

## 1st Grade Performance Tasks

Report Card Section	Standard Assessed	Assessment of Mastery		
		MS	AS	IPS
<b>READING</b>				
<b>Recognize features of words spoken or printed</b>  [Reading/Beginning Reading Skills/Print Awareness]	1(A) recognize that spoken words can be represented by print for communication;	Uses eyes and/or finger to effectively track words when reading.	Independently tracks written words with eyes during read-alouds.	Tracks written words with teacher support during read-alouds.
	1(B) identify upper- and lower-case letters;	Names all letters in random order.	Matches names with letters in order.	Matches letters with names with teacher assistance.
	1(C) sequence the letters of the alphabet;	Can sequence 24 of 26 letters.	Can sequence 18 of 26 letters.	Can sequence letters of the alphabet with teacher assistance.
	1(D) recognize the distinguishing features of a sentence (e.g., capitalization of first word, ending punctuation);	With 100% accuracy, demonstrate awareness of capitalization of first word and ending punctuation 4 out of 5 attempts.	With 100% accuracy, demonstrate awareness of capitalization of first word and ending punctuation 3 out of 5 attempts.	Demonstrate awareness of capitalization of first word and ending punctuation with teacher assistance.
	1(E) read texts by moving from top to bottom of the page and tracking words from left to right with return sweep; and	Follows words from left to right and from top to bottom on the printed page.	Holds the book correctly starting at the front and right side up.	Distinguishes letters from words.
	1(F) identify the information that different parts of a book provide (e.g., title, author, illustrator, table of contents).	Identifies the meaning of different parts of a book (e.g. title page, table of contents, glossary, chapters, spine, jacket, etc.)	Identifies different parts of a book (e.g. title page, table of contents, glossary, chapters, spine, jacket, etc.)	Identifies different parts of a book with teacher assistance.
<b>Understands the sound structures of language</b>  [Reading/Beginning Reading Skills/Phonological Awareness]	2(A) orally generate a series of original rhyming words using a variety of phonograms;	Identifies and produces rhyming words in response to an oral prompt.	Selects rhyming words when given example (Do cat and dog rhyme?)	Produces words that do not rhyme when asked to produce rhyming words.
	2(B) distinguish between long- and short-vowel sounds in spoken one-syllable word;	Independently distinguish between long- and short- vowel sounds in spoken one-syllable word.	Distinguish between long- and short- vowel sounds in spoken one-syllable word 3 out of 5 times.	Distinguish between long- and short- vowel sounds in spoken one-syllable word with teacher assistance.
	2(C) recognize the change in a spoken word when a specified phoneme is added, changed, or removed;	Independently recognize the change in a spoken word when a phoneme is added, changed or removed.	Recognize the change in a spoken word when a phoneme is added, changed or removed 3 out of 5 times.	Recognize the change in a spoken word when a phoneme is added, changed or removed with teacher assistance.
	2(D) blend spoken phonemes to form one- and two-syllable words, including consonant blends;	Independently blend spoken phonemes to form one- and two-syllable words including consonant blends.	Blend spoken phonemes to form one- and two- syllable words including consonant blends 3 out of 5 times.	Blend spoken phonemes to form one- and two- syllable words including consonant blends with teacher assistance.
	2(E) isolate initial, medial, and final sounds in one-syllable spoken words; and	Independently isolates initial, medial, and final sounds in one-syllable spoken words.	Isolates initial, medial, and final sounds in one- syllable spoken words 3 out of 5 times.	Isolates initial, medial, and final sounds in one- syllable spoken words with teacher assistance.
	2(F) segment spoken one-syllable words of three to five phonemes into individual phonemes.	Segments single syllable words into their components (e.g., cat=/c/a/t/; splat=/s/p/l/a/t/; rich=r/i/ch/).	Segments single-syllable words with three phonemes into their components with teacher assistance.	Identifies the beginning sound of the word.

