

TEAM Student Growth Portfolio Rubric First Grade ELA

	First Grade ELA Literature/Narrative Scoring Rubric		
	Option 1: Compare and contrast		
Th	There are 3 integrated standards for this option:		
1)	1.FL.WC.4 Know and apply grade-level phonics and word analysis skills when encoding words; write legibly		
2)	1.RL.IKI.9 Compare and contrast the adventures and experiences of characters in stories including written details and		
	illustrations when developmentally appropriate		
3)	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		
1)	1.FL.WC.4: Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.		
	pring Notes: 1.FL.WC.4 measures the extent to which the Level 3 Performance Level represents end-of-grade		
	dent's ability to spell one- and two-syllable words with more expectations. Educators should utilize developmentally appropriate		
	nplex spelling patterns is moving toward evidence of conventional practices that meet students where they are developmentally and		
	elling. It also measures the extent to which the student's use of academically. Because of this, performance levels 6 and 7 are <i>typically</i>		
	ting pictures and words to show understanding of one-to-one utilized for student work that is scored at an advancing level at point		
	respondence and simple vowel patterns is moving toward the A because the expectations are beyond grade-level expectations.		
	The complex use of vowel teams, common consonant spelling The complex use of vowel teams, common common consonant spelling The complex use of vowel teams, common consonant spelling The complex use of vowel teams, common consonant spelling The complex use of vowel teams, common co		
	bric is not to be viewed as a checklist. Student writing should be does not match the standards measured for either point A, point B,		
	asured for the preponderance of evidence. Prompting and or both will result in a score of 1 for the differentiated group.		
	poprt are not written within the standard; therefore, this scoring		
	pric measures the student's independent approach to using words		
	d/or pictures to express an idea.		
0	Within a student-generated artifact, does not attend to phonics or word analysis skills while writing letters and words.		
1	Within an independent student artifact, writes one-syllable words inconsistently or inaccurately when using common consonant		
	spelling patterns, initial and final consonant blends, and CVCe common vowel teams.		
2	Within an independent student artifact, writes with a combination of some of the following: one-syllable words with common		
	consonant spelling patterns, VC, CVC, consonant digraphs, double letters, initial and final consonant blends, and CVCe, common		
	vowel teams, final y, and/or r- controlled vowels.		
3	Within an independent student artifact, writes with a combination of most of the following: one-syllable words with common		
	consonant spelling patterns, VC, CVC, consonant digraphs, double letters, initial and final consonant blends, and CVCe, common		
	vowel teams, final y, and/or r- controlled vowels; AND		
	writes two-syllable words that end in -y or -ly, are compounds, and/or have two closed syllables, AND		
-	some of the misspelled words are spelled phonetically.		
4	Within an independent student artifact, writes with a combination of most of the following: one-syllable words with common		
	consonant spelling patterns, VC, CVC, consonant digraphs, double letters, initial and final consonant blends, and CVCe, common		
	vowel teams, final y, and/or r- controlled vowels; AND		
	writes two-syllable words that end in -y or -ly, are compounds, and/or have two closed syllables, AND		
-	at least half of the misspelled words are spelled phonetically.		
5	Within an independent student artifact, writes with a combination of most of the following: one-syllable words with common		
	consonant spelling patterns, VC, CVC, consonant digraphs, double letters, initial and final consonant blends, and CVCe, common		
	vowel teams, final y, and/or r- controlled vowels; AND		
	writes two-syllable words that end in -y or -ly, are compounds, and/or have two closed syllables, AND		
-	all of the misspelled words are spelled phonetically.		
6	Within an independent student artifact, writes with conventional spelling for all one-syllable words including position-based		
	patterns, complex consonant blends, less common vowel teams for long vowels, vowel-r combinations, contractions,		
	homophones, plurals, and/or possessives; AND		
	spells all of the misspelled two- or three-syllable words phonetically.		
7	Within an independent student artifact, writes with all conventional spelling for all one-syllable words including position-based		
	patterns, complex consonant blends, less common vowel teams for long vowels, vowel-r combinations, contractions,		
	homophones, plurals, and/or possessives; AND		
	uses conventional spelling for all two- and three- syllable words containing combined syllable types, compounds, and common		
	prefixes and/or derivational suffixes.		

First Grade ELA Literature/Narrative Scoring Rubric Option 1: Compare and contrast

2)		eriences of characters in stories including written details		
to c	and illustrations when developmentally appropriate. Scoring Notes: 1.RL.IKI.9 measures the extent to which the student's ability to compare and contrast the experiences and adventures of characters is moving toward deeper character analysis across texts. Levels 3 and beyond			
me con cha	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. Students should respond to text in natural and contrast the reaction of the character in natural and characters feel and why. Students should respond to text in natural and characters feel and why. Students should respond to text in natural and characters feel and why. Students should respond to text in natural and characters feel and why. Students should respond to text in natural and characters feel and why. Students should respond to text in natural and characters feel and why. Students should respond to text in natural and characters feel and why.			
authentic ways; therefore, the student may write about similarities and differences in natural ways. For example, the student might say the word "alike" or "different." growing students to levels 6 and 7 at point B. Cases in which the student work submitted does not match the standards measured for either poin point B, or both will result in a score of 1 for the differentiated group.		work submitted does not match the standards measured for either point A,		
0	following:	support, writes pictures and/or words that address none or one of the		
	 compare one similarity, AND contrast one difference 			
	about how two characters react to an event <u>OR</u> one character's react			
1	1) compare one similarity, AND	support, writes pictures and/or words that address <u>both</u> of the following :		
	 contrast one difference about how two characters react to an event <u>OR</u> one character's react 	ion to events from the beginning to the end of the narrative text.		
2	Within a student-generated writing artifact and with prompting and	support, writes pictures and/or words that address <u>both</u> of the following:		
	 compare one similarity, AND contrast one difference 			
	,	about how the event makes the characters feel OR one character's		
		t by including one detail about how the events make the character		
3	feel. Within a student-generated writing artifact and with prompting and student-generated writing artifact.	support, writes pictures and/or words that address <u>both</u> of the following :		
	 compare <u>two</u> similarities, AND 	support, writes pretares and/or words that address <u>worm</u> of the following.		
	2) contrast <u>two</u> differences			
	about how two characters react to an event by including one detail a character's reaction to events from the beginning to the end of the n			
	character feel <u>and why</u> .			
4		support, writes pictures and/or words that address <u>both</u> of the following:		
	 compare <u>three</u> similarities, AND contrast <u>three</u> differences 			
	about how two characters react to an event by including two details			
	character's reaction to events from the beginning to the end of the n character feel <u>and why</u> .	arrative text by including <u>two</u> details about how the events make the		
5	Within a student-generated writing artifact and with prompting and	support, writes pictures and/or words that address <u>both</u> of the following :		
	 compare three similarities, AND contrast three differences 			
	about how two characters react to an event by including three detai	ls about how the event makes the characters feel <u>and why</u> OR one		
		arrative text by including three details about how the events make the		
6	character feel and why. Within a student-generated writing artifact and with prompting and	support, writes pictures and/or words that address <u>both</u> of the following :		
	1) compare three similarities, AND			
	 contrast three differences about how two characters react to an event by including <u>four</u> details 	about how the event makes the characters feel and why OR one		
	character's reaction to events from the beginning to the end of the n	arrative text by including four details about how the events make the		
_	character feel <u>and why</u> .			
7	1) compare three similarities, AND	support, writes pictures and/or words that address <u>both</u> of the following :		
	 contrast three differences about how two characters react to an event by including <u>five</u> details 	about how the event makes the characters feel and why OR one		
		arrative text by including five details about how the events make the		
	character feel <u>and why</u> .			

