

Reading	
Reading Foundations	• Phonemic Awareness • Phonics and Decoding • Fluency
Reading Process	• Root Words and Endings
Reading (Literary and Informational)	• Fiction: Story Elements • Nonfiction: Main Idea and Supporting Details

Reading Foundations: Phonemic Awareness	
4.0 EE	<i>Examples could include:</i> • Applying phonemic awareness knowledge in encoding and decoding
3.0 ME	<i>The student will:</i> ☐ Distinguish between isolated sounds and syllables in spoken words ☐ Blend at least 4 phonemes in one syllable words ☐ Segment at least 4 phonemes in one syllable words ☐ Manipulate sounds in spoken words: ☐ Added ☐ Changed ☐ Removed
2.5 NM	No major errors or omissions regarding score 2.0 content and partial success at score 3.0.
2.0 SD	<i>The student will:</i> • Identify sounds in spoken words • Blend three spoken phonemes to form one-syllable words • Segment spoken words into 2 or 3 phonemes • Isolate the initial, medial, and final sounds in spoken words
1.0 AC	With support, not assessing grade level content at this time; partial understanding with extensive teacher support; significant growth needed

Reading Foundations: Phonics and Decoding

4.0 EE	<i>Examples could include:</i> • Decode multisyllabic words in context by applying common letter-sound correspondences including single letters, consonant blends, consonant/vowel digraphs, or vowel diphthongs • Decode regularly spelled two-syllable words with vowel diphthongs or vowel teams • Read words with common prefixes and suffixes (such as: un-, dis-, -ly, -less) • Read and understand the meaning of contractions in text • Use common syllable patterns to decode words including r-controlled vowels • Read more than 70 of the district first grade high frequency words automatically and accurately
3.0 ME	<i>The student will:</i> Develop phonics in the reading process: ☐ Decode words with first grade phonics patterns with accuracy and automaticity Short vowels ☐ Blends ☐ Digraphs ☐ VCe (Long vowel) ☐ Soft c, Soft g ☐ Apply understanding of taught long vowel patterns to decode unknown words Long a patterns (a, ai, ay) • Long o patterns (o, oa, ow, oe) • Long e patterns (e, ea, ee, ie) • Long i patterns (i, y, igh) ☐ Apply decoding strategies when reading unknown words by using letter-sound knowledge to blend sounds ☐ Read at least 70 of the district first grade high frequency words automatically and accurately
2.5 NM	No major errors or omissions regarding score 2.0 content and partial success at score 3.0. • Read 58-69 of the district first grade high frequency words with accuracy and automaticity • Read 70 of the district high frequency words with accuracy but not automaticity
2.0 SD	<i>The student will:</i> • Produce consonant sound when presented with the letter with accuracy and automaticity • Produce short vowel sound when presented with the letter with accuracy and automaticity • Write consonant and short vowels when presented with the sound • Recognize that new words can be created when letters are changed, added or removed • Blend letter sounds to decode simple words (CVC) • Reads at least 34 out of 38 high frequency words with accuracy and automaticity
1.0 AC	With support, not assessing grade level content at this time; partial understanding with extensive teacher support; significant growth needed • Read less than 34 of the district first grade high frequency words

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Reading Foundations: Fluency	
4.0 EE	<i>Examples could include:</i> • Read at a rate of 92 words per minute or higher (above the 75th percentile). • - Read texts that are above grade level. • Read text above grade level with accuracy of 95% or greater.
3.0 ME	<i>The student will:</i> ☐ Read a text at grade level with: ☐ Appropriate rate 60-91 WPM (50th -75th percentile) ☐ Accuracy (95% or greater) ☐ Phrasing of 3 or more words ☐ Expression to match text type ☐ Awareness of ending punctuation ☐ Monitor reading to self-correct errors, rereading to adjust for fluency and accuracy
2.5 NM	No major errors or omissions regarding score 2.0 content and partial success at score 3.0. • Reads at a rate of 34-59 WPM (26th-49th percentile)
2.0 SD	<i>The student will:</i> • Know punctuation affects fluency and expression • Read a text below grade level • Read with accuracy of less than 95% • Read at a rate of 19-33 (11th-25th percentile)
1.0 AC	With support, not assessing grade level content at this time; partial understanding with extensive teacher support; significant growth needed • Read at a rate of 18 WPM or less (10th percentile or below)

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Vocabulary: Root Words and Endings	
4.0 EE	<i>Examples could include:</i> • Develop an understanding of vocabulary by using prefixes, root words, and suffixes to determine meaning of words. • Develop an understanding of vocabulary by using knowledge of the meaning of individual words to determine the meaning of compound words.

