

Reading Rubric – GRADE 1

Report Card Line	4 ADVANCED	3 PROFICIENT	2 BASIC	1 MINIMAL
Comprehension Strategies	<p>T1, T2, T3 <i>Exceeds Benchmark Reading Expectations by at least 3 levels and</i></p> <ul style="list-style-type: none"> • Demonstrates clear understanding through both answering questions and retelling story without prompts and using inferential information 	<p>T1, T2, T3 <i>Meets Benchmark Reading Expectations and</i></p> <ul style="list-style-type: none"> • Demonstrates clear understanding through <ul style="list-style-type: none"> ✓ answers to questions ✓ retelling with prompting 	<p>T1 <i>At or below Benchmark Reading Expectations and</i></p> <ul style="list-style-type: none"> • Inconsistently demonstrates proficient skills and/or requires teacher help <p>T2, T3 <i>At or below Benchmark Reading Expectations and</i></p> <ul style="list-style-type: none"> • Sometimes demonstrates clear understanding through <ul style="list-style-type: none"> ✓ answers to questions ✓ retelling with prompting 	<p>T1 <i>Below Benchmark Reading Expectations and</i></p> <ul style="list-style-type: none"> • <i>Rarely demonstrates proficient skills and requires intensive teacher help</i> <p>T2, T3 <i>At or below Benchmark Reading Expectations and</i></p> <ul style="list-style-type: none"> • Seldom demonstrates clear understanding through <ul style="list-style-type: none"> ✓ answers to questions ✓ retelling with prompting
Reading Word Wall Words	<p>T1, T2, T3 <i>Exceeds Benchmark Reading Expectations by at least 3 levels and</i></p> <ul style="list-style-type: none"> • Consistently reads sight words in benchmark tests • Quickly & accurately reads 100% of word wall words 	<p>T1, T2, T3</p> <ul style="list-style-type: none"> • Quickly and accurately reads 90-99% of words on word wall lists 	<p>T1, T2, T3</p> <ul style="list-style-type: none"> • Quickly and accurately reads 75-89% of words on word wall lists 	<p>T1, T2, T3</p> <ul style="list-style-type: none"> • Reads less than 75% of words on word wall lists

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Reading Strategies	<p>T1, T2, T3 <i>Exceeds Benchmark Reading Expectations by at least 3 levels and as evidenced in running records, the student:</i></p> <ul style="list-style-type: none"> • Effortlessly uses multiple strategies (attempts) <ul style="list-style-type: none"> ✓ Rereading ✓ Cross-checking cues ✓ Word chunks ✓ Letters and sound combinations 	<p>T1, T2, T3 <i>Meets Benchmark Reading Expectations and as evidenced in running records, the student:</i></p> <ul style="list-style-type: none"> • Uses multiple strategies (attempts) <ul style="list-style-type: none"> ✓ Rereading ✓ Cross-checking cues ✓ Word chunks ✓ Letters and sound combinations 	<p>T1, T2, T3 <i>At or below Benchmark Reading Expectations and</i></p> <ul style="list-style-type: none"> • Over reliance on one or more cues as evidenced in running records 	<p>T1, T2, T3 <i>At or below Benchmark Reading Expectations and</i></p> <ul style="list-style-type: none"> • Needs prompting to focus on use of cues
Fluency and Expression	<p>T1, T2, T3 <i>Exceeds Benchmark Reading Expectations by at least 3 levels and</i></p> <ul style="list-style-type: none"> • Reads with expressive phrasing matching intended meaning • Consistently attends to punctuation 	<p>T1, T2, T3 <i>Meets Benchmark Reading Expectations and</i></p> <ul style="list-style-type: none"> • Attends to meaning • Often reads in expressive phrases • Usually rereads, word-by-word reading to problem solve • Often attends to punctuation 	<p>T1 <i>At or below Benchmark Reading Expectations and</i></p> <ul style="list-style-type: none"> • Inconsistently demonstrates proficient skills and/or requires some teacher help <p>T2, T3 <i>At or below Benchmark Reading Expectations and</i></p> <ul style="list-style-type: none"> • Sometimes attends to meaning • Sometimes reads in expressive phrases • Sometimes rereads, word-by-word reading to problem solve • Sometimes attends to punctuation 	<p>T1 <i>Below Benchmark Reading Expectations and</i></p> <ul style="list-style-type: none"> • Rarely demonstrates proficient skills and requires intensive teacher help <p>T2, T3 <i>At or below Benchmark Reading Expectations and</i></p> <ul style="list-style-type: none"> • Seldom attends to meaning • Seldom reading expressive phrases • Seldom rereads, word-by-word reading to problem solve • Seldom attends to punctuation

