

First Grade Standards Based Report Card Rubric

Quarter 2

ELA

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

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<p>Reads grade appropriate sight words RF4 Quarter 1 and 2: RF4D Recognize and read grade-appropriate irregularly spelled words</p>	<p>Student demonstrates consistent achievement within the standard: Reads the MCS sight words accurately: *150 sight words</p>	<p>Student demonstrates inconsistent or partial achievement within the standard. Reads the MCS sight words accurately: *100-149 sight words</p>	<p>Student demonstrates limited achievement within the standard. Reads the MCS sight words accurately: * Less than 100 sight words</p>																																																																								
<p>Reads grade-level text orally with accuracy, appropriate rate, and expression RF4B Quarter 1 and 2: RF4b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</p> <table border="1" data-bbox="96 651 432 1260"> <tr><td colspan="2">Quarter 1</td></tr> <tr><td>F & 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 colspan="2">Quarter 2</td></tr> <tr><td>F & 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 colspan="2">Quarter 3</td></tr> <tr><td>F & 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 colspan="2">Quarter 4</td></tr> <tr><td>F & 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 colspan="2">Lexile Range</td></tr> <tr><td 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: *accuracy *rate *expression *self-correction</p> <table border="1" data-bbox="583 651 919 854"> <tr><td colspan="2">Quarter 2</td></tr> <tr><td>F & 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 colspan="2">Lexile Range</td></tr> <tr><td colspan="2">190L-530L</td></tr> </table>	Quarter 2		F & P	F	A-Z	F	Rigby	9-10	Lexile Range		190L-530L		<p>Student demonstrates inconsistent or partial achievement within the standard. Reads and comprehends grade-level text with appropriate: *accuracy *rate *expression *self-correction</p> <table border="1" data-bbox="1071 651 1407 854"> <tr><td colspan="2">Quarter 2</td></tr> <tr><td>F & P</td><td>E</td></tr> <tr><td>A-Z</td><td>E</td></tr> <tr><td>Rigby</td><td>7-8</td></tr> <tr><td colspan="2">Lexile Range</td></tr> <tr><td colspan="2">190L-530L</td></tr> </table>	Quarter 2		F & P	E	A-Z	E	Rigby	7-8	Lexile Range		190L-530L		<p>Student demonstrates limited achievement within the standard.</p> <table border="1" data-bbox="1558 488 1894 691"> <tr><td colspan="2">Quarter 2</td></tr> <tr><td>F & P</td><td>Below E</td></tr> <tr><td>A-Z</td><td>Below E</td></tr> <tr><td>Rigby</td><td>Below 7</td></tr> <tr><td colspan="2">Lexile Range</td></tr> <tr><td colspan="2">190L-530L</td></tr> </table>	Quarter 2		F & P	Below E	A-Z	Below E	Rigby	Below 7	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 literary text. 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 literary text. Asks OR answers questions about details in an informational text.	Student demonstrates limited achievement within the standard.
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/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/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 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 heading and table of contents 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 and table of contents to locate key facts or information.	Student demonstrates limited achievement within the standard.
Compares and contrasts experiences of characters RL9			
Identifies similarities and differences between two texts on the same topic RI9			

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Language			
<p>Accurately forms upper and lower case letters with spacing L1A, L1K</p> <p>Quarter 1 and 2: *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>Demonstrates command of capitalization and punctuation in writing L2 A, B, C</p> <p>Quarter 1 and 2: *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</p> <p>Quarter 1 and 2: *L1.1b Uses common, proper, and possessive nouns. Quarter 1: L1.1c singular and plural nouns with matching verbs in basic sentences.</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. *Uses singular and plural nouns with matching verbs in basic sentences.</p>	<p>Student demonstrates inconsistent or partial achievement within the standard.</p> <p>Uses standard English grammar when writing or speaking: *Uses common OR proper nouns *Uses singular and plural nouns with matching verbs in basic sentences.</p>	<p>Student demonstrates limited achievement within the standard.</p>
<p>Spells regular and irregular words correctly in writing L2 D, E</p> <p>Quarter 1 and 2: *L1.2d Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. *L1.2e Spell untaught words phonetically,</p>	<p>Student demonstrates consistent 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 inconsistent or partial 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 limited achievement within the standard.</p>

drawing on phonemic awareness and spelling conventions.			
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Speaking and Listening			
Asks and answers questions to seek help, get information, or deepen understanding SL2 and SL3 Quarter 1 and 2: *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 consistent achievement within the standard. *Asks questions for clarity AND *Responds to questions about details from a text, read aloud, or a speaker	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	Student demonstrates limited achievement within the standard.
Describe people, places, things, and events with relevant details SL4 Quarter 1 and 2: SL4: Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.	Student demonstrates consistent 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 inconsistent or partial achievement within the standard. *Describes people, places, things, and events with appropriate vocabulary and grammar	Student demonstrates limited achievement within the standard.
Produces complete sentences when appropriate to task and situations SL6 Quarter 1 and 2: 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</u> or partial achievement within the standard. *Expresses thoughts in complete sentences with appropriate grammar and vocabulary	Student demonstrates <u>limited</u> achievement within the standard.
Writing			
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	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	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	Student demonstrates <u>limited</u> achievement within the standard.

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<p>Writes informative texts naming a topic, supplying facts, and provides closure W2</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:</p> <ul style="list-style-type: none"> *names a topic *supplies some facts *provides a sense of closure 	<p>Student demonstrates <u>inconsistent</u> or <u>partial</u> achievement within the standard.</p> <p>Writes informative texts that:</p> <ul style="list-style-type: none"> *names a topic *supplies some facts *provides a sense of closure 	<p>Student demonstrates <u>limited</u> achievement within the standard.</p>
<p>Writes opinion pieces, with topic introduction, reasons why, and provides closure W1</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>Adds details to strengthen writing W5</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> <ol style="list-style-type: none"> a. May include oral or written prewriting (graphic organizers). 	<p>Student demonstrates <u>consistent</u> achievement within the standard.</p> <ul style="list-style-type: none"> *Identifies and focuses on the topic *Responds to questions and suggestions from peers by adding details to writing and editing to make corrections 	<p>Student demonstrates <u>inconsistent</u> or <u>partial</u> achievement within the standard.</p> <ul style="list-style-type: none"> *Identifies and focuses on the topic *Responds to questions and suggestions from peers by adding details to writing and editing to make corrections 	<p>Student demonstrates <u>limited</u> achievement within the standard.</p>