

ELA  
**First Grade Standards Based Report Card Rubric**  
**Quarter 3**

Reading Foundational			
Standard	3 Meets Standard	2 Progressing Towards Standard	1 Limited Progress
<b>Recognizes the features of a sentence</b> <b>RF1A</b>  RF1a Recognize the distinguishing features of a sentence (e.g. first word, capitalization, ending punctuation)	Student demonstrates <u>consistent</u> achievement within the standard.  *Can identify a sentence based on key features. (first word, capitalization <b>AND</b> ending punctuation)	Student demonstrates <u>inconsistent or partial achievement</u> within the standard.  *Can identify a sentence based on key features. (first word, capitalization <b>OR</b> ending punctuation).	Student demonstrates <u>limited</u> achievement within the standard.
<b>Distinguishes long from short vowel sounds</b> <b>RF2A</b>  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 or 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.
<b>Blends and segments spoken single-syllable words</b> <b>RF2 B, D</b>  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 <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 or 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.
<b>Applies first grade phonics and word analysis skills</b> <b>RF3 A, B, C, D, E</b>  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 or 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 words with the following patterns: *CVC, CCVC, CVCC, CCVCC *decodes regularly spelled one-syllable words
<b>Reads grade appropriate sight words</b> <b>RF4</b> RF4D Recognize and read grade-appropriate irregularly spelled words	Student demonstrates <u>consistent</u> achievement within the standard:  Reads 72 sight words accurately.	Student demonstrates <u>inconsistent or partial achievement</u> within the standard.  Reads the 61-71 sight words accurately.	Student demonstrates <u>limited</u> achievement within the standard.  Reads the 0-60 sight words accurately.

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Standard	<b>3</b> Meets Standard	<b>2</b> Progressing Towards Standard	<b>1</b> Limited Progress									
<b>Reads grade-level text orally with accuracy, appropriate rate, and expression</b> <b>RF4B</b>	Student demonstrates <u>consistent</u> achievement within the standard:  Independently reads and comprehends grade-level text with appropriate: *accuracy *rate *expression *self-correction  <table border="1" style="margin-left: auto; margin-right: auto;"> <tr><td style="text-align: center;">Quarter 3</td></tr> <tr><td style="text-align: center;">Lexile</td></tr> <tr><td style="text-align: center;">35L and above</td></tr> </table> <b>*3+ is given to students at a Lexile of L530 and above</b>  <b>*35L is the Lexile to be on track to meet the GaDOE 1<sup>st</sup> grade minimum stretch band level at the end of the year</b>	Quarter 3	Lexile	35L and above	Student demonstrates <u>inconsistent or partial achievement</u> within the standard.  Independently reads and comprehends grade-level text with appropriate: *accuracy *rate *expression *self-correction  <table border="1" style="margin-left: auto; margin-right: auto;"> <tr><td style="text-align: center;">Quarter 3</td></tr> <tr><td style="text-align: center;">Lexile</td></tr> <tr><td style="text-align: center;">BR45L – 34L</td></tr> </table>	Quarter 3	Lexile	BR45L – 34L	Student demonstrates <u>limited</u> achievement within the standard.  Independently reads and comprehends grade-level text with appropriate: *accuracy *rate *expression *self-correction  <table border="1" style="margin-left: auto; margin-right: auto;"> <tr><td style="text-align: center;">Quarter 3</td></tr> <tr><td style="text-align: center;">Lexile</td></tr> <tr><td style="text-align: center;">&lt;BR45L</td></tr> </table>	Quarter 3	Lexile	<BR45L
Quarter 3												
Lexile												
35L and above												
Quarter 3												
Lexile												
BR45L – 34L												
Quarter 3												
Lexile												
<BR45L												
<b>Literary and Informational Reading</b>												
<b>Asks and answers questions about key details in a text</b> <b>RI1, RI1</b>	Student demonstrates <u>consistent</u> achievement within the standard: Asks and answers who, what, when, where, why, <b>AND</b> how questions about key details in a literary text.  Asks <b>AND</b> answers questions about key details in an informational text.	Student demonstrates <u>inconsistent or partial achievement</u> within the standard. Asks <b>OR</b> answers who, what, when, where, why, and how questions about key details in a literary text.  Asks <b>OR</b> answers questions about details in an informational text.	Student demonstrates <u>limited</u> achievement within the standard.									

