

Fort Zumwalt School District--Office of Curriculum and Instruction

First Grade ELA Proficiency Scales – 8-30-17

Grade Level: First Grade	Standard: Phonological Awareness (rhyming, beginning sounds, ending sounds, syllables, vowel sounds) RF.1.2.a, RF.1.2.b, RF.1.2.c, RF.1.2.d, RF.1.3.a, RF.1.3.b, RF.1.3.c, RF.1.3.d, RF.1.3.e, RF.1.3.f	
Score	Expectation Descriptor	Additional Instructional Information
4 Proficient	The student will: <ul style="list-style-type: none"> Manipulate sounds in words by composing, decomposing, and changing phonemes. Consistently and independently apply the phonological skills to their reading. 	<ul style="list-style-type: none"> Student is able to “chop” a word to help him spell. Student is able to blend a word to help him as a reader. use running records
3 Approaching Proficient	The student will: <ul style="list-style-type: none"> Manipulate sounds in words by composing, decomposing, and changing phonemes. Needs hints and reminders to apply the phonological skills to their reading. 	<ul style="list-style-type: none"> While student is reading and writing. Teacher may prompt the student to “blend”, “chop”, etc. use running records
2 Beginning Progress	The student will: <ul style="list-style-type: none"> Manipulate sounds in words by composing, decomposing, and changing phonemes in group settings or after a model; support is needed. 	<ul style="list-style-type: none"> Teacher may need to give a hint and a model. use running records
1 Of Concern	The student is: <ul style="list-style-type: none"> Unable to manipulate sounds in words by composing, decomposing, and changing phonemes. 	<ul style="list-style-type: none"> Unable to be successful without teacher assistance. use running records

Grade Level: First Grade	Standard: High Frequency Words RF.1.3.g
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Score	Expectation Descriptor	Additional Instructional Information
4 Proficient	The student will: <ul style="list-style-type: none">● Read in isolation and in context words from the District ABC Word List with accuracy and fluency within 3 seconds without hesitation or sounding out.● Fix or self-correct mistakes quickly.	<ul style="list-style-type: none">● Knows all words on lists A-E.● Working on lists above E.
3 Approaching Proficient	The student will: <ul style="list-style-type: none">● Read in isolation and in context words from the District ABC Word List with accuracy and fluency within 3 seconds without hesitation or sounding out.● Fix or self-correct mistakes quickly.	<ul style="list-style-type: none">● Knows all words on lists A-C.● Working on list D or E.
2 Beginning Progress	The student will: <ul style="list-style-type: none">● Read in isolation and in context words from the District ABC Word List with accuracy and fluency within 3 seconds without hesitation or sounding out.● Fix or self-correct mistakes quickly.	<ul style="list-style-type: none">● Knows all words on lists A-B.● Working on C.
1 Of Concern	The student will: <ul style="list-style-type: none">● Read in isolation and in context fewer than words from District ABC Word List.	<ul style="list-style-type: none">● Working on Lists A-B● Struggles with fluency and accuracy

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Grade Level: First Grade	Standard: Reads and comprehends text RL.1.10, RI.1.10	
Score	Expectation Descriptor	Additional Instructional Information
4 Proficient	The student will: <ul style="list-style-type: none">• Read and comprehend text independently at a DRA Level 18 or above.	*In the fall teachers should not test above 16 Nonfiction. *In the spring teachers should not test above 28 Fiction.
3 Approaching Proficient	The student will: <ul style="list-style-type: none">• Read and comprehend text independently at a DRA Level 14-16.	
2 Beginning Progress	The student will: <ul style="list-style-type: none">• Read and comprehend text independently at a DRA Level 10-12.	
1 Of Concern	The student is: <ul style="list-style-type: none">• Read and comprehend text independently at a DRA Level 8 or below.	

