



1st Grade Report Card Rubric

As per District Policy Regulation 2624, performance levels are used to reflect the pupil's progress towards meeting each Standard. The levels are:

- E - The student is meeting grade level expectations with distinction. Performance is characterized by self-motivation and the ability to apply skills with consistent accuracy and independence, and a high level of quality.
- 3 - The student is consistently meeting grade level expectations, with little or no support. Performance is characterized by thorough understanding of concepts and skills.
- 2 - The student is progressing toward grade level expectations. Performance is characterized by the ability to apply skills with increasing success. Performance varies regarding accuracy, quality, and level of support needed.
- 1 - At this time, the student is not meeting grade level expectations. Performance is inconsistent even with guidance and support.

NA - Not assessed

M - The standards for the area indicated have been modified.

Performance in special subject areas (Physical Education and Health, World Language, Art, and Music) will be reported accordingly:

O - Outstanding S+ - Very Good S - Satisfactory N - Needs Improvement

Reading Literature and Informational Text

AREA OF ASSESSMENT: Asks and answers questions about key details within a text



1st Grade Report Card Rubric

| RUBRIC | Trimester 1 | Trimester 2 | Trimester 3 |
|--------|---|---|---|
| E | Student can independently and consistently ask and answer questions about <u>texts read aloud</u> . | Student can independently and consistently ask and answer questions about <u>above benchmark texts read</u> . | Student can independently and consistently <u>use key details</u> to ask and answer questions about <u>above benchmark texts read</u> . |
| 3 | Student can consistently answer questions about <u>texts read aloud</u> . | Student can consistently <u>ask and answer</u> questions about <u>benchmark texts read</u> . | Student can consistently <u>use key details</u> to ask and answer questions about <u>benchmark texts read</u> . |
| 2 | With prompting and support, student can answer some questions about <u>texts read aloud</u> . | With teacher prompting and support, student can consistently <u>ask and answer</u> questions about <u>benchmark texts read</u> . | Student can consistently <u>use key details</u> to ask and answer questions about <u>below benchmark texts read</u> , and with teacher prompting and support, use key details to ask and answer questions about <u>benchmark texts read</u> . |
| 1 | With consistent prompting and support, the student has difficulty answering questions about <u>texts read aloud</u> . | With consistent prompting and support, the student has difficulty <u>asking and answering</u> questions about <u>benchmark texts read aloud</u> . | With teacher prompting and support, the student <u>has difficulty using key details</u> to ask and answering questions about <u>benchmark texts read</u> . |

AREA OF ASSESSMENT: Makes text to self, text to text, and text to world connections

| RUBRIC | Trimester 1 | Trimester 2 | Trimester 3 |
|--------|---|--|--|
| E | Student can independently and consistently make <u>text to self, text to text, and text to world</u> connections with <u>texts read aloud</u> . | Student can independently and consistently make <u>text to self, text to text, and text to world</u> connections with <u>above benchmark texts read</u> . | |
| 3 | Student can consistently make <u>text to self</u> connections with <u>texts read aloud</u> . | Student can consistently make <u>text to self and text to text</u> connections with <u>benchmark texts read</u> . | Student can consistently make <u>text to self, text to text, and text to world</u> connections (with support during shared reading and read alouds) with <u>benchmark texts read</u> . |
| 2 | With teacher prompting and support, student can make <u>text to self</u> connections with <u>texts read aloud</u> . | With teacher prompting and support, student can make <u>text to self and text to text</u> connections with <u>benchmark texts read aloud</u> . | Student can make <u>text to self, text to text, and text to world</u> connections (with support during shared reading and read alouds) with <u>below benchmark texts read</u> . With teacher prompting and support, student can make <u>text to self, text to text, and text to world</u> connections with <u>benchmark texts read</u> . |
| 1 | With consistent prompting and support, the student has difficulty making <u>text to self</u> connections with <u>texts read aloud</u> . | With consistent prompting & support, the student has difficulty making <u>text to self and text to text</u> connections with <u>benchmark texts read aloud</u> . | With consistent prompting and support, the student has difficulty making <u>text to self, text to text, and text to world</u> connections (with support during shared reading and read alouds) with <u>benchmark texts read</u> . |



1st Grade Report Card Rubric

Reading Literature and Informational Text

AREA OF ASSESSMENT: Identifies characters, settings, and main events in a story

| RUBRIC | Trimester 1 | Trimester 2 | Trimester 3 |
|--------|--|--|---|
| E | Student can independently and consistently identify characters, settings, and some main events in a story with <u>texts read aloud</u> . | Student can independently and consistently identify characters, settings, and some main events in a story with <u>above benchmark texts read</u> . | Student can independently and consistently identify characters, settings, and all main events in a story with <u>above benchmark texts read</u> . |
| 3 | Student can consistently identify characters, settings, and at least one main event in a story with <u>texts read aloud</u> . | Student can consistently identify characters, settings, and some main events in a story with <u>benchmark texts read</u> . | Student can consistently identify characters, settings, and all main events in a story with <u>benchmark texts read</u> . |
| 2 | With prompting and support, student can identify characters, settings, and at least one main event in a story with <u>texts read aloud</u> . | With prompting and support, student can identify characters, settings, and some main events in a story with <u>texts read aloud</u> . | Students can identify characters, settings, and all main events in a story with <u>below benchmark texts</u> . With prompting and support, student can identify characters, settings, and all main events in a story with <u>benchmark texts read</u> . |
| 1 | With consistent prompting and support, student has difficulty identifying characters, settings, and at least one main event with <u>texts read aloud</u> . | With consistent prompting and support, students has difficulty identifying characters, settings, and some main events in <u>texts read aloud</u> . | With consistent prompting and support, student has difficulty identifying characters, settings, and all main events in a story with <u>benchmark texts read</u> . |

