Grade 1 Proficiency Scale for Reading

Performance Standards and Reading Traits	Emerging: The student requires ongoing support. The student demonstrates a **beginning** understanding of the concepts and competencies relevant to the expected learning. "I don't get it yet, but I'm trying" "I am just getting started and learn best with help"	Developing: The student may require some support. The student demonstrates a **partial** understanding of the concepts and competencies relevant to the expected learning. "I'm starting to get it" "I get some of it. I am beginning to do more on my own"	Proficient: The student works independently. The student demonstrates a **solid** understanding of the concepts and competencies relevant to the expected learning "I get it." "I can do it on my own."	Extending: The student works independently and goes beyond curricular expectations. The student demonstrates a **sophisticated** understanding of the concepts and competencies relevant to the expected learning. "I go beyond what is expected of me. I really get it and can teach others how"
Snapshot	Student is attempting to access basic/beginning texts	Student is reading marginally below grade-level, but 'just-right' texts	Student is reading a variety of grade-level texts	Student is reading significantly beyond grade-level text
Skills/Mechanics				
Phonological and Phonemic Awareness	-I can attempt to hear syllables as 'chunks' in spoken words -I can attempt to hear and create words that rhyme -I can attempt to segment/blend words into beginning, medial, end sounds -I can attempt to identify separate words in speech	-I can hear some syllables as 'chunks' in spoken words -I can hear and create some words that rhyme -I can segment and blend some words into beginning, medial, end sounds -I can identify some separate words in speech	-I can hear syllables as 'chunks' in spoken words -I can hear and create words that rhyme -I can segment and blend words into beginning, medial, end sounds -I can identify separate words in speech	-I can hear syllables as 'chunks' in complex spoken words -I can hear and create complex words that rhyme -I can segment and blend complex words into beginning, medial, end sounds -I can identify separate words in a complex sentence
Concepts of Print: - 1:1 matching - holds a book - book parts (author, title etc) - letters, words, sentences	-I can attempt to one-to-one match words to text -I can attempt to use book vocabulary to talk about text -I can attempt to read left to right/top to bottom -I can attempt to understand the difference between letters and words	-I can one-to-one match some words to text -I can use some book vocabulary to talk about text -I can sometimes read left to right/top to bottom -I can sometimes understand the difference between letters and words	-I can one-to-one match words to text -I can use book vocabulary to talk about text -I can read left to right/top to bottom -I can understand the difference between letters and words	-I can one-to-one match words to complex text -I can consistently use book vocabulary to talk about text -I can consistently read left to right/top to bottom -I can explain the difference between letters and words
Phonics/Word Solving -letter sounds -word recognition -structure -meaning	-I can attempt to identify some of the English sounds. -I can attempt to identify some familiar high frequency words -I can attempt to understand that letters spell sounds -I can attempt to use my knowledge of phonics to solve words	-I can identify some of the English sounds. -I can identify some familiar high frequency words -I can sometimes understand that letters spell sounds -I can sometimes use my knowledge of phonics to solve words	-I can identify most of the English sounds. -I can identify familiar high frequency words -I can understand that letters spell sounds -I can use my knowledge of phonics to solve words	-I can identify most of the English sounds. -I can identify most high frequency words -I can understand that letters spell sounds -I can use my knowledge of phonics to solve complex words
Reading Fluency - Phrasing/expression - Accuracy/smoothness - Pacing - Voice (inflection/intonation)	-I can read few words at a time; limited punctuation -I can read a few words with limited expression; quiet/monotone voice -I can read with minimal pacing; I sometimes pause, repeat, hesitate, sound-out or make multiple attempts	-I can read some word phrases; sometimes attends to punctuation -I can read with some accuracy and expression. -I can sometimes read with pacing. I have some "rough spots" in text with extended pauses, hesitations, sound outs, etc.	-I can often read with smooth phrasing; attends to most punctuation -I can read most words with accuracy and expression. -I can read with consistent/steady pacing appropriate for text	-I can read with consistent, smooth phrasing; attends to punctuation -I can consistently read with accuracy and expression, demonstrating a sophisticated use of voice to reflect the meaning of the text. -I can adjust my pace for different purposes