3.0 ME	<i>The student will:</i> ☐ Identify common root words and their inflectional endings (-ed) in text ☐ Identify common root words and their inflectional endings (-ing) in text ☐ Identify common root words and their inflectional endings (-s) in text
2.5 NM	No major errors or omissions regarding score 2.0 content and partial success at score 3.0.
2.0 SD	<i>The student will:</i> • Understand that words can have endings added to a word to change their meaning
1.0 AC	With support, not assessing grade level content at this time; partial understanding with extensive teacher support; significant growth needed

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Reading: Fiction: Story Elements	
4.0 EE	<i>Examples could include:</i> • Infer, analyze, or draw conclusions using text and illustrations to describe the story elements. • - Compare and contrast two versions of the same story • Explain the differences in the points of view of characters • Explain how one event connects to another (cause and effect) • Identify the moral lesson or big idea in the story • Describe a character's point of view using traits, feelings, actions and motives • The student will apply strategies in text from different cultures and times.
3.0 ME	<i>The student will:</i> ☐ Identify and explain why a text is categorized as fiction ☐ Retell by using illustrations and details in a story to describe the story elements that make sense to a listener: ☐ Characters ☐ Setting ☐ Problem and Solution ☐ Events in order ☐ Ask and answer questions about key details in a text ☐ Predict what will happen next using prior knowledge
2.5 NM	No major errors or omissions regarding score 2.0 content and partial success at score 3.0.

2.0 SD	<i>The student will with assistance:</i> • Identify the setting • Identify characters in the story • Retell in sequence the key events from read alouds and familiar stories
1.0 AC	With support, not assessing grade level content at this time; partial understanding with extensive teacher support; significant growth needed

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Reading: Nonfiction: Main Idea and Supporting Details	
4.0 EE	<i>Examples could include:</i> • Distinguish the overall main idea of one or more texts • Understand each paragraph has a main topic that connects to the overall main idea • - Determine relevant/important vs. irrelevant/unimportant details • Identify two or more details that support and explain the main idea
3.0 ME	<i>The student will:</i> ☐ Identify and explain why a text is categorized as nonfiction ☐ Identify and use text features to locate information (captions, headings, visuals, etc.) ☐ Identify the main idea of the text ☐ Identify key details that support the main idea
2.5 NM	No major errors or omissions regarding score 2.0 content and partial success at score 3.0.
2.0 SD	<i>With assistance the student will:</i> • Identify the main topic • Recognize that fiction and nonfiction are different • Ask and answer questions about read alouds
1.0 AC	With support, not assessing grade level content at this time; partial understanding with extensive teacher support; significant growth needed

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First Grade Revised 6/2/26

Writing Proficiency Scales

Writing Process	• Drafting • Revising and Editing
Narrative	• Narrative Writing
Opinion	• Opinion Writing
Informational	• Informational Writing
Language	• Grammar • Conventions • Spelling

First Grade Revised 6/2/26

Writing Process: Drafting	
4.0 EE	<i>Examples could include:</i> • Independently brainstorm and record key ideas on a graphic organizer • Generate more than one paragraph • Expand on ideas while drafting
3.0 ME	<i>The student will:</i> ☐ Brainstorm and record key ideas ☐ Sequence ideas into sentences and stay on topic throughout the text
2.5 NM	No major errors or omissions regarding score 2.0 content and partial success at score 3.0.
2.0 SD	<i>The student will:</i> • Sequence the actions or details with letters, words, and pictures • Sequence ideas (beginning, middle, end) into simple sentences
1.0 AC	With support, not assessing grade level content at this time; partial understanding with extensive teacher support; significant growth needed

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Writing Process: Revising and Editing
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4.0 EE	<i>Examples could include:</i> • Edits for commas and possessive nouns • Independently revises to strengthen writing (word choice, sequencing ideas, audience/purpose, voice, deletion of unnecessary words or phrases)
3.0 ME	<i>The student will, with assistance from adults and peers:</i> ☐ Respond to questions and suggestions, clarifying meaning by adding details to sentence construction and strengthening writing ☐ Edit for language conventions based on 1.L.1.B (see proficiency scale for conventions): ☐ Spelling ☐ Grammar ☐ Punctuation ☐ Capitalization ☐ Spaces between words in sentences
2.5 NM	No major errors or omissions regarding score 2.0 content and partial success at score 3.0.
2.0 SD	<i>The student will:</i> • Reread their own writing • Edit for spaces in between words with assistance • Add on to words or pictures
1.0 AC	With support, not assessing grade level content at this time; partial understanding with extensive teacher support; significant growth needed

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Narrative Writing	
4.0 EE	<i>Examples could include:</i> • Use dialogue • Use other transition words to signal event order • Can write narratives in many forms (fairy tales, mysteries, personal narratives, etc.)