AREA OF ASSESSMENT: Identifies and uses non-fiction text features (Ex: table of contents, glossary, headings, and graphics)

| RUBRIC | Trimester 1 | Trimester 2 | Trimester 3 |
|--------|-------------|---|--|
| E | | Student can consistently and independently identify and use non-fiction text features, and actively use text features to make meaning when reading a variety of <u>above benchmark texts read aloud</u> . | |
| 3 | | Student can consistently identify and use non-fiction text features with <u>benchmark texts read aloud</u> . | Student can consistently identify and use non-fiction text features, and actively use text features to make meaning with <u>benchmark texts read</u> . |



1st Grade Report Card Rubric

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|---|--|--|---|
| 2 | | With prompting and support, student can identify and use non-fiction text features with <u>benchmark texts read aloud</u> . | Student can identify and use non-fiction text features with <u>benchmark texts read</u> . |
| 1 | | With consistent prompting and support, student has difficulty identifying and/or using nonfiction text features with <u>benchmark texts read aloud</u> . | With consistent prompting and support, student has difficulty identifying and using nonfiction text features with <u>benchmark texts read</u> . |

Foundational Skills: Phonics and Sight Words

AREA OF ASSESSMENT: Demonstrates understanding of consonants, vowels, and syllables

| RUBRIC | Trimester 1 | Trimester 2 | Trimester 3 |
|--------|--|---|--|
| E | Student can independently and consistently identify <u>consonants and vowels</u> and can segment spoken <u>multi-syllable</u> words into their complete sequence of individual sounds. | Student can independently and consistently produce <u>multi-syllable</u> words by <u>blending sounds</u> including consonant blends. | Student can independently and consistently distinguish <u>long</u> from <u>short vowel</u> sounds in spoken <u>multi-syllable</u> words, and can produce <u>multi-syllable</u> words with long and short vowels. |
| 3 | Student can consistently identify <u>consonants and vowels</u> and can segment spoken <u>single-syllable</u> words, (CVC words) into their complete sequence of individual sounds (c-a-t). | Student can consistently produce <u>single syllable</u> words by <u>blending sounds</u> including consonant blends (cl-a-p). | Student can consistently distinguish <u>long</u> from <u>short vowel</u> sounds in spoken <u>single-syllable</u> words. |
| 2 | With prompting and support, student can identify <u>consonants and vowels</u> and can segment spoken <u>single-syllable</u> words into their complete sequence of individual sounds (c-a-t). | With prompting and support, student can consistently produce <u>single syllable</u> words by <u>blending sounds</u> including consonant blends (cl-a-p). | With prompting and support, student can consistently distinguish <u>long</u> from <u>short vowel</u> sounds in spoken <u>single-syllable</u> words. |
| 1 | With consistent prompting and support, student has difficulty identifying <u>consonants and vowels</u> and segmenting spoken <u>single-syllable</u> words into their complete sequence of individual sounds (c-a-t). | With consistent prompting and support, student has difficulty producing <u>single syllable</u> words by <u>blending sounds</u> including consonant blends (cl-a-p). | With consistent prompting and support, student has difficulty distinguishing <u>long</u> from <u>short vowel</u> sounds in spoken <u>single-syllable</u> words. |

Foundational Skills: Phonics and Sight Words



1st Grade Report Card Rubric

AREA OF ASSESSMENT: Applies grade level phonics

| RUBRIC | Trimester 1 | Trimester 2 | Trimester 3 |
|--------|---|---|--|
| E | Student can independently and consistently use knowledge of consonant blends, final -e and common long vowel teams to decode one and two-syllable words, and determine the number of syllables in a multisyllabic word. | Student can independently and consistently use knowledge of consonant blends, final -e and common long vowel teams to decode and spell one and two-syllable words, as well as read words with inflectional endings and grade level irregularly spelled words. | Student can independently and consistently use knowledge of consonant blends, final -e and common long vowel teams to decode and spell one and two-syllable words, as well as read words with inflectional endings, grade level irregularly spelled words, and words containing prefixes and suffixes. |
| 3 | Student can consistently use knowledge of CVC* words and digraphs to decode regularly spelled one-syllable words. *CVC - consonant, vowel, consonant | Student can consistently use knowledge of consonant blends, final -e and common long vowel teams to decode and spell one-syllable words, read words with inflectional endings, and determine the number of syllables in a multisyllabic word. | Students can consistently use knowledge of consonant blends, final -e and common long vowel teams to decode and spell one and two-syllable words, read words with inflectional endings and grade level irregularly spelled words, as well as determine the number of syllables in a multisyllabic word. |
| 2 | With teacher prompting and support, student can use knowledge of CVC* words and digraphs to decode regularly spelled one-syllable words. *CVC - consonant, vowel, consonant | With teacher prompting and support, student can use knowledge of consonant blends, final -e and common long vowel teams to decode and spell one-syllable words, read words with inflectional endings, and determine the number of syllables in a multisyllabic word. | With teacher prompting and support, student can use knowledge of consonant blends, final -e and common long vowel teams to decode and spell one and two-syllable words, read words with inflectional endings and grade level irregularly spelled words, as well as determine the number of syllables in a multisyllabic word. |
| 1 | With consistent prompting and support, student has difficulty using knowledge of CVC* words and digraphs to decode regularly spelled one-syllable words. *CVC - consonant, vowel, consonant | With consistent prompting and support, student has difficulty using knowledge of consonant blends, final -e and common long vowel teams to decode and spell one-syllable words, reading words with inflectional endings, and determining the number of syllables in a multisyllabic word. | With consistent prompting and support, student has difficulty using knowledge of consonant blends, final -e and common long vowel teams to decode and spelling one and two-syllable words, reading words with inflectional endings, and grade level irregularly spelled words, as well as determining the number of syllables in a multisyllabic word. |