Self-Monitoring 3 cueing system: meaning, structure, visual (sound-symbol association)	-I can attempt to self-monitor (Does it look right? Sound right? Make sense?) -I can attempt to self-correct my reading using the 3 cueing systems -I can attempt to reread when necessary	-I can sometimes self-monitor (Does it look right? Sound right? Make sense?) -I can sometimes self-correct my reading using the 3 cueing systems -I can sometimes reread when necessary	-I can consistently self-monitor (Does it look right? Sound right? Make sense?) -I can consistently self-correct my reading, using 3 cueing system -I can reread when necessary	-I can consistently and accurately self-monitor (Does it look right? Sound right? Make sense?) -I can consistently and accurately self-correct my reading using 3 cueing system -I can reread to deepen meaning
Comprehend & Connect	*Comprehension is the ability to make meaning using reading/viewing strategies (predicting, questioning, connecting, using pictures and patterns) and information from my own experiences, memory and prior knowledge.*			
Using Prior Knowledge	-I can attempt to use sources of information and prior knowledge to make meaning	-I can sometimes use sources of information and prior knowledge to make meaning	-I can use sources of information and prior knowledge to make meaning	-I can use a variety of sources and prior knowledge to deepen meaning
Predicting	-I can attempt to use my prior knowledge to predict meaning -I can attempt to use visuals to predict meaning	-I can sometimes use my prior knowledge to predict meaning -I can sometimes use visuals to predict meaning	-I can use my prior knowledge to predict meaning -I can use visuals to predict meaning	-I can use my prior knowledge to make logical predictions -I can use visuals to make logical predictions
Connecting	-I can attempt to make connections between a text and my own experiences and ideas	-I can sometimes make basic connections between a text and my own experiences and ideas	-I can make connections between a text and my own experiences and ideas	-I can make sophisticated connections between a text and my own experiences and ideas
Questioning	-I can attempt to ask questions	-I can ask some questions that may relate to the topic	-I can ask questions that mostly relate to the topic	-I can ask a variety of questions that relate to the topic
Inferring	-I can attempt to make simple inferences	-I can sometimes make simple inferences	-I can make simple inferences	-I can make multiple, sophisticated inferences
Summarizing (locating details) and Retelling	-I can attempt to retell some events/information -I can attempt to locate main idea -I can attempt to locate a supporting detail	-I can retell some key events in sequence; may use my own words -I can sometimes locate the main idea -I can sometimes locate a few supporting details	-I can retell key events in sequence in my own words -I can locate the main idea -I can locate a few supporting details	-I can retell in sequence using text specific language -I can understand the main idea -I can identify many supporting details
Story Elements: setting, character, events Literary Devices: poetic/figurative language, sound play, images, colour, symbol	-I can attempt to identify the main character -I can attempt to identify the setting -I can attempt to recognize and understand literary devices in text	-I can sometimes identify the main character -I can sometimes identify the setting -I can sometimes recognize and understand literary devices in text	I can identify the main character -I can identify the setting -I can recognize and understand literary devices in text	-I can identify the characters; main, primary, secondary -I can consistently identify/describe the setting details in various stories -I can demonstrate a sophisticated understanding of literary devices in text
Ideas and Opinions	-I can attempt to express my own ideas about the text	-I can sometimes express my own ideas about the text	-I can express my own ideas about the text	-I can express my own ideas about a variety of texts
Metacognition: goal-setting, questioning, reflecting, self-evaluating	-I can attempt to show awareness of myself as a reader through reflecting, questioning, goal setting and self-evaluating	-I can sometimes show awareness of myself as a reader through reflecting, questioning, goal setting and self-evaluating	-I can show a developing awareness of myself as a reader through reflecting, questioning, goal setting and self- evaluating	-I can show an ongoing awareness of myself as a reader through reflecting, questioning, goal setting and self-evaluating