

ELA Standards-Based Report Card Rubric – First Grade

Domain: Reading							
Indicator	Standard	1-Beginning Learner/Emerging	2 – Developing Learner	3– Proficient Learner	4– Distinguished Learner	Evidence	Assessed
Ask and answer questions about key details, words, and phrases in a text.	1RL1 1RI1 1RI4	With prompting and support, the student can ask and answer questions about key details and determine the meaning of words in a text.	The student can consistently ask and answer questions about key details and determine the meaning of words in a text.	The student can consistently ask and answer questions about key details and determine the meaning of words in a text.	The student can consistently ask and answer questions about key details and determine the meaning of words in a text above the first grade stretch band (530L).	Benchmark Literacy Unit Assessments RCK12 Pre/Post Assessments i-Ready Teacher Observation Teacher Created Assessments	Q1, Q2, Q3, Q4
Retell stories to demonstrate understanding and identify who is telling the story.	1RL2 1RL6	With prompting and support, the student retells familiar stories including key details and demonstrates an understanding of their central message or lesson, and identifies who is telling the story at various points in the text.	The student inconsistently retells familiar stories including key details and demonstrates an understanding of their central message or lesson, and identifies who is telling the story at various points in the text.	The student consistently retells familiar stories including key details and demonstrates an understanding of their central message or lesson, and identifies who is telling the story at various points in the text.	The student consistently retells familiar stories including key details and demonstrates an understanding of their central message or lesson, and identifies who is telling the story at various points in text above the first grade stretch band (530L).	Benchmark Literacy Unit Assessments RCK12 Pre/Post Assessments i-Ready Teacher Observation Teacher Created Assessments	Q1, Q2, Q3, Q4
Identifies main topic and retells key details in a text.	1RI2	With prompting and support, the student identifies the main topic and retells key details of a text.	The student inconsistently identifies the main topic and retells key details of a text.	The student consistently identifies the main topic and retells key details of a text.	The student consistently identifies the main topic and retells key details of a text above the first grade stretch band (530L).	Benchmark Literacy Unit Assessments RCK12 Pre/Post Assessments i-Ready Teacher Observation Teacher Created Assessments	Q1, Q3
Describes, compares and contrast characters, settings, and events within a story.	1RL3 1RL9	With prompting and support, the student is able to identify characters, setting and major events in a story and is able to compare and contrast the adventures and experiences of characters in familiar stories.	The student is able to identify characters, setting and major events in a story and is able to compare and contrast the adventures and experiences of characters in familiar stories.	The student is able to consistently identify characters, setting and major events in a story and is able to compare and contrast the adventures and experiences of characters in familiar stories.	The student is able to consistently identify characters, setting and major events in a story and is able to compare and contrast the adventures and experiences of characters in familiar stories above the first grade stretch band (530L).	Benchmark Literacy Unit Assessments RCK12 Pre/Post Assessments i-Ready Teacher Observation Teacher Created Assessments	Q1, Q2, Q3, Q4

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Describes connections between two individuals, events, ideas, or pieces of information in a text.	1RI3	With prompting and support, the student can describe the connection between two individuals, events, ideas, or pieces of information in a text.	The student can inconsistently describe the connection between two individuals, events, ideas, or pieces of information in a text.	The student can consistently describe the connection between two individuals, events, ideas, or pieces of information in a text.	The student justifies or evaluates the connection between two individuals, events, ideas, or pieces of information.	Benchmark Literacy Unit Assessments RCK12 Pre/Post Assessments i-Ready Teacher Observation Teacher Created Assessments	Q2, Q4
Identifies similarities and differences between two texts on the same topic.	1RI9	With prompting and support, the student is able to identify similarities and differences in two pieces of text on the same topic.	The student is able to inconsistently identify similarities and differences in two pieces of text on the same topic.	The student is consistently able to identify similarities and differences in two pieces of text on the same topic.	The student is able to identify similarities and differences between many texts on the same topic.	Benchmark Literacy Unit Assessments RCK12 Pre/Post Assessments i-Ready Teacher Observation Teacher Created Assessments	Q2, Q4
Identifies and explains characteristics of literary and informational texts.	1RL5 1RI5	With prompting and support, the student is able to identify and explain characteristics of literary and informational texts by using various text features.	The student inconsistently identifies and explains characteristics of literary and informational texts by using various text features.	The student is able to consistently identify and explain characteristics of literary and informational texts by using various text features.		Benchmark Literacy Unit Assessments RCK12 Pre/Post Assessments i-Ready Teacher Observation Teacher Created Assessments	Q1, Q2, Q3, Q4
Distinguish between and use information provided by pictures and texts to describe key details.	1RI6	With prompting and support, the student is able distinguish between and use information provided by pictures and texts to describe key details	The student inconsistently distinguishes between and uses information provided by pictures and texts to describe key details.	The student is able to consistently distinguish between and use information provided by pictures and texts to describe key details.	The student is able to consistently distinguish between and use information provided by pictures and texts to describe key details in text above the first grade stretch band (530L).	Benchmark Literacy Unit Assessments RCK12 Pre/Post Assessments i-Ready Teacher Observation Teacher Created Assessments	Q2, Q4
Identify words/phrases in stories and poems that suggest feelings or appeal to the senses.	1RL4	With prompting and support, the student is able to identify words/phrases in stories and poems that suggest feelings or appeal to the senses.	The student is inconsistently able to identify words/phrases in stories and poems that suggest feelings or appeal to the senses.	The student is able to consistently identify words/phrases in stories and poems that suggest feelings or appeal to the senses.	The student is able to consistently identify words/phrases in stories and poems that suggest feelings or appeal to the senses in text above the first grade stretch band (530L).	Benchmark Literacy Unit Assessments RCK12 Pre/Post Assessments i-Ready Teacher Observation Teacher Created Assessments	Q1, Q4
Identify reasons the author gives to	1RI8	With prompting and support, the student is	The student is able to inconsistently identify	The student is consistently able to identify reasons the	The student is consistently able to	Benchmark Literacy Unit Assessments	Q2, Q4