Foundational Skills: Phonics and Sight Words



1st Grade Report Card Rubric

AREA OF ASSESSMENT: Uses decoding strategies to read unknown words

| RUBRIC | Trimester 1 | Trimester 2 | Trimester 3 |
|--------|---|---|---|
| E | Student can independently and consistently apply a variety of decoding strategies with <u>above benchmark texts</u> . | | |
| 3 | Student can consistently apply decoding strategies taught to date, including phonics and context clues, with <u>benchmark texts</u> . | | |
| 2 | With prompting and support, student can apply decoding strategies taught to date, including phonics and context clues, with <u>below and benchmark texts</u> . | With prompting and support, student can apply decoding strategies taught to date, including phonics and context clues, with <u>benchmark texts</u> . | |
| 1 | With consistent prompting and support, student has difficulty applying decoding strategies taught to date, including phonics and context clues, with <u>all texts</u> . | With consistent prompting and support, student has difficulty applying decoding strategies taught to date, including phonics and context clues, with <u>below and benchmark texts</u> . | With consistent prompting and support, student has difficulty applying decoding strategies taught to date, including phonics and context clues, with <u>benchmark texts</u> . |

AREA OF ASSESSMENT: Reads high-frequency and sight words

| RUBRIC | Trimester 1 | Trimester 2 | Trimester 3 |
|--------|--|--|--|
| E | Student can independently and consistently read <u>all grade level</u> high-frequency and sight words. | Student can independently and consistently read <u>above grade level</u> high-frequency and sight words. | Student can independently, consistently, and accurately read <u>above grade level</u> high-frequency and sight words <u>with automaticity</u> within texts, <u>and transfer</u> high frequency and sight words correctly <u>into writing</u> . |
| 3 | Student can recognize all grade level high-frequency and sight words taught to date with automaticity. | Student can recognize all grade level high-frequency and sight words taught to date, and <u>read them with automaticity within texts</u> . | Student can consistently and accurately read all grade level high-frequency and sight words with automaticity within text. |
| 2 | Student can recognize more than half of the grade level high-frequency and sight words taught to date with automaticity. | | Student can recognize more than half of the grade level high-frequency and sight words <u>taught throughout the year</u> with automaticity. |



1st Grade Report Card Rubric

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| 1 | Student can recognize less than half the grade level high-frequency sight words taught to date with automaticity. | Student can recognize less than half of the grade level high-frequency and sight words <u>taught throughout the year</u> . |
|---|---|--|

Foundational Skills: Fluency

AREA OF ASSESSMENT: Reads fluently to support comprehension with grade level text

| RUBRIC | Trimester 1 | Trimester 2 | Trimester 3 |
|--------|---|--|-------------|
| E | Student can consistently and independently read <u>above benchmark texts</u> at an accelerated rate with accuracy, fluency, and expression to support comprehension. | Student can consistently and independently read <u>above benchmark texts</u> at an accelerated rate with accuracy, fluency, and expression to support comprehension. Student can use context and rereading to self-correct for word recognition and understanding. | |
| 3 | Student can consistently read <u>benchmark texts</u> at an appropriate rate with accuracy, fluency, and expression to support comprehension. | Student can consistently read <u>benchmark texts</u> at an appropriate rate with accuracy, fluency, and expression to support comprehension. Student can use context and rereading to self-correct for word recognition and understanding. | |
| 2 | Student can read <u>benchmark texts</u> at a rate that hinders their ability to demonstrate comprehension. | Student can read <u>benchmark texts</u> at a rate that hinders their ability to demonstrate comprehension. With prompting and support, student can use context and rereading to correct for word recognition and understanding. | |
| 1 | Student can read <u>below benchmark texts</u> at a rate that hinders their ability to demonstrate comprehension. With consistent prompting and support, student has difficulty using context and rereading to correct for word recognition and understanding. | | |

Language and Writing

AREA OF ASSESSMENT: Writes grade levels pieces across the curriculum (narrative, informational, and opinion)

| RUBRIC | Trimester 1 | Trimester 2 | Trimester 3 |
|--------|--|---|---|
| E | Student can independently and consistently write more than 4 sentences across the curriculum with demonstrated application of writing strategies when composing <u>narrative texts</u> . | Student can independently and consistently write more than 4 sentences across the curriculum with demonstrated application of writing strategies, <u>using higher level vocabulary, and descriptive language. (narrative and informational texts)</u> | Student can independently and consistently write 6 or more sentences across the curriculum with demonstrated application of writing strategies, <u>using higher level vocabulary, and descriptive language. (narrative, informational, and opinion texts)</u> |



1st Grade Report Card Rubric

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| 3 | Student can consistently write 3-4 sentences across the curriculum with demonstrated application of writing strategies when composing <u>narrative</u> texts. | Student can consistently write more than 4 sentences across the curriculum with demonstrated application of writing strategies. (<u>narrative and informational texts</u>) | Student can consistently write 6 or more sentences across the curriculum with demonstrated application of writing strategies. (narrative, informational, and opinion texts) |
| 2 | Student can write 1-2 sentences across the curriculum with demonstrated application of writing strategies when composing <u>narrative</u> texts. | Student can write 2-3 sentences across the curriculum with demonstrated application of writing strategies. (<u>narrative and informational texts</u>) | Student can write 4-5 sentences across the curriculum with demonstrated application of writing strategies. (<u>narrative, informational, and opinion texts</u>) |
| 1 | With consistent prompting and support, student has difficulty writing one sentence across the curriculum with demonstrated application of writing strategies when composing <u>narrative</u> texts. | With consistent prompting and support, student has difficulty writing more than 1-2 sentences across the curriculum with demonstrated application of writing strategies. (<u>narrative and informational texts</u>) | With consistent prompting and support, student has difficulty writing more than 3 sentences across the curriculum with demonstrated application of writing strategies. (<u>narrative, informational, and opinion texts</u>) |

