

# First Grade Proficiency Scales

August 22 – October 23, 2018

ELA CFA # 1		
<b>Phonics - Consonant Blends</b>		
Grade 1		
		Sample Tasks
<b>Score 4.0</b>	<p>In addition to score 3.0 performance, I demonstrate in-depth inferences and applications that go beyond what was taught.</p> <p><b>I can:</b>            *know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound) (RF.1.3a)</p>	<p><b><u>Reads all consonant digraph words with automaticity:</u></b>            this bath much match when shop Phil            smash</p>
<b>Score 3.0</b>	<p><b>I can:</b>            * know and apply grade-level phonics and word analysis skills in decoding words (RF.1.3)            b. decode regularly spelled one-syllable words (consonant blends)</p>	<p><b><u>Reads all one-syllable consonant blend words with automaticity:</u></b>            drip plan frog skin step fast jump            clock</p>
<b>Score 2.0</b>	<p><b>I can recognize/recall specific vocabulary, such as:</b>            *<u>Guaranteed:</u> vowel, consonant, blend, text, phonics, rate, illustrator            *<u>Cognitive Verbs:</u> decode, predict, illustrate, solve, retell</p> <p><b>I can:</b>            * know and apply grade-level phonics and word analysis skills in decoding words (RF.1.3)            * decode regularly spelled one-syllable words (cvc) (RF.1.3b)            * recognize and read grade-appropriate irregularly spelled words (RF.1.3g)</p>	<p><b><u>Blends between six to eight one-syllable consonant blend words:</u></b>            drip plan frog skin step fast jump            clock</p> <p><b><u>Reads one-syllable cvc (consonant-vowel-consonant) words with automaticity:</u></b>            sat big hid hen yet fox rug            sun</p>
<b>Score 1.0</b>	<b>With help, I have some success at score 2.0 &amp; 3.0 content</b>	
<b>Score 0.0</b>	<b>Even with help, I have no success yet</b>	

ELA CFA # 1

**Phonemic Awareness - Blending Sounds**

Grade 1

<b>Score 4.0</b>	<p>In addition to score 3.0 performance, I demonstrate in-depth inferences and applications that go beyond what was taught.</p> <p><b>I can:</b> *segment spoken single-syllable words into their complete sequence of individual sounds (phonemes) (RF.1.2d)</p>	<p><b>Sample Tasks</b></p> <p><b>Segmenting Words into Phonemes</b></p> <p>1. sun -- (s-ŭ-n)    2. less -- (l-ĕ-ss)            3. rain -- (r-ā-n)    4. feed -- (f-ē-d)            5. vote -- (v-ō-t)    6. huge -- (h-ū-j)            7. ride -- (r-ī-d)</p>
		<p><b>Blending Phonemes</b></p> <p>1. w-ĭ-n -- (win)    2. g-ĕ-t -- (get)            3. h-ă-z -- (has)    4. j-ŏ-b -- (job)            5. n-ĕ-k -- (neck)    6. s-ĭ-t -- (sight)            7. t-ŭ-b -- (tube)</p>
<b>Score 3.0</b>	<p><b>I can:</b> * Demonstrate understanding of spoken words, syllables, and sounds (RF. 1.2)            b. orally produce single-syllable words by blending sounds (phonemes), including consonant blends</p>	<p><b>Onset Fluency: Isolate the Initial Phoneme</b></p> <p>1. peach    2. bell    3. cost    4. lake</p> <p><b>Identifying Medial Sounds in Words</b></p> <p>1. red    2. lip    3. nut    4. sock</p> <p><b>Identifying Final Sounds in Words</b></p> <p>1. zip    2. ham    3. rock    4. nut</p>
<b>Score 2.0</b>	<p><b>I can recognize/recall specific vocabulary, such as:</b>            *<u>Guaranteed</u>: vowel, consonant, blend, text, phonics, rate, illustrator            *<u>Cognitive Verbs</u>: decode, predict, illustrate, solve, retell</p> <p><b>I can:</b>            * isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words (RF.1.2c)</p>	
<b>Score 1.0</b>	<b>With help, I have some success at score 2.0 &amp; 3.0 content</b>	
<b>Score 0.0</b>	<b>Even with help, I have no success yet</b>	

**ELA CFA # 1**

***Fluency***

*Grade 1*

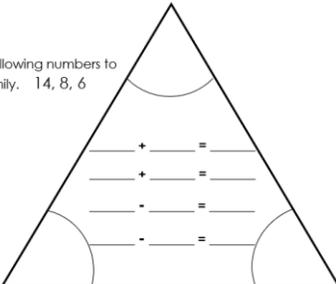
		<b>Sample Tasks</b>
<b>Score 4.0</b>	<b>In addition to score 3.0 performance, I demonstrate in-depth inferences and applications that go beyond what was taught.</b>	I can read a story at a rate of 11 or more words correctly in a minute.
<b>Score 3.0</b>	<p><b>I can:</b>                      *read with sufficient accuracy and fluency to support comprehension (RF1.4)                      a. read grade-level text with purpose and understanding                      b. read grade-level text orally with accuracy, appropriate rate, and expression                      c. use context to confirm or self-correct word recognition and understanding , rereading as necessary</p>	I can read a story at a rate of between 7-10 words correctly in a minute.
<b>Score 2.0</b>	<p><b>I can recognize/recall specific vocabulary, such as:</b>                      *<u>Guaranteed:</u> vowel, consonant, blend, text, phonics, rate, illustrator                      *<u>Cognitive Verbs:</u> decode, predict, illustrate, solve, retell</p> <p><b>I can:</b>                      *apply knowledge of kindergarten and first grade sight words                      * know and apply grade-level phonics and word analysis skills in decoding words (RF.1.3)</p>	I can read a story at a rate of between 4-6 words correctly in a minute.
<b>Score 1.0</b>	<b>With help, I have some success at score 2.0 &amp; 3.0 content</b>	<i>I can read a story at a rate of between 1-3 words correctly in a minute.</i>
<b>Score 0.0</b>	<b>Even with help, I have no success yet</b>	

