

1st Grade

Benchmark Assessments



TEACHER'S EDITION

Granite School District
2500 South State
Salt Lake City, Utah 84115

2017 Edition
Utah Core Standards
English Language Arts

1st Grade

Benchmark Assessments

Purpose

The 1st Grade Benchmark Assessments have been designed to assess critical standards of the Utah Core State Standards for English Language Arts (ELA) in correlation with the Granite District Core Curriculum Maps.

The purposes of these assessments are to:

- Provide tasks to observe children’s progress toward developmentally and educationally significant goals.
- Help document the progress of each child.
- Guide in making child-centered educational decisions regarding instruction.
- Assist in providing information for parents, teachers, and administrators.

Not all components of the ELA State Core are included in this benchmark book. It is imperative for teachers to teach the entire ELA core throughout the year, not solely the concepts in this benchmark book. In teaching the ELA core, be aware to assess students daily in whole and small groups and adjust instruction accordingly.

Assessment Timeline

- Assessments are designed for each quarter to align with the end of the quarter. Benchmark “A” is given at the end of quarter one, Benchmark “B” at the end of the second quarter, Benchmark “C” for the third quarter, ending the school year with Benchmark “D.”
- Teachers are expected to follow the Granite District ELA Core Curriculum Maps. This will allow teachers to complete the instruction and assessments within the quarterly periods.

Booklet Components

- ***1st Grade Literacy Benchmark Pacing Guide***- This provides an overview of the scope and sequence of the content included in this booklet. Benchmarks A-D are formative to help guide instruction. Tasks are noted in the pacing guide by quarter given, and task number. (i.e. “3-2” is quarter 3; task number 2)
- ***Components in each Quarter***
 - ***Classroom Summary Sheets***- These forms are used to record the proficiency levels on the assessment for all of the children in a classroom during a quarter using the 5 to 1 rubric. Rubrics are included in the instructions for each task.
 - ***Assessment Questions***-
 - Assessments may be done in various settings. **It is recommended that assessment activities take place during routine classroom instruction whenever possible.**
 - Recommended settings are given for each question. (Whole Group, Small Group, Academic Centers, Individual)
 - After assessing the children, teachers score them with the given rubric and record the score on the Classroom Summary Sheet.
 - ***Blackline Masters***- Blacklines are provided at the end of each quarterly assessment for teachers to make copies as needed. Literacy blacklines are labeled **LA** (student worksheets) and **T-LA** (teacher worksheets) with the corresponding activity number.

Note: In an effort to protect instructional time, please refer to designated settings for each task.

“Assessments are appropriate for ages and other characteristics of the children being assessed. What is assessed is developmentally and educationally significant. Evidence is used to understand and improve learning. Evidence is gathered from realistic settings and situations that reflect children’s actual performance.”

NAEYC “‘Where We Stand’ On Curriculum, Assessment and Program Evaluation” (2009)

1st Grade Quarterly Literacy Benchmark Pacing Guide					
		1st Quarter Wonders SS-U2W2	2nd Quarter Wonders U2W3-U3	3rd Quarter Wonders U4-U5W2	4th Quarter Wonders U5W3-U6
Reading Literature/Reading Informational					
RL.1.1/ RI.1.1	Asks and answers questions about key details in text	1-5	2-4	3-5	4-5
RL.1.3	Describes characters, settings, and major events using key details			3-5	
RL.1.7	Uses illustrations and details in a story to describe its characters, setting, or events	1-5			
RI.1.2	Identifies the main topic and retells key details	1-5	2-4		
RI.1.3	Describes the connection between two individuals, events, ideas, or pieces of information in a text	1-5	2-4		4-5
Reading Foundational Skills					
RF.1.1a	Recognizes the distinguishing features of a sentence	1-1	2-5		
RF.1.3	Knows and applies grade-level phonics and word analysis skills in decoding words	1-2, 1-3	2-1	3-2	4-2
RF.1.3a	Knows the spelling-sound correspondences for common consonant digraphs		2-2		
RF.1.3b	Decodes regularly spelled one-syllable words	1-2	2-3		
RF.1.3c	Knows final –e and common vowel team conventions		2-3, 2-5	3-1	
RF.1.3f	Read words with inflectional endings				4-1
RF.1.3g	Recognizes and reads grade-appropriate irregularly spelled words.	1-3 (25 words)	2-1 (50 words)	3-2 (75 words)	4-2 (100 words)

*Note: Tasks are noted in the pacing guide by quarter given, and task number. (i.e. “3-2” is quarter 3; task number 2)

1st Grade Quarterly Literacy Benchmark Pacing Guide					
		1 st Quarter Wonders SS-U2W2	2 nd Quarter Wonders U2W3-U3	3 rd Quarter Wonders U4-U5W2	4 th Quarter Wonders U5W3-U6
Writing					
W.1.1	Writes an opinion text			3-4	
W.1.2	Writes an informative/explanatory text				4-4
W.1.3	Writes a narrative text		See note 2-6		
W.1.6	Produces and/or publishes using digital tools	Produced at least once during the school year.			
Speaking and Listening					
Use the “Student Collaborative Conversations Rubric K-1” to assess throughout school year. (rubric attached)					
Language					
L.1.1	Demonstrates command of the conventions of standard English grammar and usage when writing or speaking		2-5	3-3, 3-4	4-3, 4-4
L.1.1a	Prints all upper- and lowercase letters	1-4			
L.1.2	Writes using standard English capitalization, punctuation			3-4	
L.1.2a	Capitalizes dates and names of people.			3-3	4-3, 4-4
L.1.2b	Uses end punctuation for sentences		2-5		4-3
L.1.2c	Use commas in dates and to separate single words in a series.				4-3
L.1.2d	Uses conventional spelling for common spelling patterns		2-5	3-3, 3-4	4-3, 4-4
L.1.2e	Uses or spells untaught words phonetically			3-3, 3-4	4-4
L.1.4c	Identifies frequently occurring root words (e.g. look) and their inflectional forms (e.g. looks, looked, looking)			3-3	4-3
L.1.5b	Defines words by category and by one or more key attributes (e.g. a <i>duck</i> is a bird that swims, a <i>tiger</i> is a cat with stripes)			3-5	

Student Collaborative Conversations Rubric K-1

Circle Skills	Mostly	Sometimes	Never
Preparation	<ul style="list-style-type: none"> Comes to discussions ready to participate  <ul style="list-style-type: none"> Observes teacher annotating the text 	<ul style="list-style-type: none"> Comes to discussions ready to participate  <ul style="list-style-type: none"> Observes teacher annotating the text 	<ul style="list-style-type: none"> Comes to discussions ready to participate  <ul style="list-style-type: none"> Observes teacher annotating the text 
Speaking	<ul style="list-style-type: none"> Speaks clearly Uses appropriate voice Makes eye contact with the group 	<ul style="list-style-type: none"> Speaks clearly Uses appropriate voice Makes eye contact with the group 	<ul style="list-style-type: none"> Speaks clearly Uses appropriate voice Makes eye contact with the group
Text-based	<ul style="list-style-type: none"> Asks questions about the story Answers questions about the story 	<ul style="list-style-type: none"> Asks questions about the story Answers questions about the story 	<ul style="list-style-type: none"> Asks questions about the story Answers questions about the story 
Discussion Skills	<ul style="list-style-type: none"> Takes turns Listens closely and thinks about what others say Tells key ideas 	<ul style="list-style-type: none"> Takes turns Listens closely and thinks about what others say Tells key ideas 	<ul style="list-style-type: none"> Takes turns Listens closely and thinks about what others say Tells key ideas 

Rubric to be used as a teaching/reflection tool to teach the Utah ELA Speaking & Listening Standards

Lexile Ranges

Utah State Board of Education (2015)

Grade Band	Old Lexile Ranges	New Aligned Ranges
K-1	N/A	N/A
2-3	450-725	450-790
4-5	645-845	770-980
6-8	860-1010	955-1155
9-10	960-1115	1080-1305
11-12	1070-1220	1215-1355

Granite School District

Acceptable Lexile scores from the following table include the "Proficient" scores for the grade bands designated in the Utah State Core. Scores lower than "Proficient" indicate reading skills are "at-risk."

