

2017-18 First Grade English Language Arts Portfolio Resource Guide

This document provides first grade educators with resources for implementing the student growth portfolio model in 2017-18. *Click the links below and throughout this document to navigate to various locations within this document.*

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Introduction

The first grade student growth portfolio models include two English language arts (ELA) collections representing a reading literature/writing narrative collection and reading informational text/writing explanatory collection.

This resource guide will support teachers as they implement the model. The model weaves standards together in a way that helps students understand that mastery of foundational skills leads to proficient reading and writing and that these do not happen in isolation but occur in an integrated way. The purposeful layering of standards is designed to build conceptual knowledge in students and is aligned with Tennessee's literacy instruction framework.

Through research and recommendations from teachers from across the state, the department has identified standards combinations that integrate foundational, reading, and writing standards. Teachers select from these combinations to represent the work happening in their classroom. These options honor the flexibility that is needed to plan effective literacy instruction that meets the needs of Tennessee students. Standards-based scoring rubrics and instructional best practices included in this document will deepen teachers' understanding of the integrated standards.

As teachers, leaders, instructional coaches, principals, and district personnel begin to explore and implement the contents of this resource guide, it is recommended that they do so within a PLC or other collaborative group that focuses on long-term and short-term planning, ongoing formative assessment, standards-based instruction, differentiated and targeted instructional practices, and student work. The art of analyzing student work, when grounded in collaborative thinking, self-reflection, and differentiated instruction, can have a profound impact on student growth. Teachers should consider which standards, instructional strategies, and supports are needed to ensure that all students meet grade-level expectations.

More information about some of the instructional practices shared in the sample tasks can be found in the new guidance document, [Teaching Literacy in Tennessee](#). The department will release additional information on differentiated classroom practices during the 2017-18 school year.

Integration of Foundational, Reading, and Writing Standards

To meet or exceed Tennessee's goal that at least 75 percent of third graders will be reading on grade level by 2025, it is critical to provide daily opportunities for all students to build skills-based competencies by discovering the connections between reading, writing, and foundational skills. To foster this thinking in students, they must be provided opportunities to engage in a high volume of listening to complex texts that are on or beyond grade level so that students think about—and question—new concepts and ideas. Students who think deeply about and respond to text through speaking and writing show increased engagement and motivation with not only reading, but also thinking and problem solving. As students grow their repertoire of reading strategies and become more deeply engaged with text, they also develop their writing skills. Finally, knowing that the explicit and systematic instruction of foundational skills is critical in the primary grades, it is important to note that reading and writing are the most authentic measures of the application of foundational skills.

Writing in the Primary Grades

Students in the primary grades are naturally inquisitive and thrive in environments that are rich in hands-on experiences, including writing. The portfolio collections are designed to be an authentic and natural collection of student work that is generated in environments that encourage thinking, speaking, writing, reading, and problem solving. Opportunities for writing exist throughout the day and support students' emotional, social, and academic development.

Phonics and Word Analysis Skills

The first grade foundational standard—*knowing and applying grade-level phonics and word analysis skills when decoding isolated words and in connected text*—is measured through the writing artifact. A first grade student's ability to encode (using letter/sound knowledge to write) reflects their progression in decoding (reading words in text). The development of encoding and decoding exists in parallel states for most learners.

Literature/Narrative and Informational/Explanatory Writing Standards

The writing standards that are measured in the first grade collections are genre specific and reflect the expectations for responding to informational text and literary text. When students write about facts through words and illustrations after being engaged with an informational text, they respond through explanatory writing. Likewise, after students are engaged with literary text, they respond through narrative writing.

Teachers are able to choose from three combinations of standards for their portfolios within both the literature/narrative and informational/explanatory collections. Given the broad scope of the foundational and writing standard for each collection, the only difference among the options is the reading standard; foundational and writing standards are the same for each option within the literature/narrative and informational/explanatory collections.

Reading Standards

The reading standards that are measured in the first grade collections include both literature and informational text. Because a single student work writing artifact is a requirement for evidence within a portfolio collection, the student's ability to demonstrate comprehension is measured through the written piece. However, an oral response *about* the written piece can be used in conjunction with the written piece to determine the performance level on the reading scoring rubric. Because a primary student's ability to orally retell often surpasses the student's proficiency in expressing those thoughts in written form, evidence such as audio, video, or dictation can also be submitted.

Looking at Student Writing Through Three Standards-Based Lenses

Through writing, teachers are provided a snapshot of the developmental skills and knowledge that each student possesses, which encourages and supports differentiated and individualized instruction within the classroom. Students who engage with learning opportunities that allow access for all levels of knowledge and skills are more motivated to learn because they can do so at their own pace. The more engaged students are with learning, the more connections they make between ideas, and the more willing they become to talk, think, read, and write together. Whether it's through written or oral response, social,

emotional, and academic growth occurs when a student feels like a valued member of the classroom learning community because his or her voice matters. The authentic writing pieces that students generate help them to make connections between foundational, reading, and writing skills and knowledge. Student writing artifacts can be analyzed through a foundational lens, a reading comprehension lens, and a writing lens.

When we analyze the way a student writes with words and pictures through different lenses, we notice the following:

- The *foundational* lens shows evidence of a student's application of grade-level phonics and word analysis (encoding).
- The *reading comprehension* lens shows evidence of a student's ability to comprehend literature or informational text.
- The *writing* lens shows evidence of a student's progress toward writing with ideas, organization, voice, word choice, sentence fluency, and conventions.

The standards-based first grade portfolio scoring rubrics narrow the focus of some of the thorough descriptors that are measurable and observable. For example, the narrative and explanatory writing standards require students to deepen their understanding that writing with strong ideas and organization develops a strong message. Although the scoring rubric may place heavier emphasis on one writing trait over another because only select standards are measured in the portfolio collections, it is critical that teachers formatively and summatively assess students in multiple ways outside of the portfolio. Likewise, even though the first grade portfolio collections limit foundational standards measurement to knowing and applying grade-level phonics and word analysis skills when encoding, instruction and assessment around all other standards should continue to thrive within classrooms.

Portfolio Development Processes

Creating a High-Quality Portfolio

- Create a long-term instructional plan for the school year, considering when standards will be introduced, pre-assessed, and monitored.
- Deconstruct standards so that planning can be explicit and clear for students and develop or identify aligned performance tasks that will be used to measure performance.
- Utilize the scoring rubric to develop task-specific expectations.
- Collect Point A work at the most appropriate time within the instructional plan.
- Score and sort Point A student work artifacts into differentiated groups (emerging, proficient, advanced) based on the scoring rubric, task specific expectations, knowledge of students, and other assessment data such as universal screeners or entry inventories. See the section titled *Point A ELA Student Work Artifacts: Collecting, Scoring, and Differentiating Grouping* for additional information on the sorting process.
- Differentiate instruction for specific needs and strengths that were identified within the Point A student work artifacts.
- Collect Point B work at the most appropriate time within the instructional plan.
- Score Point B student work artifacts and analyze the results from Point A and Point B student work artifacts.
- Determine which samples within each differentiated group demonstrate the most representative growth; this guides the process of purposeful sampling. See the section titled *Point B ELA Student Work Artifacts: Collecting, Scoring, and Purposeful Sampling* for additional information on purposeful sampling.
- Upload the samples for each student for the Point A and Point B assessments of each evidence collection in the online platform.
- Tag the samples with evidence from the rubric and self-score each student on the online platform.
- Submit the purposefully sampled student work artifacts for each of the evidence collections prior to the April 15 due date.

