

1st Grade Report Card Rubrics

Language Arts

Standard	Criteria																														
Reads at grade level	<table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th></th> <th>1</th> <th>2</th> <th>3</th> <th>4</th> </tr> </thead> <tbody> <tr> <td>1st Quarter</td> <td>Below D</td> <td>D</td> <td>E-H</td> <td>I +</td> </tr> <tr> <td>2nd Quarter</td> <td>Below E</td> <td>E-F</td> <td>G-I</td> <td>J +</td> </tr> <tr> <td>3rd/ 4th Quarter</td> <td>Below G</td> <td>G-H</td> <td>I-K</td> <td>L +</td> </tr> </tbody> </table>						1	2	3	4	1 st Quarter	Below D	D	E-H	I +	2 nd Quarter	Below E	E-F	G-I	J +	3 rd / 4 th Quarter	Below G	G-H	I-K	L +						
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Based on Fountas and Pinnell's levels																															
Reads fluently and accurately	<table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th>Report card Rating</th> <th>1</th> <th>2</th> <th>3</th> <th>4</th> </tr> </thead> <tbody> <tr> <td>1st Quarter October</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>2nd Quarter December</td> <td>0-11 wpm</td> <td>12-22 wpm</td> <td>23-80 wpm</td> <td>81 + wpm</td> </tr> <tr> <td>3rd Quarter March</td> <td>0-11 wpm</td> <td>12-22 wpm</td> <td>23-80 wpm</td> <td>81 + wpm</td> </tr> <tr> <td>4th Quarter May</td> <td>0-28 wpm</td> <td>29-53 wpm</td> <td>53-110 wpm</td> <td>111 + wpm</td> </tr> </tbody> </table>					Report card Rating	1	2	3	4	1 st Quarter October					2 nd Quarter December	0-11 wpm	12-22 wpm	23-80 wpm	81 + wpm	3 rd Quarter March	0-11 wpm	12-22 wpm	23-80 wpm	81 + wpm	4 th Quarter May	0-28 wpm	29-53 wpm	53-110 wpm	111 + wpm	Wpm = words correctly read per minute
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Reads high-frequency words	4= reads 148-190 words accurately 3=reads 147 words accurately 2= reads 146-126 words accurately 1= reads fewer than 125 words accurately																														
Uses decoding strategies to identify high-frequency words, phonics, context clues, and word patterns	4=reads above level text and decodes longer words with ease 3=reads grade level texts and uses a variety of strategies proficiently to decode text 2=has difficulty decoding grade level text 1=has few decoding strategies																														
Demonstrates comprehension of literature text	Analysis of assignments will determine final grade																														
Demonstrates comprehension of informational text	Analysis of assignments will determine final grade																														

Standard	Criteria
Orally Expresses Ideas Clearly	<p>4 = Student consistently surpasses speaking and listening grade level expectations.</p> <p>3 = Student consistently exhibits grade level speaking and listening expectations.</p> <p>2 = Student is progressing towards demonstrating grade level speaking and listening expectations.</p> <p>1= Students has made minimal progress toward demonstrating grade level speaking and listening expectations</p>
Masters Word Study Lessons	<p>4 = Student correctly spells 10 target words and one or more familiar pattern words spelled correctly</p> <p>3 = Student correctly spells 8-10 target words</p> <p>2 = Student correctly spells 6-7 target words</p> <p>1 = Student correctly spells 0-5 target words</p>
Writes on topic and adds details to strengthen writing	<p>Analysis of assignments will determine the final performance level.</p> <p>In first grade students writing assignments consists of narrative, informational and argumentative pieces.</p>
Uses appropriate conventions (grammar, spelling, phonics rules capitalization, punctuation)	<p>Analysis of assignments will determine the final performance level.</p>

1st Grade Math

Standard	Criteria
<p>All Math Standards in Mathematical Domains</p> <p>Operations & Algebraic Thinking</p> <p>Numbers & Operation in Base Ten</p> <p>Measurement and Data</p> <p>Geometry</p>	<p>An analysis of assignments will determine the final grade.</p> <p>Exceeding (4)</p> <ul style="list-style-type: none"> • Has deep understanding of math concepts • Uses correct math vocabulary • Explains in words and models with pictures • Shows multiple ways to solve problem <p>Meeting (3)</p> <ul style="list-style-type: none"> • Has understanding of the math concepts • Uses some math vocabulary • Explains in words or models with picture <p>Approaching (2)</p> <ul style="list-style-type: none"> • Has somewhat understanding of math concepts • Explanation/strategy is unclear • May have an error in work

	<ul style="list-style-type: none"> • Uses limited math vocabulary • May be missing labels <p>Area of Concern (1)</p> <ul style="list-style-type: none"> • Lack of understanding of math concepts • May have many errors in work • Does not use math vocabulary • Needs help to understand and solve • Problem may not be completed
<p>Problem Solving</p>	<p>Analysis of assignments will determine the final performance level.</p> <p>Problem solving questions challenge students' mathematical thinking through multiple-steps and more rigorous problems.</p>
<p>Instant Recall of Addition and Subtraction Facts <i>(Facts within 0-10)</i></p>	<p>Analysis of assignments will determine the final performance level.</p> <p>Students will demonstrate fact fluency for both addition and subtraction facts 0 to 10.</p> <p>4 = correctly identifies 97% of basic facts with accuracy 3 = correctly identifies 80-96% of basic facts with accuracy 2 = correctly identifies 70-79% of basic facts with accuracy 1 = correctly identifies 69% or fewer basic facts</p>