

# Grading Benchmarks- Grade One

## READING

### 1) Reading Goal

		Grading Key			
Marking Period		<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
<b>Marking Period</b>	<b>1st</b>	Student has demonstrated an independent reading level of 3 or below.	Student has demonstrated an independent reading level of 4.	Student has demonstrated an independent reading level of 6.	Student has demonstrated an independent reading level of 8 or above.
	<b>2nd</b>	Student has demonstrated an independent reading level of 6 or below.	Student has demonstrated an independent reading level of 8 or 10.	Student has demonstrated an independent reading level of 12.	Student has demonstrated an independent reading level of 14 or above.
	<b>3rd</b>	Student has demonstrated an independent reading level of 12 or below.	Student has demonstrated an independent reading level of 14 or 16.	Student has demonstrated an independent reading level of 18.	Student has demonstrated an independent reading level of 20 or above.

## 1) Uses various strategies to read text (pictures, phonics, context clues)

Marking Period	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
<b>1</b>	<p>Student is unable or rarely able to recognize and use beginning sounds.</p> <p>Student is unable or rarely able to use internal parts of words with beginnings and endings.</p> <p>Student is unable or rarely able to read high-frequency words automatically.</p> <p>Student is unable or rarely able to notice errors and self-correct miscues.</p> <p>Student is unable or rarely able to distinguish between information provided by pictures and information provided by words in a text.</p>	<p>Student is sometimes able to recognize and use beginning sounds.</p> <p>Student sometimes uses internal parts of words with beginnings and endings.</p> <p>Student sometimes reads high frequency words automatically.</p> <p>Student sometimes notices errors and self-corrects miscues.</p> <p>Student is sometimes able to distinguish between information provided by pictures and information provided by words in a text.</p>	<p>Student consistently identifies and decodes using beginning sounds.</p> <p>Student consistently uses internal parts of words with beginnings and endings.</p> <p>Student consistently reads high-frequency words automatically.</p> <p>Student consistently notices errors and self-corrects miscues.</p> <p>Student consistently distinguishes between information provided by pictures and information provided by words in a text.</p>	<p>Student consistently identifies and decodes using beginning and ending sounds.</p> <p>Student consistently uses internal parts of words with beginnings and endings, in above grade level text.</p> <p>Student consistently reads high-frequency words automatically, in above grade level text.</p> <p>Student consistently notices errors, in above grade level text, and quickly self-corrects miscues.</p> <p>Student consistently distinguishes, in above grade level texts, between information provided by pictures and information provided by words.</p>
<b>2</b>	<p>Student is unable or rarely able to recognize and use beginning and ending sounds.</p> <p>Student is unable or rarely able</p>	<p>Student is sometimes able to recognize and use beginning and ending sounds.</p> <p>Student sometimes keeps the</p>	<p>Student consistently identifies and decodes using beginning and ending sounds.</p> <p>Student consistently keeps the</p>	<p>Student consistently identifies and decodes using beginning, ending, and middle (vowel) sounds.</p> <p>Student consistently keeps the</p>

