

1st Grade Standard Based Report Rubric

Language Arts

Standard	Quarter 1	Quarter 2	Quarter 3	Quarter 4
<p>CORE PHONICS</p> <p>Alphabet Skills</p> <p>a.: letter names-uppercase (26 points)</p> <p>b.: letter names- lowercase (26 points)</p> <p>c.: consonant sounds (21 points)</p> <p>d.: long vowel sounds (5 points) short vowel (5 points each)</p> <p>e.: short vowels in CVC words (15 points)</p> <p>Decoding Skills</p> <p>f.: consonant blends with short vowel (15 points)</p> <p>g.: short vowels, digraphs, -tch (15 points)</p> <p>h.: r-controlled vowels (15 points)</p> <p>i.: long vowel spellings (15 points)</p> <p>j.: variant vowels (15 points)</p> <p>k. low-frequency vowels and consonant spellings (15 points)</p>	<p>Below 59% (0-58 pts) – performance level 3</p> <p>60% - 84% (59-83 pts.) – performance level 2</p> <p>85% -100% (84-98 pts.) – performance level 1</p> <p>*a-e sections scored*</p>	<p>Below 59% (0-26 pts) – performance level 3</p> <p>60% - 84% (27-38 pts). – performance level 2</p> <p>85% - 100% (39-45) – performance level 1</p> <p>*e-g sections scored*</p>	<p>Below 59% (0-44 pts). – performance level 3</p> <p>60% - 84% (45-63 pts). – performance level 2</p> <p>85% - 100% (64-75 pts.) – performance level 1</p> <p>*e-i sections scored*</p>	<p>Below 59% (0-62 pts.) – performance level 3</p> <p>60% - 84% (63-89 pts.) – performance level 2</p> <p>85% - 100% (90-105 pts.) – performance level 1</p> <p>*e-k sections scored*</p>
<p>SIGHT WORDS</p>	<p>Below 59% (0-29 words read) – performance level 3</p> <p>60% - 84% (30-42 words read) – performance level 2</p> <p>85% - 100% (43-50 words read)- performance level 1</p>	<p>Below 59% (0-51 words read) – performance level 3</p> <p>60% - 84% (52-63 words read) – performance level 2</p> <p>85% - 100% (64-75 words read)- performance level 1</p>	<p>Below 59% (0-92 words read) – performance level 3</p> <p>60% - 84% (93-114 words read) – performance level 2</p> <p>85% - 100% (115-135 words read)- performance level 1</p>	<p>Below 59% (0-133 words read) – performance level 3</p> <p>60% - 84% (134-164 words read) – performance level 2</p> <p>85% - 100% (165-195 words read)- performance level 1</p>

READING FLUENCY	Below 59% (0-9 words read correctly) – performance level 3	Below 59% (0-17 words read correctly) – performance level 3	Below 59% (0-26 words read correctly) – performance level 3	Below 59% (0-35 words read correctly) – performance level 3
	60% - 84% (10-15 words read correctly) - performance level 2	60% - 84% (18-24 words read correctly) – performance level 2	60% - 84% (27-38 words read correctly) – performance level 2	60% - 84% (36-50 words read correctly) – performance level 2
	85% - 100% (16-18 words read correctly) – performance level 1	85% - 100% (25-29 words read correctly) – performance level 1	85% - 100% (39-45 words read correctly) – performance level 1	85% - 100% (51-60 words read correctly) – performance level 1

