

READING
Measurement Topic: Fluency and Vocabulary Development
 Grade One

Evidence shows student has met or exceeded the learning target

Evidence shows misunderstanding, misconceptions, or omissions

4.0	<p>In addition to score 3.0, in-depth inferences and applications that go beyond what was taught</p> <p>In addition to score 3.0, in-depth inferences and applications with partial success</p> <p>Student exhibits no major errors or omissions and demonstrates understanding by:</p> <ul style="list-style-type: none"> • Identifying and producing all letter-sound correspondences, including consonant blends and long and short vowel patterns, vowel diagraphs, r-controlled vowels: <ul style="list-style-type: none"> ○ (see NHA Grade One Curriculum for details) • Using basic decoding cues to self-correct while reading: <ul style="list-style-type: none"> ○ (see NHA Grade One Curriculum for details) • Using basic context clues to determine the meaning of unknown words: <ul style="list-style-type: none"> ○ Identifying the meaning of unknown words using syntactic (grammar) and semantic (meaning) cues, including picture cues • Creating new words and rhyming words by adding, blending, substituting, moving, or deleting phonemes in words that have two to four sounds: <ul style="list-style-type: none"> ○ Reading and creating simple compound words ○ Creating a series of rhyming words, including words with consonant blends ○ Segmenting the phonemes of one-syllable words • Classifying words into categories: <ul style="list-style-type: none"> ○ (see NHA Grade One Curriculum for details) • Using a beginner's or picture dictionary to find the meaning of words • Reading aloud first grade-level texts fluently, using appropriate changes in timing and expression to show recognition of punctuation: <ul style="list-style-type: none"> ○ Rereading familiar stories, poems, and passages aloud independently and in groups, modeling the appropriate expression, timing, and intonation • Automatically recognizing grade-level sight and frequently used words, steadily increasing the number of words read fluently throughout the year
Score 3.0	

2.5	<p>No major errors or omissions regarding score 2.0 elements with partial knowledge of score 3.0 elements</p> <p>Student exhibits major errors or omissions with score 3.0 elements. No major errors or omissions regarding the simpler details and processes such as:</p> <ul style="list-style-type: none"> • Recognizing and recalling specific terminology such as: <ul style="list-style-type: none"> ○ Abbreviation ○ Decode ○ Compound word/root word ○ Syllable ○ Context • Performing basic processes and recognizing and recalling the accuracy of basic solutions and information such as: <ul style="list-style-type: none"> ○ Recognizing when a reading mistake has been made ○ Recognizing context cues in isolation ○ Recognizing basic words that rhyme ○ Recognizing and recalling accurate information about a beginner's dictionary and its basic uses ○ Reading several grade-level sight words and frequently used words ○ Reading aloud basic grade-level texts with independently or in groups with some expression and accuracy
Score 2.0	
1.5	<p>Partial knowledge of score 2.0 elements</p> <p>Major errors or omissions regarding score 3.0 elements</p>
1.0	<p>With assistance, student demonstrates partial understanding of some of score 2.0 elements and some of score 3.0 elements</p>
0.5	<p>With assistance, a partial understanding of some of score 2.0 elements but not score 3.0 elements</p>

READING
Measurement Topic: Comprehension
 Grade One

Evidence shows student has met or exceeded the learning target

Evidence shows misunderstanding, misconceptions, or omissions

4.0	<p>In addition to score 3.0, in-depth inferences and applications that go beyond what was taught</p> <p>In addition to score 3.0, in-depth inferences and applications with partial success</p> <p>Student exhibits no major errors or omissions and demonstrates understanding by:</p> <ul style="list-style-type: none"> • Applying comprehension strategies before, during and after reading: <ul style="list-style-type: none"> ○ Activating prior knowledge ○ Previewing text and make predictions and confirm ○ Asking and responding to questions ○ Visualizing ○ Making connections to personal experiences and themes or ideas ○ Retelling and summarizing ○ Comparing and contrasting simple stories ○ Using graphic organizers to demonstrate comprehension • Describing a story and its characters: <ul style="list-style-type: none"> ○ Retelling and sequencing the main ideas from a text ○ Describing the main character and how he/she is feeling based on information in the story
Score 3.0	

