

First Grade Spanish 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
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 ● recognizing the change in spoken word when a specified syllable is added, changed, or removed 	<p>The student demonstrates phonological awareness by:</p> <ul style="list-style-type: none"> ● producing rhyming words ● recognizing alliteration ● recognizing the change in spoken word when a specified syllable is added, changed, or removed 	<p>The student demonstrates phonological awareness by:</p> <ul style="list-style-type: none"> ● producing rhyming words ● recognizing alliteration ● recognizing the change in spoken word when a specified syllable is added, changed, or removed ● segmenting spoken words into individual syllables ● blending spoken complex syllables, including sílabas trabadas, to form multisyllabic words ● segmenting spoken words into syllables, including words with sílabas trabadas ● manipulating syllables within words 	<p>The student demonstrates phonological awareness by:</p> <ul style="list-style-type: none"> ● producing a series of rhyming words ● producing spoken alliteration or groups of words that begin with the same spoken onset or initial sound ● recognizing the change in spoken word when a specified syllable is added, changed, or removed ● manipulating syllables within words
I can identify and read at least 100 high-frequency words. (1.2b[vi])	<p>The student identifies and reads less than 50 words from the Life School High-Frequency Words list.</p>	<p>The student identifies and reads between 50-99 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)	<p>The student <u>does not</u> demonstrate phonetic knowledge by decoding words:</p> <ul style="list-style-type: none"> by identifying and matching sounds to individual letters with sílabas trabadas such as/bla/,/bra/, and/gla/; digraphs; and words with multiple sound spelling patterns such as c, k, and q and s, z, soft c, and x decoding words with silent h and words that use the syllables que-, qui-, gue-, gui-, güe-, and güi- 	<p>The student <u>does not</u> demonstrate phonetic knowledge by decoding words:</p> <ul style="list-style-type: none"> by identifying and matching sounds to individual letters with sílabas trabadas such as/bla/,/bra/, and/gla/; digraphs; and words with multiple sound spelling patterns such as c, k, and q and s, z, soft c, and x decoding words with silent h and words that use the syllables que-, qui-, gue-, gui-, güe-, and güi- 	<p>The student demonstrates phonetic knowledge by decoding words with:</p> <ul style="list-style-type: none"> decoding words with silent h and words that use the syllables que-, qui-, gue-, gui-, güe-, and güi- decoding words with diphthongs such as/ai/,/au/, and/ei/ decoding contractions such as al and del decoding three- to four-syllable words <p style="text-align: center;">and</p> <ul style="list-style-type: none"> using knowledge of base words to decode common compound words decoding words with common prefixes and suffixes 	<p>The student demonstrates phonetic knowledge by decoding words with:</p> <ul style="list-style-type: none"> decoding words with multiple sound spelling patterns such as c, k, and q and s, z, soft c, and x decoding words with diphthongs and hiatus <p style="text-align: center;">and</p> <ul style="list-style-type: none"> decoding common abbreviations Decoding words with common prefixes and suffixes
I can demonstrate and apply grade-level spelling knowledge. (1.2c)	<p>The student <u>does not</u> demonstrate spelling knowledge by spelling:</p> <ul style="list-style-type: none"> common letter and sound correlations words with common patterns such as CV, VC, CCV, CVC, VCV, CVCV, CCVCV, and CVCCV words with silent h; consonant digraphs such 	<p>The student demonstrates spelling knowledge by spelling:</p> <ul style="list-style-type: none"> common letter and sound correlations words with common patterns such as CV, VC, CCV, CVC, VCV, CVCV, CCVCV, and CVCCV words with silent h; consonant digraphs such as/ch/,/rr/, and/l/; and 	<p>The student demonstrates spelling knowledge by spelling:</p> <ul style="list-style-type: none"> common letter and sound correlations words with common patterns such as CV, VC, CCV, CVC, VCV, CVCV, CCVCV, and CVCCV words with silent h; consonant digraphs such as/ch/,/rr/, and/l/; and 	<p>The student demonstrates spelling knowledge by spelling:</p> <ul style="list-style-type: none"> spelling words with diphthongs and hiatus spelling common abbreviations spelling words with prefixes and suffixes spelling words with silent h and words that

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	<p>as/ch/,/rr/, and/ll/; and sílabas trabadas such as/bla/,/bra/,/gla/, and/gra/</p> <ul style="list-style-type: none"> • multisyllabic words, including words with que-, qui-, gue-, gui-, güe-, and güi- • contractions such as al and del • words with diphthongs such as/ai/,/au/, and/ie/ as in quie-ro, na-die, and ra-dio and hiatus such as le-er and rí-o • words with common prefixes and suffixes 	<p>sílabas trabadas such as/bla/,/bra/,/gla/, and/gra/</p> <ul style="list-style-type: none"> • multisyllabic words, including words with que-, qui-, gue-, gui-, güe-, and güi- • contractions such as al and del • words with diphthongs such as/ai/,/au/, and/ie/ as in quie-ro, na-die, and ra-dio and hiatus such as le-er and rí-o • words with common prefixes and suffixes 	<p>sílabas trabadas such as/bla/,/bra/,/gla/, and/gra/</p> <ul style="list-style-type: none"> • multisyllabic words, including words with que-, qui-, gue-, gui-, güe-, and güi- • contractions such as al and del • words with diphthongs such as/ai/,/au/, and/ie/ as in quie-ro, na-die, and ra-dio and hiatus such as le-er and rí-o • words with common prefixes and suffixes • high-frequency words 	<p>use the syllables que-, qui-, gue-, gui-, güe-, and güi-</p> <ul style="list-style-type: none"> • spelling multisyllabic words
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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 and re-reading.	<p>The student monitors and adjusts comprehension of grade-level texts by using background knowledge and re-reading.</p> <p style="text-align: center;">or</p> <p>The student can monitor and adjust comprehension only on below grade-level texts.</p>	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.

