

## First Grade Language Arts Report Card Rubric - Fourth 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> <li>● recognizing changes in spoken words</li> <li>● blending phonemes to form one-syllable words</li> <li>● segmenting one-syllable words into phonemes</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> <li>● recognizing changes in spoken words</li> <li>● blending phonemes to form one-syllable words</li> <li>● segmenting one-syllable words into phonemes</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 a <b>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 80 words</b> from the Life School High-Frequency Words list.</p>  | <p>The student identifies and reads between <b>80-99 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> | <p>The student <u>does not</u> demonstrate phonetic knowledge by decoding words with:</p> <ul style="list-style-type: none"> <li>● single letter-sounds</li> <li>● consonant blends</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> </ul> | <p>The student demonstrates phonetic knowledge by decoding words with:</p> <ul style="list-style-type: none"> <li>● single letter-sounds</li> <li>● consonant blends</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> </ul> | <p>The student demonstrates phonetic knowledge by decoding words with:</p> <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> | <p>The student demonstrates phonetic knowledge by decoding words with:</p> <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> | <p>The student <u>does not</u> demonstrate spelling knowledge by spelling:</p> <ul style="list-style-type: none"> <li>● one-syllable words</li> <li>● words w/ closed syllables</li> <li>● words w/ consonant blends</li> <li>● words w/ vowel teams</li> <li>● high-frequency words</li> </ul>   | <p>The student demonstrates spelling knowledge by spelling:</p> <ul style="list-style-type: none"> <li>● one-syllable words</li> <li>● words w/ closed syllables</li> <li>● words w/ consonant blends</li> <li>● words w/ vowel teams</li> <li>● high-frequency words</li> </ul>   | <p>The student demonstrates spelling knowledge by spelling:</p> <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>   | <p>The student demonstrates spelling knowledge by spelling:</p> <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, re-reading, using visual cues, and asking questions even with teacher support.</b> | The student monitors and adjusts comprehension of grade-level texts by using <b>background knowledge, re-reading, using visual cues, and asking questions only with teacher support.</b><br><br>or<br>The student can monitor and adjust comprehension <b>only on 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 a <b>variety of texts</b> in ways that maintain meaning <i>with teacher support.</i>  | The student retells a <b>variety of texts</b> 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 in <b>fiction and informational texts</b> using text features, characteristics, and structures <i>with support.</i>            | N/A  | The student makes and confirms predictions in <b>various genres</b> using <b>text features, characteristics, and structures with teacher support.</b>          | The student <b>independently</b> makes and confirms predictions in various genres using text features, characteristics, and structures.                               |

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| <b>Beginning Reading / Strategies / Fluency / Comprehension (cont.)</b>   |   |   |  |  |
| <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 <b>less than 20 continual minutes</b> .   | The student <b>independently</b> reads <b>grade-level texts</b> for <b>20-24 continual minutes</b> and produces <b>oral or written responses</b> to the reading.<br><b>or</b><br>The student reads the correct amount of time <b>but</b> 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 <b>oral and</b> written responses to the reading. |
| <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. 12</b> with grade-level fluency and comprehension.   | The student orally and independently reads <b>at DRA2 Lv. 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, text → text,</b> ) <b>and/or</b> <u>does not</u> discuss reasons for their connections <i>with teacher support</i> .       | The student makes connections ( <b>text → self, text → text,</b> ) <b>and</b> discusses reasons for their connections <i>with teacher support</i> .   | The student makes connections ( <b>text → self, text → text, text → society</b> ) <b>and</b> discusses reasons for their connections <i>with teacher support</i> .                     | The student independently makes connections (text → self, text → text, text → society) <b>and</b> 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> describe the main characters <b>and/or</b> <u>does not</u> explain the reasons for characters' actions within grade-level texts <i>with teacher support</i> . | The student <b>describes the main characters</b> and explains the <b>reasons</b> for characters' <b>actions and feelings</b> within grade-level texts <i>with teacher support</i> .   | The student can <b>independently describe the main characters</b> and can explain the <b>reasons</b> for their <b>actions and feelings</b> within grade-level texts.                   | The student independently describes characters including external traits (appearance and actions) and internal traits (motivations and feelings) <b>and</b> provides text evidence.        |