First Grade ELA Literature/Narrative Scoring Rubric Option 1: Compare and contrast

	Option 1: Compare and contrast
	.W.TTP.3: With prompting and support, write narratives recounting an event, including some details to describe
	ctions, thoughts, and feelings; use time order words to signal event order and provide some sense of closure.
narrat piece words work l are us feeling Stude theref "thoug promp develo suppo	TP.3 measures the extent to which the student's ability to write a tive to recounting an event is moving toward a more descriptive with multiple references to actions, thoughts, feelings, time s, and an overall sense of closure. Beyond Level 3, the student levels are distinguished by the degrees to which time order words are distinguished by the degrees to which time order words are distinguished by the degrees to which time order words are to combination with details around actions, thoughts, and gs, which leads to stronger ideas and organization. Ints should respond to text in natural and authentic ways; fore, the student might not explicitly write the words "actions," ghts," or "feelings." Instead, the student will describe the actions, hts, or feelings in his/her own natural language. Because of the students. However, the student writing artifact should be ntically created by the student. Level 3 Performance Level represents end-of-grade expectations. Level 3 Performance Level represents end-of-grade expectations. Level 3 Performance Level represents end-of-grade expectations. Educators should utilize developmentally appropriate practices that meet students where they are developmentally and academically. Because of this, performance levels 6 and 7 are typically utilized for student work that is scored at an advancing level at point A because the expectations are beyond grade-level expectations. However, educators will not be penalized for growing students to levels 6 and 7 at point B. Cases in which the student work submitted does not match the standards measured for either point A, point B, or both will result in a score of 1 for the differentiated group.
	For all performance levels below, a "single event" could include the whole story or be only a part of the story such as the beginning,
	e, or end.
0	Within a student-generated writing artifact and with prompting and support, writes narratives that are off topic .
1	Within a student-generated writing artifact and with prompting and support, writes about the topic, does not narrate a sequence from an assigned text.
2	Within a student-generated writing artifact and with prompting and support, writes to narrate an event from an assigned text in correct sequence with more than one time order word.
3	Within a student-generated writing artifact and with prompting and support, writes to narrate an event from an assigned text in correct sequence with three different time order words AND includes three details to describe one action, one thought, and one feeling of a character AND a sense of closure .
4	Within a student-generated writing artifact and with prompting and support, writes to narrate an event from an assigned text in correct sequence with three different 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 of a character AND
5	a sense of closure. Within a student-generated writing artifact and with prompting and support, writes to narrate an event from an assigned text in correct sequence with four different 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 of a character AND a sense of closure.
6	Within a student-generated writing artifact, writes to narrate an event or short sequence from an assigned text with four different 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 of a character AND a sense of closure.
7	Within a student-generated writing artifact, writes to narrate an event or short sequence from an assigned text with four different 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 of a character AND a sense of closure.

	Option 2: Describe characters, settings, and major events using key details.
Th	ere are 3 integrated standards for this option:
1)	1.FL.WC.4 Know and apply grade-level phonics and word analysis skills when encoding words; write legibly
2)	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
3)	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
1)	1.FL.WC.4: Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.
Sco	ring Notes: 1.FL.WC.4 measures the extent to which the Level 3 Performance Level represents end-of-grade
stu	dent's ability to spell one- and two-syllable words with more expectations. Educators should utilize developmentally appropriate
	plex spelling patterns is moving toward evidence of conventional practices that meet students where they are developmentally and
	lling. It also measures the extent to which the student's use of academically. Because of this, performance levels 6 and 7 are <i>typical</i>
	ing pictures and words to show understanding of one-to-one utilized for student work that is scored at an advancing level at point
	respondence and simple vowel patterns is moving toward the A because the expectations are beyond grade-level expectations.
	re complex use of vowel teams, common consonant spelling However, educators will not be penalized for growing students to
	terns, consonant digraphs, and final and consonant blends. This levels 6 and 7 at point B. Cases in which the student work submitted does not match the standards measured for either point A, point B,
	asured for the preponderance of evidence. Prompting and or both will result in a score of 1 for the differentiated group.
	port are not written within the standard; therefore, this scoring
	ric measures the student's independent approach to using words
	Vor pictures to express an idea.
0	Within a student-generated artifact, does not attend to phonics or word analysis skills while writing letters and words.
, 1	Within a student-generated a thact, does not attend to promiss of word analysis skins while writing letters and words. Within an independent student artifact, writes one-syllable words inconsistently or inaccurately when using common consonant
•	spelling patterns, initial and final consonant blends, and CVCe common vowel teams.
2	Within an independent student artifact, writes with a combination of <u>some</u> of the following: one-syllable words with common
~	consonant spelling patterns, VC, CVC, consonant digraphs, double letters, initial and final consonant blends, and CVCe, common
	vowel teams, final y, and/or r- controlled vowels.
3	Within an independent student artifact, writes with a combination of most of the following: one-syllable words with common
	consonant spelling patterns, VC, CVC, consonant digraphs, double letters, initial and final consonant blends, and CVCe, common
	vowel teams, final y, and/or r- controlled vowels; AND
	writes two-syllable words that end in -y or -ly, are compounds, and/or have two closed syllables, AND
	<u>some</u> of the misspelled words are spelled phonetically.
4	Within an independent student artifact, writes with a combination of most of the following: one-syllable words with common
	consonant spelling patterns, VC, CVC, consonant digraphs, double letters, initial and final consonant blends, and CVCe, common
	vowel teams, final y, and/or r- controlled vowels; AND
	writes two-syllable words that end in -y or -ly, are compounds, and/or have two closed syllables, AND
	<u>at least half</u> of the misspelled words are spelled phonetically.
5	Within an independent student artifact, writes with a combination of most of the following: one-syllable words with common
	consonant spelling patterns, VC, CVC, consonant digraphs, double letters, initial and final consonant blends, and CVCe, common
	vowel teams, final y, and/or r- controlled vowels; AND
	writes two-syllable words that end in -y or -ly, are compounds, and/or have two closed syllables, AND
	<u>all</u> of the misspelled words are spelled phonetically.
6	Within an independent student artifact, writes with conventional spelling for all one-syllable words including position-based
	patterns, complex consonant blends, less common vowel teams for long vowels, vowel-r combinations, contractions,
	homophones, plurals, and/or possessives; AND
	spells all of the misspelled two- or three-syllable words phonetically.
7	Within an independent student artifact, writes with all conventional spelling for all one-syllable words including position-based
	patterns, complex consonant blends, less common vowel teams for long vowels, vowel-r combinations, contractions,
	homophones, plurals, and/or possessives; AND
	uses conventional spelling for all two- and three- syllable words containing combined syllable types, compounds, and common

First Grade ELA Literature/Narrative Scoring Rubric Option 2: Describe characters, settings, and major events using key details.