# Math CFA # 1- Number and Operations in Base Ten System

## *Fluency and Strategies to 10*

Grade 1

### Sample Tasks

<b>Score 4.0</b>	<p><b>In addition to score 3.0 performance, I demonstrate in-depth inferences and applications that go beyond what was taught.</b></p> <p><b>I can:</b></p> <ul style="list-style-type: none"> <li>* Add and subtract within 20 demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on, making ten, decomposing a number leading to ten, using the relationship between addition and subtraction, and creating equivalent but easier or known sums (1.OA.1.6)</li> </ul> <p style="text-align: center;"><b><u>- use strategies to fluently represent numbers 11-20</u></b></p>	<div style="border: 1px solid black; padding: 5px;"> <div style="display: flex; justify-content: space-around; align-items: flex-start;"> <div style="text-align: center;"> <math display="block">\begin{array}{r} 12 \\ -4 \\ \hline \end{array}</math> </div> <div style="text-align: center;"> <math display="block">\begin{array}{r} 8 \\ +6 \\ \hline \end{array}</math> </div> <div style="text-align: center;"> <math>16 - 3 = \underline{\quad}</math> </div> <div style="text-align: center;"> <math>9 + 5 = \underline{\quad}</math> </div> </div> <p style="font-size: small; margin-top: 5px;"><b>Instructions:</b> Use the following numbers to complete the fact family. 14, 8, 6</p> <div style="border: 1px dashed black; padding: 5px; margin: 5px 0;"> <p style="font-size: x-small; margin: 0;"><b>Teach Use Only</b></p> <p style="font-size: x-small; margin: 0;">1 to 1</p> <p style="font-size: x-small; margin: 0;">Counting on</p> <p style="font-size: x-small; margin: 0;">Make Ten</p> <p style="font-size: x-small; margin: 0;">Double Plus 1</p> <p style="font-size: x-small; margin: 0;">Mental Math</p> </div> <div style="text-align: center;">  </div> </div>
<b>Score 3.0</b>	<p><b>I can:</b></p> <ul style="list-style-type: none"> <li>* Add and subtract within 20 demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on, making ten, decomposing a number leading to ten, using the relationship between addition and subtraction, and creating equivalent but easier or known sums (1.OA.1.6)</li> </ul> <p style="text-align: center;"><b>- use strategies to fluently represent numbers to 10</b></p>	<div style="display: flex; justify-content: space-around; align-items: flex-start;"> <div style="text-align: center;">  <math>= \underline{\quad}</math> </div> <div style="text-align: center;">  <math>= \underline{\quad}</math> </div> </div> <div style="display: flex; justify-content: space-around; align-items: flex-start; margin-top: 10px;"> <div style="text-align: center;"> <math display="block">\begin{array}{r} 10 \\ -6 \\ \hline \end{array}</math> </div> <div style="text-align: center;"> <math display="block">\begin{array}{r} 7 \\ +2 \\ \hline \end{array}</math> </div> <div style="text-align: center;"> <math>8 - 3 = \underline{\quad}</math> </div> <div style="text-align: center;"> <math>4 + 6 = \underline{\quad}</math> </div> </div>
<b>Score 2.0</b>	<p><b>I can recognize/recall specific vocabulary, such as:</b></p> <ul style="list-style-type: none"> <li>* <u>Guaranteed</u>: number, tally, tens, ones, count, fact</li> <li>* <u>Cognitive Verbs</u>: decode, predict, illustrate, solve, retell</li> </ul> <p><b>I can:</b></p> <ul style="list-style-type: none"> <li>* add and subtract fluently within 5</li> <li>* count and write to 10</li> <li>* compose and decompose numbers to 10</li> </ul>	<p style="font-size: x-small; margin-bottom: 5px;"><b>Instructions:</b> Circle patterns you see for each dot pattern. Then solve the following equations.</p> <div style="display: flex; justify-content: space-around; align-items: flex-start;"> <div style="text-align: center;">  <math>= \underline{\quad}</math> </div> <div style="text-align: center;">  <math>= \underline{\quad}</math> </div> </div> <div style="display: flex; justify-content: space-around; align-items: flex-start; margin-top: 10px;"> <div style="text-align: center;"> <math display="block">\begin{array}{r} 5 \\ -2 \\ \hline \end{array}</math> </div> <div style="text-align: center;"> <math display="block">\begin{array}{r} 1 \\ +4 \\ \hline \end{array}</math> </div> <div style="text-align: center;"> <math>3 - 0 = \underline{\quad}</math> </div> <div style="text-align: center;"> <math>2 + 3 = \underline{\quad}</math> </div> </div>
<b>Score 1.0</b>	<p><b>With help, I have some success at score 2.0 &amp; 3.0 content</b></p>	
<b>Score 0.0</b>	<p><b>Even with help, I have no success yet</b></p>	

## October 24 – December 10, 2018

<b>ELA CFA # 2</b>		
<b><i>Phonics - Digraphs</i></b>		
<i>Grade 1</i>		
	<b>In addition to score 3.0 performance, I demonstrate in-depth inferences and applications that go beyond what was taught.</b>	<b>Sample Tasks</b>
<b>Score 4.0</b>	<p><b>I can:</b>                      *know <b><i>final -e</i></b> and common vowel team conventions for representing long vowel sounds (RF.1.3c)</p>	<p><b><u>Reads all final -e long vowel words with automaticity:</u></b>                      cage take nice fine broke hole huge tube</p>
<b>Score 3.0</b>	<p><b>I can:</b>                      * know and apply grade-level phonics and word analysis skills in decoding words (RF.1.3)                      a. know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound)</p>	<p><b><u>Reads all consonant digraph words with automaticity</u></b>                      this bath much match when shop Phil                      smash</p>
<b>Score 2.0</b>	<p><b>I can recognize/recall specific vocabulary, such as:</b>                      *<b><i>Guaranteed:</i></b> digraph, accurate, expression, segment, fluency                      *<b><i>Cognitive Verbs:</i></b> describe, feedback, automatic, sketch, brainstorm, difference</p> <p><b>I can:</b>                      * know and apply grade-level phonics and word analysis skills in decoding words (RF.1.3)                      * decode regularly spelled one-syllable words (cvc &amp; blends) (RF.1.3b)                      * recognize and read grade-appropriate irregularly spelled words (RF.1.3g)</p>	<p><b><u>Reads all one-syllable consonant blend words with automaticity:</u></b>                      drip plan frog skin step fast jump                      clock</p> <p><b><u>Reads one-syllable cvc (consonant-vowel-consonant) words with automaticity:</u></b>                      sat big hid hen yet fox rug sun</p>
<b>Score 1.0</b>	<b>With help, I have some success at score 2.0 &amp; 3.0 content</b>	
<b>Score 0.0</b>	<b>Even with help, I have no success yet</b>	

