

First Grade Language Arts Report Card Rubric - First Nine Weeks

Learning Goals	1 = Area Of Concern	2 = Progress Being Made Toward First-Grade Standards	3 = Meets First-Grade Standards	4 = Understandings Go Beyond First-Grade Standards
Print Awareness / Phonological Awareness / Phonics				
I can demonstrate and apply grade-level phonological awareness. (1.2a)	<p>The student <u>does not</u> demonstrate phonological awareness by:</p> <ul style="list-style-type: none"> ● producing rhyming words ● recognizing alliteration 	<p>The student demonstrates phonological awareness by:</p> <ul style="list-style-type: none"> ● producing rhyming words ● recognizing alliteration 	<p>The student demonstrates phonological awareness by:</p> <ul style="list-style-type: none"> ● producing rhyming words ● recognizing alliteration ● distinguishing vowel sounds in one-syllable words ● recognizing changes in spoken words ● blending phonemes to form one-syllable words ● segmenting one-syllable words into phonemes ● manipulating phonemes in base words 	<p>The student demonstrates phonological awareness by:</p> <ul style="list-style-type: none"> ● producing a series of rhyming words ● distinguishing vowel sounds in multisyllabic words ● recognizing changes in spoken words ● manipulating phonemes in base words
I can identify and read at least 100 high-frequency words. (1.2b[vi])	<p>The student identifies and reads less than 35 words from the Life School High-Frequency Words list.</p>	<p>The student identifies and reads between 35-99 words from the Life School High-Frequency Words list.</p>	<p>The student identifies and reads 100 words from the Life School High-Frequency Words list.</p>	<p>The student identifies and reads more than 100 words from the Life School High-Frequency Words list, including academic and content-specific words.</p>

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Print Awareness / Phonological Awareness / Phonics (cont.)				
I can demonstrate and apply grade-level phonetic knowledge. (1.2b)	The student <u>does not</u> demonstrate phonetic knowledge by decoding words with: <ul style="list-style-type: none"> ● single letter-sounds ● consonant blends 	The student demonstrates phonetic knowledge by decoding words with: <ul style="list-style-type: none"> ● single letter-sounds ● consonant blends 	The student demonstrates phonetic knowledge by decoding words with: <ul style="list-style-type: none"> ● single letter-sounds ● consonant blends ● R-controlled syllables ● closed syllables ● inflectional endings <p style="text-align: center;">and</p> <ul style="list-style-type: none"> ● compound words ● contractions 	The student demonstrates phonetic knowledge by decoding words with: <ul style="list-style-type: none"> ● vowel variations ● silent letters (k, b, g) ● R-controlled syllables ● closed / open syllables <p style="text-align: center;">and</p> <ul style="list-style-type: none"> ● compound words ● contractions ● abbreviations
I can demonstrate and apply grade-level spelling knowledge. (1.2c)	The student <u>does not</u> demonstrate spelling knowledge by spelling: <ul style="list-style-type: none"> ● one-syllable words ● words w/ consonant blends 	The student demonstrates spelling knowledge by spelling: <ul style="list-style-type: none"> ● one-syllable words ● words w/ consonant blends 	The student demonstrates spelling knowledge by spelling: <ul style="list-style-type: none"> ● one-syllable words ● words w/ closed syllables ● R-controlled words ● words w/ consonant blends ● words w/ vowel teams ● high-frequency words 	The student demonstrates spelling knowledge by spelling: <ul style="list-style-type: none"> ● multisyllabic words ● R-controlled words ● words w/ silent letters ● common compound words ● simple contractions ● common abbreviations ● words w/ double consonants ● words w/ prefixes and inflectional endings

