



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
Strategies for Addition and Subtraction within 20			
Represents and solves word problems involving addition and subtraction 1.OA.1 1.OA.2 (Q2, 3, 4)	Independently and accurately solves addition and subtraction word problems within 20 (adding to, taking from, putting together, taking apart) with unknowns in all positions; AND solves addition word problems adding three whole numbers within 20.	Demonstrates partial understanding of how to solve addition and subtraction word problems within 20 AND/OR how to solve word problems adding three whole numbers within 20. <i>For example: student may have difficulty interpreting the problem or choosing the correct operation, have errors in computation, etc.</i>	Demonstrates limited understanding of how to solve addition and subtraction word problems within 20 AND how to solve word problems adding three whole numbers within 20.
Applies properties of operations and other strategies to add and subtract. 1.OA.3 (commutative property only) 1.OA.6	Independently and accurately adds and subtracts within 20, using multiple strategies such as: counting on, making a ten, decomposing a number leading to a ten, relating addition to subtraction, using easier known sums (doubles and doubles +1), and applies the commutative property.	Relies heavily on a limited collection of strategies to solve addition and subtraction problems within 20.	Demonstrates limited use of strategies to correctly solve addition and subtraction problems within 20.
Determines unknown numbers and balances equations 1.OA.7 (Q2,3,4) 1.OA.8 (Q2,3,4)	Independently and accurately demonstrates ALL of the following: understands of the meaning of the equal sign in equations (ie: $6=6$, $7=8-1$, $5+2 = 2+5$, $4+1 = 5+2$) determines if equations involving addition and subtraction are true or false; determines the unknown whole number in an addition or subtraction equation	Inconsistently demonstrates ANY of the following: understands of the meaning of the equal sign in equations (ie: $6=6$, $7=8-1$, $5+2 = 2+5$, $4+1 = 5+2$) determines if equations involving addition and subtraction are true or false; determines the unknown whole number in an addition or subtraction equation For example: student may correctly use the equal sign in simple equations such as $5 = 3 + 2$, but not in more complex equations such as $8 + 2 = 1 + 9$ student may be able to determine missing number in some equations but not others	Demonstrates limited understanding and use of ALL of the following: understands of the meaning of the equal sign in equations (ie: $6=6$, $7=8-1$, $5+2 = 2+5$, $4+1 = 5+2$) determines if equations involving addition and subtraction are true or false; determines the unknown whole number in an addition or subtraction equation
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.



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Reading Foundational			
Recognizes the features of a sentence RF1A 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 RF2a Distinguish long from short vowel sounds in <u>spoken</u> single-syllable words	Student demonstrates consistent achievement within the standard. *Distinguishes long from short vowel sounds in spoken single syllable words.	Student demonstrates inconsistent or partial achievement within the standard. *Distinguishes long from short vowel sounds in <u>spoken</u> single syllable words.	Student demonstrates limited achievement within the standard.
Blends and segments spoken single- syllable words RF2 B, D RF2b Orally produce single syllable words by blending sounds (phonemes), including consonant blends RF2d Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes)	Student demonstrates consistent 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 inconsistent or partial 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 limited 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 consistent achievement within the standard. Reads words with the following patterns: *CVC, CCVC, CVCC, CCVCC *decodes regularly spelled one- syllable words	Student demonstrates inconsistent or partial achievement within the standard. Reads words with the following patterns: *CVC, CCVC, CVCC, CCVCC *decodes regularly spelled one-syllable words	Student demonstrates limited achievement within the standard. Reads words with the following patterns: *CVC, CCVC, CVCC, CCVCC *decodes regularly spelled one- syllable words