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support points in a text.		able to identify reasons the author gives and is able to tell how the reasons support points in the text.	reasons the author gives and is able to tell how the reasons support points in the text.	author gives and is able to tell how the reasons support points in the text.	identify reasons the author gives and is able to tell how the reasons support points in text above the first grade stretch band (530L).	RCK12 Pre/Post Assessments i-Ready Teacher Observation Teacher Created Assessments	
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Domain: Foundational Skills							
Indicator	Standard	1 – Beginner Learner	2 – Developing Learner	3 – Proficient Learner	4 – Distinguished Learner	Evidence	Assessed
Recognizes the distinguishing features of a sentence.	1RF1	With prompting and support, the student is able to recognize the distinguishing features of a sentence including capitalization of the first word OR ending punctuation	The student is inconsistently able to recognize the distinguishing features of a sentence including capitalization of the first word and ending punctuation	The student is consistently able to recognize the distinguishing features of a sentence including capitalization of the first word and ending punctuation	The student is independently able to apply the distinguishing features of complex sentences	i-Ready Phonological Awareness i-Ready Phonics i-Ready High Frequency Words Build-Up Quick Phonics Inventory	Q1, Q2, Q3, Q4
Demonstrate understanding of spoken words, syllables, and sounds.	1RF2 (a-d)	With prompting and support, the student is able to isolate and pronounce initial, media vowel, and final sounds, OR segment spoken single-syllable words, OR distinguish long from short vowels in single syllable words	The student is inconsistently able to isolate and pronounce initial, media vowel, and final sounds, OR segment spoken single-syllable words, AND distinguish long from short vowels in single syllable words	The student is consistently able to isolate and pronounce initial, media vowel, and final sounds, AND segment spoken single-syllable words, AND distinguish long from short vowels in single syllable words	The student is independently identifies multi-syllable words	i-Ready Phonological Awareness i-Ready Phonics i-Ready High Frequency Words Build-Up Quick Phonics Inventory	Q1, Q2, Q3, Q4
Knows and applies grade-level phonics and word analysis skills in decoding.	1RF3 (a-f)	With prompting and support, the student is able to demonstrate spelling sound correspondences, decode one syllable words, know final e and vowel teams, OR Decode two syllable words and inflectional endings	The student is able to demonstrate spelling sound correspondences, decode one syllable words, know final e and vowel teams, OR Decode two syllable words and inflectional endings	The student is consistently able to demonstrate spelling sound correspondences, decode one syllable words, know final e and vowel teams, decode two syllable words and inflectional endings		i-Ready Phonological Awareness i-Ready Phonics i-Ready High Frequency Words Build-Up Quick Phonics Inventory	Q1, Q2, Q3, Q4
Read with sufficient accuracy and fluency to support comprehension.	1RF4 (a-c)	The student reads 0-31 words per minute with 0-81% accuracy	The student reads 32-46 words per minute with 82-89% accuracy	The student reads 47-60 words per minute with 90-96% accuracy	The student reads 60 or more words per minute with 99% accuracy	Running record Benchmark Oral Reading Fluency Passages	Q1, Q2, Q3, Q4