2)			
	describe characters, settings, and major events in a story using key details.		
cha tha sto evi	Scoring Notes: /1.RL.KID.3 measures the student's ability to describe the characters, setting, and events as his/her understanding moves toward knowing that the characters' interactions with the setting and events weave together the story line. To move from Level 4 to Level 5, the student work must show evidence of how the characters respond to the events, which indicates deeper comprehension. The extent to which students can explain the character'sThe graphic organizer referenced in the standard is intended to be a strategy or tool that the student feels will assist in the organization of their writing. Students may use graphic organizers as they complete tasks; however, they are not considered authentic student work artifacts aligned to standards. The graphic organizer should not be submitted as the end writing product but may accompany 		
lev Stu stu eve	ctions to not only events, but also challenges, determines the performance els above Level 5. dents should respond to text in natural and authentic ways; therefore, the dent might not explicitly write the words "characters," "settings," or "major ints with key details." Instead, the student will naturally describe all of these ments in first grade language. Level 3 Performance Level represents end-of-grade expectations. Educators should utilize developmentally appropriate practices that meet students where they are developmentally and academically. Because of this, performance levels 6 and 7 are <i>typically</i> utilized for student work that is scored at an advancing level at point A because the expectations are beyond grade-level expectations. However, educators will not be penalized for growing students to levels 6 and 7 at point B. Cases in which the student work submitted does not match the standards measured for either point A, point B, or both will result in a score of 1 for the differentiated group.		
0	Within a student-generated writing artifact, with prompting and support, writes words and/or pictures that do not include all three of		
	the following:		
	at least one character with one detail about each		
	one detail about the setting (time OR place)		
_	reference to the one or two major events in a narrative text		
1	Within a student-generated writing artifact, with prompting and support, writes words and/or pictures that include all three of the		
	 following: at least one character with one detail about each 		
	 at least one character with one detail about each one detail about the setting (time OR place) 		
	 reference to the one or two major events in a narrative text 		
2	Within a student-generated writing artifact, with prompting and support, writes words and/or pictures that include all three of the		
~	following:		
	• at least two characters with one detail about each		
	• one detail about the setting (time OR place)		
	• reference to the one or two major events in a narrative text		
3	Within a student-generated writing artifact, with prompting and support, writes words and/or pictures that include all three of the		
	following:		
	at least two characters with one detail about each		
	two details about the setting (time AND place)		
	 sequence more than three major events with at least two details in a narrative text 		
4	Within a student-generated writing artifact, with prompting and support, writes words and/or pictures that include all three of the following:		
	 at least two characters with one detail about each 		
	 two details about the setting (time AND place) 		
	 sequence more than three major events with at least three details in a narrative text 		
5	Within a student-generated writing artifact, with prompting and support, writes words and/or pictures that include all three of the		
	following:		
	at least two characters with one detail about each		
	two details about the setting (time AND place)		
	describes how both characters respond, with words and actions, to three major events with three details in a narrative text		
6	Within a student-generated writing artifact, with prompting and support, writes words and/or pictures that include all four of the		
	following:		
	at least two characters with one detail about each		
	 two details about the setting (time AND place) describes how both characters respond, with words and actions, to three major events with three details AND 		
	 describes now both characters respond, with words and actions, to three major events with three details AND one major challenge in a narrative text 		
7	Within a student-generated writing artifact, with prompting and support, writes words and/or pictures that include all four of the		
⁻	following:		
	1) at least two characters with one detail about each		
	2) two details about the setting (time AND place)		
	3) describes how both characters respond, with words and actions, to three major events with three details AND		
	4) two major challenge s in a narrative text		

First Grade ELA Literature/Narrative Scoring Rubric

2)	Option 2: Describe characters, settings, and majo		
3)) 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.		
writt piec an c dist com stro Stuc stuc Inst own stan and	Scoring Notes: 1.W.TTP.3 measures the extent to which the student's ability to write a narrative to recounting an event is moving toward 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.Level 3 Perform Educators should students where to performance level at an advancing I level expectation students should respond to text in natural and authentic ways; therefore, the	Ance Level represents end-of-grade expectations. I utilize developmentally appropriate practices that meet hey are developmentally and academically. Because of this, els 6 and 7 are <i>typically</i> utilized for student work that is scored evel at point A because the expectations are beyond grade- s. However, educators will not be penalized for growing is 6 and 7 at point B. Cases in which the student work not match the standards measured for either point A, point B, t in a score of 1 for the differentiated group.	
0	0 Within a student-generated writing artifact and with prompting and suppo	ort, writes narratives that are off topic .	
1	1 Within a student-generated writing artifact and with prompting and suppo	ort, writes about the topic, does not narrate a	
	sequence from an assigned text.	•	
2	Within a student-generated writing artifact and with prompting and support	ort writes to parrate an event from an assigned	
-	text in correct sequence with more than one time order word.	it, whice to harrace an event normal assigned	
3		ort writes to parrate an event from an assigned	
3	text in correct sequence with three different time order words	or , writes to harrate an event norman assigned	
	AND		
	includes three details to describe one action, one thought, and one feelir	ng of a character	
	AND		
	a sense of closure.		
4	4 Within a student-generated writing artifact and with prompting and suppo	ort, writes to narrate an event from an assigned	
	text in correct sequence with three different time order words		
	AND		
	includes at least four details to describe a combination of at least one a	ction, at least one thought, and at least one	
	feeling of a character		
	AND a sense of closure.		
5		ort writes to parrate an event from an assigned	
5	text in correct sequence with four different time order words	it, whites to harrate an event normal assigned	
	AND		
	includes at least five details to describe a combination of at least one act	ion, at least one thought, and at least one	
	feeling of a character	-	
	AND		
	a sense of closure.		
6	0 0 <i>i</i>	hort sequence from an assigned text with four	
	different time order words		
	AND	an at least one the under and at least one feeling	
	includes at least six details to describe a combination of at least one action of a character	on, at least one thought, and at least one reening	
	AND		
	a sense of closure.		
7		hort sequence from an assigned text with four	
	different time order words		
	AND		
	includes at least seven details to describe a combination of at least one a	action, at least one thought, and at least one	
	feeling of a character		
	AND		
	a sense of closure.		

