GRADE 1 STANDARDS BASED REPORT CARD RUBRIC

Students receive an overall achievement grade (ES, MS, PS, BP, I, NA) for each proficiency area.

Each domain is graded according to the rubric below**:**

ES	MS	PS	BP	I	NA
Exceeds Standard	Meets Standard	Progressing Towards Standard	Beginning to Progress Towards Standard	Insufficient Progress Towards Standard	Progress Not Assessed At This Time

Students receive an Outstanding, Satisfactory, Improvement Needed for each sub-skill within a given domain.

Each separate indicator is scored with a: +, =, or - (according to the rubric below):

RUBRIC		
Outstanding +	Satisfactory =	Improvement Needed -

PHONEMIC AWARENESS PROFICIENCIES

SKILL/ STANDARD	OUTSTANDING +	SATISFACTORY =	IMPROVEMENT NEEDED -
Demonstrates expected phonics skills	**Consistently and independently:** ● Orally produces single-syllable words by blending sounds ● Isolates and pronounces initial, medial vowel, and final sounds in spoken single syllable words ● Segments spoken single-syllable words into their complete sequence of individual sounds **T2 & T3:** ● Demonstrates knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word **T3:** ● Distinguishes between long and short vowels in **single and multisyllabic** words	**Consistently:** ● Orally produces single-syllable words by blending sounds ● Isolates and pronounces initial, medial vowel, and final sounds in spoken single syllable words ● Segments spoken single-syllable words into their complete sequence of individual sound **T2 & T3:** ● Demonstrates knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word **T3:** ● Distinguishes between long and short vowels in single syllable words	**Beginning to or requires support:** ● Orally produces single-syllable words by blending sounds ● Isolates and pronounces initial, medial vowel, and final sounds in spoken single syllable words ● Segments spoken single-syllable words into their complete sequence of individual sounds **T2 & T3:** ● Demonstrates knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word **T3:** ● Distinguishes between long and short vowels in single syllable words
Decodes unknown words using phonics skills taught	**T1:** ● **Consistently and independently** decodes nonsense words and real words with accuracy **T2 & T3:** ● Can **consistently** and **independently** decode nonsense words and real words using phonics skills taught with accuracy including consonant blends, digraphs, vowel teams, and suffixes	**T1:** ● **Consistently** decodes nonsense words and real words with accuracy **T2 & T3:** ● Can **consistently** decode nonsense words and real words using phonics skills taught including consonant blends, digraphs, vowel teams, and suffixes	**T1:** ● **Beginning to or requires support:** when decoding nonsense words and real words with accuracy **T2 & T3:** ● Consistently needs support when decoding nonsense words and real words using phonics skills taught including consonant blends, digraphs, vowel teams, and suffixes

Encodes unknown words using phonics skills taught	• **Consistently** performs above level on Fundations written skill assessments with 90 - 100% accuracy.	• **Consistently performs at a satisfactory level** on Fundations written assessments with at least 80 - 90%accuracy.	• **Consistently performs below level** on Fundations written assessments with below 80% accuracy.

