



## Proficiency Scale Grade K

**Domain: Reading Standards for Literature**

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

**Benchmark Code: K.RL.KID.3**

**Standard: With prompting and support, identify characters, settings, and major events in a story. (DOK 1)**

<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>● Predict how changing the character, setting or major event would impact the ending 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 goal:</b></p> <ul style="list-style-type: none"> <li>● <b>Identify the major events in a story.</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>Simpler goals:</p> <ul style="list-style-type: none"> <li>● Recognize or recall specific vocabulary, such as:                             <ul style="list-style-type: none"> <li>○ character, setting, major events.</li> </ul> </li> <li>● Identify the characters in a story.</li> <li>● Identify the setting in a 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>	<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 2.0 content but not at score 3.0 content</i>
<b>Score 0.0</b>	<b>Even with help, no success</b>	



## Proficiency Scale Grade K

**Domain: Reading Standards for Literature**

**Strand: Craft and Structure (CAS)**

**Benchmark Code: K.RL.CAS.4**

**Standard: Ask and answer questions about unknown words 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>● Ask and answer questions of/from their peers about an unknown word.</li> <li>● Identify a synonym for the unknown word.</li> <li>● Use evidence from the text or illustration to infer the meaning of the unknown word.</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>● Ask questions about the meanings of unknown words in a text.</li> <li>● Answer questions about the meaning of unknown words in a 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>	<p><b>Simpler 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>○ unknown words, infer, context clues, illustrations.</li> </ul> </li> <li>● Identify unknown words in a text.</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>	<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 2.0 content but not at score 3.0 content</i>
<b>Score 0.0</b>	<b>Even with help, no success</b>	



**Proficiency Scale Grade K**

**Domain: Reading Standards for Literature**

**Strand: Integration of Knowledge and Ideas (IKI)**

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

**Standard: With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories. (DOK 2)**

<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 the adventures or experiences of a character in a familiar story resemble an adventure or experience of their own.</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>● <b>Compare the adventures and experiences of characters in familiar stories.</b></li> <li>● <b>Contrast the adventures and experiences of characters in familiar 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>	<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>○ compare, contrast, adventures, experiences, characters, familiar.</li> </ul> </li> <li>● Describe the adventures and experiences of one character from a familiar 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>	<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 2.0 content but not at score 3.0 content</i>
<b>Score 0.0</b>	<b>Even with help, no success</b>	



## Proficiency Scale Grade K

**Domain: Reading Standards: Foundational Skills**

**Strand: Print Concepts (PC)**

**Benchmark Code: K.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></p> <p>Examples include, but are not limited to:</p> <ul style="list-style-type: none"> <li>● Explain why we use print (advertising, books, communication etc.).</li> <li>● Compare the different types of print (e.g., fonts, languages, bold print etc.).</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>Demonstrate understanding of the organization of print (e.g., locate words in print from left to right, top to bottom and page by page; explain the purpose of spaces in print).</b></li> <li>● <b>Demonstrate understanding of basic features of print (e.g, relate a sequence of letters in print to a spoken word).</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, capital, word, sentence, space, alphabet, purpose, inferences, application, features, text.</li> </ul> </li> <li>● Recognize the difference between a group of letters that make a word.</li> <li>● Recognize a group of words that make a sentence.</li> <li>● Recognize all upper and lowercase letters of the alphabet.</li> <li>● Name all upper and lowercase letters of the alphabet.</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>	<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 2.0 content but not at score 3.0 content</i>
<b>Score 0.0</b>	<b>Even with help, no success</b>	