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First Grade ELA Proficiency Scales – 8-30-17

<p>Grade Level: First Grade</p>	<p>Standard: Asks and answers questions about key details in a text RL.1.1; RI.1.1</p>	
<p>Score</p>	<p>Expectation Descriptor</p>	<p>Additional Instructional Information</p>
<p>4 Proficient</p>	<p>The student will:</p> <ul style="list-style-type: none"> ● Answers specific questions related to the text. <p>AND</p> <ul style="list-style-type: none"> ● Asks specific questions related to the text. 	<p>Example: Why do bats sleep upside down? Example: Bats sleep upside down so they can fly away if they are scared. *Can be assessed in a variety of texts</p>
<p>3 Approaching Proficient</p>	<p>The student will:</p> <ul style="list-style-type: none"> ● Answer general questions related to the text. <p>AND</p> <ul style="list-style-type: none"> ● Ask general questions related to the text. 	<p>Example: Do bats sleep upside down? Example: Yes. *Can be assessed in a variety of texts</p>
<p>2 Beginning Progress</p>	<p>The student will:</p> <ul style="list-style-type: none"> ● Answer teacher given questions related to the text; support is needed. <p>OR</p> <ul style="list-style-type: none"> ● Asks a question related to the text; support is needed. 	<p>Example: -Asks questions that have a yes/no answer. -Asks a question related to a picture, not the text. -Incorrect answer to a question. -Asks a question that can't be answered in the text. *Can be assessed in a variety of texts</p>
<p>1 Of Concern</p>	<p>The student is:</p> <ul style="list-style-type: none"> ● Unable to ask and answer questions about key details in a text. 	<p>Unable to be successful without teacher assistance in any text.</p>

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Grade Level: First Grade	Standard: Determines meaning of words RL.1.4; RI.1.4	
Score	Expectation Descriptor	Additional Instructional Information
4 Proficient	The student will: <ul style="list-style-type: none">• Consistently and independently determine or clarify the meaning of words and phrases in a grade level text.	
3 Approaching Proficient	The student will: <ul style="list-style-type: none">• Independently determine or clarify the meaning of words and phrases in a text with few errors.	
2 Beginning Progress	The student will: <ul style="list-style-type: none">• Ask and answer questions to help determine or clarify the meaning of words and phrases in a text; support is needed.	
1 Of Concern	The student is: <ul style="list-style-type: none">• Unable to ask and answer questions to help determine or clarify the meaning of words and phrases in a text.	<ul style="list-style-type: none">• Unable to be successful even with teacher support.

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Grade Level: First Grade	Standard: Retells RL.1.2	
Score	Expectation Descriptor	Additional Instructional Information
4 Proficient	The student will: <ul style="list-style-type: none"> Retell stories using key details in the correct sequence, character names, setting, and major events relevant story vocabulary, and transitional words without prompts in a variety of texts. 	<ul style="list-style-type: none"> Use DRA, notes from student conferences, and student reading journals to assess.
3 Approaching Proficient	The student will: <ul style="list-style-type: none"> Retell stories using character names, setting, and includes most events in BME sequence with 1-2 prompts in a variety of texts. 	
2 Beginning Progress	The student will: <ul style="list-style-type: none"> Retell stories using mostly pronouns, with random events and few details with 3 or more prompts in a variety of texts with or without support. 	
1 Of Concern	The student is: <ul style="list-style-type: none"> Unable to retell the story in a variety of texts. 	<ul style="list-style-type: none"> Unable to be successful even with teacher support.

Grade Level:	Standard: Story Elements (characters, setting, and major events)
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First Grade ELA Proficiency Scales – 8-30-17

First Grade	RL.1.3	
Score	Expectation Descriptor	Additional Instructional Information
4 Proficient	The student will: <ul style="list-style-type: none">Identify and describe characters, setting, and major events in a story, using key details from a variety of texts. Uses text evidence to support thinking.	<ul style="list-style-type: none">Example: “Pam is patient because she kept trying and trying to get her hat, but didn’t get mad.”
3 Approaching Proficient	The student will: <ul style="list-style-type: none">Identify and describe characters, setting, and major events in a story, using key details from a variety of texts. Lacks text evidence to support thinking.	<ul style="list-style-type: none">Example, “Pam is patient.”
2 Beginning Progress	The student will: <ul style="list-style-type: none">Identify characters, setting, and major events in a story but lacks description; support is needed.	<ul style="list-style-type: none">Example, “Pam is a character.” *Can assess through a variety of texts
1 Of Concern	The student is: <ul style="list-style-type: none">Unable to identify characters, setting or major events in a story.	<ul style="list-style-type: none">Unable to be successful even with teacher support.

