



# 1<sup>st</sup> Grade Third Quarter Rubrics

Performance Scale	
4	<b>Exceeds:</b> Work exceeds standards and shows in-depth understanding that goes beyond what was explicitly taught.
3	<b>Proficient:</b> Work at this level meets grade level expectations.
2	<b>Developing:</b> Student work is developing, but is not meeting grade level expectations.
1	<b>Emergent:</b> Student work is beginning to show progress/understanding.
0	<b>Area of Concern:</b> 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
<b>Reading</b>					
<b>1.R.1.A.d:</b> Develop and apply skills to the reading process by retelling main ideas in sequence including key details.	<ul style="list-style-type: none"> <li>No demonstration of understanding</li> </ul>	<ul style="list-style-type: none"> <li>In fiction and non-fiction literature, tells the main idea or a key details in order</li> </ul>	<ul style="list-style-type: none"> <li>In fiction and non-fiction literature, tells the main idea and one key details in order</li> </ul>	<ul style="list-style-type: none"> <li>In fiction and non-fiction literature, tells the main idea and at least 2 key details in order</li> </ul>	<ul style="list-style-type: none"> <li>In fiction and non-fiction literature, tells the main idea and 3 or more key details in order</li> </ul>
<b>1.R.3.C.e:</b> Read, infer, and draw conclusions to identify similarities and differences between texts on the same topic.	<ul style="list-style-type: none"> <li>No demonstration of understanding</li> </ul>	<ul style="list-style-type: none"> <li>Attempts, but is unsuccessful in identifying similarities and differences between text</li> </ul>	<ul style="list-style-type: none"> <li>Identifies a similarity or difference between two text</li> </ul>	<ul style="list-style-type: none"> <li>Identifies at least one similarity and difference between two text</li> </ul>	<ul style="list-style-type: none"> <li>NO EXCEEDS</li> </ul>
<b>Reading Foundation Skills</b>					
<b>1.RF.2.A.b:</b> Distinguish vowel sounds.	<ul style="list-style-type: none"> <li>No demonstration of understanding.</li> </ul>	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)
<b>1.RF.3.A.e:</b> Develop phonics in the reading process by combining sounds from letters and common spelling patterns to create and decode recognizable words.	<ul style="list-style-type: none"> <li>No demonstration of understanding</li> </ul>	<ul style="list-style-type: none"> <li>3rd – 4<sup>th</sup> Qtr.: uses only beginning and ending sounds in writing</li> </ul>	<ul style="list-style-type: none"> <li>3rd – 4<sup>th</sup> Qtr.: uses beginning, middle and ending sounds in single syllable words but fails to use most blends, digraphs and appropriate vowels.</li> <li>4<sup>th</sup> Qtr.: only represents some syllables/sounds in multi-syllable words (writing is not easily recognizable)</li> </ul>	<ul style="list-style-type: none"> <li>3rd – 4<sup>th</sup> Qtr.: uses consonant blends, digraphs, appropriate vowels</li> <li>4<sup>th</sup> Qtr.: represents most sounds in multi-syllable words (writing is easily recognizable)</li> </ul>	<ul style="list-style-type: none"> <li>3<sup>rd</sup>-4<sup>th</sup> Qtr.: spells most words in writing correctly</li> </ul>

1.RF.3.A.j: Reading high frequency words.	<ul style="list-style-type: none"> <li>No demonstration of understanding</li> <li>PTR Rubric 0</li> </ul>	<ul style="list-style-type: none"> <li>Rarely reads irregularly (screech or cheater words) spelled correctly</li> <li>PTR Rubric 1 or 2</li> </ul>	<ul style="list-style-type: none"> <li>With prompting and support reads irregularly (screech or cheater words) spelled correctly</li> <li>PTR Rubric 3</li> </ul>	<ul style="list-style-type: none"> <li>Consistently reads irregularly (screech or cheater words) spelled correctly, without error</li> <li>PTR Rubric 4 or 5</li> </ul>	<ul style="list-style-type: none"> <li>NO EXCEEDS</li> </ul>
<b>Writing</b>					
1.W.2.A.b: State an opinion about the topic or text and provide a reason for the opinion.	<ul style="list-style-type: none"> <li>No demonstration of understanding</li> </ul>	<ul style="list-style-type: none"> <li>Attempts to write an opinion piece</li> </ul>	<ul style="list-style-type: none"> <li>Writes an opinion piece including either a topic or a supporting reason, but not both.</li> </ul>	<ul style="list-style-type: none"> <li>Writes an opinion piece with a topic and one supporting reason</li> </ul>	<ul style="list-style-type: none"> <li>Independently writes an opinion piece with a topic and more than one supporting detail</li> </ul>