READING & COMPREHENSION PROFICIENCIES

SKILL/ STANDARD	OUTSTANDING +	SATISFACTORY =	IMPROVEMENT NEEDED -
Demonstrates understanding of concepts about print	**Student consistently recognizes concepts of print such as:** ● Tracking print from page to page with fluidity ● Identifying the beginning and end of the story ● Demonstrating how to hold the book correctly ● Identifying the title, author and illustrator ● Identifying the front and back cover ● Identifying and utilizing text features in fiction and nonfiction	**Student consistently recognizes concepts of print such as:** ● Tracking print from page to page with fluidity ● Demonstrating how to hold the book correctly ● Identifying the title, author and illustrator ● Identifying the front and back cover **T2 & T3:** ● Identifying the beginning and end of the story **T3:** ● Identifying and utilizing text features in fiction and nonfiction	**Student is beginning to or needs support to recognize concepts of print such as:** ● Tracking print from page to page with fluidity ● Demonstrating how to hold the book correctly ● Identifying the title, author and illustrator ● Identifying the front and back cover **T2 & T3:** ● Identifying the beginning and end of the story **T3:** ● Identifying and utilizing text features in fiction and nonfiction
Monitors and self corrects using strategies with flexibility	**Student consistently and independently** monitors comprehension and self-corrects **above grade level texts** using a variety of reading strategies such as: ● Picture clues ● Context clues ● Phonics skills ● Rereading/reading on ● Relevant substitutions	**Student consistently and independently** monitors comprehension and self-corrects **on grade level texts** using a variety of reading strategies such as: ● Picture clues ● Context clues ● Phonics skills ● Rereading/reading on ● Relevant substitutions	**Student is beginning to or needs support to** monitor their comprehension, and self correct, using a variety of reading strategies such as: ● Picture clues ● Context clues ● Phonics skills ● Rereading/reading on ● Relevant substitutions
Reads grade level text for meaning and responds to text	Student reading **above** the following ARC independent reading level(s): **T1:**	Student reading **at** the following ARC independent reading level(s): **T1:**	Student reading **on or below** the following ARC independent reading level(s): **T1:**

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	• 2B **T2:** • 1R **T3:** • 1R - 2R	• 1B **T2:** • 2B **T3:** • 2B - 1R	• 2G **T2:** • 1B **T3:** • 2B
Retells stories in a logical order	**Student consistently and independently can:** • Identify characters • Identify setting • Identify most important events in a text • Sequence the events in a logical order (B, M, E)	**Students can, with minimal guidance:** • Identify characters • Identify setting • Identify most major events in a text	**Student is beginning to or needs support to:** • Identify some characters • Identify setting • Identify some details/events in a text
Identifies story elements in text	**Student consistently and independently can:** • Use key details to describe the characters and the setting • Identify the major events • Identify the problem and solution **T2 & T3:** • Identify author's purpose • Identify cause and effect	**Students can, with minimal guidance:** • Use key details to describe the characters and the setting • Identify the problem and solution **T2 & T3:** • Identify author's purpose • Identify cause and effect	**Student is beginning to or needs support to:** • Use key details to describe the characters and the setting • Identify the problem and solution **T2 & T3:** • Identify author's purpose • Identify cause and effect
Recognizes expected high frequency words	**Student consistently and independently recognizes:** • Power and tricky words associated with ARC level: **T1:** 2B **T2:** 1R **T3**: 2R and above	**Student recognizes:** • Power and tricky words associated with ARC level: **T1:** 1B **T2:** 2B **T3**: 2B - 1R	**Student is beginning to or needs support to recognize:** • Power and tricky words associated with ARC level: **T1:** 1B **T2:** 2B **T3**: 2B - 1R

FLUENCY PROFICIENCY

SKILL/ STANDARD	OUTSTANDING +	SATISFACTORY =	IMPROVEMENT NEEDED -
Reads on grade level text fluently with appropriate phrasing and reading rate	**T1:** Students will be assessed in trimesters 2 and 3 **T2:** ● Student can read **34+ words correct per minute** in a grade level text **T3:** ● Student can read **58+ words per minute** in a grade level text	**T1:** Students will be assessed in trimesters 2 and 3 **T2:** ● Student can read **23-33 words correct per minute** in a grade level text **T3:** ● Student can read **47-57 words per minute** in a grade level text	**T1:** Students will be assessed in trimesters 2 and 3 **T2:** ● Student can read **22 words or less correct per minute** in a grade level text **T3:** ● Student reads **46 words or less per minute** in a grade level text

WRITING & LANGUAGE PROFICIENCIES

SKILL/ STANDARD	OUTSTANDING +	SATISFACTORY =	IMPROVEMENT NEEDED -

Uses appropriate mechanics and conventions	**Student is consistently and independently:**
	T1:
	● capitalizing at the beginning of sentences
	● utilizing proper punctuation at the end of sentences
	● utilizing lowercase letters
	
	T2 & T3:
	● Capitalizing
	  ○ the beginning of a sentence
	  ○ I
	  ○ People's names
	● utilizing proper punctuation at the end of sentences
	● utilizing upper and lower case letters appropriately
		Student is consistently:
		T1:
		● capitalizing at the beginning of sentences
		● utilizing proper punctuation at the end of sentences
		● utilizing lowercase letters
		