2.5	<p>No major errors or omissions regarding score 2.0 elements with partial knowledge of score 3.0 elements</p> <p>Student exhibits major errors or omissions with score 3.0 elements. No major errors or omissions regarding the simpler details and processes such as:</p> <ul style="list-style-type: none"> • Recognizing and recalling specific terminology such as: <ul style="list-style-type: none"> ○ Story ○ Information ○ Retell ○ Similar and different • Performing basic processes and recognizing and recalling the accuracy of basic solutions and information such as: <ul style="list-style-type: none"> ○ Recognizing accurate basic descriptions of a story line occurring in text ○ Recognizing accurate basic descriptions of main characters in stories
Score 2.0	
1.5	<p>Partial knowledge of score 2.0 elements</p> <p>Major errors or omissions regarding score 3.0 elements</p>
1.0	<p>With assistance, student demonstrates partial understanding of some of score 2.0 elements and some of score 3.0 elements</p>
0.5	<p>With assistance, a partial understanding of some of score 2.0 elements but not score 3.0 elements</p>

READING
Measurement Topic: Expository/Informational Text
 Grade One

Evidence shows student has met or exceeded the learning target

Evidence shows misunderstanding, misconceptions, or omissions

4.0	<p>In addition to score 3.0, in-depth inferences and applications that go beyond what was taught</p> <p>In addition to score 3.0, in-depth inferences and applications with partial success</p> <p>Student exhibits no major errors or omissions and demonstrates understanding by:</p> <ul style="list-style-type: none"> • Distinguishing between fiction and nonfiction text and giving examples of informational text • Using common textual features to find information in text: <ul style="list-style-type: none"> ○ Use headings, subheadings, photographs/illustrations, diagrams, graphs, charts, and captions to enhance comprehension ○ Use and interpret information found in simple charts, graphs, diagrams, or maps • Reading text to find information, to answer questions, or solve problems: <ul style="list-style-type: none"> ○ Identify the main idea and supporting details ○ Follow one-step written directions
Score 3.0	

2.5	<p>No major errors or omissions regarding score 2.0 elements with partial knowledge of score 3.0 elements</p> <p>Student exhibits major errors or omissions with score 3.0 elements. No major errors or omissions regarding the simpler details and processes such as:</p> <ul style="list-style-type: none"> • Recognizing and recalling specific terminology such as: <ul style="list-style-type: none"> ○ Table of contents ○ Title ○ Graph ○ Chart ○ Main idea • Performing basic processes and recognizing and recalling the accuracy of basic solutions and information such as: <ul style="list-style-type: none"> ○ Recognizing common textual features, i.e., titles, table of contents, page numbers, illustrations ○ Recognizing accurate statements about basic information contained in text ○ Recognize a Moral Focus theme in text
Score 2.0	
1.5	<p>Partial knowledge of score 2.0 elements</p> <p>Major errors or omissions regarding score 3.0 elements</p> <p>With assistance, student demonstrates partial understanding of some of score 2.0 elements and some of score 3.0 elements</p>
1.0	<p>With assistance, a partial understanding of some of score 2.0 elements but not score 3.0 elements</p>
0.5	

READING
Measurement Topic: Literary Response and Analysis
 Grade One

Evidence shows student has met or exceeded the learning target

Evidence shows misunderstanding, misconceptions, or omissions

4.0	<p>In addition to score 3.0, in-depth inferences and applications that go beyond what was taught</p> <p>In addition to score 3.0, in-depth inferences and applications with partial success</p> <p>Student exhibits no major errors or omissions and demonstrates understanding by:</p> <ul style="list-style-type: none"> • Describing basic characteristics of different genres (e.g., picture books, fairy tales, nursery rhymes, plays, stories) • Identifying basic elements of fiction: <ul style="list-style-type: none"> ○ Demonstrating a sense of story by identifying basic elements (e.g., beginning, middle, and end; characters; details; setting; transitional words including before, after, now, and finally) ○ Identifying characters, setting, important events, and problem in stories ○ Identifying basic plot concepts of a story (e.g., main problem, resolution, sequence of events) • Finding basic patterns in poems, songs, and stories (e.g., rhyme, rhythm) • Describing the basic impact of different endings to a story • Distinguishing between stories that are true and stories that are made up (e.g., fantasy and reality)
Score 3.0	