Oral Language Rubric – GRADE 1

Report Card Line	4 ADVANCED	3 PROFICIENT	2 BASIC	1 MINIMAL
Listening	T1,T2, T3 <ul style="list-style-type: none"> • Demonstrates all proficient skills in all learning environments 	T1, T2, T3 <ul style="list-style-type: none"> • Follows 3 to 4 step directions • Shows understanding of directions by product or performance • Understands sequence • Uses active listening skills: maintains eye contact, quiet while others are speaking, minimal body movements • Understands grade level appropriate words & sentences • Identifies main idea 	T1, T2, T3 <ul style="list-style-type: none"> • Inconsistently demonstrates proficient skills and/or requires some teach help 	T1, T2, T3 <ul style="list-style-type: none"> • Rarely demonstrates proficient skills and requires intensive teacher help
Speaking	T1, T2, T3 <ul style="list-style-type: none"> • Demonstrates all proficient skills in all learning environments 	T1, T2, T3 <ul style="list-style-type: none"> • Differentiates between socially acceptable and unacceptable language • Takes turn speaking, doesn't interrupt others • Responds in a timely manner • Knows the difference between questions & answers • Easily understood by others • Speaks with appropriate volume • Maintains eye contact • Stays on topic • Expresses needs, feelings & ideas 	T1, T2, T3 <ul style="list-style-type: none"> • Inconsistently demonstrates proficient skills and/or requires some teach help 	T1, T2, T3 <ul style="list-style-type: none"> • Rarely demonstrates proficient skills and requires intensive teacher help

Writing Rubric – GRADE 1

Report Card Line	4 ADVANCED	3 PROFICIENT	2 BASIC	1 MINIMAL
Phonics	<p>T1, T2</p> <ul style="list-style-type: none"> Uses phonics, word chunks, and word endings (s, ed, ing) to write unfamiliar words <p>T3</p> <p>Independently demonstrates all proficient drafting skills and</p> <ul style="list-style-type: none"> Consistently spells CVC (consonant, vowel, consonant) words Uses resources to spell words Uses conventional spelling with many words 	<p>T1, T2</p> <ul style="list-style-type: none"> Uses letter sounds (phonics) to write unfamiliar words Begins spelling plural nouns (cow/cows) <p>T3</p> <ul style="list-style-type: none"> Spells WW words correctly in writing most of the time Uses phonics, word chunks, and word endings (s, ed, ing) to write unfamiliar words 	<p>T1, T2</p> <ul style="list-style-type: none"> Student requires teacher assistance to stretch out words With teacher prompt to make nouns plural <p>T3</p> <ul style="list-style-type: none"> Needs teacher prompt to spell word wall words and/or Relies on visual aides Uses phonics to write unfamiliar words Needs support to use word chunks Inconsistently uses suffixes 	<p>T1, T2</p> <ul style="list-style-type: none"> Writing words with beginning and/or ending sounds <p>T3</p> <ul style="list-style-type: none"> Needs intensive teacher help to sound out words Uses phonics to write unfamiliar words
Spelling	<p>T1, T2, T3</p> <ul style="list-style-type: none"> Spells 97% or more of the word wall words correctly without a visual prompt 	<p>T1, T2, T3</p> <ul style="list-style-type: none"> Uses word wall to spell 90-96% word wall words correctly 	<p>T1, T2, T3</p> <p>Needs teacher prompting to Use word wall to spell words</p> <ul style="list-style-type: none"> Uses word wall to spell 75-89% of the word wall words correctly 	<p>T1, T2, T3</p> <ul style="list-style-type: none"> Has little or no understanding of how to locate words on a word wall Spells 74% or below of the word wall words correctly.