	<p>to keep the accumulating story events (or content) in mind.</p> <p>Student is unable or rarely able to use meaning of accumulated text to figure out unfamiliar words.</p> <p>Student is unable or rarely able to stop and correct at the point of error.</p>	<p>accumulating story events (or content) in mind.</p> <p>Student sometimes uses meaning of accumulated text to figure out unfamiliar words.</p> <p>Student sometimes stops and corrects at the point of error.</p>	<p>accumulating story events (or content) in mind.</p> <p>Student consistently uses meaning of accumulated text to figure out unfamiliar words.</p> <p>Student consistently stops and corrects at the point of error.</p>	<p>accumulating story events (or content) in mind, in above grade level text.</p> <p>Student consistently uses meaning of accumulated text to figure out unfamiliar words, in above grade level text.</p> <p>Student consistently stops and corrects at the point of error, in above grade level text.</p>
3	<p>Student is unable or rarely able to recognize and use beginning, ending, and middle (vowel) sounds.</p> <p>Student is unable or rarely able to reread and self-correct at points of error.</p> <p>Student is unable or rarely able to monitor for all sources of information.</p> <p>Student is unable or rarely able to use an increasingly more challenging repertoire of graphophonic/visual strategies to problem solve through text.</p> <p>Student is unable or rarely able to solve unknown words with relative ease.</p>	<p>Student is sometimes able to recognize and use beginning, ending, and middle (vowel) sounds.</p> <p>Student sometimes rereads and self-corrects at points of error.</p> <p>Student sometimes monitors for all sources of information.</p> <p>Student sometimes uses an increasingly more challenging repertoire of graphophonic/visual strategies to problem solve through text.</p> <p>Student sometimes solves unknown words with relative ease.</p>	<p>Student consistently identifies and decodes using beginning, ending, and middle (vowel) sounds.</p> <p>Student consistently rereads and self-corrects at points of error.</p> <p>Student consistently monitors for all sources of information.</p> <p>Student consistently uses an increasingly more challenging repertoire of graphophonic/visual strategies to problem solve through text.</p> <p>Student consistently solves unknown words with relative ease.</p>	<p>Student consistently decodes unknown and complex/multisyllabic words using all phonemes (blends, digraphs, diphthongs).</p> <p>Student consistently rereads and self-corrects at points of error, in above grade level text.</p> <p>Student consistently monitors for all sources of information, in above grade level text.</p> <p>Student consistently uses an increasingly more challenging repertoire of graphophonic/visual strategies to problem solve through above grade level text.</p> <p>Student consistently solves unknown words with relative ease, in above-grade-level text.</p>

## 2) Decodes words accurately

Marking Period	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
<b>1</b>	Student is unable or rarely knows and applies grade-level phonics and word analysis skills in decoding words.	Student sometimes knows and applies grade-level phonics and word analysis skills in decoding words.	Student knows and applies grade-level phonics and word analysis skills in decoding words.	Student knows and applies above grade-level phonics and word analysis skills in decoding words.
<b>2</b>	Student is unable or rarely knows and applies grade-level phonics and word analysis skills in decoding words.	Student sometimes knows and applies grade-level phonics and word analysis skills in decoding words.	Student knows and applies grade-level phonics and word analysis skills in decoding words.	Student knows and applies above grade-level phonics and word analysis skills in decoding words.
<b>3</b>	Student is unable or rarely knows and applies grade-level phonics and word analysis skills in decoding words.	Student sometimes knows and applies grade-level phonics and word analysis skills in decoding words.	Student knows and applies grade-level phonics and word analysis skills in decoding words.	Student knows and applies above grade-level phonics and word analysis skills in decoding words.

## 3) Retells the story with details

Marking Period	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
<b>1</b>	Student is unable or rarely able to retell big events from a	Student is sometimes able to retell big events from a story.	Student can consistently retell big events from a story.	Student can consistently retell big events from a story in

	story.			higher level books.
<b>2</b>	Student is unable or rarely able to retell big events from a story in sequence, beginning/middle/end.	Student is sometimes able to retell big events from a story in sequence, beginning/middle/end.	Student can consistently retell big events from a story in sequence, beginning/middle/end.	Student can consistently retell events from a story using details, including characters, setting, and problem/solution.
<b>3</b>	Student is unable or rarely able to retell big events from a story in sequence, beginning/middle/end.	Student is sometimes able to retell big events from a story in sequence, beginning/middle/end.	Student consistently uses details including characters, setting, and problem/solution while summarizing a story.	Student consistently uses details including characters, setting, and problem/solution while summarizing a more complex story.