	First Grade ELA Literature/Narrative Scoring Rubric			
	Option 3: Retell and demonstrate understanding of central message			
Th	There are 3 integrated standards for this option:			
1)	1.FL.WC.4 Know and apply grade-level phonics and word analysis skills when encoding words; write legibly			
2)	1.RL.KID.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson			
3)	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			
1)	1.FL.WC.4: Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.			
	bring Notes: 1.FL.WC.4 measures the extent to which the Level 3 Performance Level represents end-of-grade			
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	re complex use of vowel teams, common consonant spelling terns, consonant digraphs, and final and consonant blends. This levels 6 and 7 at point B. Cases in which the student work submitted			
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	asured for the preponderance of evidence. Prompting and or both will result in a score of 1 for the differentiated group.			
	oport are not written within the standard; therefore, this scoring			
	pric measures the student's independent approach to using words			
and	d/or pictures to express an idea.			
0	Within a student-generated artifact, does not attend to phonics or word analysis skills while writing letters and words.			
1	Within an independent student artifact, writes one-syllable words inconsistently or inaccurately when using common consonant			
	spelling patterns, initial and final consonant blends, and CVCe common vowel teams.			
2	Within an independent student artifact, writes with a combination of some of the following: one-syllable words with common			
	consonant spelling patterns, VC, CVC, consonant digraphs, double letters, initial and final consonant blends, and CVCe, common			
	vowel teams, final y, and/or r- controlled vowels.			
3	Within an independent student artifact, writes with a combination of most of the following: one-syllable words with common			
	consonant spelling patterns, VC, CVC, consonant digraphs, double letters, initial and final consonant blends, and CVCe, common			
	vowel teams, final y, and/or r- controlled vowels; AND			
	writes two-syllable words that end in -y or -ly, are compounds, and/or have two closed syllables, AND <u>some</u> of the misspelled words are spelled phonetically.			
4	Within an independent student artifact, writes with a combination of most of the following: one-syllable words with common			
	consonant spelling patterns, VC, CVC, consonant digraphs, double letters, initial and final consonant blends, and CVCe, common			
	vowel teams, final y, and/or r- controlled vowels; AND			
	writes two-syllable words that end in -y or -ly, are compounds, and/or have two closed syllables, AND			
	at least half of the misspelled words are spelled phonetically.			
5	Within an independent student artifact, writes with a combination of most of the following: one-syllable words with common			
	consonant spelling patterns, VC, CVC, consonant digraphs, double letters, initial and final consonant blends, and CVCe, common			
	vowel teams, final y, and/or r- controlled vowels; AND			
	writes two-syllable words that end in -y or -ly, are compounds, and/or have two closed syllables, AND			
	all of the misspelled words are spelled phonetically.			
6	Within an independent student artifact, writes with conventional spelling for all one-syllable words including position-based			
	patterns, complex consonant blends, less common vowel teams for long vowels, vowel-r combinations, contractions,			
	homophones, plurals, and/or possessives; AND			
	spells all of the misspelled two- or three-syllable words phonetically.			
7	Within an independent student artifact, writes with all conventional spelling for all one-syllable words including position-based			
	patterns, complex consonant blends, less common vowel teams for long vowels, vowel-r combinations, contractions,			
	homophones, plurals, and/or possessives; AND			
	uses conventional spelling for all two- and three- syllable words containing combined syllable types, compounds, and common			
	prefixes and/or derivational suffixes.			

First Grade ELA Literature/Narrative Scoring Rubric Option 3: Retell and demonstrate understanding of central message

2) 1.RL.KID.2: Retell stories, including key details, and demonstrate understanding of their central message or lesson. Level 3 Performance Level represents end-of-grade expectations. Scoring Notes: 1.RL.KID.2 measures the student's ability to retell with key details as they move toward a deeper understanding of the Educators should utilize developmentally appropriate practices that central message or lesson. To move from Level 5 to Level 6, the text meet students where they are developmentally and academically. is more complex and requires that the student work show the same Because of this, performance levels 6 and 7 are typically utilized for depth of comprehension. Students should respond to text in natural student work that is scored at an advancing level at point A because and authentic ways; therefore, the student might not explicitly write the expectations are beyond grade-level expectations. However, the words "beginning," "middle," and "end." Instead, the student will educators will not be penalized for growing students to levels 6 and 7 naturally describe all of these elements in first grade language. at point B. Cases in which the student work submitted does not match Likewise, the central message or theme might be implicitly stated the standards measured for either point A, point B, or both will result through words such as, "The character learned..." or other similar in a score of 1 for the differentiated group. language. 0 Within a student-generated artifact, writes words that **do not** retell stories. 1 Within a student-generated artifact, writes words to retell stories in sequence with time order words, including one key details from the beginning, one key details from the middle, and one key details from the end, AND does **not** include the central message. Within a student-generated artifact, writes words to retell stories in sequence with time order words, including 2 two key details from the beginning, two key details from the middle, and two key details from the end, AND does **not** include the central message. 3 Within a student-generated artifact, writes words to retell stories in sequence 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. Within a student-generated artifact, writes words to retell stories in sequence with time order words, including 4 two key details from the beginning, two key details from the middle, and two key details from the end, AND includes the central message and tells why the message is significant. 5 Within a student-generated artifact, writes words to retell stories in sequence 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 and tells why the message is significant. Within a student-generated artifact, writes words to retell stories in sequence with time order words, including 6 four key details from the beginning, four key details from the middle, and four key details from the end, AND includes the central message and tells why the message is significant. 7 Within a student-generated artifact, writes words to retell stories in sequence with time order words, including five key details from the beginning, five key details from the middle, and five key details from the end, AND includes the central message and tells why the message is significant.

First Grade ELA Literature/Narrative Scoring Rubric Option 3: Retell and demonstrate understanding of central message

	.W.TTP.3: With prompting and support, write narratives			
Scoring write a piece w overall	actions, thoughts, and feelings; use time order words to signal event order and provide some sense of closure. Scoring Notes: 1.W.TTP.3 measures the extent to which the student's ability to write a narrative to recounting an event is moving toward 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 scoring Notes: 1.W.TTP.3 measures the extent to which the student's ability to write a narrative to recounting an event is moving toward 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 organiz Studen	actions, thoughts, and feelings, which leads to stronger ideas and zation. Its should respond to text in natural and authentic ways; therefore, the	will not be penalized for growing students to levels 6 and 7 at point B. Cases in which the student work submitted does not match the standards measured for either point A, point B, or both will result in a score of 1 for the differentiated group.		
	t might not explicitly write the words "actions," "thoughts," or "feelings." d, the student will describe the actions, thoughts, or feelings in his/her own			
it is dev	l language. Because prompting and support are written into this standard, velopmentally appropriate that teachers provide prompting and support to ts. However, the student writing artifact should be authentically created by dent.			
0	Within a student-generated writing artifact and with promp	ting and support, writes narratives that are off topic .		
1	Within a student-generated writing artifact and with promp sequence from an assigned text.	ting and support, writes about the topic, does not narrate a		
2	Within a student-generated writing artifact and with promp in correct sequence with more than one time order wor	ting and support, writes to narrate an event from an assigned text d .		
3		ting and support, writes to narrate an event from an assigned text		
	in correct sequence with three different time order words AND			
	includes three details to describe one action, one thought,	and one feeling of a character		
	AND	Ũ		
	a sense of closure.			
4	in correct sequence with three different time order words	ting and support, writes to narrate an event from an assigned text		
	AND	at least one action, at least one thought, and at least one feeling		
	of a character	at least one action, at least one thought, and at least one reening		
	AND			
	a sense of closure.			
5	Within a student-generated writing artifact and with promp in correct sequence with four different time order words AND	ting and support, writes to narrate an event from an assigned text		
		t least one action, at least one thought, and at least one feeling of		
	AND			
_	a sense of closure.			
6	Within a student-generated writing artifact, writes to narrat different time order words	e an event or short sequence from an assigned text with four		
	AND			
		least one action, at least one thought, and at least one feeling of a		
	character			
	AND			
7	a sense of closure.	a an event or short converse from an exigned text with four		
'	different time order words	e an event or short sequence from an assigned text with four		
	AND			
	includes at least seven details to describe a combination o	f at least one action, at least one thought, and at least one feeling		
	of a character			
	AND			
	a sense of closure.			