ELA CFA # 2

**Phonemic Awareness - Segmenting Sounds**

Grade 1

<p><b>Score 4.0</b></p>	<p><b>In addition to score 3.0 performance, I demonstrate in-depth inferences and applications that go beyond what was taught.</b></p> <p><b>I can:</b> *distinguish long from short vowel sounds in spoken single-syllable words (RF.1.2a)</p>	<p><b>Sample Tasks</b></p> <p><b>Long and Short Vowels</b>  <i>"What's the middle sound in this word?"</i>  <i>"Is it long or short?"</i>                      1. game -- (/ai/ - long) 2. rib -- (/i/ - short)                      3. beak -- (/ee/ - long) 4. night -- (/ie/ - long)                      5. fog -- (/o/ - short) 6. tub -- (/u/ - short)</p>
<p><b>Score 3.0</b></p>	<p><b>I can:</b> * Demonstrate understanding of spoken words, syllables, and sounds (RF. 1.2) d. segment spoken single-syllable words into their complete sequence of individual sounds (phonemes)</p>	<p><b>Segmenting Words into Phonemes</b>                      1. sun -- (s-ŭ-n) 2. less -- (l-ě-ss)                      3. rain -- (r-ā-n) 4. feed -- (f-ē-d)                      5. vote -- (v-ō-t) 6. huge -- (h-ū-j)                      7. ride -- (r-ī-d)</p>
<p><b>Score 2.0</b></p>	<p><b>I can recognize/recall specific vocabulary, such as:</b>  <i>*Guaranteed:</i> digraph, accurate, expression, segment, fluency  <i>*Cognitive Verbs:</i> describe, feedback, automatic, sketch, brainstorm, difference</p> <p><b>I can:</b>                      * isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words (RF.1.2c)                      * orally produce single-syllable words by blending sounds (phonemes), including consonant blends (RF. 1.2.b)</p>	<p><b>Onset Fluency: Isolate the Initial Phoneme</b>                      1. peach 2. bell 3. cost 4. lake</p> <p><b>Identifying Medial Sounds in Words</b>                      1. red 2. lip 3. nut 4. sock</p> <p><b>Identifying Final Sounds in Words</b>                      1. zip 2. ham 3. rock 4. nut</p> <p><b>Blending Phonemes</b>                      1. w-ĭ-n -- (win) 2. g-ě-t -- (get)</p>
<p><b>Score 1.0</b></p>	<p><b>With help, I have some success at score 2.0 &amp; 3.0 content</b></p>	
<p><b>Score 0.0</b></p>	<p><b>Even with help, I have no success yet</b></p>	

**ELA CFA # 2**

**Fluency**

*Grade 1*

		<b>Sample Tasks</b>
<b>Score 4.0</b>	<b>In addition to score 3.0 performance, I demonstrate in-depth inferences and applications that go beyond what was taught.</b>	I can read a story at a rate of 19 or more words correctly in a minute.
<b>Score 3.0</b>	<p><b>I can:</b>                      *read with sufficient accuracy and fluency to support comprehension (RF1.4)                      a. read grade-level text with purpose and understanding                      b. read grade-level text orally with accuracy, appropriate rate, and expression                      c. use context to confirm or self-correct word recognition and understanding , rereading as necessary</p>	I can read a story at a rate of between 13-18 words correctly in a minute.
<b>Score 2.0</b>	<p><b>I can recognize/recall specific vocabulary, such as:</b>                      *<u>Guaranteed</u>: digraph, accurate, expression, segment, fluency                      *<u>Cognitive Verbs</u>: describe, feedback, automatic, sketch, brainstorm, difference</p> <p><b>I can:</b>                      *apply knowledge of kindergarten and first grade sight words                      * know and apply grade-level phonics and word analysis skills in decoding words (RF.1.3)</p>	I can read a story at a rate of between 7-12 words correctly in a minute.
<b>Score 1.0</b>	<b>With help, I have some success at score 2.0 &amp; 3.0 content</b>	<i>I can read a story at a rate of between 1-6 words correctly in a minute.</i>
<b>Score 0.0</b>	<b>Even with help, I have no success yet</b>	

**Math CFA # 2- Number and Operations in Base Ten System**

***Place Value for 2 Digit Numbers***

*Grade 1*

	In addition to score 3.0 performance, I demonstrate in-depth inferences and applications that go beyond what was taught.	Sample Tasks
<b>Score 4.0</b>	<b>I can:</b> *represent numbers to 99 using tens and ones <b><i>in context</i></b>	Angie has a lot of stuffed animals! After she counts them all, she sees that she has enough stuffed animals to organize them into groups of 4 tens and 6 ones. How many stuffed animals does she have?  ____ tens + ____ ones = _____ stuffed animals
<b>Score 3.0</b>	<b>I can:</b> *Understand that the two digits of a two-digit number represent amounts of tens and ones (1.NBT.2) c. Understand the numbers 10, 20, 30, 40, 50, 60, 70, 80 and 90 refer to one, two, three, four, five, six, seven, eight, or nine tens	68 = ____ tens + ____ ones  ____ = 4 tens + 3 ones  (3 ten blocks and five one blocks) = ____  86, 87, 88, ____, ____  ____, ____, 22, 23, 24
<b>Score 2.0</b>	<b>I can recognize/recall specific vocabulary, such as:</b> * <b><i>Guaranteed:</i></b> addition, subtraction, word problem, order, sum, teens, iterate * <b><i>Cognitive Verbs:</i></b> describe, feedback, automatic, sketch, brainstorm, difference  <b>I can:</b> * count to 20 by ones * skip count by 10s to 100 * compose and decompose numbers to 10 * represent numbers 11-19 using tens and ones (1.NBT.2b)	12 = ____ tens and ____ ones  1 ten and 5 ones = _____
<b>Score 1.0</b>	<b>With help, I have some success at score 2.0 &amp; 3.0 content</b>	
<b>Score 0.0</b>	<b>Even with help, I have no success yet</b>	

