Grading For Learning Framework
1st Grade English Language Arts (Dodgeland)

Domain	Reading-Informational Text

Priority Standards and Learning Targets
 	
* Assessing and scoring take place against each learning target
* Learning targets **ARE** what we expect all students to reach proficiency against
	A. Identify the main topic and retell key details of a text.
	
	    1. Learning Target 1: I can identify the topic of the non-fiction text.
	    2. Learning Target 2: I can retell 2 key details (what I learned) from the text.
	
	B. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
	
	    1. Learning Target 1: I can identify visual features: photograph, map, chart.
	    2. Learning Target 2: I can identify text features: caption, heading, table of contents, label.

Learning Target: I can identify the topic of the non-fiction text.   Assessment:

Proficient: The student will state the topic of the text (i.e. sharks).	Developing: The student with prompting can state the topic. The title is…. But what is the book about?	Needs Support: The student is able to tell the title of the text, but not the topic.

Learning Target: I can retell 2 key details (what I learned) from the text. Assessment:

Proficient: Student is able to provide 2 key details from text (without text support)	Developing: The Student needs to reference text to retell 2 key details (not reread).	Needs Support: The Student rereads the text to provide one or two key details.

Learning Target: I can identify visual features: photograph, map, chart.   Assessment:

Proficient: Student is able to identify photograph, map and a chart without prompting	Developing: Student needs prompts to identify photograph, map and chart (multiple choice or word bank)	Needs Support: Student is able to identify ONLY one feature successfully when provided with multiple choice or word bank

Learning Target: I can identify text features: caption, heading, table of contents, label.   Assessment:

Proficient: Student is able to identify caption, heading, table of contents or a label.	Developing: Student needs prompts to identify captions, heading, table of contents, and labels. (multiple choice or word bank)	Needs Support: Student is able to identify ONLY one feature successfully when provided with multiple choice or word bank

Domain	Reading-Literature

Priority Standards and Learning Targets
 	
* Assessing and scoring take place against each learning target
* Learning targets **ARE** what we expect all students to reach proficiency against
	A. Describe characters, setting, and major events in a story, using key details and demonstrate an understanding of their central message or lesson.
	    1. Learning Target 1: I can use key details to determine the main idea of a story.
	    2. Learning Target 2: I can identify and describe the characters and setting in a story.
	
	B. Retell stories, including key details.
	    3. Learning Target 1: I can tell the beginning, middle and end of a story.

Learning Target: I can use key details to determine the main idea of a story. Assessment:

Proficient: The student answers 2 questions: What is the main idea of this story? What detail supports the main idea?	Developing: The student can give one or more details, but cannot identify the main idea without support.	Needs Support: The student, with prompting, can give one detail or main idea.

Learning Target: I can identify and describe the characters and setting in a story.   Assessment:

Proficient: The student can state the characters	Developing: The student can state general characters	Needs Support:

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and specific setting (i.e. the forest, the playground, the store) in the story.	and setting (i.e. the boy, outside).	The student can state general characters and setting with prompting.

Learning Target: I can tell the beginning, middle and end of a story. Assessment:		
Proficient: The student states the major events in the beginning, middle, and end of the story in order.	Developing The student retells the story with prompting to sequence beginning, middle, and end. The student provides too many details.	Needs Support: The student retells the story with prompting and pictures. The student is unable to tell the beginning, middle, AND end.

Domain	Writing

Priority Standards and Learning Targets
 	
* Assessing and scoring take place against each learning target
* Learning targets **ARE** what we expect all students to reach proficiency against
	A. Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.
	
	   1. Learning Target 1: I can write a small moment (something I did or something that happened to **ME)**.
	   2. Learning Target 2: I can write a story with a beginning, a middle, and an end.
	
	B. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
	
	   1. Learning Target 1: I can name a non-fiction topic.
	   2. Learning Target 2: I can tell 2 or more facts about my topic.
	   3. Learning Target 3: I can rename my topic in my ending.
	
	C. Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.
	
	   1. Learning Target 1: I can write my opinion.

2. Learning Target 2: I can use "because" to give **ONE** reason.
3. Learning Target 3: I can restate my opinion in my ending.

Learning Target: I can write a small moment (something I did or something that happened to **ME)**.   Assessment:

Proficient	Developing:	Needs Support:
The student is able to write and draw three or more pages with details about when he/she did something using transition words (and, then, so)	The student is able to write and draw about when he/she did something (with support)	The student can draw a picture or tell a story

Learning Target: I can write a story with a beginning, a middle, and an end. Assessment:

Proficient	Developing:	Needs Support:
The student writes a story across three or more pages with a beginning, middle and an end	The student has three pages showing the beginning, the middle, and the end of the story (with support)	The student tells or draws to show what happened

Learning Target: I can name a non-fiction topic. Assessment:

Proficient	Developing:	Needs Support:
The student is able to name the topic and get the reader's attention on the first page	The student is able to name the topic (without support)	The student is able to name the topic (with support)

Learning Target: I can tell 2 or more facts about my topic.   Assessment:

Proficient	Developing:	Needs Support:
The student can write two or more facts, using multiple sentences/twin sentences to give details (with prompting)	The student can write two or more facts (with support)	The student tells about a topic

Learning Target: I can rename my topic in my ending. Assessment:		
Proficient The student can rename the topic at the end of their piece	Developing: The student can rename the topic at the end of their piece (with support)	Needs Support: The student's piece has no ending

Learning Target: I can write my opinion. Assessment:		
Proficient The student can write his/her opinion	Developing: The student writes everything they can on their topic and states an opinion with support	Needs Support: The student tells, draws, or writes what he/she likes

Learning Target: I can use "because" to give **ONE** reason. Assessment:		
Proficient The student can write at least one reason for his/her opinion using because	Developing: The student can write at least one reason for his/her opinion with support	Needs Support: The student doesn't give a reason for his/her likes or dislikes

Learning Target: I can restate my opinion in my ending. Assessment:		
Proficient The student can restate their opinion.	Developing: The student can restate their opinion (with support).	Needs Support: The student has 'telling sentences' but no opinion.

