

**Midlothian ISD 1st 9 Weeks-First Grade ELAR Report Card Rubric
2020-2021**

*Grayed out areas are not expected at this time.

| Learning Goals | 1= Area of Concern/ Not making appropriate progress | 2= Progress being made toward First Grade State Standards | 3=Meets First Grade State Standards |
|--|---|--|--|
| Beginning Reading and Writing | | | |
| Demonstrate phonological awareness | Does not demonstrate phonological awareness | Sometimes demonstrates phonological awareness | Consistently demonstrates phonological awareness |
| Demonstrate and apply phonetic knowledge by decoding words | Does not use or apply phonetic knowledge by decoding words | Sometimes uses and applies phonetic knowledge by decoding words | Consistently uses and applies phonetic knowledge by decoding words |
| Demonstrate and apply spelling knowledge | Does not use or apply spelling knowledge | Sometimes uses and applies spelling knowledge | Consistently uses and applies spelling knowledge |
| Develop handwriting by printing legibly | Does not develop handwriting by printing legibly | Sometimes develops handwriting by printing legibly | Consistently develops handwriting by printing legibly |
| Vocabulary | | | |
| Use newly acquired vocabulary expressively | Does not use newly acquired vocabulary expressively | Sometimes uses newly acquired vocabulary expressively | Consistently uses newly acquired vocabulary expressively |
| Fluency | | | |
| Read grade-level text with fluency and comprehension | Does not read grade-level text with fluency and comprehension | Sometimes reads grade-level text with fluency and comprehension | Consistently reads grade-level text with fluency and comprehension |

| Self-Sustained Reading | | | |
|---|--|--|---|
| Read grade-appropriate texts independently | Does not read grade-appropriate texts independently complex texts | Sometimes reads grade-appropriate texts independently increasingly complex texts | Consistently reads grade-appropriate texts increasingly complex texts |
| Comprehension Skills | | | |
| Develop and deepen comprehension of grade-level text | Does not develop and deepen comprehension of grade-level text | Sometimes develops and deepens comprehension of grade-level text | Consistently develops and deepens comprehension of grade-level text |
| Response Skills | | | |
| Respond to an increasingly challenging variety of sources that are read, heard, or viewed | Does not respond to an increasingly challenging variety of sources that are read, heard, or viewed | Sometimes responds to an increasingly challenging variety of sources that are read, heard, or viewed | Consistently responds to an increasingly challenging variety of sources that are read, heard, or viewed |
| Literary Elements | | | |
| Recognize and analyze literary elements | Does not recognize and analyze literary elements | Sometimes recognizes and analyzes literary elements | Consistently recognizes and analyzes literary elements |
| Genres | | | |
| Recognize and analyze genre-specific characteristics, structures, and purposes | Does not recognize and analyze genre-specific characteristics, structures, and purposes | Sometimes recognizes and analyzes genre-specific characteristics, structures, and purposes | Consistently recognizes and analyzes genre-specific characteristics, structures, and purposes |

| Author's Purpose and Craft | | | |
|--|---|---|--|
| Analyze and apply author's craft purposefully in order to develop his or her own products and performances | Does not analyze and apply author's craft purposefully in order to develop his or her own products and performances | Sometimes analyzes and applies author's craft purposefully in order to develop his or her own products and performances | Consistently analyzes and applies author's craft purposefully in order to develop his or her own products and performances |
| Composition: Writing Process | | | |
| Plan and develop drafts | Does not plan and develop drafts | Sometimes plans and develops drafts | Consistently plans and develops drafts |
| Revise and edit drafts | Does not revise and edit drafts | Sometimes revises and edits drafts | Consistently revises and edits drafts |
| Composition: Genres | | | |
| Dictate literary text, informational text and correspondence | Does not dictate literary text, informational text and correspondence | Sometimes dictates literary text, informational text and correspondence | Consistently dictates literary text, informational text and correspondence |
| Compose literary text, informational text and correspondence | Does not compose literary text, informational text and correspondence | Sometimes composes literary text, informational text and correspondence | Consistently composes literary text, informational text and correspondence |

