



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: <input type="checkbox"/> understands of the meaning of the equal sign in equations (ie: 6=6, 7=8-1, 5+2 = 2+5, 4+1 = 5+2) <input type="checkbox"/> determines if equations involving addition and subtraction are true or false; <input type="checkbox"/> 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 <i>For example:            student may correctly use the equal sign in simple equations such as <math>5 = 3 + 2</math>, but not in more complex equations such as <math>8 + 2 = 1 + 9</math>            student may be able to determine missing number in some equations but not others</i>	Demonstrates limited understanding and use of ALL of the following: <input type="checkbox"/> understands of the meaning of the equal sign in equations (ie: 6=6, 7=8-1, 5+2 = 2+5, 4+1 = 5+2) <input type="checkbox"/> determines if equations involving addition and subtraction are true or false; <input type="checkbox"/> determines the unknown whole number in an addition or subtraction equation



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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.
Uses place value to add within 100 (2- digit plus 1-digit & 2-digit plus a multiple of 10) 1.NBT.4 (Q3, 4)	Independently and accurately uses a variety of strategies to add within 100 including: <input type="checkbox"/> adding a two-digit number and a one- digit number; AND <input type="checkbox"/> adding a two-digit number and a multiple of ten Strategies include: <input type="checkbox"/> models or drawings <input type="checkbox"/> place value understanding (including decomposing and making a multiple of ten; adding tens and tens and ones and ones) <input type="checkbox"/> properties of operations <input type="checkbox"/> relationship between addition and subtraction	Relies heavily on a limited collection of strategies OR inconsistently demonstrates accuracy adding within 100 including: <input type="checkbox"/> adding a two-digit number and a one- digit number; AND <input type="checkbox"/> adding a two-digit number and a multiple of ten	Demonstrates limited understanding and use of strategies to add within 100.
Mentally finds 10 more and 10 less than a number 1.NBT.5 (Q3, 4)	Given a two-digit number, mentally finds 10 more and 10 less than the number, without having to count AND explains the reasoning used.	Demonstrates inconsistent accuracy when finding 10 more or 10 less than a given two-digit number (number must be found mentally and without counting); OR cannot clearly explain the reasoning used.	Demonstrates limited understanding of finding 10 more and 10 less than a given two-digit number.
Subtracts multiples of 10 from multiples of 10 1.NBT.6 (Q3, 4)	Independently and accurately uses a variety of strategies to subtract multiples of 10 in the range 10-90 from multiples of 10 in the range 10- 90. Strategies include: <input type="checkbox"/> models or drawings <input type="checkbox"/> place value understanding (subtracting tens from tens and ones from ones) <input type="checkbox"/> properties of operations <input type="checkbox"/> relationship between addition and subtraction	Relies heavily on a limited collection of strategies OR inconsistently demonstrates accuracy subtracting multiples of 10 in the range 10-90 from multiples of 10 in the range 10-90.	Demonstrates limited understanding and use of strategies to subtract multiples of 10 in the range 10-90 from multiples of 10 in the range 10- 90.



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<i>Geometry</i>			
Uses attributes to define, draw, and build shapes  1.G.1 (Q4)	Independently and accurately distinguishes between defining attributes (e.g. triangles are closed and three-sided) and non-defining attributes (e.g., color, orientation, overall size) AND builds and draws shapes to possess defining attributes.	Inconsistently distinguishes between defining and non-defining attributes AND/OR inconsistently builds and draws shapes to possess defining attributes.	Demonstrates limited understanding of shapes and their attributes.
Composes 2D and 3D shapes to create new shapes  1.G.2 (Q4)	Independently and accurately composes two- and three-dimensional shapes to create a new or different shape; AND composes new shapes from the composite shape.  Shapes include: rectangles, squares, trapezoids, triangles, half-circles, hexagons, quarter-circles, cubes, right rectangular prisms, right circular, cones, and right circular cylinders*  * Students do not need to learn formal names of all of the shapes.	Inconsistently composes new or different shapes from two- and three- dimensional shapes.  <i>For example:</i> <i>students may need assistance composing and decomposing shapes</i> <i>students may not be able to compose or decompose shapes in more than one way</i> <i>Students may have more success working with two-dimensional shapes than with three- dimensional shapes</i> <i>students may need assistance seeing how shapes fit together to create different shapes</i> <i>students may not see the shapes within an already existing shape</i>	Demonstrates limited understanding of composing two- and three-dimensional shapes.
Partitions circles and rectangles	Independently and accurately demonstrates ALL of the following: ☐ partitions circles and rectangles into two and four equal shares ☐ describes the shares using the words halves, fourths, and quarters ☐ describes the whole as two halves or four fourths or four quarters ☐ understands that decomposing into more equal shares creates smaller shares	Inconsistently distinguishes; Partitioning of circles and rectangles into two and four equal shares ☐ describing the shares using the words halves, fourths, and quarters ☐ describing the whole as two halves or four fourths or four quarters understanding that decomposing into more equal shares creates smaller shares	Demonstrates limited
<i>Measurement</i>			
Understands linear measurement 1.MD.2 (Q4)	Independently and accurately measures the length of an object by laying a shorter object end to end repeatedly with no gaps or overlaps. (For example, student may use a paperclip to measure the length of a pencil.)	Demonstrates inconsistent accuracy when measuring the length of an object.	Shows limited understanding of measuring the length of an object.