Domain	**Speaking and Listening**

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
	A. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
	
	   1. Learning Target 1: I can wait for my turn to speak.
	   2. Learning Target 2: I can show body basics (eyes watching, ears listening, voice quiet, body still) when in discussions.
	   3. Learning Target 3: I can speak clearly at an appropriate volume.

Learning Target: I can wait for my turn to speak.   Assessment: observation

Proficient I wait for my turn to speak. **student is able to take turns and wait for their turn in a conversation	Developing: I sometimes wait for my turn to speak. **student needs reminders to wait for his/her turn to speak	Needs Support: I rarely wait for my turn to speak. **student continuously interrupts or talks over to get attention

Learning Target: I can show body basics (eyes watching, ears listening, voice quiet, body still) when in discussions.
Assessment: observation

Proficient I show many of the body basics (3-4 of 4).	Developing: I show some of the body basics (2 of 4).	Needs Support: I show few of the body basics (0-1 of 4).

Learning Target: I can speak clearly at an appropriate volume. Assessment:

Proficient I speak clearly and can regulate the loud/soft volume of my voice.	Developing: I sometimes speak clearly and/or at an appropriate volume.	Needs Support: I rarely speak clearly and/or at an appropriate volume.

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
	A. Use end punctuation for sentences.
	
	     1. Learning Target 1: I can put a period or question mark at the end of a sentence.
	     2. Learning Target 2: I can use an exclamation mark to show strong feelings.
	
	B. With guidance and support from adults, demonstrate an understanding of

<table>
<tr><td></td><td>word relationships and nuances in word meanings.

1. Learning Target 1: I can sort words into categories (color, size, clothing…)
2. Learning Target 2: I can define words by key attributes (characteristics), such as "a duck is a bird that swims".</td></tr>
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Learning Target: I can put a period or question mark at the end of a sentence.   Assessment:

Proficient The student uses a period or a question mark at the end of a sentence.	Developing: The student uses a period or question mark at the end of a sentence (with support).	Needs Support: The student does not use a period or question mark at the end of a sentence.

Learning Target: I can use an exclamation mark to show strong feelings. Assessment:

Proficient The student uses an exclamation mark to show strong feelings.	Developing: The student uses an exclamation mark to show strong feelings (with support).	Needs Support: The student does not use an exclamation mark to show strong feelings.

Learning Target: I can sort words into categories (color, size, clothing…)   Assessment:

Proficient The student can sort words in categories.	Developing: The student can sort words in categories (with support).	Needs Support: The student cannot sort words in categories.

Learning Target: I can define words by key attributes (characteristics), such as "a duck is a bird that swims".   Assessment:

Proficient The student can define words by key attributes (characteristics) with support.	Developing: The student can choose key attributes (characteristics) from a supplied list to define words with support.	Needs Support: The student cannot define words by key attributes (characteristics) with support.

Domain	Reading-Foundational Skills

Priority Standards and Learning Targets
 	
* Assessing and scoring take place against each learning target
* Learning targets **ARE** what we expect all students to reach proficiency against
	A. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
	
	  1. Learning Target 1: I can say words by blending sounds.
	  2. Learning Target 2: I can say words with consonant blends (bl, cr, st…)
	  3. Learning Target 3: I can clap and count words with 1-3 syllables.
	
	 B. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
	
	  1. Learning Target 1: I can hear/say beginning sounds in words.
	  2. Learning Target 2: I can hear/say ending sounds in words.
	
	C. Read with sufficient accuracy and fluency to support comprehension.
	
	  1. Learning Target 1: I can read accurately and fluently on successive readings.

Learning Target: I can say words by blending sounds.   Assessment:

Proficient The student can say words by blending sounds.	Developing: The student can say words by blending sounds with support.	Needs Support: The student cannot say words by blending sounds.

Learning Target: I can say words with consonant blends (bl, cr, st…) Assessment:

Proficient The student can say words with consonant blends.	Developing: The student can say words with consonant blends with support.	Needs Support: The student cannot say words with consonant blends.

Learning Target: I can clap and count words with 1-3 syllables.   Assessment:

Proficient The student can clap and count words with 1--3 syllables.	Developing: The student can clap and count words with 1--3 syllables with support.	Needs Support: The student cannot clap and count words with 1--3 syllables.
Learning Target: I can hear/say beginning sounds in words. Assessment:		
Proficient The student can isolate and produce beginning sounds in words.	Developing: The student can isolate and produce beginning sounds in words with support.	Needs Support: The student cannot isolate and produce beginning sounds in words.
Learning Target: I can hear/say ending sounds in words. Assessment:		
Proficient The student can isolate and produce ending sounds in words.	Developing: The student can isolate and produce ending sounds in words with support.	Needs Support: The student cannot isolate and produce ending sounds in words.
Learning Target: I can read accurately and fluently on successive readings. Assessment:		
Proficient The student can consistently read accurately and fluently after 3 successive readings.	Developing: The student can read accurately and fluently after more than 3 successive readings.	Needs Support: The student cannot read accurately and fluently after successive readings.