#### 4) Reads with Fluency

Marking Period	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
<b>1</b>	Student reads many letters slowly and inaccurately; reads with little expression.	Student reads most letters accurately and fluently; matches expression to pictures.	Student reads letters accurately and quickly; matches expression to pictures, ending punctuation, and bold words.	Student reads letters and “CVC” words fluently and accurately; matches expression to surprising events and character’s feelings.
<b>2</b>	Student reads most letters accurately; matches expression to pictures.	Student reads letters accurately and quickly; matches expression to pictures, ending punctuation, and bold words.	Student reads letters and “CVC” words fluently and accurately; matches expression to surprising events and character’s feelings.	Student reads short vowel words fluently and accurately; matches expression to character’s actions and important ideas.
<b>3</b>	Student reads letters accurately and quickly; matches expression to pictures, ending punctuation, and bold words.	Student reads letters and “CVC” words fluently and accurately; matches expression to surprising events and character’s feelings.	Student reads short vowel words fluently and accurately; matches expression to character’s actions and important ideas.	Student reads long vowel words accurately; changes expression during reading.

## 5) Recognizes sight words

Marking Period	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
<b>1</b>	Student recognizes 9% or less of first grade sight words.	Student recognizes 10%-19% of first grade sight words.	Student recognizes 20%-39% of first grade sight words.	Student recognizes greater than 40% of first grade sight words.
<b>2</b>	Student recognizes 69% or less of first grade sight words.	Student recognizes 70%-79% of first grade sight words.	Student recognizes 80%-89% of first sight words.	Student recognizes greater than 90% of first grade sight words.
<b>3</b>	Student recognizes 69% or less of first grade sight words.	Student recognizes 70%-79% of first grade sight words.	Student recognizes 80%-99% of first sight words.	Student recognizes 100% of first grade sight words.

## Mathematics

### 1) Understands and Applies Addition within 20

Marking Period	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
<b>1</b>	Student does not understand and cannot explain properties of addition with sums up to 20 by using representations (objects, drawings, story contexts).	Student understands and explains some properties of addition with sums up to 20 by using representations (objects, drawings, story contexts).	Student understands and explains properties of addition with sums up to 20 by using representations (objects, drawings, story contexts).	Student consistently understands and explains properties of addition with sums greater than 20 by using representations (objects, drawings, story contexts).
<b>2</b>	Student does not understand	Student understands and	Student understands and	Student consistently

	and cannot explain properties of addition with sums up to 20 by using representations (objects, drawings, story contexts).	explains some properties of addition with sums up to 20 by using representations (objects, drawings, story contexts).	explains properties of addition with sums up to 20 by using representations (objects, drawings, story contexts).	understands and explains properties of addition with sums greater than 20 by using representations (objects, drawings story contexts).
<b>3</b>	Student does not understand and cannot explain addition of 2-digit numbers using concrete models or drawings to show composition of a 10 or a 100.	Student sometimes understands and explains addition of 2-digit numbers using concrete models or drawings to show composition of a 10 or a 100.	Student understands and explains addition of 2-digit numbers using concrete models or drawings to show composition of a 10 or a 100.	Student consistently understands and explains addition of 3-digit numbers using concrete models or drawings to show composition of a 100 or a 1,000.

## 2) Understands and Applies Subtraction to 20

Marking Period	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
<b>1</b>	Student does not understand and cannot explain properties of subtraction with missing parts up to 20 by using representations (objects, drawings, story contexts).	Student understands and explains some properties of subtraction with missing parts up to 20 by using representations (objects, drawings, story contexts).	Student understands and explains properties of subtraction with missing parts up to 20 by using representations (objects, drawings, story contexts).	Student consistently understands and explains properties of subtraction with missing parts greater than 20 by using representations (objects, drawings, story contexts).
<b>2</b>	Student does not understand and cannot explain properties of subtraction with missing parts up to 20 by using representations (objects, drawings, story contexts).	Student understands and explains some properties of subtraction with missing parts up to 20 by using representations (objects, drawings, story contexts).	Student understands and explains properties of subtraction with missing parts up to 20 by using representations (objects, drawings, story contexts).	Student consistently understands and explains properties of subtraction with missing parts greater than 20 by using representations (objects, drawings, story contexts).
<b>3</b>	Student does not understand and cannot explain subtraction of 2-digit numbers using concrete models or drawings to show decomposition of a 10 or a 100.	Student sometimes understands and explains subtraction of 2-digit numbers using concrete models or drawings to show decomposition of a 10 or a 100.	Student understands and explains subtraction of 2-digit numbers using concrete models or drawings to show decomposition of a 10 or a 100.	Student consistently understands and explains subtraction of 3-digit numbers using concrete models or drawings to show decomposition of a 100 or a 1,000.