GRADE	Intensive at Risk	Strategic at Risk	Proficient	Advanced
1	BR	BR-219	220-500	501-1700+
2	BR-219	220-449	450-620	621-1700+
3	BR-249	250-549	550-790	791-1700+
4	BR-449	450-769	770-910	911-1700+
5	BR-549	550-859	860-980	981-1700+
6	BR-749	750-954	955-1040	1041-1700+
7	BR-799	800-999	1000-1090	1091-1700+
8	BR-849	850-1039	1040-1155	1156-1700+
9	BR-899	900-1079	1080-1230	1231-1700+
10	BR-954	955-1109	1110-1305	1306-1700+
11	BR-999	1000-1214	1215-1355	1356-1700+
12	BR-999	1000-1214	1215-1355	1356-1700+

Source: Granite School District, Department of Curriculum and Instruction

For more about Lexiles and grade equivalents visit <http://www.lexile.com/about-lexile/grade-equivalent/>

rev. June 11, 2014

1st Grade
Literacy
Assessment

1st Quarter

Classroom Summary Sheet

1st Grade Literacy Benchmark

1st Quarter

Instructions: Record the proficiency levels in the columns for each child.

<u>Legend</u>					
These skills are ranked on a child's ability to demonstrate them independently.					
5	4	3	2	1	*
Achieving		Developing		Needs Support	N/A

Students	1. Recognizes features of a sentence.	2. Reads single syllable words with blends.	3. Reads sight words.	4. Prints upper- and lowercase letters.	5. Identifies key details.
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
12					
13					
14					
15					
16					
17					
18					
19					
20					
21					
22					
23					
24					
25					
26					
27					
28					
29					
30					

1st Grade Literacy

1st Quarter

Instructions: Use the following assessment tasks during the 1st Quarter. During the assessment, determine the child’s proficiency level and record the results on the Classroom Summary Sheet. Follow the rubric included at the end of each task.

Assessment Tasks

1. **Recognizes features of a sentence.**
1st Quarter

- Standard:** RF.1.1a: Recognizes the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
- Setting:** Whole Group
- Materials:** Blackline LA 1-1
- Instructions:** Give the students Blackline LA1-1, and read instructions to the class. Have them fill out the worksheet responses and grade accordingly.

[Teacher note: To make this test less confusing for students, fold LA 1-2 vertically to lessen text confusion.]

Dialogue: Say to the children, *“Listen carefully to what I say. I am going to read a sentence. Fill in the bubble next to the sentence that is written correctly. Remember, a correctly written sentence has capitalization, punctuation, and correctly spaced words.”* Read the sentences on the worksheet pausing for the children to fill in their answer. Grade accordingly.

- *Number one, The cat is black.*
- *Number two, I see the van.*
- *Number three, I like the cat.*
- *Number four, The fan is red.*
- *Number five, Sam has a cat.*
- *Number six, The hat is big.*
- *Number seven, Look at me.*
- *Number eight, The rat ran.*

Rubric:

Level	Description
5	Correctly identifies correct sentence structure in 7-8 examples
4	Correctly identifies correct sentence structure in 6 examples
3	Correctly identifies correct sentence structure in 5 examples
2	Correctly identifies correct sentence structure in 4 examples
1	Correctly identifies correct sentence structure in 1-3 examples or 0 correct

2. Reads single syllable words with blends.
1st Quarter - 10 words

Standard: RF 1.3: Know and apply grade level phonics and word analysis skills in decoding words.

RF.1.3b: Decodes regularly spelled one-syllable words

Setting: Individual

Materials: Blackline LA 1-2

Instructions: Use Blackline LA 1-2 and have the child read the words. If a child hesitates for 5 seconds, furnish the word and move to the next word. If the child is unable to read 3 consecutive words, ask if they know any on the list. Grade accordingly.

[Teacher note: If the child self-corrects within 5 seconds, the word is counted as correct. If the child recodes the word after sounding it out, it is also counted as a correct answer.]

Rubric:

Level	Description
5	Correctly reads 9-10 CVC words
4	Correctly reads 8 CVC words
3	Correctly reads 7 CVC words
2	Correctly reads 6 CVC words
1	Correctly reads 1-5 CVC words or 0 correct

3. Reads sight words.
1st Quarter - 25 words

Standard: RF 1.3: Know and apply grade level phonics and word analysis skills in decoding words.

RF.1.3g: Recognizes and reads grade-appropriate irregularly spelled words.

Setting: Individual

Materials: Blackline LA 1-3

Instructions: Use Blackline LA 1-3 and have the child read the words. If a child hesitates for 5 seconds, furnish the word and move to the next word. If the child is unable to read 3 consecutive words, ask if they know any on the list. Grade accordingly.

Rubric:

Level	Description
5	Correctly reads 23-25 sight words
4	Correctly read 20-22 sight words
3	Correctly reads 18-19 sight words
2	Correctly reads 15-17 sight words
1	Correctly reads 1-14 sight words or 0 correct

4. Prints all upper-and lowercase letters.
1st Quarter - 52 letters

Standard: L.1.1a: Prints all upper- and lowercase letters.

Setting: Whole Group/Small Group

Materials: Blackline LA 1-4

Instructions: Give students blackline LA 1-4 or newsprint paper. Follow the dialogue below, asking children to write the upper and lower-case letters. One point is given for each correctly written uppercase and one point for each correctly written lowercase letter. Thus, 52 points total for all 26 letters written correctly in each upper and lowercase form. Grade accordingly.

[Teacher note: letter reversals are counted as correct. It is important to follow the dialogue for the children to recognize the letters out of order. They will be writing both the upper and lower-case letters at the same time next to each other on the paper.]

Dialogue: Say to the child, *“Listen and write the letter I say. We are going to write both upper and lowercase letters together. The letters will not be in order, so make sure you are listening so you will know which letters to write.”*

- *Number one, write both upper and lowercase Bb*
- *Number two, write both upper and lowercase Vv*
- *Number three, write both upper and lowercase Aa*
- *Number four, write upper and lowercase Pp*
- *Number five, upper and lowercase Yy*
- *Number six, upper and lowercase Cc*
- *Number seven, upper and lowercase Ss*
- *Number eight, upper and lowercase Hh*
- *Number nine, upper and lowercase Gg*
- *Number ten, upper and lowercase Ff*
- *Number eleven, upper and lowercase Ll*
- *Number twelve, upper and lowercase Tt*
- *Number thirteen, upper and lowercase Xx*
- *Number fourteen, upper and lowercase Dd*
- *Number fifteen, upper and lowercase Mm*
- *Number sixteen, upper and lowercase Oo*
- *Number seventeen, Upper and lowercase Ww*
- *Number eighteen, upper and lowercase Ee*
- *Number nineteen, upper and lowercase Qq*
- *Number twenty, upper and lowercase Nn*
- *Number twenty-one, upper and lowercase Uu*
- *Number twenty-two, upper and lowercase Jj*
- *Number twenty-three, upper and lowercase Zz*
- *Number twenty-four, upper and lowercase Kk*
- *Number twenty-five, upper and lowercase Ii*
- *Number twenty-six, upper and lowercase Rr*

Rubric:

Level	Description
5	Correctly prints 47-52 upper- and lowercase letters, using proper spacing with letters placed correctly on lines of paper
4	Correctly prints 41-46 upper- and lowercase letters, using proper spacing with letters placed correctly on lines of paper
3	Correctly prints 36-40 upper- and lowercase letters, using proper spacing with letters placed correctly on lines of paper
2	Correctly prints 31-36 upper- and lowercase letters, using proper spacing with letters placed correctly on lines of paper
1	Correctly prints 1-30 upper- and lowercase letters, using proper spacing with letters placed correctly on lines of paper or 0 correct

5. Identifies key details
1st Quarter- Informational Text

- Standard:** RI.1.1: Asks and answers questions about key details in a text.
RI.1.2: Identifies the main topic and retells details of a text.
RI.1.3: Describes the connection between two individuals, events, ideas, or pieces of information in a text.
RI 1.7: Use the illustrations and details in a text to describe its key ideas.
- Setting:** Whole group
- Materials:** Blackline LA1-5, pencils for each student
- Instructions:** Distribute Blackline LA1-5 to students. Read the text aloud to the class. Text should be both projected and distributed to the students to read along with you.
- Dialogue:** Say to the children, *“I am going to read a short text and then ask questions. I want you to listen and fill in the bubble next to the correct picture that answers the question.”* Read aloud the selection below, direct students to follow along on the computer screen as you read aloud. Read each question and the answer choices aloud for the students.

Camels

“Camels are animals with long necks and long legs. Camels have humps on their backs. Some camels have one hump. Other camels have two humps. The hump is filled with fat. A newborn camel is called a calf. The calf does not have a hump on its back. The hump will grow when the calf starts eating solid food. A calf might be born with a white coat. The coat will turn brown as it grows. Sometimes a calf has trouble standing up. Its legs may be a little wobbly. Calves stay with their mothers until they are five years old.”

