

# 1<sup>st</sup> Grade Performance Levels

## READING

### Recognizes sound/letter relationships

- A Recognizes all 31 sound/letter relationships and applies blending skills
- P Recognizes introduced sound/letter relationships with 100% accuracy
- B Recognizes introduced sound/letter relationships with 80% accuracy
- BB Recognizes fewer than 80% of introduced sound/letter relationships

### Identifies sight vocabulary

- A Knows all first grade high frequency words
- P Knows all high frequency words that have been introduced
- B Knows 80% of high frequency words that have been introduced
- BB Knows fewer than 80% of high frequency words that have been introduced

### Applies phonic skills

- A Names, blends all 36 sounds into words and can sound out to write
- P Can name and blend 100% of introduced sounds
- B Names and blends 80% of introduced sounds
- BB Name and blend fewer than 80% of introduced sounds

### Fluency -reads texts accurately, smoothly, and with expression

- A Reads in larger, meaningful groups accurately, smoothly and with expression, (Dibels 43 wpm)
- P Reads in five and six word phrase groups accurately, smoothly, and with expression, (Dibels 23 wpm)
- B Reads in two-word phrase groups with some three and four word groupings with little or no expression, word errors.
- BB Reads word by word with occasional two word or three word groupings with no expression, many word errors.

### Demonstrates comprehension in reading

- A Requires no prompts to provide insightful response to teacher questions.
- P Requires 1 or no prompts to provide adequate response to teacher questions.
- B Requires 2-3 prompts to provide some response to teacher questions.
- BB Requires 3 or more prompts to provide limited or no response to teacher questions.

Compares & contrasts different types of text

- A Identifies more than 2 similarities and more than 2 differences without prompting
- P Identifies 1 similarity and 1 difference without prompting
- B Identifies 1 similarity or 1 difference with prompting
- BB Unable to identify a similarity or difference

Uses conventional spelling patterns

- A On weekly spelling tests, the student has an average of at least 100%
- P On weekly spelling tests, the student has an average of at least 80-99%
- B On weekly spelling tests, the student has an average of at least 60-79%
- BB On weekly spelling tests, the student has an average of below 60%

**WRITING**

Writes a personal narrative

- A Writes 3 or more appropriately sequenced events in complete sentences
- P Writes two or more appropriately sequenced events in complete sentences
- B Writes two appropriately sequenced events with prompting
- BB Unable to form sentences with prompting

Writes to inform

- A Writes to a topic using more than 2 facts in complete sentences
- P Writes to a topic using 2 facts in complete sentences
- B Writes to a topic using 1-2 facts with prompting
- BB Unable to write facts about a topic with prompting

Maintains focus on a single idea with details

- A Using a graphic organizer, etc., the student writes more than 4 details on a single topic
- P Writes 4 details on a single topic
- B Writes 2-3 details with prompting
- BB Writes 1 or less detail about a topic

## **HANDWRITING**

Uses neat and legible handwriting

A N/A

P Neat and legible with appropriate spacing

B Neat and legible without appropriate spacing

BB Not neat and legible

## MATH

### Counts whole numbers to 120

- A Counts higher than 120 with no errors
- P Counts whole numbers to 120 with no errors
- B Counts whole numbers to 100 with no errors
- BB Counts whole numbers to 100 with errors

### Reads whole numbers to 120

- A Reads whole numbers greater than 120
- P Reads whole numbers to 120 in random order with no errors
- B Reads whole numbers to 100 in random order with no errors
- BB Reads whole numbers to 100 in random order with errors

### Writes whole numbers to 120

- A Writes whole numbers greater than 120
- P Writes whole numbers to 120 with no errors
- B Writes whole numbers to 100 with no errors
- BB Writes whole numbers to 100 with errors

### Counts by 2's to 120

- A Counts higher than 120
- P Counts to 120
- B 70-118
- BB 0-68

### Counts by 5's to 120

- A Counts higher than 120
- P Counts to 120
- B 65-115
- BB 0-60

### Counts by 10's to 120

- A Counts higher than 120
- P Counts to 120
- B 60-110
- BB 0-50

Applies addition skill with 1 digit

- A Applies addition skills with 1 digit with 100% accuracy
- P Applies addition skills with 1 digit with 80-99% accuracy
- B Applies addition skills with 1 digit 60-79% accuracy
- BB Applies addition skills with 1 digit less than 60% accuracy

Applies addition skill with 2 digits

- A Applies addition skills with 2 digits with 910% accuracy
- P Applies addition skills with 2 digits with 80-99% accuracy
- B Applies addition skills with 2 digits 60-79% accuracy
- BB Applies addition skills with 2 digits less than 60% accuracy

Applies subtraction skill with 1 digit

- A Applies subtraction skills with 1 digit with 100% accuracy
- P Applies subtraction skills with 1 digit with 80-99% accuracy
- B Applies subtraction skills with 1 digit 60-79% accuracy
- BB Applies subtraction skills with 1 digit less than 60% accuracy

Applies subtraction skill with 2 digits

- A Applies subtraction skills with 2 digits with 100% accuracy
- P Applies subtraction skills with 2 digits with 80-99% accuracy
- B Applies subtraction skills with 2 digits 60-79% accuracy
- BB Applies subtraction skills with 2 digits less than 60% accuracy

Demonstrates proficiency in addition and subtraction facts to 20

- A Completes addition and subtraction facts to 20 with 90% accuracy
- P Completes addition and subtraction facts to 20 with 80% accuracy
- B Completes addition and subtraction facts to 20 with 60-79% accuracy
- BB Completes addition and subtraction facts to 20 with less than 60% accuracy

Names, identifies and creates two dimensional geometric shapes

- A Names, identifies and creates two dimensional geometric shapes (circle, triangle, square, rectangle, hexagon, trapezoid,  $\frac{1}{2}$  circle,  $\frac{1}{4}$  circle) with no errors
- P Names, identifies and creates two dimensional geometric shapes (circle, triangle, square, rectangle) with no errors
- B Names, identifies or creates two dimensional geometric shapes (2 out of 3)
- BB Is not able to name, identify nor create two dimensional geometric shapes

Names, identifies and creates three dimensional geometric shapes

- A Names, identifies and creates (using clay or playdoh) three dimensional shapes (cube, rectangular prism, cone, cylinder, sphere) with no errors
- P Names and identifies three dimensional shapes (cube, rectangular, prism, cone, cylinder, sphere) with no errors
- B Names and identifies three dimensional shapes (cube, rectangular prism, cone, cylinder, sphere) with 1 to 2 errors
- BB Is not able to name or identify three dimensional shapes

**SKILLS FOR SUCCESSFUL LEARNERS**

This is determined through student demonstration and teacher observation