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Beginning Reading / Strategies / Fluency / Comprehension				
I can monitor comprehension and make adjustments using reading strategies when reading grade-level texts. (1.6i)	The student <u>does not</u> monitor and adjust comprehension of texts by using background knowledge .	The student monitors and adjusts comprehension of grade-level texts by using background knowledge . or The student monitors and adjusts comprehension only on below grade-level texts.	The student monitors and adjusts comprehension of grade-level texts by using background knowledge, re-reading, using visual cues, and asking questions .	The student monitors and adjusts comprehension of above grade-levels texts by using background knowledge, re-reading, using visual cues, and asking questions.
I can retell grade-level texts in ways that maintain meaning. (1.7d)	The student <u>does not</u> retell fiction texts in ways that maintain meaning <i>with teacher support</i> .	The student retells fiction texts in ways that maintain meaning <i>with teacher support</i> .	The student independently retells a variety of texts in ways that maintain meaning.	The student independently retells and paraphrases texts in ways which include key information, logical order, and focus on text purpose .
I can make and confirm predictions before and during reading with grade-level texts. (1.6c)	The student <u>does not</u> make and confirm predictions in in fiction texts using text features, characteristics, and structures <i>with teacher support</i> .	The student makes and confirms predictions in fiction texts using text features, characteristics, and structures <i>with teacher support</i> .	The student makes and confirms predictions in various genres using text features, characteristics, and structures <i>with teacher support</i> .	The student independently makes and confirms predictions in various genres using text features, characteristics, and structures.
I can read self-selected texts independently for a sustained period of time. (1.5a)	The student independently reads below grade-level texts for less than 10 continual minutes .	The student independently reads grade-level texts for 10-24 continual minutes and can produce an oral response to the reading <i>with teacher support</i> . or The student reads the correct amount of time but can only read below grade-level texts or <u>does not</u> produce an oral response to the reading.	The student independently reads grade-level texts from a variety of genres for 25 continual minutes and can produce oral or written responses to the reading.	The student independently reads grade-level texts from a variety of genres for more than 25 continual minutes and can produce oral and written responses to the reading.

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Beginning Reading / Strategies / Fluency / Comprehension (cont.)				
I can use appropriate fluency when reading aloud grade-level texts. (1.4a)	The student orally and independently reads below DRA2 Lv. 4 with grade-level fluency and comprehension.	The student orally and independently reads at DRA2 Lv. 4 -14 with grade-level fluency and comprehension.	The student orally and independently reads at DRA2 Lv. 16 with grade-level fluency and comprehension.	The student orally and independently read with above DRA2 Lv. 16 grade-level fluency and comprehension.
I can describe characters in stories and the reasons for characters' actions and feelings within grade-level texts. (1.8b, local standard)	The student <u>does not describe the main characters</u> within grade-level texts <i>with teacher support</i> .	The student describes the main characters within grade-level texts <i>with teacher support</i> .	The student independently describes the main characters and explains the reasons for characters' actions and feelings within grade-level texts.	The student independently describes characters including external traits (appearance and actions) and internal traits (motivations and feelings) and provides text evidence to support their description.

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Written Conventions				
I can write in complete sentences. (1.11d[i])	The student <u>does not</u> write in complete sentences <i>even with teacher support.</i>	The student writes in complete sentences <i>with teacher support.</i>	The student writes in complete sentences with the correct punctuation corresponding with the sentence type.	The student writes in complete sentences of varying length and/or containing more complex parts of speech (adverbs, interjections, etc.).
I can develop handwriting by accurately forming uppercase and lowercase letters using appropriate directionality. (1.2f)	The student <u>does not</u> write legibly.	The student write legibly in print, correctly forming all letters and leaving appropriate spacing in between words at times.	The student writes legibly in print, correctly forming all letters and leaving appropriate spacing in between words.	The student writes legibly in print, forms cursive letters accurately, and writes his/her first name in cursive.