- Question 6.1 (RI.1.1) *Number one, What does the text say a newborn camel is called?*
Read the selections for the students: *1. calf, 2. hump, 3. baby 4. fat*
- Question 6.2 (RI.1.1) *Number two, The text says that a calf is born with a white coat. What color will an adult be?*
Read the selections for the students: *1. green, 2. brown, 3. white, 4. red.*
- Question 6.3 (RI.1.3, RI.1.7) *Number three, Which two pieces of information are found in the text?*
Read the selections for the students: *1. Camels have humps and eyelashes. 2. Camels have long necks and spots. 3. Camels have ears and a tongue. 4. Camels have one or two humps.*
- Question 6.4 (RI.1.2) *Number four, What is the main idea of this text?*
Read the selections for the students: *1. life in the desert, 2. adult camels, 3. humps, 4. what camels eat.*

Rubric:

Level	Description
5	Correctly identifies accurate key details in 4 examples
4	Correctly identifies accurate key details in 3 of 4 examples
3	Correctly identifies accurate key details in 2 of 4 examples
2	Correctly identifies accurate key details in 1 of 4 examples
1	0 correct

Student identifies the proper sentence structure in examples below.

1. the cat is black.
 The cat is black.
 Thecat is black.
2. I see the van.
 i see the van.
 I see the van
3. i like the cat
 I likethe cat
 I like the cat.
4. The fan is red
 Thefan isred
 The fan is red.
5. sam has a cat
 Sam has a cat.
 Sam has a cat?
6. The hat is big.
 The hat is big?
 Thehat isbig.
7. look at me.
 Look at me.
 Look at me
8. The rat ran.
 the rat ran.
 The rat ran?

Student reads single syllable words with blends.

sat

pen

fig

job

hum

clap

sped

grin

drop

plug

Blackline LA 1-3

Student reads high frequency words.

Name: _____

(Q1)

can

has

to

he

do

you

a

like

go

the

is

look

this

we

my

have

see

I

and

said

was

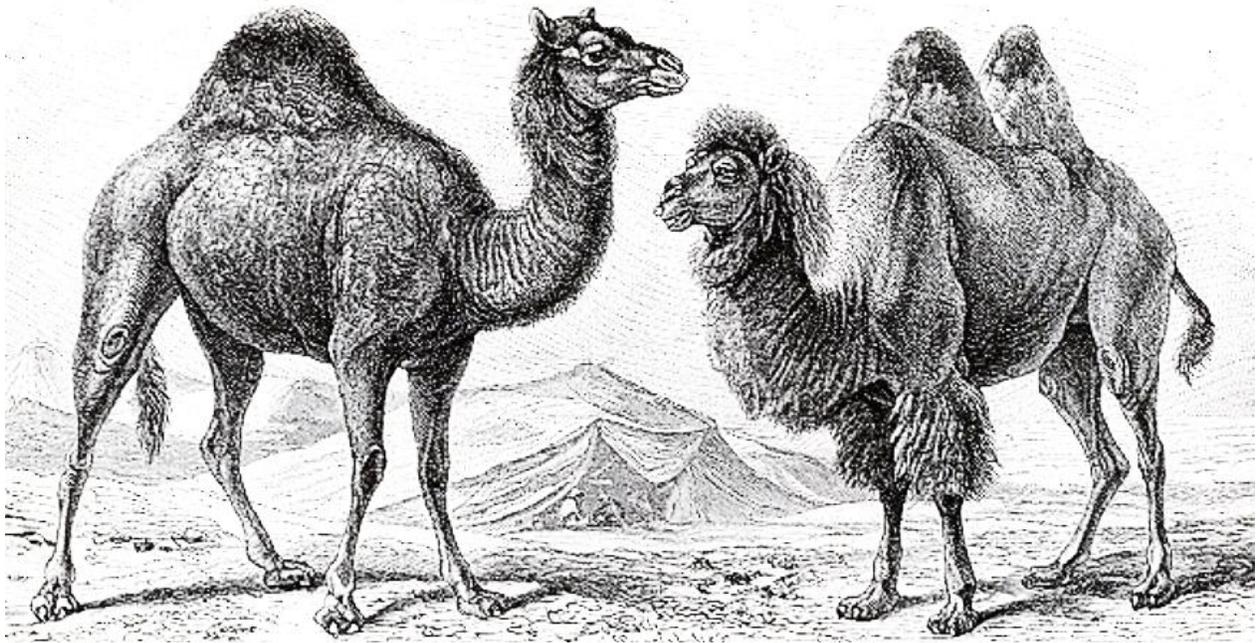
for

with

she

are

- | | | | |
|--------------------|--------------------|--------------------|--------------------|
| 1. _____
_____ | 2. _____
_____ | 3. _____
_____ | 4. _____
_____ |
| 5. _____
_____ | 6. _____
_____ | 7. _____
_____ | 8. _____
_____ |
| 9. _____
_____ | 10. _____
_____ | 11. _____
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_____ |
| 13. _____
_____ | 14. _____
_____ | 15. _____
_____ | 16. _____
_____ |
| 17. _____
_____ | 18. _____
_____ | 19. _____
_____ | 20. _____
_____ |
| 21. _____
_____ | 22. _____
_____ | 23. _____
_____ | 24. _____
_____ |
| 25. _____
_____ | 26. _____
_____ | | |



Camels

Camels are animals with long necks and long legs. Camels have humps on their backs. Some camels have one hump. Other camels have two humps. The hump is filled with fat.

A newborn camel is called a calf. The calf does not have a hump on its back. The hump will grow when the calf starts eating solid food.

A calf might be born with a white coat. The coat will turn brown as it grows. Sometimes a calf has trouble standing up. Its legs may be a little wobbly. Calves stay with their mothers until they are five years old.

1. What does the text say that a newborn camel is called?

- calf
- hump
- baby
- fat

2. The text says that a calf is born with a white coat. What color will an adult be?

- green
- brown
- white
- red

3. Which two pieces of information are found in the text?

- Camels have humps and eyelashes.
- Camels have long necks and spots.
- Camels have ears and a tongue.
- Camels have one or two humps.

4. What is the main idea of this text?

- Life in the desert
- Adult camels
- Humps
- What camels eat

1st Grade
Literacy
Assessment

2nd Quarter

Classroom Summary Sheet

1st Grade Literacy Benchmark

2nd Quarter

Instructions: Record the proficiency levels in the columns for each child.

Legend

These skills are ranked on a child's ability to demonstrate them independently.

5 4 3 2 1 *

Achieving Developing Needs Support N/A

Students	1. Reads sight words.	2. Identifies digraphs.	3. Reads single syllable words with blends and final -e	4. Identifies key details.	5. Recognizes features of a sentence.
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
12					
13					
14					
15					
16					
17					
18					
19					
20					
21					
22					
23					
24					
25					
26					
27					
28					
29					
30					

1st Grade Literacy

2nd Quarter

Instructions: Use the following assessment tasks during the 2nd Quarter. During the assessment, determine the child's proficiency level and record the results on the Classroom Summary Sheet. Follow the rubric included at the end of each task.

Assessment Task

1. Read sight words.
2nd Quarter- 50 words

Standard: RF 1.3: Know and apply grade-level phonics and word analysis skills in decoding words.
RF.1.3g: Recognizes and reads grade-appropriate irregularly spelled words.

Setting: Individual

Materials: Blackline LA 2-1

Instructions: Use Blackline LA 2-1 and have the child read the words. If a child hesitates for 5 seconds, furnish the word and move to the next word. If the child is unable to read 3 consecutive words; ask if they know any on the list. Grade accordingly.

Rubric:

Level	Description
5	Correctly reads 45-50 sight words
4	Correctly reads 40-44 sight words
3	Correctly reads 35-39 sight words
2	Correctly reads 30-34 sight words
1	Correctly reads 1-24 sight words or 0 correct

2. **Identifies digraphs.**
2nd Quarter

Standard: RF.1.3a: Knows the spelling-sound correspondences for common consonant digraphs.

Setting: Whole Group

Materials: Blackline LA 2-2

Instructions: If you would like to quickly review with the children the digraphs “wh, th, tch, ph, ng, ch, and sh” please feel free to take a minute to do so. Give the children Blackline LA 2-2. Follow the dialogue below having the child mark the digraph on their worksheet that begins with the same digraph as the word you read aloud to them. Allow the child time to answer on Blackline LA 2-2. Grade accordingly.

