

## First Grade Spanish Language Arts Report Card Rubric - Third 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>● recognizing the change in spoken word when a specified syllable is added, changed, or removed</li> <li>● segmenting spoken words into individual syllables</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>● recognizing the change in spoken word when a specified syllable is added, changed, or removed</li> <li>● segmenting spoken words into individual syllables</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>● recognizing the change in spoken word when a specified syllable is added, changed, or removed</li> <li>● segmenting spoken words into individual syllables</li> <li>● blending spoken complex syllables, including sílabas trabadas, to form multisyllabic words</li> <li>● segmenting spoken words into syllables, including words with sílabas trabadas</li> <li>● manipulating syllables within 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>● producing spoken alliteration or groups of words that begin with the same spoken onset or initial sound</li> <li>● recognizing the change in spoken word when a specified <b>syllable</b> is added, changed, or removed</li> <li>● manipulating syllables within 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 65 words</b> from the Life School High-Frequency Words list.</p>	<p>The student identifies and reads between <b>65-99 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 does not demonstrate phonetic knowledge by decoding words:</p> <ul style="list-style-type: none"> <li>by identifying and matching sounds to individual letters</li> <li>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</li> <li>decoding words with silent h and words that use the syllables que-, qui-, gue-, gui-, güe-, and güi-</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>by identifying and matching sounds to individual letters</li> <li>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</li> <li>decoding words with silent h and words that use the syllables que-, qui-, gue-, gui-, güe-, and güi-</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>decoding words with silent h and words that use the syllables que-, qui-, gue-, gui-, güe-, and güi-</li> <li>decoding words with diphthongs such as/ai/,/au/, and/ei/</li> <li>decoding contractions such as <b>al and del</b></li> <li>decoding three- to four-syllable words</li> </ul> <p style="text-align: center;"><b>and</b></p> <ul style="list-style-type: none"> <li>using knowledge of base words to decode common compound words</li> <li>decoding words with common prefixes and suffixes</li> </ul>	<p>The student demonstrates phonetic knowledge by decoding words with:</p> <ul style="list-style-type: none"> <li>decoding words with multiple sound spelling patterns such as c, k, and q and s, z, soft c, and x</li> <li>decoding words with diphthongs and hiatus</li> </ul> <p style="text-align: center;"><b>and</b></p> <ul style="list-style-type: none"> <li>compound words</li> <li>decoding common abbreviations</li> <li>Decoding words with common prefixes and suffixes</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>common letter and sound correlations</li> <li>words with common patterns such as CV, VC, CCV, CVC, VCV, CVCV, CCVCV, and CVCCV</li> </ul>	N/A	<p>The student demonstrates spelling knowledge by spelling:</p> <ul style="list-style-type: none"> <li>common letter and sound correlations</li> <li>words with common patterns such as CV, VC, CCV, CVC, VCV, CVCV, CCVCV, and CVCCV</li> </ul>	<p>The student demonstrates spelling knowledge by spelling:</p> <ul style="list-style-type: none"> <li>spelling words with diphthongs and hiatus</li> <li>spelling common abbreviations</li> <li>spelling words with prefixes and suffixes</li> </ul>

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	<ul style="list-style-type: none"> <li>words with silent h; consonant digraphs such as /ch/, /rr/, and /ll/; and sílabas trabadas such as /bla/, /bra/, /gla/, and /gra/</li> <li>multisyllabic words, including words with que-, qui-, gue-, gui-, güe-, and güi-</li> <li>contractions such as al and del</li> <li>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</li> <li>words with common prefixes and suffixes</li> <li>high-frequency words</li> </ul>		<ul style="list-style-type: none"> <li>words with silent h; consonant digraphs such as /ch/, /rr/, and /ll/; and sílabas trabadas such as /bla/, /bra/, /gla/, and /gra/</li> <li>multisyllabic words, including words with que-, qui-, gue-, gui-, güe-, and güi-</li> <li>contractions such as al and del</li> <li>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</li> <li>words with common prefixes and suffixes</li> <li>high-frequency words</li> </ul>	<ul style="list-style-type: none"> <li>spelling words with silent h and words that use the syllables que-, qui-, gue-, gui-, güe-, and güi-</li> <li>spelling multisyllabic words</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, and using visual cues.</b>	The student monitors and adjusts comprehension of grade-level texts by using <b>background knowledge, re-reading, and using visual cues.</b>	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-level texts by using background knowledge, re-reading, using visual cues, and asking questions.

