



First Grade Standards Based Parent Report Card Rubric
QUARTER 1
ELA
Pg.1

3+ = Exceeds the standard – in addition to the 3, makes applications and inferences beyond expectations

2019-2020

Standard	3 Meets the Standard Consistently	2 Progressing Toward Meeting the Standard	1 Limited Progress or Does Not Meet the Standard
Reading Foundational			
Recognizes the features of a sentence RF1A Quarter 1: *RF1a Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).	Student demonstrates consistent achievement within the standard. *Can identify a sentence based on key features. (first word, capitalization AND ending punctuation)	Student demonstrates inconsistent or partial achievement within the standard. *Can identify a sentence based on key features. (first word, capitalization OR ending punctuation)	Student demonstrates limited achievement within the standard.
Distinguishes long from short vowel sounds RF2A Quarter 1 : *RF2a Distinguish long from short vowel sounds in <u>spoken</u> single-syllable words	Student demonstrates <u>consistent</u> achievement within the standard. *Distinguishes long from short vowel sounds in <u>spoken</u> single syllable words.	Student demonstrates <u>inconsistent</u> or <u>partial</u> achievement within the standard. *Distinguishes long from short vowel sounds in <u>spoken</u> single syllable words.	Student demonstrates <u>limited</u> achievement within the standard.
Blends and segments spoken single- syllable words RF2 B,D Quarter 1: *RF2b <u>Orally</u> produce single syllable words by blending sounds (phonemes), including consonant blends *RF2d Segment <u>spoken</u> single-syllable words into their complete sequence of individual sounds (phonemes)	Student demonstrates <u>consistent</u> achievement within the standard. Demonstrates understanding of spoken words, syllables, and sounds. *single syllable words *consonant blends *initial, medial vowel, and final sound *segments single syllables into individual sounds	Student demonstrates <u>inconsistent</u> or <u>partial</u> achievement within the standard. Demonstrates understanding of spoken words, syllables, and sounds. *single syllable words *consonant blends *initial, medial vowel, and final sound *segments single syllables into individual sounds	Student demonstrates <u>limited</u> achievement within the standard.
Applies first grade phonics and word analysis skills RF3 A,B,C,D,E Quarter 1: *RF3a Know the sound spelling correspondence for common consonant digraphs *RF3b Decode regularly spelled one- syllable words	Student demonstrates <u>consistent</u> achievement within the standard. Reads words with the following patterns: *CVC, CCVC, CVCC, CCVCC *decodes regularly spelled one- syllable words	Student demonstrates <u>inconsistent</u> or <u>partial</u> achievement within the standard. Reads words with the following patterns: *CVC, CCVC, CVCC, CCVCC *decodes regularly spelled one- syllable words	Student demonstrates <u>limited</u> achievement within the standard.
Reads grade appropriate sight words RF 4 Quarter 1: *RF4D Recognize and read grade- appropriate irregularly spelled words	Student demonstrates consistent achievement within the standard. Reads the guided reading sight words accurately: *50 sight words	Student demonstrates inconsistent or partial achievement within the standard. Reads the guided reading sight words accurately: *41-49 sight words	Student demonstrates limited achievement within the standard. Reads the guided reading sight words accurately: *Less than 40 sight words



First Grade Standards Based Parent Report Card Rubric
QUARTER 1
 ELA
 Pg.2

3+ = Exceeds the standard – in addition to the 3, makes applications and inferences beyond expectations