Dialogue: Say to the children, *“Listen to the word I say. Fill in the bubble next to the digraph spelling that matches the digraph sound in the word I say.”*

- *Number one, ‘chair’*
- *Number two, ‘thick’*
- *Number three, ‘long’*
- *Number four, ‘ship’*
- *Number five, ‘white’*
- *Number six, ‘phone’*
- *Number seven, ‘switch’*
- *Number eight, ‘think’*
- *Number nine, ‘sheet’*
- *Number ten, ‘chop’*

Rubric:

Level	Description
5	Correctly identifies 9-10 digraphs
4	Correctly identifies 8 digraphs
3	Correctly identifies 7 digraphs
2	Correctly identifies 6 digraphs
1	Correctly identifies 1-5 digraphs or 0 correct

3. Reads single syllable words with blends and final –e.
2nd Quarter

Standard: RF 1.3: Know and apply grade level phonics and word analysis skills in decoding words.

RF.1.3b: Decodes regularly spelled one-syllable words

RF 1.3c: Know final –e and common vowel team conventions for representing long vowel sounds.

Setting: Individual

Materials: Blackline LA 2-3

Instructions: Use Blackline LA 2-3 and have the child read the words. If a child hesitates for 5 seconds, furnish the word and move to the next word. If the child is unable to read 3 consecutive words, ask if they know any on the list. Grade accordingly.

[Teacher note: If the child self-corrects within 5 seconds, the word is counted as correct. If the child recodes the word after sounding it out, it is also counted as a correct answer.]

Rubric:

Level	Description
5	Correctly reads 9-10 single syllable words with blends
4	Correctly reads 8 single syllable words with blends
3	Correctly reads 7 single syllable words with blends
2	Correctly reads 6 single syllable words with blends
1	Correctly reads 1-5 single syllable words with blends or 0 correct

4. Identifies key details.
2nd Quarter - Informational Text

Standard: RI.1.1: Asks and answers questions about key details in a text.
RI.1.2: Identifies the main topic and retell details of a text.
RI.1.3: Describes the connection between two individuals, events, ideas, or pieces of information in a text.

Setting: Whole group

Materials: Blackline LA2-4, pencils for each student

Instructions: Distribute Blackline LA2-4 to students. Chorally read the text aloud to the class. Text should be both projected and distributed to the students to read along with you.

Dialogue: Say to the children, *“We are going to read a short text and then answer questions. After we read together, I want you to listen and fill in the bubble next to the correct picture that answers the question.”*

Read aloud the selection below. Direct students chorally or echo read with you and follow along. Read each question and the answer choices aloud for the students.

OWLS

“An owl is a kind of bird. It hunts for other animals to eat. It likes to hunt at night. Some parts of an owl’s body help it hunt. An owl has big eyes. It can see well in the dark. An owl’s wings have soft feathers. They let an owl fly quietly. An owl can turn its head almost all the way around. That help it find animals. An owl has sharp claws. They help the owl catch small animals. An owl has a strong beak. The beak helps it carry its food.”

- Question 4.1 *Number two, the text describes how an owl hunts for food. When do owls hunt for food?*
Read the selections for the students: *1. during the day, 2. during the day and night, 3. at night.*
- Question 4.2 *Number three, using the text, which pictures show body parts that help an owl hunt?*
Read the selections for the students: *1. wings and claws, 2. wings and its nest, 3. claws and ears.*
- Question 4.4 *Number four, fill in the blank with the word that makes the sentence true. An owl is a bird that _____.*
Read the selections for the students: *1. swims, 2. hunts, 3. plays, 4. talks.*
- Question 4.4 *Number five, What is the main idea of this text?*
Read the selections for the students: *1. what owls eat, 2. all about owls, 3. owls lay eggs.*

Rubric:

Level	Description
5	Correctly identifies accurate key details in 4 examples
4	Correctly identifies accurate key details in 3 of 4 examples
3	Correctly identifies accurate key details in 2 of 4 examples
2	Correctly identifies accurate key details in 1 of 4 examples
1	0 correct

5. **Recognizes common spelling patterns and features of a sentence.**

2nd Quarter

Standard: RF.1.1a: Recognizes the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
RF.1.3c: Know final –e and common vowel team conventions for representing long vowels.
L.1.1: Demonstrates command of the convention of Standard English grammar and usage when writing or speaking.
L.1.2b: Uses end punctuation for sentences.
L.1.2d: Uses conventional spelling for words with common spelling patterns and for frequently occurring irregular words.

Setting: Whole Group

Materials: Blackline LA 2-5

Instructions: Give the students Blackline LA 2-5, and read instructions to the class. Have them fill out the worksheet responses. Allow time for children to write the sentences on their paper.

[Teacher note: Students are graded on the 1st grade standard RF.1.1a (above), and should have already mastered placement of letters on lines of paper in the Kindergarten ELA core. If a child does not place letters correctly on lines of paper, use your professional judgment while using rubric below to grade accordingly.]

Dialogue: Say to the children, *“Listen to me read the sentence. Then we will say the sentence together as a class. You will write the sentence on your paper when I say ‘go.’*

- *Number one, ‘Did you see a man at the park?’* Have the class repeat the sentence. Say *“go”* and have the students write their responses on the Blackline. After a 1-2 minute writing time, repeat the sentence again for clarification or any other time the students need support with hearing the sentence while they write. Use appropriate phrasing while repeating sentence to avoid chopping up the sentence in to single word dictation. Repeat same procedure with the following sentences.
- *Number two, ‘The big black dog is on a rock.’*
- *Number three, ‘They will go with us to the shop.’*
- *Number four, ‘Look at the two girls jump and run!’*

Rubric:

Level	Description
5	Writes sentences scoring an average of 90% or higher
4	Writes sentences scoring an average of 80% or higher
3	Writes sentences scoring an average of 70% or higher
2	Writes sentences scoring an average of 51% or higher
1	Writes sentences scoring an average of 50% or lower or 0 correct

Grading Instructions: Sentences are graded a 100 points per sentence. Students are graded 40 points for spelling, 20 points for capitalization/punctuation, and 40 points for overall readability. Students are graded on the average of all 4 sentences.

Spelling: Words are spelled correctly. Reversals are counted as incorrect in this task. During the genre “writing” section of the assessment (LA 3-4 & 4-4) students are allowed “invented” spellings.

Capitalization/Punctuation: Students are expected to begin the sentence with an uppercase letter, and supply an accurate ending punctuation mark.. In quarters 3 & 4, names should be capitalized and students will be scored on using commas in a series.

Overall Readability (O.R.): Sentences should include proper spacing between words. Letters and words should be placed within the lines. Students should demonstrate an understanding upper and lowercase placement. (for example: “cat” is correct, variations such as “CAT” or “cAt” are incorrect.) Letters and words are formed correctly.

Add up total points for each sentence and divide by 4 to calculate the average score. Use rubric, grade accordingly. SEE GRADING EXAMPLE

Blackline LA 2-6

Name: _____

Student writes sentences as read aloud by teacher.

1. Did you see the man
at the park?

Spelling	Cap/Pn	O.R.
40	20	40

2. did you see the man
At the park?

Spelling	Cap/Pn	O.R.
30	10	20

3. Did you SEE the
MAN AT the Park.

Spelling	Cap/Pn	O.R.
30	5	30

4. Do you see the man at
the park?

Spelling	Cap/Pn	O.R.
30	10	35

Level	Description
5	Writes sentences scoring an average of 90% or higher
4	Writes sentences scoring an average of 80% or higher
3	Writes sentences scoring an average of 70% or higher
2	Writes sentences scoring an average of 60% or higher
1	Writes sentences scoring an average of 50% or lower or 0 correct

Totals:

Spelling	Cap/Pn	O.R.
130	45	125

 = 300

Average: $300 \div 4 = 75\%$

6. Narrative Writing Sample- Optional Assessment

A specific writing genre is not assessed in 2nd quarter. It is suggested that **narrative writing** be the focus of instruction. You can use the USBE provided rubric below to assess a CFA, team focus or use in your planning of writing instruction.

Narrative Writing Rubric 1 st Grade		
Score	Statement of Purpose / Focus and Organization (4-point rubric)	Conventions/Editing (2-point rubric begins at score point 2)
4	<p>The response is fully sustained and consistently and purposefully focused:</p> <ul style="list-style-type: none"> • Recounts well-elaborated event or short sequence of events • Provides descriptive details regarding what happened such as actions, thoughts, and feelings • Uses temporal words to signal event order • Provides some sense of closure 	
3	<p>The response is adequately sustained and generally focused:</p> <ul style="list-style-type: none"> • Recounts two or more appropriately sequenced events • Provides some details regarding what happened • Uses temporal words to signal event order • Provides some sense of closure 	
2	<p>The response is somewhat sustained and may have a minor drift in focus:</p> <ul style="list-style-type: none"> • Unclear or poorly sequenced events • Unclear or irrelevant details of what happened • Inconsistent use of temporal words • Unclear closure 	<p>The response demonstrates an adequate command of conventions:</p> <ul style="list-style-type: none"> • Capitalizes the first word in a sentence, dates, names of people, and the pronoun <i>I</i> • Uses end punctuation • Uses commas in dates and to separate single words in a series • Uses conventional spelling for words with common spelling patterns and for frequently occurring irregular words • Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions • Some errors in usage and sentence formation are present, but no systematic pattern of errors is displayed
1	<p>The response may be related to the prompt, but may provide little or no focus:</p> <ul style="list-style-type: none"> • Unclear or poorly sequenced events • No details of what happened • No use of temporal words • No sense of closure 	<p>The response demonstrates partial command of conventions:</p> <ul style="list-style-type: none"> • Errors in usage may obscure meaning • Inconsistent use of punctuation, capitalization, and spelling
NS	<p>Insufficient, illegible, foreign language, incoherent, off topic, or off-purpose writing</p>	<p>The response demonstrates a lack of command of conventions.</p>

Blackline LA 2-1

Name: _____

Student reads high frequency words in two minutes.