**Midlothian ISD 2nd 9 Weeks-First Grade ELAR Report Card Rubric
2020-2021**

*Grayed out areas are not expected at this time.

| Learning Goals | 1= Area of Concern/ Not making appropriate progress | 2= Progress being made toward First Grade State Standards | 3=Meets First Grade State Standards |
|--|---|--|--|
| Beginning Reading and Writing | | | |
| Demonstrate phonological awareness | Does not demonstrate phonological awareness | Sometimes demonstrates phonological awareness | Consistently demonstrates phonological awareness |
| Demonstrate and apply phonetic knowledge by decoding words | Does not use or apply phonetic knowledge by decoding words | Sometimes uses and applies phonetic knowledge by decoding words | Consistently uses and applies phonetic knowledge by decoding words |
| Demonstrate and apply spelling knowledge | Does not use or apply spelling knowledge | Sometimes uses and applies spelling knowledge | Consistently uses and applies spelling knowledge |
| Develop handwriting by printing legibly | Does not develop handwriting by printing legibly | Sometimes develops handwriting by printing legibly | Consistently develops handwriting by printing legibly |
| Vocabulary | | | |
| Use newly acquired vocabulary expressively | Does not use newly acquired vocabulary expressively | Sometimes uses newly acquired vocabulary expressively | Consistently uses newly acquired vocabulary expressively |
| Fluency | | | |
| Read grade-level text with fluency and comprehension | Does not read grade-level text with fluency and comprehension | Sometimes reads grade-level text with fluency and comprehension | Consistently reads grade-level text with fluency and comprehension |

| Self-Sustained Reading | | | |
|---|--|--|---|
| Read grade-appropriate texts independently | Does not read grade-appropriate texts independently complex texts | Sometimes reads grade-appropriate texts independently increasingly complex texts | Consistently reads grade-appropriate texts increasingly complex texts |
| Comprehension Skills | | | |
| Develop and deepen comprehension of grade-level text | Does not develop and deepen comprehension of grade-level text | Sometimes develops and deepens comprehension of grade-level text | Consistently develops and deepens comprehension of grade-level text |
| Response Skills | | | |
| Respond to an increasingly challenging variety of sources that are read, heard, or viewed | Does not respond to an increasingly challenging variety of sources that are read, heard, or viewed | Sometimes responds to an increasingly challenging variety of sources that are read, heard, or viewed | Consistently responds to an increasingly challenging variety of sources that are read, heard, or viewed |
| Literary Elements | | | |
| Recognize and analyze literary elements | Does not recognize and analyze literary elements | Sometimes recognizes and analyzes literary elements | Consistently recognizes and analyzes literary elements |
| Genres | | | |
| Recognize and analyze genre-specific characteristics, structures, and purposes | Does not recognize and analyze genre-specific characteristics, structures, and purposes | Sometimes recognizes and analyzes genre-specific characteristics, structures, and purposes | Consistently recognizes and analyzes genre-specific characteristics, structures, and purposes |

| Author's Purpose and Craft | | | |
|--|---|---|--|
| Analyze and apply author's craft purposefully in order to develop his or her own products and performances | Does not analyze and apply author's craft purposefully in order to develop his or her own products and performances | Sometimes analyzes and applies author's craft purposefully in order to develop his or her own products and performances | Consistently analyzes and applies author's craft purposefully in order to develop his or her own products and performances |
| Composition: Writing Process | | | |
| Plan and develop drafts | Does not plan and develop drafts | Sometimes plans and develops drafts | Consistently plans and develops drafts |
| Revise and edit drafts | Does not revise and edit drafts | Sometimes revises and edits drafts | Consistently revises and edits drafts |
| Composition: Genres | | | |
| Dictate literary text, informational text and correspondence | Does not dictate literary text, informational text and correspondence | Sometimes dictates literary text, informational text and correspondence | Consistently dictates literary text, informational text and correspondence |
| Compose literary text, informational text and correspondence | Does not compose literary text, informational text and correspondence | Sometimes composes literary text, informational text and correspondence | Consistently composes literary text, informational text and correspondence |