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Reads grade appropriate sight words RF4 RF4D Recognize and read grade-appropriate irregularly spelled words	Student demonstrates consistent achievement within the standard: Reads the MCS sight words accurately: *60 sight words	Student demonstrates inconsistent or partial achievement within the standard. Reads the MCS sight words accurately: *50-59 sight words	Student demonstrates limited achievement within the standard. Reads the MCS sight words accurately: * Less than 49 sight words																																												
Reads grade-level text orally with accuracy, appropriate rate, and expression RF4B <table border="1" data-bbox="109 743 445 1112"> <tr><td colspan="2">Quarter 1</td></tr> <tr><td>F & P</td><td>E</td></tr> <tr><td colspan="2">Quarter 2</td></tr> <tr><td>F & P</td><td>F</td></tr> <tr><td colspan="2">Quarter 3</td></tr> <tr><td>F & P</td><td>H</td></tr> <tr><td colspan="2">Quarter 4</td></tr> <tr><td>F & P</td><td>J</td></tr> <tr><td colspan="2">Lexile Range</td></tr> <tr><td 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		Student demonstrates consistent achievement within the standard: Independently reads and comprehends grade-level text with appropriate: *accuracy *rate *expression *self-correction <table border="1" data-bbox="640 954 976 1101"> <tr><td colspan="2">Quarter 2</td></tr> <tr><td>F & P</td><td>F</td></tr> <tr><td colspan="2">Lexile Range</td></tr> <tr><td colspan="2">190L-530L</td></tr> </table>	Quarter 2		F & P	F	Lexile Range		190L-530L		Student demonstrates inconsistent or partial achievement within the standard. Independently reads and comprehends grade-level text with appropriate: *accuracy *rate *expression *self-correction <table border="1" data-bbox="1123 963 1459 1109"> <tr><td colspan="2">Quarter 3</td></tr> <tr><td>F & P</td><td>E</td></tr> <tr><td colspan="2">Lexile Range</td></tr> <tr><td colspan="2">190L-530L</td></tr> </table>	Quarter 3		F & P	E	Lexile Range		190L-530L		Student demonstrates limited achievement within the standard. Independently reads and comprehends grade-level text with appropriate: *accuracy *rate *expression *self-correction <table border="1" data-bbox="1585 959 1921 1105"> <tr><td colspan="2">Quarter 4</td></tr> <tr><td>F & P</td><td>Below E</td></tr> <tr><td colspan="2">Lexile Range</td></tr> <tr><td colspan="2">190L-530L</td></tr> </table>	Quarter 4		F & P	Below E	Lexile Range		190L-530L	
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Literary and Informational Reading			
<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>Asks AND answers questions about key details in an informational 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>Asks OR answers questions about details in an informational 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 *explains/summarizes central idea or theme (informational)</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 *explains/summarizes central idea or theme (informational)</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 <u>consistent</u> achievement within the standard. Uses key details to describe: *characters *settings *major events/topics</p>	<p>Student demonstrates <u>inconsistent</u> or <u>partial</u> achievement within the standard. Uses key details to describe: *characters *settings *major events/topics</p>	<p>Student demonstrates <u>limited</u> achievement within the standard.</p>
<p>Identifies and uses text features to locate information RL5 RI5</p>	<p>Student demonstrates consistent achievement within the standard: *Identifies texts as fiction or non-fiction. *Identifies AND uses <i>heading and table of contents</i> to locate key facts or information.</p>	<p>Student demonstrates inconsistent or partial achievement within the standard. *Identifies texts as fiction or non-fiction. *Identifies OR uses <i>headings and table of contents</i> to locate key facts or information.</p>	<p>Student demonstrates limited achievement within the standard.</p>



