

## Elementary Report Card Guide for First Grade

The following rubrics are to be used for all trimesters to correspond to the curriculum in reading, English-language arts and mathematics. Use of formative assessments, summative assessments and District trimester benchmark assessments along with the standards based grade book are data points to be utilized for the rubric.

# Reading

### *Foundation Standard- Reads common grade level high frequency words fluently and automatically*

| 4- Exceeding Child | 3- Proficient Child  | 2 Progressing Child  | 1 Emerging Child  |
|--------------------|--|--|---|
| NA                 | Reads 130-144 of common grade level high frequency words fluently and automatically. | Reads 100-129 of the common grade level high frequency words fluently and automatically. | Reads less than 99 of the common grade level high frequency words fluently and automatically. |

### *Foundation Standard- Applies the knowledge of phonics to decode unfamiliar words*

| 4- Exceeding Child   | 3- Proficient Child  | 2 Progressing Child   | 1 Emerging Child   |
|--|--|---|--|
| <p>Child independently applies a large variety of strategies figure out unfamiliar words. They may include:</p> <ul style="list-style-type: none"> <li>• Distinguishing long and short vowels</li> <li>• Knows spelling-sound correspondences for additional common vowel teams</li> </ul> <p>Decodes two-syllable words with long vowels</p> <p>Decodes with common prefixes and suffixes</p> | <p>Reader independently uses effective strategies to read unfamiliar words.</p> <ul style="list-style-type: none"> <li>• Knows spelling-sound correspondences for common consonant digraphs</li> <li>• Knows final-e</li> <li>• Know that every syllable must have a vowel sound</li> </ul> <p>Decodes two-syllable words, including blends and diagraphs</p> <p>Decodes two-syllable words following basic patterns and breaking words into syllables</p> | <p>Uses only a few strategies to solve unfamiliar words and often chooses the same one. They may need prompting to use a strategy to decode words.</p> <ul style="list-style-type: none"> <li>• One-to-one letter-sound correspondence</li> <li>• Associates the long and short sounds with common spellings for the 5 common vowels</li> </ul> <p>Can decode some two-syllable words, which may or may not include blends and diagraphs.</p> | <p>May only have one strategy or may not use any strategy to read unfamiliar words. Child always needs prompting and support to decode unfamiliar words.</p> <p>May or may not need prompting and support to decode single-syllable words and may struggle or not attempt two-syllable words including blends and diagraphs.</p> |

**Foundation Standard- Uses effective strategies to read unfamiliar words**

| 4- Exceeding Child   | 3- Proficient Child  | 2 Progressing Child  | 1 Emerging Child  |
|--|--|--|---|
| <p>Child independently and flexibly applies word solving strategies to read above grade level text. Child consistently uses more advanced strategies with little or no prompting such as:</p> <ul style="list-style-type: none"> <li>*Breaking multisyllabic words</li> <li>*Using known parts (analogies)</li> <li>*Prefixes and suffixes</li> <li>*Context and pronunciation guides</li> </ul> | <p>Child independently applies a wide range of strategies flexibly to solve unfamiliar words with ease. May be using more advanced strategies independently or with limited prompting such as:</p> <ul style="list-style-type: none"> <li>*Chunking</li> <li>*Using known words (analogies)</li> <li>*Phonics patterns: final -e, syllables, digraphs</li> </ul> | <p>Child independently uses 2-3 strategies to read unfamiliar words successfully with limited or no prompting. Child may still need some prompting to try more advanced strategies such as:</p> <ul style="list-style-type: none"> <li>*Chunking</li> <li>*Using a known word (analogies)</li> <li>*Phonics patterns: long and short vowels</li> </ul> | <p>Child uses 1-2 strategies occasionally to read unfamiliar words but still needs prompting to use them consistently. May focus on one or two strategies more heavily than others.</p> <ul style="list-style-type: none"> <li>*Check the picture</li> <li>*Get your mouth ready</li> <li>*Stretch it out</li> <li>*Does it make sense? Sound right? Look right?</li> </ul> |

