

**First Grade Standards Based Report Card Rubric**

**Quarter 1**

**ELA**

Standard	3 Meets the Standard Consistently	2 Progressing Toward Meeting the Standard	1 Limited Progress or Does Not Meet the Standard
<b>Reading Foundational</b>			
<p><b>Recognizes the features of a sentence</b> <b>RF1A</b> Quarter 1: *RF1a Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).</p>	<p>Student demonstrates consistent achievement within the standard.  *Can identify a sentence based on key features. (first word, capitalization <b>AND</b> ending punctuation)</p>	<p>Student demonstrates inconsistent or partial achievement within the standard.  *Can identify a sentence based on key features. (first word, capitalization <b>OR</b> ending punctuation)</p>	<p>Student demonstrates limited achievement within the standard.</p>
<p><b>Distinguishes long from short vowel sounds</b> <b>RF2A</b> Quarter 1 : *RF2a Distinguish long from short vowel sounds in <u>spoken</u> single-syllable words</p>	<p>Student demonstrates <u>consistent</u> achievement within the standard.  *Distinguishes long from short vowel sounds in <u>spoken</u> single syllable words.</p>	<p>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.</p>	<p>Student demonstrates <u>limited</u> achievement within the standard.</p>
<p><b>Blends and segments spoken single-syllable words</b> <b>RF2 B,D</b> 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)</p>	<p>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</p>	<p>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</p>	<p>Student demonstrates <u>limited</u> achievement within the standard.</p>
<p><b>Applies first grade phonics and word analysis skills</b> <b>RF3 A,B,C,D,E</b> Quarter 1: *RF3a Know the sound spelling correspondence for common consonant digraphs *RF3b Decode regularly spelled one-syllable words</p>	<p>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</p>	<p>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</p>	<p>Student demonstrates <u>limited</u> achievement within the standard.</p>

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<p><b>Reads grade appropriate sight words</b> <b>RF 4</b> Quarter 1: <b>RF4D</b> Recognize and read grade-appropriate irregularly spelled words</p>	<p>Student demonstrates consistent achievement within the standard.</p> <p>Reads the MCS sight words accurately: *100 sight words</p>	<p>Student demonstrates inconsistent or partial achievement within the standard.</p> <p>Reads the MCS sight words accurately: *51-99 sight words</p>	<p>Student demonstrates limited achievement within the standard.</p> <p>Reads the MCS sight words accurately: *Less than 50 sight words</p>																																																																								
<p><b>Reads grade-level text orally with accuracy, appropriate rate, and expression</b> <b>RF4B</b></p> <table border="1" data-bbox="96 662 432 1273"> <tr><td align="center" colspan="2">Quarter 1</td></tr> <tr><td>F &amp; P</td><td>E</td></tr> <tr><td>A-Z</td><td>E</td></tr> <tr><td>Rigby</td><td>7</td></tr> <tr><td align="center" colspan="2">Quarter 2</td></tr> <tr><td>F &amp; P</td><td>F</td></tr> <tr><td>A-Z</td><td>F</td></tr> <tr><td>Rigby</td><td>9-10</td></tr> <tr><td align="center" colspan="2">Quarter 3</td></tr> <tr><td>F &amp; P</td><td>H</td></tr> <tr><td>A-Z</td><td>H</td></tr> <tr><td>Rigby</td><td>13-14</td></tr> <tr><td align="center" colspan="2">Quarter 4</td></tr> <tr><td>F &amp; P</td><td>J</td></tr> <tr><td>A-Z</td><td>J</td></tr> <tr><td>Rigby</td><td>18</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	A-Z	E	Rigby	7	Quarter 2		F & P	F	A-Z	F	Rigby	9-10	Quarter 3		F & P	H	A-Z	H	Rigby	13-14	Quarter 4		F & P	J	A-Z	J	Rigby	18	Lexile Range		190L-530L		<p>Student demonstrates consistent achievement within the standard. Reads and comprehends grade-level text with appropriate:</p> <ul style="list-style-type: none"> <li>*accuracy</li> <li>*rate</li> <li>*expression</li> <li>*self-correction</li> </ul> <table border="1" data-bbox="579 792 936 997"> <tr><td align="center" colspan="2">Quarter 1</td></tr> <tr><td>F &amp; P</td><td>D/E</td></tr> <tr><td>A-Z</td><td>D/E</td></tr> <tr><td>Rigby</td><td>7/8</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	D/E	A-Z	D/E	Rigby	7/8	Lexile Range		190L-530L		<p>Student demonstrates inconsistent or partial achievement within the standard.</p> <p>Reads and comprehends grade-level text with appropriate:</p> <ul style="list-style-type: none"> <li>*accuracy</li> <li>*rate</li> <li>*expression</li> <li>*self-correction</li> </ul> <table border="1" data-bbox="1066 824 1423 1029"> <tr><td align="center" colspan="2">Quarter 1</td></tr> <tr><td>F &amp; P</td><td>C</td></tr> <tr><td>A-Z</td><td>C</td></tr> <tr><td>Rigby</td><td>3-4</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	A-Z	C	Rigby	3-4	Lexile Range		190L-530L		<p>Student demonstrates limited achievement within the standard.</p> <p>Reads and comprehends grade-level text with appropriate:</p> <ul style="list-style-type: none"> <li>*accuracy</li> <li>*rate</li> <li>*expression</li> <li>*self-correction</li> </ul> <table border="1" data-bbox="1549 857 1906 1062"> <tr><td align="center" colspan="2">Quarter 1</td></tr> <tr><td>F &amp; P</td><td>Below C</td></tr> <tr><td>A-Z</td><td>Below C</td></tr> <tr><td>Rigby</td><td>Below 3</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	Below C	A-Z	Below C	Rigby	Below 3	Lexile Range		190L-530L	
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<b>Reading Literary and Informational</b>			
<b>Asks and answers questions about key details in a text</b> <b>RL1, RI1</b>	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 <u>literary</u> text.	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 <u>literary</u> text.	Student demonstrates limited achievement within the standard.
<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	Student demonstrates <u>inconsistent</u> or <u>partial</u> achievement within the standard.  Retells stories including: *at least 3 key details *beginning, middle, end	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 non-fiction text and uses text features to locate information</b> <b>RL5, RI5</b>	Student demonstrates <u>consistent</u> achievement within the standard.  Identifies texts as fiction or non-fiction.	Student demonstrates <u>inconsistent</u> or <u>partial</u> achievement within the standard.  Identifies texts as fiction or non-fiction.	Student demonstrates <u>limited</u> achievement within the standard.
<b>Compares and contrasts experiences of characters</b> <b>RL9</b>			
<b>Identifies similarities and differences between two texts on the same topic</b> <b>RI9</b>			