### 3) Understands Place Value

Marking Period	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
<b>1</b>	NA	NA	NA	NA
<b>2</b>	NA	NA	NA	NA
<b>3</b>	<p>Student does not understand that the two digits of a two digit number represent amounts of tens and ones.</p> <p>Student is rarely able to compare two digit numbers and use the symbols <math>&gt;</math>, <math>&lt;</math>, and <math>=</math>.</p>	<p>Student sometimes understand that the two digits of a two digit number represent amounts of tens and ones.</p> <p>Student is sometimes able to compare two digit numbers and use the symbols <math>&gt;</math>, <math>&lt;</math>, and <math>=</math>.</p>	<p>Student understands that the two digits of a two digit number represent amounts of tens and ones.</p> <p>Student is able to compare two digit numbers and use the symbols <math>&gt;</math>, <math>&lt;</math>, and <math>=</math>.</p>	<p>Student consistently understands that the two digits of a two digit number represent amounts of tens and ones.</p> <p>Student is consistently able to compare two digit numbers and use the symbols <math>&gt;</math>, <math>&lt;</math>, and <math>=</math>.</p>



#### 4) Extends Counting Sequence

Marking Period	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
<b>1</b>	Student is unable or rarely to count, read and write to 120, starting at any number less than 20.	Student can sometimes count, read and write numbers to 20.	Student can count, read and write numbers to 20.	Student can count, read and write numbers beyond 20.
<b>2</b>	Student is unable or rarely to count, read and write to 120, starting at any number less than 100.	Student can sometimes count, read and write numbers to 100.	Student can count, read and write numbers to 100.	Student can count, read and write numbers beyond 100.
<b>3</b>	Student is unable or rarely to count, read and write to 120, starting at any number less than 120.	Student can sometimes count, read and write numbers to 120.	Student can count, read and write numbers to 120.	Student can count, read and write numbers beyond 120.

#### 5) Understands the Meaning and Processes of Measurement

Marking Period	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
<b>1</b>	N/A	N/A	N/A	N/A
<b>2</b>	N/A	N/A	N/A	N/A
<b>3</b>	Student is unable or rarely able to compare and order similar objects by length.	Student is sometimes able to compare and order similar objects by length.	Student is able to consistently compare and order similar objects by length.	Student is able to compare similar and dissimilar objects by length.

## 6) Tells and Write Time to the Hour and Half Hour

Marking Period	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
<b>1</b>	N/A	N/A	N/A	N/A
<b>2</b>	N/A	N/A	N/A	N/A
<b>3</b>	Student is unable or rarely able to tell time from an analog clock in hours and half-hours.	Student is sometimes able to tell time from an analog clock in hours and half-hours.	Student is able to tell time from an analog clock in hours and half-hours.	Student is consistently able to tell time from an analog clock in hours and half-hours.