(Q1)

(Q2)

can

what

has

not

to

at

he

an

do

up

you

down

a

in

like

it

go

will

the

sit

is

if

look

him

this

be

we

come

my

out

have

they

see

make

I

two

and

there

said

use

was

get

for

them

with

could

she

one

are

but

Blackline LA 2-2

Name: _____

Student fills in the bubble next to the digraph spelling that matches the digraph sound in the word the teacher says.

- 1. ch
- th
- sh

- 6. sh
- tch
- ph

- 2. ph
- wh
- th

- 7. th
- ng
- tch

- 3. tch
- ng
- wh

- 8. ph
- th
- sh

- 4. ch
- sh
- ng

- 9. wh
- ch
- sh

- 5. wh
- sh
- ch

- 10. ch
- tch
- sh

Student reads single syllable word with blends.

nest

pond

shut

bath

whip

cash

thin

junk

take

dime

Owls

"An owl is a kind of bird. It hunts for other animals to eat. It likes to hunt at night. Some parts of an owl's body help it hunt. An owl has big eyes. It can see well in the dark. An owl's wings have soft feathers. They let an owl fly quietly. An owl can turn its head almost all the way around. That helps it find animals. An owl has sharp claws. They help the owl catch small animals. An owl has a strong beak. The beak helps it carry its food."

1. The text describes how an owl hunts for food.

When do owls hunt for food?



during the day



day and night



at night

2. Using the text, which pictures show body parts that help an owl hunt?



wings and claws
ears



wings and nest



claws and

3. Fill in the blank with the word that makes the sentence true.

An owl is a bird that _____.

- swims
- hunts
- plays
- talks

4. What is the main idea of this text?

- what owls eat
- all about owls
- owls lay eggs

Blackline LA 2-5

Name: _____

Student writes sentences as read aloud by teacher.

1.

Spelling	Cap/Pn	O.R.

2.

Spelling	Cap/Pn	O.R.

3.

Spelling	Cap/Pn	O.R.

4.

Spelling	Cap/Pn	O.R.

Level	Description
5	Writes sentences scoring an average of 90% or higher
4	Writes sentences scoring an average of 80% or higher
3	Writes sentences scoring an average of 70% or higher
2	Writes sentences scoring an average of 51% or higher
1	Writes sentences scoring an average of 50% or lower or 0 correct

Totals:

Spelling	Cap/Pn	O.R.

Average

1st Grade
Literacy
Assessment

3rd Quarter

Classroom Summary Sheet

1st Grade Literacy
3rd Quarter

Legend

These skills are ranked on a child's ability to demonstrate them independently.

5 4 3 2 1 *

Achieving Developing Needs Support N/A

Instructions: Record the proficiency levels in the columns for each child.

Students	1. Identifies long vowel combinations.	2. Reads sight words.	3. Recognizes spelling patterns/features of a sentence.	4. Opinion writing piece.	5. Identifies key details.
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
12					
13					
14					
15					
16					
17					
18					
19					
20					
21					
22					
23					
24					
25					
26					
27					
28					
29					
30					

1st Grade Literacy

3rd Quarter

Instructions: Use the following assessment tasks during the 3rd Quarter. During the assessment, determine the child’s proficiency level and record the results on the Classroom Summary Sheet. Follow the rubric included at the end of each task.

Assessment Tasks

1. Identifies long vowel combinations.
3rd Quarter

Standard: RF.1.3c: Knows final –e and common vowel team conventions for representing long vowel sounds.

Setting: Whole group

Materials: Blackline LA 3-1

Instructions: Give the children Blackline LA 3-1. Follow dialogue below, allow time for responses. Grade accordingly.

Dialogue: Say to the children, *“Look at the pictures, listen to the word I read, and mark the word with the correct spelling.”*

- *Number one, ‘bee’*
- *Number two, ‘goat’*
- *Number three, ‘huge’*
- *Number four, ‘day’*
- *Number five, ‘kite’*
- *Number six, ‘bone’*
- *Number seven, ‘leaf’*
- *Number eight, ‘rain’*
- *Number nine, ‘pie’*

Rubric:

Level	Description
5	Correctly identifies 8-9 long vowel combinations
4	Correctly identifies 7 long vowel combinations
3	Correctly identifies 6 long vowel combinations
2	Correctly identifies 5 long vowel combinations
1	Correctly identifies 1-4 long vowel combinations or 0 correct

2. Reads sight words.
3rd Quarter- 75 words

Standard: RF 1.3: Know and apply grade-level phonics and word analysis skills in decoding words.

RF.1.3g: Recognizes and reads grade-appropriate irregularly spelled words.

Setting: Individual

Materials: Blackline LA 3-2

Instructions: Use Blackline LA 3-2 and have the child read the words. If a child hesitates for 5 seconds, furnish the word and move to next word. If child is unable to read 3 consecutive words; ask if they know any on the list. Grade accordingly.

Rubric:

Level	Description
5	Correctly reads 66-75 sight words
4	Correctly reads 53-65 sight words
3	Correctly reads 46-52 sight words
2	Correctly reads 38-45 sight words
1	Correctly reads 1-37 sight words or 0 correct

3. Recognizes spelling patterns/features of a sentence.
3rd Quarter

Standard: L.1.1: Demonstrates command of the conventions of standard English grammar and usage when writing or speaking.
 L.1.2a: Capitalizes dates and names of people. L.1.2b: Uses end punctuation for sentences.
 L.1.2d: Uses conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
 L.1.2e: Spells untaught words phonetically, drawing on phonemic awareness and spelling conventions.
 L.1.4c: Identifies frequently occurring root words (e.g. look) and their inflectional forms (e.g. looks, looked, looking).

Setting: Whole Group

Materials: Blackline LA 3-3

Instructions: Give the students Blackline LA 3-3, and read instructions to the class. Have them fill out the worksheet responses. Allow time for children to write the sentences on their paper.

[Teacher note: Students are graded on the 1st grade standard RF.1.1a (above), and should have already mastered placement of letters on lines of paper in the Kindergarten ELA core. If a child does not place letters correctly on lines of paper, use your professional judgment while using rubric below to grade accordingly.]

Dialogue: Say to the children, *“Listen to me read the sentence. Then we will say the sentence together as a class. You will write the sentence on your paper when I say ‘go.’*

- *Number one, ‘Jim looks at the bike by the lake.’* Have the class repeat the sentence. Say “go” and have the students write their responses on the Blackline. After a 1-2 minute writing time, repeat the sentence again for clarification or any other time the students need support with hearing the sentence while they write. Use appropriate phrasing while repeating sentence to avoid chopping up the sentence in to single word dictation. Repeat same procedure with the following sentences.
- *Number two, ‘Sam is looking for cake on the plate.’*
- *Number three, ‘Dad looked at the tree in the yard.’*
- *Number four, ‘Did you see Chad and his dog playing?’*

Rubric:

Level	Description
5	Writes sentences scoring an average of 90% or higher
4	Writes sentences scoring an average of 80% or higher
3	Writes sentences scoring an average of 70% or higher
2	Writes sentences scoring an average of 60% or higher
1	Writes sentences scoring an average of 59% or lower or 0 correct

Grading Instructions: Sentences are graded a 100 points per sentence. Students are graded 40 points for spelling, 20 points for capitalization/punctuation, and 40 points for overall readability. Students are graded on the average of all 4 sentences.

Spelling: Words are spelled correctly. Reversals are counted as incorrect in this task. During the genre “writing” section of the assessment (LA 3-4 & 4-4) students are allowed “invented” spellings.

Capitalization/Punctuation: Students are expected to begin the sentence with an uppercase letter, and supply an accurate ending punctuation mark.. In quarters 3 &4, names should be capitalized and students will be scored on using commas in a series.