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<b>Language</b>			
<p><b>Accurately forms upper and lower case letters with spacing</b> <b>L1A, K</b> Quarter 1: *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.  *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.  *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> Quarter 1: *L1.2a Capitalize <del>dates</del> and names of people. *L1.2b Use end punctuation for sentences.</p>	<p>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</p>	<p>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</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> Quarter 1: *L1.1b Uses common, proper, <del>and</del> <del>possessive</del> nouns.</p>	<p>Student demonstrates consistent achievement within the standard.  Uses standard English grammar when writing or speaking * Uses common, proper, <del>and possessive</del> nouns</p>	<p>Student demonstrates inconsistent or partial achievement within the standard.  Uses standard English grammar when writing or speaking *Uses common <b>OR</b> proper nouns</p>	<p>Student demonstrates limited achievement within the standard.</p>
<p><b>Spells regular and irregular words correctly in writing</b> <b>L2D, E</b> 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.</p>	<p>Student demonstrates consistent 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.</p>	<p>Student demonstrates inconsistent or partial achievement 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.</p>	<p>Student demonstrates limited 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</b>  <b>SL2 and SL3</b>                      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.</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</b>  <b>SL4</b>                      Quarter 1:                      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 <u>relevant details, 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><b>Produces complete sentences when appropriate to task and situations</b>  <b>SL6</b>                      Quarter 1:                      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>
<b>Writing</b>			
<p><b>Writes narratives recounting sequenced, detailed events, and provides closure</b>  <b>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 since of closer.</p>	<p>Student demonstrates <u>consistent</u> achievement within the standard.</p> <p>Writes narratives:                      *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:                      *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>

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<p><b>Writes informative texts naming a topic, supplying facts, and provides closure</b> <b>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><b>Writes opinion pieces, with topic introduction, reasons why, and provides closure</b> <b>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><b>Adds details to strengthen writing</b> <b>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 prewriting (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 or 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>