TEAM
Student Growth Portfolio Rubric
First Grade
ELA

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

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.**

Scoring Notes: 1.FL.WC.4 measures the extent to which the student's ability to spell one- and two-syllable words with more complex spelling patterns is moving toward evidence of conventional spelling. It also measures the extent to which the student's use of writing pictures and words to show understanding of one-to-one correspondence and simple vowel patterns is moving toward the more complex use of vowel teams, common consonant spelling patterns, consonant digraphs, and final and consonant blends. This rubric is not to be viewed as a checklist. Student writing should be measured for the preponderance of evidence. 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 *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.

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) 1.RL.IKI.9: Compare and contrast the adventures and experiences of characters in stories including written details 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 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 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."	**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.

0	Within a student-generated writing artifact and with prompting and support, writes pictures and/or words that address **none or one** of the following:
	    1) compare one similarity, **AND**
	    2) contrast one difference
	about how two characters react to an event <u>OR</u> one character's reaction to events from the beginning to the end of the narrative text.

1	Within a student-generated writing artifact and with prompting and support, writes pictures and/or words that address **both** of the following:
	    1) compare one similarity, **AND**
	    2) contrast one difference
	about how two characters react to an event <u>OR</u> one character's reaction 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 **both** of the following:
	    1) compare one similarity, **AND**
	    2) contrast one difference
	about how two characters react to an event by **including one detail about how the event makes the characters feel** <u>OR</u> one character's reaction to events from the beginning to the end of the narrative text by **including one detail about how the events make the character feel.**

3	Within a student-generated writing artifact and with prompting and support, writes pictures and/or words that address **both** of the following:
	    1) compare **<u>two</u>** similarities, **AND**
	    2) contrast **<u>two</u>** differences
	about how two characters react to an event by including one detail about how the event makes the characters feel <u>and why</u> **OR** one character's reaction to events from the beginning to the end of the narrative text by including one detail about how the events make the character feel <u>and why</u>.

4	Within a student-generated writing artifact and with prompting and support, writes pictures and/or words that address **both** of the following:
	    1) compare **<u>three</u>** similarities, **AND**
	    2) contrast **<u>three</u>** differences
	about how two characters react to an event by including **<u>two</u>** details about how the event makes the characters feel <u>and why</u> **OR** one character's reaction to events from the beginning to the end of the narrative text by including **<u>two</u>** details about how the events make the character feel <u>and why</u>.

5	Within a student-generated writing artifact and with prompting and support, writes pictures and/or words that address **both** of the following:
	    1) compare three similarities, **AND**
	    2) contrast three differences
	about how two characters react to an event by including **<u>three</u>** details about how the event makes the characters feel <u>and why</u> **OR** one character's reaction to events from the beginning to the end of the narrative text by including **<u>three</u>** details about how the events make the character feel <u>and why</u>.

6	Within a student-generated writing artifact and with prompting and support, writes pictures and/or words that address **both** of the following:
	    1) compare three similarities, **AND**
	    2) 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 <u>and why</u> **OR** one character's reaction to events from the beginning to the end of the narrative text by including **<u>four</u>** details about how the events make the character feel <u>and why</u>.

7	Within a student-generated writing artifact and with prompting and support, writes pictures and/or words that address **both** of the following:
	    1) compare three similarities, **AND**
	    2) 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 <u>and why</u> **OR** one character's reaction to events from the beginning to the end of the narrative text by including **<u>five</u>** details about how the events make the character feel <u>and why</u>.

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.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.

Students should respond to text in natural and authentic ways; therefore, the student might not explicitly write the words "actions," "thoughts," or "feelings." Instead, the student will describe the actions, thoughts, or feelings in his/her own natural language. 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 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 *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.

NOTE: *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, middle, 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** a sense of closure.
5	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.

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

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.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.**

Scoring Notes: 1.FL.WC.4 measures the extent to which the student's ability to spell one- and two-syllable words with more complex spelling patterns is moving toward evidence of conventional spelling. It also measures the extent to which the student's use of writing pictures and words to show understanding of one-to-one correspondence and simple vowel patterns is moving toward the more complex use of vowel teams, common consonant spelling patterns, consonant digraphs, and final and consonant blends. This rubric is not to be viewed as a checklist. Student writing should be measured for the preponderance of evidence. 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 *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.

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 **<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 **<u>most</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; **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 **<u>most</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; **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 **<u>most</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; **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 ELA Literature/Narrative Scoring Rubric
Option 2: Describe characters, settings, and major events using key details.

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.

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's reactions to not only events, but also challenges, determines the performance levels above Level 5.

Students should respond to text in natural and authentic ways; therefore, the student might not explicitly write the words "characters," "settings," or "major events with key details." Instead, the student will naturally describe all of these elements in first grade language.

The 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 the student generated artifact if applicable.

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.

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 • **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 • **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 respon**d, 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
Option 2: Describe characters, settings, and major events 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.**

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.

Students should respond to text in natural and authentic ways; therefore, the student might not explicitly write the words "actions," "thoughts," or "feelings." Instead, the student will describe the actions, thoughts, or feelings in his/her own natural language. 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 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 *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.

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** a sense of closure.
5	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.

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

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.

Scoring Notes: 1.FL.WC.4 measures the extent to which the student's ability to spell one- and two-syllable words with more complex spelling patterns is moving toward evidence of conventional spelling. It also measures the extent to which the student's use of writing pictures and words to show understanding of one-to-one correspondence and simple vowel patterns is moving toward the more complex use of vowel teams, common consonant spelling patterns, consonant digraphs, and final and consonant blends. This rubric is not to be viewed as a checklist. Student writing should be measured for the preponderance of evidence. 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 *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.