Writing

Standard	1 Meets the Standard 3 pts.	2 Progressing Toward the Standard 2 pts.	3 Limited Progress Toward the Standard 1 pt.
IDEAS Did I make it interesting? Do I have a lot of details?	My story stays on topic, in interesting, and has MANY details.	My story might go off topic. It might have SOME details.	I need to work on staying on topic. I need to include details.
ORGANIZATION Do I have a beginning, middle, and end?	My story has ALL of its parts: a beginning, a middle, and an end.	My story has SOME of its parts, but might be missing a beginning or end.	I need to work on having three parts to my story.
VOICE Does it sound like me? Is it exciting, sad, or funny? What is my favorite part?	My story sounds like me and has feelings in MANY spots.	My story sounds like me and has feelings in SOME spots.	I need to work on adding feelings to my stories (i.e. like, love, funny, scary, etc).
WORD CHOICE Did I try not to repeat words? Did I use new words? Did I use exciting words?	My story has MANY new and exciting words.	My story has SOME new and exciting words.	I need to work on using new and exciting words.
REPORT CARD GRADE	12-10 pts.	9-8 pts.	7-4 pts.
CAPITALS/LOWERCASE Did I start every sentence with a capital letter? Did	I used capitals for MANY of my first letters, names, and proper nouns. I did not use any capitals in the wrong places.	I used capitals for SOME of my first letters, names, and proper nouns. I may have used capitals in the wrong places.	I need to work on my capital and lowercase letters in my writing.

I use lowercase letters everywhere else?			
PUNCTUATION Did I end every sentence with a . or ? or !	MANY of my sentences have correct ending punctuation.	SOME of my sentences have correct ending punctuation.	I need to work on my correct ending punctuation.
REPORT CARD GRADE	6 pts.	5-4 pts.	3-2 pts.
SENTENCE FLUENCY Did I use long and short sentences? Do my sentences start in different ways?	My story has MANY sentences with different lengths and beginnings. I have no incomplete sentences.	My story has SOME sentences with different lengths and beginnings. I have a few incomplete sentences.	I need to work on using sentences with different lengths and beginnings. I need to work on writing complete sentences.
REPORT CARD GRADE	3 pts.	2 pts.	1 pt.
SPELLING Did I spell sight words correctly? Can I read all my words out loud?	I spell MANY sight words correctly. MOST common words are spelled correctly or phonetically.	I spell SOME sight words correctly. SOME common words are spelled correctly and phonetically.	I need to work on spelling my sight words and sounding out common words.
REPORT CARD GRADE	3 pts.	2 pts.	1 pt.
HANDWRITING/SPACING Spacing: Did I remember to for my letters carefully? Did I use good spacing between words	I formed MANY of my letters neatly using the lines and have MANY spaces between words.	I formed SOME of my letters neatly using the lines and have SOME spaces between words.	I need to work on forming my letters neatly using the lines and putting spaces between my words.
REPORT CARD GRADE	3 pts.	2 pts.	1 pt.

Math

Standard	1 Meets the Standard	2 Progressing Toward the Standard	3 Limited Progress Toward the Standard
Knows addition facts within 10.	Has mastered all addition math facts within 10 independently.	Has mastered all addition math facts within 10 given extra time and support.	Has not mastered addition math facts within 10 given extra time and support.
Knows subtraction facts within 10.	Has mastered all subtraction math facts within 10 independently.	Has mastered all subtraction math facts within 10 given extra time and support.	Has not mastered subtraction math facts within 10 given extra time and support.
Us addition and subtraction within 20 to solve word problems.	Use addition and subtraction within 20 to solve word problems independently.	Use addition and subtraction within 20 to solve word problems with prompting and support.	Unable to solve addition and subtraction word problems within 20 with teacher support.

