

FIRST GRADE Trimester Expectations
English Language Arts Literacy

The following indicators appear on the report card for first grade students. The rubrics that follow explain how each indicator is scored.

Demonstrates an understanding of consonants, vowels and syllables
Applies grade level phonics
Applies strategies to decode words
Reads high frequency words and sight words
Reads fluently to demonstrate comprehension of benchmark texts
Writes stories with a beginning, middle, and end
Applies capitalization, punctuation, and spelling when writing

4	3	2	1	NA
Exceeding Expectations	Meeting Expectations	Partially Meeting Expectations	Not Meeting Expectations	Not Assessed
Mastered grade level expectations and completing above grade level work independently.	Performs grade level expectations independently.	Requires frequent support to complete grade level expectations.	Does not meet grade level expectations with support.	This component of the standards is not assessed during specified trimester.

Demonstrates an understanding of consonants, vowels, and syllables

Rubric Score	Trimester 1	Trimester 2	Trimester 3
4	Student can independently and consistently identify <u>consonants and vowels</u> and can segment spoken <u>multi-syllable</u> words into their complete sequence of individual sounds.	Student can independently and consistently produce <u>multi-syllable</u> words by <u>blending sounds</u> including consonant blends.	Student can independently and consistently distinguish <u>long from short vowel</u> sounds in spoken <u>multi-syllable</u> words, and can produce <u>multi-syllable</u> words with long and short vowels.
3	Student can consistently identify <u>consonants and vowels</u> and can segment spoken <u>single-syllable</u> words, (CVC words) into their complete sequence of individual sounds (c-a-t).	Student can consistently produce <u>single syllable</u> words by <u>blending sounds</u> including consonant blends (cl-a-p).	Student can consistently distinguish <u>long from short vowel</u> sounds in spoken <u>single-syllable</u> words.
2	With prompting and support , student can identify <u>consonants and vowels</u> and can segment spoken <u>single-syllable</u> words into their complete sequence of individual sounds (c-a-t).	With prompting and support , student can consistently produce <u>single-syllable</u> words by <u>blending sounds</u> including consonant blends (cl-a-p).	With prompting and support , student can consistently distinguish <u>long from short vowel</u> sounds in spoken <u>single-syllable</u> words.
1	With prompting and support , student has difficulty identifying <u>consonants and vowels</u> and segmenting spoken <u>single-syllable</u> words into their complete sequence of individual sounds (c-a-t).	With consistent prompting and support , student has difficulty producing <u>single-syllable</u> words by <u>blending sounds</u> including consonant blends (cl-a-p).	With consistent prompting and support , student has difficulty distinguishing <u>long from short vowel</u> sounds in spoken <u>single-syllable</u> words.
NA	Not assessed	Not assessed	Not assessed

Applies grade level phonics

Rubric Score	Trimester 1	Trimester 2	Trimester 3
4	Student can independently and consistently use knowledge of consonant blends, final -e and common long vowel teams to decode one and two-syllable words, and determine the number of syllables in a <u>multisyllabic</u> word.	Student can independently and consistently use knowledge of consonant blends, final -e and common long vowel teams to decode <u>and spell</u> one and two-syllable words, as well as read words with inflectional endings and grade level irregularly spelled words.	Student can independently and consistently use knowledge of consonant blends, final -e and common long vowel teams to decode and spell one and two-syllable words, as well as read words with inflectional endings, grade level irregularly spelled words, and words containing <u>prefixes and suffixes</u> .
3	Student can consistently use knowledge of CVC* words and digraphs to decode <u>regularly spelled one-syllable</u> words.	Student can consistently use knowledge of consonant blends, final -e and common long vowel teams to decode <u>and spell</u> one-syllable words, read words with inflectional endings, and determine the number of syllables in a <u>multisyllabic</u> word.	Student can consistently use knowledge of consonant blends, final -e and common long vowel teams to decode and spell <u>one and two-syllable</u> words, read words with inflectional endings and <u>grade level irregularly spelled words</u> , as well as determine the number of syllables in a multisyllabic word.
2	With teacher prompting and support , student can use knowledge of CVC* words and digraphs to decode <u>regularly spelled one-syllable</u> words.	With teacher prompting and support , student can consistently use knowledge of consonant blends, final -e and common long vowel teams to decode <u>and spell</u> one-syllable words, read words with inflectional endings, and determine the number of syllables in a <u>multisyllabic</u> word.	With teacher prompting and support , student can use knowledge of consonant blends, final -e and common long vowel teams to decode and spell <u>one and two-syllable</u> words, read words with inflectional endings and <u>grade level irregularly spelled words</u> , as well as determine the number of syllables in a multisyllabic word.
1	With consistent prompting and support , student has	With consistent prompting and support ,	With consistent prompting and support ,

	<p>difficulty using knowledge of CVC* words and digraphs to decode <u>regularly spelled one-syllable</u> words.</p>	<p>student has difficulty using knowledge of consonant blends, final -e and common long vowel teams to decode <u>and spell</u> one-syllable words, reading words with inflectional endings, and determining the number of syllables in a <u>multisyllabic</u> word.</p>	<p>student has difficulty using knowledge of consonant blends, final -e and common long vowel teams to decode and spell <u>one and two-syllable</u> words, reading words with inflectional endings and <u>grade level irregularly spelled words</u>, as well as determining the number of syllables in a multisyllabic word.</p>
NA	Not assessed	Not assessed	Not assessed