2019-2020

Standard	3 Meets the Standard Consistently	2 Progressing Toward Meeting the Standard	1 Limited Progress or Does Not Meet the Standard																																												
<p>Reads grade-level text orally with accuracy, appropriate rate, and expression</p> <table border="1" data-bbox="174 553 510 922"> <tr><td align="center" colspan="2">Quarter 1</td></tr> <tr><td align="center">F & P</td><td align="center">E</td></tr> <tr><td align="center" colspan="2">Quarter 2</td></tr> <tr><td align="center">F & P</td><td align="center">F</td></tr> <tr><td align="center" colspan="2">Quarter 3</td></tr> <tr><td align="center">F & P</td><td align="center">H</td></tr> <tr><td align="center" colspan="2">Quarter 4</td></tr> <tr><td align="center">F & P</td><td align="center">J</td></tr> <tr><td align="center" colspan="2">Lexile Range</td></tr> <tr><td align="center" colspan="2">190L-530L</td></tr> </table>	Quarter 1		F & P	E	Quarter 2		F & P	F	Quarter 3		F & P	H	Quarter 4		F & P	J	Lexile Range		190L-530L		<p>Student demonstrates consistent achievement within the standard.</p> <p>Independently reads and comprehends grade-level text with appropriate:</p> <p>*accuracy *rate *expression *self-correction</p> <table border="1" data-bbox="661 764 997 911"> <tr><td align="center" colspan="2">Quarter 1</td></tr> <tr><td align="center">F & P</td><td align="center">E</td></tr> <tr><td align="center" colspan="2">Lexile Range</td></tr> <tr><td align="center" colspan="2">190L-530L</td></tr> </table>	Quarter 1		F & P	E	Lexile Range		190L-530L		<p>Student demonstrates inconsistent or partial achievement within the standard.</p> <p>Independently reads and comprehends grade-level text with appropriate:</p> <p>*accuracy *rate *expression *self-correction</p> <table border="1" data-bbox="1144 756 1480 902"> <tr><td align="center" colspan="2">Quarter 1</td></tr> <tr><td align="center">F & P</td><td align="center">C- D</td></tr> <tr><td align="center" colspan="2">Lexile Range</td></tr> <tr><td align="center" colspan="2">190L-530L</td></tr> </table>	Quarter 1		F & P	C- D	Lexile Range		190L-530L		<p>Student demonstrates limited achievement within the standard.</p> <p>Independently reads and comprehends grade-level text with appropriate:</p> <p>*accuracy *rate *expression *self-correction</p> <table border="1" data-bbox="1635 748 1971 894"> <tr><td align="center" colspan="2">Quarter 1</td></tr> <tr><td align="center">F & P</td><td align="center">B and Below</td></tr> <tr><td align="center" colspan="2">Lexile Range</td></tr> <tr><td align="center" colspan="2">190L-530L</td></tr> </table>	Quarter 1		F & P	B and Below	Lexile Range		190L-530L	
Quarter 1																																															
F & P	E																																														
Quarter 2																																															
F & P	F																																														
Quarter 3																																															
F & P	H																																														
Quarter 4																																															
F & P	J																																														
Lexile Range																																															
190L-530L																																															
Quarter 1																																															
F & P	E																																														
Lexile Range																																															
190L-530L																																															
Quarter 1																																															
F & P	C- D																																														
Lexile Range																																															
190L-530L																																															
Quarter 1																																															
F & P	B and Below																																														
Lexile Range																																															
190L-530L																																															
<p>Asks and answers questions about key details in a text RL1, RI1</p>	<p>Student demonstrates consistent achievement within the standard. Asks AND answers who, what, when, where, why, and how questions about key details in a literary text.</p>	<p>Student demonstrates inconsistent or partial achievement within the standard. Asks OR answers who, what, when, where, why, and how questions about key details in a literary text.</p>	<p>Student demonstrates limited achievement within the standard.</p>																																												
<p>Retells stories with key details and central message RL2, RI2</p>	<p>Student demonstrates <u>consistent</u> achievement within the standard.</p> <p>Retells stories including: *at least 3 key details *beginning, middle, end</p>	<p>Student demonstrates <u>inconsistent</u> or <u>partial</u> achievement within the standard.</p> <p>Retells stories including: *at least 3 key details *beginning, middle, end</p>	<p>Student demonstrates <u>limited</u> achievement within the standard.</p>																																												
<p>Describes characters, settings, major topics or events RL3</p>	<p>Student demonstrates consistent achievement within the standard.</p> <p>Uses key details to describe: *characters *settings *major events/topics</p>	<p>Student demonstrates inconsistent or partial achievement within the standard.</p> <p>Uses key details to describe: *characters *settings *major events/topics</p>	<p>Student demonstrates limited achievement within the standard.</p>																																												



First Grade Standards Based Parent Report Card Rubric
QUARTER 1
 ELA
 Pg.3

3+ = Exceeds the standard – in addition to the 3, makes applications and inferences beyond expectations