<b>Language</b>					
1.L.1.B.a: In speech and written form, apply standard English grammar to print legibly using correct spacing between words and sentences.	<ul style="list-style-type: none"> <li>No demonstration of understanding</li> </ul>	<ul style="list-style-type: none"> <li>Only the student can read the writing</li> </ul>	<ul style="list-style-type: none"> <li>Students writing is somewhat legible, but may also be lacking some of the spacing between words and sentences.</li> </ul>	<ul style="list-style-type: none"> <li>Students writing is legible with correct spacing between words and sentences.</li> </ul>	<ul style="list-style-type: none"> <li>NO EXCEEDS</li> </ul>
1.L.1.A.g: In speech and written form, apply standard English grammar to produce complete <b>compound</b> sentences.	<ul style="list-style-type: none"> <li>No demonstration of understanding</li> </ul>	<ul style="list-style-type: none"> <li>Attempts to write a compound sentence with no success.</li> </ul>	<ul style="list-style-type: none"> <li>The student attempts to write a compound sentence, but includes an incorrect conjunction.</li> </ul>	<ul style="list-style-type: none"> <li>The student can write a compound sentence that has a conjunction.</li> </ul>	<ul style="list-style-type: none"> <li>NO EXCEEDS</li> </ul>
1.L.1.B.b: In written text use end punctuation.	<ul style="list-style-type: none"> <li>No demonstration of understanding</li> </ul>	<ul style="list-style-type: none"> <li>With significant support the student is able to use end punctuation correctly in written text. (period, exclamation point, and question mark)</li> </ul>	<ul style="list-style-type: none"> <li>With minimal support the student is able to use end punctuation correctly in written text. (period, exclamation point, and question mark)</li> </ul>	<ul style="list-style-type: none"> <li>Independently the student is able to use end punctuation correctly in written text. (period, exclamation point, and question mark)</li> </ul>	<ul style="list-style-type: none"> <li>NO EXCEEDS</li> </ul>
1.L.1.B.e: In written text spell words using regular spelling patterns.	<ul style="list-style-type: none"> <li>No demonstration of understanding</li> <li>Using spelling patterns taught to date.</li> </ul>	<ul style="list-style-type: none"> <li>With significant support, the student is able to in written text spell words using regular spelling patterns.</li> <li>Using spelling patterns taught to date.</li> </ul>	<ul style="list-style-type: none"> <li>With minimal support, the student is able to spell words using regular spelling patterns.</li> <li>Using spelling patterns taught to date.</li> </ul>	<ul style="list-style-type: none"> <li>Independently, the students is able to in written text spell words using regular spelling patterns.</li> <li>Using spelling patterns taught to date.</li> </ul>	<ul style="list-style-type: none"> <li>NO EXCEEDS</li> </ul>
<b>Math</b>					
1. RA.C.8: Demonstrating fluency for addition within 10.	<ul style="list-style-type: none"> <li>No demonstration of understanding</li> </ul>	<ul style="list-style-type: none"> <li>With significant support, the student can add within 10.</li> </ul>	<ul style="list-style-type: none"> <li>Inconsistently the student can add within 10.</li> </ul>	<ul style="list-style-type: none"> <li>Independently the student can add within 10.</li> </ul>	<ul style="list-style-type: none"> <li>Independently the student can add within 20.</li> </ul>
1.RA.C.8: Demonstrating fluency for subtraction within 10.	<ul style="list-style-type: none"> <li>No demonstration of understanding</li> </ul>	<ul style="list-style-type: none"> <li>With significant support, the student can subtract within 10.</li> </ul>	<ul style="list-style-type: none"> <li>Inconsistently the student can subtract within 10.</li> </ul>	<ul style="list-style-type: none"> <li>Independently the student can subtract within 10.</li> </ul>	<ul style="list-style-type: none"> <li>Independently the student can subtract within 20.</li> </ul>