**Foundation Standard- Reads independent on grade level text with understanding**

| 4- Exceeding Child  | 3- Proficient Child  | 2 Progressing Child  | 1 Emerging Child   |
|---|--|--|--|
| <p>Reads independently at a second grade level text or above with understanding (L or above).</p> | <p>Reads independent on grade level or slightly above level text with understanding (I-K).</p> | <p>Reads slightly below independent grade level text with understanding (H).</p> | <p>Reads well below independent grade level text with understanding (G or below)</p> |

**Standard- Retells a stories including characters, setting and events**

| 4- Exceeding Child   | 3- Proficient Child   | 2 Progressing Child   | 1 Emerging Child   |
|--|---|---|--|
| <p>Retells multiple important or main events in the story and identifies the main character(s) and setting. They rely mostly on text instead of picture cues.</p> <p>When asked to talk about characters, child generates adjectives to describe the main character which are NOT directly named in the story.</p> | <p>Retells key details, setting and events based on illustrations and descriptions in the story. They may repeat exact words of the text in the retelling, may exclude an event.</p> <p>When asked to talk about the characters, child generates single word adjectives to describe the main character.</p> | <p>Retells stories a story (maybe with prompting and support) but may not identify the characters, setting and main events.</p> <p>Retells story with events that may be less important to the overall story, using text and/or pictures.</p> | <p>When asked to retell stories or to talk about the setting, characters, or events with prompting and support, the child can make simple statements. They rely heavily on picture cues.</p> |

**Standard- Answers questions about key text details**

| 4- Exceeding Child  | 3- Proficient Child  | 2 Progressing Child  | 1 Emerging Child  |
|---|--|--|---|
| Child not only is able to answer questions about the key text details, they are able to name specific points and attempts to say how the author supported these with reasons. | Answers questions about key text details.<br><br>Child might repeat exact words of the text for details and it may include details based on prior knowledge. | With prompting and support, child can answer questions about the key text details. Answers are usually based on what the student noticed in illustrations or by repeating the words of the text. | With prompting and support, child can identify the main topic of the text, but might still identify a detail in the book as a main topic. Answering questions is challenging. |

**Standard- Uses non-fiction text features (headings, graphs, lists) to locate key facts or information**

| 4- Exceeding Child  | 3- Proficient Child  | 2 Progressing Child   | 1 Emerging Child   |
|---|--|---|--|
| Child is able to connect the text features and other relevant information in the text to provide evidence of key facts. They support the relationship between ideas and evidence. | Uses non-fiction text features to locate key facts or information. | With prompting and support, child can locate key facts or information. At times, child may still misinterpret a text feature. | With prompting and support, child can only locate a few facts or information. The facts they share may not be key facts for the text. They may misinterpret text features. |

**Standard- Makes connections between stories and personal experiences**

(Not listed first trimester)

| 4- Exceeding Child  | 3- Proficient Child  | 2 Progressing Child  | 1 Emerging Child  |
|---|--|--|---|
| When comparing characters, they are able to compare their problems or troubles with concrete factors. They compare the same character in different book series.<br>When comparing two texts on the same topic, the student can name similar and different points of the texts based off of explicitly labeled section headings and other key details. | When it is explicit in the text, the child can make connections between stories and personal experiences.<br><br>When comparing two texts on the same topic and their personal experiences, the child can identify basic similarities and differences. | With prompting and support, the child can make connections between stories and personal experiences. They rely heavily on pictures and make simple statements (both books have girl characters and I am a girl).<br><br>With prompting and support, the child can identify basic similarities and differences. | With prompting and support, the child may not be able to compare two characters or compares by looking at pictures (they are happy.)<br><br>With prompting and support, the child may only relate to physical (they are both red) or basic content of the text (they are both about dinosaurs). |