2019-2020

Standard	3 Meets the Standard Consistently	2 Progressing Toward Meeting the Standard	1 Limited Progress or Does Not Meet the Standard
Identifies major differences between fiction and non-fiction text and uses text features to locate information RL5, RI5	Student demonstrates consistent achievement within the standard. Identifies texts as fiction or non- fiction.	Student demonstrates inconsistent or partial achievement within the standard. Identifies texts as fiction or non- fiction.	Student demonstrates limited achievement within the standard.
Language			
Accurately forms upper and lower case letters with spacing L1A, K Quarter 1: *L1.1 a Print all upper –case and lowercase letters *L1.1k Prints with appropriate spacing	Student demonstrates <u>consistent</u> achievement within the standard. *Neatly and clearly forms letters and numbers correctly using left to right, top to bottom progression. *Uses lines to guide correct letter formation. *Size of letters is consistent. *Spacing is appropriate.	Student demonstrates <u>inconsistent</u> or <u>partial</u> achievement within the standard. *Neatly and clearly forms letters and numbers correctly using left to right, top to bottom progression. *Uses lines to guide correct letter formation *Size of letters is consistent. *Spacing is appropriate.	Student demonstrates <u>limited</u> achievement within the standard.
Demonstrates command of capitalization and punctuation in writing L2 A, B, C Quarter 1: *L1.2a Capitalize dates and names of people. *L1.2b Use end punctuation for sentences.	Student demonstrates <u>consistent</u> achievement within the standard. Demonstrates the conventions of capitalization and punctuation in writing: *Capitalize names of people *Use end punctuation for sentences	Student demonstrates <u>inconsistent</u> or <u>partial</u> achievement within the standard. Demonstrates the conventions of capitalization and punctuation in writing: *Capitalize names of people *Use end punctuation for sentences	Student demonstrates <u>limited</u> achievement within the standard.
Uses nouns, verbs, pronouns and adjectives L1 B, C, E Quarter 1: *L1.1b Uses common, proper, and possessive nouns.	Student demonstrates consistent achievement within the standard. Uses standard English grammar when writing or speaking * Uses common, proper, and possessive nouns	Student demonstrates inconsistent or partial achievement within the standard. Uses standard English grammar when writing or speaking *Uses common OR proper nouns	Student demonstrates limited achievement within the standard.
Spells regular and irregular words correctly in writing L2D, E Quarter 1: *L1.2d Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. *L1.2e Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.	Student demonstrates consistent achievement within the standard. When writing: *Spells untaught words phonetically using spelling patterns. *Spells taught words using spelling patterns and sight words.	Student demonstrates inconsistent or partial achievement within the standard. When writing: *Spells untaught words phonetically using spelling patterns. OR *Spells taught words using spelling patterns and sight words.	Student demonstrates limited achievement within the standard.



First Grade Standards Based Parent Report Card Rubric
 QUARTER 1
 ELA
 Pg.4

3+ = Exceeds the standard – in addition to the 3, makes applications and inferences beyond expectations