Point A ELA Student Work Artifacts: Collecting, Scoring, and Differentiated Grouping

Collecting Student Work Artifacts

As part of regular instructional planning, a teacher should determine the best point in time to administer the portfolio standards-aligned task from which Point A student work artifacts will be collected. After developing or identifying the task, teachers should create task-specific expectations, or characteristics which further define the measurement criteria in the performance level, as they relate to concrete skills and content knowledge. For more information on task-specific expectations, see page 7 of this guide. The task-specific expectations, along with the scoring guide, will inform scoring and differentiated grouping

Scoring Student Work Artifacts

Once collected, student work artifacts should be scored for **each standard** (foundational, reading, and writing) in the combination selected for the evidence collection based on the scoring guide and aided by the

task-specific expectations. Student work artifacts scored at performance level 3 are on grade level and categorized as proficient for each standard. Student work artifacts scored below performance level 3 are categorized as emerging for the standard, and student work artifacts scored above performance level 3 are categorized as advanced for the standard. Teachers will score each standard based on their review of **the student work artifacts. This will generate three separate scores.** For example, performance level 4 (advanced) for the foundational standard, performance level 3 (proficient) for the reading standard, and performance level 2 (emerging) for the writing standard might be generated from a single student work artifact. The scores will be compared to those generated at Point B to determine the overall score for the collection.

Sorting: Differentiated Grouping

Because collections in the ELA portfolio include multiple standards, teachers should group students into an overall category of emerging, proficient, or advanced based on the collective performance on the three standards (foundational, reading, and writing). This categorization should be determined by totaling the three individual scores and using that total used to rank order the artifacts. At this point, the teacher observes patterns that indicate emerging, proficient, and advanced differentiated groups. Of course, teachers have the flexibility to use their own professional judgment to make adjustments during categorization by considering their knowledge of students. For example, a student in the emerging category based on the rank order might be sorted into the proficient category based on factors such as universal screening data, etc. Note that the measure used to inform differentiated grouping is **NOT** an overall Point A score.

Often, Point A student work artifacts demonstrate limited variance in performance levels across the cohort of students. For example, all student work artifacts might score at performance level 2 (emerging) for the writing standard. In these instances, the task-specific expectations should be utilized for categorizing student work artifacts as emerging, proficient, and advanced within a performance level.

Point B ELA Student Work Artifacts: Collecting, Scoring, and Purposeful Sampling

Collecting

As part of regular instructional planning, a teacher should determine the point in time best to administer the portfolio standards-aligned task from which Point B student work artifacts will be collected. After developing or identifying the task, teachers should create task-specific expectations aligned to the scoring guide to assist in scoring Point B student work artifacts.

Scoring

As was done with Point A student work artifacts, Point B student work artifacts should be scored in terms of **each standard** (foundational, reading, writing) based on the scoring guide.

Purposeful sampling

Purposeful sampling is the process by which teachers select the student work artifacts to include in the portfolio collection formally submitted as part of the evaluation process. Teachers compare corresponding Point A and Point B artifacts and their scores to determine the growth achieved by each student. The

teacher chooses one student from each differentiated group (based on the Point A differentiated groups) and collects the work samples for each student corresponding to the Point A and Point B student work artifacts.

Note: Because each portfolio evidence collection is based on the growth from three standards, teachers must use professional judgment in selecting samples representative of the entire group. For example, a teacher may determine that the average growth in the foundational standard across the cohort of students was two performance levels, the average growth in the reading standard across the cohort of students was two performance levels, and the average growth in the writing standard across the cohort of students was one performance level. The teacher should submit a sample that is as close to that distribution as possible.

This process is repeated for each ELA evidence collection that is then submitted into the online platform.

ELA Task-Specific Expectations

Task-specific expectations are teacher-generated characteristics of expected student work related to concrete skills and/or content knowledge aligned to the scoring guide. These expectations promote clarity and understanding of the scoring rubric and can serve as a feedback tool for teachers and students. Task-specific expectations for student work outcomes can have a significant impact on the depth of the work that is produced by students. The more that students know the expectations for student work outcomes, the more likely they are to self-monitor their own learning and set their own goals. Additionally, when teachers make it a consistent practice to develop task-specific expectations, they learn about their students' strengths and areas of need.

Scoring Rubrics

The scoring rubric provides the measurement criteria that tie the standards together in an integrated way to assess the performance level of student work as it relates to the standards for each option. The rubric sections identify each standard as they are written, the measurement criteria that describe student performance at performance Level 3, and possible sources of evidence that might be collected. **The scoring rubric is used to score student work artifacts at Point A and Point B. All portfolios will be scored using the scoring rubrics, whether the teacher chooses to use a sample task or create his/her own.**

The kindergarten and first grade revised ELA standards are similar in many areas, which means that the scoring rubrics will look similar in kindergarten and first grade. **Whereas the scoring rubrics may look similar, it is expected that the text complexity of the book or text being used for the interactive read aloud is higher at the first grade level than at the kindergarten level.**

Portfolio Scoring Process

Submitting the Evidence Collection: Tagging and Teacher Narrative

Teachers must upload student work artifacts for each student into the online platform. The scoring process begins with the teacher highlighting evidence on the actual artifact that exemplifies the performance level of the standard(s) that is observed. This process is called tagging. The online portfolio platform provides a virtual highlighter or pointer to tag and annotate the portion of the student work that is most effective in demonstrating a performance level. All forms of student work artifacts may be tagged, including audio and video.

In addition to uploading student work artifacts for each student, teachers will submit a context form that includes a narrative section. The teacher narrative encourages reflection and elaboration on the evidence tagged in the student work artifact. It might include information such as the element of the artifact that distinguished it from a different performance level, next steps for instruction (Point A), instructional supports that were especially effective (Point B), etc.

The portfolio process is grounded in the belief that reflection on student work artifacts in order to make instructional decisions is the most critical part of the process. Collaborative work with colleagues is an instrumental part of deep reflection. It is encouraged that teachers plan together, share their student work with one another, and identify the most appropriate, differentiated instructional practices together.

Portfolio Evidence Collections: Consensus Scoring

The scoring of a portfolio collection is done through the consensus scoring methodology. Once all teacher-scored samples have been submitted into the online platform to create the four portfolio evidence collections, they are distributed to trained, certified peer reviewers for additional scoring. If there is a discrepancy of more than one performance level between the teacher score and the peer reviewer score in an evidence collection, it is then sent to an executive reviewer for final scoring. To increase accuracy in scoring and reduce bias, evidence collections will be scored by different peer reviewers. In other words, the same peer reviewer will not be scoring all four evidence collections for a given teacher.