# Language Arts

## *Writing Standard- Writes a variety of text (narrative and informative)*

| 4- Exceeding Child  | 3- Proficient Child | 2 Progressing Child | 1 Emerging Child |
|---|---------------------|---------------------|------------------|
| <p>Score is to be determined based on overall CCSS aligned district rubric and assessment(s).</p> <p>(May change based on curriculum planning)</p> <p>Trimester 1- Writes a narrative text.</p> <p>Trimester 2- Writes an informative text.</p> <p>Trimester 3- Writes an opinion text.</p> |                     |                     |                  |

## *Writing Standard- Writes to communicate ideas and information*

| 4- Exceeding Child  | 3- Proficient Child   | 2 Progressing Child  | 1 Emerging Child   |
|---|---|--|--|
| <p>Writing includes an opening that moves smoothly through the body of writing with a conclusion. Ideas are logically ordered and clustered. Writing is focused and well developed with many interesting and important details.</p> | <p>Develops and maintains an idea throughout the writing and the ideas are in a logical order. Writing is on topic throughout and contains 2 or more developed details.</p> | <p>With or without support, records a series of events in chronological order from beginning to end most of the time. Writer attempts to stay on topic and may only include one or more details.</p> | <p>Can verbally tell a series of 2-4 chronological events from beginning to end with support of the teacher. At times ideas may be random/not connected.</p> |

## *Language Standard- Uses capital letters and punctuation marks correctly in daily writing*

| 4- Exceeding Child   | 3- Proficient Child   | 2 Progressing Child  | 1 Emerging Child  |
|--|---|--|---|
| <p>Writer uses a variety of sentence structure and length and is consistently independently applying all capitalization (includes product names, geographic, Holiday, etc..) and ending marks (exclamation point).</p> | <p>Writer independently uses closing punctuation (period, question mark) and beginning capitalization independently for all sentences. Capitalizes dates and names of people.</p> | <p>With prompting and support, writer uses closing punctuation (period, question mark) and beginning capitalization for all sentences.</p> <p>With prompting and support, capitalizes dates and names of people.</p> | <p>With prompting and support, writer is still overgeneralizing or omitting capitalization and closing punctuation rules.</p> |

*Language Standard- Applies word sorts to daily work*

| <b>4- Exceeding Child</b> | <b>3- Proficient Child</b>  | <b>2 Progressing Child</b>   | <b>1 Emerging Child</b>   |
|---------------------------|---|--|---|
| NA                        | Applies word sorts to daily work.<br><br>Uses spelling patterns generalizations in writing words. | In isolation, child is able to spell words in their assigned word sort patterns. They may be inconsistent in daily writing. May over generalize learned spelling patterns. | Child is not able to spell assigned word sort patterns in isolation or is very inconsistent.<br><br>Spells simple words phonetically, drawing on knowledge of letter-sound relationships. |

*Language Standard- Applies correct spelling of high frequency words in daily work*

| <b>4- Exceeding Child</b> | <b>3- Proficient Child</b>   | <b>2 Progressing Child</b>  | <b>1 Emerging Child</b>  |
|---------------------------|--|---|--|
| NA                        | Writes 117-130 first grade high frequency words accurately in isolation that reflect attention to print. | Writes 91-116 first grade high-frequency words accurately in isolation that reflect attention to print. | Writes 90 or below high-frequency words accurately in isolation that reflect attention to print. |

*Language Standard- Writes sentences that are complete and on topic*

| <b>4- Exceeding Child</b>   | <b>3- Proficient Child</b>   | <b>2 Progressing Child</b>  | <b>1 Emerging Child</b>  |
|---|--|---|--|
| Independently can write and expand simple and compound sentences. | Independently writes sentences that are simple and on topic. Includes compound declarative, interrogative, imperative and exclamatory sentences. | With support, writes simple sentences.<br><br>Independently sentences are often short and may be fragments. | Can verbally tell a simple sentence.<br><br>Independently the writer may have a lack of structure and words may stand alone. |