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		The student can monitor and adjust comprehension <b>only</b> on <b>below grade-level</b> texts.		
<b>I can retell grade-level texts in ways that maintain meaning. (1.7d)</b>	The student <u>does not</u> <b>independently</b> retell <b>fiction and informational</b> texts in ways that maintain meaning.	The student <b>independently</b> retells <b>fiction and informational</b> texts in ways that maintain meaning.	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>17 continual minutes</b> .	The student <b>independently</b> reads <b>grade-level texts</b> for <b>17-24 continual minutes</b> and can produce <b>oral or written responses</b> to the reading.  or The student reads the correct amount of time <b>but</b> can only read <b>below grade-level</b> texts or <u>does not</u> produce a response.	The student <b>independently</b> reads <b>grade-level texts</b> from a variety of genres for <b>25 continual minutes</b> and can produce <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 can produce 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 EDL2 Lv. 12</b> with grade-level fluency and comprehension.	The student orally and independently reads <b>at EDL2 Lv. 12-14</b> with grade-level fluency and comprehension.	The student orally and independently reads <b>at EDL2 Lv. 16-18</b> with grade-level fluency and comprehension.	The student orally and independently reads <b>above EDL2 Lv. 18</b> with grade-level fluency and comprehension.
<b>I can make relevant connections that demonstrate my</b>	The student <u>does not</u> make connections ( <b>text → self</b> )	The student makes connections ( <b>text → self</b> ) <b>and</b> discusses	The student makes connections ( <b>text → self, text → text, text</b> )	The student independently makes connections (text →

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understanding of important concepts within grade-level texts. (1.6e, 1.7a)	and/or <u>does not</u> discuss reasons for their connections <i>with teacher support</i> .	reasons for their connections <i>with teacher support</i> .	→ <b>society</b> ) and discusses reasons for their connections <i>with teacher support</i> .	self, text → text, text → society) <b>and</b> identifies text 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> <b>independently</b> describe the main characters and/or <u>does not</u> explain the reasons for characters' actions within grade-level texts.	The student <b>independently describes the main characters</b> and explains the <b>reasons</b> for characters' <b>actions</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) <b>and</b> 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 and <b>some details</b> <i>with teacher support</i> .	The student recognizes the central idea grade-level informational texts and <b>some details</b> <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.
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 <b>below grade-level</b> texts read independently 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>				
I can write in complete sentences. (1.11d[i])	The student <u>does not</u> <b>consistently</b> write in complete sentences and <b>rarely</b> punctuates sentences correctly.	The student <b>consistently</b> writes in complete sentences <b>but does not consistently</b> punctuate sentences correctly.	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> .

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<b>I can use capital letters correctly when writing. (1.11d[viii])</b>	The student <b>rarely</b> correctly capitalizes the first letter of sentence.	The student <b>sometimes</b> correctly capitalizes the first letter of sentences.	The student correctly capitalizes the first letter of sentences.	The student correctly capitalizes the first letter of sentences <b>as well as</b> the salutation and closing of a letter.
<b>I can use punctuation correctly at the end of sentences when writing. (1.11d[ix])</b>	The student <b>does not</b> correctly punctuate <b>declarative</b> sentences.	The student correctly punctuates <b>declarative</b> sentences.	The student correctly punctuates <b>declarative</b> <b>sentences</b> , and correctly uses punctuation marks at the beginning and end of <b>interrogative, and exclamatory</b> sentences.	The student correctly punctuates sentences <b>as well as</b> includes commas in a series or date.
<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>at times.</b>  <b>or</b>  The student <b>does not</b> write legibly.	The student writes legibly in print, correctly forming all letters and leaving appropriate spacing in between words <b>most 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 <b>does not</b> write in a variety of genres including <b>personal narrative, informational, and correspondence.</b>	The student writes in a variety of genres including <b>personal narrative, informational, and correspondence.</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 <b>does not</b> plan drafts by brainstorming and/or	The student plans drafts by brainstorming and/or drawing	The student <b>independently</b> plans drafts by brainstorming	The student plans drafts by brainstorming a list of ideas

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	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> .	and moves from listing events and topics to listing what he/she really wants to tell <i>with teacher support</i> .	and/or drawing and moves from listing events and topics to listing what he/she really wants to tell.	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 25 minutes</u> .	The student produces <b>3 booklet-pages daily</b> (9-11 sentences) while drafting and stays engaged in writing for at least <b>25-39 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 and phrases</b> .	The student independently revises drafts by <b>adding and deleting words and phrases</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, capitalization, and spelling nor</b> uses resources when editing (e.g., word wall, sight word list).	The student independently edits drafts for <b>punctuation, capitalization, and spelling and 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 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 (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, informational, and correspondence and/or does not</b> orally share writing with others.	The student <b>independently</b> publishes completed works in various genres including <b>personal narrative, informational, and correspondence</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 <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.



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<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.