



## Standards-Based Report Card Rubric: 1st Grade Reading/Language Arts

Report Card Section	Report Card Statement	Standards Assessed	Term Assessed	Assessment of Mastery		
				Mastered Grade Level Standard (3)	Approaching Grade Level Standard (2)	Insufficient Progress on Grade Level Standard (1)
Foundational Language Skills	I can distinguish between long and short vowel sounds of spoken words.	1.2Aiii Demonstrate phonological awareness by <b>distinguishing</b> between long and short vowel sounds in one-syllable words	2,3,4	Consistently and independently distinguishes between long and short vowel sounds in spoken one-syllable words	Inconsistently distinguishes between long and short vowel sounds in spoken one-syllable words	Limited ability/unable to distinguish between long and short vowel sounds in spoken one-syllable words
	I can blend sounds to form one-syllable spoken words with initial and/or final consonant blends.	1.2Av Demonstrate phonological awareness by <b>blending</b> spoken phonemes to form one-syllable words, including initial and/or final consonant blends	2,3,4	Consistently and independently blends spoken phonemes to form one and two syllable words including consonant blends	Inconsistently blends spoken phonemes to form one-syllable words, including initial and/or final consonant blends	Limited ability/unable to blend spoken phonemes to form one-syllable words, including initial and/or final consonant blends
	I can segment one-syllable spoken words into individual sounds.	1.2Avii Demonstrate phonological awareness by <b>segmenting</b> spoken one-syllable words of three to five phonemes into individual phonemes, including words with initial and/or final consonant blends	2,3,4	Consistently and independently segments single-syllable words into their components (up to 5 phonemes) (e.g., cat=/c/a/t/; splat=/s/p/l/a/t/; fast=/f/a/s/t//)	Consistently and independently segments single-syllable words into their components (up to 3 phonemes) (e.g., cat=/c/a/t/)	Identifies one or no sounds in a given word

	I can use a variety of strategies to decode words in isolation and in context.	1.2Bi Demonstrate phonetic knowledge by <b>decoding</b> words in isolation and in context by applying common letter sound correspondences	1,2,3,4	Consistently and independently uses a variety of word identification strategies to decode words	Inconsistently uses a variety of word identification strategies to decode words	Limited ability/unable to use a variety of word identification strategies to decode words
		1.2Bii Demonstrate phonetic knowledge by <b>decoding</b> words with initial and final consonant blends, digraphs, and trigraphs	2,3,4	Consistently and independently uses a variety of word identification strategies to decode words	Inconsistently uses a variety of word identification strategies to decode words	Limited ability/unable to use a variety of word identification strategies to decode words
		1.2Biii Demonstrate phonetic knowledge by <b>decoding</b> words with closed syllables; open syllables; VCe syllables; vowel teams, including vowel digraphs and diphthongs; and r-controlled syllables	4	Consistently and independently uses a variety of word identification strategies to decode words	Inconsistently uses a variety of word identification strategies to decode words	Limited ability/unable to use a variety of word identification strategies to decode words
		1.2Biv Demonstrate phonetic knowledge by <b>using</b> knowledge of base words to decode common compound words and contractions	4	Consistently and independently uses a variety of word identification strategies to decode words	Inconsistently uses a variety of word identification strategies to decode words	Limited ability/unable to use a variety of word identification strategies to decode words
		1.2Bv Demonstrate and apply phonetic knowledge by <b>decoding</b> words with inflectional endings, including -ed, -s, -es	2,3,4	Consistently and independently uses a variety of word identification strategies to decode words	Inconsistently uses a variety of word identification strategies to decode words	Limited ability/unable to use a variety of word identification strategies to decode words
	I can read grade level high frequency words.	1.2Bvi Demonstrate phonetic knowledge by	1,2,3,4	Consistently and independently identifies and	Consistently and independently identifies	Consistently and independently identifies

		<b>identifying and reading</b> at least 100 high-frequency words from a research-based list		reads grade level high frequency words <b>T1: 11 or more</b> <b>T2: 55 or more</b> <b>T3: 79 or more</b> <b>T4: 100 words</b>	and reads grade level high frequency words <b>T1: 6-10 words</b> <b>T2: 28-54 words</b> <b>T3: 40-78 words</b> <b>T4: 50-99 words</b>	and reads grade level high frequency words <b>T1: 5 or less</b> <b>T2: 27 or less</b> <b>T3: 39 or less</b> <b>T4: 49 or less</b>
I can use sounds, patterns, and high frequency words to spell words in my writing.	1.2Ci <b>Spelling</b> words with closed syllables, open syllables, VCe syllables, vowel teams, and r-controlled syllables	4	Consistently and independently spells words with VCe pattern, common vowel teams, and r-controlled syllables in authentic writing pieces	Consistently and independently spells words with VCe pattern, common vowel team in authentic writing pieces	Limited ability/unable to spell words with VCe pattern, common vowel teams, or r-controlled syllables in authentic writing pieces	
	1.2Cii <b>Spelling</b> words with initial and final consonant blends, digraphs, and trigraphs	2,3,4	Consistently and independently spells words with initial and final consonant blends, digraphs, and trigraphs in authentic writing pieces	Consistently and independently spells words with initial and final consonant blends in authentic writing pieces	Limited ability/unable to spell words with initial and final consonant blends, digraphs, or trigraphs in authentic writing pieces	
	1.2Civ <b>Spelling</b> high frequency words from a research based list	1,2,3,4	Consistently and independently spells high-frequency words correct in authentic writing pieces (includes utilizing resources such as word wall)	Inconsistently spells high-frequency words correct in authentic writing pieces (includes utilizing resources such as word wall)	Limited ability/unable to spell high-frequency words correct in authentic writing pieces (includes utilizing resources such as word wall)	
I can read grade level text with appropriate fluency and comprehension.	1.4 <b>Reads</b> grade level text with fluency and comprehension	4	Reads a Mastered level text or higher independently	Reads an Approaching level text independently	Reads an Insufficient Progress level text independently	
I can select and interact with text for a sustained period of time.	1.5 <b>Self-select</b> text and <b>interact</b> independently with text for increasing periods of time	4	Independently selects and interacts with text for 15-20 minutes or more independently	Independently selects and interacts with text between 10-14 minutes independently	Independently selects and interacts with text for less than 10 minutes independently	