	First Grade Information	onal Scoring Rubric	
	Option A: Identify basic similarities and differences between two texts on the same topic		
Th	ere are 3 integrated standards for this option:		
1)	1.FL.WC.4 Know and apply grade-level phonics and word an	alysis skills when encoding words; write legibly	
2)	1.RI.IKI.9 Identify basic similarities and differences between		
	illustrations when developmentally appropriate		
3)	1.W.TTP.2 With prompting and support, write informative/ex	xplanatory texts, naming a topic supplying some facts about	
	the topic, and providing some sense of closure		
1)	1.FL.WC.4: Know and apply grade-level phonics and word	l analysis skills when encoding words; write legibly.	
	-	Prompting and support are not written within the standard;	
		therefore, this scoring rubric measures the student's independent	
		approach to using words and/or pictures to express an idea. Level 3	
		Performance Level represents end-of-grade expectations.	
		Educators should utilize developmentally appropriate practices that meet students where they are developmentally and academically.	
		Because of this, performance levels 6 and 7 are <i>typically</i> utilized for	
		student work that is scored at an advancing level at point A because	
		the expectations are beyond grade-level expectations. However,	
	5	educators will not be penalized for growing students to levels 6 and 7	
		at point B. Cases in which the student work submitted does not	
		match the standards measured for either point A, point B, or both	
		will result in a score of 1 for the differentiated group.	
0	Within a student-generated artifact, does not attend to phonics	or word analysis skills while writing letters and words.	
1	Within an independent student artifact, writes one-syllable word	Is inconsistently or inaccurately when using common consonant	
	spelling patterns, initial and final consonant blends, and CVCe co		
2	Within an independent student artifact, writes with a combination		
	consonant spelling patterns, VC, CVC, consonant digraphs, doub	le letters, initial and final consonant blends, and CVCe, common	
2	vowel teams, final y, and/or r- controlled vowels. Within an independent student artifact, writes with a combinatic	on of most of the following: one cullable words with common	
3	consonant spelling patterns, VC, CVC, consonant digraphs, doub		
	vowel teams, final y, and/or r- controlled vowels; AND	refetters, initial and final consonant biends, and cyce, common	
	writes two-syllable words that end in -y or -ly, are compounds, a	nd/or have two closed syllables, AND	
	some of the misspelled words are spelled phonetically.		
4	Within an independent student artifact, writes with a combinatio	on of most of the following: one-syllable words with common	
	consonant spelling patterns, VC, CVC, consonant digraphs, doub	le letters, initial and final consonant blends, and CVCe, common	
	vowel teams, final y, and/or r- controlled vowels; AND		
	writes two-syllable words that end in -y or -ly, are compounds, a	nd/or have two closed syllables, AND	
	at least half of the misspelled words are spelled phonetically.		
5	Within an independent student artifact, writes with a combination		
	consonant spelling patterns, VC, CVC, consonant digraphs, doub	le letters, initial and final consonant blends, and CVCe, common	
	vowel teams, final y, and/or r- controlled vowels; AND		
	writes two-syllable words that end in -y or -ly, are compounds, a	nd/or have two closed syllables, AND	
	all of the misspelled words are spelled phonetically.		
6	Within an independent student artifact, writes with convention		
	patterns, complex consonant blends, less common vowel teams	tor long vowels, vowel-r combinations, contractions,	
	homophones, plurals, and/or possessives; AND		
	spells all of the misspelled two- or three-syllable words phonetic		
7	Within an independent student artifact, writes with all conventio		
	patterns, complex consonant blends, less common vowel teams	for long vowels, vowel-r combinations, contractions,	
	homophones, plurals, and/or possessives; AND		
		ds containing combined syllable types, compounds, and common	
	prefixes and/or derivational suffixes.		
	prefixes and/or derivational suffixes.		

2)	1.RI.IKI.9: Identify basic similarities and differences between two texts on the same topic including written details
	and illustrations when developmentally appropriate.
exte tow and Lev and pro imp resp may	 Level 3 performance level represents end-of-grade expectations. Level 3 performance level represents end-of-grade expectations. Educators should utilize developmentally appropriate practices that meet students where they are developmentally and academically. Because of this, performance levels 6 and 7 are <i>typically</i> utilized for student work shows greater detail about the similarities differences and greater relevancy. As performance levels gress, student work evidence has a clearer focus on the most portant points presented by the two texts. Students should poond to text in natural and authentic ways; therefore, the student wight say the word "alike" or "different." Level 3 performance level represents end-of-grade expectations. Level 3 performance level represents end-of-grade expectations. Educators should utilize developmentally appropriate practices that meet students where they are developmentally and academically. Because of this, performance levels 6 and 7 are <i>typically</i> utilized for student work that is scored at an advancing level at point A because the expectations are beyond grade-level expectations. However, educators will not be penalized for growing students to levels 6 and 7 at point B. Cases in which the student work submitted does not match the standards measured for either point A, point B, or both will result in a score of 1 for the differentiated group.
0	Within a student-generated artifact, writes words and illustrations to identify only the similarities or the differences between two texts but not both , or writes off topic.
1	Within a student-generated writing artifact, writes words that identify one similarity and one difference
·	between two texts on the same topic
	AND
	includes one relevant written detail about the similarities or differences within the two texts.
•	
2	Within a student-generated writing artifact, writes words that identify two similarities and two differences
	between two texts on the same topic
	AND
-	includes two relevant written details about the similarities or differences within the two texts.
3	Within a student-generated writing artifact, writes words that identify three similarities and three differences
	between two texts on the same topic
	AND
	includes three relevant written details about the similarities or differences within the two texts.
4	Within a student-generated writing artifact, writes words that identify three similarities and three differences
	between two texts on the same topic
	AND
_	includes four relevant written details about the similarities or differences within the two texts.
5	Within a student-generated writing artifact, writes words that identify four similarities and four differences
	between two texts on the same topic
	AND
	includes four relevant written details about the similarities or differences within the two texts.
6	Within a student-generated writing artifact, writes words that identify four similarities and four differences
	between two texts on the same topic
	AND
	includes five relevant written details about the similarities or differences within the two texts.
7	Within a student-generated writing artifact, writes words that identify five similarities and five differences
	between two texts on the same topic
	AND
	includes five relevant written details about the similarities or differences within the two texts.