## Proficiency Scale Grade K

**Domain: Reading Standards: Foundational Skills**

**Strand: Phonological Awareness (PA)**

**Benchmark Code: K.RF.PA.2**

**Standard: Demonstrate understanding of spoken words, syllables, and sounds (phonemes). (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>● Create new multisyllabic words by adding or substituting sounds in spoken words.</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>Demonstrate understanding of spoken words.</b></li> <li>● <b>Demonstrate understanding of syllables.</b></li> <li>● <b>Demonstrate understanding of sounds (phonemes).</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>○ syllables, sounds, phonemes, consonant blends, rhyme, medial vowel, final vowels, initial vowel.</li> </ul> </li> <li>● Recognize rhyming in spoken words.</li> <li>● Pronounce rhyming words.</li> <li>● Pronounce syllables in spoken words.</li> <li>● Blend syllables in spoken words.</li> <li>● Count syllables in spoken words.</li> <li>● Segment syllables in spoken words.</li> <li>● Blend and segment onsets of single-syllable spoken words.</li> <li>● Blend and segment rhymes of single-syllable spoken words.</li> <li>● Identify the initial, medial vowel, and final, and final sounds in most three-phoneme spoken words.</li> <li>● Pronounce the initial, medial vowel, and final sounds in most three-phoneme spoken words.</li> <li>● Create new one-syllable words by adding or substituting individual sounds in spoken words.</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>	<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 2.0 content but not at score 3.0 content</i>
<b>Score 0.0</b>	<b>Even with help, no success</b>	



## Proficiency Scale Grade K

**Domain: Reading Standards: Foundational Skills**

**Strand: Phonics and Word Recognition (PWR)**

**Benchmark Code: K.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>● Know and apply above grade-level phonics skills in decoding.</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>Know and apply grade-level phonics skills in decoding.</b></li> <li>● <b>Know and apply grade-level word analysis skills in decoding words.</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>○ decode, phonics, consonants,, vowels, sight words, syllables.</li> </ul> </li> <li>● Pronounce the primary or most frequent sounds for each consonant.</li> <li>● Relate the long and short sounds of the five major vowels with their graphemes.</li> <li>● Read common high-frequency words by sight.</li> <li>● Distinguish between similarly spelled one syllable words by identifying different letter sounds.</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>	<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 2.0 content but not at score 3.0 content</i>	
<b>Score 0.0</b>	<b>Even with help, no success</b>	

## Proficiency Scale Grade K

**Domain: Reading Standards: Foundational Skills**

**Strand: Fluency (FLU)**



<b>Benchmark Code: K.RF.FLU.4</b> <b>Standard: Read emergent-reader texts with purpose and understanding. (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>● Reads grade-level benchmark texts or higher orally with accuracy, appropriate rate, expression.</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 goal:</b> <ul style="list-style-type: none"> <li>● <b>Read emergent-reader texts with purpose and understanding.</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>	<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>○ fluency, purpose.</li> </ul> </li> <li>● Read with purpose.</li> <li>● Ask questions about the text.</li> <li>● Answer questions about the text.</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>	<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 2.0 content but not at score 3.0 content</i>
<b>Score 0.0</b>	<b>Even with help, no success</b>	



## Proficiency Scale Grade K

**Domain: Reading Standards for Informational Text**

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

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

**Standard: With prompting and support, 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>● Create questions and responses that make connections to another text, life-situation, or personal life.</li> <li>● Make general inferences using the key details in 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 goals:</b></p> <ul style="list-style-type: none"> <li>● <b>Ask questions about key details.</b></li> <li>● <b>Answer questions about key details.</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>○ informational text, key detail, details, non-fiction, fiction, topic.</li> </ul> </li> <li>● Ask appropriate questions about a topic.</li> <li>● Give accurate responses to questions about the informational text (topic and key details).</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>	<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 2.0 content but not at score 3.0 content</i>
<b>Score 0.0</b>	<b>Even with help, no success</b>	





## Proficiency Scale Grade K

**Domain: Reading Standards for Informational Text**

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

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

**Standard: With prompting and support, 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>● Identify the main topic and retell key details of a text with a “cold read” or unfamiliar 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 goals:</b></p> <ul style="list-style-type: none"> <li>● <b>Identify the main topic with prompting and support.</b></li> <li>● <b>Retell two or more key details of a text with prompting and support.</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>○ informational text, identify, main topic, detail, fiction, non-fiction.</li> </ul> </li> <li>● Identify the main topic of an informational text.</li> <li>● Retells one or two key details found in an informational text.</li> <li>● Retells non-supporting details.</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>	<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 2.0 content but not at score 3.0 content</i>
<b>Score 0.0</b>	<b>Even with help, no success</b>	



## Proficiency Scale Grade K

**Domain: Reading Standards for Informational Text**

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

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

**Standard: With prompting and support, 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>                  Examples include but are not limited to:</p> <ul style="list-style-type: none"> <li>● Make connections between two individuals, events, ideas, or pieces of information in a text with at least one “cold read” or unfamiliar 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>With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information 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 goal</b></p> <ul style="list-style-type: none"> <li>● Recognize and recall specific vocabulary, such as:                         <ul style="list-style-type: none"> <li>○ connections, events, ideas, information.</li> </ul> </li> <li>● Identify details about any of the following: individual, event, idea, or piece of information in one text.</li> <li>● Identify details about any of the following: individual, event, idea, or piece of information in an additional text.</li> <li>● Make a connection between two details around any of the following: individual, event, idea, or piece of 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>	<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 2.0 content but not at score 3.0 content</i>
<b>Score 0.0</b>	<b>Even with help, no success</b>	



