

First Grade Literacy Rubric	1-Limited Understanding of Grade Level Standard	2-Progressing Towards Grade Level Standard	3-Meets Grade Level Standard	E-Exceeds Grade Level Standard
Phonics & Word Recognition				
Recognize and read grade-appropriate irregularly spelled words, including high-frequency words	Reads less than 75 common high-frequency words by sight	Reads 75-149 common high-frequency words by sight	Reads 150 common high-frequency words by sight	
Spell simple words phonetically, drawing on knowledge of sound-letter relationships	Writes initial and final consonants	Writes CVC words, correctly identifies short vowels, blends, digraph	Writes CVC words, correctly identifies short vowels, blends, digraphs, CVCe	Writes long vowel patterns & inflected endings
Fluency				
Read grade-level text orally with accuracy, appropriate rate, and expression	Reading at a level A-8 <ul style="list-style-type: none"> ● Rate = < 45 WPM ● Accuracy = >95% ● Expression 	Reading at a level 10-16, with consistent demonstration of the following: <ul style="list-style-type: none"> ● Rate = 45-60 WPM ● Accuracy = >95% ● Expression 	Consistently reads at a level 18 <ul style="list-style-type: none"> ● Rate = > 60 WPM ● Accuracy = >95% ● Expression 	
Reading Comprehension				
Read and comprehend grade level literature, including an ability to retell stories, including key details, and demonstrate understanding of their central message or lesson	Reads and comprehends at a level 8 or below	Reads and comprehends independently between levels 10-16	Reads and comprehends at an independent level 18-24	Reads and comprehends at an independent level 28
Read and comprehend grade level informational text, including an ability to identify the main idea and key details, and demonstrate understanding of their central message or lesson	Requires significant teacher support to read and identify the main idea and supporting details of a grade level text; may read and comprehend text at a level 8 or below	Inconsistently reads and identifies the main idea and supporting details of a grade level text; may read and comprehend text at a level 10-16	Reads and identifies the main idea and supporting details of a grade level text independently at a level 18-24	Reads and identifies the main idea and supporting details of a text independently (Level 28)
Writing				
Write narratives and other creative texts in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure (1.6.3.3)	Writes a narrative that may or may not include a logical sequence; writing may or may not include a clear beginning, middle, and end; illustrations may support writing; includes 0-4 sentences that may contain a who, what, when, how, why, where; sentences may include inconsistent use of proper mechanics	Writes a narrative with a logical sequence that may or may not include a clear beginning, middle, and end; illustrations support writing; includes 5-7 sentences that may contain a who, what, when, how, why, where; sentences may include inconsistent use of proper mechanics	Writes a narrative with a logical sequence that includes a clear beginning, middle, and end; illustrations support writing; includes 8-12 sentences that contain a who, what, when, how, why, where; sentences include proper mechanics	Meets all criteria of a 3, as well as writes with voice to get at heart of the story; varies word choice, sentence structure and length



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Writing				
Write informative/explanatory texts in which they name a topic, supply facts about the topic, and provide some sense of closure	Writes informative/ explanatory texts in which they name a topic, supply 0-4 facts about the topic; may or may not provide some sense of closure; sentences may include inconsistent use of proper mechanics	Writes informative/ explanatory texts in which they name a topic, supply about 5-7 facts about the topic, and provide some sense of closure; sentences may include inconsistent use of proper mechanics	Write informative/ explanatory texts in which they name a topic, supply 8 or more facts about the topic, and provide some sense of closure; sentences include proper mechanics	Meets all criteria of a 3, as well as considers audience, writes with voice, varies word choice, sentence structure and length; may use nonfiction text features
Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure	Writes opinion pieces which may/may not include the following: name of the book they are writing about, writes a summary, states an opinion, supplies a reason for the opinion, and provides a recommendation; sentences may include inconsistent use of proper mechanics; total length is between 0-4 sentences	Writes opinion pieces which include the name of the book they are writing about, a partial summary, states an opinion and may supply a reason for the opinion; writing may or may not include a recommendation; sentences may include inconsistent use of proper mechanics; total length is between 5-7 sentences	Writes opinion pieces in which they name the book they are writing about, write a summary, state an opinion, supply a reason for the opinion, and provide a recommendation; sentences include proper mechanics; total length is between 8-12 sentences	Meets all criteria of a 3, as well as writes a well-developed summary/recommendation that shows a deeper understanding of the story