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<b>Uses sounds &amp; spelling patterns to decode written language</b>  [Reading/Beginning Reading Skills/Phonics]	3(A) decode words in context and in isolation by applying common letter-sound correspondences, including: single letter consonants and vowels; consonant blends; consonant digraphs; vowel digraphs; vowel diphthongs;	Blends two to four phonemes into recognizable words (e.g./c/a/t/=cat; /f/l/a/t/=flat  Blends digraphs and vowel pairs into recognizable words (e.g./c/h/i/c/k/-chick; r/o/u/n/d/=round).	Pronounces beginning sound of a series of phonemes (e.g./c/a/t/-/c/	Blends phonemes into recognizable words with teacher assistance.
	3(B) combine sounds from letters and common spelling patterns (e.g., consonant blends, long- and short vowel patterns) to create recognizable words;222	Independently combine sounds from letters and common spelling patterns to create recognizable words.	Combine sounds from letters and basic spelling patterns to create recognizable words.	Combine sounds from letters and basic spelling patterns to create recognizable words with teacher assistance.
	3(C) use common syllabication patterns to decode words, including: closed and open syllable; final stable syllable; vowel-consonant; vowel digraphs and diphthongs; r-controlled vowel sounds;	Independently use common syllabication patterns to decode words.	Use basic syllabication patterns to decode words.	Use basic syllabication patterns to decode words with teacher assistance.
	3(D) decode words with common spelling patterns;	Independently decode words with common spelling patterns 4 out of 5 times.	Decode words with common spelling patterns 4 out of 5 times.	Decode words with common spelling patterns with teacher assistance.
	3(E) read base words with inflectional endings;	Independently read base words with inflectional endings 4 out of 5 times.	Read base words with inflectional endings 3 out of 5 times.	Read base words with inflectional endings with teacher assistance.
	3(F) use knowledge of the meaning of base words to identify and read common compound words;	Independently use base words to identify and read common compound words.	Attempt to independently use base words to identify and read common compound words.	Use base words to identify and read common compound words with teacher assistance.
	3(G) identify and read contractions;	Independently reads contractions.	Reads contractions 3 out of 5 times.	Reads contractions with teacher assistance.
	3(H) identify and read at least 100 high-frequency words from a commonly used list; and	Reads sight words in context accurately.	Reads 100 sight words from a list with automaticity	Reads sight words from a list using decoding skills.
	3(I) monitor accuracy of decoding.	Given an unfamiliar, grade-level text, decodes words with 80% accuracy.	Given an unfamiliar, grade-level text, decodes words with 60% accuracy.	Given an unfamiliar, grade-level text, decodes words with teacher assistance.
<b>Recognizes high frequency words</b>	Fry's High Frequency Words			
<b>Comprehends a variety of text drawing on useful strategies as needed</b>  [Reading/Beginning Reading Skills/Strategies]	4(A) confirm predictions about what will happen next in text by "reading the part that tells";	Draws conclusions and makes predictions using examples from the text.	Draws conclusions and make predictions that are consistent with text or background knowledge.	Attempts a prediction or conclusion; inaccurate or unsubstantiated with the text.
	4(B) ask relevant questions, seek clarification, and locate facts and details about stories and other texts; and	Student listens critically, responds appropriately, and asks questions that add clarification as well as new ideas to the topic.	Student asks appropriate questions on a topic to better understand it.	Maintains focus on a given topic, independently and responds on topic when asked a question.
	4(C) establish purpose for reading selected texts and monitor comprehension, making corrections and adjustments when that understanding breaks down (e.g., identifying clues, using background knowledge, generating questions, re-	States the purpose for reading.	Identifies different purposes for reading.	Identifies different purposes for reading with teacher support.

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	reading a portion aloud).			
<b>Reads grade level text with fluency and comprehension</b>	(5) read aloud grade-level appropriate text with fluency (rate, accuracy, expression, appropriate phrasing) and comprehension.	Reads with appropriate expression and pacing.	Reads with pacing that interferes with comprehension.	Decodes grade level material with support.
<b>Reads on target level</b>	DRA2 Reading Level			
<b>Determines the meaning of new words then uses them when reading and writing</b>  [Reading/Vocabulary Development]	6(A) identify words that name actions (verbs) and words that name persons, places, or things (nouns);	Identify words that name actions and words that name persons, places, or things 4 out of 5 times.	Identify words that name actions and words that name persons, places, or things 3 out of 5 times.	Identify words that name actions and words that name persons, places, or things with teacher assistance.