3.0 ME	<i>The student will:</i> ☐ Tell a story or experience ☐ Use details to describe the story or experience ☐ Place events in the order they occurred ☐ Use linking words to indicate beginning/middle/end (First, Next, Last) ☐ - Use words that are related to the topic ☐ Provide a reaction to what happened in the events
2.5 NM	No major errors or omissions regarding score 2.0 content and partial success at score 3.0.
2.0 SD	<i>The student will:</i> • Verbally tell a story or experience • Use a combination of drawing and/or writing to share a story or experience
1.0 AC	With support, not assessing grade level content at this time; partial understanding with extensive teacher support; significant growth needed

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Opinion Writing	
4.0 EE	<i>Examples could include:</i> • Use transition words and phrases • Provide more than two reasons to support their opinions
3.0 ME	<i>The student will:</i> ☐ Introduce a topic or text being studied ☐ State an opinion about the topic or text ☐ Provide a reason for the opinion ☐ Use some specific words that are related to the topic ☐ Follow a sense of order in writing ☐ Have a closing for the writing
2.5 NM	No major errors or omissions regarding score 2.0 content and partial success at score 3.0.
2.0 SD	<i>The student will:</i> • Verbally share an opinion and a reason • Use a combination of drawing and/or writing to tell an opinion about a topic or text being studied

1.0 AC	With support, not assessing grade level content at this time; partial understanding with extensive teacher support; significant growth needed
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Informational Writing	
4.0 EE	<i>Examples could include:</i> • Use facts and definitions to develop points in making paragraphs • Create an introductory or concluding paragraph • Apply research independently
3.0 ME	<i>The student will:</i> ☐ Introduce a topic or text being studied and supply facts ☐ Use some specific words that are related to the topic ☐ Follow a sense of order in writing ☐ Create some sense of closure ☐ Apply Research: With help, apply research process to use information from a variety of sources using graphic organizers
2.5 NM	No major errors or omissions regarding score 2.0 content and partial success at score 3.0.
2.0 SD	<i>The student will:</i> • Verbally share facts about a topic • Use a combination of drawing and/or writing to teach about a topic or text being studied
1.0 AC	With support, not assessing grade level content at this time; partial understanding with extensive teacher support; significant growth needed

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Language: Grammar	

4.0 EE	<i>Examples could include:</i> • Use irregular verbs • Use helping verbs with regular verbs (has jumped, can jump, will jump) • Use collective nouns (family, class, children) • Use reflexive pronouns (myself, ourselves)
3.0 ME	<i>The student will:</i> Produce complete simple sentences • Use nouns and action verbs that designate past, present, and future in sentences • Use adjectives/adverbs in sentences • Use the articles <i>a</i>, <i>an</i>, and <i>the</i> in sentences • Use common prepositions (across, behind, by, into, near, etc.) • Use common pronouns (they, them, it, she, he, us, etc.) Produce complete compound sentences • Use the conjunctions <i>and</i>, <i>but</i>, and <i>so</i> in sentences
2.5 NM	No major errors or omissions regarding score 2.0 content and partial success at score 3.0.
2.0 SD	<i>The student will:</i> • Identify naming words (nouns) and action words (verbs) • Use plural words when speaking • Use complete sentences in shared language activities • Use question words in sentences
1.0 AC	With support, not assessing grade level content at this time; partial understanding with extensive teacher support; significant growth needed

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Language: Conventions	
4.0 EE	<i>Examples could include:</i> • Use dialogue that contains quotation marks • Use apostrophes correctly for contractions • Capitalize days of the week, months, holidays
3.0 ME	<i>The student will:</i> Print legibly, using correct spacing between words and sentences Use ending punctuation Capitalize the first word in a sentence Use commas to separate single words in a series

2.5 NM	No major errors or omissions regarding score 2.0 content and partial success at score 3.0.
2.0 SD	<i>The student will:</i> • Print in upper and lowercase letters in written pieces • Capitalize own first name • Capitalize the pronoun I
1.0 AC	With support, not assessing grade level content at this time; partial understanding with extensive teacher support; significant growth needed

