

## Grade 1 English Proficiency Scale

I can form a complete thought in writing.

Reporting Category: Eng1.1.1

Exceeds Standard	4	I am able to transfer this learning to more complex content and thinking, including applications to my own personal and independent writing that go beyond what is explicitly taught in class.
	3.5	I am beginning to transfer this learning to more complex content and thinking.
At Standard Proficient	3	A. I <b>can</b> generate a complete sentence that includes describing words or phrases.
	2.5	I am proficient with most of the Level 2 content/skills related to this standard.
Approaching Standard	2	A. I can recognize or recall academic vocabulary including: <i>noun, verb (action), describing word, sight word ("trick word"), sentence</i>  A. I can perform basic processes such as: - Provide examples of appropriate describing words or phrases when prompted by the teacher. - Understand that a describing word or phrase tells more about the subject of a sentence. - Write a simple sentence consisting of just a subject (noun) and predicate (action). - Orally share a complete thought consisting of a subject (noun) and predicate (action). - Understand a complete thought as having a "Who?" "[did] What?" and "Where [or How]?" - Use selected sight words (" <i>trick words</i> ") appropriately in a sentence, orally or in writing.
	1.5	I am beginning to demonstrate success with foundational content/skills related to this standard.
Not at Standard	1	I demonstrate partial or no success with this standard and related content/skills.

## Grade 1 English Proficiency Scale

I use capitalization correctly in a sentence.

Reporting Category: Eng1.1.2

Exceeds Standard	4	I am able to transfer this learning to more complex content and thinking, including applications to my own personal and independent writing that go beyond what is explicitly taught in class.
At Standard Proficient	3	<b>I can</b> consistently use capital letters at the beginning of a sentence and for the pronoun I.
Approaching Standard	2	<b>I can</b> sometimes use capital letters at the beginning of a sentence and for the pronoun I.
Not at Standard	1	I demonstrate partial or no success with this standard and related content/skills.

## Grade 1 English Proficiency Scale

I use correct punctuation at the end of a sentence.

Reporting Category: Eng1.1.3

Exceeds Standard	4	I am able to transfer this learning to more complex content and thinking, including applications to my own personal and independent writing that go beyond what is explicitly taught in class.
At Standard Proficient	3	<b>I can</b> consistently use the correct punctuation ( <i>period, question mark, or exclamation point</i> ) at the end of a sentence.
Approaching Standard	2	<b>I can</b> sometimes use correct punctuation ( <i>period, question mark, or exclamation point</i> ) at the end of a sentence.
Not at Standard	1	I demonstrate partial or no success with this standard and related content/skills.

## Grade 1 English Proficiency Scale

I can print with appropriate letter formation, letter size, and spacing.

Reporting Category: Eng1.1.4

Exceeds Standard	4	<p>I am able to transfer this learning to more complex content and thinking, including applications to my own personal and independent writing that go beyond what is explicitly taught in class.</p> <p>Specifically, I excel at printing with appropriate letter formation, letter size, and spacing in all modes of writing.</p>
	3.5	I am beginning to transfer this learning to more complex content and thinking.
At Standard Proficient	3	A. <b>I can</b> consistently print with appropriate letter formation, letter size, and spacing.
	2.5	I am proficient with most of the Level 2 content/skills related to this standard.
Approaching Standard	2	<p>A. I can recognize or recall academic vocabulary including:  <i>capital, lowercase, reversal, baseline (grass line and worm line), midline (plane line), headline (sky line), height, slant, word spacing, pencil grip</i></p> <p>A. I can perform basic processes such as:</p> <ul style="list-style-type: none"> <li>- Begin to write with sufficient flow that supports automaticity.</li> <li>- Know to put an appropriate space (pinky size) between words.</li> <li>- When prompted, identify and correct letter reversals.</li> <li>- Use appropriate pencil grip and pressure.</li> <li>- Write/form letters correctly, supported by models and teacher cueing.</li> <li>- Know the correct size (height) for capital and lowercase letters.</li> <li>- Distinguish between tall, small, and descending letters with regards to the baselines (<i>grass line or worm line</i>), midline (<i>plane line</i>), and headline (<i>sky line</i>).</li> </ul>
	1.5	I am beginning to demonstrate success with foundational content/skills related to this standard.
Not at Standard	1	I demonstrate partial or no success with this standard and related content/skills.