## Math CFA # 2 - Operations & Algebra

### ***Addition and Subtraction (JRU, SRU, PPW)***

*Grade 1*

Score 4.0	In addition to score 3.0 performance, I demonstrate in-depth inferences and applications that go beyond what was taught.	<b>Sample Tasks</b>
		<p><b>I can:</b></p> <ul style="list-style-type: none"> <li>* apply properties of operations as strategies to add and subtract (commutative/associative property of addition) (1.OA.3)</li> <li style="padding-left: 20px;">- <u>JRU/SRU/PPW</u></li> </ul>
Score 3.0	<p><b>I can:</b></p> <ul style="list-style-type: none"> <li>* use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, and putting together (1.OA.1)</li> <li style="padding-left: 20px;">- using: objects, drawings and equations.</li> </ul>	<p><i>Solve the story problem below. Justify your answer by using objects, drawings, and equations.</i></p> <p>1. Shane has 6 green balls and 7 red balls. How many balls does have altogether? (PPW)</p> <p>2. Emma has 11 pens. Sara gave her 5 more pens. How many pens does Emma have altogether? (JRU)</p> <p>3. Sam had 14 toys. He gave 6 to his friend. How many toys does Sam have left? (SRU)</p>
	Score 2.0	<p><b>I can recognize/recall specific vocabulary, such as:</b></p> <p><u>*Guaranteed:</u> addition, subtraction, word problem, order, sum, teens, iterate</p> <p><u>*Cognitive Verbs:</u> describe, feedback, automatic, sketch, brainstorm, difference</p> <p><b>I can:</b></p> <ul style="list-style-type: none"> <li>* add and subtract within 20 (1.OA.6)</li> <li style="padding-left: 20px;">- using: objects, drawings and equations</li> <li>* relate counting to addition and subtraction (1.OA. 5)</li> </ul>
Score 1.0		With help, I have some success at score 2.0 & 3.0 content
Score 0.0	Even with help, I have no success yet	

December 11 – February 20, 2018

ELA CFA # 3		
<b><i>Phonics - Long Vowel with Silent E</i></b>		
Grade 1		
		Sample Tasks
<b>Score 4.0</b>	<p>In addition to score 3.0 performance, I demonstrate in-depth inferences and applications that go beyond what was taught.</p> <p><b>I can:</b>            *know and apply grade-level phonics and word analysis skills in decoding words (RF.1.3) - <b><u>R Controlled Vowels</u></b></p>	<p><b><u>Reads all r-controlled vowel words with automaticity:</u></b>            bark yard porch fork herd dirt hurt            turn</p>
<b>Score 3.0</b>	<p><b>I can:</b>            * know and apply grade-level phonics and word analysis skills in decoding words (RF.1.3)            c. know <b><u>final -e</u></b> and common vowel team conventions for representing long vowel sounds</p>	<p><b><u>Reads all final -e long vowel words with automaticity:</u></b>            cage take nice fine broke hole huge            tube</p>
<b>Score 2.0</b>	<p><b>I can recognize/recall specific vocabulary, such as:</b>  <u>*Guaranteed:</u> syllable, fiction, non-fiction, author, rate  <u>*Cognitive Verbs:</u> identify, mentally, visualize, demonstrate, draft</p> <p><b>I can:</b>            * know and apply grade-level phonics and word analysis skills in decoding words (RF.1.3)            * decode regularly spelled one-syllable words (cvc &amp; blends) (RF.1.3b)            * recognize and read grade-appropriate irregularly spelled words (RF.1.3g)</p>	<p><b><u>Reads all one-syllable consonant blend words with automaticity:</u></b>            drip plan frog skin step fast jump            clock</p> <p><b><u>Reads one-syllable cvc (consonant-vowel-consonant) words with automaticity:</u></b>            sat big hid hen yet fox rug            sun</p>
<b>Score 1.0</b>	<b>With help, I have some success at score 2.0 &amp; 3.0 content</b>	
<b>Score 0.0</b>	<b>Even with help, I have no success yet</b>	

ELA CFA # 3

**Phonemic Awareness - Long & Short Vowel Sounds**

Grade 1

<p><b>Score 4.0</b></p>	<p><b>In addition to score 3.0 performance, I demonstrate in-depth inferences and applications that go beyond what was taught.</b></p> <p><b>I can:</b></p> <ul style="list-style-type: none"> <li>* delete and add phonemes to a given word (RF.1.2)</li> <li>* substitute a phoneme for a given letter (RF.1.2)</li> </ul>	<p style="text-align: center;"><b>Sample Tasks</b></p> <p><b><u>Adding Phonemes to Words</u></b>          1. and -- add /s/ -- sand    2. in -- add /f/ -- fin</p> <p><b><u>Deleting Initial Phonemes in Words</u></b>          1. cup -- w/o /c/ -- up    2. beach -- w/o /b/ -- each</p> <p><b><u>Substituting Initial Phonemes in Words</u></b>          1. take -- change /t/ to /r/ -- rake    2. let -- change /l/ to /w/ -- wet</p>
<p><b>Score 3.0</b></p>	<p><b>I can:</b></p> <ul style="list-style-type: none"> <li>* Demonstrate understanding of spoken words, syllables, and sounds (RF. 1.2)             <ul style="list-style-type: none"> <li>a. distinguish long from short vowel sounds in spoken single-syllable words</li> </ul> </li> </ul>	<p><b><u>Long and Short Vowels</u></b></p> <p><i>"Please identify the middle sound in this word."</i></p> <p><i>"Is it long or short?"</i></p> <p>1. game -- (/ai/ - long)    2. rib -- (/i/ - short)</p> <p>3. beak -- (/ee/ - long)    4. night -- (/ie/ - long)</p> <p>5. fog -- (/o/ - short)    6. tub -- (/u/ - short)</p>
<p><b>Score 2.0</b></p>	<p><b>I can recognize/recall specific vocabulary, such as:</b></p> <p><i>*Guaranteed:</i> syllable, fiction, non-fiction, author, rate</p> <p><i>*Cognitive Verbs:</i> identify, mentally, visualize, demonstrate, draft</p> <p><b>I can:</b></p> <ul style="list-style-type: none"> <li>* isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words (RF.1.2c)</li> <li>* segment spoken single-syllable words into their complete sequence of individual sounds (phonemes) (RF.1.2d)</li> </ul>	<p><b><u>Onset Fluency: Isolate the Initial Phoneme</u></b>          1. peach    2. bell    3. cost    4. lake</p> <p><b><u>Identifying Medial Sounds in Words</u></b>          1. red    2. lip    3. nut    4. sock</p> <p><b><u>Identifying Final Sounds in Words</u></b>          1. zip    2. ham    3. rock    4. nut</p> <p><b><u>Segmenting Words into Phonemes</u></b>          1. sun -- (s-ŭ-n)    2. less -- (l-ě-ss)</p>
<p><b>Score 1.0</b></p>	<p><b>With help, I have some success at score 2.0 &amp; 3.0 content</b></p>	
<p><b>Score 0.0</b></p>	<p><b>Even with help, I have no success yet</b></p>	