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Language: Spelling	
4.0 EE	<i>Examples could include:</i> • Spell words using irregular spelling patterns • Use nouns and verbs that change their spelling in plural form (ex. y to ies, drop e add ing, man to men) • Spell more than 57 of the district first grade high frequency words
3.0 ME	<i>The student will:</i> Spell words with first grade phonics patterns with accuracy Short vowels Blends Digraphs Apply understanding of taught patterns to spell unknown words (such as VCe, soft c, soft g, and long vowel patterns) Apply spelling strategies when writing unknown words by using letter-sound knowledge and phonemic awareness to segment sounds Spell 50-57 of the district first grade high frequency words
2.5 NM	No major errors or omissions regarding score 2.0 content and partial success at score 3.0. • Spell 35-49 of the district first grade high frequency words
2.0 SD	<i>The student will:</i> • Use phonetic spelling with beginning, final, and medial sounds • Write and name letters for consonant and vowel sounds • Use correct spelling of own first name • Spell 16-34 of the district first grade high frequency words

1.0 AC	With support, not assessing grade level content at this time; partial understanding with extensive teacher support; significant growth needed • Spell less than 16 of the district kindergarten high frequency words
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Speaking and Listening: Communication **Supporting standard: Not on progress report**	
4.0 EE	<i>Examples could include:</i> • Confirming comprehension of read-alouds and independent reading by retelling and asking appropriate questions
3.0 ME	<i>The student will:</i> ☐ Speak clearly and to the point, using conventions of language when presenting individually or with a group ☐ Confirming comprehension of read-alouds and other media by retelling ☐ Confirming comprehension of read-alouds and other media by asking appropriate questions
2.5 NM	No major errors or omissions regarding score 2.0 content and partial success at score 3.0.
2.0 SD	<i>The student will:</i> • Speak clearly, but not to the point, using basic conventions of language when presenting individually or with a group • Answering questions using conventions of language when asked by the teacher • Giving a basic retell of read-alouds with a beginning, middle and end
1.0 AC	With support, not assessing grade level content at this time; partial understanding with extensive teacher support; significant growth needed

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First Grade 6/2/26

First Grade Math Proficiency Scales	
Number Sense and Operations in Base Ten	• Number Relationships and Counting • Place Value

Relationships and Algebra Thinking	• Addition • Subtraction • Addition and Subtraction Fluency
Data	• Represent and Interpret Data
Geometry and Measurement	• Shapes and Attributes • Length • Time • Money

First Grade 6/2/26

Number Sense and Operations in Base Ten: Number Relationships and Counting	
4.0 EE	<i>Examples could include:</i> • Read/write numbers up to 1,000 • Count backward from a given number within 1,000 using multiples of 5 • Count within 1000 by ones, tens, and hundreds
3.0 ME	<i>The student will:</i> ☐ Count up to 120, starting at any number less than 120 ☐ Read numerals (limit to 120) ☐ Write numerals (limit to 120) ☐ Represent a number of objects with a written numeral (limit to 120) ☐ Count backward from a given number between 20 and 1, to zero ☐ Skip count by 5s to 100, starting at any multiple of 5
2.5 NM	No major errors or omissions regarding score 2.0 content and partial success at score 3.0.
2.0 SD	<i>The student will:</i> • Recognize numbers and counts groups of objects within 0 to 30 • Verbally count to one hundred by ones and tens • Count forward beginning from a given number between 1 and 20 • Count backwards beginning from a given number between 10 and 1 • Write numerals that represent a number of objects from 0 to 20 • Order quantities in the range of 1 to 10 from least to greatest or greatest to least
1.0 AC	With support, not assessing grade level content at this time; partial understanding with extensive teacher support; significant growth needed

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Number Sense and Operations in Base Ten: Place Value	
4.0 EE	<i>Examples could include:</i> • Compare 3 digit numbers using $>$, $=$ or $<$ • Understand 3 digit numbers are composed of hundreds, tens, and ones
3.0 ME	<i>The student will:</i> ☐ Understand that ten ones is the same as 1 group of ten ☐ Demonstrate two digit numbers are composed of tens and ones ☐ Compare two digit numbers using the symbols $>$, $=$, $<$ ☐ Calculate 10 more or 10 less of a given 2 digit number ☐ Add or subtract multiples of 10 from a given 2 digit number ☐ Skip count by 10s to 120, starting at any number
2.5 NM	No major errors or omissions regarding score 2.0 content and partial success at score 3.0.
2.0 SD	<i>The student will:</i> • Determine what is one more than a number • Determine what is one less than a number • Compose and decompose numbers from 11 to 20 into a set of ten with additional ones • Compare two written numerals, between 1 and 10, and determine which is more than or less than the other
1.0 AC	With support, not assessing grade level content at this time; partial understanding with extensive teacher support; significant growth needed

