

## First Grade Language Arts Report Card Rubric - Second 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
<b>Print Awareness / Phonological Awareness / Phonics</b>				
<b>I can demonstrate and apply grade-level phonological awareness. (1.2a)</b>	<p>The student <u>does not</u> demonstrate phonological awareness by:</p> <ul style="list-style-type: none"> <li>● producing rhyming words</li> <li>● recognizing alliteration</li> <li>● distinguishing vowel sounds in one-syllable words</li> </ul>	<p>The student demonstrates phonological awareness by:</p> <ul style="list-style-type: none"> <li>● producing rhyming words</li> <li>● recognizing alliteration</li> <li>● distinguishing vowel sounds in one-syllable words</li> </ul>	<p>The student demonstrates phonological awareness by:</p> <ul style="list-style-type: none"> <li>● producing rhyming words</li> <li>● recognizing alliteration</li> <li>● distinguishing vowel sounds in <b>one-syllable</b> words</li> <li>● recognizing changes in spoken words</li> <li>● blending phonemes to form one-syllable words</li> <li>● segmenting one-syllable words into phonemes</li> <li>● manipulating phonemes in base words</li> </ul>	<p>The student demonstrates phonological awareness by:</p> <ul style="list-style-type: none"> <li>● producing <b>a series of</b> rhyming words</li> <li>● distinguishing vowel sounds in <b>multisyllabic words</b></li> <li>● recognizing changes in spoken words</li> <li>● manipulating phonemes in base words</li> </ul>
<b>I can identify and read at least 100 high-frequency words. (1.2b[vi])</b>	<p>The student identifies and reads <b>less than 50 words</b> from the Life School High-Frequency Words list.</p>	<p>The student identifies and reads between <b>50-99 words</b> from the Life School High-Frequency Words list.</p>	<p>The student identifies and reads <b>100 words</b> from the Life School High-Frequency Words list.</p>	<p>The student identifies and reads <b>more than 100 words</b> from the Life School High-Frequency Words list, <b>including</b> academic and content-specific words.</p>

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

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<b>Beginning Reading / Strategies / Fluency / Comprehension</b>				
<b>I can monitor comprehension and make adjustments using reading strategies when reading grade-level texts. (1.6i)</b>	The student <u>does not</u> monitor and adjust comprehension of texts by using <b>background knowledge and re-reading.</b>	The student monitors and adjusts comprehension of grade-level texts by using <b>background knowledge and re-reading.</b> <b>or</b> The student can monitor and adjust comprehension <b>only</b> on <b>below grade-level</b> texts.	The student monitors and adjusts comprehension of grade-level texts by using <b>background knowledge, re-reading, using visual cues, and asking questions.</b>	The student monitors and adjusts comprehension of <b>above</b> grade-levels texts by using background knowledge, re-reading, using visual cues, and asking questions.
<b>I can retell grade-level texts in ways that maintain meaning. (1.7d)</b>	The student <u>does not</u> retell <b>fiction and informational</b> texts in ways that maintain meaning <i>with teacher support.</i>	The student retells <b>fiction and informational</b> texts in ways that maintain meaning <i>with teacher support.</i>	The student <b>independently</b> retells a <b>variety of texts</b> in ways that maintain meaning.	The student independently retells <b>and paraphrases</b> texts in ways which include <b>key information, logical order, and focus on text purpose.</b>
<b>I can make and confirm predictions before and during reading with grade-level texts. (1.6c)</b>	The student <u>does not</u> make and confirm predictions in <b>fiction and informational texts</b> using text features, characteristics, and structures <i>with support.</i>	The student makes and confirms predictions in <b>fiction and informational texts</b> using <b>text features, characteristics, and structures</b> <i>with support.</i>	The student makes and confirms predictions in <b>various genres</b> using <b>text features, characteristics, and structures</b> <i>with teacher support.</i>	The student <b>independently</b> makes and confirms predictions in various genres using text features, characteristics, and structures.
<b>I can read self-selected texts independently for a sustained period of time. (1.5a)</b>	The student <b>independently</b> reads <b>below grade-level</b> texts for less than <b>15 continual minutes.</b>	The student <b>independently</b> reads <b>grade-level texts</b> for <b>15-24 continual minutes</b> and produces an <b>oral response</b> to the reading. <b>or</b> The student reads the correct amount of time <b>but</b> only reads <b>below grade-level</b> texts <b>or</b> <u>does not</u> produce an <b>oral response</b> to the reading.	The student <b>independently</b> reads <b>grade-level texts</b> from a variety of genres for <b>25 continual minutes</b> and produces <b>oral or written responses</b> to the reading.	The student independently reads <b>grade-level texts</b> from a variety of genres for <b>more than 25 continual minutes</b> and produces oral <b>and</b> written responses to the reading.