	6(B) determine the meaning of compound words using knowledge of the meaning of their individual component words;	Independently determine the meaning of compound words 4 out of 5 times.	Determine the meaning of compound words 3 out of 5 times.	Determine the meaning of compound words with teacher assistance.
	6(C) determine what words mean from how they are used in a sentence, either heard or read;	Clarifies meaning by using context clues such as pictures and prior knowledge	Makes independent attempts to clarify meaning by using context clues such as pictures and prior knowledge	Uses pictures and teacher support to help clarify meaning of a text.
	6(D) identify and sort words into conceptual categories (e.g., opposites, living things); and	Independently identify and sort words into conceptual categories.	Sort words into conceptual categories when given the categories.	Sort words into categories with teacher assistance.
	6(E) alphabetize a series of words to the first or second letter and use a dictionary to find words.	Independently alphabetizes words to the 1 <sup>st</sup> or 2 <sup>nd</sup> letter and uses a dictionary or glossary to find words	Alphabetizes words to the 1 <sup>st</sup> letter 3 out of 5 attempts and uses a dictionary or glossary to find words.	Alphabetizes words with teacher assistance.
<b>Explain and make connections to literary text</b>	THEME AND GNERE 7(A) connect the meaning of a well-known story or fable to personal experiences; and	Meaningfully make connections between the meaning of a well-known story or fable and personal experiences.	Makes basic connections between the meaning of a well-known story or fable and personal experiences.	Makes limited connections between the meaning of a well-known story or fable and personal experiences.
	THEME AND GNERE 7(B) explain the function of recurring phrases in traditional folk- and fairy tales.	Independently explain the function of recurring phrases in traditional folk and fairy tales 4 out of 5 times.	Explain the function of recurring phrases in traditional folk and fairy tales 3 out of 5 times.	Explain the function of recurring phrases in traditional folk and fairy tales with teacher assistance.
	POETRY 8(A) respond to and use rhythm, rhyme, and alliteration in poetry	Independently respond to and use rhythm, rhyme, and alliteration in poetry.	Respond to poetry using 2 out of the 3 elements.	Responds to poetry with teacher assistance.
	FICTION 9(A) describe the plot (problem/solution) and retell a story's beginning, middle, and end with attention to the sequence of events; and	Describes the plot and retells a story's beginning, middle and end with correct sequencing.	Identifies the beginning, middle and end of a student read text with correct sequencing.	Identifies the beginning, middle, and end of a teacher read text with correct sequencing.
	FICTION 9(B) describe characters in a story and the reasons for their actions and feelings.	Describes characters in a story and the reasons for their actions and feelings.	Describes characters in a story and his/her feelings.	Identifies characters in a story.
	LITERARY NONFICTION (10) determine whether a story is true or a fantasy and explain why.	Independently determine whether a story is true or fantasy and explain why.	Determine whether a story is true or fantasy and attempt to explain why.	Determine whether a story is true or fantasy with teacher assistance.

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	SENSORY LANGUAGE 11(A) recognize sensory details in literary text.	Independently recognizes sensory details 4 out of 5 times.	Recognizes sensory details 3 out of 5 times.	Recognizes sensory details with teacher assistance.
<b>Reads independently for sustained periods</b>	12(A) read independently for a sustained period of time.			
<b>Explain and make connections to informational text</b>	CULTURE AND HISTORY 13(A) identify the topic and explain the author's purpose in writing about the text.	Independently identify the topic and explain the author's purpose.	Identify the topic and attempt to explain the author's purpose.	Identify the topic with teacher assistance.
	EXPOSITORY 14(A) restate the main idea, heard or read;	Independently restate the main idea.	Attempts to independently restate the main idea.	Restate the main idea with teacher assistance.
	EXPOSITORY 14(B) identify important facts or details in text, heard or read;	Independently identify important facts or details in text.	Identify facts or details in text.	Identify facts or details in text with teacher assistance.
	EXPOSITORY 14(C) retell the order of events in a text by referring to the words and/or illustrations; and	Independently retells the order of events in a text using support from the text.	Recalls/retells the beginning, middle, or end of story.	Recalls/retells basic concepts of story with teacher assistance.