Language and Writing

AREA OF ASSESSMENT: Begins to edit and improve writing

| RUBRIC | Trimester 1 | Trimester 2 | Trimester 3 |
|--------|---|---|--|
| E | Student can consistently self-edit for mechanics, respond to questions and suggestions, and add supporting details to strengthen writing. | Student can consistently and accurately self-edit for mechanics, respond to questions and suggestions, and add many supporting details to strengthen writing. | Student can independently, consistently and accurately self-edit for mechanics, respond to questions and suggestions, and add many supporting details to strengthen writing. |
| 3 | Student can consistently edit writing for mechanics, respond to questions and suggestions, and add details to strengthen writing. | | |
| 2 | With prompting and support, student can edit for mechanics and add details to strengthen writing. | | |



1st Grade Report Card Rubric

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|---|---|
| 1 | With consistent prompting and support, student has difficulty editing for mechanics (capitalization, punctuation, spelling) and adding details to strengthen writing. |
|---|---|

Conventions of Standard English

AREA OF ASSESSMENT: Uses standard, gramma when writing

| RUBRIC | Trimester 1 | Trimester 2 | Trimester 3 |
|--------|---|---|---|
| E | Student can independently and consistently use grammar when writing complex sentences. | Student can independently and consistently use grammar when writing complex sentences. | |
| 3 | Student can consistently apply grammar, include ending punctuation for sentences, and use capital letters for beginning of sentences, names, and dates. | Student can consistently use <u>conventional spelling</u> for words with common spelling patterns and/or frequently occurring irregular words, capitalize proper nouns, apply grammar, and apply appropriate ending punctuation. | Student can consistently use conventional spelling for words with common spelling patterns and/or frequently occurring irregular words, <u>capitalize proper nouns</u> , apply grammar, apply appropriate ending punctuation, and <u>place commas appropriately in dates and when writing nouns in a series.</u> |
| 2 | Student inconsistently spells words <u>phonetically</u> . With prompting and support, student can include ending punctuation for sentences, apply grammar, and uses capital letters for beginning of sentences, names, and dates. | With prompting and support, student can use <u>conventional spelling</u> for words with common spelling patterns and/or frequently occurring irregular words, apply grammar, capitalize proper nouns, and apply appropriate ending punctuation. | With prompting and support, student uses conventional spelling for words with common spelling patterns and/or frequently occurring irregular words, apply grammar, <u>capitalize proper nouns</u> , and apply appropriate ending punctuation. <u>Commas are inconsistently placed in dates and when writing nouns in a series.</u> |
| 1 | With consistent prompting and support, student has difficulty spelling words <u>phonetically</u> , use capitals for names and dates, applying grammar, and including ending punctuation for sentences. | With consistent prompting and support, student has difficulty using <u>conventional spelling</u> for words with common spelling patterns and/or frequently occurring irregular words. Student inconsistently uses capital letters, grammar, and ending punctuation. | With consistent prompting and support, student has difficulty using conventional spelling for words with common spelling patterns and/or frequently occurring irregular words. Student inconsistently uses capital letters, grammar, and ending punctuation. <u>Commas are inconsistently placed in dates and when writing nouns in a series.</u> |



1st Grade Report Card Rubric

Speaking and Listening

AREA OF ASSESSMENT: Participates in conversations and communicates ideas clearly

| RUBRIC | Trimester 1 | Trimester 2 | Trimester 3 |
|--------|---|--|---|
| E | Student can participate in collaborative conversations with peers and adults, speak audibly and express ideas clearly using complete sentences, listen with care, and take turns to speak with multiple exchanges. | Student can, at times, take a leadership role in collaborative conversations with peers and adults, speak using rich language in complex sentences, listen with care, and take turns to speak with multiple exchanges. | |
| 3 | Student can actively participate in collaborative conversations with peers and adults as well as take turns to speak with multiple exchanges. | Student can actively participate in collaborative conversations with peers and adults, speak audibly and express ideas clearly using complete sentences, and take turns to speak with multiple exchanges. | Student can actively participate in collaborative conversations with peers and adults, speak audibly and express ideas clearly using complete sentences, listens with care, and takes turns to speak with multiple exchanges. |
| 2 | With prompting and support, student can inconsistently participate in collaborative conversations with peers and adults. Student, at times, has difficulty sharing his/her thoughts or waiting a turn to speak with multiple exchanges. | | With prompting and support, student can inconsistently participate in collaborative conversations with peers and adults. Student, at times, has difficulty sharing his/her thoughts, listening with care, or waiting a turn to speak with multiple exchanges. |
| 1 | With consistent prompting and support, student is not an active participant in collaborative conversations with peers and adults. Student has difficulty sharing his/her thoughts or waiting a turn to speak with multiple exchanges. | | With consistent prompting and support, student is not an active participant in collaborative conversations with peers and adults. Student has difficulty sharing his/her thoughts, listening with care, or waiting a turn to speak with multiple exchanges. |

1st Grade Report Card Rubric

Operations and Algebraic Thinking

AREA OF ASSESSMENT: Represents and solves problems in addition and subtraction

| RUBRIC | Trimester 1 | Trimester 2 | Trimester 3 |
|---------------|--|--|---|
| E | Student can consistently and independently recognize when a word problem requires addition or subtraction to solve, accurately apply an appropriate strategy, and explain why the chosen strategy is efficient | | |
| 3 | Student can consistently recognize whether a word problem requires addition or subtraction to solve and accurately apply an appropriate strategy. | | Student can consistently recognize when a word problem requires addition or subtraction to solve, accurately apply an appropriate strategy, and explain why the chosen strategy is efficient and why. |
| 2 | With prompting and support, student recognizes whether a word problem requires addition or subtraction to solve and may use inefficient and/or incorrect strategies. | Student can recognize whether a word problem requires addition or subtraction to solve, needs teacher support to choose an appropriate strategy, and may make some errors when solving. | |
| 1 | With consistent prompting and support, student has difficulty recognizing whether a word problem requires addition or subtraction to solve. | With consistent prompting and support, student has difficulty consistently recognizing whether a word problem requires addition or subtraction to solve and may use inefficient and/or incorrect strategies. | With consistent prompting and support, student has difficulty consistently recognizing whether a word problem requires addition or subtraction to solve, and continues to need teacher support to choose an appropriate strategy. |