Portfolio Evidence Collections: Calculating Student Growth Scores

The student growth demonstrated through a portfolio evidence collection is automatically calculated within the online platform by finding the difference between Point A and Point B scores for each student work sample in the collection (emerging, proficient, and advanced differentiated group) and determining an average level of student growth for the domain. The average level of student growth for the domain is then applied to determine a student growth indicator for the domain using a scaled value of 1–5 as described on the next page.

2017-18 Student Growth Indicator for First Grade Student Growth Portfolio Models	
Level 5 Significantly Above Expectations	Students demonstrate, on average, three or more levels of student growth (= or >3 levels of growth)
Level 4 Above Expectations	Students demonstrate, on average, two levels of student growth, but less than three levels of student growth (=2 levels of growth, but < 3 levels of growth)
Level 3 At Expectations	Students demonstrate, on average, one, but less than two levels of student growth (=1 level of growth but <2 levels of growth)
Level 2 Below Expectations	Students demonstrate, on average, less than one level of student growth (>0 levels of growth but <1 level of growth)
Level 1 Significantly Below Expectations	Students demonstrated, on average, no growth or negative growth

This process is repeated for each of the four portfolio evidence collections submitted in the portfolio to create four student growth indicators.

Teacher Effectiveness Indicator

The teacher effectiveness indicator is the score reported as the 35 percent growth component as part of the evaluation system. It is automatically calculated within the online platform by averaging the four student growth indicators from each portfolio evidence collection and then applying it to the scaled value of 1–5 as described below.

Growth Level	Portfolio Cut Scores
Level 1	1.00 – 1.79
Level 2	1.80 – 2.59
Level 3	2.60 – 3.39
Level 4	3.40 – 4.19
Level 5	4.20 – 5.00

More information about some of the instructional practices shared in the sample tasks can be found in the new guidance document, [Teaching Literacy in Tennessee](#). The planning guide is a tool for teachers’ use, but is not a required part of portfolio submissions.

First Grade ELA Portfolio Standards Options

First grade teachers choose one of three available literature/narrative options in the table below AND one of three available informational/explanatory options listed in the next table below. The options differ in the reading standard; foundational and writing standards are the same for each option. Each option has an accompanying analytical scoring rubric that consists of a foundational, reading, and writing scoring rubric.

First Grade Literature/Narrative	
<u>Option 1</u>	<p>1.FL.WC.4 Know and apply grade-level phonics and word analysis skills when encoding words; write legibly</p> <p>1.RL.IKI.9 Compare and contrast the adventures and experiences of characters in stories including written details and illustrations when developmentally appropriate</p> <p>1.W.TTP.3 With prompting and support, write narratives recounting an event, including some details to describe actions, thoughts, and feelings; use time order words to signal event order and provide some sense of closure</p>
<u>Option 2</u>	<p>1.FL.WC.4 Know and apply grade-level phonics and word analysis skills when encoding words; write legibly</p> <p>1.RL.KID.3 Using graphic organizers or including written details and illustrations when developmentally appropriate, describe characters, settings, and major events in a story using key details</p> <p>1.W.TTP.3 With prompting and support, write narratives recounting an event, including some details to describe actions, thoughts, and feelings; use time order words to signal event order and provide some sense of closure</p>
<u>Option 3</u>	<p>1.FL.WC.4 Know and apply grade-level phonics and word analysis skills when encoding words; write legibly</p> <p>1.RL.KID.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.</p> <p>1.W.TTP.3 With prompting and support, write narratives recounting an event, including some details to describe actions, thoughts, and feelings; use time order words to signal event order and provide some sense of closure</p>

First Grade ELA Portfolio Standards Options

First grade teachers choose one of three available literature/narrative options AND one of three available informational/explanatory options listed in the next table below. The options differ in the reading standard included; foundational and writing standards are the same for each option. Each option has an accompanying analytical scoring rubric that consists of a foundational, reading, and writing scoring guide.

First Grade Informational/Explanatory	
<u>Option A</u>	<p>1.FL.WC.4 Know and apply grade-level phonics and word analysis skills when encoding words; write legibly</p> <p>1.RI.IKI.9 Identify basic similarities and differences between two texts on the same topic including written details and illustrations when developmentally appropriate</p> <p>1.W.TTP.2 With prompting and support, write informative/explanatory texts, naming a topic supplying some facts about the topic, and providing some sense of closure</p>
<u>Option B</u>	<p>1.FL.WC.4 Know and apply grade-level phonics and word analysis skills when encoding words; write legibly</p> <p>1.RI.KID.3 Using graphic organizers or including written details when developmentally appropriate, describe the connections between two individuals, events, ideas, or pieces of information in a text.</p> <p>1.W.TTP.2 With prompting and support, write informative/explanatory texts, naming a topic supplying some facts about the topic, and providing some sense of closure</p>
<u>Option C</u>	<p>1.FL.WC.4 Know and apply grade-level phonics and word analysis skills when encoding words; write legibly</p> <p>1.RI.KID.2 Identify the main topic and retell key details of a text</p> <p>1.W.TTP.2 With prompting and support, write informative/explanatory texts, naming a topic supplying some facts about the topic, and providing some sense of closure</p>

Task Planning Steps

The following steps can support teacher planning around the ELA evidence collections.

<p>Step 1 <i>I must select a text by asking myself questions that will ensure that the text is appropriate for the students and for the task.</i></p>	<ul style="list-style-type: none"> • What is the appropriate complexity level of the text I should use? Does the text reflect the expectations of grade-level standards and support the enduring understandings? See Teaching Literacy in Tennessee • Is the text worthy of students' time and attention? • Does the text demonstrate exceptional craft and quality? • What parts of the text are critical to the standard being taught and measured? • How many whole group sessions will the students engage with this text? • Have I established a learning environment in which students understand the expectations for active listening, private think time, partner talk, and group discussion during an interactive read aloud?
<p>Step 2 <i>I must plan for the types of support and guidance that I will provide before, during, and after the interactive read aloud experience.</i></p>	<ul style="list-style-type: none"> • How will I ensure that the "flow" of the reading continues after I pause to think aloud or provide an opportunity for partner talk? • When should I model thinking, and when should students think privately and/or partner share? • At which parts of the text should I ask a carefully constructed (of questions to support student thinking, the essential question(s), and the enduring understanding(s)? • How will I ensure that all students are thinking and engaged with the text? • How will I encourage students to refer back to the text when discussing the text? • Should I create talking scaffolds for the students on an anchor chart?

Step 3

To prepare students for the Point A or Point B student work artifact, I must ask myself questions related to the task.