# Mathematics

## *Number and Operations Standard- Reads and writes numerals to 120*

| 4- Exceeding Child  | 3- Proficient Child   | 2 Progressing Child  | 1 Emerging Child   |
|---|---|--|--|
| Child can consistently and independently read and write numbers beyond 1,000. | Uses oral and written numerals to express quantities to 120 or slightly beyond. | With some scaffolding, can read and writes to 120. Often child can independently count to 20 and may struggle through the decades. | With routine scaffolding, child may or may not read and write 120. |

## *Number and Operations Standard- Counts forward from a given number within 1-120*

| 4- Exceeding Child   | 3- Proficient Child  | 2 Progressing Child   | 1 Emerging Child   |
|--|--|---|--|
| At this level, child counts accurately to 200 and beyond, recognizing the patterns of ones, tens and hundreds.<br><br>They count in either direction (forwards or backwards) and recognizes that sequence mirrors single-digit sequence. | Child can count by ones through 120, including the decade transitions from 30 to 40, 49 to 50, and so on, starting at any number. Recognizes the errors in others' counting. | Requires some scaffolding, child counts to 120, may struggle especially through the decade transitions or past one hundred. | Routinely requires scaffolding to count to 120, and struggles when they cross decades or in the teens. |

## *Number and Operations Standard- Understands that the two-digits of a two-digit number represents amounts of tens and ones (to 99)*

| 4- Exceeding Child | 3- Proficient Child  | 2 Progressing Child  | 1 Emerging Child   |
|--------------------|--|--|--|
| NA                 | Child has the concept of "unitizing," that ten objects become one ten. The whole is thus seen as a group of a number of objects. Child realizes that a numeral can represent ones or tens depends on where it is placed. | With some scaffolding, the child may see the concept of unitizing. They may be able to use manipulatives or tell the numeral in the tens and ones place, but struggles to understand that the numeral 2 for example, represents two units, but the | With routine scaffolding the child may or may not understand the concept of unitizing. |

|  |  |  |  |
|--|--|--|--|
|  |  | units themselves can change depending on the column in which it is placed. For them, the numeral 2 simply represents the same unit everywhere. |  |
|--|--|--|--|

*Number and Operations Standard- Compares two-digit numbers*

| <b>4- Exceeding Child</b>   | <b>3- Proficient Child</b>  | <b>2 Progressing Child</b>   | <b>1 Emerging Child</b>   |
|---|---|--|---|
| Uses symbols and words to compare whole three-digit numbers to express quantities and number relationships. | Uses symbols to compare whole two-digit numbers to express quantities and number relationships. For example, a child at this level can explain that 63 is more than 59 because six tens is more than five tens even if there are more ones. | With some scaffolding, the child can compare two-digit numbers. At this level they may be able to tell which number is greater or less, but may not utilize the symbols independently. | With routine scaffolding, the child may or may not be able to compare two-digit numbers. They may or may not be able to identify the symbols. |

*Number and Operations Standard- Mentally adds or subtracts 10 from a two-digit number*

| <b>4- Exceeding Child</b> | <b>3- Proficient Child</b>  | <b>2 Progressing Child</b>   | <b>1 Emerging Child</b>   |
|---------------------------|---|--|---|
| NA                        | Mentally adds or subtracts 10 from any two-digit number. Usually student can solve these problems by incrementing or combining or taking away tens and ones. Child does this with ease and precision. | With some scaffolding, mentally adds or subtracts from any two-digit number. They may need a visual aide (number line, hundreds chart) at times. | With routine scaffolding, the child may or may not be able to mentally add or subtract from any two-digit number. They may always need a manipulative or support to use a strategy. |