**ELA CFA # 3**

***Fluency***

*Grade 1*

		<b>Sample Tasks</b>
<b>Score 4.0</b>	<b>In addition to score 3.0 performance, I demonstrate in-depth inferences and applications that go beyond what was taught.</b>	I can read a story at a rate of 38 or more words correctly in a minute.
<b>Score 3.0</b>	<p><b>I can:</b>                      *read with sufficient accuracy and fluency to support comprehension (RF1.4)                      a. read grade-level text with purpose and understanding                      b. read grade-level text orally with accuracy, appropriate rate, and expression                      c. use context to confirm or self-correct word recognition and understanding , rereading as necessary</p>	I can read a story at a rate of between 23-37 words correctly in a minute.
<b>Score 2.0</b>	<p><b>I can recognize/recall specific vocabulary, such as:</b>                      *<i>Guaranteed</i>: syllable, fiction, non-fiction, author, rate                      *<i>Cognitive Verbs</i>: identify, mentally, visualize, demonstrate, draft</p> <p><b>I can:</b>                      *apply knowledge of kindergarten and first grade sight words                      * know and apply grade-level phonics and word analysis skills in decoding words (RF.1.3)</p>	I can read a story at a rate of between 13-22 words correctly in a minute.
<b>Score 1.0</b>	<b>With help, I have some success at score 2.0 &amp; 3.0 content</b>	<i>I can read a story at a rate of between 1-12 words correctly in a minute.</i>
<b>Score 0.0</b>	<b>Even with help, I have no success yet</b>	

## Math CFA # 3- Number and Operations in Base Ten System

### *Place Value - Compare*

*Grade 1*

		Sample Tasks
<b>Score 4.0</b>	<p><b>In addition to score 3.0 performance, I demonstrate in-depth inferences and applications that go beyond what was taught.</b></p> <p><b>I can:</b> *apply knowledge of comparisons <i>in context</i></p>	<p><i>Rachel fed her bird 36 seeds .Jet feeds his bird 10 more seeds. How many seeds did Jet feed his bird?</i></p>
<b>Score 3.0</b>	<p><b>I can:</b> * Compare two digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols <math>&gt;</math>, <math>=</math>, and <math>&lt;</math> (1.NBT.3) * Given a two digit number, <b>mentally</b> find 10 more or 10 less than the number, without having to count; explain the reasoning used (1.NBT.5)</p>	<p><i>Write the symbols <math>&lt; = &gt;</math> 16 ___ 61                  65 ___ 43                  93 ___ 93</i></p> <p><i>Ten more than 34 is _____</i></p> <p><i>Ten less than 34 is _____</i></p>
<b>Score 2.0</b>	<p><b>I can recognize/recall specific vocabulary, such as:</b> <i>*Guaranteed:</i> equal, greater, addend, less, fewer, symbol <i>*Cognitive Verbs:</i> identify, mentally, visualize, demonstrate, draft</p> <p><b>I can:</b> * order numbers * verbally explain which number is bigger or smaller * add and subtract 10 with accommodations</p>	<p><i>46, 47, 48, _____, _____</i></p> <p><i>Which number is bigger 45 or 54? Explain how you know the bigger number.</i></p> <p><i>Which number is smaller 86 or 76 ? Explain how you know the smaller number.</i></p>
<b>Score 1.0</b>	<p><b>With help, I have some success at score 2.0 &amp; 3.0 content</b></p>	
<b>Score 0.0</b>	<p><b>Even with help, I have no success yet</b></p>	

## Math CFA # 3 - Operations & Algebra

### ***Addition and Subtraction (JCU, SCU, PPW)***

*Grade 1*

		<b>Sample Tasks</b>
<b>Score 4.0</b>	<p><b>In addition to score 3.0 performance, I demonstrate in-depth inferences and applications that go beyond what was taught.</b></p> <p><b>I can:</b>                      * apply properties of operations as strategies to add and subtract (commutative/associative property of addition) (1.OA.3)                      - JCU/SCU/PPW</p>	<p><i>Solve the story problem below. Justify your answer by using objects, drawings, and equations. Write an addition <u>and</u> subtraction equation for this problem.</i></p> <p><i>1. There were 12 cars on the race track. 6 more joined the race. How many cars are on the track? (JCU)</i></p>
<b>Score 3.0</b>	<p><b>I can:</b>                      * use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, and putting together (1.OA.1)                      - using: objects, drawings and equations.</p>	<p><i>Solve the story problem below. Justify your answer by using objects, drawings, and equations.</i></p> <p><i>1. There are 13 cows and some pigs on the farm. Altogether, there are 18 animals. How many pigs are on the farm? (PPW)</i></p> <p><i>2. Tim has 4 bugs. How many more bugs does Tim need to catch to have 20 altogether? (JCU)</i></p> <p><i>3. Pam had 12 pennies in her pocket. She had a hole in her pocket and some fell out. Now she has 7 pennies in her pocket. How many pennies fell out? (SCU)</i></p>
<b>Score 2.0</b>	<p><b>I can recognize/recall specific vocabulary, such as:</b>                      *<i>Guaranteed:</i> equal, greater, addend, less, fewer, symbol                      *<i>Cognitive Verbs:</i> identify, mentally, visualize, demonstrate, draft</p> <p><b>I can:</b>                      * add and subtract within 20 with the result as the unknown (1.OA.6)                      - using: objects, drawings and equations                      * relate counting to addition and subtraction (1.OA. 5)</p>	<p><i>Solve the number sentence and put your answer in the blank space.</i></p> <p style="text-align: center;">3</p> <p style="text-align: center;">1. <math>5 + \underline{\quad} = 12</math>      3. <math>9 - \underline{\quad} =</math></p> <p style="text-align: center;">11</p> <p style="text-align: center;">2. <math>20 = 14 + \underline{\quad}</math>      4. <math>20 - \underline{\quad} =</math></p>
<b>Score 1.0</b>	<b>With help, I have some success at score 2.0 &amp; 3.0 content</b>	
<b>Score 0.0</b>	<b>Even with help, I have no success yet</b>	