1st Grade Report Card Rubric

Operations and Algebraic Thinking

AREA OF ASSESSMENT: Understands the relationship between addition and subtraction

*Examples: Commutative Property of Addition: $(2 + 6) = (6 + 2)$, Associative Property of Addition: $(2 + 6) + 4 = 2 + (6 + 4)$

| RUBRIC | Trimester 1 | Trimester 2 | Trimester 3 |
|--------|--|--|---|
| E | Student can consistently and independently apply the commutative and associative properties* of addition, demonstrate subtraction, and solve missing addends as subtraction (within 20). | Student can consistently and independently apply the commutative and associative properties* of addition, demonstrate subtraction, and solve missing addends as subtraction (within 50). | Student can consistently and independently apply the commutative and associative properties* of addition, demonstrate subtraction, and solve missing addends as subtraction (within 100). |
| 3 | Student can consistently apply commutative and associative properties* of addition. | Student can consistently apply commutative and associative properties* of addition and solve missing addends as subtraction. | |
| 2 | With prompting and support, student begins to demonstrate the addition and subtraction relationship with objects, fingers, mental images, drawings, etc. | With prompting and support, student can apply the commutative and associative properties* of addition and solve missing addends as subtraction. | |
| 1 | With consistent prompting and support, student has difficulty demonstrating understanding of the relationship between addition and subtraction. | With consistent prompting and support, student has difficulty applying the commutative and associative properties* of addition and solving missing addends as subtraction. | |

AREA OF ASSESSMENT: Adds within 20 (See footnote regarding “fluency” on next page.)

| RUBRIC | Trimester 1 | Trimester 2 | Trimester 3 |
|--------|--|--|---|
| E | Student consistently and independently demonstrates fluency* with and applies addition facts <u>up to and including 20</u> . | Student consistently and independently demonstrates fluency* with and applies addition facts <u>beyond 20</u> . | Student consistently and independently demonstrates fluency* with and applies addition facts <u>beyond 30</u> . |
| 3 | Student can consistently demonstrate <u>developing fluency*</u> and use of a variety of strategies when adding combinations up to and including 20. | Student consistently demonstrates <u>fluency* to 10</u> and <u>applies addition facts</u> up to and including 20. | |
| 2 | With prompting and support , student is developing fluency* and using a variety of strategies when adding combinations up to and including 20. | Student is developing fluency* when adding combinations up to and including 10. | Student is fluent* when adding combinations up to and including 10 and developing ability to apply addition to 20. |

1st Grade Report Card Rubric

Operations and Algebraic Thinking

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|---|---|---|
| 1 | With consistent prompting and support, student has difficulty using a strategy when adding combinations up to and including 10. | Student is not developing fluency* when adding combinations up to and including 10. |
|---|---|---|

AREA OF ASSESSMENT: Subtracts within 20 (See footnote on “fluency” below.)

| RUBRIC | Trimester 1 | Trimester 2 | Trimester 3 |
|--------|--|---|---|
| E | Student can consistently and independently demonstrate fluency* with and applies subtraction facts up to and including 20. | Student can consistently and independently demonstrate fluency* with and applies subtraction facts beyond 20. | Student can consistently and independently demonstrate fluency* with & apply subtraction facts beyond 30. |
| 3 | Student can consistently demonstrate developing fluency* and use of a variety of strategies when subtracting combinations up to and including 20. | Student consistently demonstrates fluency* and applies subtraction facts to and including 20. | |
| 2 | With prompting and support, student is developing fluency* and using a variety of strategies when subtracting combinations up to and including 20. | Student is developing fluency* when subtracting combinations up to and including 20. | Student is fluent *when subtracting combinations up to and including 20. |
| 1 | With consistent prompting and support, student has difficulty using a strategy when subtracting combinations up to and including 20. | Student is not developing fluency* when subtracting combinations up to and including 20. | |

Fluency: Student can use strategies such as counting on; making ten (e.g., $8 + 6 = 8 + 2 + 4 = 10 + 4 = 14$); decomposing a number leading to a ten (e.g., $13 - 4 = 13 - 3 - 1 = 10 - 1 = 9$); using the relationship between addition and subtraction (e.g., knowing that $8 + 4 = 12$, one knows $12 - 8 = 4$); and creating equivalent but easier or known sums (e.g., adding $6 + 7$ by creating the known equivalent $6 + 6 + 1 = 12 + 1 = 13$).

1st Grade Report Card Rubric

Operations and Algebraic Thinking

Numbers and Operations in Base Ten

AREA OF ASSESSMENT: Extends the counting sequence

| RUBRIC | Trimester 1 | Trimester 2 | Trimester 3 |
|--------|--|---|--|
| E | Student can consistently and independently count beyond 120 starting at any number and represent a number of objects accurately. | Student can consistently and independently count, read, and write numerals beyond 120. | Student can consistently and independently count, read and write numerals beyond 120, and represent a number of objects with a written numeral. |
| 3 | Student can consistently count to 120 starting at any number. | Student can consistently count starting at any number, and read and write numerals to 120. | Student can consistently count, read and write numerals to 120, and represent a number of objects with a written numeral. |
| 2 | Student has difficulty consistently counting to 120 when starting at any number and/or has difficulty transitioning from one decade to the next--i.e., 70's to 80's. | Student can count, read, and write most numerals to 120 and is developing comfort when starting at any number. | Student can count, read and write numerals to 120, and represent a number of objects with a written numeral but needs teacher support when counting from any number or continuing the count beyond the decade. |
| 1 | With consistent prompting and support, student has difficulty counting to 120. | With consistent prompting and support, student can count, read, and write numerals to 120, but has difficulty counting confidently from any number or needs continued support when transitioning from one decade to the next. | With consistent prompting and support, student can count, read, and write numerals to 120, and begins to represent a number of objects with a written numeral. Significant errors continue to occur. |