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| <b>Beginning Reading / Strategies / Fluency / Comprehension (cont.)</b>                                      |   |  |   |  |
| I can recognize the central idea and important details of grade-level informational texts. (1.9d[i])         | The student <u>does not</u> recognize the central idea and important details of grade-level informational texts <i>with teacher support.</i>  | N/A  | 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.                   |
| I can make inferences about texts and provide evidence to support understanding of grade-level texts. (1.6f) | The student <u>does not</u> make inferences about a variety of grade-level texts <b>and</b> <u>does not</u> use text evidence to support the inference <i>with teacher support.</i> | The student makes inferences about a variety of grade-level texts <b>but</b> <u>does not</u> use text evidence to support the inference <i>with teacher support.</i> | The student makes inferences about a variety of grade-level texts and provides text evidence to support inferences <i>with teacher support.</i> | The student <b>independently</b> makes inferences about a variety of grade-level texts and uses text evidence to support the inferences. |

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| <b>Written Conventions</b>   |   |  |  |  |
| I can write in complete sentences. (1.11d[i])  | The student <u>does not</u> write in complete sentences.  | N/A  | 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> .  |
| I can use capital letters correctly when writing. (1.11d[viii])  | The student <u>does not</u> correctly capitalize the first letter of sentences <b>and</b> the pronoun "I".                          | N/A  | The student correctly capitalizes the first letter of sentences <b>and</b> the pronoun "I".                          | The student correctly capitalizes the first letter of sentences and the pronoun "I", <b>as well as</b> the days of the week, months of the year, and the salutation and closing of a letter. |
| I can use punctuation correctly at the end of sentences when writing. (1.11d[ix])  | The student <u>does not</u> correctly punctuate <b>declarative and interrogative</b> sentences.                                     | The student correctly punctuates <b>declarative and interrogative</b> sentences. | The student correctly punctuates <b>declarative, interrogative, and exclamatory</b> sentences.                       | The student correctly punctuates the ends of sentences <b>as well as</b> includes apostrophes in contractions and commas in a series or date.  |
| I can develop handwriting by accurately forming uppercase and lowercase letters using appropriate directionality. (1.2f) | The student <u>does not</u> write legibly in print, correctly forming all letters and leaving appropriate spacing in between words. | N/A  | 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</b> writes <b>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, informational, poetry, and correspondence</b> <i>with teacher support</i> .   | The student writes in a variety of genres including <b>personal narrative, informational, poetry, and correspondence</b> <i>with teacher support</i> .   | The student <b>independently</b> 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 3 booklet-pages daily</u> (9-11 sentences) while drafting <b>and/or</b> stays engaged in writing for <u>less than 30 minutes</u> .  | The student produces <b>3 booklet-pages daily</b> (9-11 sentences) while drafting and stays engaged in writing for <b>30-39 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 a <b>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> revise drafts by <b>adding and deleting words, phrases, and sentences</b> <i>with teacher support</i> .   | The student revises drafts by <b>adding and deleting words, phrases, and sentences</b> <i>with teacher support</i> .   | 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> edit drafts for <b>punctuation, capitalization, spelling, and grammar</b> <b>nor uses resources</b> when editing (e.g., word wall, sight word list) <i>with teacher support</i> . | The student independently edits drafts for <b>punctuation, capitalization, spelling, and grammar</b> <b>and uses resources</b> when editing (e.g., word wall, sight word list) <i>with teacher support</i> . | The student independently edits drafts for <b>punctuation, capitalization, spelling, and grammar</b> <b>and 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</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, informational, correspondence, and poetry</b> and/or <u>does not</u> orally share writing with others <i>with teacher support</i> . | The student publishes completed works in various genres including <b>personal narrative, informational, correspondence, and poetry</b> and orally shares writing with others <i>with teacher support</i> . | 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 <u>does not</u> listen actively <b>and</b> ask relevant questions to clarify information.       | N/A  | 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 <u>does not</u> answer questions in <b>complete sentences</b> using <b>multiword</b> responses. | N/A  | 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 <u>does not</u> follow and restate instructions which involve a sequence of actions.            | N/A  | The student follows and restates instructions which involve a sequence 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 <u>does not</u> speak clearly to share information about a topic.                               | N/A  | 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. |