February 21 – April 22, 2018

ELA CFA #4		
<b>Phonics - R Controlled Vowels</b>		
Grade 1		
		Sample Tasks
Score 4.0	<p>In addition to score 3.0 performance, I demonstrate in-depth inferences and applications that go beyond what was taught.</p> <p><b>I can:</b>            * know final -e and <u>common vowel team conventions</u> for representing long vowel sounds (RF.1.3c)</p>	<p><u>Reads all long vowel team words with automaticity:</u>            keep leak team day rain paid goat float</p>
Score 3.0	<p><b>I can:</b>            * know and apply grade-level phonics and word analysis skills in decoding words (RF.1.3)            - R-Controlled Vowels</p>	<p><u>Reads all r-controlled vowel words with automaticity:</u>            bark yard porch fork herd dirt hurt turn</p>
Score 2.0	<p><b>I can recognize/recall specific vocabulary, such as:</b>  <u>*Guaranteed:</u> information, plot, setting, character, cause, effect, purpose  <u>*Cognitive Verbs:</u> solution, summarize, support, infer, comprehend, investigate, represent</p> <p><b>I can:</b>            * know and apply grade-level phonics and word analysis skills in decoding words (RF.1.3)            * decode regularly spelled one-syllable words (cvc &amp; blends) (RF.1.3b)            * decode two-syllable words following basic patterns by breaking the words into syllable (RF.1.3e)</p>	<p><u>Reads all one-syllable consonant blend words with automaticity:</u>            drip plan frog skin step fast            jump clock</p> <p><u>Reads one-syllable cvc (consonant-vowel-consonant) words with automaticity:</u>            sat big hid hen yet fox rug            sun</p>
Score 1.0	With help, I have some success at score 2.0 & 3.0 content	
Score 0.0	Even with help, I have no success yet	

**ELA CFA # 4**

**Comprehension**

*Grade 1*

		<b>Sample Tasks</b>
<b>Score 4.0</b>	<p><b>In addition to score 3.0 performance, I demonstrate in-depth inferences and applications that go beyond what was taught.</b></p> <p><b>I can:</b>                      * ask, answer, and <b><u>write</u></b> about key details in a text</p>	
<b>Score 3.0</b>	<p><b>I can:</b>                      *ask and answer questions about key details in a text (RL1.1)                      - who, what, when, where, why, how questions                      - describe key ideas                      - compare stories for similarities &amp; differences</p>	
<b>Score 2.0</b>	<p><b>I can recognize/recall specific vocabulary, such as:</b>                      *<u>Guaranteed</u>: information, plot, setting, character, cause, effect, purpose                      *<u>Cognitive Verbs</u>: solution, summarize, support, infer, comprehend, investigate, represent</p> <p><b>I can:</b>                      *participate in collaborative conversations with diverse partners about grade one topics and texts with peers and adults in small and larger groups (SL.1.1)</p>	
<b>Score 1.0</b>	<b>With help, I have some success at score 2.0 &amp; 3.0 content</b>	
<b>Score 0.0</b>	<b>Even with help, I have no success yet</b>	

**ELA CFA # 4**

***Fluency***

*Grade 1*

		<b>Sample Tasks</b>
<b>Score 4.0</b>	<b>In addition to score 3.0 performance, I demonstrate in-depth inferences and applications that go beyond what was taught.</b>	I can read a story at a rate of 64 or more words correctly in a minute.
<b>Score 3.0</b>	<p><b>I can:</b>                      *read with sufficient accuracy and fluency to support comprehension (RF1.4)                      a. read grade-level text with purpose and understanding                      b. read grade-level text orally with accuracy, appropriate rate, and expression                      c. use context to confirm or self-correct word recognition and understanding , rereading as necessary</p>	I can read a story at a rate of between 53-63 words correctly in a minute.
<b>Score 2.0</b>	<p><b>I can recognize/recall specific vocabulary, such as:</b>                      *<i>Guaranteed</i>: information, plot, setting, character, cause, effect, purpose                      *<i>Cognitive Verbs</i>: solution, summarize, support, infer, comprehend, investigate, represent  <b>I can:</b>                      *apply knowledge of kindergarten and first grade sight words                      * know and apply grade-level phonics and word analysis skills in decoding words (RF.1.3)</p>	I can read a story at a rate of between 31-52 words correctly in a minute.
<b>Score 1.0</b>	<b>With help, I have some success at score 2.0 &amp; 3.0 content</b>	<i>I can read a story at a rate of between 1-30 words correctly in a minute.</i>
<b>Score 0.0</b>	<b>Even with help, I have no success yet</b>	

## Math CFA # 4 - Number and Operations in Base Ten System

### *Place Value - Add and Subtract*

*Grade 1*

	<p><b>In addition to score 3.0 performance, I demonstrate in-depth inferences and applications that go beyond what was taught.</b></p> <p><b>I can:</b>                      * Add within 100, including adding a two-digit number and a one-digit number, and <b><i>adding a two-digit number and a multiple of 10</i></b>. Understand that in adding two-digit numbers, one adds ten and tens, ones and ones; and sometimes it is necessary to compose a ten (1.NBT.4) <b><i>- in context</i></b>                      * Subtract multiples of 10 in the range 10-90 from multiples of 10 in the range 10-90 (1.NBT.6) <b><i>- in context</i></b></p>	<p style="text-align: center;"><b>Sample Tasks</b></p> <p><i>Michael has to do 50 jumping jacks in PE. He does 30 jumping jacks but then he has to take a break. How many more jumping jacks does he still need to do?</i></p> <p><i>Mrs. Johnson gives her students 80 pencils and 10 markers. How many supplies do they have altogether?</i></p>
<p><b>Score 4.0</b></p>	<p><b>I can:</b>                      * Add within 100, including adding a two-digit number and a one-digit number, and <b><i>adding a two-digit number and a multiple of 10</i></b>. Understand that in adding two-digit numbers, one adds ten and tens, ones and ones; and sometimes it is necessary to compose a ten (1.NBT.4)                      * Subtract multiples of 10 in the range 10-90 from multiples of 10 in the range 10-90 (1.NBT.6)</p>	<p><math>90 + 10 = \underline{\quad}</math></p> <p><math>40 + 20 = \underline{\quad}</math></p> <p><math>70 - 10 = \underline{\quad}</math></p> <p><math>60 - 40 = \underline{\quad}</math></p>
<p><b>Score 3.0</b></p>	<p><b>I can recognize/recall specific vocabulary, such as:</b>                      *<u>Guaranteed</u>: multiples, unknown, separate, compose, decompose                      *<u>Cognitive Verbs</u>: solution, summarize, support, infer, comprehend, investigate, represent</p> <p><b>I can:</b>                      * Given a two digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used (1.NBT.5)                      * Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral (1.NBT.1)</p>	<p>46, 47, 48, _____, _____</p> <p>Ten more than 34 is _____</p> <p>Ten less than 34 is _____</p> <p>Start counting up from 37.</p> <p>Start counting down from 84.</p>
<p><b>Score 2.0</b></p>	<p><b>With help, I have some success at score 2.0 &amp; 3.0 content</b></p>	
<p><b>Score 1.0</b></p>	<p><b>Even with help, I have no success yet</b></p>	
<p><b>Score 0.0</b></p>		