1.NS.A.2: Read and write numerals and represent a number of objects with a written numeral.	<ul style="list-style-type: none"> <li>The student is unable to read and write numerals past 10</li> <li>The student is unable to represent objects past 10.</li> </ul>	<ul style="list-style-type: none"> <li>With significant support, the student is able to read and write numerals to 50.</li> <li>With significant support, the student is able to represent a number of objects with a written numeral to 50.</li> </ul>	<ul style="list-style-type: none"> <li>With some support, the student is able to read and write numerals to 100.</li> <li>With some support the student is able to represent a number of objects with a written numeral to 100.</li> </ul>	<ul style="list-style-type: none"> <li>The student is able read and write numerals to 120.</li> <li>The student is able to represent a number of objects with a written numeral to 120.</li> </ul>	<ul style="list-style-type: none"> <li>The student is able to read and write numerals beyond 120.</li> <li>The student is able to represent a number of objects with a written numeral beyond 120.</li> </ul>
1. NBT.A.2: Understanding two-digit numbers are composed of	<ul style="list-style-type: none"> <li>The student is unable to identify the tens and</li> </ul>	<ul style="list-style-type: none"> <li>The student identifies the digit that represents the</li> </ul>	<ul style="list-style-type: none"> <li>The student identifies the digit that</li> </ul>	<ul style="list-style-type: none"> <li>The student can identify the digit that represents the</li> </ul>	<ul style="list-style-type: none"> <li>The student can identify the digits that represent</li> </ul>

<p>ten(s) and one(s). a. The numbers from 11-19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones. b. The numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and ones).</p>	<p>ones in a two digit number</p>	<p>tens and the ones in a two digit number, but can't explain and may have frequent errors</p>	<p>represents the tens and the ones in a two digit number, but with some errors or misconceptions of the values (the student may not be able to explain that the 3 in 30 is three tens)</p>	<p>tens and ones in a two digit number independently and can explain the value of each digit orally and written</p>	<p>the hundreds, tens and ones in a three digit number.</p>
<p><b>1.NBT.A.3:</b> Compare two-digit numbers using the symbols <math>&gt;</math>, <math>=</math>, or <math>&lt;</math>.</p>	<ul style="list-style-type: none"> <li>The student is unable to compare two 1 digit numbers using the symbols <math>&gt;</math>, <math>=</math>, or <math>&lt;</math>.</li> </ul>	<ul style="list-style-type: none"> <li>With significant teacher support, the student can compare two 1 digit numbers using the symbols <math>&gt;</math>, <math>=</math> or <math>&lt;</math>.</li> </ul>	<ul style="list-style-type: none"> <li>The student can compare two 1 digit numbers using the symbols <math>&gt;</math>, <math>=</math>, or <math>&lt;</math>.</li> </ul>	<ul style="list-style-type: none"> <li>The student can compare two 2 digit numbers using the symbols <math>&gt;</math>, <math>=</math>, or <math>&lt;</math>.</li> </ul>	<ul style="list-style-type: none"> <li>The student can compare two 3 digit numbers using the symbols <math>&gt;</math>, <math>=</math>, or <math>&lt;</math>.</li> </ul>
<p><b>1.NBT.A.4:</b> Count by 10's to 120 starting at any number.</p>	<ul style="list-style-type: none"> <li>The student is unable to count by 10's.</li> </ul>	<ul style="list-style-type: none"> <li>The student is able to count by 10's, only starting at 10 with support</li> </ul>	<ul style="list-style-type: none"> <li>The student can count by 10's, only starting at 10</li> </ul>	<p>The student can count by 10's, starting at any number.</p>	<ul style="list-style-type: none"> <li>The student can count beyond 120 by tens starting at any number.</li> </ul>