1st Grade Report Card Rubric

Numbers and Operations in Base Ten

AREA OF ASSESSMENT: Understands place value

| RUBRIC | Trimester 1 | Trimester 2 | Trimester 3 |
|--------|-------------|---|---|
| E | | Student can independently and consistently demonstrate understanding that the digits in a number represent the amount of hundreds, tens, and ones beyond 100. | Student can independently and consistently demonstrate understanding that the digits in a number represent the amount of hundreds, tens, and ones beyond 120 and compares two-digit numbers using $>$, $<$, and $=$. |
| 3 | | Student can consistently demonstrate understanding that digits in a two-digit number represent the amount of tens and ones. | Student independently and consistently understands that digits of a number represent amounts of tens and ones beyond 100. Compares 2-digit numbers using $>$, $<$, and $=$. |
| 2 | | With prompting and support, student begins to demonstrate an understanding that digits in a two-digit number represent the amount of tens and ones. | Student begins to demonstrate an understanding that digits in a two-digit number represent the amount of tens and ones, and, with teacher support, can compares two-digit numbers using $>$, $<$, and $=$. |
| 1 | | With consistent prompting and support, student has difficulty demonstrating understanding that digits in a two-digit number represent the amounts of tens and ones. | With consistent prompting and support, student has difficulty demonstrating understanding that digits in a two-digit number represent the amounts of tens and ones, and in using $>$, $<$, and $=$. |

AREA OF ASSESSMENT: Uses place value understanding and properties of operations to add and subtract

| RUBRIC | Trimester 1 | Trimester 2 | Trimester 3 |
|--------|-------------|-------------|---|
| E | | | Student can accurately, consistently, and independently add 2-digit and 1-digit numbers within 100, add 2-digit to 2-digit numbers, and add and subtract multiples of 10 without counting, explaining the reasoning used. |
| 3 | | | Student can consistently and accurately add 2-digit and 1-digit numbers within 100, and add and subtract multiples of 10 without counting, explaining the reasoning used. |
| 2 | | | With prompting and support, student can add 2-digit and 1-digit numbers, and begins to add and subtract multiples of 10 without counting, explaining the reasoning used. |
| 1 | | | With consistent prompting and support, student has difficulty adding 2-digit and 1-digit numbers, and is beginning to add and subtract multiples of 10 without counting, explaining the reasoning used. |

1st Grade Report Card Rubric

Measurement and Data

AREA OF ASSESSMENT: Measures using non-standard units of measurements

| RUBRIC | Trimester 1 | Trimester 2 | Trimester 3 |
|--------|-------------|-------------|--|
| E | | | Student can consistently and independently use a variety of non-standard units to accurately measure and compare lengths, and measure accurately with a ruler. |
| 3 | | | Student can consistently use a variety of non-standard units to accurately measure and compare both horizontal and vertical lengths. |
| 2 | | | With prompting and support, student can use a variety of non-standard units to measure both horizontal and vertical lengths. |
| 1 | | | With consistent prompting and support, student has difficulty using a variety of units to measure both horizontal and vertical lengths. |

AREA OF ASSESSMENT: Tells and writes time in hours and half hours using analog and digital clocks

| RUBRIC | Trimester 1 | Trimester 2 | Trimester 3 |
|--------|-------------|-------------|---|
| E | | | Student can consistently and independently identify and tell analog and digital time beyond the hour and half-hour. |
| 3 | | | Student can consistently identify and tell analog and digital time to the hour and half-hour. |
| 2 | | | With prompting and support, student can identify and tell analog and digital time to the hour and half-hour. |
| 1 | | | With consistent prompting and support, student has difficulty demonstrating understanding of the concept of time. |

AREA OF ASSESSMENT: Represents and interprets data

| RUBRIC | Trimester 1 | Trimester 2 | Trimester 3 |
|--------|-------------|-------------|---|
| E | | | Student can consistently and independently represent and interpret data--i.e., generate whole unit data, create and analyze picture and bar graphs. |
| 3 | | | Student can consistently represent and interpret data using graphs, tables, charts, etc. |
| 2 | | | Student can interpret but needs support to represent data using graphs, tables, charts, etc. |
| 1 | | | With consistent prompting and support, student can represent data using graphs, tables, charts, etc. |

1st Grade Report Card Rubric

Geometry

AREA OF ASSESSMENT: Reasons with shapes and their attributes

| RUBRIC | Trimester 1 | Trimester 2 | Trimester 3 |
|--------|-------------|---|--|
| E | | Student can consistently and independently distinguish between defining attributes (open, closed, # of sides, color, shape, and size), and partition circles and rectangles into equal parts ($\frac{1}{2}$, $\frac{1}{4}$). | Student can consistently and independently distinguish between defining attributes (open, closed, # of sides, color, shape, and size), build and draw shapes possessing defining attributes, partition circles and rectangles into a variety of equal parts, and compare and combine fractions accurately. |
| 3 | | Student can consistently distinguish between defining attributes (open, closed, # of sides, color, shape, and size). | Student can consistently distinguish between defining attributes (open, closed, # of sides, color, shape, and size), build and draw shapes to possess defining attributes, and partition circles and rectangles into equal parts ($\frac{1}{2}$, $\frac{1}{4}$). |
| 2 | | With prompting and support, student can distinguish between defining attributes (open, closed, # of sides, color, shape, and size). | Student can distinguish between defining attributes (open, closed, # of sides, color, shape, and size), build and draw shapes possessing defining attributes, and, with teacher support, partitions circles and rectangles into equal parts ($\frac{1}{2}$, $\frac{1}{4}$). |
| 1 | | With consistent prompting and support, student has difficulty consistently distinguishing between defining attributes (open, closed, # of sides, color, shape, and size). | With consistent prompting and support, student has difficulty consistently distinguishing between defining attributes (open, closed, # of sides, color, shape, and size) and is beginning to partition circles and rectangles into equal parts ($\frac{1}{2}$, $\frac{1}{4}$). |