*Operations & Algebra Standard- Uses objects, drawings, or number sentences for the unknown number to represent the addition or subtraction word problem within 20*

| <b>4- Exceeding Child</b>   | <b>3- Proficient Child</b>   | <b>2 Progressing Child</b>  | <b>1 Emerging Child</b>   |
|---|--|---|---|
| <p>Child is able to solve problems starting from the unknown using number sentences with addition and subtraction.</p> <p>Child can explain answers to questions, such as “does this answer makes sense?”</p> | <p>They can solve word problems starting from the unknown (<math>\_\_ + 5=9</math>) using objects, drawings or number sentences with addition and subtraction within 20. They can analyze simple numeric patterns with rules that involve addition and subtraction.</p> <p>Child can explain answers to questions, such as “does this answer makes sense?”</p> | <p>Overall, child has part-whole understanding. They need scaffolding to solve starting with the unknown. Child may solve problem types using flexible strategies (composing / decomposing, numbers, diagrams, using objects, arrays, number lines and some derived facts. For example <math>5 +5=10</math> so <math>5+6=11</math>.) They may or may not be able to solve unknown numbers in equations when in isolation.</p> | <p>The child may not know the concept of part-whole. With routine scaffolding, child may understand that addition is joining especially in problems in direct modeling, counting all, with objects. With scaffolding, child may understand that subtraction is take-away problems by separating with objects.</p> |

*Operations and Algebra Standard- Adds within 20 using strategies*

| <b>4- Exceeding Child</b>   | <b>3- Proficient Child</b>   | <b>2 Progressing Child</b>  | <b>1 Emerging Child</b>   |
|---|--|---|---|
| <p>Child can use composition of tens and all previous strategies to solve multi-digit addition problems, without paper and pencil. For example, when asked, “what is <math>28+35</math>?” this child thinks, <math>30 + 35</math> would be 65. But it is 28, so it is two less...63.</p> <p>Child can explain answers to questions, such as “does this answer makes sense?”</p> | <p>At this level the child can use flexible strategies (fact families, etc..) and derived combination (for example, <math>7 +7=14</math>, so <math>7+8=15</math>) to solve all types of addition problems within 20.</p> | <p>Child has part-whole understanding. With scaffolding, child can solve problem types using flexible strategies (composing / decomposing, numbers, diagrams, using objects, arrays, number lines and some derived facts. Most of the time they are only independently within 0-10.</p> | <p>The child may not know the concept of part-whole. With routine scaffolding, child may or may not find sums and differences. Often they are unable to utilize or identify efficient strategies.</p> |



**Operations and Algebra Standard- Subtracts within 20 using strategies**

| 4- Exceeding Child   | 3- Proficient Child   | 2 Progressing Child   | 1 Emerging Child  |
|--|---|---|---|
| <p>Child can use composition of tens and all previous strategies to solve multi-digit subtraction problems, without paper and pencil. For example, when asked, “what is 28+35?” this child thinks, 30 + 35 would be 65. But it is 28, so it is two less...63.</p> <p>Child can explain answers to questions, such as “does this answer makes sense?”</p> | <p>At this level the child can use flexible strategies (fact families, etc..) and derived combination (for example, 7 +7=14, so 7+8=15) to solve all types of subtraction problems within 20.</p> | <p>Child has part-whole understanding. With scaffolding, child can solve problem types using flexible strategies (composing / decomposing, numbers, diagrams, using objects, arrays, number lines and some derived facts. Most of the time they are only independently within 0-10.</p> | <p>The child may not know the concept of part-whole. With routine scaffolding, child may or may not find sums and differences. Often they are unable to utilize or identify efficient strategies.</p> |

