



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			
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 (e.g. first word, capitalization, AND ending punctuation).	Student demonstrates inconsistent or partial achievement within the standard. *Can identify a sentence based on key features (e.g. first word, capitalization, OR ending punctuation).	Student demonstrates limited achievement within the standard.
RF2A RF2a Distinguish long from short vowel sounds in <u>spoken</u> single-syllable words	Student demonstrates consistent achievement within the standard. *Distinguishes short from long vowel sounds in <u>spoken</u> 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 RF3a Know the sound spelling correspondence for common consonant digraphs RF3b Decode regularly spelled one- syllable words RF3c know final –e and common vowel team conventions for representing long vowel sounds RF3e Decode two-syllable words following basic patterns by breaking words into syllable	Student demonstrates consistent achievement within the standard. Reads words with the following patterns: *CVC, CCVC, CVCC, CCVCC *decodes regularly spelled one- syllable words *knows final –e and common long vowel teams *decodes 2 syllable words by breaking words into syllables.	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 *knows final –e and common long vowel teams *decodes 2 syllable words by breaking words into syllables	Student demonstrates limited achievement within the standard.



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Reads grade appropriate sight words RF4 Quarter 1, 2, and 3: RF4D Recognize and read grade-appropriate irregularly spelled words.	Student demonstrates consistent achievement within the standard. Reads the guided reading sight words accurately: *84 sight words	Student demonstrates inconsistent or partial achievement within the standard. Reads the guided reading sight words accurately: * 70-83 sight words	Student demonstrates limited achievement within the standard. Reads the MCS sight words accurately: *Less than 82 sight words																																												
Reads grade-level text orally with accuracy, appropriate rate, and expression. RF4B <table border="1" data-bbox="107 781 443 1154"> <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> <i>Based on Instructional Level</i>	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="583 997 919 1146"> <tr><td colspan="2">Quarter 3</td></tr> <tr><td>F & P</td><td>H</td></tr> <tr><td colspan="2">Lexile Range</td></tr> <tr><td colspan="2">190L-530L</td></tr> </table> Based on Instructional Level.	Quarter 3		F & P	H	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="1058 1034 1394 1183"> <tr><td colspan="2">Quarter 3</td></tr> <tr><td>F & P</td><td>G</td></tr> <tr><td colspan="2">Lexile Range</td></tr> <tr><td colspan="2">190L-530L</td></tr> </table> Based on Instructional Level	Quarter 3		F & P	G	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="1533 997 1869 1146"> <tr><td colspan="2">Quarter 3</td></tr> <tr><td>F & P</td><td>A-F</td></tr> <tr><td colspan="2">Lexile Range</td></tr> <tr><td colspan="2">190L-530L</td></tr> </table> Based on Instructional Level.	Quarter 3		F & P	A-F	Lexile Range		190L-530L	
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Literary and Informational Reading																																															
Asks and answers questions about key details in a text RL1, RI1	Student demonstrates consistent achievement within the standard. Asks AND answers who, what, when, where, why, and how questions about key details in a <u>literary text</u> . Asks AND answers questions about key details in an informational text.	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 <u>literary text</u> . Asks OR answers questions about key details in an <u>informational text</u> .	Student demonstrates limited achievement within the standard.																																												



First Grade Standards Based Parent Report Card
 Rubric
 ELA
 QUARTER 3
 Pg. 5

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Retells stories with key details and central message 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 (literary) *explains/summarizes central idea or theme (informational)	Student demonstrates <u>inconsistent</u> or <u>partial</u> achievement within the standard. Retells stories including: *at least 3 key details *beginning, middle, end *explains the central message or lesson (literary) *explains/summarizes central idea or theme (informational)	Student demonstrates <u>limited</u> achievement within the standard.
Describes characters, settings, major topics or events RL3	Student demonstrates <u>consistent</u> achievement within the standard. Uses key details to describe: *characters *settings *major events/topics	Student demonstrates <u>inconsistent</u> or <u>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.
Identifies major differences between fiction and nonfiction text and uses text features to locate information RL5, RI5	Student demonstrates consistent achievement within the standard. *Identifies texts as fiction or non- fiction. *Identifies AND uses headings, table of contents, and <i>glossaries</i> to locate key facts or information.	Student demonstrates inconsistent or partial achievement within the standard. *Identifies texts as fiction or non- fiction. *Identifies OR uses headings, table of contents, and <i>glossaries</i> to locate key facts or information.	Student demonstrates limited achievement within the standard.
Language			
Accurately forms upper and lower case letters with spacing L1 A, K 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, 2, and 3: * L1.2a Capitalize 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.	Student demonstrates <u>consistent</u> achievement within the standard. 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.	Student demonstrates <u>inconsistent</u> or <u>partial</u> achievement within the standard. 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.	Student demonstrates <u>limited</u> achievement within the standard.



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<p>Uses nouns, verbs, pronouns and adjectives L1 B, C, E Quarter 1, 2, and 3: *L1.1b Uses common, proper, and possessive nouns. L1.1c Uses singular and plural nouns with matching verbs in basic sentences. * L1.1e Use verbs to convey a sense of past, present, and future.</p>	<p>Student demonstrates consistent achievement within the standard. Uses standard English grammar when writing or speaking: *Uses common, proper, and possessive nouns. AND *Uses singular and plural nouns with matching verbs in basic sentences. AND*Uses verbs to convey a sense of past, present, and future.</p>	<p>Student demonstrates inconsistent or partial achievement within the standard. Uses standard English grammar when writing or speaking: *Uses common or proper nouns OR frequently occurring adjectives. *Uses singular and plural nouns with matching verbs in basic sentences. *Uses verbs to convey a sense of past, present, and future.</p>	<p>Student demonstrates limited achievement within the standard.</p>
Speaking and Listening			
<p>Asks and answers questions to seek help, get information, or deepen understanding SL2 and SL3 Quarter 1, 2, and 3: *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. *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. *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 Quarter 1, 2, and 3: SL4: Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p>	<p>Student demonstrates consistent achievement within the standard. *Describes people, places, things, and events with relevant details, expressing ideas and <u>feelings</u> with appropriate vocabulary and grammar.</p>	<p>Student demonstrates inconsistent or partial achievement within the standard. *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 Quarter 1, 2, and 3: SL6: Produce complete sentences when appropriate to task and situation.</p>	<p>Student demonstrates consistent achievement within the standard. *Expresses thoughts in complete sentences with appropriate grammar and vocabulary.</p>	<p>Student demonstrates inconsistent or partial achievement within the standard. *Expresses thoughts in complete sentences with appropriate grammar and vocabulary.</p>	<p>Student demonstrates limited achievement within the standard.</p>



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Writing

School determines the order of the genres. Place "X" on the report card for the genres that are not taught within the quarter.

<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. 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. 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>OR 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 consistent achievement within the standard: Writes informative texts that: *names a topic *supplies some facts *provides a sense of closure</p>	<p>Student demonstrates inconsistent or partial achievement within the standard. 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>OR Writes opinion pieces, with topic introduction, reasons why, and provides closure</p>	<p>Student demonstrates consistent achievement within the standard. Writes opinion pieces that:</p>	<p>Student demonstrates inconsistent or partial achievement within the standard. Writes opinion pieces that:</p>	<p>Student demonstrates limited achievement within the standard.</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>*introduces the topic or the name of the book (States an opinion) *supplies one to two reasons *provides a sense of closure</p>	<p>*introduces the topic or the name of the book (States an opinion) *supplies one to two reasons *provides a sense of closure</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. *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 inconsistent or partial achievement within the standard. *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 limited achievement within the standard.</p>