- Have I planned for other opportunities in which my students can interact with this book or text set, such as in centers or stations? Have I considered which students will work more effectively in a small group, with a partner, or independently, and are they aware of the expectations during that time?
- What sequence of questions will I ask while students are generating Point A work?
- Which students need longer increments of time to complete writing tasks and have I organized the materials so that all students have access to tools and resources?
- What parts of the task should I model, and which parts should I provide prompting and support?
- What are the task-specific expectations that I should see in the student work artifacts? Did I develop these by deconstructing the standard? Will I share these with students?
- What is the standard really asking the students to do? If I am creating my own task, have I shared my task with my professional learning community or colleague? Does my task match the standard option?
- How will I plan for differentiation after I collect and sort the student work?
- Will I ask my colleagues or PLC to score my student work as well? How will I proceed if there are significant differences between our perceptions of the student work?
- Where will I store the student work artifacts?
- Have I considered times in my instructional day that provide opportunities for the collection of student work?

First Grade ELA Scoring Rubrics

Scoring Rubrics

To assess the performance level of student work as it relates to the standards for each option, the scoring rubric provides the measurement criteria that tie the standards together in an integrated way. The chart below identifies each standard as it is written, the measurement criteria that describes student performance at grade level (performance Level 3), and possible sources of evidence that might be collected.

As part of the scoring process, or consensus review, teachers submit a score for each student work artifact that they submit within their collections. The online tagging process provides a way for teachers to label the evidence that links to the performance level the teacher identified for each student work artifact. Once portfolio collections are submitted via the online platform, trained peer reviewers also use the scoring rubric to score student work artifacts at Points A and B, just as the teacher did. If there is a discrepancy of more than one level between a teacher's score of a student work artifact and the peer reviewer's score of that artifact, then it is scored by an executive reviewer. **All student work artifacts with the portfolio collections will be scored using the scoring rubrics, whether the teacher chooses to use a sample task or create his/her own.**

Each option-specific scoring rubric is organized in the following sequence:

- A three-column table names the standards, the measurement criteria at a performance Level 3 (which is the grade-level standard), and the required and optional sources of evidence (written artifact). The written artifact can be a drawing or writing, depending upon the student's writing stage.
- The three standards-based scoring rubrics (foundational, reading, and writing) consist of a rubric and scoring notes. Because the foundational, reading, and writing scoring rubrics represent an analytical rubric for a literature or informational option, they are not separated by pages. Instead, the notes that follow one scoring rubric will naturally precede the next scoring rubric for that option.
- The scoring rubric notes are provided as an additional tool to be used when scoring the student work. The notes help distinguish the criteria between each level when formally identifying the exact performance level of the student work on the scoring rubric.

Student Work Requirements

Students **must** produce a written piece that may include a combination of drawing, dictation, and written words. In addition to the written piece, students may be recorded (audio or video) to capture their ability to demonstrate the standard.

First Grade ELA Literature/Narrative Scoring Rubric

Option 1: Compare and contrast; reading rubric

Standard	Level 3 Measurement Criteria	Source of Evidence (Student Work)
1.FL.WC.4 Know and apply grade-level phonics and word analysis skills when encoding words; write legibly	<u>Writes letters and words</u> (encoding) using appropriate phonics and word analysis skills	Written piece <i>Possible</i> audio/video
1.RL.IKI.9 Compare and contrast the adventures and experiences of characters in stories including written details and illustrations when developmentally appropriate	<u>Writes words and illustrations</u> to compare and contrast the adventures and experiences of characters	
1.W.TTP.3 With prompting and support, write narratives recounting an event, including some details to describe actions, thoughts, and feelings; use time order words to signal event order and provide some sense of closure	<u>Writes words</u> to recount a single event with details, time order words, and sense of closure	

	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7
1.FL.WC.4	Does not attend to phonics or word analysis skills while writing letters and words	Writes one-syllable words inconsistently or inaccurately when using common consonant spelling patterns, initial and final consonant blends, and CVCe common vowel teams	Writes one-syllable words with common consonant spelling patterns, VC, CVC, consonant digraphs, double letters, and initial and final consonant blends and CVCe, common vowel teams, final y, r-controlled vowels and two syllable words that end in -y or -ly, are compounds, or have two closed syllables	Writes one-syllable words with common consonant spelling patterns, VC, CVC, consonant digraphs, double letters, and initial and final consonant blends and CVCe, common vowel teams, final y, r-controlled vowels and two syllable words that end in -y or -ly, are compounds, or have two closed syllables AND spells at least 50% of untaught words phonetically	Writes one-syllable words with common consonant spelling patterns, VC, CVC, consonant digraphs, double letters, and initial and final consonant blends and CVCe, common vowel teams, final y, r-controlled vowels and two syllable words that end in -y or -ly, are compounds, or have two closed syllables AND spells ALL untaught words phonetically	Writes with conventional spelling for one-syllable words including position-based patterns, complex consonant blends, less common vowel teams for long vowels, vowel-r combinations, contractions, homophones, plurals, and possessives	Writes with conventional spelling for one-syllable words including position-based-patterns, complex consonant blends, less common vowel teams for long vowels, vowel-r combinations, contractions, homophones, plurals, possessives, AND uses conventional spelling for regular two-and three-syllable words containing combined syllable types, compounds, and common prefixes and derivational suffixes

1.FL.WC.4 Scoring Notes: The difference among the levels for this standard is the extent to which the student’s ability to spell one- and two-syllable words with more complex spelling patterns is moving towards evidence of conventional spelling.

	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7
1.RL.IK1.9	Writes words and illustrations that do not compare and contrast and are off topic	Writes words and illustrations that compare and contrast in one way only how two characters reacted to an event and doesn't include details about how characters feel and why OR writes words and illustrations that compare and contrast in one way only one character's events from the beginning of the narrative text to the end in an assigned text	Writes words and illustrations that compare and contrast in two ways how two characters reacted to an event with one detail about how it made the characters feel and why OR writes words and illustrations that compares and contrasts in two ways one character's reaction to events from the beginning of the narrative text to the end with one detail about how it made the character feel and why	Writes words and illustrations that compare and contrast in three ways how two characters reacted to an event with two details about how it made the characters feel and why OR writes words and illustrations that compares and contrasts in three ways one character's reaction to events from the beginning of the narrative text to the end with two details about how it made the character feel and why	Writes words and illustrations that compare and contrast in three ways how two characters reacted to an event with three details about how it made the characters feel and why OR writes words and illustrations that compares and contrasts in three ways one character's reaction to events from the beginning of the narrative text to the end with three details about how it made the character feel and why	Writes words that compare and contrast, in at least three ways , how two or more characters reacted to an event in two or more versions of the same story by different authors or different cultures AND include three details about how it made the characters feel AND why in assigned texts	Writes words that compare and contrast, in at least four ways , how two or more characters reacted to an event in two or more versions of the same story by different authors or different cultures AND include three details about how it made the characters feel AND why in assigned texts

1.RL.IK1.9 Scoring Notes: The difference among the levels for this standard is the extent to which the student's ability to compare and contrast the experiences and adventures of characters is moving towards deeper character analysis across books. Performance level 3 and beyond measure the student performance levels by the degree to which students compare and contrast the reaction of the character(s) and how the characters feel and why. To move from a level 5 to level 6, the comparing and contrasting must be grounded in diverse versions of the same text.