First Grade Informational Scoring Rubric

Option A: Identify basic similarities and differences between two texts on the same topic 3) 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. Scoring Notes: 1.W.TTP.2 measures the student's ability to write an The sense of closure does not have to be a formal closing statement. informational/explanatory text that is moving toward providing Because prompting and support are written into this standard, it is information about a topic in explicit ways. Beyond level 3, the student developmentally appropriate that teachers provide prompting and support to students. However, the student writing artifact that is work is distinguished by the degree to which facts are written about the topic. To move from a level 5 to level 6 requires that the written developed by the student should be authentically created by the piece provide more in-depth information (including facts and student. definitions) with stronger organization, evident by a concluding Level 3 performance level represents end-of-grade expectations. statement that summarizes the information that was shared. Educators should utilize developmentally appropriate practices that Students should respond to text in natural and authentic ways; meet students where they are developmentally and academically. therefore, the student might not explicitly write the word "fact" or Because of this, performance levels 6 and 7 are *typically* utilized for "topic sentence." Instead, the topic will be naturally referenced and student work that is scored at an advancing level at point A because will link to the facts. the expectations are beyond grade-level expectations. However, educators will not be penalized for growing students to levels 6 and 7 at point B. Cases in which the student work submitted does not match the standards measured for either point A, point B, or both will result in a score of 1 for the differentiated group. Within a student-generated artifact, writes words to do **none** of the following: 0 1) name the topic from an informative/explanatory text, 2) supplies three facts about the topic, and 3) provides some sense of closure. 1 Within a student-generated artifact, writes words to do **one** of the following: 1) name the topic from an informative/explanatory text, 2) supplies three facts about the topic, and 3) provides some sense of **closure**. 2 Within a student-generated artifact, writes words to do **two** of the following: 1) **name** the topic from an informative/explanatory text, 2) supplies three facts about the topic, and 3) provides some sense of **closure.** Within a student-generated artifact, writes words to do **all three** of the following: 3 1) name the topic from an informative/explanatory text, 2) supplies **three** facts about the topic, and 3) provides some sense of **closure.** Within a student-generated artifact, writes words to do **all three** of the following: 4 1) name the topic from an informative/explanatory text, 2) supplies **four** facts about the topic, and 3) provides some sense of **closure.** Within a student-generated artifact, writes words to do **all three** of the following: 5 1) introduce the topic from an informative/explanatory text, 2) supplies five facts about the topic, and 3) provides some sense of **closure**. Within a student-generated artifact, writes words to do **all three** of the following: 6 1) introduce the topic from an informative/explanatory text, 2) uses three facts and writes an expanded description for each fact, and 3) provides a concluding statement or section. Within a student-generated artifact, writes words to do **all three** of the following: 7 1) introduce the topic from an informative/explanatory text, 2) uses four facts and writes an expanded description for each fact, and 3) provides a concluding statement or section.

	First Grade Informational Scoring Rubric Option B: Describe the connections between two individuals, events, ideas, or pieces of information in text		
Th	There are 3 integrated standards for this option:		
1)	1.FL.WC.4 Know and apply grade-level phonics and word analysis skills when encoding words; write legibly		
2)	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		
3)	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		
1)	1.FL.WC.4: Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.		
Sco	pring Notes: 1.FL.WC.4 measures the extent to which the Prompting and support are not written within the standard;		
stu	dent's ability to spell one- and two-syllable words with more therefore, this scoring rubric measures the student's independent		
	nplex spelling patterns is moving toward evidence of conventional approach to using words and/or pictures to express an idea. Level 3		
	elling. It also measures the extent to which the student's use of Performance Level represents end-of-grade expectations.		
	ting pictures and words to show understanding of one-to-one Educators should utilize developmentally appropriate practices that		
	respondence and simple vowel patterns is moving toward the meet students where they are developmentally and academically.		
	re complex use of vowel teams, common consonant spelling Because of this, performance levels 6 and 7 are <i>typically</i> utilized for		
	terns, consonant digraphs, and final and consonant blends. This student work that is scored at an advancing level at point A because pric is not to be viewed as a checklist. Student writing should be the expectations are beyond grade-level expectations. However,		
	asured for the preponderance of evidence. educators will not be penalized for growing students to levels 6 and 7		
inc	at point B. Cases in which the student work submitted does not		
	match the standards measured for either point A, point B, or both		
	will result in a score of 1 for the differentiated group.		
0	Within a student-generated artifact, does not attend to phonics or word analysis skills while writing letters and words.		
1	Within an independent student artifact, writes one-syllable words inconsistently or inaccurately when using common consonant		
· ·	spelling patterns, initial and final consonant blends, and CVCe common vowel teams.		
2	Within an independent student artifact, writes with a combination of some of the following: one-syllable words with common		
	consonant spelling patterns, VC, CVC, consonant digraphs, double letters, initial and final consonant blends, and CVCe, common		
	vowel teams, final y, and/or r- controlled vowels.		
3	Within an independent student artifact, writes with a combination of most of the following: one-syllable words with common		
	consonant spelling patterns, VC, CVC, consonant digraphs, double letters, initial and final consonant blends, and CVCe, common		
	vowel teams, final y, and/or r- controlled vowels; AND		
	writes two-syllable words that end in -y or -ly, are compounds, and/or have two closed syllables, AND		
4	some of the misspelled words are spelled phonetically.		
4	Within an independent student artifact, writes with a combination of most of the following: one-syllable words with common consonant spelling patterns, VC, CVC, consonant digraphs, double letters, initial and final consonant blends, and CVCe, common		
	vowel teams, final y, and/or r- controlled vowels; AND		
	writes two-syllable words that end in -y or -ly, are compounds, and/or have two closed syllables, AND		
	<u>at least half</u> of the misspelled words are spelled phonetically.		
5	Within an independent student artifact, writes with a combination of most of the following: one-syllable words with common		
5	consonant spelling patterns, VC, CVC, consonant digraphs, double letters, initial and final consonant blends, and CVCe, common		
	vowel teams, final y, and/or r- controlled vowels; AND		
	writes two-syllable words that end in -y or -ly, are compounds, and/or have two closed syllables, AND		
	<u>all</u> of the misspelled words are spelled phonetically.		
6	Within an independent student artifact, writes with conventional spelling for all one-syllable words including position-based		
	patterns, complex consonant blends, less common vowel teams for long vowels, vowel-r combinations, contractions,		
	homophones, plurals, and/or possessives; AND		
	spells all of the misspelled two- or three-syllable words phonetically.		
7	Within an independent student artifact, writes with all conventional spelling for all one-syllable words including position-based		
	patterns, complex consonant blends, less common vowel teams for long vowels, vowel-r combinations, contractions,		
	homophones, plurals, and/or possessives; AND		
	uses conventional spelling for all two- and three- syllable words containing combined syllable types, compounds, and common		
	prefixes and/or derivational suffixes.		