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<b>Reading Foundational</b>			
<b>Recognizes the features of a sentence</b> <b>RF1A</b> Quarter 1, 2, 3, and 4: *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, <b>AND</b> ending punctuation).	Student demonstrates inconsistent or partial achievement within the standard.  *Can identify a sentence based on key features (e.g. first word, capitalization, <b>OR</b> ending punctuation).	Student demonstrates limited achievement within the standard.
<b>Distinguishes long from short vowel sounds</b> <b>RF2A</b>  Quarter 1, 2, 3, and 4: *RF2a Distinguish long from short vowel sounds in <u>spoken</u> single- syllable words	Student demonstrates <u>consistent</u> achievement within the standard.  *Distinguishes short from long 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.
<b>Blends and segments spoken single- syllable words</b> <b>RF2 B, D</b> Quarter 1, 2, 3, and 4: *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</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.
<b>Applies first grade phonics and word analysis skills</b> <b>RF3 A, B, C, D, E</b> Quarter 1, 2, 3, and 4: *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 <u>consistent</u> 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. *uses knowledge that every syllable must have a vowel sound to determine the number of syllables in a word.	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 *knows final –e and common long vowel teams *decodes 2 syllable words by breaking words into syllables *uses knowledge that every syllable must have a vowel sound to determine the number of syllables in a word.	Student demonstrates <u>limited</u> achievement within the standard.



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<p><b>Reads grade appropriate sight words RF4</b>            Quarter 1, 2, 3, and 4:RF4D Recognize and read grade- appropriate irregularly spelled words.</p>	<p>Student demonstrates consistent achievement within the standard.            Reads the guided reading sight words accurately:            *100 sight words</p>	<p>Student demonstrates inconsistent or partial achievement within the standard.            Reads the guided reading sight words accurately:            * 99-84 sight words</p>	<p>Student demonstrates limited achievement within the standard.            Reads the guided reading sight words accurately:            *Less than 83 sight words</p>																																										
<p><b>Reads grade-level text orally with accuracy, appropriate rate, and expression. RF4B</b></p> <table border="1" style="width: 100%; margin-bottom: 5px;"> <tr><td colspan="2" style="text-align: center;">Quarter 1</td></tr> <tr><td style="width: 50%;">F &amp; P</td><td style="width: 50%;">E</td></tr> <tr><td colspan="2" style="text-align: center;">Quarter 2</td></tr> <tr><td>F &amp; P</td><td>F</td></tr> <tr><td colspan="2" style="text-align: center;">Quarter 3</td></tr> <tr><td>F &amp; P</td><td>H</td></tr> <tr><td colspan="2" style="text-align: center;">Quarter 4</td></tr> <tr><td>F &amp; P</td><td>J</td></tr> <tr><td colspan="2" style="text-align: center;">Lexile Range</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		<p>Student demonstrates consistent achievement within the standard.</p> <p>Independently reads and comprehends grade-level text with appropriate:            *accuracy            *rate            *expression            *self-correction            Based on Instructional Level.</p> <table border="1" style="width: 100%; margin-top: 10px;"> <tr><td colspan="2" style="text-align: center;">Quarter 4</td></tr> <tr><td style="width: 50%;">F &amp; P</td><td style="width: 50%;">J</td></tr> <tr><td colspan="2" style="text-align: center;">Lexile Range</td></tr> <tr><td colspan="2" style="text-align: center;">190L-530L</td></tr> </table>	Quarter 4		F & P	J	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:            *accuracy            *rate            *expression            *self-correction            Based on Instructional Level.</p> <table border="1" style="width: 100%; margin-top: 10px;"> <tr><td colspan="2" style="text-align: center;">Quarter 4</td></tr> <tr><td style="width: 50%;">F &amp; P</td><td style="width: 50%;">I/J</td></tr> <tr><td colspan="2" style="text-align: center;">Lexile Range</td></tr> <tr><td colspan="2" style="text-align: center;">190L-530L</td></tr> </table>	Quarter 4		F & P	I/J	Lexile Range		190L-530L		<p>Student demonstrates limited achievement within the standard.</p> <p>Independently reads and comprehends grade-level text with appropriate:            *accuracy            *rate            *expression            *self-correction            Based on Instructional Level.</p> <table border="1" style="width: 100%; margin-top: 10px;"> <tr><td colspan="2" style="text-align: center;">Quarter 4</td></tr> <tr><td style="width: 50%;">F &amp; P</td><td style="width: 50%;">A-H</td></tr> <tr><td colspan="2" style="text-align: center;">Lexile Range</td></tr> <tr><td colspan="2" style="text-align: center;">190L-530L</td></tr> </table>	Quarter 4		F & P	A-H	Lexile Range		190L-530L	
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<b>Literary and Informational Reading</b>																																													
<p><b>Asks and answers questions about key details in a text RL1, RI1</b></p>	<p>Student demonstrates consistent achievement within the standard. Asks <b>AND</b> answers who, what, when, where, why, and how questions about key details in a literary text.</p> <p>Asks <b>AND</b> answers questions about key details in an informational text.</p>	<p>Student demonstrates inconsistent or partial achievement within the standard.            Asks <b>OR</b> answers who, what, when, where, why, and how questions about key details in a literary text.</p> <p>Asks <b>OR</b> answers questions about key details in an <u>informational text</u>.</p>	<p>Student demonstrates limited achievement within the standard.</p>																																										