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<b>Retells stories with key details and central message</b> RL2, RI2	Student demonstrates <u>consistent</u> achievement within the standard.  Retells stories including: *at least 3 key details *beginning, middle, end * explains the central message or lesson <b>(literary)</b> *explains/summarizes central idea or theme <b>(informational)</b>	Student demonstrates <u>inconsistent or partial</u> achievement within the standard.  Retells stories including: *at least 3 key details *beginning, middle, end * explains the central message or lesson <b>(literary)</b> *explains/summarizes central idea or theme <b>(informational)</b>	Student demonstrates <u>limited</u> achievement within the standard.
<b>Describes characters, settings, major topics or events</b> RL3	Student demonstrates <u>consistent</u> achievement within the standard. Uses key details to describe: *characters *settings *major events/topics	Student demonstrates <u>inconsistent or partial</u> achievement within the standard. Uses key details to describe: *characters *settings *major events/topics	Student demonstrates <u>limited</u> achievement within the standard.
<b>Identifies and uses text features to locate information</b> RL5 RI5	Student demonstrates <u>consistent</u> achievement within the standard:  *Identifies texts as fiction or non-fiction. *Identifies <b>AND</b> uses <i>heading and table of contents</i> to locate key facts or information.	Student demonstrates <u>inconsistent or partial achievement</u> within the standard.  *Identifies texts as fiction or non-fiction. *Identifies <b>OR</b> uses <i>headings and table of contents</i> to locate key facts or information.	Student demonstrates <u>limited</u> achievement within the standard.
<b>Compares and contrasts experiences of characters</b> RL9			
<b>Identifies similarities and differences between two texts on the same topic</b> RI9			

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Language			
Standard	3 Meets Standard	2 Progressing Towards Standard	1 Limited Progress
<p><b>Accurately forms upper and lower case letters with spacing</b>  <b>L1A, L1K</b></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 <u>inconsistent or 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><b>Demonstrates command of capitalization and punctuation in writing</b>  <b>L2 A, B, C</b></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 and commas in a series to separate single words.</p>	<p>Student demonstrates <u>inconsistent or 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 and commas in a series to separate single words.</p>	<p>Student demonstrates <u>limited</u> achievement within the standard.</p>
<p><b>Uses nouns, verbs, pronouns and adjectives</b>  <b>L1 B, C, E</b></p> <p>L1.1b Uses common and proper 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 and proper nouns.            *Uses <i>singular and plural nouns with matching verbs in basic sentences.</i>            * <b>AND</b> Uses verbs to convey a sense of <i>past, present, and future.</i></p>	<p>Student demonstrates <u>inconsistent or partial</u> achievement within the standard.</p> <p>Uses standard English grammar when writing or speaking:            *Uses common <b>OR</b> proper nouns            *Uses <i>singular and plural nouns with matching verbs in basic sentences.</i>            * Uses verbs to convey a sense of <i>past, present, and future.</i></p>	<p>Student demonstrates <u>limited</u> achievement within the standard.</p>

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<b>Spells regular and irregular words correctly in writing</b> <b>L2 D, E</b> 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 <u>consistent</u> achievement within the standard:  When writing: *Spells <b>untaught</b> words phonetically using spelling patterns. *Spells <b>taught</b> words using spelling patterns and sight words.	Student demonstrates <u>inconsistent or partial achievement</u> within the standard.  When writing: *Spells <b>untaught</b> words phonetically using spelling patterns. <b>OR</b> *Spells <b>taught</b> words using spelling patterns and sight words.	Student demonstrates <u>limited</u> achievement within the standard.
<b>Speaking and Listening</b>			
<b>Asks and answers questions to seek help, get information, or deepen understanding</b> <b>SL2,3</b> 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 <u>consistent</u> achievement within the standard.  *Asks questions for clarity <b>AND</b> *Responds to questions about details from a text, read aloud, or a speaker	Student demonstrates <u>inconsistent or partial achievement</u> within the standard.  *Asks questions for clarity <b>OR</b> *Responds to questions about details from a text, read aloud, or a speaker	Student demonstrates <u>limited</u> achievement within the standard.
<b>Describe people, places, things, and events with relevant details</b> <b>SL4</b> SL4: Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.	Student demonstrates <u>consistent</u> achievement within the standard:  *Describes people, places, things, and events with <u>relevant details, expressing ideas and feelings</u> with appropriate vocabulary and grammar	Student demonstrates <u>inconsistent or partial achievement</u> within the standard.  *Describes people, places, things, and events with appropriate vocabulary and grammar	Student demonstrates <u>limited</u> achievement within the standard.
<b>Produces complete sentences when appropriate to task and situations</b> <b>SL6</b> 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 or partial achievement</u> within the standard.  *Expresses thoughts in complete sentences with appropriate grammar and vocabulary	Student demonstrates <u>limited</u> achievement within the standard.

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<b>Writing</b>			
<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>			
<b>Standard</b>	<b>3 Meets Standard</b>	<b>2 Progressing Towards Standard</b>	<b>1 Limited Progress</b>
<p><b>Writes narratives recounting sequenced, detailed events, and provides closure</b>  <b>W3</b></p> <p>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 sense 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 <u>inconsistent</u> 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 <u>limited</u> achievement within the standard.</p>
<p style="text-align: center;"><b>OR</b></p> <p><b>Writes informative texts naming a topic, supplying facts, and provides closure</b>  <b>W2</b></p> <p>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 <u>inconsistent</u> 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 <u>limited</u> achievement within the standard.</p>
<p style="text-align: center;"><b>OR</b></p> <p><b>Writes opinion pieces, with topic introduction, reasons why, and provides closure</b>  <b>W1</b></p> <p>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.</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>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><b>Adds details to strengthen writing</b>  <b>W5</b></p> <p>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.</p> <p style="padding-left: 20px;">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>

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