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I can retell grade-level texts in ways that maintain meaning. (1.7d)	The student <u>does not</u> retell fiction and informational texts in ways that maintain meaning <i>with teacher support</i> .	The student retells fiction and informational 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 fiction and informational texts using text features, characteristics, and structures <i>with support</i> .	The student makes and confirms predictions in fiction and informational texts using text features, characteristics, and structures <i>with 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 15 continual minutes .	The student independently reads grade-level texts for 15-24 continual minutes and produces an oral response to the reading. or The student reads the correct amount of time but only reads 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 produces 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 produces 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 EDL2 Lv. 8 with grade-level fluency and comprehension.	The student orally and independently reads at EDL2 Lv. 10-14 with grade-level fluency and comprehension.	The student orally and independently reads at EDL2 Lv. 16-18 with grade-level fluency and comprehension.	The student orally and independently reads above EDL2 Lv. 18 with grade-level fluency and comprehension.
I can make relevant connections that demonstrate my understanding of important concepts within grade-level texts. (1.6e, 1.7a)	The student <u>does not</u> make connections (text → self) <i>with teacher support</i> .	The student makes connections (text → self) <i>with teacher support</i> .	The student makes connections (text → self, text → text, text → society) 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

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				evidence to support their connections.
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</u> independently describe the main characters within grade-level texts.	The student independently describes the main characters within grade-level texts.	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.
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 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 important details of grade-level informational texts <i>with teacher support</i> .	The student independently 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 texts <i>with teacher support</i> .	The student makes inferences about below grade-level texts or about texts read aloud and can 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 independently makes inferences about a variety of grade-level texts and uses text evidence to support the inferences.
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Written Conventions				
I can write in complete sentences. (1.11d[i])	The student <u>does not frequently</u> write in complete sentences and <u>does not</u> attempt punctuation.	The student frequently 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 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 writes legibly in print, correctly forming all letters and leaving appropriate spacing in between words less than half of the time.	The student writes legibly in print, correctly forming all letters and leaving appropriate spacing in between words at least half of the time.	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 in a variety of genres including personal narrative and informational .	The student writes in a variety of genres including personal narrative and informational .	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 20 minutes</u> .	The student produces 2-3 booklet-pages daily (7-11 sentences) while drafting and stays engaged in writing for at least 20-39 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 and deleting words .	The student independently revises drafts by adding and deleting 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 and capitalization nor uses resources when editing (e.g., word wall, sight word list).	The student independently edits drafts for punctuation and capitalization 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.)				

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I can publish and share my writing. (1.11e)	The student <u>does not</u> independently publish completed works in various genres including personal narrative and informational and/or <u>does not</u> orally share writing with others.	The student independently publishes completed works in various genres including personal narrative and informational 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 listens actively but <u>does not</u> ask relevant questions to clarify information.	The student listens actively and asks relevant questions to clarify information but the	The student listens actively and asks relevant questions to clarify information.	The student listens actively, asks relevant questions to

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	<p style="text-align: center;">or</p> <p>The student <u>does not</u> listen actively.</p>	<p>questions are irrelevant to the topic.</p>		<p>clarify information, and makes pertinent comments.</p>
<p>I can answer questions using multiword responses. (1.1a)</p>	<p>The student <u>does not</u> answer questions in complete sentences.</p>	<p>The student answers questions in complete but brief sentences.</p>	<p>The student answers questions in complete sentences using multiword responses.</p>	<p>The student answers questions using multi-sentence responses.</p>
<p>I can follow and restate instructions in short sequences. (1.1b)</p>	<p>The student follows and restates only singular instructions consistently.</p> <p style="text-align: center;">or</p> <p>The student <u>does not follow</u> instructions.</p>	<p>The student follows but does not restate instructions which involve a sequence of actions.</p>	<p>The student follows and restates instructions which involve a sequence of actions.</p>	<p>The student follows and restates or creates instructions which involve a series of sequences of actions.</p>
<p>I can share information and ideas about a topic and speak clearly. (1.1c)</p>	<p>The student <u>does not</u> share ideas and information about a topic.</p>	<p>The student shares ideas and information about a topic but the information may be unclear or inaccurate.</p>	<p>The student clearly shares information about a topic using an appropriate pace and the conventions of language.</p>	<p>The student speaks eloquently about a topic using eye-contact and correct enunciation at an appropriate pace and volume.</p>