

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

Standard	3 Meets Standard	2 Progressing Towards Standard	1 Limited Progress
<b>Reading Foundational</b>			
<b>Recognizes the features of a sentence</b> <b>RF1A</b> Quarter 1, 2, and 3: *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, and 3: *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, and 3: *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, and 3: *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	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.	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	Student demonstrates <u>limited</u> achievement within the standard.

* RF3e Decode two-syllable words following basic patterns by breaking words into syllable																																																																											
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<b>Reads grade appropriate sight words RF4</b> Quarter 1, 2, and 3: RF4D Recognize and read grade-appropriate irregularly spelled words.	Student demonstrates consistent achievement within the standard.  Reads the MCS sight words accurately: *200 sight words	Student demonstrates inconsistent or partial achievement within the standard.  Reads the MCS sight words accurately: * 150-199 sight words	Student demonstrates limited achievement within the standard.  Reads the MCS sight words accurately: *Less than 150 sight words																																																																								
<b>Reads grade-level text orally with accuracy, appropriate rate, and expression. RF4B</b>  <table border="1" data-bbox="96 654 432 1263"> <tr><td 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 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 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 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 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		Student demonstrates consistent achievement within the standard. Reads and comprehends grade-level text with appropriate: *accuracy *rate *expression *self-correction  <table border="1" data-bbox="569 784 905 987"> <tr><td 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 colspan="2">Lexile Range</td></tr> <tr><td colspan="2">190L-530L</td></tr> </table>	Quarter 3		F & P	H	A-Z	H	Rigby	13-14	Lexile Range		190L-530L		Student demonstrates inconsistent or partial achievement within the standard. Reads and comprehends grade-level text with appropriate: *accuracy *rate *expression *self-correction  <table border="1" data-bbox="1043 784 1379 987"> <tr><td colspan="2">Quarter 3</td></tr> <tr><td>F &amp; P</td><td>G</td></tr> <tr><td>A-Z</td><td>G</td></tr> <tr><td>Rigby</td><td>11-12</td></tr> <tr><td colspan="2">Lexile Range</td></tr> <tr><td colspan="2">190L-530L</td></tr> </table>	Quarter 3		F & P	G	A-Z	G	Rigby	11-12	Lexile Range		190L-530L		Student demonstrates limited achievement within the standard.  <table border="1" data-bbox="1518 589 1854 792"> <tr><td colspan="2">Quarter 3</td></tr> <tr><td>F &amp; P</td><td>Below G</td></tr> <tr><td>A-Z</td><td>Below G</td></tr> <tr><td>Rigby</td><td>Below 11</td></tr> <tr><td colspan="2">Lexile Range</td></tr> <tr><td colspan="2">190L-530L</td></tr> </table>	Quarter 3		F & P	Below G	A-Z	Below G	Rigby	Below 11	Lexile Range		190L-530L	
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<b>Literary and Informational Reading</b>			
<b>Asks and answers questions about key details in a text</b> RL1, RI1	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 text</u> .  Asks <b>AND</b> answers questions about key details in an <u>informational text</u> .	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 text</u> .  Asks <b>OR</b> answers questions about key details in an <u>informational text</u> .	Student demonstrates limited achievement within the standard.
<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</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> 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.
<b>Identifies major differences between fiction and nonfiction text and uses text features to locate information</b> RL5, RI5	Student demonstrates consistent achievement within the standard. *Identifies texts as fiction or non-fiction. *Identifies <b>AND</b> uses headings, table of contents, and glossaries 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, and glossaries to locate key facts or information.	Student demonstrates limited achievement within the standard.
<b>Compares and contrasts experiences of characters</b> RL9 Delete this standard for Q3	Not assessed Q 3	Not assessed Q3	Not assessed Q3
<b>Identifies similarities and differences between two texts on the same topic</b>			

RI9			
Standard	3 Meets Standard	2 Progressing Towards Standard	1 Limited Progress
Language			
<p><b>Accurately forms upper and lower case letters with spacing</b> L1 A, K</p> <p>Quarter 1, 2 and 3: *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> L2 A, B, C</p> <p>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.</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> L1 B, C, E</p> <p>Quarter 1, 2, and 3: *L1.1b Uses common, proper, <del>and</del> <del>possessive</del>-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, <del>and</del> <del>possessive</del> nouns. <b>AND</b> *Uses singular and plural nouns with matching verbs in basic sentences. <b>AND</b> *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 <b>OR</b> 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>
<p><b>Spells regular and irregular words correctly in writing</b></p>	<p>Student demonstrates <u>consistent</u> achievement within the standard.</p>	<p>Student demonstrates <u>inconsistent</u> or <u>partial</u> achievement within the standard.</p>	<p>Student demonstrates <u>limited</u> achievement within the standard.</p>

<p><b>L2 D, E</b></p> <p>Quarter 1, 2, and 3:          *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>When writing:          *Spells <b>untaught</b> words phonetically using spelling patterns.          *Spells <b>taught</b> words using spelling patterns and sight words.</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>	
<b>Standard</b>	<b>3 Meets Standard</b>	<b>2 Progressing Towards Standard</b>	<b>1 Limited Progress</b>
<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></p> <p>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.</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></p> <p>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.</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></p>	<p>Student demonstrates <u>consistent</u> achievement within the standard.</p> <p>*Expresses thoughts in complete</p>	<p>Student demonstrates <u>inconsistent</u> or partial achievement within the standard.</p> <p>*Expresses thoughts in complete</p>	<p>Student demonstrates <u>limited</u> achievement within the standard.</p>

Quarter 1, 2, and 3: SL6: Produce complete sentences when appropriate to task and situation.	sentences with appropriate grammar and vocabulary.	sentences with appropriate grammar and vocabulary.	
<b>Standard</b>	<b>3</b> <b>Meets the Standard Consistently</b>	<b>2</b> <b>Progressing Toward Meeting the Standard</b>	<b>1</b> <b>Limited Progress or Does Not Meet the Standard</b>
<b>Writing</b>			
<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 sense of closer.	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.
<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.	Student demonstrates <u>consistent</u> achievement within the standard.  Writes informative texts that: *names a topic *supplies some facts *provides a sense of closure	Student demonstrates <u>inconsistent</u> or <u>partial</u> achievement within the standard.  Writes informative texts that: *names a topic *supplies some facts *provides a sense of closure	Student demonstrates <u>limited</u> achievement within the standard.
<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.	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	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	Student demonstrates <u>limited</u> achievement within the standard.
<b>Adds details to strengthen writing</b> <b>W5</b> With guidance and support from adults, focus on a topic, respond to questions	Student demonstrates <u>consistent</u> achievement within the standard. *Identifies and focuses on the topic. *Responds to questions and suggestions	Student demonstrates <u>inconsistent</u> or <u>partial</u> achievement within the standard. *Identifies and focuses on the topic. *Responds to questions and suggestions	Student demonstrates <u>limited</u> achievement within the standard.

and suggestions from peers, and add details to strengthen writing as needed. a. May include oral or written prewriting (graphic organizers).	from peers by adding details to writing and editing to make corrections.	from peers by adding details to writing and editing to make corrections.	
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