First Grade 6/2/26

Relationships and Algebraic Thinking: Addition	

4.0 EE	<i>Examples could include:</i> • Add three-digit numbers within 1,000 with and without regrouping using at least one strategy (Ex: number line, standard algorithm, expanded form to break apart numbers by place value, drawings to show regrouping) • Justify answers by using concrete, pictorial, verbal, drawn or written means • Use the relationship between addition and subtraction within 1,000 to solve problems (missing addends, fact families)
3.0 ME	<i>The student will:</i> ☐ Determine the missing number in an addition equation ☐ Use strategies to add within 20 ☐ Use addition with a sum up to 20 to solve problems ☐ Add three numbers with a sum up to 20 ☐ Develop an understanding of the equal sign, meaning “the same as”, to determine whether addition equations are true or false.
2.5 NM	No major errors or omissions regarding score 2.0 content and partial success at score 3.0.
2.0 SD	<i>The student will:</i> • Understand addition as putting groups together or adding to a group • Solve addition problems within 10 using objects or pictures • Write addition equations within 10
1.0 AC	With support, not assessing grade level content at this time; partial understanding with extensive teacher support; significant growth needed

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Relationships and Algebraic Thinking: Subtraction	
4.0 EE	<i>Examples could include:</i> • Subtract three-digit numbers within 1,000 with and without regrouping using at least one strategy (Ex: number line, standard algorithm, expanded form to break apart numbers by place value, drawings to show regrouping) • Justify answers by using concrete, pictorial, verbal, drawn or written means • Use the relationship between addition and subtraction within 1,000 to solve problems (missing addends, fact families)

3.0 ME	<i>The student will:</i> ☐ Determine the missing number in a subtraction equation ☐ Use strategies to subtract within 20 ☐ Use subtraction with a sum up to 20 to solve problems ☐ Develop an understanding of the equal sign, meaning “the same as”, to determine whether subtraction equations are true or false.
2.5 NM	No major errors or omissions regarding score 2.0 content and partial success at score 3.0.
2.0 SD	<i>The student will:</i> • Understand subtraction as taking apart a group or taking from the group • Solve subtraction problems within 10 or less using objects or pictures • Write subtraction problems within 10
1.0 AC	With support, not assessing grade level content at this time; partial understanding with extensive teacher support; significant growth needed

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Relationships and Algebraic Thinking: Addition and Subtraction Fluency	
4.0 EE	<i>Examples could include:</i> • Demonstrate fluency with addition and subtraction within 20
3.0 ME	<i>The student will:</i> ☐ Solve addition and subtraction problems with accuracy, efficiency, and flexibility ☐ Demonstrate fluency with addition within 10 ☐ Demonstrate fluency with subtraction within 10
2.5 NM	No major errors or omissions regarding score 2.0 content and partial success at score 3.0.
2.0 SD	<i>The student will:</i> • Solve addition and subtraction problems ○ Demonstrate fluency with addition within 5 ○ Demonstrate fluency with subtraction within 5
1.0 AC	With support, not assessing grade level content at this time; partial understanding with extensive teacher support; significant growth needed

First Grade 6/2/26

Data: Represent and Interpret Data	
4.0 EE	<i>Examples could include:</i> • Create questions and draw conclusions using information shown on line plots, picture graphs, or bar graphs • Draw a picture graph or bar graph to represent a set of data with up to four categories • Create a line plot to represent a set of numeric data, given a horizontal scale marked in whole numbers
3.0 ME	<i>The student will:</i> ☐ Collect, represent, and organize data with up to three categories ☐ Draw conclusions from graphs (such as t-chart, picture graphs, object chart or tally chart)
2.5 NM	No major errors or omissions regarding score 2.0 content, and partial success at score 3.0.
2.0 SD	<i>The student will:</i> • Sort objects into given categories • Count the number of objects in each category and represent on a simple graph • Can interpret a simple graph (greater than, less than, and equal to) • Show data on a provided bar graph for 2 categories (up to 10 bars per category)
1.0 AC	With support, not assessing grade level content at this time; partial understanding with extensive teacher support; significant growth needed

First Grade 6/2/26

Geometry and Measurement: Shapes and Attributes	
4.0 EE	<i>Examples could include:</i> • Recognize and draw shapes having specified attributes, such as a given number or angles or sides • Partition circles and rectangles into two, three, or four equal shares • Partition a rectangle into rows and columns of same-size parts and count to find the total number of squares

