



English Language Arts Grade 1

Assess and Reflect

Outcome	1 – Little Evidence With help, I understand parts of the simpler ideas and do a few of the simpler skills.	2 – Partial Evidence I understand the simpler ideas and can do the simpler skills. I am working on the more complex ideas and skills.	3 – Sufficient Evidence I understand the more complex ideas and can master the complex skills that are taught in class. I achieve the outcome.	4- Extensive Evidence I have a deep understanding of the complex ideas, and I can use the skills I have learned in situations that were not taught in class.
AR2.1 I identify what good viewers, listeners, readers, representers, speakers, and writers do, with the help of my teacher.	<ul style="list-style-type: none"> With direct help, I can sometimes participate in teacher-led discussions about what good viewers, listeners, representers, speakers, and writers do. I can name some of my strengths as a viewer, listener, representer, speaker, and writer using a list and with help. 	<ul style="list-style-type: none"> I can sometimes participate in teacher-led discussions about what good viewers, listeners, representers, speakers, and writers do. I can name some of my strengths as a viewer, listener, representer, speaker, and writer using a list, in consultation with my teacher. 	<ul style="list-style-type: none"> I usually participate in teacher-led discussions about what good viewers, listeners, representers, speakers, and writers do. I can name my strengths as a viewer, listener, representer, speaker, and writer using a list. 	<ul style="list-style-type: none"> I willingly participate in teacher-led discussions about what good listeners, representers, speakers, and writers do. I can name my strengths as a viewer, listener, representer, speaker, and writer using a list, and give examples from my work.
Comments				
AR2.2 I can set goals in consultation with my teacher to become a better viewer, listener, representer, reader, speaker and writer.	<ul style="list-style-type: none"> I receive feedback from my peers and my teacher when someone organizes it for me. I need help to set goals to improve. 	<ul style="list-style-type: none"> I seek feedback from my peers and my teacher, with prompting. I can set goals to improve with prompting. 	<ul style="list-style-type: none"> I seek feedback from my peers and my teacher, when I must. I can work set goals to improve when I am required to do it. 	<ul style="list-style-type: none"> I seek feedback from my peers and my teacher, on my own. I can set goals to improve on my own.
Comments				