First Grade Math Rubric

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Adding, Subtracting and Working with Data			
<u>Adds and subtracts within 10</u> , and represents and interprets categorical data.	Understanding is limited when adding and subtracting within 10, and representing and interpreting categorical data; requires significant teacher support.	Inconsistently adds and subtracts within 10, and represents and interprets categorical data.	Consistently adds and subtracts within 10, and represents and interprets categorical data.
Addition and Subtraction Story Problems			
<u>Solves new types of story problems within 10 using the relationship between addition and subtraction.</u> Develops an understanding of the meaning of the equal sign and connects story problems to equations.	Understanding is limited when solving new types of story problems within 10 using the relationship between addition and subtraction. Limited understanding of the meaning of the equal sign and connecting story problems to equations; requires significant teacher support.	Inconsistently solves new types of story problems within 10 using the relationship between addition and subtraction. Inconsistent understanding of the meaning of the equal sign and connecting story problems to equations.	Consistently solves new types of story problems within 10 using the relationship between addition and subtraction. Consistently understands the meaning of the equal sign and connects story problems to equations.
Adding and Subtracting within 20			
<u>Adds and subtracts within 20.</u> Applies the properties of operations and the relationships between addition and subtraction.	Understanding is limited when adding and subtracting within 20. Limited understanding of the properties of operations and relationships between addition and subtraction; requires significant teacher support.	Inconsistently adds and subtracts within 20. Inconsistently applies the properties of operations and the relationships between addition and subtraction.	Consistently adds and subtracts within 20. Consistently applies the properties of operations and the relationships between addition and subtraction.
Numbers to 99			
<u>Develops an understanding of place value for numbers up to 99.</u>	Understanding is limited on place value for numbers up to 99; requires significant teacher support.	Inconsistently demonstrates an understanding of place value for numbers up to 99.	Consistently demonstrates an understanding of place value for numbers up to 99.
Adding within 100			
<u>Uses place value understanding and properties of operations to add within 100.</u>	Understanding is limited when using place value understanding and properties of operations to add within 100; requires significant teacher support.	Inconsistently uses place value understanding and properties of operations to add within 100.	Consistently uses place value understanding and properties of operations to add within 100.
Length Measurements within 120 Units			
<u>Measures length and counts up to 120 length units.</u>	Understanding is limited when measuring length and counting up to 120 length units; requires significant teacher support.	Inconsistently measures length and counts up to 120 length units.	Consistently measures length and counts up to 120 length units.



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<u>Solves addition and subtraction story problems with unknowns</u> in all positions.	Understanding is limited when solving addition and subtraction story problems with unknowns in all positions; requires significant teacher support.	Inconsistently solves addition and subtraction story problems with unknowns in all positions.	Consistently solves addition and subtraction story problems with unknowns in all positions.
Geometry and Time			
<u>Reasons with shapes and their attributes</u> , and partitions shapes into equal pieces.	Understanding is limited when identifying shapes and their attributes, and partitioning shapes into equal pieces; requires significant teacher support.	Inconsistently identifies shapes and their attributes and partitioning shapes into equal pieces.	Consistently identifies shapes and their attributes and partitions shapes into equal pieces.
<u>Tells time to the hour and half hour.</u>	Understanding is limited when telling time to the hour and half hour; requires significant teacher support.	Inconsistently tells time to the hour and half hour.	Consistently tells time to the hour and half hour.