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Reads grade level appropriate irregularly spelled/ high frequency words.	1RF4 (d)	With prompting and support, the student reads grade level text at a rate that hinders their ability to demonstrate comprehension AND does not use context to confirm or self-correct to monitor comprehension	The student inconsistently reads grade level text at a rate that hinders their ability to demonstrate comprehension AND does not use context to confirm or self-correct to monitor comprehension	The student consistently reads grade level text at an appropriate rate with accuracy and fluency to demonstrate comprehension. Uses context to confirm or self-correct to monitor comprehension and improves accuracy, rate, and expression with successive readings	The student consistently reads grade level text at an accelerated rate with accuracy and fluency to demonstrate comprehension and uses context to confirm or self-correct to monitor comprehension	i-Ready Phonological Awareness i-Ready Phonics i-Ready High Frequency Words Build-Up Quick Phonics Inventory Sight Word Inventory	Q1, Q2, Q3, Q4
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Domain: Writing							
Indicator	Standard	1 – Beginner Learner	2 – Developing Learner	3 – Proficient Learner	4 – Distinguished Learner	Evidence	Assessed
Formulates and writes an opinion about a topic or book.	1W1	With prompting and support, the student demonstrates understanding of the elements of an opinion piece including introducing a topic, stating an opinion, supplying a reason for the opinion and providing a sense of closure	The student inconsistently demonstrates understanding of the elements of an opinion piece including introducing a topic, stating an opinion, supplying a reason for the opinion and providing a sense of closure	The student consistently demonstrates understanding of the elements of an opinion piece including introducing a topic, stating an opinion, supplying a reason for the opinion and providing a sense of closure	The student composes a piece including an opinion or preference about a topic or book and supplies many reasons for the opinion and provides closure.	Opinion Performance Task	Q4
Writes about a topic in informational/explanatory text.	1W2	With prompting and support, demonstrates knowledge of the elements of an informational/explanatory text including writing the name of a topic supplying simple facts about that topic, and providing a sense of closure.	The student inconsistently demonstrates knowledge of the elements of an informational/explanatory text including writing the name of a topic and supplying simple facts about that topic, and providing a sense of closure.	The student consistently demonstrates knowledge of the elements of an informational/explanatory text including writing the name of a topic and supplying simple facts about that topic, and providing a sense of closure.	The student consistently uses the knowledge of the elements and writes an information/explanatory writing about a text and supplies many supporting details and provides a sense of closure.	Informational Performance Task	Q3

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Writes narratives with sequenced events.	1W3	With prompting and support, the student writes narratives with two or more sequenced events	The student inconsistently writes narratives with two sequenced events, including some details regarding what happened, uses temporal words to signal event order and provides some sense of closure.	The student consistently writes narratives with two sequenced events, including some details regarding what happened, uses temporal words to signal event order and provides some sense of closure.	The student consistently writes narratives with two or more sequenced events, including elaborative details regarding what happened, uses temporal words to signal event order, and provides a sense of closure using complex language.	Narrative Performance Task	Q1, Q2
With support, uses the writing process to produce and publish writing in a variety of formats.	1W5	With prompting and support from adults, the student uses the writing process to produce and publish writing in one format	The student inconsistently uses the writing process to produce and publish writing in a variety of formats.	The student consistently uses the writing process to produce and publish writing in a variety of formats.		All Performance Tasks	Q1, Q2, Q3, Q4
Participates in shared research and writing projects.	1W7	With prompting and support, the student is able to participate in shared research and writing projects.	The student inconsistently participates in shared research and writing projects.	The student consistently participates in shared research and writing projects.	The student takes a leadership role when participating in research and writing projects.	All Performance Tasks	Q1, Q2, Q3, Q4
Gathers information from sources and experiences to answer a question.	1W8	With prompting and support, the student recalls information from experiences or gathers information from provided sources to write an answer to a question	The student inconsistently recalls information from experiences or gather information from provided sources to write an answer to a question	The student consistently recalls information from experiences or gather information from provided sources to write an answer to a question		All Performance Tasks	Q1, Q2, Q3, Q4

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Domain: Language and Vocabulary							
Indicator	Standard	1 – Beginner Learner	2 – Developing Learner	3 – Proficient Learner	4 – Distinguished Learner	Evidence	Assessed
Demonstrate command of the conventions of standard English grammar to include capitalization, punctuation, and spelling when speaking and writing.	1L1 (a-k) 1L2 (a-e)	With prompting and support, the student is able to use standard English grammar and conventions of language and acquires, understands, and uses new diverse vocabulary	The student is inconsistently able to use standard English grammar and conventions of language and acquires, understands, and uses new diverse vocabulary	The student is consistently able to use standard English grammar and conventions of language and acquires, understands, and uses new diverse vocabulary		All Performance Tasks Writing and Language Handbook Pages 15-81	Q1, Q2, Q3, Q4
Determine and use strategies to clarify the meaning of unknown and multiple meaning words and phrases.	1L4 (a-c)	With prompting and support, the student can use context clues to uncover meaning of unknown words	The student can inconsistently use context clues to uncover meaning of unknown words	The student can consistently use context clues to uncover meaning of unknown words		All Performance Tasks Writing and Language Handbook Pages 15-81	Q1, Q2, Q3, Q4
Understand word relationships and categorize words based upon meaning.	1L5	With prompting and support, the student is able to use vocabulary in real life connections and distinguish shades of meaning among verbs and adverbs	The student inconsistently uses vocabulary in real life connections and distinguish shades of meaning among verbs and adverbs	The student consistently uses vocabulary in real life connections and distinguish shades of meaning among verbs and adverbs		All Performance Tasks Writing and Language Handbook Pages 15-81	Q1, Q2, Q3, Q4