**Midlothian ISD 3rd 9 Weeks-First Grade ELAR Report Card Rubric
2020-2021**

*Grayed out areas are not expected at this time.

| Learning Goals | 1= Area of Concern/ Not making appropriate progress | 2= Progress being made toward First Grade State Standards | 3=Meets First Grade State Standards |
|--|---|--|--|
| Beginning Reading and Writing | | | |
| Demonstrate phonological awareness | Does not demonstrate phonological awareness | Sometimes demonstrates phonological awareness | Consistently demonstrates phonological awareness |
| Demonstrate and apply phonetic knowledge by decoding words | Does not use or apply phonetic knowledge by decoding words | Sometimes uses and applies phonetic knowledge by decoding words | Consistently uses and applies phonetic knowledge by decoding words |
| Demonstrate and apply spelling knowledge | Does not use or apply spelling knowledge | Sometimes uses and applies spelling knowledge | Consistently uses and applies spelling knowledge |
| Develop handwriting by printing legibly | Does not develop handwriting by printing legibly | Sometimes develops handwriting by printing legibly | Consistently develops handwriting by printing legibly |
| Vocabulary | | | |
| Use newly acquired vocabulary expressively | Does not use newly acquired vocabulary expressively | Sometimes uses newly acquired vocabulary expressively | Consistently uses newly acquired vocabulary expressively |
| Fluency | | | |
| Read grade-level text with fluency and comprehension | Does not read grade-level text with fluency and comprehension | Sometimes reads grade-level text with fluency and comprehension | Consistently reads grade-level text with fluency and comprehension |

| Self-Sustained Reading | | | |
|---|--|--|---|
| Read grade-appropriate texts independently | Does not read grade-appropriate texts independently complex texts | Sometimes reads grade-appropriate texts independently increasingly complex texts | Consistently reads grade-appropriate texts increasingly complex texts |
| Comprehension Skills | | | |
| Develop and deepen comprehension of grade-level text | Does not develop and deepen comprehension of grade-level text | Sometimes develops and deepens comprehension of grade-level text | Consistently develops and deepens comprehension of grade-level text |
| Response Skills | | | |
| Respond to an increasingly challenging variety of sources that are read, heard, or viewed | Does not respond to an increasingly challenging variety of sources that are read, heard, or viewed | Sometimes responds to an increasingly challenging variety of sources that are read, heard, or viewed | Consistently responds to an increasingly challenging variety of sources that are read, heard, or viewed |
| Literary Elements | | | |
| Recognize and analyze literary elements | Does not recognize and analyze literary elements | Sometimes recognizes and analyzes literary elements | Consistently recognizes and analyzes literary elements |
| Genres | | | |
| Recognize and analyze genre-specific characteristics, structures, and purposes | Does not recognize and analyze genre-specific characteristics, structures, and purposes | Sometimes recognizes and analyzes genre-specific characteristics, structures, and purposes | Consistently recognizes and analyzes genre-specific characteristics, structures, and purposes |

| Author's Purpose and Craft | | | |
|--|---|---|--|
| Analyze and apply author's craft purposefully in order to develop his or her own products and performances | Does not analyze and apply author's craft purposefully in order to develop his or her own products and performances | Sometimes analyzes and applies author's craft purposefully in order to develop his or her own products and performances | Consistently analyzes and applies author's craft purposefully in order to develop his or her own products and performances |
| Composition: Writing Process | | | |
| Plan and develop drafts | Does not plan and develop drafts | Sometimes plans and develops drafts | Consistently plans and develops drafts |
| Revise and edit drafts | Does not revise and edit drafts | Sometimes revises and edits drafts | Consistently revises and edits drafts |
| Composition: Genres | | | |
| Dictate literary text, informational text and correspondence | Does not dictate literary text, informational text and correspondence | Sometimes dictates literary text, informational text and correspondence | Consistently dictates literary text, informational text and correspondence |
| Compose literary text, informational text and correspondence | Does not compose literary text, informational text and correspondence | Sometimes composes literary text, informational text and correspondence | Consistently composes literary text, informational text and correspondence |