3.0 ME	<i>The student will:</i> ☐ Distinguish between 2D and 3D shapes with defining and non-defining attributes ☐ Circle, triangle, square, rectangle and hexagon ☐ Cube, cone, cylinder, and sphere ☐ Build and draw 2D and 3D shapes with defining attributes ☐ Recognize 2D and 3D shapes from different perspectives and orientations ☐ Explore how shapes can be put together and taken apart to create new shapes ☐ Partition circles and rectangles into two and four equal parts, and describe verbally as one half and one fourth
2.5 NM	No major errors or omissions regarding score 2.0 content and partial success at score 3.0.
2.0 SD	<i>The student will:</i> • Identify 2D shapes (triangle, square, rectangle, circle, hexagon) • Count sides and corners/vertices of 2D shapes • Compare 2D shapes and know they can vary in size and orientation • Draw or model simple two-dimensional shapes
1.0 AC	With support, not assessing grade level content at this time; partial understanding with extensive teacher support; significant growth needed

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Geometry and Measurement: Length	
4.0 EE	<i>Examples could include:</i> • Identify measurement tool (ruler, yard stick, meter stick) and its use • Measure and estimate lengths in standard units (inches, feet, yards, centimeters, and meters) • Analyze the results of measuring the same object with different units
3.0 ME	<i>The student will:</i> ☐ Compare the lengths of two or more objects using a third object (using words such as: longer, shorter, taller) ☐ Order objects by length or distance ☐ Measure items end-to-end accurately using objects
2.5 NM	No major errors or omissions regarding score 2.0 content and partial success at score 3.0.

2.0 SD	<i>The student will:</i> • Align endpoints to compare measurement of objects • Identify the longest item • Identify the shortest item
1.0 AC	With support, not assessing grade level content at this time; partial understanding with extensive teacher support; significant growth needed

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Geometry and Measurement: Time	
4.0 EE	<i>Examples could include:</i> • Tell and write time to the nearest 5 minutes using analog and digital, including A.M. and P.M.
3.0 ME	<i>The student will:</i> ☐ Tell and write time in hours using analog and digital clocks ☐ Tell and write time in half-hours using analog and digital clocks
2.5 NM	No major errors or omissions regarding score 2.0 content and partial success at score 3.0.
2.0 SD	<i>The student will:</i> • Name the days of the week in order • Name the four seasons • Know birthday • Demonstrate an understanding of concepts of time and devices that measure time.
1.0 AC	With support, not assessing grade level content at this time; partial understanding with extensive teacher support; significant growth needed

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Geometry and Measurement: Money	

4.0 EE	<i>Examples could include:</i> • Find the value of combinations of dollar bills, quarters, dimes, nickels, and pennies using \$ and ¢ appropriately • Find combinations of coins that equal a given amount
3.0 ME	<i>The student will:</i> ☐ Know the value of the penny ☐ Know the value of the nickel ☐ Know the value of the dime ☐ Know the value of the quarter
2.5 NM	No major errors or omissions regarding score 2.0 content and partial success at score 3.0.
2.0 SD	<i>The student will:</i> • Identify the penny • Identify the nickel • Identify the dime • Identify the quarter
1.0 AC	With support, not assessing grade level content at this time; partial understanding with extensive teacher support; significant growth needed

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First Grade Revised 6/2/25

First Grade Proficiency Scales - Science	
	• Asking Questions
	• Defining Problems
	• Patterns

First Grade Revised 6/2/25

Asking Questions

4.0 EE	<i>Examples could include:</i> <i>Across a variety of science content, the student will:</i> • Ask questions about what could happen if a variable is changed. • Identify scientific (testable) and non-scientific (non-testable) questions. • Ask questions that can be investigated and predict reasonable outcomes based on patterns such as cause and effect relationships.
3.0 ME	<i>The student will:</i> ☐ Ask more than one on-topic question to have a deeper understanding of a topic being observed
2.5 NM	No major errors or omissions regarding score 2.0 content and partial success at score 3.0.
2.0 SD	<i>With guidance, the student will:</i> • Identify what a question is • Asking on topic questions
1.0 AC	With support, not assessing grade level content at this time; partial understanding with extensive teacher support; significant growth needed

