

Grading For Learning Framework 5K English Language Arts (Dodgeland)

Domain	Reading -Informational Text	
<p>Priority Standards and Learning Targets</p> <p>* Assessing and scoring take place against each learning target</p> <p>* Learning targets ARE what we expect all students to reach proficiency against</p>	<ul style="list-style-type: none"> ● RIK1 With prompting and support, ask and answer questions about key details in a text. <ul style="list-style-type: none"> ○ I can ask and answer questions about key details. ● RIK2 With prompting and support, identify the main topic and retell key details of a text. <ul style="list-style-type: none"> ○ I can state at least 2 facts about a given topic. 	
Learning Target: I can ask and answer questions about key details. (RIK1) - Assessment: Benchmark		
<p>Proficient The student will answer all questions about key details.</p>	<p>Developing The student will answer some questions about key details.</p>	<p>Needs Support The student is unable to independently answer questions about key details.</p>
Learning Target: I can state at least 2 facts about a given topic. (RIK2) - Assessment: Benchmark		
<p>Proficient The student can state 2 facts about a given topic.</p>	<p>Developing The student can state 1 facts about a given topic.</p>	<p>Needs Support The student is unable to independently state facts about a given topic.</p>
Domain	Reading-Literature	
<p>Priority Standards and Learning Targets</p> <p>* Assessing and scoring take place against</p>	<p>A. RLK1 With prompting and support, ask and answer questions about key details in a text.</p> <p style="padding-left: 20px;">1. I can answer simple questions about a story.</p>	

<p>each learning target</p> <p>* Learning targets ARE what we expect all students to reach proficiency against</p>	<p>B. RLK2 With prompting and support, retell familiar stories, including key details.</p> <p>1. I can retell the main details in a story.</p> <p>C. RLK3 With prompting and support, identify characters, settings, and major events in a story.</p> <p>1. I can identify the who, what and where in a story.</p>	
<p>Learning Target: I can answer simple questions about a story. (RLK1) - Assessment: Benchmark</p>		
<p>Proficient</p> <p>The student can answer all simple questions about a story.</p>	<p>Developing</p> <p>The student can answer some simple questions about a story.</p>	<p>Needs Support</p> <p>The student is unable to independently answer simple questions about a story.</p>
<p>Learning Target: I can retell the main details in a story. (RLK2) - Assessment: Benchmark</p>		
<p>Proficient</p> <p>The student will retell main details in story.</p>	<p>Developing</p> <p>The student will retell some main details in a story.</p>	<p>Needs Support</p> <p>The student is unable to independently retell main details in a story.</p>
<p>Learning Target: I can identify the who, what and where in a story. (RLK3) - Assessment: Benchmark</p>		
<p>Proficient</p> <p>The student can identify the who, what and where in a story.</p>	<p>Developing</p> <p>The student can identify 1 or 2 wh questions in a story.</p>	<p>Needs Support</p> <p>The student is unable to independently identify the who, what and where in a story.</p>
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<p style="background-color: #ffffcc;">Domain</p>	<p style="background-color: #ffffcc;">Writing</p>	
<p>Priority Standards and Learning Targets</p> <p>* Assessing and scoring take place against each learning target</p> <p>* Learning targets ARE what we expect all students to reach proficiency against</p>	<p>A. WK1 Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book</p> <p>1. I can write my opinion.</p>	

	<p>B. WK2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic</p> <ol style="list-style-type: none"> 1. I can write 3 or more facts about a given topic. <p>C. WK3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.</p> <ol style="list-style-type: none"> 1. I can write or tell a personal story. 	
Learning Target: I can write my opinion. (WK1) - Assessment: Sample writing piece		
<p>Proficient The student independently can write their opinion and explain their reasoning.</p>	<p>Developing The student can write their opinion and give a reason with minimal support.</p>	<p>Needs Support The student can write an opinion without a reason, with support.</p>
Learning Target: I can write 3 or more facts about a given topic.(WK2) - Assessment: Writing Sample		
<p>Proficient The student can independently write 3 or more facts.</p>	<p>Developing The student can write 2-3 facts with minimal support.</p>	<p>Needs Support The student can write 2-3 facts with full support..</p>
Learning Target: I can write or tell a personal story. (WK3) - Assessment: Writing Sample		
<p>Proficient The student will independently write a personal story.</p>	<p>Developing The student will attempt to write beginning sounds to tell a personal story with minimal support.</p>	<p>Needs Support The student can draw a picture to represent their story and/or write random letters or environmental print.</p>
Domain	Speaking and Listening	
Priority Standards and Learning Targets	<p>D. SLK3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p>	