	EXPOSITORY 14(D) use text features (e.g., title, tables of contents, illustrations) to locate specific information in text.	Independently use a variety of text features to locate specific information in text.	Use at least two different text features to locate information in text.	Use text features to locate information in text with teacher assistance.
	PROCEDURAL 15(A) follow written multi-step directions with picture cues to assist with understanding; and	Independently follow written multi-step directions with picture cues.	Follow 3 out of 5 steps of written directions with picture cues.	Follow written directions with picture cues and teacher assistance.
	PROCEDURAL 15(B) explain the meaning of specific signs and symbols (e.g., map features).	Independently explain the meaning of specific signs and symbols 4 out of 5 times.	Explain the meaning of specific signs and symbols 3 out of 5 times.	Explain the meaning of specific signs and symbols with teacher assistance.
<b>Knows when and how to apply a flexible range of reading strategies</b>	FIG19 (A) establish purposes for reading selected texts based upon desired outcome to enhance comprehension;	Compares different purposes for reading a variety of texts.	States the purpose for reading.	Identifies different purposes for reading.
	FIG19 (B) ask literal questions of text;	Asks questions to enhance meaning; can easily answer questions; beginning awareness of different types of questions	Asks questions relevant to the story; can answer questions	Asks questions about the story; may confuse questions/statements
	Fig19 (C) monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, rereading a portion aloud);	Identifies location and type of difficulty and articulates the need to solve the problem	Identifies difficulties and articulates need to solve problem; does not articulate what the problem is	Has text difficulties, no need to solve the problem
	FIG19 (D) make inferences about text and use textual evidence to support understanding;	Draws conclusions and makes predictions using examples from the text	Draws conclusions and make predictions that are consistent with text or background knowledge	Attempts a prediction or conclusion; inaccurate or unsubstantiated with the text
	FIG19 (E) retell or act out important events in stories in logical order; and	Retells elements of the text in logical sequence; may include some extension to overall theme, message, background knowledge	Identifies some concepts in text as more important to text meaning (i.e., characters, plot, main idea, or setting)	Inaccurate attempts to identify some concepts in text (i.e., characters, plot, main idea, or setting)

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	FIG19 (F) make connections to own experiences, to ideas in other texts, and to the larger community and discuss textual evidence	Uses background knowledge to enhance comprehension and Interpretation. Makes text-to-text and text-to-self connections; uses author schema with familiar text to make predictions	Relates background knowledge/experience to text	Talks about what text reminds them of, but cannot explain or relate clearly to the text
<b>WRITING</b>				
Uses elements of the writing process to compose text	17(A) plan a first draft by generating ideas for writing (e.g., drawing, sharing ideas, listing key ideas);	Detailed evidence shows time spent generating ideas and brainstorming (draw, share ideas, list key ideas).	Some evidence that shows time spent generating ideas and brainstorming.	Little to no time spent generating ideas and brainstorming.
	17(B) develop drafts by sequencing ideas through writing sentences;	Develop drafts by sequencing ideas through writing sentences.	Some evidence shows development of drafts by sequencing ideas through writing sentences.	Little to no evidence shows development drafts by sequencing ideas through writing sentences.
	17(C) revise drafts by adding or deleting a word, phrase, or sentence;	Revise drafts by adding or deleting a word, phrase, or sentence.	Attempts to revise drafts by adding details or sentences.	Attempts to revise drafts by adding details or sentences with teacher assistance.
	17(D) edit drafts for grammar, punctuation, and spelling using a teacher-developed rubric; and	Edits drafts for grammar, punctuation, and spelling using a rubric.	Attempts to edit drafts for grammar, punctuation, and spelling using a rubric.	Little to no time spent editing drafts for grammar, punctuation, and spelling.
	17(E) publish and share writing with others.	Publish and share writing with others.	Attempts to publish and share writing with others.	No effort is made to publish and share writing with others.
Writes literary texts to express feelings and ideas	18(A) write brief stories that include a beginning, middle, and end; and	Independently writes brief stories that include a beginning, middle, and end.	Writes multiple sentences describing an experience with a beginning, middle, and end.	Uses words, phrases or a sentence to describe an experience and with teacher assistance.
	18(B) write short poems that convey sensory details.	Independently write short poems that convey sensory details.	Write short poems that attempt to convey sensory details.	Attempts to write short poems with teacher assistance.