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First Grade ELA Proficiency Scales – 8-30-17

<p>Grade Level: First Grade</p>	<p>Standard: Central Message and Supporting Details RL.1.2</p>	
<p>Score</p>	<p>Expectation Descriptor</p>	<p>Additional Instructional Information</p>
<p>4 Proficient</p>	<p>The student will:</p> <ul style="list-style-type: none"> • In literature: Tell the central message from a variety of texts in a sentence or phrase and refer to the text to support thinking. 	<p>Example: Good friends can be different. Stellaluna was friends with the birds.</p> <p>*Using a variety of texts</p>
<p>3 Approaching Proficient</p>	<p>The student will:</p> <ul style="list-style-type: none"> • In literature: Tell the central message from a variety of texts in a sentence or phrase but lacks evidence from text. 	<p>Example: Good friends can be different.</p> <p>*Using a variety of texts</p>
<p>2 Beginning Progress</p>	<p>The student will:</p> <ul style="list-style-type: none"> • In literature: Give a general response from a variety of texts or a one word idea; support is needed. 	<p>Example: Love or Friendship</p> <p>*Using a variety of texts</p>
<p>1 Of Concern</p>	<p>The student is:</p> <ul style="list-style-type: none"> • In literature: Unable to identify the central message from a variety of texts. 	<p>Unable to be successful even with teacher support.</p>

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First Grade ELA Proficiency Scales – 8-30-17

Grade Level: First Grade	Standard: Main Topic and Supporting Details RI.1.2	
Score	Expectation Descriptor	Additional Instructional Information
4 Proficient	The student will: <ul style="list-style-type: none"> • In informational text: Identify the main topic and retell key details from a text. (No background knowledge that is not found in the text.) 	Example: Animals sleep in different ways. A dolphin sleeps with one eye open. *Using a variety of texts
3 Approaching Proficient	The student will: <ul style="list-style-type: none"> • In informational text: Identify the main topic and retell with most key details from the text. May include some minor details and extra information. 	Example: Animals sleep in different ways. *Using a variety of texts
2 Beginning Progress	The student will: <ul style="list-style-type: none"> • In informational text: Identify the main topic but does not include key details or only shares background knowledge with or without support. 	Example: Animals sleep. *Using a variety of texts
1 Of Concern	The student is: <ul style="list-style-type: none"> • In informational text: Unable to identify the main topic or retell key details. 	Unable to be successful even with teacher support. *Using a variety of texts

Grade Level:	Standard: Applies mechanics to written work
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First Grade ELA Proficiency Scales – 8-30-17

First Grade		
Score	Expectation Descriptor	Additional Instructional Information
4 Proficient	The student will: <ul style="list-style-type: none"> ● Effectively capitalize dates and names of people ● Effectively use end punctuation ● Effectively use commas in dates and to separate single words in a series ● Effectively produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences. 	
3 Approaching Proficient	The student will: <ul style="list-style-type: none"> ● Adequately capitalize dates and names of people; errors may be present. ● Adequately use end punctuation; errors may be present. ● Adequately use commas in dates and to separate single words in a series; errors may be present. ● Adequately produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences, errors may be present. 	
2 Beginning Progress	The student has: <ul style="list-style-type: none"> ● Limited evidence of capitalizing dates and names of people, with support. ● Limited evidence of using end punctuation, with support. ● Limited evidence of using commas in dates and to separate single words in a series, with support. ● Limited evidence of producing and expanding complete simple and compound declarative, interrogative, imperative, and exclamatory sentences, errors may be present. 	
1 Of Concern	The student: <ul style="list-style-type: none"> ● Lacks the understanding of most concepts. 	