Overall Readability (O.R.): Sentences should include proper spacing between words. Letters and words should be placed within the lines. Students should demonstrate an understanding upper and lowercase placement. (for example: “cat” is correct, variations such as “CAT” or “cAt” are incorrect.) Letters and words are formed correctly.

Add up total points for each sentence and divide by 4 to calculate the average score. Use rubric, grade accordingly. SEE GRADING EXAMPLE

Blackline LA 2-6

Name: _____

Student writes sentences as read aloud by teacher.

1. Did you see the man
at the park?

Spelling	Cap/Pn	O.R.
40	20	40

2. did you see the man
At the qak?

Spelling	Cap/Pn	O.R.
30	10	20

3. Did you SEE the
MAN AT the Pirk.

Spelling	Cap/Pn	O.R.
30	5	30

4. Do you see the man at
the qark?

Spelling	Cap/Pn	O.R.
30	10	35

Level	Description
5	Writes sentences scoring an average of 90% or higher
4	Writes sentences scoring an average of 80% or higher
3	Writes sentences scoring an average of 70% or higher
2	Writes sentences scoring an average of 60% or higher
1	Writes sentences scoring an average of 59% or lower or 0 correct

Totals:

Spelling	Cap/Pn	O.R.
130	45	125

 = 300

Average: $300 \div 4 = 75\%$

4. **Writing Sample.**
3rd Quarter - Opinion

- Standard:** W.1.1: Writes opinion pieces in which they introduce the topic or name the book they are writing about, states an opinion, supplies a reason for the opinion, and provides some sense of closure.
L.1.1: Demonstrates command of the conventions of standard English grammar and usage when writing or speaking.
L.1.2: Demonstrates command of the conventions of standard English capitalization, punctuation, and spelling when writing.
L.1.2d: Uses conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
L.1.2e: Spells untaught words phonetically, drawing on phonemic awareness and spelling conventions.
“Recess” (Lexile 240- word count 39)
- Setting:** Whole group/Individual
- Materials:** Blackline LA 3-4 or piece of paper, pencil for each student
- Instructions:** Conduct the class discussion as outlined below. Give each child Blackline LA 3-4 and have them write an opinion writing piece. Grade writing pieces using the USBE rubric with a possibility of 6 points total.
- Dialogue:** Say to the children, *“Every day we have recess. There are many things you can do at recess. You can play with friends. You can play a game. You can play on the playground. What is your favorite thing to do at recess?”* Allow the students to respond in a class discussion or vote by a show of hands. *“Now think about why you like inside or outside recess.”* Allow the students to respond in a class discussion. *“Today I would like you to write your opinion of the best thing to do at recess. We are writing an opinion story, which means I want to know which is your favorite recess activity and WHY.”*
Give each student Blackline LA 3-4, have them write an opinion piece.

Opinion Writing Rubric 1 st Grade		
Score	Statement of Purpose / Focus and Organization (4-point rubric)	Conventions/Editing (2-point rubric begins at score point 2)
4	<p>The response is fully sustained and consistently and purposefully focused:</p> <ul style="list-style-type: none"> • Introduce the topic/name the book they are writing about • State an opinion • Supply reasons • Provides closing statement or section 	
3	<p>The response is adequately sustained and generally focused:</p> <ul style="list-style-type: none"> • Introduce the topic/name the book they are writing about • State an opinion • Supply a reason • Provide some sense of closure 	
2	<p>The response is somewhat sustained and may have a minor drift in focus:</p> <ul style="list-style-type: none"> • Unclear or unfocused topic or opinion • Unclear or irrelevant reason • Unclear closure 	<p>The response demonstrates an adequate command of conventions:</p> <ul style="list-style-type: none"> • Capitalizes the first word in a sentence, dates, names of people, and the pronoun <i>I</i> • Uses end punctuation • Uses commas in dates and to separate single words in a series • Uses conventional spelling for words with common spelling patterns and for frequently occurring irregular words • Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions • Some errors in usage and sentence formation are present, but no systematic pattern of errors is displayed
1	<p>The response may be related to the topic but may provide little or no focus:</p> <ul style="list-style-type: none"> • Unclear or unfocused topic or opinion • No reason • No sense of closure 	<p>The response demonstrates partial command of conventions:</p> <ul style="list-style-type: none"> • Errors in usage may obscure meaning • Inconsistent use of punctuation, capitalization, and spelling
NS	<p>Insufficient, illegible, foreign language, incoherent, off topic, or off-purpose writing</p>	<p>The response demonstrates a lack of command of conventions.</p>

5. Identifies key details.
3rd Quarter

- Standard:** RL.1.1: Asks and answers questions about key details in a text.
RL.1.3: Describe characters, settings, and major events in a story using key details.
“Mice are Nice” (Lexile 230- word count 133)
- Setting:** Computer lab; Whole group (with Chromebooks)
- Materials:** Copy of Blackline LA3-5 for each student, Computer
- Instructions:** Give each student a copy of Blackline LA3-5 and give them time to read the passage independently **do not read passage aloud for students.** When students finish reading, instruct them to use the “text to speech” feature on school city to listen and respond to the questions.
- Teacher note:** Use your professional judgement and time allotment for students to read independently.
- Dialogue:** Say to the children, *“You are going to have time to read a fictional text. When you finish, you will have the computer read questions to you. Listen carefully to the questions and fill in the bubble next to the correct picture that answers the question.”*

Mice are Nice

Nate and Eve are mice. The two mice lived together. They had a happy life. One day they were by the fence. The cat went by the mice. “Mice are nice to eat,” said the cat.

The cat chased the mice. The cat wanted to bite the mice. The mice slid under the gate. The mice looked for a safe place. The mice can hide in a hole.

They were not happy. They could not come out to eat. They could not play with pals. The mice made a plan. The mice made lunch for the cat. The lunch had rice, fudge, and cake. The mice came out of the hole. They gave the cat lunch. The mice ate, too. The cat and mice are pals. They played a game.

- **Question 1:**
The cat wanted to_____.
a. help the mice
b. bite the mice
c. eat lunch
- **Question 2:**
The mice did NOT want to_____.
a. have the cat bite them
b. be happy
c. play with pals
- **Question 3**
Why did the mice make a cake?
a. to take in to their hole
b. the cat asked them to do it
c. to give to the cat for lunch
- **Question 4:**
Why did the mice give the cat lunch?
a. they wanted to eat him
b. they wanted him to make lunch
c. they wanted him to eat lunch and not bite them
- **Question 5:**
How did the mice become friends with the cat?
a. he ate the mice
b. the lunch was bad
c. the mice made food for the cat

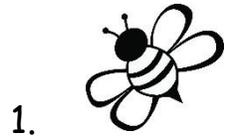
Rubric:

Level	Description
5	Correctly identifies accurate key details in 5 examples
4	Correctly identifies accurate key details in 4 examples
3	Correctly identifies accurate key details in 3 examples
2	Correctly identifies accurate key details in 2 examples
1	Correctly identifies key details in 1 example, or 0 correct

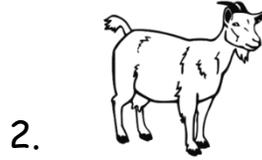
Blackline LA 3-1

Name: _____

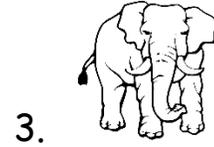
Students mark answer of the word with the correct long vowel spelling as spoken example.



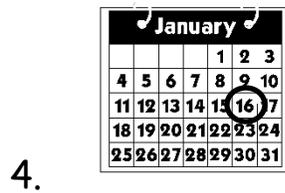
- bay
- bite
- bee



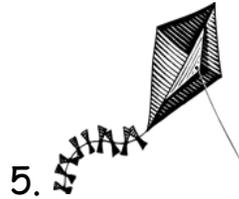
- got
- gone
- goat



- hug
- huge
- hut



- day
- dad
- dae



- kit
- kite
- can



- boo
- boat
- bone



- leaf
- lafe
- lief



- ran
- ray
- rain



- pan
- pie
- plate

Blackline LA 3-2

Name: _____

Student reads high frequency words in two minutes.

(Q1)	(Q2)	(Q3)
can	what	no
has	not	who
to	at	her
he	an	all
do	up	day
you	down	that
a	in	them
like	it	long
go	will	than
the	sit	by
is	if	many
look	him	when
this	be	which
we	come	some
my	out	way
have	they	made
see	make	now
I	two	water
and	there	time
said	use	of
was	get	from
for	them	so
with	could	how
she	one	people
are	but	these

Blackline LA 3-3

Name: _____

Student writes sentences as read aloud by teacher.

1.

Spelling	Cap/Pn	O.R.

2.

