



1st Grade

Second 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 Literature					
1.R.1.A.d: Develop and apply skills to the reading process by retelling main ideas in sequence including key details.	<ul style="list-style-type: none"> No demonstration of understanding 	<ul style="list-style-type: none"> In non-fiction literature, tells the main idea or a key detail. 	<ul style="list-style-type: none"> In non-fiction literature, tells the main idea and one key detail. 	<ul style="list-style-type: none"> In non-fiction literature, tells the main idea and at least 2 key details 	<ul style="list-style-type: none"> In non-fiction literature, tells the main idea and 3 or more key details
1.R.3.B.a: Read, infer, and draw conclusions to distinguish between fiction and nonfiction.	<ul style="list-style-type: none"> No demonstration of understanding. 	<ul style="list-style-type: none"> Attempts to identify fiction and nonfiction text and explain the difference, but is not successful. 	<ul style="list-style-type: none"> Can identify fiction and nonfiction text, but is unable to explain or support their reasoning. 	<ul style="list-style-type: none"> Can identify fiction and nonfiction text and explain the difference between fiction and nonfiction. 	<ul style="list-style-type: none"> NO EXCEEDS
Reads at expected grade level	<ul style="list-style-type: none"> No demonstration of understanding. 	<ul style="list-style-type: none"> 2nd Quarter- independently reading lower than a DRA level 6 4th Quarter- independently reading lower than a DRA level 12 	<ul style="list-style-type: none"> 2nd Quarter- independently reading at a DRA level 6 4th Quarter- independently reading at a DRA level 12-14 	<ul style="list-style-type: none"> 2nd Quarter- independently reading at a DRA level 8 4th Quarter- independently reading at a DRA level 16 	<ul style="list-style-type: none"> All Quarters- independently reading at a DRA level 18 or higher.
Reading Foundation Skills (Pathways to Reading)					
1.RF.2.A.b: Distinguish vowel sounds.	<ul style="list-style-type: none"> No demonstration of understanding. 	2nd Qtr. – The student can identify the vowel letter, but incorrectly says the vowel sound. 3rd Qtr. - The student can distinguish only short vowels.	2nd Qtr. – The student can distinguish only short vowels. 3rd Qtr. – The student can distinguish between short and long vowel sounds. (e to the end)	2nd Qtr.- The student can distinguish between short and long vowel sounds. (e to the end) 3rd Qtr. – The student can distinguish vowel teams. (ie: two vowels go walking)	2nd Qtr. - The student can distinguish vowel teams. (ie: two vowels go walking) 3rd Qtr. – The student can distinguish irregular vowels (ie: igh)
1.RF.3.A.d: Develop phonics in the reading process by producing consonant digraphs.	<ul style="list-style-type: none"> No demonstration of understanding 	<ul style="list-style-type: none"> Identifies two or less of the sounds common digraphs make (e.g., sh, th, ch, wh) 	<ul style="list-style-type: none"> Identifies less than four of the sounds common digraphs make (e.g., sh, th, ch, wh) 	<ul style="list-style-type: none"> Identifies the sounds all common digraphs make (e.g., sh,, th, ch wh) 	<ul style="list-style-type: none"> NO EXCEEDS