		T2 & T3:
		● Capitalizing
		  ○ the beginning of a sentence
		  ○ I
		  ○ People's names
		● utilizing proper punctuation at the end of sentences
		● utilizing upper and lower case letters appropriately
			Student is beginning to or needs support:
			T1:
			● capitalizing at the beginning of sentences
			● utilizing proper punctuation at the end of sentences
			● utilizing upper and lower case letters appropriately (Student writes in both upper and lowercase letters in random order. (cAt)
			
			T2 & T3:
			● Capitalizing
			  ○ the beginning of a sentence
			  ○ I
			  ○ People's names
			● utilizing proper punctuation at the end of sentences
			● utilizing proper letter size (Student writes in both upper and lowercase letters in random order. (cAt)

Uses complete sentences to express thoughts and ideas	**Student consistently and independently** produces and expands complete simple and complex sentences in response to a prompt.	**Student consistently and independently** produces a complete sentence in response to a prompt.	**With support the student sometimes** produces a complete sentence in response to a prompt.

Produces and organizes a variety of writing (opinion, informational and narrative) to match purpose and audience.	**Student consistently and independently:** ● focuses on a topic ● adds details to strengthen writing	**Student can consistently:** ● focus on a topic ● add details to strengthen writing	**Student is beginning to or needs support to:** ● focus on a topic ● add details to strengthen writing
Demonstrates the ability to add details and make corrections	**Student can consistently and independently:** ● Add details to writing based on questions and suggestions. ● Edit to make corrections	**Student can consistently:** ● Add details to writing based on questions and suggestions. ● Edit to make corrections	**Student is beginning to or needs support to:** ● Add details to writing based on questions and suggestions. ● Edit to make corrections
Utilizes grade appropriate grammar	**Student can consistently and independently** identify and apply in isolation and in the context of a sentence: **T1, T2, & T3:** ● singular and plural nouns ● common and proper nouns ● frequently occurring adjectives ● verbs	**Student can consistently** identify in isolation and in the context of a sentence: **T1, T2, & T3:** ● singular and plural nouns ● common and proper nouns ● frequently occurring adjectives ● verbs	**Student is beginning to or with support,** identify in isolation and in the context of a sentence: **T1, T2, & T3:** ● singular and plural nouns ● common and proper nouns ● frequently occurring adjectives ● verbs
Demonstrate proper usage of spelling	Student **consistently and independently**: ● scores 90-100% on Fundations assessments ● applies phonics skills and spelling strategies to their writing	Student **consistently:** ● scores at least 80-90% on Fundations assessments ● applies phonics skills and spelling strategies to their writing	**Student:** ● scores below 80% on Fundations/ assessments

			● **needs support** to apply phonics skills and spelling strategies to their writing
Write legibly with appropriate size and spacing	**Student consistently produces readable pieces with appropriate:** ● letter formation ● letter cases ● size ● spacing ● **no reversals**	**Student consistently produces readable pieces with appropriate:** ● letter formation ● letter cases ● size ● spacing	**Student displays legible handwriting some of the time, but often uses:** ● incorrect letter formation ● mixed letter cases ● incorrect spacing ● reversals
Responds to ideas and questions	Student **consistently** listens critically and responds appropriately to oral communication to deepen understanding **using higher order thinking skills**	Student **consistently** listens critically and responds appropriately to oral communication	Student **sometimes or seldom** listens critically and responds appropriately to oral communication
Acquires and uses grade appropriate vocabulary	**Student consistently recognizes and applies** grade level appropriate vocabulary through direct instruction, concrete experiences, reading and listening to text read aloud and applies it to their writing	**Student recognizes and understands** grade appropriate vocabulary through direct instruction, concrete experiences and listening to text read aloud and sometimes applies it to their writing	**With guidance and support, the student is beginning to recognize and understand** grade appropriate vocabulary through direct instruction, concrete experiences and listening to text read aloud and requires support to apply it to their writing

