1st Grade First Quarter Rubrics

	Performance Scale	
4	**Exceeds:** Work exceeds standards and shows in-depth understanding that goes beyond what was explicitly taught.	
3		
	Proficient: Work at this level meets grade level expectations.	
2	**Developing:** Student work is developing, but is not meeting grade level expectations.	
1	**Emergent:** Student work is beginning to show progress/understanding.	
0	**Area of Concern:** Student does not demonstrate understanding and application of the standard at this time.	
N/A	Standard was not assessed during this time period.	

Updated 2-25-20

English Language Arts	0	1	2	3	4
Reading					
1.R.1.A.e: Develop and apply skills to the reading process by recognizing beginning, middle and end.	• No demonstration of understanding.	• Independently recognizes (**one** of the three) beginning, middle, or end independently.	• Independently recognizes (**two** of the three) beginning, middle, or end independently.	• Independently recognizes beginning, middle and end	• Independently recognizes beginning, middle and end with multiple details.
1.R.3.B.a: Read, infer, and draw conclusions to distinguish between fiction and nonfiction.	• No demonstration of understanding.	• Attempts to identify fiction and nonfiction text and explain the difference, but is not successful.	• Can identify fiction and nonfiction text, but is unable to explain or support their reasoning.	• Can identify fiction and nonfiction text and explain the difference between fiction and nonfiction.	• NO EXCEEDS
Reading Foundation Skills (Pathways to Reading)					
1.RF.3.A.j: Reading high frequency words.	• No demonstration of understanding • PTR Rubric 0	• Rarely reads irregularly (screech or cheater words) spelled correctly • PTR Rubric 1 or 2	• With prompting and support reads irregularly (screech or cheater words) spelled correctly • PTR Rubric 3	• Consistently reads irregularly (screech or cheater words) spelled correctly, without error • PTR Rubric 4 or 5	• NO EXCEEDS
Writing					
1.W.2.C.a/c: Narrate a story or experience by placing the events in the order they occurred.	• No demonstration of understanding	• Attempts to write a personal narrative without success.	• Writes a personal narrative and only tells one event that occurred.	• Writes a personal narrative and places two or more story elements in the correct order.	• Writes a personal narrative that recounts a series of events including details to describe actions, thoughts, and feelings.
Language					
1.L.1.A.g: In speech and written form, apply standard English	• No demonstration of understanding	• With significant support the student can write a simple sentence.	• With minimal support the student can write a simple sentence.	• Independently the student can write a simple sentence.	• The student is able to write a compound

grammar to produce complete **simple** sentences.					sentence that contains a conjunction.

Math

1. RA.C.8: Demonstrating fluency for addition within 10.	• No demonstration of understanding	• With significant support, the student can add within 10.	• Inconsistently the student can add within 10.	• Independently the student can add within 10.	• Independently the student can add within 20.
1.NS.A.1: Count to 120, starting at any number less than 120.	• The student is unable to count to number beyond 20.	• With significant teacher support, the student is unable to count to 120 from any number.	• The student can count from any number, but may omit numbers or need to be supplied with a number to continue.	• The student can count to 120 from any number.	• The student can count beyond 120 from any number.
1.NS.A.3: Count backward from a given number between 20 and 1.	• No demonstration of understanding	• With significant support, the student can count backward from a given number between 20 and 1.	• With some support, the student can count backward from a given number between 20 and 1.	• The student can count backward from a given number between 20 and 1.	• The student can independently can count backwards from a given number between 100 and 20.
1.NS.A.4: Count by 5's to 100 starting at any multiple of 5.	• The student is unable to count by 5's	• The student is able to count by 5's, only if starting at 5 with teacher support	• The student can count by 5's, only if starting at 5.	• The student can count by 5's, starting at any number.	• The student can count beyond 100 by 5's starting at any number.

Science

1.PS3.A.1 -- Identify the source of energy that causes an increase in the temperature of an object (e.g., Sun, stove, flame, light bulb).	• No demonstration of understanding	• Students are able to identify a source of energy that increases temperature, with 3+ prompts.	• Students are able to identify a source of energy that increases temperature, with 1-2 prompts.	• Students are able to identify a source of energy that increases temperature.	• NO EXCEEDS

Social Studies

PC.1A.1: Explain how laws and rules are made and changed to promote the common good. **PC.1B.1:** List the rights and responsibilities of citizens.	• No demonstration of understanding	• With 3 or more verbal prompts, can talk about PBS expectations and explain why they are important in the school setting. • With 3 or more verbal prompts, can list PBS expectations for their school setting.	• With 1-2 verbal prompts, can talk about PBS expectations and explain why they are important in the school setting. • With 1-2 verbal prompts, can list PBS expectations for their school setting.	• With no verbal prompting, can talk about PBS expectations and explain why they are important in the school setting. • With no verbal prompting, can list PBS expectations for their school setting.	• No Exceeds
GS.2A.1.2: Propose peaceful resolutions of disputes in the classroom and on the playground.	• No demonstration of understanding	• With verbal prompting, can share 1 positive ways to solve disputes that occur in the school setting.	• With verbal prompting, can share 2-3 positive ways to solve disputes that occur in the school setting.	• With no verbal prompting, can share 3 or more positive ways to solve disputes that occur in the school setting.	• No Exceeds