Spelling	Cap/Pn	O.R.

3.

Spelling	Cap/Pn	O.R.

4.

Spelling	Cap/Pn	O.R.

Level	Description
5	Writes sentences scoring an average of 90% or higher
4	Writes sentences scoring an average of 80% or higher
3	Writes sentences scoring an average of 70% or higher
2	Writes sentences scoring an average of 51% or higher
1	Writes sentences scoring an average of 50% or lower or 0 correct

Totals:

Spelling	Cap/Pn	O.R.

Average:

Mice are Nice

Nate and Eve are mice. The two mice lived together. They had a happy life. One day they were by the fence. The cat went by the mice.

"Mice are nice to eat," said the cat.

The cat chased the mice. The cat wanted to bite the mice. The mice slid under the gate. The mice looked for a safe place. The mice can hide in a hole.

They were not happy. They could not come out to eat. They could not play with pals. The mice made a plan. The mice made lunch for the cat. The lunch had tice, fudge, and cake. The mice came out of the hole. They gave the cat lunch. The mice ate, too. The cat and mice are pals. They played a game.

1. The cat wanted to _____.

- help the mice
- bite the mice
- eat lunch

2. The mice did NOT want to _____.

- have the cat bite them
- be happy
- play with pals

3. Why did the mice make a cake?

- To take into their hole.
- The cat asked them to do it.
- To give to the cat for lunch.

4. Why did the mice give the cat lunch?

- They wanted to eat him.
- They wanted him to make lunch.
- They wanted him to eat lunch and not bite them.

5. How did the mice become friends with the cat?

- He ate the mice.
- The lunch was bad.
- The mice made food for the cat.

1st Grade
Literacy
Assessment

4th Quarter

Classroom Summary Sheet

1st Grade Literacy

4th Quarter

Legend

These skills are ranked on a child's ability to demonstrate them independently.

5 4 3 2 1 *

Achieving Developing Needs Support N/A

Instructions: Record the proficiency levels in the columns for each child.

Students	1. Reads inflectional endings.	2. Reads sight words.	3. Recognizes spelling patterns /features of a sentence	4. Informative writing piece.	5. Identifies key details
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
12					
13					
14					
15					
16					
17					
18					
19					
20					
21					
22					
23					
24					
25					
26					
27					
28					
29					
30					

1st Grade Literacy

4th Quarter

Instructions: Use the following assessment tasks during the 4th Quarter. During the assessment, determine the child's proficiency level and record the results on the Classroom Summary Sheet. Follow the rubric included at the end of each task.

Assessment Tasks

1. **Reads words with inflectional endings.**
4th Quarter

Standard: RF.1.3f: Read words with inflectional endings.

Setting: Individual

Materials: Blackline LA 4-1

Instructions: Give the children Blackline 4-1. Use Blackline LA 4-1 and have the child read as many words as they can. If a child hesitates for 3 seconds, furnish the word and move to the next word. If the child is unable to read 3 consecutive words, ask if they know any on the list. Grade accordingly.

Rubric:

Level	Description
5	Correctly reads 8 words with inflectional endings
4	Correctly reads 7 words with inflectional endings
3	Correctly reads 6 words with inflectional endings
2	Correctly reads 5 words with inflectional endings
1	Correctly reads 0-4 words with inflectional endings

2. Reads sight words.
4th Quarter - 100 words

Standard: RF 1.3: Know and apply grade-level phonics and word analysis skills in decoding words.

RF.1.3g: Recognizes and reads grade-appropriate irregularly spelled words.

Setting: Individual

Materials: Blackline LA 4-2

Instructions: Use Blackline LA 4-2 and have the child read the words. If a child hesitates for 5 seconds, furnish the word and move to next word. If child is unable to read 3 consecutive words; ask if they know any on the list. Grade accordingly.

Rubric:

Level	Description
5	Correctly reads 90-100 sight words
4	Correctly read 80-89 sight words
3	Correctly reads 70-79 sight words
2	Correctly reads 51-69 sight words
1	Correctly reads 1-50 sight words or 0 correct

3. **Recognizes spelling patterns/features of a sentence.**

4th Quarter

Standard: L.1.1: Demonstrates command of the conventions of standard English grammar and usage when writing or speaking.
L.1.2a: Capitalizes dates and names of people.
L.1.2b: Uses end punctuation for sentences.
L.1.2c: Uses commas in dates and to separate single words in a series.
L.1.2d: Uses conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
L.1.4c: Identifies frequently occurring root words (e.g. look) and their inflectional forms (e.g. looks, looked, looking).

Setting: Whole Group

Materials: Blackline LA 4-3

Instructions: Give the students Blackline LA 4-3, and read instructions to the class. Have them fill out the worksheet responses. Allow time for children to write the sentences on their paper. Grade accordingly.

[Teacher note: Students are graded on the 1st grade standard RF.1.1a (above), and should have already mastered placement of letters on lines of paper in the Kindergarten ELA core. If a child does not place letters correctly on lines of paper, use your professional judgment while using rubric below to grade accordingly.]

Dialogue: Say to the children, *“Listen to me read the sentence. Then we will say the sentence together as a class. You will write the sentence on your paper when I say ‘go.’*

- *Number one, ‘What did you do when it started raining?’* Have the class repeat the sentence. Say **“go”** and have the students write their responses on the Blackline. After a 1-2 minute writing time, repeat the sentence again for clarification or any other time the students need support with hearing the sentence while they write. Use appropriate phrasing while repeating sentence to avoid chopping up the sentence in to single word dictation. Repeat same procedure with the following sentences.
- *Number two, ‘Do not play ball by the fire pit!’*
- *Number three, ‘The big flag is red, white, and blue.’*
- *Number four, ‘The little plants in the garden are growing.’*

Level	Description
5	Writes sentences scoring an average of 90% or higher
4	Writes sentences scoring an average of 80% or higher
3	Writes sentences scoring an average of 70% or higher
2	Writes sentences scoring an average of 60% or higher
1	Writes sentences scoring an average of 59% or lower or 0 correct

Grading Instructions: Sentences are graded a 100 points per sentence. Students are graded 40 points for spelling, 20 points for capitalization/punctuation, and 40 points for overall readability. Students are graded on the average of all 4 sentences.

Spelling: Words are spelled correctly. Reversals are counted as incorrect in this task. During the genre “writing” section of the assessment (LA 3-4 & 4-4) students are allowed “invented” spellings.

Capitalization/Punctuation: Students are expected to begin the sentence with an uppercase letter, and supply an accurate ending punctuation mark.. In quarters 3 &4, names should be capitalized and students will be scored on using commas in a series.

Overall Readability (O.R.): Sentences should include proper spacing between words. Letters and words should be placed within the lines. Students should demonstrate an understanding upper and lowercase placement. (for example: “cat” is correct, variations such as “CAT” or “cAt” are incorrect.) Letters and words are formed correctly.

Add up total points for each sentence and divide by 4 to calculate the average score. Use rubric, grade accordingly. SEE GRADING EXAMPLE

Blackline LA 2-6
Student writes sentences as read aloud by teacher.

Name: _____

1. Did you see the man
at the park?

Spelling	Cap/Pn	O.R.
40	20	40

2. did you see the man
At the qak?

Spelling	Cap/Pn	O.R.
30	10	20

3. DIB you SEE the
MAN AT the PIRK.

Spelling	Cap/Pn	O.R.
30	5	30

4. Do you see the man at
the qark?

Spelling	Cap/Pn	O.R.
30	10	35

Level	Description
5	Writes sentences scoring an average of 90% or higher
4	Writes sentences scoring an average of 80% or higher
3	Writes sentences scoring an average of 70% or higher
2	Writes sentences scoring an average of 60% or higher
1	Writes sentences scoring an average of 50% or lower or 0 correct

Totals:

Spelling	Cap/Pn	O.R.
130	45	125

 = 300

Average: $300 \div 4 = 75\%$

4. Writing Sample.

4th Quarter- Informative/Explanatory

Standard: W.1.2: Writes informative/explanatory texts in which they name a topic supply some facts about the topic, and provide a sense of closure.

L.1.1: Demonstrates command of the conventions of standard English grammar and usage when writing or speaking.

L.1.2: Demonstrates command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.1.2d: Uses conventional spelling for words with common spelling patterns and for frequently occurring irregular words.

L.1.2e: Spells untaught words phonetically, drawing on phonemic awareness and spelling conventions.

“Butterflies” (Lexile 440- word count 48)

Setting: Individual

Materials: Blackline LA 4-4, piece of paper, pencil for each student

Instructions: **Note:** The format of this part of the benchmark assessment is following the format of the SAGE testing that students will be asked to follow in 3rd grade. After reading the selection below, students will write an explanatory piece.