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Writing Process				
I can write in a variety of genres (i.e. narrative, informational, poetry, correspondence). (1.12)	The student <u>does not</u> write personal narratives .	The student writes personal narratives .	The student writes in a variety of genres including personal narrative, informational, poetry, and correspondence .	The student writes in a variety of genres including personal narrative, informational, poetry, correspondence, reports, and persuasive .
I can plan drafts by creating ideas for writing. (1.11a)	The student <u>does not</u> plan drafts by brainstorming and/or drawing or does not move from listing events and topics to listing what he/she really wants to tell <i>with teacher support</i> .	The student plans drafts by brainstorming and/or drawing and moves from listing events and topics to listing what he/she really wants to tell <i>with teacher support</i> .	The student independently plans drafts by brainstorming and/or drawing and moves from listing events and topics to listing what he/she really wants to tell.	The student plans drafts by brainstorming a list of ideas which follow the genre of focus and chooses an idea based on interest and purpose.
I can develop drafts by sequencing ideas through writing sentences. (1.11b)	The student produces <u>less than 2-3 booklet-pages daily</u> (7-11 sentences) while drafting and/or stays engaged in writing for <u>less than 15 minutes</u> .	The student produces 2-3 booklet-pages daily (7-11 sentences) while drafting and stays engaged in writing for at least 15-39 minutes .	The student produces at least 4 to 5 booklet-pages daily (12-15 sentences) while drafting and stays engaged in writing for at least 40 minutes .	The student produces at least a notebook-page a day of coherent sentences while drafting and stays engaged in writing for at least 50 minutes .
I can revise drafts by adding and deleting words, phrases, and sentences. (1.11c)	The student <u>does not</u> independently revise drafts by adding words .	The student independently revises drafts by adding words .	The student independently revises drafts by adding and deleting words, phrases, and sentences .	The student independently revises drafts by writing a new draft which shows significant changes in wording, phrasing, and sentence choices.
I can edit drafts for grammar, punctuation, and spelling. (1.11d)	The student <u>does not</u> independently edit drafts for punctuation nor uses resources when editing (e.g., word wall, sight word list).	The student independently edits drafts for punctuation and sometimes uses resources when editing (e.g., word wall, sight word list).	The student independently edits drafts for punctuation, capitalization, spelling, and grammar and uses resources when editing (e.g., word wall, sight word list).	The student independently edits drafts for more complex grammar, punctuation, and spelling using a writing rubric and uses resources when editing (e.g., word wall, dictionary).

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Writing Process (cont.)				
I can publish and share my writing. (1.11e)	The student <u>does not</u> independently publish personal narratives and/or <u>does not</u> orally share writing with others.	The student independently publishes personal narratives and orally shares writing with others.	The student independently publishes completed works in various genres including personal narrative, informational, correspondence, and poetry and orally shares writing with others.	The student publishes completed works in various genres including personal narrative, informational, poetry, and correspondence, reports, and persuasive and orally shares writing with others.

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Oral Language Skills				
I can listen actively and ask questions to clarify information. (1.1a)	The student <u>does not</u> listen actively.	The student listens actively but does not ask relevant questions to clarify information.	The student listens actively and asks relevant questions to clarify information.	The student listens actively, asks relevant questions to clarify information, and makes pertinent comments.
I can answer questions using multiword responses. (1.1a)	The student <u>does not</u> answer questions.	The student answers questions in one-word responses or incomplete sentences .	The student answers questions in complete sentences using multiword responses.	The student answers questions using multi-sentence responses.
I can follow and restate instructions in short sequences. (1.1b)	The student <u>does not</u> follow nor restate singular instructions consistently.	The student follow and restates singular instructions.	The student follows and restates instructions which involve a sequence of actions.	The student follows and restates or creates instructions which involve a series of sequences of actions.
I can share information and ideas about a topic and speak clearly. (1.1c)	The student <u>does not</u> share ideas about a topic.	The student shares ideas about a topic but information may be unclear or inarticulate.	The student clearly shares information about a topic using an appropriate pace and the conventions of language.	The student speaks eloquently about a topic using eye-contact and correct enunciation at an appropriate pace and volume.