Writes expository texts to communicate ideas	19(A) write brief compositions about topics of interest to the student;	Independently writes brief compositions about topics of interest to the student.	Writes multiple sentences that describe a topic of interest (real object, person, place, or event)	Uses words, phrases or a sentence to describe a topic of interest.
	19(B) write short letters that put ideas in a chronological or logical sequence and use appropriate conventions (e.g., date, salutation, closing);	Independently write short letters with a chronological or logical sequence and appropriate conventions.	Write short letters with a chronological or logical sequence and attempts appropriate conventions.	Write short letters with teacher assistance.
	19(C) write brief comments on literary or informational texts.	Independently write brief comments on literary or informational texts.	Attempts to write brief comments on literary or informational texts.	Write brief comments on literary or informational texts with teacher

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				assistance.
<b>Understands and uses correct functions of grammar when speaking and writing</b> [Conventions]	20(A) understand and use the following parts of speech in the context of reading, writing, and speaking: verbs (past/present/future); nouns (singular/plural/common/proper); adjectives (descriptive); adverbs (time); prepositions; pronouns; time-order transition words;	Correctly uses parts of speech in the context of reading, writing, and speaking.	Identifies parts of speech in the context of reading, writing, and speaking.	Understands parts of speech in the context of reading, writing, and speaking.
	20(B) speak in complete sentences with correct subject-verb agreement; and	Speaks in complete sentences using correct subject-verb agreement.	Speaks in complete sentences but inconsistently uses correct subject-verb agreement.	Speaks in complete sentences.
	20(C) ask questions with appropriate subject-verb inversion.	Ask questions with appropriate subject-verb inversion 4 out of 5 times.	Ask questions with appropriate subject-verb inversion 3 out of 5 times.	Ask questions with appropriate subject-verb inversion with teacher assistance.
<b>Writes legibly and uses appropriate capitalization and punctuation</b> [Handwriting, Capitalization, Punctuation]	21(A) form upper- and lower-case letters legibly in text, using the basic conventions of print (left-to-right and top-to-bottom progression), including spacing between words and sentences;	Prints legibly forming each letter correctly and spaces letter, words, and sentences appropriately.	Prints letters, words, and sentences without attending to proper spacing.	Writes uppercase and lowercase letters independently without attention to proper spacing.
	21(B) recognize and use basic capitalization for: the beginning of sentences; the pronoun "I"; names of people; and	Capitalizes the first word of a sentence, names of people, and the pronoun I.	Capitalizes the first word of a sentence and the names of people.	Uses capitalization randomly in writing.
	21(C) recognize and use punctuation marks at the end of declarative, exclamatory, and interrogative sentences.	Uses knowledge of the basic rules of punctuation when writing (eg. period, exclamation point, question mark).	Identifies the correct usage of punctuation.  Uses periods in writing.	Uses punctuation randomly in writing.
<b>Uses sounds, spelling patterns, and high frequency words to approximate correct spelling</b>	22(A) use phonological knowledge to match sounds to letters to construct known words;	Correctly spells frequently occurring long-vowel words (CVCe) <b>AND</b> 50 high frequency words within daily writing.	Correctly spells one syllable words with consonant blends <b>AND</b> 20 high frequency words within daily writing.	Correctly spells words with short vowel patterns (CVC) <b>AND</b> 10 high frequency words within daily writing.
	22(B) use letter-sound patterns to spell: (CVC) words; (CVCe) words; one-syllable words with consonant blends;	Spells three-and-fourth short-vowel words correctly in writing.	Spells three-and four-letter short-vowel words using correct beginning and ending sounds.	Spells words correctly with teacher assistance
	22(C) spell high-frequency words from a commonly used list;	Spells grade-level-appropriate sight words correctly writing.	Spells two letter short vowel words correctly in writing.	Spells words correctly with teacher assistance.
	22(D) spell base words with inflectional endings; and	Independently spell base words with inflectional endings 4 out of 5 times.	Spell base words with inflectional endings 3 out of 5 times.	Spell base words with inflectional endings with teacher assistance.
	22(E) use resources to find correct spellings.	Independently use resources to find correct spelling.	Attempts to resources to find correct spelling.	Use resources to find correct spelling with teacher assistance.