Give a copy of Blackline LA 4-4 to each student and a blank piece of writing paper. Grade writing pieces using the USBE rubric with a possibility of 6 points total.

Dialogue: Say to the children, ***“I am going to read information to you about butterflies, you can follow on the screen or on your paper. Listen carefully so you will be prepared to write information about butterflies.”***

Read the selection “Butterflies” and display on the board/Smartboard/projector for the students to follow along as you read aloud. It would be appropriate to have a brief discussion of some of the information the children have learned about butterflies from reading the passage. Your students can use the same writing strategy formerly introduced in class. (i.e. four-square, annotation, graphic organizers) prior to them writing. Students are given a blank page to start creating their writing pieces. Students may keep their annotated text as they write but should NOT just copy the text.

It is important to remind the students not to copy the text. Do not provide any teacher prompts or sentence starters for your students.

“Now I am going to give you a piece of paper to write an informative text for me. Remember, an informative text needs to start with a topic. I just read a text about butterflies, your topic to write about today is butterflies. Make sure you write details (facts) about butterflies. We are not making up a story about butterflies, we are writing facts about butterflies. Finish your writing with an ending. Remember to use your own words to give information about butterflies.”

Butterflies

Butterflies are insects. They like flowers. A butterfly's wings are usually colorful. They have a thin body. A butterfly usually flies around during the day. It folds its wings when it rests. If you happen to see an insect with colorful wings, it might be a butterfly.

Informative Writing Rubric 1st Grade		
Score	Statement of Purpose / Focus and Organization (4-point rubric)	Conventions/Editing (2-point rubric begins at score point 2)
4	<p>The response is fully sustained and consistently and purposefully focused:</p> <ul style="list-style-type: none"> • State the topic • Supply 3 or more facts about the topic • Provides closure 	
3	<p>The response is adequately sustained and generally focused:</p> <ul style="list-style-type: none"> • State the topic • Supply 1-2 facts about the topic • Provide some sense of closure 	
2	<p>The response is somewhat sustained and may have a minor drift in focus:</p> <ul style="list-style-type: none"> • Unclear or unfocused topic • Confusing or irrelevant facts about the topic • Minimal or no sense of closure 	<p>The response demonstrates an adequate command of conventions:</p> <ul style="list-style-type: none"> • Capitalizes the first word in a sentence, dates, names of people, and the pronoun <i>I</i> • Uses end punctuation • Uses commas in dates and to separate single words in a series • Uses conventional spelling for words with common spelling patterns and for frequently occurring irregular words • Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions • Some errors in usage and sentence formation are present, but no systematic pattern of errors is displayed
1	<p>The response may be related to the topic but may provide little or no focus:</p> <ul style="list-style-type: none"> • No stated topic • No facts included • No sense of closure 	<p>The response demonstrates partial command of conventions:</p> <ul style="list-style-type: none"> • Errors in usage may obscure meaning • Inconsistent use of punctuation, capitalization, and spelling
NS	<p>Insufficient, illegible, foreign language, incoherent, off topic, or off-purpose writing</p>	<p>The response demonstrates a lack of command of conventions.</p>

5. Identifies key details.
4th Quarter- Informational Text

Standard: RL.1.1: Asks and answers questions about key details in a text.
RL.1.3: Describe characters, settings, and major events in a story using key details.
“Luke and the Moose” (Lexile 360- word count 216)

Setting: Computer lab; Whole group (with Chromebooks)

Materials: Copy of Blackline LA4-5 for each student, Computer

Instructions: Give each student a copy of Blackline LA4-5 and give them time to read the passage independently **do not read passage aloud for students**. When students finish reading, instruct them to use the “text to speech” feature on school city to listen and respond to the questions.

Teacher note: Use your professional judgement and time allotment for students to read independently.

Dialogue: Say to the children, *“You are going to have time to read a fictional text. When you finish, you will have the computer read questions to you. Listen carefully to the questions and fill in the bubble next to the correct picture that answers the question.”*

Luke and the Moose

“Luke is looking for a moose. The moose is on the loose. The moose gets reckless and runs into houses. The group from the town wanted him found. Luke must find clues in the town.

“Where are you, Moose?” shouted Luke.

“Not here,” said the group. A girl saw the moose in the town. She drew a map on a note. She had seen the moose zoom by the store in a blue suit.

Luke rode his bike to the store. Luke looked on the ground. There was a book in the road. Maybe the book was a clue. Soon he saw another clue. There was a bright coin. Luke was finding lost things. Maybe the moose was on the lookout for his lost things. Luke will do something new.

“Moose, I found your lost things,” he shouted. The lost moose came out of a house. He wore a blue suit and brown boots. He had a backpack with a small hole.

“Thank you for finding my lost things. I have been so reckless. My back pack has a hole in it,” said the moose.

Luke gave the moose the book and the bright coin. The moose put the books and coin in his backpack. Then he walked south out of town.

- Question 1:
What did Luke do?
 - a. He rode his bike to look for Moose.
 - b. He read a book.
 - c. He played a game.
- Question 2:
What is the main topic of the text?
 - a. The town has a group.
 - b. Luke likes riding his bike.
 - c. Luke looked for clues to find the Moose.
- Question 3:
Which of the following are characters from the text?
 - a. Luke, a boy, and a coconut
 - b. Luke, a girl, and a mouse
 - c. Luke, a girl, and Moose
- Question 4:
What clues did Luke find?
 - a. Luke found a book and a coin.
 - b. Luke found a box and a cookie.
 - c. Luke found a blue suit and brown boots.
- Question 5:
Why was Moose losing his things?
 - a. Moose had a hole in his basket.
 - b. Moose had a hole in his backpack.
 - c. Moose had a hole in his bucket.

Rubric:

Level	Description
5	Correctly identifies accurate key details in 5 examples
4	Correctly identifies accurate key details in 4 examples
3	Correctly identifies accurate key details in 3 examples
2	Correctly identifies accurate key details in 2 examples
1	Correctly identifies key details in 1 example, or 0 correct

Students reads words with inflectional endings.

smarter

dreaming

watched

biggest

swimming

brightest

smaller

reported

Blackline LA 4-2

Name: _____

Student reads high frequency words in two minutes.

(Q1)	(Q2)	(Q3)	(Q4)
can	what	no	about
has	not	who	may
to	at	her	or
he	an	all	other
do	up	day	into
you	down	that	each
a	in	them	more
like	it	long	find
go	will	than	were
the	sit	by	would
is	if	many	part
look	him	when	first
this	be	which	words
we	come	some	oil
my	out	way	called
have	they	made	their
see	make	now	been
I	two	water	write
and	there	time	your
said	use	of	on
was	get	from	had
for	them	so	did
with	could	how	as
she	one	people	his
are	but	these	number

Blackline LA 4-3

Name: _____

Student writes sentences as read aloud by teacher.

1.

Spelling	Cap/Pn	O.R.

2.

Spelling	Cap/Pn	O.R.

3.

Spelling	Cap/Pn	O.R.

4.

Spelling	Cap/Pn	O.R.

Level	Description
5	Writes sentences scoring an average of 90% or higher
4	Writes sentences scoring an average of 80% or higher
3	Writes sentences scoring an average of 70% or higher
2	Writes sentences scoring an average of 51% or higher
1	Writes sentences scoring an average of 50% or lower or 0 correct

Totals:

Spelling	Cap/Pn	O.R.

Average:

Butterflies

Butterflies are insects. They like flowers. A butterfly's wings are usually colorful. They have a thin body. A butterfly usually flies around during the day. It folds its wings when it rests. If you happen to see an insect with colorful wings, it might be a butterfly.

Luke and the Moose

"Luke is looking for a moose. The moose is on the loose. The moose gets reckless and runs into houses. The group from the town wanted him found. Luke must find clues in the town.

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"Thank you for finding my lost things. I have been so reckless. My back pack has a hole in it," said the moose. Luke gave the moose the book and the bright coin. The moose put the books and coin in his backpack. Then he walked south out of town.

1. What did Luke do?

- He rode his bike to look for Moose.
- He read a book.
- He played a game.

2. What is the main topic of the text?

- The town has a group.
- Luke likes riding his bike.
- Luke looked for clues to find Moose.

3. Which of the following are characters from the text?

- Luke, a boy, and a coconut.
- Luke, a girl, and a mouse.
- Luke, a girl, and Moose.

4. What clues did Luke find?

- Luke found a book and a coin.
- Luke found a box and a cookie.
- Luke found a blue suit and brown boots.

5. Why was Moose losing his things?

- Moose had a hole in his basket.
- Moose had a hole in his backpack.
- Moose had a hole in his bucket.