## Proficiency Scale Grade K

**Domain: Reading Standards for Informational Text**

**Strand: Integration of Knowledge and Ideas (IKI)**

**Benchmark Code: K.RI.IKI.8**

**Standard: With prompting and support, identify the reasons an author gives to support points 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>● Infer the author’s purpose for writing 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>With prompting and support, identify the reasons an author gives to support points 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></p> <ul style="list-style-type: none"> <li>● Recognize and recall specific vocabulary, such as:                             <ul style="list-style-type: none"> <li>○ identify, reasons, supports.</li> </ul> </li> <li>● Identify the most important points in a text.</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>	<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 2.0 content but not at score 3.0 content</i>
<b>Score 0.0</b>	<b>Even with help, no success</b>	



## Proficiency Scale Grade K

**Domain: Reading Standards for Informational Text**

**Strand: Integration of Knowledge and Ideas (IKI)**

**Benchmark Code: K.RI.IKI.7**

**Standard: With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts). (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>● Draw inferences using evidence from both the illustrations and the text (e.g., The book says bats can fly. The picture shows a night sky. Student infers that bats fly at night).</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>With prompting and support, describe the relationship between illustrations and the text in which they appear.</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>○ relationship, illustrations, text, idea.</li> </ul> </li> <li>● Describe the illustration.</li> <li>● Explain the text.</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>	<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 2.0 content but not at score 3.0 content</i>
<b>Score 0.0</b>	<b>Even with help, no success</b>	



## Proficiency Scale Grade K

**Domain: Writing Standards**

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

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

**Standard: Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...). (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>● Examine the opinion of others to offer suggestions to strengthen/support their opinion.</li> <li>● Justify opinion with facts/opinions (e.g., I read it every night, it's my favorite author, it's funny).</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>● Use a combination of drawing, verbalizing, and writing to compose opinion pieces.</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>○ opinion, topic, preference, fact.</li> </ul> </li> <li>● Draw pictures to express an opinion about a topic.</li> <li>● State an opinion or preference about a topic or book.</li> <li>● Write an opinion about a topic or book.</li> <li>● Tell a reader the topic or the name of the book they are writing about.</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>	<p><b>With help, partial success at score 2.0 content and score 3.0 content</b></p>	
	<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>	<p><b>Even with help, no success</b></p>	



**Proficiency Scale Grade K**

**Domain: Writing Standards**

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

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

**Standard: Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. (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>● Present their composition to an audience.</li> <li>● Ask and answer questions about their topic or the topic of another student.</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>● Use a combination of drawing, dictating, and writing to compose informative/explanatory texts.</li> <li>● Name what they are writing about and supply some information about the topic.</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>○ informative, explanatory, topic, information.</li> </ul> </li> <li>● Draw to compose informative/explanatory texts.</li> <li>● Dictate to compose informative/explanatory texts.</li> <li>● Write to compose informative/explanatory texts.</li> <li>● Tell a reader the topic or the name of the book they are writing about.</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>	<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 2.0 content but not at score 3.0 content</i>
<b>Score 0.0</b>	<b>Even with help, no success</b>	



## Proficiency Scale Grade K

**Domain: Writing Standards**

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

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

**Standard: Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened. (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>● Provide multi-reactions to their narrative.</li> <li>● Revise to add additional details to the narrative.</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>Use a combination of drawing, dictating, and writing to compose a sequential narrative with a reaction to what happened.</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>○ beginning, middle, end, event, reaction, linked, narrate.</li> </ul> </li> <li>● Draw pictures to narrate an event or a series of events.</li> <li>● Describe an event or several loosely linked events when writing a narrative.</li> <li>● Write to narrate a single or loosely linked events.</li> <li>● Integrate drawing, dictating, and writing to compose a narrative about an event.</li> <li>● Orally dictate a narrative.</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>	<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 2.0 content but not at score 3.0 content</i>
<b>Score 0.0</b>	<b>Even with help, no success</b>	