Grade Level:	Standard: Applies spelling to written work
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First Grade ELA Proficiency Scales – 8-30-17

First Grade		
Score	Expectation Descriptor	Additional Instructional Information
4 Proficient	<p>The student will:</p> <ul style="list-style-type: none"> • Effectively use conventional spelling for words with common spelling patterns and for frequently occurring irregular words • Effectively spell untaught words phonetically, drawing on phonemic awareness and spelling conventions • Effectively uses resources to spell high frequency words correctly. 	
3 Approaching Proficient	<p>The student will:</p> <ul style="list-style-type: none"> • Adequately use conventional spelling for words with common spelling patterns and for frequently occurring irregular words; errors may be present. • Adequately spell untaught words phonetically, drawing on phonemic awareness and spelling conventions; errors may be present. • Adequately uses resources to spell high frequency words correctly, errors may be present 	
2 Beginning Progress	<p>The student has:</p> <ul style="list-style-type: none"> • Limited use of conventional spelling for words with common spelling patterns and for frequently occurring irregular words; support may be needed, • Limited spelling of untaught words phonetically, drawing on phonemic awareness and spelling conventions; support may be needed • Limited use of resources to spell high frequency words correctly. 	
1 Of Concern	<p>The student:</p> <ul style="list-style-type: none"> • Lacks the understanding of most concepts 	

Grade Level: First Grade	Standard: Applies grammar skills to written work.
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First Grade ELA Proficiency Scales – 8-30-17

Score	Expectation Descriptor	Additional Instructional Information
4 Proficient	The student will: <ul style="list-style-type: none"> ● Effectively use nouns and pronouns. ● Effectively uses frequently occurring adjectives, conjunctions and prepositions. ● Effectively uses verbs to convey a sense of past, present and future. ● Effectively uses determiners. 	<ul style="list-style-type: none"> ● Nouns includes: common, proper, possessive, singular, and plural ● Conjunctions: and, but, or, so, because ● Prepositions: during, beyond, toward ● Determiners: articles, demonstratives ● Possessive and indefinite pronouns: I, me, my, they, them, their, anyone, everything
3 Approaching Proficient	The student will: <ul style="list-style-type: none"> ● Adequately uses nouns and pronouns, may include errors. ● Adequately uses frequently occurring adjectives, conjunctions and prepositions, may include errors. ● Adequately uses verbs to convey a sense of past, present and future, may include errors. ● Adequately uses determiners, may include errors. 	
2 Beginning Progress	The student has: <ul style="list-style-type: none"> ● Limited use of nouns and pronouns, with support. ● Limited use of frequently occurring adjectives, conjunctions and prepositions; with support. ● Limited use of verbs to convey a sense of past, present and future; with support. ● Limited use of determiners; with support. 	
1 Of Concern	The student: <ul style="list-style-type: none"> ● Lacks the understanding of most concepts. 	

Grade Level: First Grade	Standard: Prints legibly and uses correct spacing written work	
Score	Expectation Descriptor	Additional Instructional Information

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First Grade ELA Proficiency Scales – 8-30-17

<p>4 Proficient</p>	<p>The student will:</p> <ul style="list-style-type: none"> Print all upper and lowercase letters legibly using correct spacing, size, and letter formation with no letters reversed. 	<p>Size refers to tall letters, middle letters, and basement letters written correctly. (e.g an “a” is smaller than an “l”. A “p” drops lower than a “c”.)</p>
<p>3 Approaching Proficient</p>	<p>The student will:</p> <ul style="list-style-type: none"> Print all upper and lowercase letters legibly using correct spacing and letter formation, but inconsistent letter size with occasional letter reversals. 	
<p>2 Beginning Progress</p>	<p>The student will:</p> <ul style="list-style-type: none"> Print upper and/or lowercase letters correctly and uses inconsistent spacing and sizing; support is needed. 	
<p>1 Of Concern</p>	<p>The student:</p> <ul style="list-style-type: none"> Lacks legible print. 	