MATH: OPERATIONS AND ALGEBRAIC THINKING PROFICIENCIES

SKILL/ STANDARD	OUTSTANDING +	SATISFACTORY =	IMPROVEMENT NEEDED -
Adds and subtracts using various strategies taught **Topics: 1-5**	**Student can independently and consistently use strategies taught:** ● Counting on or counting back ● Making a ten to add to 20 ● Using a number line ● Using an open number line ● Using a 10 frame **Student can use strategies to complete advanced level work**	**Student can consistently use strategies taught:** ● Counting on or counting back ● Making a ten to add to 20 ● Using a number line ● Using an open number line ● Using a 10 frame	**Student is beginning to or- needs support applying strategies taught:** ● Counting on or counting back ● Making a ten to add to 20 ● Using a number line ● Using an open number line ● Using a 10 frame
Represents and solves problems involving addition and subtraction **Topics: 1-5**	**Student consistently and independently:** ● counts forward or backward from any number within 20 to solve addition and subtraction problems using various strategies taught. **Student can solve advanced math problems** ~~**T2 and T3:**~~ ● Uses addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing with unknowns in all positions **T2 & T3:** ● Solves addition word problems with 3 whole numbers with sums less than or equal to 20	**Student consistently:** ● counts forward or backward from any number within 20 to solve addition and subtraction problems using various strategies taught ● Uses addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing with unknowns in all positions **T2 & T3:** ● Solves addition word problems with 3 whole numbers with sums less than or equal to 20	**With guidance and support:** ● student counts forward or backward from any number within 20 to solve addition and subtraction problems using various strategies taught ● Uses addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing with unknowns in all positions **T2 & T3:** ● Solves addition word problems with 3 whole numbers with sums less than or equal to 20

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Understands the relationship between addition and subtraction **Topic: 4**	**Student consistently and independently** applies the Commutative and Associative properties to add and subtract within 20 (turn-around facts and fact families) **Student uses these properties to solve advanced math work.**	**Student consistently** applies the Commutative and Associative properties to add and subtract within 20 (turn-around facts and fact families)	**With guidance and support** student applies the Commutative and Associative properties to add and subtract within 20 (turnaround facts and fact families)
Adds fluently within 10 **Topics: 1-5**	**Student consistently** adds up to sums of 20 using rote memory	**Student consistently** adds up to sums of 10 using rote memory	**With guidance and support,** student adds up to sums of 10 using strategies, such as counting on
Subtracts fluently within 10 **Topics: 1-5**	**Student consistently** subtracts within 10 using rote memory	**Student consistently:** ● demonstrates fluency when subtracting within 10 ● uses mental strategies, such as counting on or back, and the relationship between addition and subtraction	**With guidance and support student sometimes:** ● demonstrates fluency when subtracting within 10 ● uses mental strategies, such as counting on or back, and the relationship between addition and subtraction
Solves addition and subtraction problems by finding the missing number in any position **Topics: 1-5**	**Student can independently and consistently** find the missing number in any position when solving addition and subtraction problems to 20	**Student can consistently** find the missing number in any position when solving addition and subtraction problems to 10	**Student is beginning to or needs support** finding the missing number in any position when solving addition and subtraction problems to 10