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 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.**

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 central message or lesson. To move from Level 5 to Level 6, the text is more complex and requires that the student work show the same depth of comprehension. Students should respond to text in natural and authentic ways; therefore, the student might not explicitly write the words "beginning," "middle," and "end." Instead, the student will naturally describe all of these elements in first grade language. Likewise, the central message or theme might be implicitly stated through words such as, "The character learned…" or other similar 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 *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.

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.
2	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** 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.**
4	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 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.**
6	Within a student-generated artifact, writes words to retell stories in sequence with time order words, including **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

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.

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.

Students should respond to text in natural and authentic ways; therefore, the student might not explicitly write the words "actions," "thoughts," or "feelings."

Instead, the student will describe the actions, thoughts, or feelings in his/her own natural language. 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 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 *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.

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** a sense of closure.
5	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.

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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.IKI.9** Identify basic similarities and differences between two texts on the same topic including written details and illustrations when developmentally appropriate
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.**

Scoring Notes: 1.FL.WC.4 measures the extent to which the student's ability to spell one- and two-syllable words with more complex spelling patterns is moving toward evidence of conventional spelling. It also measures the extent to which the student's use of writing pictures and words to show understanding of one-to-one correspondence and simple vowel patterns is moving toward the more complex use of vowel teams, common consonant spelling patterns, consonant digraphs, and final and consonant blends. This rubric is not to be viewed as a checklist. Student writing should be measured for the preponderance of evidence.

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 *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.

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.

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.

Scoring Notes: The difference among the levels for **1.RI.IKI.9** is the extent to which the evidence in the student work artifact is moving toward 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. As performance levels progress, student work evidence has a clearer focus on the most important points presented by the two texts. Students should respond to text in natural and 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."

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.

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.

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 informational/explanatory text that is moving toward providing information 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 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.

Students should respond to text in natural and authentic ways; therefore, the student might not explicitly write the word "fact" or "topic sentence." Instead, the topic will be naturally referenced and will 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 *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.

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:
	    1) **name** the topic from an informative/explanatory text,
	    2) 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
	    3) provides some sense of **closure.**

4	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 **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) **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 three** of the following:
	    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.**

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First Grade Informational Scoring Rubric	
Option B: Describe the connections between two individuals, events, ideas, or pieces of information in text	

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.

Scoring Notes: 1.FL.WC.4 measures the extent to which the student's ability to spell one- and two-syllable words with more complex spelling patterns is moving toward evidence of conventional spelling. It also measures the extent to which the student's use of writing pictures and words to show understanding of one-to-one correspondence and simple vowel patterns is moving toward the more complex use of vowel teams, common consonant spelling patterns, consonant digraphs, and final and consonant blends. This rubric is not to be viewed as a checklist. Student writing should be measured for the preponderance of evidence.

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 *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.

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 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.**

Scoring Notes:1.RI.KID.3 measures the student's ability to describe connections and differences between two texts, leading 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 must demonstrate a deeper understanding of the connection between a series of events, ideas, or steps.

Students should respond to text in natural and authentic ways; therefore, the student does not need to explicitly write the words within the standard. Instead, the student will naturally describe all of these elements in first grade language.

The 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 could accompany the student generated artifact if applicable.

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.

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 Informational Scoring Rubric
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.**

Scoring Notes: 1.W.TTP.2 measures the student's ability to write an informational/explanatory text that is moving toward providing information 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 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.

Students should respond to text in natural and authentic ways; therefore, the student might not explicitly write the word "fact" or "topic sentence." Instead, the topic will be naturally referenced and will 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 *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.

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: 　　1) **name** the topic from an informative/explanatory text, 　　2) 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 　　3) provides some sense of **closure.**
4	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 **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) **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 three** of the following: 　　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.**

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	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)	**1.FL.WC.4** Know and apply grade-level phonics and word analysis skills when encoding words; write legibly
2)	**1.RI.KID.2** 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

1) 1.FL.WC.4: Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.

Scoring Notes: 1.FL.WC.4 measures the extent to which the student's ability to spell one- and two-syllable words with more complex spelling patterns is moving toward evidence of conventional spelling. It also measures the extent to which the student's use of writing pictures and words to show understanding of one-to-one correspondence and simple vowel patterns is moving toward the more complex use of vowel teams, common consonant spelling patterns, consonant digraphs, and final and consonant blends. This rubric is not to be viewed as a checklist. Student writing should be measured for the preponderance of evidence.	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 *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.

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 Informational Scoring Rubric
Option C: 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 "The key details are." Instead, the student will naturally identify all of these elements 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 *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.

0	Within a student-generated artifact, writes words that **do not** identify the main topic or retell three key details.
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	Within a student-generated writing artifact, with prompting and support, writes words and/or pictures that correctly identify the main topic **AND** retell **two** key details of the assigned text.
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	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** 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	Within a student-generated writing artifact, with prompting and 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** descriptive words **AND** **often** groups related facts together **AND** include a sense of **closure** of the assigned 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.**

Scoring Notes: 1.W.TTP.2 measures the student's ability to write an informational/explanatory text that is moving toward providing information 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 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.

Students should respond to text in natural and authentic ways; therefore, the student might not explicitly write the word "fact" or "topic sentence." Instead, the topic will be naturally referenced and will 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 *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.

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: 1) **name** the topic from an informative/explanatory text, 2) 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 3) provides some sense of **closure.**
4	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 **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) **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 three** of the following: 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.**