<p>Grade Level: First Grade</p>	<p>Standard: Narrative: Focus W 1.3</p>	
<p>Score</p>	<p>Expectation Descriptor</p>	<p>Additional Instructional Information</p>
<p>4</p>	<p>The student's:</p>	<ul style="list-style-type: none"> Focus refers to staying on topic given.

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Proficient	<ul style="list-style-type: none">• Narrative effectively establishes a situation/event and characters that maintains a clear focus throughout.	<ul style="list-style-type: none">• The situation/events are clearly described.
3 Approaching Proficient	The student's: <ul style="list-style-type: none">• Narrative adequately establishes a situation/event and characters that are mostly focused throughout.	
2 Beginning Progress	The student's: <ul style="list-style-type: none">• Narrative attempts to establish a situation/event and characters are limited and inconsistent; support is needed.	<ul style="list-style-type: none">• May occasionally lose focus.
1 Of Concern	The student's: <ul style="list-style-type: none">• Narrative lacks establishment of a situation/event and characters.	<ul style="list-style-type: none">• May be confusing, unfocused, or too short.

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<p>Grade Level: First Grade</p>	<p>Standard: Narrative: Organization W 1.3</p>	
<p>Score</p>	<p>Expectation Descriptor</p>	<p>Additional Instructional Information</p>
<p>4 Proficient</p>	<p>The student's:</p> <ul style="list-style-type: none"> ● Narrative contains an effective, logical sequence of events with a clear beginning, middle, and end. 	<ul style="list-style-type: none"> ● Easy to follow plot with a strong beginning, middle, and end.
<p>3 Approaching Proficient</p>	<p>The student's:</p> <ul style="list-style-type: none"> ● Narrative contains an adequate, logical sequence of events with a beginning, middle, and end. 	<ul style="list-style-type: none"> ● There may be a lack of clarity or a weak beginning, middle, and end. ● A sequence of at least 3 events and some sense of closure.
<p>2 Beginning Progress</p>	<p>The student's:</p> <ul style="list-style-type: none"> ● Narrative contains a limited, sequence of events; support is needed. 	<ul style="list-style-type: none"> ● Events may be missing and/or present but out of order. ● No sense of closure is evident.
<p>1 Of Concern</p>	<p>The student's:</p> <ul style="list-style-type: none"> ● Narrative lacks a sequence of events. 	

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<p>Grade Level: First Grade</p>	<p>Standard: Narrative: Development W.1.3</p>	
<p>Score</p>	<p>Expectation Descriptor</p>	<p>Additional Instructional Information</p>
<p>4 Proficient</p>	<p>The student's:</p> <ul style="list-style-type: none"> ● Narrative effectively uses vivid description that clearly develops characters and events. 	<ul style="list-style-type: none"> ● Description refers to how the author uses description to develop a character's experiences and events. <ul style="list-style-type: none"> ○ How does the author describe the character's thoughts, actions, and feelings?
<p>3 Approaching Proficient</p>	<p>The student's:</p> <ul style="list-style-type: none"> ● Narrative adequately uses details and description to develop characters and events. 	
<p>2 Beginning Progress</p>	<p>The student's:</p> <ul style="list-style-type: none"> ● Narrative has a limited use of details and/or description to develop characters and events; support is needed. 	
<p>1 Of Concern</p>	<p>The student's:</p> <ul style="list-style-type: none"> ● Narrative shows a lack of understanding with few or no details or description. 	