	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7
1.W.TTP.3	Writes off topic information that is not related to the assigned text	Writes to narrate a sequence from an assigned text that is incorrect in sequence or does not contain time order words OR does not include details to describe actions, thoughts, and feelings	Writes to narrate a single event in correct sequence with three time order words AND includes three details to describe one action, one thought, and one feeling AND a sense of closure from an assigned text	Writes to narrate a single event in correct sequence from an assigned text with three time order words AND includes at least four details to describe a combination of at least one action, at least one thought, and at least one feeling AND a sense of closure	Writes to narrate a single event in correct sequence from an assigned text with four time order words AND includes at least five details to describe a combination of at least one action, at least one thought, and at least one feeling AND a sense of closure	Writes a narrative correctly recounting an event or short sequence from an assigned text with five time order words AND includes at least six details to describe a combination of at least one action, at least one thought, and at least one feeling AND provides a sense of closure	Writes a narrative correctly recounting an event or short sequence from an assigned text with five time order words AND includes at least seven details to describe a combination of at least one action, at least one thought, and at least one feeling AND provides a sense of closure

1.W.TTP.3 Scoring Notes: The difference among the levels for this standard is the extent to which the student’s ability to narrate a single event is moving towards a more descriptive piece, with multiple references to actions, thoughts, feelings, time words, and an overall sense of closure. Beyond level 3, the student work levels are distinguished by the degrees to which time order words are used in combination with details around actions, thoughts, and feelings, which leads to stronger ideas and organization.

First Grade ELA Literature/Narrative Scoring Rubric

Option 2: Identify characters, setting, and major events; reading rubric

Standard	Level 3 Measurement Criteria	Source of Evidence (Student Work)
1.FL.WC.4 Know and apply grade-level phonics and word analysis skills when encoding words; write legibly	<u>Writes letters and words</u> (encoding) using appropriate phonics and word analysis skills	Written piece <i>Possible</i> audio/video
1.RL.KID.3 Using graphic organizers or including written details and illustrations when developmentally appropriate, describe characters, settings, and major events in a story using key details	<u>Writes words and illustrations</u> to describe characters, settings, and major events in a story using key details	
1.W.TTP.3 With prompting and support, write narratives recounting an event, including some details to describe actions, thoughts, and feelings; use time order words to signal event order and provide some sense of closure	<u>Writes words</u> to recount a single event with details, time order words, and sense of closure	

	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7
1.FL.WC.4	Does not attend to phonics or word analysis skills while writing letters and words	Writes one-syllable words inconsistently or inaccurately when using common consonant spelling patterns, initial and final consonant blends, and CVCe common vowel teams	Writes one-syllable words with common consonant spelling patterns, VC, CVC, consonant digraphs, double letters, and initial and final consonant blends and CVCe, common vowel teams, final y, r-controlled vowels and two syllable words that end in -y or -ly, are compounds, or have two closed syllables	Writes one-syllable words with common consonant spelling patterns, VC, CVC, consonant digraphs, double letters, and initial and final consonant blends and CVCe, common vowel teams, final y, r-controlled vowels and two syllable words that end in -y or -ly, are compounds, or have two closed syllables AND spells at least 50% of untaught words phonetically	Writes one-syllable words with common consonant spelling patterns, VC, CVC, consonant digraphs, double letters, and initial and final consonant blends and CVCe, common vowel teams, final y, r-controlled vowels and two syllable words that end in -y or -ly, are compounds, or have two closed syllables AND spells ALL untaught words phonetically	Writes with conventional spelling for one-syllable words including position based-patterns, complex consonant blends, less common vowel teams for long vowels, vowel-r combinations, contractions, homophones, plurals, and possessives	Writes with conventional spelling for one-syllable words including position based-patterns, complex consonant blends, less common vowel teams for long vowels, vowel-r combinations, contractions, homophones, plurals, possessives, AND uses conventional spelling for regular two-and three-syllable words containing combined syllable types, compounds, and common prefixes and derivational suffixes

1.FL.WC.4 Scoring Notes: The difference among the levels for this standard is the extent to which the student’s ability to spell one- and two-syllable words with more complex spelling patterns is moving towards evidence of conventional spelling.

	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7
1.RL.KID.3	Writes words and illustrations that do not describe characters, settings, and events	Writes words and illustrations that describe one character only, an incomplete setting, or less than three major events with two details	Writes words and illustrations to describe at least two characters, and setting (time AND place) and sequences more than three major events with two key details in a narrative text	Writes words and illustrations to describe at least two characters, AND setting (time AND place) AND sequences more than three major events WITH three details in a narrative text	Writes words and illustrations to describe at least two major characters and setting (time and place) AND how the characters responded with words and actions to three major events WITH three details in a narrative text	Writes words to describe at least two major characters, and setting (time and place) and how the characters responded with thoughts, words, and actions to three major events with three details AND one major challenge in a narrative text	Writes words to describe at least two major characters, and setting (time and place) and how the characters responded with thoughts, words, and actions to three major events with three details and two major challenges in a narrative text

1.RL.KID.3 Scoring Notes: The difference among the levels for this standard is the extent to which the student's ability to describe the characters, setting, and events is moving towards the understanding that the characters' interactions with the setting and events weave together the story line. To move from a level 4 to level 5, the student work must show evidence of how the characters responded to the events, which takes comprehension to a deeper level. The extent to which students can explain the character reactions to not only events, but also challenges, determines the performance levels above level 5 performance.

	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7
1.W.TTP.3	Writes off-topic information that is not related to the assigned text	Writes to narrate a sequence from an assigned text that is incorrect in sequence or does not contain time order words OR does not include details to describe actions, thoughts, and feelings	Writes to narrate a single event in correct sequence with three time order words AND includes three details to describe one action, one thought, and one feeling AND a sense of closure from an assigned text	Writes to narrate a single event in correct sequence from an assigned text with three time order words AND includes at least four details to describe a combination of at least one action, at least one thought, and at least one feeling AND a sense of closure	Writes to narrate a single event in correct sequence from an assigned text with four time order words AND includes at least five details to describe a combination of at least one action, at least one thought, and at least one feeling AND a sense of closure	Writes a narrative correctly recounting an event or short sequence from an assigned text with five time order words AND includes at least six details to describe a combination of at least one action, at least one thought, and at least one feeling AND provides a sense of closure	Writes a narrative correctly recounting an event or short sequence from an assigned text with five time order words AND includes at least seven details to describe a combination of at least one action, at least one thought, and at least one feeling AND provides a sense of closure

1.W.TTP.3 Scoring Notes: The difference among the levels for this standard is the extent to which the student’s ability to narrate a single event is moving towards a more descriptive piece, with multiple references to actions, thoughts, feelings, time words, and an overall sense of closure. Beyond level 3, the student work levels are distinguished by the degrees to which time order words are used in combination with details around actions, thoughts, and feelings, which leads to stronger ideas and organization.