<p>(A,B,C comes from priority standards collectively agreed upon - each priority standard can up to 2-5 learning targets)</p> <p>* Assessing and scoring take place against each learning target</p> <p>* Learning targets ARE what we expect all students to reach proficiency against</p>	<ol style="list-style-type: none"> 1. I can ask and answer questions in order to seek help. 2. I can ask and answer questions about key details in a read aloud, information presented orally, or through other media. <p>E. SLK6 Speak audibly and express thoughts, feelings, and ideas clearly.</p> <ol style="list-style-type: none"> 1. I can speak in complete sentences. 2. I can speak and express thoughts, feelings and ideas clearly. 3. I can participate in conversations with peers and adults in small and large groups.
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Learning Target: I can ask and answer questions in order to seek help. (SLK3) - Assessment: Observations

<p>Proficient The student will consistently ask and answer questions in order to seek help.</p>	<p>Developing When prompted the student will ask and answer questions in order to seek help.</p>	<p>Needs Support The student will not ask or answer any questions in order to seek help.</p>
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Learning Target: I can ask and answer questions about key details in a read aloud, information presented orally, or through other media.(SLK3) - Assessment: Observations

<p>Proficient The student will consistently ask and answer questions about key details.</p>	<p>Developing When prompted the student will ask and answer questions in order to seek help.</p>	<p>Needs Support The student will not ask or answer any questions in order to seek help.</p>
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Learning Target: I can speak in complete sentences. (SLK6) - Assessment: Observations

<p>Proficient The student consistently will speak in complete sentences.</p>	<p>Developing With prompting the student will speak in complete sentences.</p>	<p>Needs Support The student does not consistently speak in complete sentences.</p>
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Learning Target: I can speak and express thoughts, feelings and ideas clearly. (SLK6) - Assessment: Observations

<p>Proficient</p>	<p>Developing</p>	<p>Needs Support</p>
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The student will consistently speak and express thoughts, feelings, and ideas clearly.	With prompting the student will speak and express thoughts, feelings, and ideas clearly	The student does not speak and express thoughts, feelings and ideas clearly.
Learning Target: I can participate in conversations with peers and adults in small and large groups. (SLK6) - Assessment: Observations		
Proficient The student will consistently participate in conversations with peers and adults in small and large groups.	Developing With prompting the student will participate in conversations with peers and adults in small and large groups.	Needs Support The student does not participate in conversations with peers and adults in small and large groups.
Domain	Language	
Priority Standards and Learning Targets (A,B,C comes from priority standards collectively agreed upon - each priority standard can up to 2-5 learning targets) * Assessing and scoring take place against each learning target * Learning targets ARE what we expect all students to reach proficiency against	<p>F. LK2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ol style="list-style-type: none"> 1. I can put punctuation at the end of my sentence. 2. I can start my sentence with a capital letter. 3. I can capitalize "I" in writing. 4. I can leave a finger space between words. <p>G. LK4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.</p> <ol style="list-style-type: none"> 1. I can determine the meaning of an unknown word based upon reading and content. 	
Learning Target: I can put punctuation at the end of my sentence. (LK2) - Assessment: Writing Sample/ESGI		
Proficient The student will consistently use punctuation at the end of a sentence.	Developing Occasionally the student will need reminders to add punctuation at the end of the sentence.	Needs Support The student needs constant reminders to add punctuation at the end of the sentence.
Learning Target: I can start my sentence with a capital letter. (LK2) - Assessment: Writing Sample/ESGI		