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Language			
<p>Accurately forms upper and lower case letters with spacing L1A, L1K</p> <p>L1.1 a Print all upper –case and lowercase letters L1.1k Prints with appropriate spacing</p>	<p>Student demonstrates <u>consistent</u> achievement within the standard.</p> <p>*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.</p>	<p>Student demonstrates inconsistent or <u>partial</u> achievement within the standard.</p> <p>*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.</p>	<p>Student demonstrates <u>limited</u> achievement within the standard.</p>
<p>Demonstrates command of capitalization and punctuation in writing L2 A, B, C</p> <p>L1.2a Capitalizes dates and names of people. L1.2b Use end punctuation for sentences. L1.2c Use commas in dates and to separate single words in a series.</p>	<p>Student demonstrates <u>consistent</u> achievement within the standard:</p> <p>Demonstrates the conventions of capitalization and punctuation when writing: *Capitalize dates and names of people *Use end punctuation for sentences *Uses commas in dates</p>	<p>Student demonstrates <u>inconsistent</u> or <u>partial</u> achievement within the standard.</p> <p>Demonstrates the conventions of capitalization and punctuation when writing: *Capitalize dates and names of people *Use end punctuation for sentences *Uses commas in dates</p>	<p>Student demonstrates <u>limited</u> achievement within the standard.</p>
<p>Uses nouns, verbs, pronouns and adjectives L1 B, C, E L1.1b Uses common, proper, and possessive nouns. L1.1c singular and plural nouns with matching verbs in basic sentences.</p>	<p>Student demonstrates <u>consistent</u> achievement within the standard:</p> <p>Uses standard English grammar when writing or speaking: *Uses common, proper, and possessive nouns. *Uses <i>singular and plural nouns with matching verbs in basic sentences.</i></p>	<p>Student demonstrates <u>inconsistent</u> or <u>partial</u> achievement within the standard.</p> <p>Uses standard English grammar when writing or speaking: *Uses common OR proper nouns *Uses <i>singular and plural nouns with matching verbs in basic sentences.</i></p>	<p>Student demonstrates <u>limited</u> achievement within the standard.</p>
<p>Spells regular and irregular words correctly in writing L2 D, E 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.</p>	<p>Student demonstrates <u>consistent</u> achievement within the standard:</p> <p>When writing: *Spells untaught words phonetically using spelling patterns. *Spells taught words using spelling patterns and sight words.</p>	<p>Student demonstrates <u>inconsistent</u> or <u>partial</u> achievement within the standard.</p> <p>When writing: *Spells untaught words phonetically using spelling patterns. OR *Spells taught words using spelling patterns and sight words.</p>	<p>Student demonstrates <u>limited</u> achievement within the standard.</p>



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Speaking and Listening			
<p>Asks and answers questions to seek help, get information, or deepen understanding 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.</p>	<p>Student demonstrates consistent achievement within the standard.</p> <p>*Asks questions for clarity AND *Responds to questions about details from a text, read aloud, or a speaker</p>	<p>Student demonstrates inconsistent or partial achievement within the standard.</p> <p>*Asks questions for clarity OR *Responds to questions about details from a text, read aloud, or a speaker</p>	<p>Student demonstrates limited achievement within the standard.</p>
<p>Describe people, places, things, and events with relevant details SL4 SL4: Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p>	<p>Student demonstrates consistent achievement within the standard:</p> <p>*Describes people, places, things, and events with relevant details, <u>expressing ideas and feelings</u> with appropriate vocabulary and grammar</p>	<p>Student demonstrates inconsistent or partial achievement within the standard.</p> <p>*Describes people, places, things, and events with appropriate vocabulary and grammar</p>	<p>Student demonstrates limited achievement within the standard.</p>
<p>Produces complete sentences when appropriate to task and situations SL6 SL6: Produce complete sentences when appropriate to task and situation.</p>	<p>Student demonstrates <u>consistent</u> achievement within the standard:</p> <p>*Expresses thoughts in complete sentences with appropriate grammar and vocabulary</p>	<p>Student demonstrates inconsistent or partial achievement within the standard.</p> <p>*Expresses thoughts in complete sentences with appropriate grammar and vocabulary</p>	<p>Student demonstrates limited achievement within the standard.</p>



First Grade Standards Based Report Card Rubric

ELA

QUARTER 2

Pg.7

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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>			
<p>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.</p>	<p>Student demonstrates <u>consistent</u> achievement within the standard.</p> <p>Writes narratives that: *recounts two or more appropriately sequenced events *includes some details *uses temporal words *sense of closure</p>	<p>Student demonstrates inconsistent or <u>partial</u> achievement within the standard.</p> <p>Writes narratives that: *recounts two or more appropriately sequenced events *includes some details *uses temporal words *sense of closure</p>	<p>Student demonstrates limited achievement within the standard.</p>
<p style="text-align: center;">OR</p> <p>Writes informative texts naming a topic, supplying facts, and provides closure 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 <u>consistent</u> 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 inconsistent or <u>partial</u> 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 limited achievement within the standard.</p>
<p style="text-align: center;">OR</p> <p>Writes opinion pieces, with topic introduction, reasons why, and provides closure 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 <u>consistent</u> 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 <u>partial</u> 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 <u>consistent</u> 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 <u>partial</u> 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>