First Grade ELA Literature/Narrative Scoring Rubric

Option 3: Retell and demonstrate understanding of central message; reading rubric

Standard	Level 3 Measurement Criteria	Source of Evidence (Student Work)
1.FL.WC.4 Know and apply grade-level phonics and word analysis skills when encoding words; write legibly	<u>Writes letters and words</u> (encoding) using appropriate phonics and word analysis skills	Written piece <i>Possible</i> audio/video
1.RL.KID.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson	<u>Writes words</u> to retell stories to demonstrate understanding of the central message or lesson	
1.W.TTP.3 With prompting and support, write narratives recounting an event, including some details to describe actions, thoughts, and feelings; use time order words to signal event order and provide some sense of closure	<u>Writes words</u> to recount a single event with details, time order words, and sense of closure	

	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7
1.FL.WC.4	Does not attend to phonics or word analysis skills while writing letters and words	Writes one-syllable words inconsistently or inaccurately when using common consonant spelling patterns, initial and final consonant blends, and CVCe common vowel teams	Writes one-syllable words with common consonant spelling patterns, VC, CVC, consonant digraphs, double letters, and initial and final consonant blends and CVCe, common vowel teams, final y, r-controlled vowels and two syllable words that end in -y or -ly, are compounds, or have two closed syllables	Writes one-syllable words with common consonant spelling patterns, VC, CVC, consonant digraphs, double letters, and initial and final consonant blends and CVCe, common vowel teams, final y, r-controlled vowels and two syllable words that end in -y or -ly, are compounds, or have two closed syllables AND spells at least 50% of untaught words phonetically	Writes one-syllable words with common consonant spelling patterns, VC, CVC, consonant digraphs, double letters, and initial and final consonant blends and CVCe, common vowel teams, final y, r-controlled vowels and two syllable words that end in -y or -ly, are compounds, or have two closed syllables AND spells ALL untaught words phonetically	Writes with conventional spelling for one-syllable words including position based-patterns, complex consonant blends, less common vowel teams for long vowels, vowel-r combinations, contractions, homophones, plurals, and possessives	Writes with conventional spelling for one-syllable words including position based-patterns, complex consonant blends, less common vowel teams for long vowels, vowel-r combinations, contractions, homophones, plurals, possessives, AND uses conventional spelling for regular two-and three-syllable words containing combined syllable types , compounds, and common prefixes and derivational suffixes

1.FL.WC.4 Scoring Notes: The difference among the levels for this standard is the extent to which the student’s ability to spell one- and two-syllable words with more complex spelling patterns is moving towards evidence of conventional spelling.

	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7
1.RL.KID.2	Writes words that do not retell	Writes words with missing parts when retelling the sequence or missing details from the beginning, middle, and end, or missing information about the central message or lesson	Writes words to retell in sequence and with time order words , including two key details from the beginning, two key details from the middle, and two key details from the end AND includes the central message or lesson	Writes words to retell in sequence and with time order words, including two key details from the beginning, two key details from the middle, and two key details from the end and includes the central message or lesson AND why the message is significant	Writes words to retell in sequence and with time order words, including three key details from the beginning, three key details from the middle, and three key details from the end and includes the central message or lesson and why the message is significant	Writes words to recount stories, including fables and folktales from diverse cultures , with time order words, including three key details from the beginning, three key details from the middle, and three key details from the end to determine the central message, lesson, or moral and why the message, lesson, or moral is significant	Writes words to recount stories, including fables and folktales from diverse cultures, with time order words, including four key details from the beginning, four key details from the middle, and four key details from the end to determine the central message, lesson, or moral and why the central message, lesson, or moral is significant

1.RL.KID.2 Scoring Notes: The difference among the levels for this standard is the extent to which the student's ability to retell with key details is moving towards a deeper understanding of the central message or lesson. To move from a level 5 to level 6, the text is more complex and requires that the student work show the same depth of comprehension as with level 5, but with text that includes fables and folktales from diverse cultures.

	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7
1.W.TTP.3	Writes off-topic information that is not related to the assigned text	Writes to narrate a sequence from an assigned text that is incorrect in sequence or does not contain time order words OR does not include details to describe actions, thoughts, and feelings	Writes to narrate a single event in correct sequence with three time order words AND includes three details to describe one action, one thought, and one feeling AND a sense of closure from an assigned text	Writes to narrate a single event in correct sequence from an assigned text with three time order words AND includes at least four details to describe a combination of at least one action, at least one thought, and at least one feeling AND a sense of closure	Writes to narrate a single event in correct sequence from an assigned text with four time order words AND includes at least five details to describe a combination of at least one action, at least one thought, and at least one feeling AND a sense of closure	Writes a narrative correctly recounting an event or short sequence from an assigned text with five time order words AND includes at least six details to describe a combination of at least one action, at least one thought, and at least one feeling AND provides a sense of closure	Writes a narrative correctly recounting an event or short sequence from an assigned text with five time order words AND includes at least seven details to describe a combination of at least one action, at least one thought, and at least one feeling AND provides a sense of closure

1.W.TTP.3 Scoring Notes: The difference among the levels for this standard is the extent to which the student’s ability to narrate a single event is moving towards a more descriptive piece, with multiple references to actions, thoughts, feelings, time words, and an overall sense of closure. Beyond level 3, the student work levels are distinguished by the degrees to which time order words are used in combination with details around actions, thoughts, and feelings, which leads to stronger ideas and organization.

First Grade ELA Informational/Explanatory Scoring Rubric

Option A: Identify basic similarities and differences between two texts on the same topic

Standard	Level 3 Measurement Criteria	Source of Evidence (Student Work)
1.FL.WC.4 Know and apply grade-level phonics and word analysis skills when encoding words; write legibly	<u>Writes letters and words</u> (encoding) using appropriate phonics and word analysis skills	Written piece <i>Possible</i> audio/video
1.RI.IKI.9 Identify basic similarities and differences between two texts on the same topic including written details and illustrations when developmentally appropriate	<u>Writes words and illustrations</u> to identify basic similarities and differences between two texts on the same topic	
1.W.TTP.2 With prompting and support, write informative/explanatory texts, naming a topic supplying some facts about the topic, and providing some sense of closure	<u>Writes words</u> to write informative/explanatory texts, naming a topic, supplying some facts about the topic, and providing some sense of closure	