2019-2020

Standard	3 Meets the Standard Consistently	2 Progressing Toward Meeting the Standard	1 Limited Progress or Does Not Meet the Standard
Speaking and Listening			
Asks and answers questions to seek help, get information, or deepen understanding SL2 and SL3 Quarter 1: *SL2: Ask and answer questions about key details in a text read aloud or information presented orally through other media. *SL3: Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.	Student demonstrates consistent achievement within the standard. *Asks questions for clarity AND *Responds to questions about details from a text, read aloud, or a speaker	Student demonstrates inconsistent or partial achievement within the standard. *Asks questions for clarity OR *Responds to questions about details from a text, read aloud, or a speaker	Student demonstrates limited achievement within the standard.
Describe people, places, things, and events with relevant details SL4 Quarter 1: SL4: Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.	Student demonstrates consistent achievement within the standard. *Describes people, places, things, and events with <u>relevant details</u> , <u>expressing ideas and feelings</u> with appropriate vocabulary and grammar	Student demonstrates inconsistent or partial achievement within the standard. *Describes people, places, things, and events with appropriate vocabulary and grammar	Student demonstrates limited achievement within the standard.
Produces complete sentences when appropriate to task and situations SL6 Quarter 1: SL6: Produce complete sentences when appropriate to task and situation.	Student demonstrates <u>consistent</u> achievement within the standard. *Expresses thoughts in complete sentences with appropriate grammar and vocabulary.	Student demonstrates <u>inconsistent</u> or partial achievement within the standard. *Expresses thoughts in complete sentences with appropriate grammar and vocabulary.	Student demonstrates <u>limited</u> achievement within the standard.
Writing <i>School determines the order of the genre. Place "X" on the report card for the genres that are not taught within the quarter.</i>			
Writes narratives recounting sequenced, detailed events, and provides closure W3 Writes narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some since of closer.	Student demonstrates <u>consistent</u> achievement within the standard. Writes narratives: *Recounts two or more appropriately sequenced events *Includes some details *Uses temporal words *Sense of closure	Student demonstrates <u>inconsistent</u> or <u>partial</u> achievement within the standard. Writes narratives: *Recounts two or more appropriately sequenced events *Includes some details *Uses temporal words *Sense of closure	Student demonstrates <u>limited</u> achievement within the standard.



First Grade Standards Based Parent Report Card Rubric
QUARTER 1
ELA
Pg.5

3+ = Exceeds the standard – in addition to the 3, makes applications and inferences beyond expectations

2019-2020

Standard	3 Meets the Standard Consistently	2 Progressing Toward Meeting the Standard	1 Limited Progress or Does Not Meet the Standard
<p align="center">OR</p> <p>Writes informative texts naming a topic, supplying facts, and provides closure</p> <p>W2 Write informative texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.</p>	<p>Student demonstrates consistent achievement within the standard.</p> <p>Writes informative texts that: *names a topic *supplies some facts *provides a sense of closure</p>	<p>Student demonstrates <u>inconsistent</u> or partial achievement within the standard.</p> <p>Writes informative texts that: *names a topic *supplies some facts *provides a sense of closure</p>	<p>Student demonstrates <u>limited</u> achievement within the standard.</p>
<p align="center">OR</p> <p>Writes opinion pieces, with topic introduction, reasons why, and provides closure</p> <p>W1 Write opinion pieces in which they introduce the topic or the name of the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.</p>	<p>Student demonstrates consistent achievement within the standard. Writes opinion pieces that: *introduces the topic or the name of the book (States an opinion) *supplies one to two reasons *provides a sense of closure</p>	<p>Student demonstrates <u>inconsistent</u> or partial achievement within the standard.</p> <p>Writes opinion pieces that: *introduces the topic or the name of the book (States an opinion) *supplies one to two reasons *provides a sense of closure</p>	<p>Student demonstrates <u>limited</u> achievement within the standard.</p>
<p>Adds details to strengthen writing W5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed. a. May include oral or written prewriting (graphic organizers).</p>	<p>Student demonstrates consistent achievement within the standard.</p> <p>*Identifies and focuses on the topic *Responds to questions and suggestions from peers by adding details to writing and editing to make corrections</p>	<p>Student demonstrates <u>inconsistent</u> or partial achievement within the standard.</p> <p>*Identifies and focuses on the topic *Responds to questions and suggestions from peers by adding details to writing and editing to make corrections</p>	<p>Student demonstrates <u>limited</u> achievement within the standard.</p>



First Grade Standards Based Parent Report Card Rubric
QUARTER 1
MATH
Pg.6

3+ = Exceeds the standard – in addition to the 3, makes applications and inferences beyond expectations

2019-2020

Standard	3 Meets the Standard Consistently	2 Progressing Toward Meeting the Standard	1 Limited Progress or Does Not Meet the Standard
Understanding Number Relationships and Place Value			
Reads, writes, represents, and counts to 120, starting at any number less than 120 1.NBT.1	Independently and accurately reads, writes, represents, and counts to 120, starting at any number less than 120; AND reads and writes numbers to match quantities.	Demonstrates ability to read, write, represent and count to 120, starting at any number less than 120; AND reads and writes numbers to match quantities.	Demonstrates inconsistent ability to read, write, represent and count to 120, starting at any number less than 120; AND reads and writes numbers to match quantities.