**Midlothian ISD 4th 9 Weeks-First Grade ELAR Report Card Rubric
2020-2021**

*Grayed out areas are not expected at this time.

| Learning Goals | 1= Area of Concern/ Not making appropriate progress | 2= Progress being made toward First Grade State Standards | 3=Meets First Grade State Standards |
|--|---|--|--|
| Beginning Reading and Writing | | | |
| Demonstrate phonological awareness | Does not demonstrate phonological awareness | Sometimes demonstrates phonological awareness | Consistently demonstrates phonological awareness |
| Demonstrate and apply phonetic knowledge by decoding words | Does not use or apply phonetic knowledge by decoding words | Sometimes uses and applies phonetic knowledge by decoding words | Consistently uses and applies phonetic knowledge by decoding words |
| Demonstrate and apply spelling knowledge | Does not use or apply spelling knowledge | Sometimes uses and applies spelling knowledge | Consistently uses and applies spelling knowledge |
| Develop handwriting by printing legibly | Does not develop handwriting by printing legibly | Sometimes develops handwriting by printing legibly | Consistently develops handwriting by printing legibly |
| Vocabulary | | | |
| Use newly acquired vocabulary expressively | Does not use newly acquired vocabulary expressively | Sometimes uses newly acquired vocabulary expressively | Consistently uses newly acquired vocabulary expressively |
| Fluency | | | |
| Read grade-level text with fluency and comprehension | Does not read grade-level text with fluency and comprehension | Sometimes reads grade-level text with fluency and comprehension | Consistently reads grade-level text with fluency and comprehension |

| Self-Sustained Reading | | | |
|---|--|--|---|
| Read grade-appropriate texts independently | Does not read grade-appropriate texts independently complex texts | Sometimes reads grade-appropriate texts independently increasingly complex texts | Consistently reads grade-appropriate texts increasingly complex texts |
| Comprehension Skills | | | |
| Develop and deepen comprehension of grade-level text | Does not develop and deepen comprehension of grade-level text | Sometimes develops and deepens comprehension of grade-level text | Consistently develops and deepens comprehension of grade-level text |
| Response Skills | | | |
| Respond to an increasingly challenging variety of sources that are read, heard, or viewed | Does not respond to an increasingly challenging variety of sources that are read, heard, or viewed | Sometimes responds to an increasingly challenging variety of sources that are read, heard, or viewed | Consistently responds to an increasingly challenging variety of sources that are read, heard, or viewed |
| Literary Elements | | | |
| Recognize and analyze literary elements | Does not recognize and analyze literary elements | Sometimes recognizes and analyzes literary elements | Consistently recognizes and analyzes literary elements |
| Genres | | | |
| Recognize and analyze genre-specific characteristics, structures, and purposes | Does not recognize and analyze genre-specific characteristics, structures, and purposes | Sometimes recognizes and analyzes genre-specific characteristics, structures, and purposes | Consistently recognizes and analyzes genre-specific characteristics, structures, and purposes |

| Author's Purpose and Craft | | | |
|--|---|---|--|
| Analyze and apply author's craft purposefully in order to develop his or her own products and performances | Does not analyze and apply author's craft purposefully in order to develop his or her own products and performances | Sometimes analyzes and applies author's craft purposefully in order to develop his or her own products and performances | Consistently analyzes and applies author's craft purposefully in order to develop his or her own products and performances |
| Composition: Writing Process | | | |
| Plan and develop drafts | Does not plan and develop drafts | Sometimes plans and develops drafts | Consistently plans and develops drafts |
| Revise and edit drafts | Does not revise and edit drafts | Sometimes revises and edits drafts | Consistently revises and edits drafts |
| Composition: Genres | | | |
| Dictate literary text, informational text and correspondence | Does not dictate literary text, informational text and correspondence | Sometimes dictates literary text, informational text and correspondence | Consistently dictates literary text, informational text and correspondence |
| Compose literary text, informational text and correspondence | Does not compose literary text, informational text and correspondence | Sometimes composes literary text, informational text and correspondence | Consistently composes literary text, informational text and correspondence |