MATH: NUMBER SENSE AND OPERATIONS PROFICIENCIES

SKILL/ STANDARD	OUTSTANDING +	SATISFACTORY =	IMPROVEMENT NEEDED -
Understands place value **Topic: 8**	Student **independently and consistently** composes and decomposes 2-digit numbers to identify the value of the number in the tens and ones place. **Student applies this skill in advanced level work.**	Student **consistently** composes and decomposes 2-digit numbers to identify the value of the number in the tens and ones place.	Student **is beginning to or needs support to** compose and decompose 2-digit numbers to identify the value of the number in the tens and ones place.
Uses place value understanding to add and subtract **Topics: 8-11**	**T2 and T3:** **Student can independently and consistently:** - Decompose 2-digit numbers as the sum of tens and ones - Compare 2-digit numbers using <,>, and = symbols - Use models and strategies to add and subtract 2-digit numbers - Mentally find ten more or ten less than a number **Student can apply place value skills to advanced level work, including 3-digit numbers.**	**T2 and T3:** **Student can consistently:** - Decompose 2-digit numbers as the sum of tens and ones - Compare 2-digit numbers using <,>, and = symbols - Use models and strategies to add and subtract 2-digit numbers - Mentally find ten more or ten less than a number	**T2 and T3:** Student is **beginning to or needs support to:** - Decompose 2-digit numbers as the sum of tens and ones - Compare 2-digit numbers using <,>, and = symbols - Use models and strategies to add and subtract 2-digit numbers - Mentally find ten more or ten less than a number
Extends counting sequence **Topic: 7**	**T2 and T3:** **Student independently and consistently:** Counts utilizing written numerals and verbal numbers, starting at any number. and can exceed 120	**T2 and T3:** **Student consistently:** Counts utilizing written numerals and verbal numbers, starting at any number less than 120	**T2 and T3:** **Student is beginning to or needs support to:** Count utilizing written numerals and verbal numbers, starting at any number less than 120

MATH: MEASUREMENT AND DATA PROFICIENCIES

SKILL/ STANDARD	OUTSTANDING +	SATISFACTORY =	IMPROVEMENT NEEDED -
Works with time Topic: 13	**T3:** **Student can independently and consistently:** ● tell and write time to the hour and half hour using o'clock and digital notation Student can apply skills in advanced work involving time, such as telling and writing time to the 5 minutes.	**T3:** **Student can consistently:** ● tell and write time to the hour and half hour using o'clock and digital notation	**T3:** **Student is beginning to or needs support to:** ● tell and write time to the hour and half hour using o'clock and digital notation
Represents and interprets data Topic: 6	**T2:** **Student can independently and consistently:** ● organize data into categories ● collect and organize information using a picture graph ● Interpret organized data ● solve problems about sets of data **Student can complete advanced work involving data.**	**T2:** **Student can consistently:** ● organize data into categories ● collect and organize information using a picture graph ● Interpret organized data ● solve problems about sets of data	**T2:** **Student is beginning to or needs support to:** ● organize data into categories ● collect and organize information using a picture graph ● Interpret organized data ● solve problems about sets of data
Represents and interprets data Topic: 6	**T2:** **Student can independently and consistently:** ● organize data into categories ● collect and organize information using a picture graph	**T2:** **Student can consistently:** ● organize data into categories ● collect and organize information using a picture graph ● Interpret organized data	**T2:** **Student is beginning to or needs support to:** ● organize data into categories ● collect and organize information using a picture graph

	● Interpret organized data ● solve problems about sets of data **Student can complete advanced work involving data.**	● solve problems about sets of data	● Interpret organized data ● solve problems about sets of data
Measures objects using nonstandard units **Topic: 12**	**T3:** **Student can independently and consistently:** ● use objects to measure length ● choose an appropriate tool and use it to measure a given object **Student can use measurement skills in advanced level work.**	**T3:** **Student can consistently:** ● use objects to measure length ● choose an appropriate tool and use it to measure a given object	**T3:** **Student is beginning to or needs support:** ● using objects to measure length ● choosing an appropriate tool and use it to measure a given object
Compares and orders objects by length **Topic: 12**	**T3:** **Student can independently and consistently:** ● Order objects by length ● Indirectly compare objects by length ● Use cubes and other objects to compares lengths and heights of objects **Students can use measurement skills in advanced level work.**	**T3:** **Student can consistently:** ● Order objects by length ● Indirectly compare objects by length ● Use cubes and other objects to compares lengths and heights of object	**T3:** **Student is beginning to or needs support:** ● Ordering objects by length ● Indirectly comparing objects by length ● Using cubes and other objects to compares lengths and heights of objects