**Measurement and Data Standard- Measures length in standard and nonstandard units**

| 4- Exceeding Child  | 3- Proficient Child   | 2 Progressing Child  | 1 Emerging Child  |
|---|---|--|---|
| <p>Child at this level develop the ability to measure (both metric and standard) knowing the need for identical units, the relationships between different units, partition of units and zero point on rulers. This is done to precision to the nearest half-inch and centimeter. They are able to estimate accurately.</p> | <p>Applies nonstandard and common standard units to measure or estimate length.</p> <p>In nonstandard units, they lay units end to end and they notice the need for identical units when measuring.</p> <p>Child can consistently use a ruler to measure and they see the need for identical units. They can relate size and number of units. For example, the child may explain, “If you measure with centimeters instead of inches, you’ll need more of them, because each one is smaller.”</p> | <p>Child can lay units end-to-end seeing the need for equal-length units. They are able to identify which objects are longer, shorter or the same length. Applies non-standard units to compare.</p> | <p>Child may be able to compare two objects by representing them with a third object. For example. A child might compare length of two objects with a piece of string. They may require scaffolding to see the need for equal length units.</p> |

**Measurement and Data Standard- Tells and writes time in hours and half-hours using analog and digital clocks**

| 4- Exceeding Child  | 3- Proficient Child  | 2 Progressing Child   | 1 Emerging Child   |
|---|--|---|--|
| Tells and writes time to the five minute interval using both analog and digital clocks. | Tells and writes time in hours and half-hours using analog and digital clocks. | With some scaffolding, tells and writes time in hours and half hours using analog and digital clocks. | With routine scaffolding, child tells and writes time in hours and half hours using analog and digital clocks. |

**Geometry Standard- Identifies, compares and sorts two-dimensional shapes by defining attributes**

| 4- Exceeding Child | 3- Proficient Child  | 2 Progressing Child  | 1 Emerging Child   |
|--------------------|--|--|--|
| NA                 | Recognizes, compares and sorts basic shapes in and out of different orientations (square, triangle, rectangle, circle, rhombi and ellipses knowing they are not a circle) and prototypical examples of other shapes, such as hexagon, and trapezoid. | With some scaffolding, recognizes, sorts, and compare basic shapes in and out of different orientations (square, triangle, rectangle, circle) and prototypical examples of other shapes, such as hexagon, rhombus (diamonds), and trapezoid. | With routine scaffolding, child can compare, recognizes and sorts 2D shapes. They may or may not be able to identify them independently. |

**Geometry Standard- Identify, compare and sort three- dimensional shapes by defining attributes**

| 4- Exceeding Child | 3- Proficient Child  | 2 Progressing Child   | 1 Emerging Child   |
|--------------------|--|---|--|
| NA                 | They are able to identify, sort and compare cubes, prisms, cones, and cylinders) . | With some scaffolding, they are able to identify and compare cubes, prisms, cones, and cylinders) and can compose them using concrete models/materials. | With routine scaffolding, child can compare, recognizes and sorts 3D shapes. They may or may not be able to identify them independently. |

**Geometry Standard- Divide circles and rectangles into two (halves) and four (fourths) equal shares**

| 4- Exceeding Child  | 3- Proficient Child  | 2 Progressing Child  | 1 Emerging Child  |
|---|--|--|---|
| Partitions shapes into equal parts with equal areas and recognizes that each part is a unit fraction of the whole. This is done up to the eighths for circles and rectangles. | Partitions circles and rectangles into 2 and 4 equal parts and describes the parts (halves and fourths). | With some scaffolding, child partitions circles and rectangles into 2 and 4 equal parts and describes the parts. | With routine scaffolding, child partitions circles and rectangles into 2 and 4 equal parts and describes the parts. |

*Resources:*

The Reading and Writing Project (2012) K-8 Literature Reading Continuum

The Reading and Writing Project (2012) K-8 Informational Reading Continuum

Jennifer Savillio , Independent Reading Assessment: Fiction (2013) Scholastic Education

CCSSO: Common Core State Standards (2010) English Language Arts and Mathematics

Linda Dorn & C. Saffos, Interventions at Work: Assisted Writing (2012) Boston, MA: Person

Karin Hess, Learning Progressions Framework Designed for Use with the Common Core State Standards in Mathematics K-12: University of Kentucky (2010)

Sharon Griffin, Learning Trajectories: Number Worlds (2009)