Writing Rubric – **GRADE 1**

Report Card Line	4 ADVANCED	3 PROFICIENT	2 BASIC	1 MINIMAL
Penmanship	<p>T1</p> <ul style="list-style-type: none"> Consistently writes letters correctly Writes correctly on line paper (letter proportion) Handwriting is neat and easy to read <p>T2, T3</p> <ul style="list-style-type: none"> Writes all letters correctly Writes on a variety of lined paper Handwriting is consistently neat and easy to read 	<p>T1</p> <ul style="list-style-type: none"> Independently writes letters correctly with some reversals Places letters on lines Uses lowercase letters in writing when appropriate <p>T2, T3</p> <ul style="list-style-type: none"> Writes correctly on line paper (letter proportion) Handwriting is usually neat and easy to read 	<p>T1, T2, T3</p> <ul style="list-style-type: none"> Teacher prompting and/or visual aides may be needed to write letters correctly Writes with some inefficient letter formation Needs visual aide to place letters on a line Needs reminders to write neatly 	<p>T1, T2, T3</p> <ul style="list-style-type: none"> Intensive teacher support needed to form letters Inaccurate and/or inefficient letter formation Writing can not be read by self and others Handwriting distracts the reader Handwriting difficult to read and meaning maybe lost
Ideas	<p>T1, T2, T3</p> <ul style="list-style-type: none"> Main message is strong Writer sticks with main topic Writer includes 3 or more interesting details 	<p>T1</p> <ul style="list-style-type: none"> Main message is clear Writer shares 1 or 2 details <p>T2, T3</p> <ul style="list-style-type: none"> Main message is clear Writer shares 3 or more details 	<p>T1</p> <ul style="list-style-type: none"> Main message is identifiable May contain 1 or more unrelated topics <p>T2, T3</p> <ul style="list-style-type: none"> Main message is identifiable Writer shares 1 or 2 details 	<p>T1</p> <ul style="list-style-type: none"> Writer does not have enough information Main message is not clear <p>T2, T3</p> <ul style="list-style-type: none"> Contains unrelated details
Organization	<p>T1 – Not Assessed T2, T3</p> <ul style="list-style-type: none"> Has a logical sense of order and is easy to follow Has a strong lead and ending 	<p>T1 – Not Assessed T2, T3</p> <ul style="list-style-type: none"> Has a beginning, middle, and end Has a lead or ending 	<p>T1 – Not Assessed T2, T3</p> <ul style="list-style-type: none"> Has a beginning, middle and end 	<p>T1 – Not Assessed T2, T3</p> <ul style="list-style-type: none"> It is hard to follow Order does not make sense
Conventions (Capital letters, punctuation, spacing)	<p>T1, T2, T3</p> <ul style="list-style-type: none"> Applies conventions consistently 	<p>T1, T2, T3</p> <ul style="list-style-type: none"> Applies conventions appropriately most of the time 	<p>T1, T2, T3</p> <ul style="list-style-type: none"> Inconsistently applies writing conventions 	<p>T1, T2, T3</p> <ul style="list-style-type: none"> Demonstrates little understanding of writing conventions