1st Grade Report Card Rubric

Science and Engineering Practices

AREA OF ASSESSMENT: Asks questions, analyzes data, makes observations, and communicates findings/solutions

| RUBRIC | Trimester 1 | Trimester 2 | Trimester 3 |
|--------|---|---|---|
| E | Student can independently and consistently ask questions based on observations and information gathered. | Student can independently and consistently ask questions, make observations, and communicate findings. | Student can independently and consistently ask questions, make observations, analyze data, and communicate findings. |
| 3 | With prompting and support, student can ask questions based on observations and information gathered. | With prompting and support, student can ask questions, make observations, and communicate findings. | With prompting and support, student can ask questions, make observations, analyze data, and communicate findings. |
| 2 | With additional prompting and support, student can ask questions based on observations and information gathered. | With additional prompting and support, student can ask questions, make observations, and communicate findings. | With additional prompting and support, student can ask questions, make observations, analyze data, and communicate findings. |
| 1 | With substantial support and prompting, the student has difficulty asking questions based on observations and information gathered. | With substantial support and prompting, student has difficulty asking questions, making observations, and communicating findings. | With substantial support and prompting, student has difficulty asking questions, making observations, analyzing data, and communicating findings. |

AREA OF ASSESSMENT: Uses a drawing or model to illustrate a concept, represent a relationship, or solve a problem

| RUBRIC | Trimester 1 | Trimester 2 | Trimester 3 |
|--------|---|---|--|
| E | Student can independently and consistently use a drawing to illustrate a concept or represent a relationship. | Student can independently and consistently use a drawing to illustrate a concept, represent a relationship, or solve a problem. | Student can independently and consistently use a model or drawing to illustrate a concept, represent a relationship, or solve a problem. |
| 3 | With prompting and support, student can use a drawing to illustrate a concept or represent a relationship. | With prompting and support, student can use a drawing to illustrate a concept, represent a relationship, or solve a problem. | With prompting and support, student can use a model or drawing to illustrate a concept, represent a relationship, or solve a problem. |

1st Grade Report Card Rubric

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|---|---|---|--|
| 2 | With additional prompting and support, student can use a drawing to illustrate a concept or represent a relationship. | With additional prompting and support, student can use a drawing to illustrate a concept, represent a relationship, or solve a problem. | With additional prompting and support, student can use a model or drawing to illustrate a concept, represent a relationship, or solve a problem. |
| 1 | With substantial support and prompting, student has difficulty using a drawing to illustrate a concept or represent a relationship. | With substantial support and prompting, student has difficulty using a drawing to illustrate a concept, represent a relationship, or solve a problem. | With substantial support and prompting, student has difficulty using a model or drawing to illustrate a concept, represent a relationship, or solve a problem. |

Light and Sound

AREA OF ASSESSMENT: Understands the effect of light on objects, including those made with different materials

| RUBRIC | Trimester 1 | Trimester 2 | Trimester 3 |
|--------|--|-------------|-------------|
| E | Student can independently and consistently explain the effect of light on objects, including those made with different materials. | | |
| 3 | Student can consistently identify the effect of light on objects, including those made with different materials. | | |
| 2 | With prompting and support, student inconsistently identifies the effect of light on objects, including those made with different materials. | | |
| 1 | With consistent prompting and support, the student has difficulty identifying the effect of light on objects, including those made with different materials. | | |

AREA OF ASSESSMENT: Understands that vibrating materials can make sound and that sound can make materials vibrate

| RUBRIC | Trimester 1 | Trimester 2 | Trimester 3 |
|--------|---|-------------|-------------|
| E | Student can independently and consistently explain that vibrating materials can make sound and that sound can make materials vibrate. | | |
| 3 | Student can consistently identify that vibrating materials can make sound and that sound can make materials vibrate. | | |
| 2 | With prompting and support, student inconsistently identifies that vibrating materials can make sound and that sound can make materials vibrate. | | |
| 1 | With consistent prompting and support, the student has difficulty identifying that vibrating materials can make sound and that sounds can make materials vibrate. | | |

1st Grade Report Card Rubric

Communicating with Light and Sound

AREA OF ASSESSMENT: Describes ways in which light or sound can communicate over a distance

| RUBRIC | Trimester 1 | Trimester 2 | Trimester 3 |
|---------------|---|--------------------|--------------------|
| E | Student can independently & consistently explain ways in which light or sound can be used to communicate over a distance. | | |
| 3 | Student can consistently describe ways in which light or sound can be used to communicate over a distance. | | |
| 2 | With prompting and support, student inconsistently describes ways in which light or sound can be used to communicate over a distance. | | |
| 1 | With consistent prompting and support, the student has difficulty describing ways in which light or sound can be used to communicate over a distance. | | |

Patterns of Change in the Night Sky

AREA OF ASSESSMENT: Describes patterns that can be predicted with regard to the sun, moon, and stars

| RUBRIC | Trimester 1 | Trimester 2 | Trimester 3 |
|---------------|--------------------|--|--------------------|
| E | | Student can independently and consistently use observations of the sun, moon, and stars to describe patterns that can be predicted. | |
| 3 | | Student can consistently describe patterns that can be predicted with regard to the sun, moon, and stars. | |
| 2 | | With prompting and support, student inconsistently describes patterns that can be predicted with regard to the sun, moon, and stars. | |
| 1 | | With consistent prompting and support, the student has difficulty describing patterns that can be predicted with regard to the sun, moon, and stars. | |