## 7) Creates and Interprets Tables Graphs and Charts

Marking Period	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
<b>1</b>	NA	NA	NA	NA
<b>2</b>	NA	NA	NA	NA
<b>3</b>	<p>Student is unable or rarely able to organize, represent, and interpret data using a variety of graphs.</p> <p>Student is unable or rarely able to problem-solve using graphs.</p>	<p>Student sometimes organizes, represents, and interprets data using a variety of graphs.</p> <p>Student sometimes problem solves using graphs.</p>	<p>Student organizes, represents, and interprets data using a variety of graphs.</p> <p>Student problem-solves using graphs.</p>	<p>Student consistently organizes, represents, and interprets data using a variety of graphs.</p> <p>Student consistently problem-solves using graphs.</p> <p>Student makes predictions based upon data and probability outcomes.</p>

## 8) Identifies Shapes and Their Attributes

Marking Period	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
<b>1</b>	NA	NA	NA	NA
<b>2</b>	NA	NA	NA	NA
<b>3</b>	<p>Student is unable or rarely able to name and sort 2- and 3-dimensional figures according to attributes.</p> <p>Student is unable or rarely able to understand that shapes can be joined together or taken apart to form other shapes.</p> <p>Student is unable or rarely able to identify the equal division of a region into halves, thirds, and fourths.</p>	<p>Student can sometimes name and sort 2- and 3-dimensional figures according to attributes.</p> <p>Student can sometimes understand that shapes can be joined together or taken apart to form other shapes.</p> <p>Student is sometimes able to identify the equal division of a region into halves, thirds, and fourths.</p>	<p>Student can name and sort 2- and 3-dimensional figures according to attributes.</p> <p>Student can understand that shapes can be joined together or taken apart to form other shapes.</p> <p>Student is able to identify the equal division of a region into halves, thirds, and fourths.</p>	<p>Student can compare and contrast attributes of different 3-D shapes.</p> <p>Student can identify shapes that form a repeating pattern.</p> <p>Student is able to consistently identify the equal division of a region into halves, thirds, fourths.</p>

## Writing Conventions

Marking Period	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
<b>1</b>	<p>Student rarely forms letters and spaces words correctly.</p> <p>Student rarely uses appropriate spacing when constructing sentences.</p> <p>Student rarely capitalizes names, the beginning of sentences and the pronoun “I”.</p> <p>Student uses end punctuation incorrectly or not at all.</p> <p>Student rarely spells simple words phonetically.</p>	<p>Student sometimes forms letters and spaces correctly.</p> <p>Student sometimes uses appropriate spacing when constructing sentences.</p> <p>Student sometimes capitalizes names, the beginning of sentences and the pronoun “I”.</p> <p>Student sometimes uses end punctuation correctly.</p> <p>Student sometimes spells simple words phonetically.</p>	<p>Student usually forms letters and spaces words correctly.</p> <p>Student uses appropriate spacing when constructing sentences.</p> <p>Student capitalizes names, the beginning of sentences and the pronoun “I”.</p> <p>Student uses end punctuation correctly.</p> <p>Student spells untaught words phonetically.</p>	<p>Student consistently forms letter and spaces correctly.</p> <p>Student consistently uses appropriate spacing when constructing sentences.</p> <p>Student consistently capitalizes names, the beginning of sentences and the pronoun “I”.</p> <p>Student consistently uses end punctuation correctly.</p> <p>Student consistently spells with learned spelling patterns with untaught words.</p>
<b>2</b>	<p>Student rarely forms letters and spaces words correctly.</p> <p>Student rarely uses appropriate spacing when constructing sentences.</p> <p>Student uses end punctuation incorrectly or not at all.</p>	<p>Student sometimes forms letters and spaces correctly.</p> <p>Student sometimes uses appropriate spacing when constructing sentences.</p> <p>Student sometimes uses end punctuation correctly.</p>	<p>Student usually forms letters and spaces words correctly.</p> <p>Student uses appropriate spacing when constructing sentences.</p> <p>Student uses end punctuation correctly.</p>	<p>Student consistently forms letter and spaces correctly.</p> <p>Student consistently uses appropriate spacing when constructing sentences.</p> <p>Student consistently uses end punctuation correctly.</p>