Mathematics Rubric – GRADE 1

Report Card Line	4 ADVANCED	3 PROFICIENT	2 BASIC	1 MINIMAL
Forms Numbers Correctly	<p>T1</p> <ul style="list-style-type: none"> Accurately writes numerals to 130 with no reversals <p>T2, T3</p> <ul style="list-style-type: none"> Accurately writes numerals to 1000 with no reversals 	<p>T1</p> <ul style="list-style-type: none"> Accurately writes numerals to 100 with some reversals <p>T2, T3</p> <ul style="list-style-type: none"> Accurately writes numerals to 100 with no reversals 	<p>T1</p> <ul style="list-style-type: none"> Writes numerals to 100 with many reversals <p>T2, T3</p> <ul style="list-style-type: none"> Writes the numerals to 100 with some reversals 	<p>T1</p> <ul style="list-style-type: none"> Needs support to write numerals to 100 <p>T2, T3</p> <ul style="list-style-type: none"> Requires intensive support
Recognizes/Applies Ordinal Numbers	<p>T1 – Not Assessed</p> <p>T2</p> <ul style="list-style-type: none"> Consistently uses ordinal numbers to 20th in written work <p>T3 – Not Assessed</p>	<p>T1 – Not Assessed</p> <p>T2</p> <ul style="list-style-type: none"> Understands the concept and consistently uses ordinal numbers to 10th in written work <p>T3 – Not Assessed</p>	<p>T1 – Not Assessed</p> <p>T2</p> <ul style="list-style-type: none"> Understands the concept of ordinal numbers but written work is inconsistent <p>T3 – Not Assessed</p>	<p>T1 – Not Assessed</p> <p>T2</p> <ul style="list-style-type: none"> Does not understand the concept <p>T3 – Not Assessed</p>
Knows Addition Facts: Sums to 12	<p>T1 – Not Assessed</p> <p>T2</p> <ul style="list-style-type: none"> Recalls basic facts of addition to 12 Uses mental math <p>T3</p> <ul style="list-style-type: none"> Recalls basic facts of addition to 18 in written work without physical materials (number line, fingers, etc.) 	<p>T1 – Not Assessed</p> <p>T2</p> <ul style="list-style-type: none"> Computes basic facts of addition to 12 in written work with minimal errors <p>T3</p> <ul style="list-style-type: none"> Recalls basic facts of addition to 12 in written work without physical materials (number line, fingers, etc.) 	<p>T1 – Not Assessed</p> <p>T2</p> <ul style="list-style-type: none"> Understands the concept of addition Computes basic facts of addition to 12 in written work with frequent errors <p>T3</p> <ul style="list-style-type: none"> Computes basic facts of addition to 12 in written work but uses physical materials (number line, fingers, etc.) 	<p>T1 – Not Assessed</p> <p>T2</p> <ul style="list-style-type: none"> Shows minimal understanding of the concept of addition Requires intensive support Frequent errors <p>T3</p> <ul style="list-style-type: none"> Requires intensive support and/or needs manipulatives to compute basic facts of addition to 12
Knows Subtraction Facts: Differences to 12	<p>T1,T2 – Not Assessed</p> <p>T3</p> <ul style="list-style-type: none"> Recalls basic facts of subtraction to 12 Uses mental math 	<p>T1,T2 – Not Assessed</p> <p>T3</p> <ul style="list-style-type: none"> Computes basic facts of subtraction to 12 in written work with minimal errors 	<p>T1,T2 – Not Assessed</p> <p>T3</p> <ul style="list-style-type: none"> Understands the concept of subtraction Computes basic facts of subtraction to 12 in written work with frequent errors 	<p>T1,T2 – Not Assessed</p> <p>T3</p> <ul style="list-style-type: none"> Shows minimal understanding of the concept of subtraction Requires intensive support Frequent errors