2.5	<p>No major errors or omissions regarding score 2.0 elements with partial knowledge of score 3.0 elements</p> <p>Student exhibits major errors or omissions with score 3.0 elements. No major errors or omissions regarding the simpler details and processes such as:</p> <ul style="list-style-type: none"> • Recognizing and recalling specific terminology such as: <ul style="list-style-type: none"> ○ Theme/message ○ Rhyme ○ Make-believe • Performing basic processes and recognizing and recalling the accuracy of basic solutions and information such as: <ul style="list-style-type: none"> ○ Recognizing and recalling accurate information about basic characteristics of picture books, fairy tales, and nursery rhymes ○ Recognizing story endings that are happy and endings that are sad ○ Recognizing and recalling accurate information about basic characteristics of true stories and stories that are made up
1.5	<p>Partial knowledge of score 2.0 elements</p> <p>Major errors or omissions regarding score 3.0 elements</p>
1.0	<p>With assistance, student demonstrates partial understanding of some of score 2.0 elements and some of score 3.0 elements</p>
0.5	<p>With assistance, a partial understanding of some of score 2.0 elements but not score 3.0 elements</p>

WRITING
Measurement Topic: Audience and Purpose
 Grade One

Evidence shows student has met or exceeded the learning target

Evidence shows misunderstanding, misconceptions, or omissions

4.0	
3.5	<p>In addition to score 3.0, in-depth inferences and applications with partial success</p> <p>Student exhibits no major errors or omissions and demonstrates understanding by:</p> <ul style="list-style-type: none"> • Identifying words and style that are appropriate for the type of writing: <ul style="list-style-type: none"> ○ Demonstrating a developing personal voice and style in writing (e.g., sensory language; exclamatory words and phrases; emotional words; use of imagination; varied sentence types) • Maintaining a varied basic portfolio that: <ul style="list-style-type: none"> ○ Includes writing and drawing samples selected by both the student and the teacher ○ Includes writing and drawing samples (e.g., friendly letters, reports, short essays) for different purposes
Score 3.0	

2.5	<p>No major errors or omissions regarding score 2.0 elements with partial knowledge of score 3.0 elements</p> <p>Student exhibits major errors or omissions with score 3.0 elements. No major errors or omissions regarding the simpler details and processes such as:</p> <ul style="list-style-type: none"> • Recognizing and recalling specific terminology such as: <ul style="list-style-type: none"> ○ Report ○ Friendly letter ○ imagination • Performing basic processes and recognizing and recalling the accuracy of basic solutions and information such as: <ul style="list-style-type: none"> ○ Recognizing and recalling accurate information about basic characteristics of common writing purposes ○ Recognizing written compositions that express basic opinions
1.5	<p>Partial knowledge of score 2.0 elements</p> <p>Major errors or omissions regarding score 3.0 elements</p>
1.0	<p>With assistance, student demonstrates partial understanding of some of score 2.0 elements and some of score 3.0 elements</p>
0.5	<p>With assistance, a partial understanding of some of score 2.0 elements but not score 3.0 elements</p>

WRITING
Measurement Topic: Drafting and Revising
 Grade One

Evidence shows student has met or exceeded the learning target

Evidence shows misunderstanding, misconceptions, or omissions

4.0	<p>In addition to score 3.0, in-depth inferences and applications that go beyond what was taught</p> <p>In addition to score 3.0, in-depth inferences and applications with partial success</p> <p>Student exhibits no major errors or omissions and demonstrates understanding by:</p> <ul style="list-style-type: none"> • Applying basic prewriting strategies: <ul style="list-style-type: none"> ○ Using prewriting strategies to plan and organize writing (e.g., brainstorming, lists, webs, pictures, Venn diagrams) ○ Discussing ideas for stories or other writing topics ○ Drafting compositions with a beginning, middle, and end; complete sentences; and sentences in logical order ○ Beginning to write in paragraph form with at least three connected sentences • Rereading and revising writing: <ul style="list-style-type: none"> ○ Rereading and revising writing to improve meaning and clarity, to rearrange words or sentences, or to add details ○ Editing writing individually and in groups to improve conventions (e.g., grammar, spelling, punctuation, capitalization, complete sentences, word order in sentences) using grade-appropriate resources (e.g., word wall, beginner’s dictionary, editing checklist) ○ Using constructive comments and suggestions from peers and teachers to revise writing
Score 3.0	