	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7
1.FL.WC.4	Does not attend to phonics or word analysis skills while writing letters and words	Writes one-syllable words inconsistently or inaccurately when using common consonant spelling patterns, initial and final consonant blends, and CVCe common vowel teams	Writes one-syllable words with common consonant spelling patterns, VC, CVC, consonant digraphs, double letters, and initial and final consonant blends and CVCe, common vowel teams, final y, r-controlled vowels and two syllable words that end in -y or -ly, are compounds, or have two closed syllables	Writes one-syllable words with common consonant spelling patterns, VC, CVC, consonant digraphs, double letters, and initial and final consonant blends and CVCe, common vowel teams, final y, r-controlled vowels and two syllable words that end in -y or -ly, are compounds, or have two closed syllables AND spells at least 50% of untaught words phonetically	Writes one-syllable words with common consonant spelling patterns, VC, CVC, consonant digraphs, double letters, and initial and final consonant blends and CVCe, common vowel teams, final y, r-controlled vowels and two syllable words that end in -y or -ly, are compounds, or have two closed syllables AND spells ALL untaught words phonetically	Writes with conventional spelling for one-syllable words including position-based patterns, complex consonant blends, less common vowel teams for long vowels, vowel-r combinations, contractions, homophones, plurals, and possessives	Writes with conventional spelling for one-syllable words including position-based patterns, complex consonant blends, less common vowel teams for long vowels, vowel-r combinations, contractions, homophones, plurals, possessives, AND uses conventional spelling for regular two- and three-syllable words containing combined syllable types, compounds, and common prefixes and derivational suffixes

1.FL.WC.4 Scoring Notes: The difference among the levels for this standard is the extent to which the student's ability to spell one- and two-syllable words with more complex spelling patterns is moving towards evidence of conventional spelling.

	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7
1.RI.IKI.9	Writes words to identify only the similarities or the differences but not both , or writes off topic	Writes words and illustrations to identify less than three similarities and less than three differences between two texts on the same topic AND includes less than three relevant written details and illustrations about the similarities and differences within the two texts	Writes words and illustrations to identify three basic similarities and three differences between two texts on the same topic AND includes three relevant written details and illustrations about the similarities and differences within the two texts	Writes words and illustrations to identify three basic similarities and three differences between two texts on the same topic and includes four relevant written details and illustrations about the similarities and differences within the two texts	Writes words and illustrations to identify four basic similarities and four differences between two texts on the same topic and includes four relevant written details and illustrations about the similarities and differences within the two texts	Writes words to identify four similarities and differences of the most important points presented by two texts on the same topic and includes four relevant written details and illustrations about the similarities and differences within the two texts	Writes words to identify five similarities and differences of the most important points presented by two texts on the same topic and includes five relevant written details and illustrations about the similarities and differences within the two texts

1.RI.IKI.9 Scoring Notes: The difference among the levels for this standard is the extent to which the evidence in the student work artifact is moving towards a more in-depth understanding that identifying similarities and differences among texts can lead to a greater understanding of what is important when reading informational text. To move beyond level 3, the student work shows greater detail about the similarities and differences and greater relevancy. To move from a level 5 to a level 6, the student work evidence has a clearer focus on the most important points presented by the two texts.

	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7
1.W.TTP.2	Writes words that are off topic and are not related to the assigned text	Writes words that do not name the topic from an informative/ explanatory text OR is missing at least three facts about the topic, OR provides no sense of closure	Writes words to name the topic from an informative/ explanatory text AND supplies three facts about the topic, AND provides some sense of closure is provided	Writes words to name the topic from an informative/ explanatory text and supplies four facts about the topic, and provides some sense of closure is provided	Writes words to introduce a topic from an informative/ explanatory text and supplies five facts about the topic, and provides some sense of closure is provided	Writes words to introduce a topic from an informative/ explanatory text, uses three facts and definitions to provide information, and provides a concluding statement or section	Writes words to introduce a topic from an informative/ explanatory text, uses four facts and definitions to provide information, and provides a concluding statement or section in an informative/ explanatory text

1.W.TTP.2 Scoring Notes: The difference among the levels for this standard is the extent to which the student’s ability to write an informational/ explanatory text is moving towards providing information in more explicit ways. Beyond level 3 the student work levels are distinguished by the degrees to which facts are written about the topic. To move from a level 5 to level 6 requires that the written piece provide more in-depth information (including facts and definitions) with stronger organization, evident by a concluding statement that summarizes the information that was shared.

First Grade ELA Informational/Explanatory Scoring Rubric

Option B: Describe the connections between two individuals, events, ideas, or pieces of information in text

Standard	Level 3 Measurement Criteria	Source of Evidence (Student Work)
1.FL.WC.4 Know and apply grade-level phonics and word analysis skills when encoding words; write legibly	<u>Writes letters and words</u> (encoding) using appropriate phonics and word analysis skills	Written piece <i>Possible</i> audio/video
1.RI.KID.3 Using graphic organizers or including written details and illustrations when developmentally appropriate, describe the connections between two individuals, events, ideas, or pieces of information in a text	<u>Writes words and illustrations</u> to describe the connections between two individuals, events, ideas, or pieces of information in a text	
1.W.TTP.2 With prompting and support, write informative/explanatory texts, naming a topic supplying some facts about the topic, and providing some sense of closure	<u>Writes words</u> to write informative/explanatory texts, naming a topic, supplying some facts about the topic, and providing some sense of closure	

	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7
1.FL.WC.4	Does not attend to phonics or word analysis skills while writing letters and words	Writes one-syllable words inconsistently or inaccurately when using common consonant spelling patterns, initial and final consonant blends, and CVCe common vowel teams	Writes one-syllable words with common consonant spelling patterns, VC, CVC, consonant digraphs, double letters, and initial and final consonant blends and CVCe, common vowel teams, final y, r-controlled vowels and two syllable words that end in -y or -ly, are compounds, or have two closed syllables	Writes one-syllable words with common consonant spelling patterns, VC, CVC, consonant digraphs, double letters, and initial and final consonant blends and CVCe, common vowel teams, final y, r-controlled vowels and two syllable words that end in -y or -ly, are compounds, or have two closed syllables AND spells at least 50% of untaught words phonetically	Writes one-syllable words with common consonant spelling patterns, VC, CVC, consonant digraphs, double letters, and initial and final consonant blends and CVCe, common vowel teams, final y, r-controlled vowels and two syllable words that end in -y or -ly, are compounds, or have two closed syllables AND spells ALL untaught words phonetically	Writes with conventional spelling for one-syllable words including position based-patterns, complex consonant blends, less common vowel teams for long vowels, vowel-r combinations, contractions, homophones, plurals, and possessives	Writes with conventional spelling for one-syllable words including position based-patterns, complex consonant blends, less common vowel teams for long vowels, vowel-r combinations, contractions, homophones, plurals, possessives, AND uses conventional spelling for regular two- and three-syllable words containing combined syllable types, compounds, and common prefixes and derivational suffixes

1.FL.WC.4 Scoring Notes: The difference among the levels for this standard is the extent to which the student’s ability to spell one- and two-syllable words with more complex spelling patterns is moving towards evidence of conventional spelling.