1.RF.3.A.j: Reading high frequency words.	<ul style="list-style-type: none"> No demonstration of understanding PTR Rubric 0 	<ul style="list-style-type: none"> Rarely reads irregularly (screech or cheater words) spelled correctly PTR Rubric 1 or 2 	<ul style="list-style-type: none"> With prompting and support reads irregularly (screech or cheater words) spelled correctly PTR Rubric 3 	<ul style="list-style-type: none"> Consistently reads irregularly (screech or cheater words) spelled correctly, without error PTR Rubric 4 or 5 	<ul style="list-style-type: none"> NO EXCEEDS
Writing					
1.W.2.B.a/c: Introduce a topic or text being studied and supply facts that follow a sense of order in writing. (first, second, next)	<ul style="list-style-type: none"> No demonstration of understanding 	Attempts to write an informative text without a clear topic and facts	Writes an informative text with a topic and one fact	Writes an informative text with a topic and facts (2-3)	Independently writes an informative text with a topic and multiple facts with more details
Language					
1.L.1.A.g: In speech and written form, apply standard English grammar to produce complete simple sentences.	<ul style="list-style-type: none"> No demonstration of understanding 	<ul style="list-style-type: none"> With significant support the student can write a simple sentence. 	<ul style="list-style-type: none"> With minimal support the student can write a simple sentence. 	<ul style="list-style-type: none"> Independently the student can write a simple sentence. 	<ul style="list-style-type: none"> The student is able to write a compound sentence that contains a conjunction.
1.L.1.B.b: In written text use end punctuation.	<ul style="list-style-type: none"> No demonstration of understanding 	<ul style="list-style-type: none"> With significant support the student is able to use end punctuation correctly In written text. (period, exclamation point, and question mark) 	<ul style="list-style-type: none"> With minimal support the student is able to use end punctuation correctly In written text. (period, exclamation point, and question mark) 	<ul style="list-style-type: none"> Independently the student is able to use end punctuation correctly In written text. (period, exclamation point, and question mark) 	<ul style="list-style-type: none"> NO EXCEEDS
1.L.1.B.e: In written text spell words using regular spelling patterns. (word families, onset and rime)	<ul style="list-style-type: none"> No demonstration of understanding Using spelling patterns taught to date. 	<ul style="list-style-type: none"> With significant support, the student is able to in written text spell words using regular spelling patterns. Using spelling patterns taught to date. 	<ul style="list-style-type: none"> With minimal support, the student is able to spell words using regular spelling patterns. Using spelling patterns taught to date. 	<ul style="list-style-type: none"> Independently, the students is able to in written text spell words using regular spelling patterns. Using spelling patterns taught to date. 	<ul style="list-style-type: none"> NO EXCEEDS
Math					
1. RA.C.8: Demonstrating fluency for addition within 10.	<ul style="list-style-type: none"> No demonstration of understanding 	<ul style="list-style-type: none"> With significant support, the student can add within 10. 	<ul style="list-style-type: none"> Inconsistently the student can add within 10. 	<ul style="list-style-type: none"> Independently the student can add within 10. 	<ul style="list-style-type: none"> Independently the student can add within 20.
1.RA.C.8: Demonstrating fluency for subtraction within 10.	<ul style="list-style-type: none"> No demonstration of understanding 	<ul style="list-style-type: none"> With significant support, the student can subtract within 10. 	<ul style="list-style-type: none"> Inconsistently the student can subtract within 10. 	<ul style="list-style-type: none"> Independently the student can subtract within 10. 	<ul style="list-style-type: none"> Independently the student can subtract within 20.
1.NS.A.1: Count to 120, starting at any number less than 120.	<ul style="list-style-type: none"> The student is unable to count to number beyond 20. 	<ul style="list-style-type: none"> With significant teacher support, the student is unable to count to 120 from any number. 	<ul style="list-style-type: none"> The student can count from any number, but may omit numbers or need to be supplied with a number to continue. 	<ul style="list-style-type: none"> The student can count to 120 from any number. 	<ul style="list-style-type: none"> The student can count beyond 120 from any number.
1.NS.A.3: Count backward from a given number between 20 and 1.	<ul style="list-style-type: none"> No demonstration of understanding 	<ul style="list-style-type: none"> With significant support, the student can count backward from a given number between 20 and 1. 	<ul style="list-style-type: none"> With some support, the student can count backward from a given number between 20 and 1. 	<ul style="list-style-type: none"> The student can count backward from a given number between 20 and 1. 	<ul style="list-style-type: none"> 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.	<ul style="list-style-type: none"> The student is unable to count by 5's 	<ul style="list-style-type: none"> The student is able to count by 5's, only if starting at 5 with teacher support 	<ul style="list-style-type: none"> The student can count by 5's, only if starting at 5. 	<ul style="list-style-type: none"> The student can count by 5's, starting at any number. 	<ul style="list-style-type: none"> The student can count beyond 100 by 5's starting at any number.

1. GM.C.8: Tell and write time in hours and half-hours using analog and digital clocks.	<ul style="list-style-type: none"> No demonstration of understanding 	<ul style="list-style-type: none"> Student attempts, but cannot yet tell and write time in hours and half-hours using analog and digital clocks. 	<ul style="list-style-type: none"> Student can tell and write time in hours or half-hours using analog and digital clocks. 	<ul style="list-style-type: none"> Student can tell and write time in hours and half-hours using analog and digital clocks. 	<ul style="list-style-type: none"> Student can tell and write time to the minute using analog and digital clocks.
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Science

1.ESS2.D.1 Identify patterns indicating relationships between observed weather data and weather phenomena (e.g., temperature and types of precipitations, clouds and amounts of precipitation).	<ul style="list-style-type: none"> No demonstration of understanding 	<ul style="list-style-type: none"> Identifies patterns in weather, and the phonema (cause/effect) of weather (ex., pattern of cloudy days may lead to rain/cooler weather) with 3+ prompts. 	<ul style="list-style-type: none"> Identifies patterns in weather, and the phonema (cause/effect) of weather (ex., pattern of cloudy days may lead to rain/cooler weather) with 1-2 prompts. 	<ul style="list-style-type: none"> Independently identifies patterns in weather, and the phonema (cause/effect) of weather (ex., pattern of cloudy days may lead to rain/cooler weather.) 	<ul style="list-style-type: none"> NO EXCEEDS
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1.ETS1.A.1 --Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool.	<ul style="list-style-type: none"> No demonstration of understanding 	<ul style="list-style-type: none"> Student is able to gather information and identify the problem with 3+ prompts. 	<ul style="list-style-type: none"> Student is able to gather information and identify the problem with 1-2 prompts. 	<ul style="list-style-type: none"> Student is able to gather information and identify the problem. 	<ul style="list-style-type: none"> NO EXCEEDS
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Social Studies

E.4.A.1.1: Identify examples of private goods and services.	<ul style="list-style-type: none"> No demonstration of understanding 	<ul style="list-style-type: none"> Can list 1-2 examples of goods and services. 	<ul style="list-style-type: none"> Can list 3-4 examples of goods and services. 	<ul style="list-style-type: none"> Can list 5 examples of goods and services. 	<ul style="list-style-type: none"> No Exceeds
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