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Asking Questions: Connections to First Grade Science Content Units			
Unit 5: Tiny Flyers	Unit 6: Mastering Mimicry	Unit 7: Sun and Moon	Unit 8: Putting on a Show with Light and Sound
L2: Build a sun compass to investigate how the position of the sun can help you navigate. L4: Explore how baby animals are similar and different from their parents. L5: Investigate how different bird beaks are designed to pick up different types of food.	L1: Investigate and compare seeds and brainstorm how the parts of the seeds help the seed. L3: Investigate flowers and listen to a read aloud to analyze flowers and brainstorm their functions. L4: Investigate fruits and use evidence from their observations to identify the functions of fruits.	L2: Investigate movement of shadows using a flashlight and the sun.	L1: Use kazoo's to explore how vibrations can create sound. L7: Investigate the effect on light to create a model to explain how light behaves when it shines on different materials. L7: Conduct an investigation to figure out what causes shadows to change their appearance.

Defining Problems	
4.0 EE	<i>Examples could include:</i> <i>Across a variety of science content, the student will:</i> - Identify scientific (testable) and non-scientific (non-testable) problems - Identify problems that can be investigated and predict reasonable outcomes based on patterns such as cause and effect relationships
3.0 ME	<i>The student will:</i> ☐ Define a simple problem and solution independently
2.5 NM	No major errors or omissions regarding score 2.0 content and partial success at score 3.0
2.0 SD	<i>With guidance, the student will:</i> Define a simple problem and solution as a class
1.0 AC	With support, not assessing grade level content at this time; partial understanding with extensive teacher support; significant growth needed

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Defining Problems: Connections to First Grade Science Content Units			
Unit 5: Tiny Flyers	Unit 6: Mastering Mimicry	Unit 7: Sun and Moon	Unit 8: Light and Sound
L3: Use the materials provided to build and draw a model bird nest	L6-7: Use inspiration from plant parts to design a campsite solution. Develop and test campsite solutions inspired by nature.	L8: Predict the future appearance of objects in the sky from observations of patterns. Ex: Represent the patterns we see in the sky on the student's birthday.	L4: Use cups and string to design a device that allows them to communicate privately with people far away. L5: Students use recycled materials to create instruments.

Patterns	
4.0 EE	<i>Examples could include:</i> • Observe and identify simple patterns, describe the phenomena, and use evidence in the natural world, such as seasonal changes or plant life and animal life cycles
3.0 ME	<i>The student will:</i> ❑ Observe and identify simple patterns and describe the phenomena (specific example) in the natural world, such as seasonal changes or plant life and animal life cycles
2.5 NM	No major errors or omissions regarding score 2.0 content and partial success at score 3.0.
2.0 SD	<i>With guidance, the student will:</i> • Observe and identify simple patterns in the natural world, such as seasonal changes or plant life and animal life cycles
1.0 AC	With support, not assessing grade level content at this time; partial understanding with extensive teacher support; significant growth needed

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Patterns: Connections to First Grade Science Content Units			
Unit 5: Tiny Flyers	Unit 6: Mastering Mimicry	Unit 7: Sun and Moon	Unit 8: Light and Sound

L1: Investigate bird migration patterns and record data on the Migration Pattern L3: Identify patterns in how birds build nests L4: Explore how baby animals are similar and different from their parents L5: Investigate the relationship between bird beaks and the food they eat	L2: Identify patterns between sprouts and think about the role of roots, stems, and leaves.	L1: Identify cycles or patterns in daily life. L4: Observe and identify there is a day/night cycle every 24 hours L6: Identify and describe patterns of the shape of the moon in a month.	L4: Use instruments to create patterns of sounds to send messages over a distance
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First Grade Revised 6/9/26 p

First Grade Proficiency Scales - Social Studies
• Use Resources and Artifacts
• Use Visual Tools
• Research and Present
• Ask and Answers Questions

First Grade Social Studies Units <i>(supporting content standards - not assessed on progress report)</i>
• Community
• Symbols
• History
• Economics

- [Geography](#)

- [Culture](#)

First Grade Revised 6/9/26

Use Resources and Artifacts	
4.0 EE	<i>Examples could include:</i> • Describe and analyze primary and secondary social studies' sources in classroom discussion with guidance and support • Select and use artifacts to share information on social studies's topics
3.0 ME	<i>The student will:</i> ☐ Identify and analyze primary and secondary Social Studies sources in classroom discussion with guidance and support from an adult ☐ Identify and use artifacts to share information on Social Studies topics ☐ Artifacts could include: building structures and materials, works of art representative of cultures, fossils, pottery, tools, clothing, or musical instruments
2.5 NM	No major errors or omissions regarding score 2.0 content and partial success at score 3.0.
2.0 SD	<i>The student will:</i> • Label and analyze different social studies source with guidance and support from an adult
1.0 AC	With support, not assessing grade level content at this time; partial understanding with extensive teacher support; significant growth needed

