

## MCS 1st Grade Report Card Rubric Semester 2

1st Grade ELA REPORT CARD GUIDANCE				
ENGLISH LANGUAGE ARTS				
READING FOUNDATIONAL (RF)	1 Limited Evidence or Not Yet Demonstrating	2 Progressing	3 Meeting	3+ Exceeding
<b>1a. ID sentence features-1st word, capitalization, punctuation</b>	No evidence or identifies 1 of the skills	Identifies 2 of the skills	mastery of all 3 skills	<b>N/A</b>
<b>ELAGSE1RF2: Demonstrate understanding of spoken words, syllables, and sounds</b> <ul style="list-style-type: none"> <li>● 2a. Hears long v. short vowels in 1-syllable words</li> <li>● 2b. Blends sounds/phonemes to produce 1-syllable words</li> <li>● 2c. Hears and says each sound in C-V-C words</li> <li>● 2d. Segments each sound in spoken 1-syllable words</li> </ul>	No evidence or only demonstrates 1-2 of the skills	Demonstrates 3 of the skills listed	Consistently demonstrates all skills listed	Can identify long and/or short vowels in 2-syllable words
<b>ELAGSE1RF3: Know and apply grade-level phonics and word analysis skills in decoding</b> <ul style="list-style-type: none"> <li>● 3a. knows letter-sound correspondences for cons. digraphs</li> <li>● 3b. Decode regularly spelled 1-syllable words</li> <li>● 3c. Knows silent -e and common long vowel teams</li> <li>● 3d. Knows that each syllable must have a vowel sound</li> <li>● 3e. Decodes 2-syllable words by breaking into syllables</li> <li>● 3f. Reads words with inflectional endings</li> </ul>	No evidence or only demonstrates 1-3 of the skills	Demonstrates 4 - 5 of the skills listed	Consistently demonstrates all skills	Can decode above grade level standards, such as:  Knows irregular vowel patterns  Decodes 3-syllable words by breaking into syllables

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4b. Reads orally w/ accuracy, rate and expression	Reads on-level text orally below the 25th% as measured by an oral reading fluency measure  <b>Correct words per minute</b> <b>Quarter 3:</b> Less than 16 <b>Correct words per minute</b> <b>Quarter 4:</b> less than 34	Reads on-level text orally between the 25th - 49th% as measured by an oral reading fluency measure  <b>Correct words per minute</b> <b>Quarter 3:</b> 17-28 <b>Correct words per minute</b> <b>Quarter 4:</b> 34-59	Consistently reads on-level text at the 50% or above as measured by an oral reading fluency measure  <b>Correct words per minute</b> <b>Quarter 3:</b> 29 or above <b>Correct words per minute</b> <b>Quarter 4:</b> 60 or above	Can read an above level text at the 50% or higher as measured by an oral reading fluency measure  <b>Correct words per minute</b> <b>Quarter 3 and 4:</b> 50 on a 2nd grade passage
4d. Read grade-appropriate high frequency words	Reads no high frequency words or very few on the 1st grade level word list at this time of the year <b>Quarter 3:</b> 0-49 words on 1st grade list <b>Quarter 4:</b> 0-74 words on 1st grade list	Reads some high frequency words on the 1st grade level high frequency word list at this time of the year <b>Quarter 3:</b> 50-73 words <b>Quarter 4:</b> 20-47 words	Reads expected high frequency words on the 1st grade level high frequency word list at this time of the year <b>Quarter 3:</b> 74 words or more <b>Quarter 4:</b> All words	Reads some high frequency words from the 2nd grade high frequency word list
LANGUAGE (L)	1 Limited Evidence or Not Yet Demonstrating	2 Progressing	3 Meeting	3+ Exceeding
1a. Prints all upper- and lowercase letters 1k. Print w/ appropriate spacing between words/sentences	No evidence of either skill	Prints all upper case letters but not lower case letters or vice versa and sometimes demonstrates appropriate spacing	Consistently prints both all upper- and lowercase letters with appropriate spacing	N/A
1b. Use common, proper, and possessive nouns 1c. Use singular and plural nouns with matching verbs 1e. Use verbs to convey past, present and future 1f. Use frequently occurring adjectives	No evidence or only demonstrates 1-2 of the skills	Mastery of 3 skills	Mastery of all 4 skills	N/A
2a. Capitalize dates and names of people 2b. Use end punctuation for sentences 2c. Use commas in dates and in a series of words	No evidence or only demonstrates 1 of the skills	Mastery of 2 skills	Mastery of all 3 skills	N/A