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<p>Grade Level: First Grade</p>	<p>Standard: Narrative: Language and Vocabulary W.1.3</p>	
<p>Score</p>	<p>Expectation Descriptor</p>	<p>Additional Instructional Information</p>
<p>4 Proficient</p>	<p>The student's:</p> <ul style="list-style-type: none"> ● Narrative effectively uses a variety of transitional words and phrases to show sequence of events. ● Narrative effectively uses a variety of sensory and concrete language. 	<ul style="list-style-type: none"> ● Transitional words refers to temporal words. ● Concrete words refer to tangible, qualities or characteristics, things we know through our senses. Words and phrases like "102 degrees," "obese Siamese cat," and "deep spruce green" are concrete.
<p>3 Approaching Proficient</p>	<p>The student's:</p> <ul style="list-style-type: none"> ● Narrative adequately uses transitional words and phrases to show sequence of events. ● Narrative adequately uses sensory and/or concrete language. 	<ul style="list-style-type: none"> ● Student uses 2 or more transitional words, phrases, and/or clauses ● Student uses 2 or more sensory details, and/or concrete details.
<p>2 Beginning Progress</p>	<p>The student's:</p> <ul style="list-style-type: none"> ● Narrative has limited use of transitional words and/or phrases; support is needed. ● Narrative has limited use of sensory words and/or concrete language; support is needed. 	<ul style="list-style-type: none"> ● Student uses 1 or more transitional words, phrases, and/or clauses ● Student uses 1 or more sensory details, and/or concrete details.
<p>1 Of Concern</p>	<p>The student's:</p> <ul style="list-style-type: none"> ● Narrative shows a lack of transitional words and phrases. ● Narrative lacks sensory words or phrases. 	<ul style="list-style-type: none"> ● Narrative is vague, unclear, or confusing.

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First Grade ELA Proficiency Scales – 8-30-17

Grade Level: First Grade	Standard: Informative: Focus W.1.2	
Score	Expectation Descriptor	Additional Instructional Information
4 Proficient	The student's: <ul style="list-style-type: none">● Informative effectively establishes and maintains a topic.● Key details are clearly stated and supports the topic.	
3 Approaching Proficient	The student's: <ul style="list-style-type: none">● Informative adequately establishes a topic.● Key details are stated and supports the topic.	<ul style="list-style-type: none">● Multiple key details
2 Beginning Progress	The student's: <ul style="list-style-type: none">● Informative insufficiently establishes a topic; support is needed.● Key details are unclear and/or insufficiently support the topic; support is needed.	<ul style="list-style-type: none">● Limited key details
1 Of Concern	The student's: <ul style="list-style-type: none">● Informative lacks a clear topic or focus, and struggles to support with key details.	

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Grade Level: First Grade	Standard: Informative: Organization W.1.2	
Score	Expectation Descriptor	Additional Instructional Information
4 Proficient	The student's: <ul style="list-style-type: none">• Informative effectively establishes a clear beginning and ending statement.	
3 Approaching Proficient	The student's: <ul style="list-style-type: none">• Informative adequately establishes a beginning and ending statement.	
2 Beginning Progress	The student's: <ul style="list-style-type: none">• Informative insufficiently establishes a beginning and/or ending statement; support is needed.	
1 Of Concern	The student's: <ul style="list-style-type: none">• Informative lacks a beginning and ending statement.	

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Grade Level: First Grade	Standard: Informative: Development W.1.2	
Score	Expectation Descriptor	Additional Instructional Information
4 Proficient	The student's: <ul style="list-style-type: none">• Informative effectively uses strong facts and details.	
3 Approaching Proficient	The student's: <ul style="list-style-type: none">• Informative adequately uses facts and details.	
2 Beginning Progress	The student's: <ul style="list-style-type: none">• Informative insufficiently uses facts and details; support is needed.	
1 Of Concern	The student's: <ul style="list-style-type: none">• Informative lacks facts or details. The facts may be weak or nonexistent.	

Grade Level: 1st Grade	Standard: Informative - Language & Vocabulary W.1.2
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First Grade ELA Proficiency Scales – 8-30-17

Score	Expectation Descriptor	Additional Instructional Information
4 Proficient	The student's: <ul style="list-style-type: none">• Informative effectively uses temporal words.• Informative effectively uses precise language and domain-specific vocabulary.	
3 Approaching Proficient	The student's: <ul style="list-style-type: none">• Informative adequately uses temporal words.• Informative adequately uses precise language and domain-specific vocabulary.	
2 Beginning Progress	The student's: <ul style="list-style-type: none">• Informative has limited use of temporal words; support is needed.• Informative has limited use of precise language and domain-specific vocabulary; support is needed.	
1 Of Concern	The student's: <ul style="list-style-type: none">• Informative lacks temporal words.• Informative lacks precise language and domain-specific vocabulary.	