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Report Card Line	4 ADVANCED	3 PROFICIENT	2 BASIC	1 MINIMAL
Recognizes & Creates Patterns	T1 <ul style="list-style-type: none"> Recognizes that the same pattern can be created and represented in different ways T2,T3 – Not Assessed	T1 <ul style="list-style-type: none"> Recognizes and creates extended patterns T2,T3 – Not Assessed	T1 <ul style="list-style-type: none"> Some errors but understands the concept T2,T3 – Not Assessed	T1 <ul style="list-style-type: none"> Minimal understanding T2,T3 – Not Assessed
Collects and Interprets Data Using Graphs	T1,T2 – Not Assessed T3 <ul style="list-style-type: none"> Independently reads and interprets data Accurately communicates data results 	T1,T2 – Not Assessed T3 <ul style="list-style-type: none"> Reads and uses information presented in graphs and charts Collects data 	T1,T2 – Not Assessed T3 <ul style="list-style-type: none"> Information derived from graphs is inconsistent with data provided 	T1, T2 – Not Assessed T3 <ul style="list-style-type: none"> Does not understand the concept and requires intensive support
Identifies Basic Shapes & 3D Figures	T1 – Not Assessed T2 <ul style="list-style-type: none"> Names & classifies 3 dimensional shapes (cone, sphere, cube, and cylinder) T3 – Not Assessed	T1 – Not Assessed T2 <ul style="list-style-type: none"> Names and draws 2D shapes (square, circle, triangle, rectangle & oval) T3 – Not Assessed	T1 – Not Assessed T2 <ul style="list-style-type: none"> Inconsistently names 2D shapes (square, circle, triangle, rectangle & oval) T3 – Not Assessed	T1 – Not Assessed T2 <ul style="list-style-type: none"> Knows only 1-2 -- 2D shapes T3 – Not Assessed
Identifies Fractional Parts	T1, T2 – Not Assessed T3 <ul style="list-style-type: none"> Understands basic concept of fractions (halves, thirds and fourths) through pictorial representation as well as numerals 	T1, T2 – Not Assessed T3 <ul style="list-style-type: none"> Understands basic concept of fractions (halves, thirds, and fourths) through pictorial representation 	T1, T2 – Not Assessed T3 <ul style="list-style-type: none"> Understands basic concept of fractions with teacher support 	T1, T2 – Not Assessed T3 <ul style="list-style-type: none"> Understands basic concept of fractions with intensive teacher support
Understands Concepts of Time	T1 – Not Assessed T2 <ul style="list-style-type: none"> Understands and applies calendar skills (ex: Knows the date of the 3rd Tues.) T3 <ul style="list-style-type: none"> Identifies parts of a clock: hour and minute hand Tells time to ¼ hour (orally and written) 	T1 – Not Assessed T2 <ul style="list-style-type: none"> Understands the language of a calendar (day, date, yesterday, etc.) T3 <ul style="list-style-type: none"> Identifies parts of a clock: hour and minute hand Accurately tells times to the hour and ½ hour (orally and written) 	T1 – Not Assessed T2 <ul style="list-style-type: none"> Requires some support and/or extra time to use language of a calendar T3 <ul style="list-style-type: none"> Needs verbal prompt to identify parts of a clock Needs verbal prompt to tell time to the hour and ½ hour (orally and/or written) 	T1 – Not Assessed T2 <ul style="list-style-type: none"> Requires intensive support to use the language of the calendar T3 <ul style="list-style-type: none"> Confuses parts of the clock Needs intensive teacher support to tell time

Mathematics Rubric – GRADE 1

Report Card Line	4 ADVANCED	3 PROFICIENT	2 BASIC	1 MINIMAL
Understands Concepts of Money	<p>T1 – Not Assessed T2</p> <ul style="list-style-type: none"> Counts coins to represent monetary value (quarter & other coins) <p>T3</p> <ul style="list-style-type: none"> Counts coins to represent monetary value (quarters and other coins) Student selects fewest coins to represent any specified amount of money valued at one dollar or less 	<p>T1 – Not Assessed T2</p> <ul style="list-style-type: none"> Quickly & automatically Identifies and names coins (penny, nickel, dime and quarter) Knows value of coins <p>T3</p> <ul style="list-style-type: none"> Identifies and names all coins (penny, nickel, dime and quarter) Knows value of coins Compares coins by value Accurately counts a given set of coins valued at one dollar or less 	<p>T1 – Not Assessed T2</p> <ul style="list-style-type: none"> Identifies and names coins but needs time and/or support Knows values for the coins but needs time and/or support <p>T3</p> <ul style="list-style-type: none"> Requires teacher support to count a given set of coins valued at one dollar or less 	<p>T1 – Not Assessed T2, T3</p> <ul style="list-style-type: none"> Frequent errors Needs intensive support
Understands Concepts of Measurement	<p>T1, T2 – Not Assessed T3</p> <ul style="list-style-type: none"> Independently uses standard measurement to closest half inch and centimeter to determine length 	<p>T1,T2 – Not Assessed T3</p> <ul style="list-style-type: none"> Independently uses standard measurement to closest inch and centimeter to determine length 	<p>T1,T2 – Not Assessed T3</p> <ul style="list-style-type: none"> Uses standard measurement to determine length with prompt Understands the concept 	<p>T1,T2 – Not Assessed T3</p> <ul style="list-style-type: none"> Does not understand the concept of standard measurement
Uses & Communicates Problem Solving Strategies	<p>T1, T2, T3</p> <ul style="list-style-type: none"> Independently uses more than one strategy 	<p>T1, T2, T3</p> <ul style="list-style-type: none"> Is able to determine relevant information in order to solve a problem Explains and demonstrates how a problem is solved (orally and written) 	<p>T1, T2, T3</p> <ul style="list-style-type: none"> Demonstrates some proficient skills and/or requires some teacher help 	<p>T1, T2, T3</p> <ul style="list-style-type: none"> Demonstrates few proficient skills and requires intensive teacher help