	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7
1.RI.KID.3	Writes words and illustrations that do not describe a connection or difference or writing is off topic	Writes words and illustrations to describe a connection OR differences between two individuals, events, ideas, or pieces of information in a text	Writes words and illustrations to describe the connections AND the differences between two individuals, events, ideas, or pieces of information in a text	Writes words and illustrations to describe the connections and the differences , WITH a summary statement , between two individuals, events, ideas, or pieces of information in a text	Writes words and illustrations to describe the connections AND the differences , with a summary statement , between three individuals, events, ideas, or pieces of information in a text	Writes words to describe the connections between a series of three historical events, scientific, ideas, or steps in a process in a text	Writes words to describe the connections between a series of four historical events, scientific, ideas, or steps in a process in a text

1. RI.KID.3 Scoring Notes: The difference among the levels for this standard is the extent to which the student's ability to describe connections and differences between two texts leads to a deeper understanding of the structures of informational/explanatory text. To move beyond level 3, the student work evidence must also include a summary statement. To move from level 5 to level 6, the student work demonstrates a deeper understanding of the connection between a series of events, ideas, or steps.

	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7
1.W.TTP.2	Writes words that are off topic and are not related to the assigned text	Writes words that do not name the topic from an informative/ explanatory text OR is missing at least three facts about the topic, OR provides no sense of closure	Writes words to name the topic from an informative/ explanatory text AND supplies three facts about the topic, AND provides some sense of closure is provided	Writes words to name the topic from an informative/ explanatory text and supplies four facts about the topic, and provides some sense of closure is provided	Writes words to introduce a topic from an informative/ explanatory text and supplies five facts about the topic, and provides some sense of closure is provided	Writes words to introduce a topic from an informative/ explanatory text, uses three facts and definitions to provide information, and provides a concluding statement or section	Writes words to introduce a topic from an informative/ explanatory text, uses four facts and definitions to provide information, and provides a concluding statement or section in an informative/ explanatory text

1.W.TTP.2 Scoring Notes: The difference among the levels for this standard is the extent to which the student’s ability to write an informational/ explanatory text is moving towards providing information in more explicit ways. Beyond level 3, the student work levels are distinguished by the degrees to which facts are written about the topic. To move from a level 5 to level 6 requires that the written piece provide more in-depth information (including facts and definitions) with stronger organization, evident by a concluding statement that summarizes the information that was shared.

First Grade ELA Informational/Explanatory Scoring Rubric Option C: Identify the main topic and retell key details of a text

Standard	Level 3 Measurement Criteria	Source of Evidence (Student Work)
1.FL.WC.4 Know and apply grade-level phonics and word analysis skills when encoding words; write legibly	<u>Writes letters and words</u> (encoding) using appropriate phonics and word analysis skills	Written piece <i>Possible</i> audio/video
1.RI.KID.2 Identify the main topic and retell key details of a text	<u>Writes words</u> to identify the main topic and retell key details of a text	
1.W.TTP.2 With prompting and support, write informative/explanatory texts, naming a topic supplying some facts about the topic, and providing some sense of closure	<u>Writes words</u> to write informative/explanatory texts, naming a topic, supplying some facts about the topic, and providing some sense of closure	

	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7
1.FL.WC.4	Does not attend to phonics or word analysis skills while writing letters and words	Writes one-syllable words inconsistently or inaccurately when using common consonant spelling patterns, initial and final consonant blends, and CVCe common vowel teams	Writes one-syllable words with common consonant spelling patterns, VC, CVC, consonant digraphs, double letters, and initial and final consonant blends and CVCe, common vowel teams, final y, r-controlled vowels and two syllable words that end in -y or -ly, are compounds, or have two closed syllables	Writes one-syllable words with common consonant spelling patterns, VC, CVC, consonant digraphs, double letters, and initial and final consonant blends and CVCe, common vowel teams, final y, r-controlled vowels and two syllable words that end in -y or -ly, are compounds, or have two closed syllables AND spells at least 50% of untaught words phonetically	Writes one-syllable words with common consonant spelling patterns, VC, CVC, consonant digraphs, double letters, and initial and final consonant blends and CVCe, common vowel teams, final y, r-controlled vowels and two syllable words that end in -y or -ly, are compounds, or have two closed syllables AND spells ALL untaught words phonetically	Writes with conventional spelling for one-syllable words including position based-patterns, complex consonant blends, less common vowel teams for long vowels, vowel-r combinations, contractions, homophones, plurals, and possessives	Writes with conventional spelling for one-syllable words including position based-patterns, complex consonant blends, less common vowel teams for long vowels, vowel-r combinations, contractions, homophones, plurals, possessives, AND uses conventional spelling for regular two- and three-syllable words containing combined syllable types, compounds, and common prefixes and derivational suffixes

1.FL.WC.4 Scoring Notes: The difference among the levels for this standard is the extent to which the student’s ability to spell one- and two-syllable words with more complex spelling patterns is moving towards evidence of conventional spelling.

	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7
1.RI.KID.2	Writes words that do not identify the main topic or retell three key details	Writes words to identify the main topic but does not retell three key details or OR retells three key details but does not identify the main topic	Writes words to correctly identify the main topic AND retells three key details with descriptive words, including a sense of closure	Writes words to correctly identify the main topic AND retells four key details with descriptive words, including a sense of closure	Writes words to correctly identify the main topic AND retells four key details with descriptive words, including a closing statement	Writes words to identify the main topic of a multi-paragraph text as well as the main ideas of three specific paragraphs within an assigned informational text	Writes words to identify the main topic of a multi-paragraph text as well as the focus of four specific paragraphs within an assigned informational text

1.RI.KID.2 Scoring Notes: The difference among the levels for this standard is the extent to which the student can identify the main topic, retell key details, and summarize (eventually within multi-paragraphs). This leads to understanding that a main topic is developed through subtopics in subsequent paragraphs. To move beyond the level 3 performance level, the student work must show evidence of increased use of key details and a stronger use of closing statements, not just closure. To move from a level 5 to a level 6, the student work must show evidence of multiple paragraphs that are written with strong focus and organization.

	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7
1.W.TTP.2	Writes words that are off topic and are not related to the assigned text	Writes words that do not name the topic from an informative/ explanatory text OR is missing at least three facts about the topic, OR provides no sense of closure	Writes words to name the topic from an informative/ explanatory text AND supplies three facts about the topic, AND provides some sense of closure is provided	Writes words to name the topic from an informative/ explanatory text and supplies four facts about the topic, and provides some sense of closure is provided	Writes words to introduce a topic from an informative/ explanatory text and supplies five facts about the topic, and provides some sense of closure is provided	Writes words to introduce a topic from an informative/ explanatory text, uses three facts and definitions to provide information, and provides a concluding statement or section	Writes words to introduce a topic from an informative/ explanatory text, uses four facts and definitions to provide information, and provides a concluding statement or section in an informative/ explanatory text

1.W.TTP.2 Scoring Notes: The difference among the levels for this standard is the extent to which the student’s ability to write an informational/ explanatory text is moving towards providing information in more explicit ways. Beyond level 3, the student work levels are distinguished by the degrees to which facts are written about the topic. To move from a level 5 to level 6 requires that the written piece provide more in-depth information (including facts and definitions) with stronger organization, evident by a concluding statement that summarizes the information that was shared.