Grade Level: First Grade	Standard: Opinion: Focus W.1.1
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First Grade ELA Proficiency Scales – 8-30-17

Score	Expectation Descriptor	Additional Instructional Information
4 Proficient	The student's: <ul style="list-style-type: none">Opinion is clearly stated and effectively supported with reasons.	
3 Approaching Proficient	The student's: <ul style="list-style-type: none">Opinion is stated and adequately supported with reasons.	
2 Beginning Progress	The student's: <ul style="list-style-type: none">Opinion is stated, but insufficiently supported with reasons; support is needed.	<ul style="list-style-type: none">Some reasons may be unclear or unrelated to the opinion.The opinion or reason is not focused on the prompt.
1 Of Concern	The student's: <ul style="list-style-type: none">Opinion may be confusing or ambiguous and lacks reasons.	

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Grade Level: First Grade	Standard: Opinion: Organization W.1.1	
Score	Expectation Descriptor	Additional Instructional Information
4 Proficient	The student's: <ul style="list-style-type: none">• Opinion is effectively stated and has a strong ending.• Supporting reasons are given in a logical order.	
3 Approaching Proficient	The student's: <ul style="list-style-type: none">• Opinion is adequately stated and has an ending.• Supporting reasons are given.	<ul style="list-style-type: none">• Minor flaws may be present.
2 Beginning Progress	The student's: <ul style="list-style-type: none">• Opinion is insufficiently stated and a missing an ending; support is needed.• Supporting reasons may be given; support is needed.	
1 Of Concern	The student's: <ul style="list-style-type: none">• Opinion lacks a stated opinion and/or ending.	<ul style="list-style-type: none">• Is hard to follow and unclear.

Fort Zumwalt School District--Office of Curriculum and Instruction

First Grade ELA Proficiency Scales – 8-30-17

Grade Level: 1st Grade	Standard: Opinion: Development W.1.1	
Score	Expectation Descriptor	Additional Instructional Information
4 Proficient	The student's: <ul style="list-style-type: none">Opinion effectively uses 2 or more strong reasons, that support the opinion.	
3 Approaching Proficient	The student's: <ul style="list-style-type: none">Opinion adequately uses 2 or more reasons, that support the opinion.	
2 Beginning Progress	The student's: <ul style="list-style-type: none">Opinion uses reasons; support is needed.	
1 Of Concern	The student's: <ul style="list-style-type: none">Opinion lacks reasons.	

Fort Zumwalt School District--Office of Curriculum and Instruction

First Grade ELA Proficiency Scales – 8-30-17

<p>Grade Level: 1st Grade</p>	<p>Standard: Opinion: Language & Vocabulary W.1.1</p>	
<p>Score</p>	<p>Expectation Descriptor</p>	<p>Additional Instructional Information</p>
<p>4 Proficient</p>	<p>The student's:</p> <ul style="list-style-type: none"> ● Opinion effectively uses linking words appropriate to opinion writing. ● Opinion effectively uses precise language and domain-specific vocabulary. 	<ul style="list-style-type: none"> ● Linking words such as: and, or, but, because, etc.
<p>3 Approaching Proficient</p>	<p>The student's:</p> <ul style="list-style-type: none"> ● Opinion adequately uses linking words appropriate to opinion writing. ● Opinion adequately uses precise language and domain-specific vocabulary. 	
<p>2 Beginning Progress</p>	<p>The student's:</p> <ul style="list-style-type: none"> ● Opinion has limited use of linking words appropriate to opinion writing; support is needed. ● Opinion has limited use of precise language and domain-specific vocabulary; support is needed. 	
<p>1 Of Concern</p>	<p>The student's:</p> <ul style="list-style-type: none"> ● Opinion lacks linking words. ● Opinion lacks precise language and domain-specific vocabulary. 	