First Grade Science Rubric

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Physical Science: Light and Sounds			
<u>Plan and conduct investigations to provide evidence</u> that vibrating materials can make sound and that sound can make materials vibrate.	With support, plans and conducts an investigation, to recreate a specific sound to include in the puppet show scene.	Partially plans and conducts an investigation, based on the investigation, to recreate a specific sound to include in the puppet show scene.	Plans and conducts an investigation, to recreate a specific sound to include in the puppet show scene.
Earth Science: Changing Earth			
<u>Construct an argument with evidence to evaluate</u> multiple solutions designed to slow or prevent wind or water from changing the shape of the land.	With support, explains how water can change the land and needs support to draw conclusions.	Partially explains how water can change the shape of land and how their solution will prevent erosion.	Explains how water can change the shape of the land and how their solution will prevent erosion.
Life Science: Animal Adaptations			
<u>Develop a simple model based on evidence</u> to represent how plants or animals use their external parts to help them survive, grow, and meet their needs.	With support, creates a model that represents the adaptations needed to survive in an environment.	Partially creates a model that represents the adaptations needed to survive in an environment.	Creates a model that represents the adaptations needed to survive in an environment.



First Grade Other Subjects Rubric

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Social Studies				
Geography	Create a sketch map	Describe features on the sketch map	Explain how to get from one point on the sketch map to another	
Citizenship & Government	Identify ways citizens participate in the civic life of their community	Describe ways citizens participate in the civic life of their community	Explain why participation in the civic life of their community is important	
History	Identify artifacts from long ago and today	Connect artifacts from long ago to the counterparts of today	Explain similarities and differences between life long ago and today	
Health				
Create a balanced meal across food groups & explain how food is fuel for the body & brain (#1)	Identify foods from different food groups	Creates a balanced meal across food groups	Explain how the balanced meal is fuel for the body & brain	
Identify body parts and their functions	Can identify 0-4 facts about the body parts and describe their functions	Can identify 5-7 facts about the body parts and describe their functions	Can identify 8-12 facts about the body parts and describe their functions	
Art – assess quarters 2 and 4				
Identify fundamentals of art including color, line, shape, texture, space	Student needs significant teacher guidance to understand or identify the fundamentals of visual art or does not participate	Student is developing the ability to understand and identify the fundamentals of visual art	Student is able to understand and identify the fundamentals of visual art	Student demonstrates mastery of the fundamentals of visual art
Art – assess quarters 2 and 4				
Identify and use tools and materials from 2 dimensional and 3 dimensional artwork	Student needs significant teacher guidance when using tools for two and three-dimensional media of art	Student is developing the ability to identify and use two and three-dimensional tools	Student is able to identify and use two and three-dimensional tools	Student is able to demonstrate mastery of the two and three-dimensional tools
Music - assess quarters 2 and 4				
Demonstrate and/or describe music's expressive qualities Standard MU: Pr4.3.1a	Student does not demonstrate and/or describe expressive qualities	Student demonstrates or describes expressive qualities with limited guidance	Student demonstrates or describes expressive qualities independently	
Create and record personal musical ideas	Student does not create personal musical ideas	Student creates personal musical ideas with limited guidance	Student creates musical ideas independently	
Perform appropriately Standard MU:Pr6.1.1b	Student needs significant teacher guidance to perform appropriately for the audience and purpose	Student is developing appropriate performance skills	Student performs appropriately for audience and purpose	



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Physical Education				
Demonstrate motor skills and movement patterns needed to perform activities	Student does not attempt skill or movement pattern	Student attempts skill or movement pattern	Student independently completes skill or movement pattern	
Exhibits responsible personal and social behavior in phy. ed settings	Student does not follows teacher's directions for safe participation and proper use of equipment	Student follows teacher's directions for safe participation and proper use of equipment with occasional teacher reminders	Student consistently follows teacher's directions for safe participation and proper use of equipment without teacher reminders	
Actively engages in physical education class	Student engages inconsistently during skills and/or activity assigned	Student engages in skills and activities with occasional reminders	Student engages fully in all skills and activities	
Media will NOT be graded. Student progress will be documented through SeeSaw.				