## Grade 1 English Proficiency Scale

I can write an appropriate response on a given topic.

Reporting Category: Eng1.1.5

Exceeds Standard	4	I am able to transfer this learning to more complex content and thinking, including applications to my own personal and independent writing that go beyond what is explicitly taught in class.
	3.5	I am beginning to transfer this learning to more complex content and thinking.
At Standard Proficient	3	<p>A. <b>I can</b> write an appropriate response to an opinion prompt which includes a stated opinion, related reasons, and a sense of closure. (W.1)</p> <p>B. <b>I can</b> write an appropriate response to an informative/explanatory prompt which includes a topic sentence, related facts, and sense of closure. (W.2)</p> <p>C. <b>I can</b> write an appropriate response to a narrative prompt which includes two (or more) sequenced events, related details, and a sense of closure. (W.3)</p>
	2.5	I am proficient with most of the Level 2 content/skills related to this standard.
Approaching Standard	2	<p>A-C. I can recognize or recall academic vocabulary including: <i>prompt, response, sentence, opinion, reasons, topic, details, facts, character, setting, problem, solution, beginning, middle, end</i></p> <p>A. I can perform basic processes such as:                      - Distinguish between an opinion and a fact.                      - Write an opinion sentence(s) which may use trigger words like <i>best, I think, I feel, most, worst, etc.</i>                      - Provide reason(s) to support an opinion.</p> <p>B. I can perform basic processes such as:                      - Write a topic sentence that introduces who or what is being written about.                      - Provide related fact(s) about the topic.</p> <p>C. I can perform basic processes such as:                      - Know that a story includes characters, a setting, a problem, and a solution.                      - Describe narrative events in a logical sequence.                      - Use details to describe the characters and setting of the story.</p>
	1.5	I am beginning to demonstrate success with foundational content/skills related to this standard.
Not at Standard	1	I demonstrate partial or no success with this standard and related content/skills.

## Grade 1 English Proficiency Scale

I can express thoughts and feelings clearly by describing peoples, places, things, and events in detail.

Reporting Category: Eng1.2.1

Exceeds Standard	4	<b>I can</b> tell a story or recount an experience with appropriate facts and relevant, descriptive details.
At Standard Proficient	3	<b>I can</b> consistently express complete thoughts and feelings clearly by describing people, places, things, and events in detail.
Approaching Standard	2	With teacher cues, <b>I can</b> express complete thoughts and feelings clearly by describing peoples, places, things, and events in detail.
Not at Standard	1	Even with teacher cues, I am unable to express complete thoughts and feelings clearly by describing peoples, places, things, and events in detail.

## Grade 1 English Proficiency Scale

I can ask and answer questions in small and large groups.

Reporting Category: Eng1.2.2

Exceeds Standard	4	<b>I can</b> ask and answer questions in small and large groups to effectively deepen my understanding of a topic or issue.
At Standard Proficient	3	<b>I can</b> consistently ask and answer questions in small and large groups to gather additional information or clarify something that is not understood.
Approaching Standard	2	With teacher cues, <b>I can</b> ask and answer questions in small and large groups to gather additional information or clarify something that is not understood.
Not at Standard	1	Even with teacher cues, I am unable to ask and answer questions in small and large groups to gather additional information or clarify something that is not understood.

## Grade 1 English Proficiency Scale

I can spell grade-level words correctly.

Reporting Category: Eng1.3.1

Exceeds Standard	4	<b>I can</b> spell a collection of grade-level words correctly with at least 80% accuracy on a cumulative spelling assessment, as well as spell words incorporating above grade-level spelling patterns.
At Standard Proficient	3	<b>I can</b> spell a collection of grade-level words correctly with at least 80% accuracy on a cumulative spelling assessment.
Approaching Standard	2	<b>I can</b> spell a collection of grade-level words correctly with between 50-79% accuracy on a cumulative spelling assessment.
Not at Standard	1	<b>I can</b> spell a collection of grade-level words correctly with less than 50% accuracy on a cumulative spelling assessment.