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<b>Retells stories with key details and central message</b> <b>RL2, RI2</b>	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</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 ( <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> <b>RL3</b>	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.
<b>Identifies major differences between fiction and nonfiction text and uses text features to locate information</b> <b>RL5, RI5</b>	Student demonstrates consistent achievement within the standard. *Identifies texts as fiction or non- fiction. *Identifies <b>AND</b> uses headings, table of contents, glossaries, electronic menus and icons to locate key facts or information.	Student demonstrates inconsistent or partial achievement within the standard. *Identifies texts as fiction or non- fiction. *Identifies <b>OR</b> uses headings, table of contents, glossaries, electronic menus, and icons to locate key facts or information.	Student demonstrates limited achievement within the standard.
<b>Compares and contrasts experiences of characters</b> <b>RL9</b>	Student demonstrates consistent achievement within the standard. Compares AND contrasts the adventures and experiences of characters in stories within a text AND among text.	Student demonstrates inconsistent or partial achievement within the standard. Compares AND contrasts the adventures and experiences of characters in stories within a text AND among text.	Student demonstrates limited achievement within the standard.
<b>Identifies similarities and differences between two texts on the same topic</b> <b>RI9</b>	Student demonstrates consistent achievement within the standard.	Student demonstrates consistent achievement within the standard.	Student demonstrates limited achievement within the standard.
<b>RI9</b>	Identifies similarities AND differences between two texts on the same topic.	Identifies similarities OR differences between two texts on the same topic.	



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<b>Language</b>			
<p><b>Accurately forms upper and lower case letters with spacing</b>  <b>L1 A, K</b></p> <p>Quarter 1, 2, 3 and 4:            *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</u> 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><b>Demonstrates command of capitalization and punctuation in writing</b>  <b>L2 A, B, C</b></p> <p>Quarter 1, 2, 3 and 4:            * 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.</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</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 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>Quarter 1, 2, 3, and 4:            *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.</p> <p>Uses standard English grammar when writing or speaking:            *Uses common, proper, and possessive nouns. <b>AND</b>  <i>*Uses singular and plural nouns with matching verbs in basic sentences.</i>  <b>AND</b>  <i>*Uses verbs to convey a sense of past, present, and future.</i></p>	<p>Student demonstrates inconsistent or partial achievement within the standard.</p> <p>Uses standard English grammar when writing or speaking:            *Uses common, proper, or possessive nouns <b>OR</b>  <i>*Uses singular and plural nouns with matching verbs in basic sentences.</i>  <i>*Uses verbs to convey a sense of past, present, and future.</i></p>	<p>Student demonstrates limited achievement within the standard.</p>
<p><b>Spells regular and irregular words correctly in writing</b>  <b>L2 D, E</b></p> <p>Quarter 1, 2, 3, and 4:            *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 <b>untaught</b> words phonetically using spelling patterns.            *Spells <b>taught</b> 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 <b>untaught</b> words phonetically using spelling patterns.            *Spells <b>taught</b> words using spelling patterns and sight words.</p>	<p>Student demonstrates <u>limited</u> achievement within the standard.</p>



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<b>Speaking and Listening</b>			
<p><b>Asks and answers questions to seek help, get information, or deepen understanding SL2 and SL3</b></p> <p>Quarter 1, 2, 3 and 4:            *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 <b>AND</b>            *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 <b>OR</b>            *Responds to questions about details from a text, read aloud, or a speaker</p>	<p>Student demonstrates limited achievement within the standard.</p>
<p><b>Describe people, places, things, and events with relevant details SL4</b></p> <p>Quarter 1, 2, 3 and 4:            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, expressing ideas and <u>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><b>Produces complete sentences when appropriate to task and situations SL6</b></p> <p>Quarter 1, 2, 3, and 4:            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 <u>inconsistent</u> or partial achievement within the standard.</p> <p>*Expresses thoughts in complete sentences with appropriate grammar and vocabulary.</p>	<p>Student demonstrates <u>limited</u> achievement within the standard.</p>





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<b>Writing</b> <b>School determines the genre taught in Quarter 4. Place an "X" on the report card for genres not taught.</b>			
<p><b>Writes narratives recounting sequenced, detailed events, and provides closure W3</b>            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 closure.</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 W2</b>            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 W1</b>            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. 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 W5</b>            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 pre-writing (graphic organizers).</p>	<p>Student demonstrates <u>consistent</u> 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 <u>inconsistent</u> or <u>partial</u> 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 <u>limited</u> achievement within the standard.</p>