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Use Visual Tools	
4.0 EE	<i>Examples could include:</i> • Use visual tools and information texts to communicate information

3.0 ME	<i>The student will:</i> ☐ Create visual tools to communicate information
2.5 NM	No major errors or omissions regarding score 2.0 content and partial success at score 3.0.
2.0 SD	<i>The student will:</i> ● Use visual tools to communicate information
1.0 AC	With support, not assessing grade level content at this time; partial understanding with extensive teacher support; significant growth needed

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Research and Present	
4.0 EE	<i>Examples could include:</i> ● Share research about social studies topics.
3.0 ME	<i>The student will:</i> ☐ Share findings about a social studies topics
2.5 NM	No major errors or omissions regarding score 2.0 content and partial success at score 3.0.
2.0 SD	<i>The student will:</i> ● Share findings about a topic
1.0 AC	With support, not assessing grade level content at this time; partial understanding with extensive teacher support; significant growth needed

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Ask Questions and Find Answers

4.0 EE	<i>Examples could include:</i> • Develop supporting questions about social studies' topics with assistance • Describe a process to answer those questions
3.0 ME	<i>The student will:</i> ☐ Ask supporting questions and find answers about social studies topics with assistance
2.5 NM	No major errors or omissions regarding score 2.0 content and partial success at score 3.0.
2.0 SD	<i>The student will:</i> • Ask questions and find answers about a topic, with assistance
1.0 AC	With support, not assessing grade level content at this time; partial understanding with extensive teacher support; significant growth needed

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First Grade Revised 6/9/26 ***Supporting Content Standards - NOT assessed on progress***

report

Community
<i>The student will:</i> ☐ 1.PC.1.B.a: Identify and explain why cities make laws ☐ 1.PC.1.C.a: Discuss how individual rights are protected ☐ 1.PC.1.D.a: Give examples of being an active and informed citizen in your classroom and community ☐ 1.PC.1.E.a: Describe the character traits of role models within your community ☐ 1.GS.2.C.a: Describe how authoritative decisions are made, enforced, and interpreted within schools and local communities ☐ (e.g., explain what rules mean in specific cases). ☐ 1.GS.2.D.a: Describe roles and responsibilities of people in government in a community ☐ a judge, mayor, police, city council member ☐ 1.RI.6.B.a: Propose peaceful resolutions of disputes in the classroom and on the playground.

Symbols

The student will:

- ☐ **1.PC.1.F.a:** Recognize and explain the significance of the United States Symbols ☐ The U.S. Flag, Statue of Liberty, U.S. Capitol, Bald Eagle, and the Liberty Bell
- ☐ **1.PC.1.F.b:** Recognize and explain the significance of symbols of your local community

History

The student will:

- ☐ **1.H.3.B.a:** Compare and contrast our community in the past and present
- ☐ **1.H.3.C.a:** Describe the contributions of people typically studied in K-5 programs associated with national holidays

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Economics

The student will:

- ☐ **1.E.4.A.a:** Describe examples of scarcity within your school and community
- ☐ **1.E.4.A.b:** Describe examples of goods and services within your school and community ☐ **1.E.4.A.c:** Describe consumers and producers and the relationship to goods and services within your school and community.

Geography

The student will:

- ☐ **1.EG.5.A.a:** Identify globes as representations of real places
- ☐ **1.EG.5.A.b:** With assistance, read, construct, and use maps which have a title and key ☐
- 1.EG.5.A.c:** Describe how maps are created for different purposes (Ex: fire drill, a trip to the zoo) ☐
- 1.EG.5.A.d:** Use a compass rose to identify cardinal directions on a map
- ☐ **1.EG.5.B.a:** Locate a place by pointing it out on a map and by describing its relative location ☐
Use position words to describe relative location
- ☐ **1.EG.5.C.a:** Identify physical characteristics of your community
- ☐ **1.EG.5.C.b:** Describe human characteristics of your community such as population composition, architecture, kinds of economic and recreational activities, transportation and communication networks, etc.

Culture

The student will:

- ☐ **1.RI.6.A.a:** Describe cultural characteristics of your school & community including language, celebrations, customs, holidays, artistic expression, food, dress, & traditions.
- ☐ **1.RI.6.C.a:** Recount stories about locations, people, and cultural events in your community. ☐
- 1.RI.6.D.a:** Describe how your community commemorates its cultural heritage.

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