	First Grade Informational Scoring Rubric Option B: Describe the connections between two individuals, events, ideas, or pieces of information in text		
2)	 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.		
cor und sur wo bet Stu the wit the the tas arti sub	 bring Notes:1.RI.KID.3 measures the student's ability to describe inections and differences between two texts, leading to a deeper derstanding of the structures of informational/explanatory text. To we beyond Level 3, the student work evidence must also include a mmary statement. To move from level 5 to level 6, the student work that is scored at an advancing level at point A because of this, performance levels 6 and 7 are typically utilized for students where they are developmentally appropriate practices that meet students where they are developmentally and academically. Because of this, performance levels 6 and 7 are typically utilized for student work that is scored at an advancing level at point A because the expectations are beyond grade-level expectations. However, educators will not be penalized for growing students to levels 6 and 7 at point B. Cases in which the student work submitted does not match the standard. Instead, the student will naturally describe all of se elements in first grade language. e graphic organizer referenced in the standard is intended to be a tategy or tool that the student feels will assist in the organization of ir writing. Students may use graphic organizers as they complete ks; however, they are not considered authentic student work facts aligned to standards. The graphic organizer should not be mitted as the end writing product but could accompany the dent generated artifact if applicable. 		
0	Within a student-generated artifact, writes words and illustrations that do not describe any		
	connections between two individuals, events, ideas, or pieces of information in a text.		
1	Within a student-generated artifact, writes words and illustrations to describe one connection		
	between two individuals, events, ideas, or pieces of information in a text.		
2	Within a student-generated artifact, writes words and illustrations to describe two connections		
	between two individuals, events, ideas, or pieces of information in a text.		
3	Within a student-generated artifact, writes words and illustrations to describe three connections between two individuals, events, ideas, or pieces of information in a text.		
4	Within a student-generated artifact, writes words and illustrations to describe three connections with a summary statement between two individuals, events, ideas, or pieces of information in a text.		
5	Within a student-generated artifact, writes words and illustrations to describe three connections with a summary statement between three individuals, events, ideas, or pieces of information in a text.		
6	Within a student-generated artifact, writes words to describe more than three connections with a summary statement between three individuals, events, ideas, or pieces of information in a text.		
7	Within a student-generated artifact, writes words to describe more than three connections with a summary statement between four individuals, events, ideas or pieces of information in a text.		

	First Grade Informatio					
3)	Option B: Describe the connections between two individuals, events, ideas, or pieces of information in text 3) 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.						
info info wol the pie def stat Stu the "top	coring Notes: 1.W.TTP.2 measures the student's ability to write an iformational/explanatory text that is moving toward providing biformation about a topic in explicit ways. Beyond level 3, the student work is distinguished by the degree to which facts are written about the topic. To move from a level 5 to level 6 requires that the written devise provide more in-depth information (including facts and efinitions) with stronger organization, evident by a concluding tratement that summarizes the information that was shared. Edu tudents should respond to text in natural and authentic ways; merefore, the student might not explicitly write the word "fact" or opic sentence." Instead, the topic will be naturally referenced and stu ill link to the facts.Edu at p ma	 sense of closure does not have to be a formal closing statement. ause prompting and support are written into this standard, it is elopmentally appropriate that teachers provide prompting and port to students. However, the student writing artifact that is eloped by the student should be authentically created by the dent. rel 3 performance level represents end-of-grade expectations. ause of this, performance levels 6 and 7 are <i>typically</i> utilized for dent work that is scored at an advancing level at point A because expectations are beyond grade-level expectations. However, incators will not be penalized for growing students to levels 6 and 7 work the stundent work submitted does not the standards measured for either point A, point B, or both result in a score of 1 for the differentiated group. 				
0	0	the following:				
	1) name the topic from an informative/explanatory text,					
	2) supplies three facts about the topic, and					
	3) provides some sense of closure.					
1	Within a student-generated artifact, writes words to do one of the following:					
	1) name the topic from an informative/explanatory text,					
	2) supplies three facts about the topic, and					
	3) provides some sense of closure.					
2	Within a student-generated artifact, writes words to do two of the following:					
	1) name the topic from an informative/explanatory text,					
	 2) supplies three facts about the topic, and 3) provides some sense of closure. 					
3		a of the following:				
2	Within a student-generated artifact, writes words to do all three of the following: 1) name the topic from an informative/explanatory text,					
	2) supplies three facts about the topic, and					
	3) provides some sense of closure.					
4	Within a student-generated artifact, writes words to do all thre	e of the following:				
	1) name the topic from an informative/explanatory text,	č				
	2) supplies four facts about the topic, and					
	3) provides some sense of closure.					
5	Within a student-generated artifact, writes words to do all thre	e of the following:				
	1) introduce the topic from an informative/explanatory tex	t,				
	2) supplies five facts about the topic, and					
	3) provides some sense of closure.					
6	5	-				
	1) introduce the topic from an informative/explanatory text					
	2) uses three facts and writes an expanded description for each fact, and 2) provides a concluding statement or section					
	3) provides a concluding statement or section .					
7	C .	-				
	1) introduce the topic from an informative/explanatory text, 2) uses four facts and writes an expanded description for each fact, and					
	3) provides a concluding statement or section .					

