

English Language Arts Grade 1

Assess and Reflect

| Outcome | 1 – Beginning The student is having difficulty demonstrating an understanding of the concept. | 2 – Approaching The student is developing an understanding of the concept. | 3 – Meeting The student consistently demonstrates an understanding of the concept or has achieved the concept. | 4- Exemplary The student independently demonstrates an in-depth understanding of the concept, and consistently applies this knowledge to new situations. |
|--|--|---|---|---|
| AR1.1 Identify, with teacher guidance, what good viewers, listeners, readers, representers, speakers, and writers do. | I rarely participate in teacher-led discussions about what good viewers, listeners, representers, speakers, and writers do. | I sometimes participate in teacher-led discussions about what good viewers, listeners, representers, speakers, and writers do. | I participate in teacher-led discussions about what good viewers, listeners, representers, speakers, and writers do. | I initiate discussions about what good listeners, representers, speakers, and writers do. |
| | I am unable to list strengths of a good viewer, listener, representer, speaker, or writer. | I list a few strengths of a good viewer, listener, representer, speaker, or writer. | I list strengths of a good viewer, listener, representer, speaker, and writer. | I list strengths and comment on my performance as a viewer, listener, reader, representer, speaker, and/or writer. |
| Comments | | | | |

English Language Arts Grade 1

Assess and Reflect

| Outcome | 1 – Beginning The student is having difficulty demonstrating an understanding of the concept. | 2 – Approaching The student is developing an understanding of the concept. | 3 – Meeting The student consistently demonstrates an understanding of the concept or has achieved the concept. | 4- Exemplary The student independently demonstrates an in-depth understanding of the concept, and consistently applies this knowledge to new situations. |
|---|--|---|--|--|
| AR 1.2 Set and monitor, in consultation with the teacher, goals for more effective viewing, listening, reading, representing, speaking, and writing experiences. | I rarely seek feedback from my peers and my teacher. | I sometimes seek feedback from my peers or my teacher. | I seek feedback from my peers and my teacher. | I seek feedback and make changes to my work as a result. |
| | I rarely identify strategies for improvement. | I sometimes identify a few strategies for improvement. | I identify strategies for improvement of my own work. | I identify and implement strategies to improve on my work. |
| | I rarely set goals to improve my viewing, listening, reading, representing, speaking, and writing | I sometimes set goals to improve my viewing, listening, reading, representing, speaking, or writing. | I set goals to improve my viewing, listening, reading, representing, speaking, and writing. | I independently set goals to improve my viewing, listening, reading, representing, speaking, and writing. |
| Comments | | | | |