Applies properties of operations as strategies to add or subtract.	Interpret and solve for the unknown in any problem by applying properties of operations. Examples of properties: <ul style="list-style-type: none"> • Commutative $2+5=5+2$ • Associative $2+6+4=2+10$ Solving for the unknown $8+? = 11$, $5=?-3$, $6+6=?$	Able to interpret and solve for the unknown in any problems by applying properties of operations with prompting and teacher support.	Unable to interpret and solve for the unknown in any problem by applying properties of operations with prompting and teacher support.
Counts to 120, starting at any number.	Able to independently count to 120, starting at any number.	Able to count to 120, starting at any number with prompting and support.	Unable to count to 120, starting at any number with prompting and support.
Read numbers to 120, starting at any number.	Able to independently read numerals to 120, starting at any number.	Able to read numerals to 120, starting at any number with prompting and support.	Unable to read numerals to 120, starting at any number with prompting and support.
Writes numbers to 120, starting at any number.	Able to independently write numerals to 120, starting at any number.	Able to write numerals to 120, starting at any number with prompting and support.	Unable to write numerals to 120, starting at any number with prompting and support.
Understand a two-digit number represents the amount of tens and ones.	Understand a two-digit number represents the amount of tens and ones independently: Example: $19 = 1$ ten and 9 ones or 19 ones.	Understand a two-digit number represents the amounts of tens and ones with prompting and support.	Unable to understand a two-digit number represents the amount of tens and ones with prompting and support.
Compare 2 digit-numbers based on meanings of 10s and 1s using $<$, $>$, $=$ symbols	Able to compare two-digit numbers using $<$, $>$, $=$ independently.	Able to compare two-digit numbers using $<$, $>$, $=$ with prompting and support.	Unable to compare two-digit numbers using $<$, $>$, $=$.
Using place value understanding and properties of operations to add within 100.	Use models, drawings, and strategies based on place value to add within 100 independently. <ul style="list-style-type: none"> • Add a two-digit number and a one-digit number. • Add a two-digit number and a multiple of ten. • Given a two-digit number, mentally find 10 more. 	Use models, drawings, and strategies based on place value to add within 100 with prompting and support: <ul style="list-style-type: none"> • Add a two-digit number and one-digit number. • Add a two-digit number and a multiple of ten. • Given a two-digit number, mentally find 10 more. 	Unable to use models, drawing, and strategies based on place value to add and subtract within 100 with prompting and support.

Use place value understanding and properties of operations to subtract within 100.	Use models, drawings, and strategies based on place value to subtract within 100 independently. <ul style="list-style-type: none"> Given a two-digit number, mentally find 10 less without having to count. Subtract multiples of 10 in the range of 10-90. 	Use models, drawings, and strategies based on place value to subtract within 100 with prompting and support. <ul style="list-style-type: none"> Given a two-digit number, mentally find 10 less without having to count. Subtract multiples of 10 in the range of 10-90. 	Unable to use models, drawings, and strategies based on place value to subtract within 100 with prompting and support.
Define attributes and create two-dimensional and three-dimensional shapes.	Able to independently define attributes and create two-dimensional and three-dimensional shapes.	Able to define attributes and create two-dimensional and three-dimensional shapes with prompting and support.	Unable to define attributes and create two-dimensional and three-dimensional shapes with prompting and support
Demonstrates partitioning circles and rectangles into two and four equal parts.	Able to divide circles and rectangles into two or four equal parts independently.	Able to divide circles and rectangles into two or four equal parts with prompting and support.	Unable to divide circles and rectangles into two or four equal parts with prompting and support.
Organize, represent, and interpret data with up to three categories.	Able to interpret and answer questions about data on a graph independently.	Able to interpret and answer questions about data on a graph with prompting and support.	Unable to interpret and answer questions about data on a graph with prompting and support.
Tell and write time in hours and half hours using analog and digital clocks.	Able to tell and write time in hours and half hours consistently and independently.	Able to tell and write time in hours and half hours with prompting and support.	Unable to tell and write time in hours or half hours.

Learning Behaviors/Work Habits

Standard	1 Meets the Standard	2 Progressing Toward the Standard	3 Limited Progress Toward the Standard
Follows rules and displays appropriate behavior.	Follows rules and displays appropriate behavior MOST of the time.	Follows rules and displays appropriate behavior SOME of the time.	Needs to work on following and displaying the appropriate behavior.
Listens to and follows directions.	Listens to and follows directions MOST of the time.	Listens to and follows directions SOME of the time.	Needs to work on listening and following directions.

Positive interaction with others.	REGULARLY follows Senator PRIDE behaviors.	MOSTLY follows Senator PRIDE behaviors.	Needs to work on following Senator PRIDE behaviors.
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