2.5	<p>No major errors or omissions regarding score 2.0 elements with partial knowledge of score 3.0 elements</p> <p>Student exhibits major errors or omissions with score 3.0 elements. No major errors or omissions regarding the simpler details and processes such as:</p> <ul style="list-style-type: none"> • Recognizing and recalling specific terminology such as: <ul style="list-style-type: none"> ○ Paragraph ○ Webs ○ Revise ○ Dictionary • Performing basic processes and recognizing and recalling the accuracy of basic solutions and information such as: <ul style="list-style-type: none"> ○ Recognizing and recalling accurate basic information about the use of brainstorming to plan and organize writing ○ Recognizing obvious spelling and punctuation errors in text
1.5	<p>Partial knowledge of score 2.0 elements</p> <p>Major errors or omissions regarding score 3.0 elements</p>
1.0	<p>With assistance, student demonstrates partial understanding of some of score 2.0 elements and some of score 3.0 elements</p>
0.5	<p>With assistance, a partial understanding of some of score 2.0 elements but not score 3.0 elements</p>

WRITING
Measurement Topic: Writing Applications
 Grade One

Evidence shows student has met or exceeded the learning target

Evidence shows misunderstanding, misconceptions, or omissions

4.0	<p>In addition to score 3.0, in-depth inferences and applications that go beyond what was taught</p>
3.5	<p>In addition to score 3.0, in-depth inferences and applications with partial success</p>
Score 3.0	<p>Student exhibits no major errors or omissions and demonstrates understanding by:</p> <ul style="list-style-type: none"> • Write brief explanations of personal experiences with basic illustrations (personal narratives): <ul style="list-style-type: none"> ○ Tell about an experience; use transitional words; show a logical sequence of events (beginning, middle, end); use descriptive words • Write simple stories in paragraph form: <ul style="list-style-type: none"> ○ Write a paragraph with at least three sentences ○ Describe a sequence of events with a beginning, middle, and end • Write short responses to literature that: <ul style="list-style-type: none"> ○ Describe the characters, settings, or events ○ Express opinions or feelings about the story or characters ○ Identify the problem and solution • Write brief expository compositions that: <ul style="list-style-type: none"> ○ Have a main idea and details ○ Use common text structures ○ Use illustrations or labels as appropriate • Write basic friendly notes, letters, or invitations using simple letter format including a greeting and closing • Use informal writing for various purposes (e.g., notes, simple rhymes and poems, labels, journal entries, brief descriptions of people, places, objects, or events) • Copy words, phrases, and sentences from books, signs, charts, or own dictation

2.5	<p>No major errors or omissions regarding score 2.0 elements with partial knowledge of score 3.0 elements</p>
Score 2.0	<p>Student exhibits major errors or omissions with score 3.0 elements. No major errors or omissions regarding the simpler details and processes such as:</p> <ul style="list-style-type: none"> • Recognizing and recalling specific terminology such as: <ul style="list-style-type: none"> ○ Opinion ○ Expository ○ Problem ○ Solution ○ Invitation • Performing basic processes and recognizing and recalling the accuracy of basic solutions and information such as: <ul style="list-style-type: none"> ○ writing short basic descriptions of personal experiences ○ rearranging sentences into a paragraph that describes a sequence of events with a beginning, middle, and end ○ writing short basic descriptions of stories that have been read ○ recognizing basic types of expository writing ○ recognizing greetings that can be used to write friendly notes, letters, and invitations
1.5	<p>Partial knowledge of score 2.0 elements</p> <p>Major errors or omissions regarding score 3.0 elements</p>
1.0	<p>With assistance, student demonstrates partial understanding of some of score 2.0 elements and some of score 3.0 elements</p>
0.5	<p>With assistance, a partial understanding of some of score 2.0 elements but not score 3.0 elements</p>