1st Grade Report Card Rubric

AREA OF ASSESSMENT: Understands the effect of different times of year on the amount of daylight

| RUBRIC | Trimester 1 | Trimester 2 | Trimester 3 |
|--------|-------------|---|-------------|
| E | | Student can independently and consistently explain the effects of different times of year on the amount of daylight. | |
| 3 | | Student can consistently identify the effects of different times of year on the amount of daylight. | |
| 2 | | With prompting and support, student can inconsistently identify the effects of different times of year on the amount of daylight. | |
| 1 | | With consistent prompting and support, the student has difficulty identifying the effects of different times of year on the amount of daylight. | |

Characteristics of Living Things

AREA OF ASSESSMENT: Understands that plants and animals have traits inherited from parents and that variation of these traits exists in a group of similar organisms

| RUBRIC | Trimester 1 | Trimester 2 | Trimester 3 |
|--------|-------------|-------------|---|
| E | | | Student can independently and consistently explain that plants and animals have traits inherited from parents and that variations of these traits exist in a group of similar organisms. |
| 3 | | | Student can consistently identify that plants and animals have traits inherited from parents and that variations of these traits exist in a group of similar organisms. |
| 2 | | | With prompting and support, student inconsistently identifies that plants and animals have traits inherited from parents and that variations of these traits exist in a group of similar organisms. |
| 1 | | | With consistent prompting and support, the student has difficulty identifying that plants and animals have traits inherited from parents and that variations of these traits exist in a group of similar organisms. |

AREA OF ASSESSMENT: Describes patterns in behavior of parents and offspring that help offspring survive

| RUBRIC | Trimester 1 | Trimester 2 | Trimester 3 |
|--------|-------------|-------------|---|
| E | | | Student can independently and consistently explain patterns in behavior of parents and offspring that help offspring survive. |
| 3 | | | Student can consistently describe patterns in behavior of parents and offspring that help offspring survive. |
| 2 | | | With prompting and support, student inconsistently describes patterns in behavior of parents and offspring that help offspring survive. |

1st Grade Report Card Rubric

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|---|--|--|---|
| 1 | | | With consistent prompting and support, the student has difficulty describing patterns in behavior of parents and offspring that help offspring survive. |
|---|--|--|---|

Mimicking Organisms to Solve Problems

AREA OF ASSESSMENT: Understands how plants and/or animals use their external parts to help them survive, grow, & meet their needs

| RUBRIC | Trimester 1 | Trimester 2 | Trimester 3 |
|--------|-------------|-------------|--|
| E | | | Student can independently and consistently explain how plants and/or animals use their external parts to help them survive, grow, and meet their needs. |
| 3 | | | Student can consistently identify how plants and/or animals use their external parts to help them survive, grow, and meet their needs. |
| 2 | | | With prompting and support, student inconsistently identifies how plants and/or animals use their external parts to help them survive, grow, and meet their needs. |
| 1 | | | With consistent prompting and support, the student has difficulty identifying how plants and/or animals use their external parts to help them survive, grow, and meet their needs. |

Social Studies

AREA OF ASSESSMENT: Identifies traditions and holidays

| RUBRIC | Trimester 1 | Trimester 2 | Trimester 3 |
|--------|--|-------------|-------------|
| E | Student can independently and consistently describe and write about holidays studied during this trimester. | | |
| 3 | Student can consistently describe their knowledge of holidays studied during this trimester. | | |
| 2 | Student inconsistently describes their knowledge of holidays studied during this trimester. | | |
| 1 | With prompting and support, student has difficulty describing their knowledge of holidays studied during this trimester. | | |

1st Grade Report Card Rubric

AREA OF ASSESSMENT: Exhibits knowledge of basic concepts of diversity, tolerance, fairness, respect, and rules related to the school and community

| RUBRIC | Trimester 1 | Trimester 2 | Trimester 3 |
|--------|--|--|-------------|
| E | Student can consistently demonstrate respect for diversity, tolerance, and fairness found in the classroom and school culture. | Student can independently and consistently demonstrate respect for diversity, tolerance, and fairness found in the classroom and school culture. | |
| 3 | Student can frequently demonstrate respect for diversity, tolerance, and fairness found in the classroom and school culture. | Student can consistently demonstrate respect for the diversity, tolerance, and fairness found in the classroom and school culture. | |
| 2 | Student can inconsistently demonstrate respect for the diversity, tolerance, and fairness found in the classroom and school culture. | | |
| 1 | With prompting and support, student has difficulty demonstrating respect for the diversity, tolerance, and fairness found in the classroom and school culture. | | |

Social Studies

AREA OF ASSESSMENT: Understands past and present

| RUBRIC | Trimester 1 | Trimester 2 | Trimester 3 |
|--------|-------------|--|---|
| E | | Student can consistently identify and understand the similarities and differences between present and past communities. | Student can create written and oral presentations about similarities and differences with past communities. |
| 3 | | Student can identify and understand the similarities and differences between present and past communities. | Student can consistently identify and understand the similarities and differences between present and past communities. |
| 2 | | With prompting and support, student can identify and understand similarities and differences between present and past communities. | Student can identify and understand the similarities and differences between present and past communities |

1st Grade Report Card Rubric

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|---|--|--|---|
| 1 | | With consistent prompting and support, student has difficulty identifying and understanding the similarities and differences between present and past communities. | With prompting and support, student has difficulty identifying and understanding similarities and differences between present and past communities. |
|---|--|--|---|

AREA OF ASSESSMENT: Understands the differences between needs and wants

| RUBRIC | Trimester 1 | Trimester 2 | Trimester 3 |
|--------|-------------|--|--|
| E | | Student can identify the difference between needs and wants. | Student can identify the difference between needs and wants and provides multiple examples. |
| 3 | | Student can identify at least one difference between needs and wants. | Student can identify the difference between needs and wants. |
| 2 | | With prompting and support, student understands the difference between needs and wants, but has difficulty identifying a need or want. | With prompting and support, student can identify the difference between needs and wants. |
| 1 | | With consistent prompting and support, student has difficulty understanding the difference between needs and wants. | With prompting and support, student understands the difference between needs and wants, but has difficulty identifying a need or want. |