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<b>Beginning Reading / Strategies / Fluency / Comprehension (cont.)</b>				
<b>I can use appropriate fluency when reading aloud grade-level texts. (1.4a)</b>	The student orally and independently reads <b>below DRA2 Lv. 8</b> with grade-level fluency and comprehension.	The student orally and independently reads <b>at DRA2 Lv. 10-14</b> with grade-level fluency and comprehension.	The student orally and independently reads <b>at DRA2 Lv. 16</b> with grade-level fluency and comprehension.	The student orally and independently reads <b>above DRA2 Lv. 16</b> with grade-level fluency and comprehension.
<b>I can make relevant connections that demonstrate my understanding of important concepts within grade-level texts. (1.6e, 1.7a)</b>	The student <u>does not</u> make connections ( <b>text → self</b> ) <i>with teacher support</i> .	The student makes connections ( <b>text → self</b> ) <i>with teacher support</i> .	The student makes connections ( <b>text → self, text → text, text → society</b> ) and discusses reasons for their connections <i>with teacher support</i> .	The student independently makes connections (text → self, text → text, text → society) and identifies text evidence to support their connections.
<b>I can describe characters in stories and the reasons for characters' actions and feelings within grade-level texts. (1.8b, local standard)</b>	The student <u>does not</u> <b>independently</b> describe the main characters within grade-level texts.	The student <b>independently describes the main characters</b> within grade-level texts.	The student <b>independently describes the main characters</b> and explains the <b>reasons</b> for characters' <b>actions</b> and <b>feelings</b> 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.
<b>I can recognize the central idea and important details of grade-level informational texts. (1.9d[i])</b>	The student <u>does not</u> recognize the central idea grade-level informational texts <i>with teacher support</i> .	The student recognizes the central idea grade-level informational texts <i>with teacher support</i> .	The student recognizes the central idea and <b>important</b> details of grade-level informational texts <i>with teacher support</i> .	The student <b>independently</b> recognizes the central idea and important details of grade-level informational texts.
<b>I can make inferences about texts and provide evidence to support understanding of grade-level texts. (1.6f)</b>	The student <u>does not</u> make inferences about texts <i>with teacher support</i> .	The student makes inferences about <b>below grade-level</b> texts or about <b>texts read aloud</b> and can use text evidence to support the inference <i>with teacher support</i> .	The student makes inferences about a variety of <b>grade-level</b> texts and provides text evidence to support inferences <i>with teacher support</i> .	The student <b>independently</b> makes inferences about a variety of <b>grade-level</b> texts and uses text evidence to support the inferences.

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

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<b>Writing Process</b>				
<b>I can write in a variety of genres (i.e. narrative, informational, poetry, correspondence). (1.12)</b>	The student <u>does not</u> write in a variety of genres including <b>personal narrative and informational</b> .	The student writes in a variety of genres including <b>personal narrative and informational</b> .	The student writes in a variety of genres including <b>personal narrative, informational, poetry, and correspondence</b> .	The student writes in a variety of genres including personal narrative, informational, poetry, correspondence, <b>reports, and persuasive</b> .
<b>I can plan drafts by creating ideas for writing. (1.11a)</b>	The student <u>does not</u> plan drafts by brainstorming and/or drawing <b>or does not</b> 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 <b>independently</b> 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.
<b>I can develop drafts by sequencing ideas through writing sentences. (1.11b)</b>	The student produces <u>less than 2-3 booklet-pages daily</u> (7-11 sentences) while drafting <b>and/or</b> stays engaged in writing for <u>less than 20 minutes</u> .	The student produces <b>2-3 booklet-pages daily</b> (7-11 sentences) while drafting and stays engaged in writing for at least <b>20-39 minutes</b> .	The student produces at least <b>4 to 5 booklet-pages daily</b> (12-15 sentences) while drafting and stays engaged in writing for at least <b>40 minutes</b> .	The student produces at least <b>a notebook-page a day</b> of coherent sentences while drafting and stays engaged in writing for at least <b>50 minutes</b> .
<b>I can revise drafts by adding and deleting words, phrases, and sentences. (1.11c)</b>	The student <u>does not</u> independently revise drafts by <b>adding and deleting words</b> .	The student independently revises drafts by <b>adding and deleting words</b> .	The student independently revises drafts by <b>adding and deleting words, phrases, and sentences</b> .	The student independently revises drafts by <b>writing a new draft</b> which shows significant changes in wording, phrasing, and sentence choices.
<b>I can edit drafts for grammar, punctuation, and spelling. (1.11d)</b>	The student <u>does not</u> independently edit drafts for <b>punctuation and capitalization</b> <b>nor</b> uses resources when editing (e.g., word wall, sight word list).	The student independently edits drafts for <b>punctuation and capitalization</b> and <b>sometimes</b> uses resources when editing (e.g., word wall, sight word list).	The student independently edits drafts for <b>punctuation, capitalization, spelling, and grammar</b> and <b>uses resources</b> when editing (e.g., word wall, sight word list).	The student independently edits drafts for <b>more complex</b> grammar, punctuation, and spelling using a writing rubric <b>and</b> uses resources when editing (e.g., word wall, dictionary).

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

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<b>Oral Language Skills</b>				
<b>I can listen actively and ask questions to clarify information. (1.1a)</b>	The student listens actively <b>but does not</b> ask relevant questions to clarify information. <b>or</b> The student <b>does not</b> listen actively.	The student listens actively <b>and</b> asks relevant questions to clarify information <b>but</b> the questions are irrelevant to the topic.	The student listens actively <b>and</b> asks relevant questions to clarify information.	The student listens actively, asks relevant questions to clarify information, <b>and</b> makes pertinent comments.
<b>I can answer questions using multiword responses. (1.1a)</b>	The student <b>does not</b> answer questions in <b>complete sentences</b> .	The student answers questions in <b>complete but</b> brief <b>sentences</b> .	The student answers questions in <b>complete sentences</b> using <b>multiword</b> responses.	The student answers questions using <b>multi-sentence</b> responses.
<b>I can follow and restate instructions in short sequences. (1.1b)</b>	The student <b>follows and restates only singular</b> instructions consistently. <b>or</b> The student <b>does not follow</b> instructions.	The student <b>follows but does not restate</b> instructions which involve a <b>sequence</b> of actions.	The student <b>follows and restates</b> instructions which involve a <b>sequence</b> of actions.	The student follows and restates <b>or</b> creates instructions which involve <b>a series</b> of sequences of actions.
<b>I can share information and ideas about a topic and speak clearly. (1.1c)</b>	The student <b>does not</b> share ideas <b>and</b> information about a topic.	The student shares ideas <b>and</b> information about a topic <b>but</b> the information may be unclear or inaccurate.	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.