WRITING
Measurement Topic: Research and Information Organization
 Grade One

Evidence shows student has met or exceeded the learning target

Evidence shows misunderstanding, misconceptions, or omissions

4.0	In addition to score 3.0, in-depth inferences and applications that go beyond what was taught
3.5	In addition to score 3.0, in-depth inferences and applications with partial success
Score 3.0	<p>Student exhibits no major errors or omissions and demonstrates understanding by:</p> <ul style="list-style-type: none"> • Create and answer a basic research question: <ul style="list-style-type: none"> ○ Create a research question from a teacher-selected topic or by area of personal interest ○ Create a brief report individually or in groups on a research topic, with assistance ○ Use a variety of sources to gather information (e.g., books, electronic resources, videos, observation) ○ Record information gathered with assistance (e.g., notes, graphic organizers)

2.5	No major errors or omissions regarding score 2.0 elements with partial knowledge of score 3.0 elements
Score 2.0	<p>Student exhibits major errors or omissions with score 3.0 elements. No major errors or omissions regarding the simpler details and processes such as:</p> <ul style="list-style-type: none"> • Recognizing and recalling specific terminology such as: <ul style="list-style-type: none"> ○ Research topic ○ Website ○ Observation ○ Resource • Performing basic processes and recognizing and recalling the accuracy of basic solutions and information such as: <ul style="list-style-type: none"> ○ Locating and recording information to answer a basic research question using resources selected by the teacher
1.5	<p>Partial knowledge of score 2.0 elements</p> <p>Major errors or omissions regarding score 3.0 elements</p>
1.0	With assistance, student demonstrates partial understanding of some of score 2.0 elements and some of score 3.0 elements
0.5	With assistance, a partial understanding of some of score 2.0 elements but not score 3.0 elements

LANGUAGE USAGE
Measurement Topic: Spelling and Language Mechanics
 Grade One

Evidence shows student has met or exceeded the learning target

Evidence shows misunderstanding, misconceptions, or omissions

4.0	<p>In addition to score 3.0, in-depth inferences and applications that go beyond what was taught</p> <p>In addition to score 3.0, in-depth inferences and applications with partial success</p> <p>Student exhibits no major errors or omissions and demonstrates understanding by:</p> <ul style="list-style-type: none"> • Spelling high-frequency and grade-appropriate words; grade-level three- and four-letter words; short vowel words; common long vowel words (e.g., time, name) and grade-level sight words • Using basic strategies to spell words correctly: <ul style="list-style-type: none"> ○ Using developing knowledge of phonics for conventional and invented (sound) spelling when writing independently ○ Understanding the difference between conventional and invented spelling ○ Using multiple strategies to spell words correctly, including letter/sound knowledge; onset and rime; spelling patterns (word families); word walls or lists; sounding out ○ Representing most phonemes in invented (sound) spelling • Using basic punctuation: <ul style="list-style-type: none"> ○ Using correct punctuation, including periods, question marks, exclamation points ○ Identifying the contraction for given words and use appropriate contractions in writing • Using basic capitalization • Observing letter formation, spacing, and directionality: <ul style="list-style-type: none"> ○ Write all upper- and lower-case letters using correct letter formation ○ Use proper letter, word, and sentence spacing ○ Use left-to-right and top-to-bottom directionality • Arranging a short list of words (three) in alphabetical order
Score 3.0	

2.5	<p>No major errors or omissions regarding score 2.0 elements with partial knowledge of score 3.0 elements</p> <p>Student exhibits major errors or omissions with score 3.0 elements. No major errors or omissions regarding the simpler details and processes such as:</p> <ul style="list-style-type: none"> • Recognizing and recalling specific terminology such as: <ul style="list-style-type: none"> ○ Consonant/consonant blend ○ Vowel (short and long) ○ Contraction • Performing basic processes and recognizing and recalling the accuracy of basic solutions and information such as: <ul style="list-style-type: none"> ○ Recognizing correct spelling of specific grade-appropriate words ○ Recognizing onset and rime ○ Recognizing correct placement of periods, question marks, and exclamation points at the end of sentences ○ Recognizing correct capitalization of proper names, titles of people and places, and days of the week ○ Recognizing correct letter formation, spacing, and directionality
1.5	<p>Partial knowledge of score 2.0 elements</p> <p>Major errors or omissions regarding score 3.0 elements</p>
1.0	<p>With assistance, student demonstrates partial understanding of some of score 2.0 elements and some of score 3.0 elements</p>
0.5	<p>With assistance, a partial understanding of some of score 2.0 elements but not score 3.0 elements</p>