	Student rarely spells simple words phonetically.	Student sometimes spells simple words phonetically.	Student spells untaught words phonetically.	Student consistently spells with learned spelling patterns for untaught words.
<b>3</b>	<p>Student rarely forms letters and spaces words correctly.</p> <p>Student rarely uses appropriate spacing when constructing sentences.</p> <p>Student uses end punctuation incorrectly or not at all.</p> <p>Student rarely spells simple words phonetically.</p>	<p>Student sometimes forms letters and spaces correctly.</p> <p>Student sometimes uses appropriate spacing when constructing sentences.</p> <p>Student sometimes uses end punctuation correctly.</p> <p>Student sometimes spells simple words phonetically.</p>	<p>Student usually forms letters and spaces words correctly.</p> <p>Student uses appropriate spacing when constructing sentences.</p> <p>Student uses end punctuation correctly.</p> <p>Student spells untaught words phonetically.</p>	<p>Student consistently forms letter and spaces correctly.</p> <p>Student consistently uses appropriate spacing when constructing sentences.</p> <p>Student consistently uses end punctuation correctly.</p> <p>Student consistently spells with learned spelling patterns with untaught words.</p>

## Writing

### *Informative Writing*

Marking Period	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
<b>1</b>	<p>Student responds with little or no statements related to the topic.</p> <p>Student demonstrates little or no understanding of the topic.</p>	<p>Student responds with most statements related to the topic.</p> <p>Student demonstrates limited understanding of the topic.</p>	<p>Student responds with all statements related to the topic.</p> <p>Student demonstrates an understanding of the topic.</p>	<p>Student responds skillfully with all statements related to the topic.</p> <p>Student demonstrates a strong understanding of the topic.</p>
<b>2</b>	<p>Student responds with little or no statements related to the topic.</p> <p>Student demonstrates little or no understanding of the topic.</p>	<p>Student responds with most statements related to the topic.</p> <p>Student demonstrates limited understanding of the topic.</p>	<p>Student responds with all statements related to the topic.</p> <p>Student demonstrates an understanding of the topic.</p>	<p>Student responds skillfully with all statements related to the topic.</p> <p>Student demonstrates a strong understanding of the topic.</p>
<b>3</b>	<p>Students responds with little or no statements related to the topic.</p> <p>Student demonstrates little or no understanding of the topic.</p>	<p>Student responds with most statements related to the topic.</p> <p>Student demonstrates limited understanding of the topic.</p>	<p>Student responds with all statements related to the topic.</p> <p>Student demonstrates an understanding of the topic.</p>	<p>Student responds skillfully with all statements related to the topic.</p> <p>Student demonstrates a strong understanding of the topic.</p>

## Opinion Writing

Marking Period	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
<b>1</b>	<p>Student responds with little or no statements related to the topic.</p> <p>Student does not state an opinion and/or demonstrates little to no understanding of the topic.</p>	<p>Student responds with most statements related to the topic.</p> <p>Student states an opinion that demonstrates limited understanding of the topic.</p>	<p>Student responds with all statements related to the topic.</p> <p>Student states an opinion that demonstrates an understanding of the topic.</p>	<p>Student responds skillfully with all statements related to the topic.</p> <p>Student states an opinion that demonstrates an insightful understanding of the topic.</p>
<b>2</b>	<p>Student responds with little or no statements related to the topic.</p> <p>Student does not state an opinion and/or demonstrates little to no understanding of the topic.</p>	<p>Student responds with most statements related to the topic.</p> <p>Student states an opinion that demonstrates limited understanding of the topic.</p>	<p>Student responds with all statements related to the topic.</p> <p>Student states an opinion that demonstrates an understanding of the topic.</p>	<p>Student responds skillfully with all statements related to the topic.</p> <p>Student states an opinion that demonstrates an insightful understanding of the topic.</p>
<b>3</b>	<p>Student responds with little or no statements related to the topic.</p> <p>Student does not state an opinion and/or demonstrates little to no understanding of the topic.</p>	<p>Student responds with most statements related to the topic.</p> <p>Student states an opinion that demonstrates limited understanding of the topic.</p>	<p>Student responds with all statements related to the topic.</p> <p>Student states an opinion that demonstrates an understanding of the topic.</p>	<p>Student responds skillfully with all statements related to the topic.</p> <p>Student states an opinion that demonstrates an insightful understanding of the topic.</p>