## Math CFA # 4 - Operations & Algebra

### ***Addition and Subtraction (JSU, SSU)***

*Grade 1*

		<b>Sample Tasks</b>
<b>Score 4.0</b>	<p><b>In addition to score 3.0 performance, I demonstrate in-depth inferences and applications that go beyond what was taught.</b></p> <p><b>I can:</b>                      * apply properties of operations as strategies to add and subtract (commutative/associative property of addition) (1.OA.3)                      - <u>JSU/SSU</u></p>	<p><i>Solve the story problem below. Justify your answer by using objects, drawings, and equations. Write an addition <u>and</u> subtraction equation for this problem.</i></p> <p><i>1. Some apples were in a basket. I added 5 oranges to the basket and now there are 14 pieces of fruit in the basket. How many apples are in the basket? (JSU)</i></p>
<b>Score 3.0</b>	<p><b>I can:</b>                      * use addition and subtraction within 20 to solve word problems involving start unknown while adding to, taking from, and putting together (1.OA.1)                      - using: objects, drawings and equations.</p>	<p><i>Solve the story problem below. Justify your answer by using objects, drawings, and equations.</i></p> <p><i>1. Matt had some footballs. Jim gave him 6 more footballs. Now Matt has 12 footballs. How many footballs did Matt start with? (JSU)</i></p> <p><i>2. Kate had some pencils. She gave 8 to her friends. Now she has 3 pencils. How many pencils did Kate have before she gave some to her friend? (SSU)</i></p>
<b>Score 2.0</b>	<p><b>I can recognize/recall specific vocabulary, such as:</b>                      *<i>Guaranteed</i>: multiples, unknown, separate, compose, decompose                      *<i>Cognitive Verbs</i>: solution, summarize, support, infer, comprehend, investigate, represent</p> <p><b>I can:</b>                      * add and subtract within 20 with the result/addend as the unknown (1.OA.6)                      - using: objects, drawings and equations                      * relate counting to addition and subtraction (1.OA. 5)</p>	<p><i>Solve the number sentence and put your answer in the blank space.</i></p> <p style="text-align: center;">                     1. <math>7 + \underline{\quad} = 11</math>      3. <math>6 - \underline{\quad} = 2</math>                      2. <math>20 = 17 + \underline{\quad}</math>      4. <math>20 - \underline{\quad} = 17</math> </p>
<b>Score 1.0</b>	<b>With help, I have some success at score 2.0 &amp; 3.0 content</b>	
<b>Score 0.0</b>	<b>Even with help, I have no success yet</b>	

April 22 – May 17, 2018

ELA CFA # 5

**Writing**

Grade 1

		Sample Tasks
<b>Score 4.0</b>	<p><b>In addition to score 3.0 performance, I demonstrate in-depth inferences and applications that go beyond what was taught.</b></p> <p><b>I can:</b>            *produce a piece of writing that has an introduction, <b><i>more than two</i></b> details/facts, and a conclusion <b><i>independently</i></b> (W.1.1-3)            - using appropriate spacing, grade-level phonics skills, capitalization, and punctuation            - this may be shown with a narrative, opinion, <b><i>or</i></b> informational piece of text (at teacher's discretion)</p>	
<b>Score 3.0</b>	<p><b>I can:</b>            *produce a piece of writing that has an introduction, two details/facts, and a conclusion (W.1.1-3)            - using appropriate spacing, grade-level phonics skills, capitalization, and punctuation            - this may be shown with a narrative, opinion, <b><i>or</i></b> informational piece of text (at teacher's discretion)</p>	
<b>Score 2.0</b>	<p><b>I can recognize/recall specific vocabulary, such as:</b>            *<b><i>Guaranteed:</i></b> diagram, narrative, opinion, topic, conclusion, details            *<b><i>Cognitive Verbs:</i></b> evaluate, analyze, apply, publish, organize, compare</p> <p><b>I can:</b>            *write a complete sentence with a capital at the beginning, correct spacing, and end punctuation.</p>	
<b>Score 1.0</b>	<b>With help, I have some success at score 2.0 &amp; 3.0 content</b>	
<b>Score 0.0</b>	<b>Even with help, I have no success yet</b>	

ELA CFA #5

**Phonics - Long Vowel Teams**

Grade 1

<p><b>Score 4.0</b></p>	<p>In addition to score 3.0 performance, I demonstrate in-depth inferences and applications that go beyond what was taught.</p> <p><b>I can:</b> * read words with inflectional endings and variant vowels (RF.1.3f)</p>	<p><b>Sample Tasks</b></p> <p><b><u>Reads all variant vowel words with automaticity:</u></b> took cloud howl boil boot chew yawn cause</p> <p><b><u>Reads all inflectional endings with automaticity:</u></b> boxes goats reading called peaks tallest smaller ended</p>
<p><b>Score 3.0</b></p>	<p><b>I can:</b> * know and apply grade-level phonics and word analysis skills in decoding words (RF.1.3) c. know final -e and <b><u>common vowel team conventions</u></b> for representing long vowel sounds</p>	<p><b><u>Reads all long vowel team words with automaticity:</u></b> keep leak team day rain paid goat float</p>
<p><b>Score 2.0</b></p>	<p><b>I can recognize/recall specific vocabulary, such as:</b> <b><u>*Guaranteed:</u></b> diagram, narrative, opinion, topic, conclusion, details <b><u>*Cognitive Verbs:</u></b> evaluate, analyze, apply, publish, organize, compare</p> <p><b>I can:</b> * know and apply grade-level phonics and word analysis skills in decoding words (RF.1.3) * decode two-syllable words following basic patterns by breaking the words into syllable (RF.1.3e) * know <b><u>final -e</u></b> and common vowel team conventions for representing long vowel sounds (RF.1.3c)</p>	<p><b><u>Reads all one-syllable consonant blend words with automaticity:</u></b> drip plan frog skin step fast jump clock</p> <p><b><u>Reads one-syllable cvc (consonant-vowel-consonant) words with automaticity:</u></b> sat big hid hen yet fox rug sun</p> <p><b><u>Reads all final -e long vowel words with automaticity:</u></b> cage take nice fine broke hole huge tube</p>
<p><b>Score 1.0</b></p>	<p><b>With help, I have some success at score 2.0 &amp; 3.0 content</b></p>	
<p><b>Score 0.0</b></p>	<p><b>Even with help, I have no success yet</b></p>	