First Grade Informational Scoring Rubric							
Option C: Identify the main topic and retell key details of a text							
There are 3 integrated standards for this option:							
1)		lysis skills when encoding words: write legibly					
2)	1.RI.KID.2 Identify the main topic and retell key details of a te						
3)							
-,	the topic, and providing some sense of closure						
1)	1.FL.WC.4: Know and apply grade-level phonics and word	analysis skills when encoding words: write legibly.					
		Prompting and support are not written within the standard;					
	-	herefore, this scoring rubric measures the student's independent					
		approach to using words and/or pictures to express an idea. Level 3					
		Performance Level represents end-of-grade expectations.					
wri	iting pictures and words to show understanding of one-to-one	ducators should utilize developmentally appropriate practices that					
cor	rrespondence and simple vowel patterns is moving toward the n	neet students where they are developmentally and academically.					
		Because of this, performance levels 6 and 7 are <i>typically</i> utilized for					
		tudent work that is scored at an advancing level at point A because					
		he expectations are beyond grade-level expectations. However,					
me		educators will not be penalized for growing students to levels 6 and 7					
		at point B. Cases in which the student work submitted does not					
		natch the standards measured for either point A, point B, or both					
	1	vill result in a score of 1 for the differentiated group.					
0	Within a student-generated artifact, does not attend to phonics o						
1	Within an independent student artifact, writes one-syllable words						
	spelling patterns, initial and final consonant blends, and CVCe con						
2	Within an independent student artifact, writes with a combination						
	consonant spelling patterns, VC, CVC, consonant digraphs, double	e letters, initial and final consonant blends, and CVCe, common					
3	vowel teams, final y, and/or r- controlled vowels. Within an independent student artifact, writes with a combination	n of most of the following: one sullable words with common					
5	consonant spelling patterns, VC, CVC, consonant digraphs, double						
	vowel teams, final y, and/or r- controlled vowels; AND	e letters, initial and initial consolitant biends, and evee, common					
	writes two-syllable words that end in -y or -ly, are compounds, and/or have two closed syllables, AND						
	some of the misspelled words are spelled phonetically.	· · · · · · · · · · · · · · · · · · ·					
4	Within an independent student artifact, writes with a combination	n of most of the following: one-syllable words with common					
	consonant spelling patterns, VC, CVC, consonant digraphs, double						
	vowel teams, final y, and/or r- controlled vowels; AND						
	writes two-syllable words that end in -y or -ly, are compounds, an	id/or have two closed syllables, AND					
	at least half of the misspelled words are spelled phonetically.						
5	Within an independent student artifact, writes with a combination	n of most of the following: one-syllable words with common					
	consonant spelling patterns, VC, CVC, consonant digraphs, double letters, initial and final consonant blends, and CVCe, common						
	vowel teams, final y, and/or r- controlled vowels; AND						
	writes two-syllable words that end in -y or -ly, are compounds, an	d/or have two closed syllables, AND					
	all of the misspelled words are spelled phonetically.	-					
6	Within an independent student artifact, writes with conventiona	I spelling for all one-syllable words including position-based					
	patterns, complex consonant blends, less common vowel teams f						
	homophones, plurals, and/or possessives; AND						
	spells all of the misspelled two- or three-syllable words phonetica	ally.					
7	Within an independent student artifact, writes with all conventior						
	patterns, complex consonant blends, less common vowel teams f						
	homophones, plurals, and/or possessives; AND	G,					
	uses conventional spelling for all two- and three- syllable words containing combined syllable types, compounds, and common						
	prefixes and/or derivational suffixes.						
L							

First Grade Informational Scoring Rubric Option C: Identify the main topic and retell key details of a text 1.RI.KID.2: Identify the main topic and retell key details of a text

2) 1.RI.KID.2: Identify the main topic and retell key details of a text					
Scoring Notes: 1.RI.KID.2 measures the student's ability to 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 level 3, the student work must show evidence of increased use of key details and a stronger use of closing statements, not just closure. Students should respond to text in natural and authentic ways; therefore, the student does not need to explicitly write the words within the standard. For example, the student will not naturally write, "The main topic is" or		Level 3 performance level represents end-of-grade expectations. Educators should utilize developmentally appropriate practices that meet students where they are developmentally and academically. Because of this, performance levels 6 and 7 are <i>typically</i> utilized for student work that is scored at an advancing level at point A because the expectations are beyond grade-level expectations. However, educators will not be penalized for growing students to levels 6 and 7 at point B. Cases in which the student work submitted does not match the standards measured for either point A, point B, or both will result in a score of 1 for the differentiated group.			
eler	"The key details are." Instead, the student will naturally identify all of these elements in first grade language.				
0	Within a student-generated artifact, writes words that do not i				
1	Within a student-generated writing artifact, with prompting and support, writes words and/or pictures that correctly identify the main topic OR retell one key details of the assigned text.				
2					
3	Within a student-generated writing artifact, with prompting and support, writes words and/or pictures that correctly identify the main topic AND retell three key details of the assigned text with at least one descriptive word AND include a sense of closure of the assigned text.				
4	Within a student-generated writing artifact, with prompting and support, writes words and/or pictures that correctly identify the main topic AND retell four key details of the assigned text with at least two descriptive words AND include a sense of closure of the assigned text.				
5	main topic AND retell four key details of the assigned text with at least four descriptive words AND include a sense of closure of the assigned text.				
6	Within a student-generated writing artifact, with prompting and support, writes words and/or pictures that correctly identify the main topic AND retell four key details of the assigned text with at least four descriptive words AND begins to group related facts together AND include a sense of closure of the assigned text.				
7		d support, writes words and/or pictures that correctly identify the			
	main topic				
	AND retell five key details of the assigned text with at least four des AND	scriptive words			
	often groups related facts together AND				
	include a sense of closure of the assigned text.				

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

3)	 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. 				
info info wo the pie def sta Stu the	bring Notes: 1.W.TTP.2 measures the student's ability to write an ormational/explanatory text that is moving toward providing ormation about a topic in explicit ways. Beyond level 3, the student rk is distinguished by the degree to which facts are written about a topic. To move from a level 5 to level 6 requires that the written ce provide more in-depth information (including facts and finitions) with stronger organization, evident by a concluding tement that summarizes the information that was shared. dents should respond to text in natural and authentic ways; erefore, the student might not explicitly write the word "fact" or pic sentence." Instead, the topic will be naturally referenced and l link to the facts.	The sense of closure does not have to be a formal closing statement. Because prompting and support are written into this standard, it is developmentally appropriate that teachers provide prompting and support to students. However, the student writing artifact that is developed by the student should be authentically created by the student. Level 3 performance level represents end-of-grade expectations. Educators should utilize developmentally appropriate practices that meet students where they are developmentally and academically. Because of this, performance levels 6 and 7 are <i>typically</i> utilized for student work that is scored at an advancing level at point A because the expectations are beyond grade-level expectations. However, educators will not be penalized for growing students to levels 6 and 7 at point B. Cases in which the student work submitted does not match the standards measured for either point A, point B, or both will result in a score of 1 for the differentiated group.			
0	Within a student-generated artifact, writes words to do none of the following:				
	1) name the topic from an informative/explanatory text,				
	 2) supplies three facts about the topic, and 3) provides some sense of closure. 				
1	Within a student-generated artifact, writes words to do one of the following:				
	1) name the topic from an informative/explanatory text,				
	2) supplies three facts about the topic, and				
	3) provides some sense of closure.				
2	Within a student-generated artifact, writes words to do two of the following:				
	 name the topic from an informative/explanatory text, supplies three facts about the topic, and 				
	3) provides some sense of closure.				
3	Within a student-generated artifact, writes words to do all three of the following:				
	1) name the topic from an informative/explanatory text,				
	2) supplies three facts about the topic, and				
4	3) provides some sense of closure. Within a student-generated artifact, writes words to do all three of the following:				
–	1) name the topic from an informative/explanatory tex	-			
	2) supplies four facts about the topic, and				
	3) provides some sense of closure.				
5	Within a student-generated artifact, writes words to do all three of the following:				
1	1) introduce the topic from an informative/explanatory text, 2) supplies five facts about the topic, and				
	3) provides some sense of closure.				
6	Within a student-generated artifact, writes words to do all three of the following:				
	1) introduce the topic from an informative/explanatory text,				
	2) uses three facts and writes an expanded description for each fact, and				
	3) provides a concluding statement or section.				
7	Within a student-generated artifact, writes words to do all	-			
	 introduce the topic from an informative/explanatory text, uses four facts and writes an expanded description for each fact, and 				
	3) provides a concluding statement or section.				
	, p				