LANGUAGE USAGE
Measurement Topic: Language Conventions
 Grade One

Evidence shows student has met or exceeded the learning target

Evidence shows misunderstanding, misconceptions, or omissions

4.0	<p>In addition to score 3.0, in-depth inferences and applications that go beyond what was taught</p>
3.5	<p>In addition to score 3.0, in-depth inferences and applications with partial success</p>
Score 3.0	<p>Student exhibits no major errors or omissions and demonstrates understanding by:</p> <ul style="list-style-type: none"> • Distinguishing between complete and incomplete sentences • Writing complete basic interrogative and declarative sentences using the correct punctuation (e.g. sentences that contain a simple subject and verb) • Identifying and using simple and plural nouns and possessive nouns • Identifying and using simple pronouns and possessive pronouns • Using common adjectives and adverbs • Using regular and irregular verbs • Using basic conjunctions (coordinating and correlating)

2.5	<p>No major errors or omissions regarding score 2.0 elements with partial knowledge of score 3.0 elements</p>
Score 2.0	<p>Student exhibits major errors or omissions with score 3.0 elements. No major errors or omissions regarding the simpler details and processes such as:</p> <ul style="list-style-type: none"> • Recognizing and recalling specific terminology such as: <ul style="list-style-type: none"> ○ Subject ○ Predicate ○ Plural pronouns • Performing basic processes and recognizing and recalling the accuracy of basic solutions and information such as: <ul style="list-style-type: none"> ○ Recognizing complete and incomplete sentences in text ○ Recognizing interrogative and declarative sentences in text ○ Recognizing simple, plural, and possessive nouns in text ○ Recognizing simple and possessive pronouns in text ○ Recognizing common adjectives and adverbs in text ○ Recognizing regular and irregular verbs in text ○ Recognizing coordinating and correlating conjunctions in text
1.5	<p>Partial knowledge of score 2.0 elements</p> <p>Major errors or omissions regarding score 3.0 elements</p>
1.0	<p>With assistance, student demonstrates partial understanding of some of score 2.0 elements and some of score 3.0 elements</p>
0.5	<p>With assistance, a partial understanding of some of score 2.0 elements but not score 3.0 elements</p>

SPEAKING, LISTENING AND VIEWING
Measurement Topic: Speaking Applications
 Grade One

Evidence shows student has met or exceeded the learning target

Evidence shows misunderstanding, misconceptions, or omissions

4.0	<p>In addition to score 3.0, in-depth inferences and applications that go beyond what was taught</p>
3.5	<p>In addition to score 3.0, in-depth inferences and applications with partial success</p>
Score 3.0	<p>Student exhibits no major errors or omissions and demonstrates understanding by:</p> <ul style="list-style-type: none"> • Use language appropriate for different situations: <ul style="list-style-type: none"> ○ Understand that there are differences in the language used in the classroom, on the playground, at home, and in story books, and use language appropriate for the situation ○ Use complete sentences, with age- and grade-level appropriate vocabulary to express ideas and to describe people, places, events, actions, or things • Participate and contribute in small and large group discussions (e.g., whole class discussions, work groups, partners, etc.) following the rules of conversation • Present simple oral presentations to class about a topic, event or experience • Retell stories read using role-play • Recite familiar poems, rhymes, songs, and stories

