Score 1.5</i>	<i>Partial success at score 1.0 content and major errors or omissions regarding score 2.0 content</i>
<b>Score 1.0</b>	<b>With help, partial success at score 2.0 content and score 3.0 content</b>	
	<i>Score 0.5</i>	<i>With help, partial success at score 0.0 content but not at score 1.0 content</i>
<b>Score 0.0</b>	<b>Even with help, no success</b>	