Comprehension Skills	I can monitor my comprehension and use strategies to understand text.	<b>1.6I Monitor</b> comprehension and make adjustments such as re-reading, using background knowledge, checking for visual cues, and asking questions when understanding breaks down	2,3,4	Consistently and independently identifies reading difficulties and makes adjustments independently	Inconsistently identifies reading difficulties and/or makes adjustments with teacher assistance	Limited ability/unable to identify reading difficulties and/or make adjustments
Response Skills	I can write brief comments on text read or heard.	<b>1.7B Write</b> brief comments on literary or informational texts	3,4	Consistently and independently writes brief comments on literary or informational texts that demonstrate comprehension	Attempts to write brief comments on literary or informational texts that demonstrate comprehension	Limited ability/unable to write brief comments on literary or informational texts that demonstrate comprehension
	I can use details from a text to explain my thinking.	<b>1.7C Use</b> text evidence to support an appropriate response	3,4	Consistently and independently uses the cover, title, details and/or illustrations to support a response	Inconsistently uses the cover, title, details and/or illustrations to support a response	Limited ability/unable to use the cover, title, details and/or illustrations to support a response
	I can retell a text that maintains meaning.	<b>1.7D Retell</b> texts in a way that maintain meaning	1,2,3,4	Consistently and independently retells a text including most events from the beginning, middle, and end in sequential order	Retells a text including some events from the beginning, middle and end in sequential order	Retells a text including one or two events
Multiple Genres	I can describe the main character(s) and reason(s) for their actions in a story.	<b>1.8B Describe</b> the main character(s) and reason(s) for their actions	3,4	Describes characters in a story and the reasons for their actions in a story	Describes characters and identify actions in a story	Identifies character from a story
	I can describe plot elements and the setting in a story.	<b>1.8C Describe</b> plot elements, including the main events, the problem, and the resolution, for texts read aloud and	3,4	Describes all plot elements from a story	Describes some plot elements from a story	Limited ability/unable to describe the plot elements

		independently				
		1.8D <b>Describe</b> the setting	3,4	Describes the setting from a story with accurate details	Describes the setting from a story with some inaccurate details	Identifies the setting from a story
Author's Purpose and Craft	I can discuss the author's purpose of writing a text.	1.10A <b>Discuss</b> the author's purpose for writing text	2,3,4	Identifies the topic of text and discuss the author's purpose for writing supported by text evidence	Identifies the topic of text and attempts to discuss the author's purpose for writing	Limited ability/unable to identify the topic of text and discuss the author's purpose for writing
Composition	I can use the writing process to compose a variety of texts.	1.11A <b>Plan</b> a first draft by generating ideas for writing such as by drawing and brainstorming	1,2,3,4	Consistently and independently plans by generating ideas and brainstorming (draw, share ideas, list key ideas)	Inconsistently plans for writing by generating ideas and brainstorming (draw, share ideas, list key ideas)	Limited ability/unable to plan for writing by generating ideas and brainstorming
		1.11B <b>Develop</b> drafts in oral, pictorial, or written form by organizing with structure and developing an idea with specific relevant details	1,2,3,4	Consistently and independently develops drafts in oral, pictorial, or written form with appropriate genre structure and specific relevant details	Inconsistently develops partial drafts in oral, pictorial, or written form with appropriate genre structure and/or specific relevant details	Limited ability/unable to develop drafts in oral, pictorial, or written form
		1.11C <b>Revise</b> drafts by adding details in pictures or words	1,2,3,4	Consistently and independently revises drafts by adding details in pictures, words, or sentences	Inconsistently revises drafts by adding few details pictures, words, or sentences	Limited ability/unable to revise drafts by adding details in pictures, words, or sentences
		1.11D <b>Edit</b> drafts using standard English conventions	1,2,3,4	Consistently and independently edits drafts with grade appropriate rubric	Inconsistently edits drafts with grade appropriate rubric	Limited ability/unable to edit drafts using grade appropriate rubric
		1.11E <b>Publish</b> and <b>share</b> writing	1,2,3,4	Consistently and independently publishes and shares writing with others	Inconsistently publishes and shares writing with others	Limited ability/unable to publish and share writing with others

Consistently = Able to complete tasks with 85-100% accuracy of the time over the assessment term (i.e., They are mostly accurate.)

Inconsistently = Able to complete tasks with 50-84% accuracy of the time over the assessment term (i.e., They are accurate more than half the time.)

With supports = Instructional tools (i.e., math tools, dictionaries, word walls) or teacher prompts (i.e., suggesting strategy, asking questions, giving sentence stems)

Limited Ability/Unable to = Able to complete tasks with less than 50% accuracy of the time over the assessment term