## Narrative Writing

Marking Period	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
<b>1</b>	<p>Student fails to recount two sequenced events or the events are irrelevant or not related.</p> <p>Student includes insufficient or no details.</p>	<p>Student attempts to recount two appropriately sequenced events, but missing information creates confusion.</p> <p>Student includes few or irrelevant details to describe what happened.</p>	<p>Student recounts two or more appropriately sequenced events.</p> <p>Student includes details that describe what happened.</p>	<p>Student establishes a well-elaborated recounting of two or more appropriately sequenced events.</p> <p>Student includes vivid details that describe what happened.</p>
<b>2</b>	<p>Student fails to recount two sequenced events or the events are irrelevant or not related.</p> <p>Student includes insufficient or no details.</p>	<p>Student attempts to recount two appropriately sequenced events, but missing information creates confusion.</p> <p>Student includes few or irrelevant details to describe what happened.</p>	<p>Student recounts two or more appropriately sequenced events.</p> <p>Student includes details that describe what happened.</p>	<p>Student establishes a well-elaborated recounting of two or more appropriately sequenced events.</p> <p>Student includes vivid details that describe what happened.</p>
<b>3</b>	<p>Student fails to recount two sequenced events or the events are irrelevant or not related.</p> <p>Student includes insufficient or no details.</p>	<p>Student attempts to recount two appropriately sequenced events, but missing information creates confusion.</p> <p>Student includes few or irrelevant details to describe what happened.</p>	<p>Student recounts two or more appropriately sequenced events.</p> <p>Student includes details that describe what happened.</p>	<p>Student establishes a well-elaborated recounting of two or more appropriately sequenced events.</p> <p>Student includes vivid details that describe what happened.</p>



## Listening and Speaking

### 1) Clearly Expresses Ideas Orally.

Marking Period	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
<b>ALL</b>	Student rarely expresses ideas and comments in clear language and in complete sentences, using correct verb tenses.	Student occasionally expresses ideas and comments in clear language and in complete sentences, using correct verb tenses.	Student consistently expresses ideas and comments in clear language and in complete sentences, using correct verb tenses.	Student has achieved grade-level expectations and extends ideas in complete sentences, using correct subject-verb agreement and correct use of irregular plural nouns.

### 2) Demonstrates Listening Skills for Information and Understanding.

Marking Period	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
<b>ALL</b>	<p>Student rarely responds to comments of others through multiple exchanges.</p> <p>Student rarely asks questions about information presented orally in order to deepen understanding</p>	<p>Student occasionally responds to comments of others through multiple exchanges.</p> <p>Student occasionally asks questions about information presented orally or visually in order to deepen understanding.</p>	<p>Student consistently responds to comments of others through multiple exchanges.</p> <p>Student asks and answers questions about information presented orally or visually in order to deepen understanding.</p>	Student has achieved grade-level expectations, restates key elements, and answers questions about information to deepen understanding or clarify comprehension.

### 3) Participants in Group Discussions Actively and Appropriately.

Marking Period	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
<b>ALL</b>	Student rarely participates in group discussions or follows discussion rules: listening to others, speaking one at a time in complete sentences, and gaining the floor in respectful ways.	Student occasionally participates in group discussions and follows discussion rules: listening to others, speaking one at a time in complete sentences, and gaining the floor in respectful ways.	Student participates in group discussions and follows discussion rules: listening to others, speaking one at a time in complete sentences, and gaining the floor in respectful ways.	Student consistently participates in group discussions and follows discussion rules: listening to others, speaking one at a time in complete sentences, and gaining the floor in respectful ways.