MATH: GEOMETRY PROFICIENCIES

SKILL/ STANDARD	OUTSTANDING +	SATISFACTORY =	IMPROVEMENT NEEDED -
Identifies, defines, and composes 2D shapes **Topic: 14**	**T3:** **Student can independently and consistently:** ● Define 2D shapes by their attributes ● Use materials to build and draw 2D shapes ● Combine 2D shapes to make another 2D shape **Student can solve extension/enrichment problems involving 2D shapes.**	**T3:** **Student can consistently:** ● Define 2D shapes by their attributes ● Use materials to build and draw 2D shapes ● Combine 2D shapes to make another 2D shape	**T3:** **Student is beginning to or needs support:** ● Defining 2D shapes by their attributes ● Using materials to build and draw 2D shapes ● Combining 2D shapes to make another 2D shape
Identifies, defines, and composes 3D shapes **Topic: 14**	**T3:** **Student can independently and consistently:** ● Define 3D shapes by their number of edges, vertices, and faces or flat surfaces ● Choose defining attributes of 3D shapes ● Combine 3D shapes to make another 3D shape ● Find differences among various shapes **Student can solve extension/enrichment problems involving 3D shapes.**	**T3:** **Student can consistently:** ● Define 3D shapes by their number of edges, vertices, and faces or flat surfaces ● Choose defining attributes of 3D shapes ● Combine 3D shapes to make another 3D shape ● Find differences among various shapes	**T3:** **Student is beginning to or needs support:** ● Defining 3D shapes by their number of edges, vertices, and faces or flat surfaces ● Choosing defining attributes of 3D shapes ● Combining 3D shapes to make another 3D shape ● Finding differences among various shapes

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| Understands equal shares and partitions shapes

Topic: 15	**T3:** **Student can independently and consistently:** ● Determine whether shapes are divided into equal shares ● Divide shapes into 2 and 4 equal shares and use words to describe those shares ● Understand that more shares of the same whole create smaller shares **Student can solve extension/enrichment problems involving equal shares.**	**T3:** **Student can consistently:** ● Determine whether shapes are divided into equal shares ● Divide shapes into2 and 4 equal shares and use words to describe those shares ● Understand that more shares of the same whole create smaller shares	**T3:** Student is **beginning to or needs support:** ● Determining whether shapes are divided into equal shares ● Dividing shapes into 2 and 4 equal shares and use words to describe those shares ● Understanding that more shares of the same whole create smaller shares

SCIENCE

SKILL/ STANDARD	OUTSTANDING +	SATISFACTORY =	IMPROVEMENT NEEDED −
Demonstrates content knowledge	**Student independently and consistently can:** ● Make valuable contributions to class discussions ● Complete quality classwork on time **Student earns 90-100% on his/her summative assessment.**	**Student can consistently:** ● Contribute to class discussions ● Complete necessary classwork **Student earns 80-90% on his/her summative assessment.**	Student is **beginning to or needs support:** ● Contributing to class discussions ● Completing necessary classwork **Student earns below 80% on his/her summative assessment.**
Plans and conducts investigations	**Student can independently and consistently:** ● Use tools and materials properly ● Explore concepts **at a higher level** and complete tasks **Student often assumes a leadership role when working cooperatively**	**Student can consistently:** ● Use tools and materials properly ● Explore concepts and complete tasks ● Work cooperatively when necessary	Student is **beginning to or needs support:** ● Using tools and materials properly ● Exploring concepts and complete tasks ● Working cooperatively when necessary
Collects, analyzes, and shares data	**Student can independently and consistently:** ● Collect data during investigations as needed ● Analyze and interpret the data collected, **including higher level questioning.** ● Share data in written and/or oral form, as required, **often exceeding expectations**	**Student can consistently:** ● Collect data during investigations as needed ● Analyze and interpret the data collected ● Share data in written and/or oral form, as require	Student is **beginning to or needs support:** ● Collecting data during investigations as needed ● Analyzing and interpreting the data collected ● Sharing data in written and/or oral form, as required.

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SOCIAL STUDIES

SKILL/ STANDARD	OUTSTANDING +	SATISFACTORY =	IMPROVEMENT NEEDED -
Demonstrates content knowledge	Student **consistently and independently extends** an understanding of the concepts and **independently** applies them to other learning situations.	Student **consistently** demonstrates an understanding of the concepts presented.	Student is **beginning to or needs support to** demonstrate an understanding of the concepts presented.