<b>LANGUAGE (L)</b>	<b>1 Limited Evidence or Not Yet Demonstrating</b>	<b>2 Progressing</b>	<b>3 Meeting</b>	<b>3+ Exceeding</b>
<b>2d. Spells reg. words patterns &amp; high frequency irreg. words correctly</b> <b>2e. Spells untaught words phonetically</b>	No evidence of the skill	Spells basic word patterns correctly, but not high frequency irregular words; OR inconsistently demonstrates both skills	Consistently demonstrates both skill	<b>N/A</b>
<b>READING LITERARY (RL)</b>	<b>1 Limited Evidence or Not Yet Demonstrating</b>	<b>2 Progressing</b>	<b>3 Meeting</b>	<b>3+ Exceeding</b>
<b>1. Ask/Answer key detail questions</b>	No evidence of the skill	Able to ask key detail questions, but not answer, or vice-versa	Able to both ask and answer key detail questions	Consistently demonstrates skill with above grade level text
<b>2. Retell stories w/ key details &amp; central message</b>	No evidence of the skill	Able to retell familiar stories with key details or central message, but not both	Consistently able to retell familiar stories with key details and central message	Consistently demonstrates skill with above grade level text
<b>3. Identify characters, setting, and major events</b>	No evidence of any of the skills	Sometimes demonstrates skill	Complete mastery of standard - all 3 skills	Consistently demonstrates skill with above grade level text
<b>4. Identify feelings/senses language in poems</b>	No evidence of the skill	Sometimes demonstrates skill	Consistently demonstrates skill	Consistently demonstrates skill with above grade level text
<b>5. Explain narrative v. expository texts</b>	No evidence of the skill	Able to explain but not both	Able to explain the difference between both narrative and expository text	Consistently demonstrates skill with above grade level text
<b>6. Identify who is telling the story at points in text</b>	No evidence of the skill	Sometimes demonstrates skill	Consistently demonstrates skill	Consistently demonstrates skill with above grade level text
<b>7. Use illustrations/details to ID characters, setting, events</b>	No evidence of the skill	Sometimes able to ID relationship between illustrations and the text	Consistently able to ID the relationships between illustrations and the text	Consistently demonstrates skill with above grade level text
<b>9. Compare &amp; contrast characters' adventures/experiences</b>	No evidence of the skill	Able to compare characters' experiences, but not contrast, or vice-versa	Able to both compare and contrast characters' experiences	Consistently demonstrates skill with above grade level text

<b>READING INFORMATIONAL (RI)</b>	<b>1 Limited Evidence or Not Yet Demonstrating</b>	<b>2 Progressing</b>	<b>3 Meeting</b>	<b>3+ Exceeding</b>
<b>1. Ask/Answer key detail questions</b>	No evidence of the skill	Able to ask key detail questions, but not answer, or vice-versa	Able to both ask and answer key detail questions	Consistently demonstrates skill with above grade level text
<b>2. Identify main idea and supporting details</b>	No evidence of either skill	Able to identify the main idea, but not supporting details, or inconsistently identifies both main idea and supporting details	Consistently identifies both main idea and supporting details	Consistently demonstrates skill with above grade level text
<b>3. Describe connections within a text</b>	No evidence of the skill	Sometimes able to make connections within a text	Consistently able to make connections within a text	Consistently demonstrates skill with above grade level text
<b>4. Ask/answer questions about unknown vocab</b>	No evidence of either skill	Asks questions about unknown words, but not able to answer questions about unknown words, or vice-versa	consistently both asks and answers questions about unknown words	Consistently demonstrates skill with above grade level text
<b>5. Know and use text features to ID facts/info</b>	No evidence of the skill	Sometimes demonstrates skill	Consistently demonstrates skill	Consistently demonstrates skill with above grade level text
<b>6. Distinguish info provided by visuals vs. text</b>	No evidence of the skill	Distinguishes info provided by visuals but not texts; OR vice-versa	Distinguishes info provided by visuals vs. text	Consistently demonstrates skill with above grade level text
<b>7. Use illustrations and text to describe key ideas</b>	No evidence of the skill	Sometimes demonstrates skill	Consistently demonstrates skill	Consistently demonstrates skill with above grade level text
<b>9. Compare and contrast two texts on same topic</b>	No evidence of either skill	Able to compare two texts on the same topic but not contrast, or vice-versa	Able to both compare and contrast two texts on the same topic	Consistently demonstrates skill with above grade level text

<b>WRITING (W)</b>	<b>1 Limited Evidence or Not Yet Demonstrating</b>	<b>2 Progressing</b>	<b>3 Meeting</b>	<b>3+ Exceeding</b>
<b>1. Writes opinion pieces w/ reasons and closure</b>	No evidence of either skill	Sometimes demonstrates skill	consistently writes opinion pieces with reasons and closure	N/A
<b>2. Write expository text w/ facts and closure</b>	No evidence of either skill	Sometimes demonstrates skill	Consistently writes expository text with both facts and closure	N/A
<b>3. Write stories with events, details, and closure</b>	No evidence of any of the skill	Sometimes demonstrates skill	Complete mastery of standard - all 3 skills	N/A
<b>Speaking &amp; Listening (SL)</b>	<b>1 Limited Evidence or Not Yet Demonstrating</b>	<b>2 Progressing</b>	<b>3 Meeting</b>	<b>3+ Exceeding</b>
<b>2. Asks questions about media and texts for clarity</b> <b>3. Ask/answer questions for help, info or clarity</b>	No evidence of the skill	Sometimes asks questions about texts for clarity and asks questions for help, info, or clarity, but doesn't answer questions;	Consistently asks questions about media/texts for clarity and answers questions for help, info, or clarity	N/A
<b>4. Describe people, places, things &amp; events w/ details/feelings</b>	No evidence of any of the skills	Sometimes demonstrates skill	Consistently demonstrates skill	N/A
<b>6. Produce complete sentences when appropriate</b>	No evidence of the skill	Sometimes demonstrates skill	Consistently demonstrates skill	N/A