<p><b>1.NBT.B.5:</b> Add within 100</p> <ul style="list-style-type: none"> <li><b>including adding a two-digit number and a one-digit number</b></li> <li>using concrete models or drawings and strategies based on place value, properties of operations and/or the relationship between addition and subtraction</li> <li>relate the strategy to a written method and explain the reasoning used</li> <li>Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten.</li> </ul>	<ul style="list-style-type: none"> <li>The student is unable to add within 100.</li> </ul>	<ul style="list-style-type: none"> <li>With significant teacher support, the student can begin to show understanding of place value by adding tens or ones.</li> </ul>	<ul style="list-style-type: none"> <li>The student can add within 100 (using models and drawings) including adding a two digit number and a one digit number with errors</li> </ul>	<ul style="list-style-type: none"> <li>The student can add within 100 (using models and drawings) including adding a two digit number and a one digit number, with minimal errors, without regrouping.</li> <li>The student can communicate understanding that in adding two digit numbers, one adds tens and tens and ones and ones. They are able to compose a ten.</li> <li>Examples: <math>42 + 6 = 48</math></li> </ul>	<ul style="list-style-type: none"> <li>The student can add beyond 100 using models and drawings.</li> <li>The student can add within 100 with regrouping.</li> <li>Example: <math>46 + 7 = 53</math></li> </ul>
<p><b>1.NBT.B.5:</b> Add within 100</p> <ul style="list-style-type: none"> <li><b>adding a two-digit number and a multiple of 10</b></li> <li>using concrete models or drawings and strategies based on place value, properties of operations and/or the relationship</li> </ul>	<ul style="list-style-type: none"> <li>The student is unable to add within 100.</li> </ul>	<ul style="list-style-type: none"> <li>With significant teacher support, the student can begin to show understanding of place value by adding tens or ones.</li> </ul>	<ul style="list-style-type: none"> <li>The student can add within 100 (using models and drawings) adding a two digit number and a multiple of 10, but with errors</li> </ul>	<ul style="list-style-type: none"> <li>The student can add within 100 (using models and drawings) a two digit number and a multiple of 10, with minimal errors.</li> <li>Examples: <math>32 + 10 = 42</math></li> </ul>	<ul style="list-style-type: none"> <li>The student can add beyond 100 using models and drawings. The student can add within 100 with regrouping.</li> </ul>

<p>between addition and subtraction</p> <ul style="list-style-type: none"> <li>relate the strategy to a written method and explain the reasoning used</li> </ul>					
<p><b>1. GM.B.7:</b> Demonstrate the ability to measure length or distance using objects. a. understand that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps.</p>	<ul style="list-style-type: none"> <li>No demonstration of understanding</li> </ul>	<ul style="list-style-type: none"> <li>With teacher support, student will demonstrate the ability to measure length or distance using objects.</li> </ul>	<ul style="list-style-type: none"> <li>The student inconsistently demonstrates the ability to measure length or distance using objects.</li> </ul>	<ul style="list-style-type: none"> <li>Student will demonstrate the ability to measure length or distance using objects.</li> </ul>	<ul style="list-style-type: none"> <li>NO EXCEEDS</li> </ul>
<b>Science</b>					
<p><b>1.PS3.A.1:</b> Identify the source of energy that causes an increase in the temperature of an object (e.g., Sun, stove, flame, light bulb).</p>	<ul style="list-style-type: none"> <li>No demonstration of understanding</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li>I can identify and explain how a source of energy can increase the temperature of an object.</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>
<b>Social Studies</b>					
<p><b>H.3a.G.1:</b> Describe the contributions of non-Missourians typically studied in K-4 programs, e.g., George Washington, Abraham Lincoln, Martin Luther King Jr.</p>	<ul style="list-style-type: none"> <li>No demonstration of understanding</li> </ul>	<ul style="list-style-type: none"> <li>Participates in classroom discussion and activities related to George Washington, Abraham Lincoln, and Martin Luther King, Jr., but <b>cannot share</b> any contributions for them.</li> </ul>	<ul style="list-style-type: none"> <li>Participates in classroom discussion and activities related to George Washington, Abraham Lincoln, and Martin Luther King, Jr., <b>and with support</b>, can share at least one important contribution for each.</li> </ul>	<ul style="list-style-type: none"> <li>Participates in classroom discussion and activities related to George Washington, Abraham Lincoln, and Martin Luther King, Jr. and can share <b>independently</b> at least one important contribution for each.</li> </ul>	<ul style="list-style-type: none"> <li>No Exceeds</li> </ul>