2.5	<p>No major errors or omissions regarding score 2.0 elements with partial knowledge of score 3.0 elements</p>
Score 2.0	<p>Student exhibits major errors or omissions with score 3.0 elements. No major errors or omissions regarding the simpler details and processes such as:</p> <ul style="list-style-type: none"> • Recognizing and recalling specific terminology such as: <ul style="list-style-type: none"> ○ Description ○ Detail ○ Language ○ Appropriate • Performing basic processes and recognizing and recalling the accuracy of basic solutions and information such as: <ul style="list-style-type: none"> ○ Recognizing appropriate and inappropriate language in the classroom, playground, and at home ○ Recognizing things that can be done to participate in classroom discussions ○ Recognizing appropriate and inappropriate volume in oral presentations ○ Recognizing and recalling accurate information about basic characteristics of role-play
1.5	<p>Partial knowledge of score 2.0 elements</p> <p>Major errors or omissions regarding score 3.0 elements</p>
1.0	<p>With assistance, student demonstrates partial understanding of some of score 2.0 elements and some of score 3.0 elements</p>
0.5	<p>With assistance, a partial understanding of some of score 2.0 elements but not score 3.0 elements</p>

SPEAKING, LISTENING AND VIEWING
Measurement Topic: Listening Comprehension
 Grade One

Evidence shows student has met or exceeded the learning target

Evidence shows misunderstanding, misconceptions, or omissions

4.0	In addition to score 3.0, in-depth inferences and applications that go beyond what was taught
3.5	In addition to score 3.0, in-depth inferences and applications with partial success
Score 3.0	<p>Student exhibits no major errors or omissions and demonstrates understanding by:</p> <ul style="list-style-type: none"> • Model active listening skills (e.g., facing the speaker, making eye contact, listening quietly without interrupting, asking questions) • Follow simple two-step directions • Identify friendly communication through tone of voice, gestures, and content • Connect prior knowledge and experiences to oral messages (e.g., responding to comments of peers by connecting prior knowledge and adding a connected idea)

2.5	No major errors or omissions regarding score 2.0 elements with partial knowledge of score 3.0 elements
Score 2.0	<p>Student exhibits major errors or omissions with score 3.0 elements. No major errors or omissions regarding the simpler details and processes such as:</p> <ul style="list-style-type: none"> • Recognizing and recalling specific terminology such as: <ul style="list-style-type: none"> ○ Summary ○ Process • Performing basic processes and recognizing and recalling the accuracy of basic solutions and information such as: <ul style="list-style-type: none"> ○ Recognizing and recalling accurate information about basic characteristics of active listening ○ Recognizing accurate descriptions and execution of simple two-step directions ○ Recognizing and recalling accurate information about basic characteristics of friendly communication ○ Recognizing basic connected ideas
1.5	<p style="text-align: center;">Partial knowledge of score 2.0 elements</p> <p style="text-align: center;">Major errors or omissions regarding score 3.0 elements</p>
1.0	With assistance, student demonstrates partial understanding of some of score 2.0 elements and some of score 3.0 elements
0.5	With assistance, a partial understanding of some of score 2.0 elements but not score 3.0 elements

SPEAKING, LISTENING AND VIEWING
Measurement Topic: Analysis and Evaluation of Media
 Grade One

Evidence shows student has met or exceeded the learning target

Evidence shows misunderstanding, misconceptions, or omissions

4.0	In addition to score 3.0, in-depth inferences and applications that go beyond what was taught
3.5	In addition to score 3.0, in-depth inferences and applications with partial success
Score 3.0	<p>Student exhibits no major errors or omissions and demonstrates understanding by:</p> <ul style="list-style-type: none"> • Describe the sender, receiver, and message in a variety of visual media (e.g., news programs, cartoons, sports programs, commercials) • Distinguish between real life and television/movies

2.5	No major errors or omissions regarding score 2.0 elements with partial knowledge of score 3.0 elements
Score 2.0	<p>Student exhibits major errors or omissions with score 3.0 elements. No major errors or omissions regarding the simpler details and processes such as:</p> <ul style="list-style-type: none"> • Recognizing and recalling specific terminology such as: <ul style="list-style-type: none"> ○ Sender ○ Receiver • Performing basic processes and recognizing and recalling the accuracy of basic solutions and information such as: <ul style="list-style-type: none"> ○ Recognizing the sender, receiver, and message in visual media ○ Recognizing and recalling accurate information about the basic differences between real life and life depicted on television shows or in movies
1.5	Partial knowledge of score 2.0 elements Major errors or omissions regarding score 3.0 elements
1.0	With assistance, student demonstrates partial understanding of some of score 2.0 elements and some of score 3.0 elements
0.5	With assistance, a partial understanding of some of score 2.0 elements but not score 3.0 elements