ELA CFA # 5

**Fluency**

Grade 1

		Sample Tasks
Score 4.0	In addition to score 3.0 performance, I demonstrate in-depth inferences and applications that go beyond what was taught.	I can read a story at a rate of 64 or more words correctly in a minute.
Score 3.0	<p><b>I can:</b></p> <ul style="list-style-type: none"> <li>*read with sufficient accuracy and fluency to support comprehension (RF1.4)</li> <li>a. read grade-level text with purpose and understanding</li> <li>b. read grade-level text orally with accuracy, appropriate rate, and expression</li> <li>c. use context to confirm or self-correct word recognition and understanding , rereading as necessary</li> </ul>	I can read a story at a rate of between 53-63 words correctly in a minute.
Score 2.0	<p><b>I can recognize/recall specific vocabulary, such as:</b></p> <ul style="list-style-type: none"> <li>*<u>Guaranteed</u>: diagram, narrative, opinion, topic, conclusion, details</li> <li>*<u>Cognitive Verbs</u>: evaluate, analyze, apply, publish, organize, compare</li> </ul> <p><b>I can:</b></p> <ul style="list-style-type: none"> <li>*apply knowledge of kindergarten and first grade sight words</li> <li>* know and apply grade-level phonics and word analysis skills in decoding words (RF.1.3)</li> </ul>	I can read a story at a rate of between 31-52 words correctly in a minute.
Score 1.0	With help, I have some success at score 2.0 & 3.0 content	I can read a story at a rate of between 1-30 words correctly in a minute.
Score 0.0	Even with help, I have no success yet	

## Math CFA # 5 - Number and Operations in Base Ten System

### ***Place Value - Adding 2 Digit & 1 Digit***

*Grade 1*

	<p><b>In addition to score 3.0 performance, I demonstrate in-depth inferences and applications that go beyond what was taught.</b></p> <p><b>I can:</b>                      * Add within 100, <b><i>including adding a two-digit number and a one-digit number</i></b>, and adding a two-digit number and a multiple of 10. Understand that in adding two-digit numbers, one adds ten and tens, ones and ones; and sometimes it is necessary to compose a ten (1.NBT.4) - <b><i>in context</i></b></p>	<p style="text-align: center;"><b>Sample Tasks</b></p> <p><i>Raychel buys 23 apples and 8 oranges from the store. How many pieces of fruit does she have altogether?</i></p> <p><i>Baxter wants to chase some tennis balls. His owner throws 7 balls for him on Thursday. Then she throws 79 tennis balls on the weekend. How many tennis balls did Baxter's owner throw?</i></p>
<p><b>Score 4.0</b></p>	<p><b>I can:</b>                      * Add within 100, <b><i>including adding a two-digit number and a one-digit number</i></b>, and adding a two-digit number and a multiple of 10. Understand that in adding two-digit numbers, one adds ten and tens, ones and ones; and sometimes it is necessary to compose a ten (1.NBT.4)</p>	<p><math>70 + 8 = \underline{\quad}</math></p> <p><math>6 + 60 = \underline{\quad}</math></p> <p><math>13 + 9 = \underline{\quad}</math></p> <p><math>8 + 82 = \underline{\quad}</math></p>
<p><b>Score 3.0</b></p>	<p><b>I can recognize/recall specific vocabulary, such as:</b>                      *<b><i>Guaranteed:</i></b> digit, value, model, result, strategy                      *<b><i>Cognitive Verbs:</i></b> evaluate, analyze, apply, publish, organize, compare</p> <p><b>I can:</b>                      * Given a two digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used (1.NBT.5)                      * Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral (1.NBT.1)</p>	<p>46, 47, 48, _____, _____</p> <p>Ten more than 34 is _____</p> <p>Ten less than 34 is _____</p> <p>Start counting up from 37.</p> <p>Start counting down from 84.</p>
<p><b>Score 2.0</b></p>	<p><b>With help, I have some success at score 2.0 &amp; 3.0 content</b></p>	
<p><b>Score 1.0</b></p>	<p><b>Even with help, I have no success yet</b></p>	

## Math CFA # 5 - Operations & Algebra

### ***Addition and Subtraction (Compare)***

*Grade 1*

		<b>Sample Tasks</b>
<b>Score 4.0</b>	<p><b>In addition to score 3.0 performance, I demonstrate in-depth inferences and applications that go beyond what was taught.</b></p> <p><b>I can:</b>                      * apply properties of operations as strategies to add and subtract (commutative/associative property of addition) (1.OA.3)                      - <u><b>Comparison Problems</b></u></p>	<p><i>Solve the story problem below. Justify your answer by using objects, drawings, and equations. Write an addition <u>and</u> subtraction equation for this problem.</i></p> <p><i>1. Susie has 14 hats. Megan has 8 fewer hats than Susie. How many hats does Megan have? (Compare Smaller Unknown.)</i></p>
<b>Score 3.0</b>	<p><b>I can:</b>                      * use addition and subtraction within 20 to solve word problems involving start unknown while adding to, taking from, putting together and <b>comparing</b>.(1.OA.1)                      - using: objects, drawings and equations.</p>	<p><i>Solve the story problem below. Justify your answer by using objects, drawings, and equations.</i></p> <p><i>1. There are 12 tulips and 20 roses. How many fewer tulips than roses are there? (Compare Diff. Unknown)</i></p> <p><i>2. I found 7 butterflies and 4 more ants than butterflies. How many ants did I find? (Compare Bigger Unknown)</i></p> <p><i>3. Chip has 18 dogs. Tim had 9 fewer dogs than chip. How many dogs does Tim have? (Compare Smaller Unknown)</i></p>
<b>Score 2.0</b>	<p><b>I can recognize/recall specific vocabulary, such as:</b>                      *<u>Guaranteed</u>: digit, value, model, result, strategy                      *<u>Cognitive Verbs</u>: evaluate, analyze, apply, publish, organize, compare</p> <p><b>I can:</b>                      * identify and describe values that are fewer and more than (greater)                      * add and subtract within 20 with unknowns in all places (1.OA.6)                      - using: objects and drawings</p>	<p><i>Circle the picture that has fewer flowers. (With values of 9 and 15)</i></p> <p><i>Write a number that is more than 8.</i></p>
<b>Score 1.0</b>	<b>With help, I have some success at score 2.0 &amp; 3.0 content</b>	
<b>Score 0.0</b>	<b>Even with help, I have no success yet</b>	