<p>Proficient The student consistently starts sentences with a capital letter.</p>	<p>Developing Occasionally the student will need reminders to start sentences with a capital letter.</p>	<p>Needs Support The student needs constant reminders to start sentences with a capital letter.</p>
<p>Learning Target: I can capitalize "I" in writing. (LK2) - Assessment: Writing Sample/ESGI</p>		
<p>Proficient The student will consistently capitalize "I" in writing.</p>	<p>Developing Occasionally the student will need reminders</p>	<p>Needs Support The student needs constant reminders</p>
<p>Learning Target: I can leave a finger space between words. (LK2) - Assessment: Writing Sample/ESGI</p>		
<p>Proficient The student will consistently leave a finger space between words.</p>	<p>Developing Occasionally the student will need reminders to leave finger spaces between words.</p>	<p>Needs Support The student needs constant reminders to leave finger spaces between words.</p>
<p>Learning Target: I can determine the meaning of an unknown word based upon reading and content. (LK4) - Assessment:</p>		
<p>Proficient The student will consistently determine the meaning of an unknown word based based upon reading and content.</p>	<p>Developing Occasionally the student will need determine the meaning of an unknown word based based upon reading and content.</p>	<p>Needs Support The student needs constant reminders to determine the meaning of an unknown word based based upon reading and content.</p>

Domain	Foundational Skills
Priority Standards and Learning Targets	<ul style="list-style-type: none"> ● RFK1 Demonstrate understanding of the organization and basic features of print. <ul style="list-style-type: none"> ○ I can recognize upper and lower case letters.

<p>* Assessing and scoring take place against each learning target</p> <p>* Learning targets ARE what we expect all students to reach proficiency against</p>	<ul style="list-style-type: none"> ● RFK2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes). * <ul style="list-style-type: none"> ○ I can recognize and produce rhyming sounds. ○ I can blend and segment consonants and vowels of one syllable words. ● RFK3 Know and apply grade-level phonics and word analysis skills in decoding words. * <ul style="list-style-type: none"> ○ I can say all the letter sounds in the alphabet including long and short vowel sounds and some digraphs and diphthongs. ○ I can sound out letter sounds in words. ● RFK4 Read emergent-reader texts with purpose and understanding <ul style="list-style-type: none"> ○ I can answer questions about a book. ○ I can identify parts of a story (beginning, middle and end) ○ I can identify the setting and character(s).
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Learning Target: I can recognize upper and lower case letters. (RFK1) - Assessment: ESGI

<p>Proficient The student will recognize 26 upper case and 28 lower case alphabet letters.</p>	<p>Developing The student will recognize most of the upper and lower case letters with support.</p>	<p>Needs Support The student will recognize a few upper and lower case letters with support.</p>
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Learning Target: I can recognize and produce rhyming sounds. (RFK2) - Assessment: ESGI

<p>Proficient The student will recognize and produce 9-10 rhyming sounds.</p>	<p>Developing The student will recognize most rhyming sounds.</p>	<p>Needs Support The student will recognize a few rhyming sounds.</p>
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Learning Target: I can blend and segment consonants and vowels of one syllable words. (RFK2) - Assessment: ESGI

<p>Proficient The student will blend and segment consonants and vowels of one syllable sounds.</p>	<p>Developing The student will blend and segment consonants and vowels most of one syllable sounds.</p>	<p>Needs Support The student will blend and segment consonants and vowels of a few syllable sounds.</p>
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Learning Target: I can say all the letter sounds in the alphabet including long and short vowel sounds and some digraphs and diphthongs. (RFK3) - Assessment: ESGI		
Proficient The student will say all the letter sounds in the alphabet including long and short vowels and some digraphs and diphthongs.	Developing The student will say most of the letter sounds in the alphabet including long and short vowels and some digraphs and diphthongs.	Needs Support The student will say a few of the letter sounds in the alphabet including long and short vowels and some digraphs and diphthongs.
Learning Target: I can sound out letter sounds in words. (RFK3) - Assessment: ESGI		
Proficient The student will identify all sounds in cvc words.	Developing The student will identify most of the sounds in cvc words.	Needs Support The student cannot identify sounds in cvc words.
Learning Target: I can answer questions about a book. (RFK4) - Assessment: Benchmark		
Proficient The student will answer questions about a book.	Developing The student will answer most questions about a book.	Needs Support The student will answer a few or no questions about a book.
Learning Target: I can identify parts of a story (beginning, middle and end). (RFK4) -Assessment: Benchmark		
Proficient The student will identify all parts of a story (beginning, middle and end)	Developing The student will identify some parts of a story.	Needs Support The student is unable to identify parts of a story.
Learning Target: I can identify the setting and character(s). (RFK4) - Assessment: Benchmark		
Proficient The student will identify the setting and characters in a story.	Developing The student will identify the setting or the characters in a story.	Needs Support The student is unable to identify the setting and characters in a story