Applies strategies to decode words

Rubric Score	Trimester 1	Trimester 2	Trimester 3
4	Student can independently and consistently apply a variety of decoding strategies with <u>above benchmark texts</u> .	Student can independently and consistently apply a variety of decoding strategies with <u>above benchmark texts</u> .	Student can independently and consistently apply a variety of decoding strategies with <u>above benchmark texts</u> .
3	Student can consistently apply decoding strategies taught to date , including phonics and context clues, with <u>benchmark texts</u> .	Student can consistently apply decoding strategies taught to date , including phonics and context clues, with <u>benchmark texts</u> .	Student can consistently apply decoding strategies taught to date , including phonics and context clues, with <u>benchmark texts</u> .
2	With prompting and support , student can apply decoding strategies taught to date , including phonics and context clues, with <u>below and benchmark texts</u> .	With prompting and support , student can apply decoding strategies taught to date , including phonics and context clues, with <u>benchmark texts</u> .	With prompting and support , student can apply decoding strategies taught to date , including phonics and context clues, with <u>benchmark texts</u> .
1	With consistent prompting and support , student has difficulty applying decoding strategies taught to date , including phonics and context clues, with <u>all texts</u> .	With consistent prompting and support , student has difficulty applying decoding strategies taught to date , including phonics and context clues, with <u>below and benchmark texts</u> .	With consistent prompting and support , student has difficulty applying decoding strategies taught to date , including phonics and context clues, with <u>benchmark texts</u> .
NA	Not assessed	Not assessed	Not assessed

Reads high-frequency words and sight words

Rubric Score	Trimester 1	Trimester 2	Trimester 3
4	51+ words	76+ words	100 words
3	50 words	75 words	99 words
2	25-49 words	50-74 words	75-98 words
1	Less than 25 words	Less than 50 words	Less than 75
NA	Not assessed	Not assessed	Not assessed

Reads fluently to demonstrate comprehension of benchmark texts

Rubric Score	Trimester 1	Trimester 2	Trimester 3
4	Student can consistently and independently read <u>above benchmark texts</u> at an accelerated rate with accuracy, fluency, and expression to support comprehension.	Student can consistently and independently read <u>above benchmark texts</u> at an accelerated rate with accuracy, fluency, and expression to support comprehension. Student can use context and rereading to self-correct for word recognition and understanding.	Student can consistently and independently read <u>above benchmark texts</u> at an accelerated rate with accuracy, fluency, and expression to support comprehension. Student can use context and rereading to self-correct for word recognition and understanding.
3	Student can consistently read <u>benchmark texts</u> at an appropriate rate with accuracy, fluency, and expression to support comprehension.	Student can consistently read <u>benchmark texts</u> at an appropriate rate with accuracy, fluency, and expression to support comprehension. Student can use context and rereading to self-correct for word recognition and understanding.	Student can consistently read <u>benchmark texts</u> at an appropriate rate with accuracy, fluency, and expression to support comprehension. Student can use context and rereading to self-correct for word recognition and understanding.
2	Student can read <u>benchmark texts</u> at a rate that hinders their ability to demonstrate comprehension. With prompting and support , student can use context and rereading to correct for word recognition and understanding.	Student can read <u>benchmark texts</u> at a rate that hinders their ability to demonstrate comprehension. With prompting and support , student can use context and rereading to correct for word recognition and understanding.	Student can read <u>benchmark texts</u> at a rate that hinders their ability to demonstrate comprehension. With prompting and support , student can use context and rereading to correct for word recognition and understanding.
1	Student can read <u>below benchmark texts</u> at a rate that hinders their ability to demonstrate comprehension. With consistent prompting and support , student has difficulty using context and rereading to correct for word recognition and understanding.	Student can read <u>below benchmark texts</u> at a rate that hinders their ability to demonstrate comprehension. With consistent prompting and support , student has difficulty using context and rereading to correct for word recognition and understanding.	Student can read <u>below benchmark texts</u> at a rate that hinders their ability to demonstrate comprehension. With consistent prompting and support , student has difficulty using context and rereading to correct for word recognition and understanding.

NA	Not assessed	Not assessed	Not assessed
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Writes stories with a beginning, middle, and end

Rubric Score	Trimester 1	Trimester 2	Trimester 3
4	Student can independently and consistently write more than 4 sentences across the curriculum with demonstrated application of writing strategies.	Student can independently and consistently write more than 4 sentences across the curriculum with demonstrated application of writing strategies, <u>using higher level vocabulary and descriptive language.</u>	Student can independently and consistently write 6 or more sentences across the curriculum with demonstrated application of writing strategies, <u>using higher level vocabulary and descriptive language.</u>
3	Student can consistently write 3-4 sentences across the curriculum with demonstrated application of writing strategies.	Student can consistently write more than 4 sentences across the curriculum with demonstrated application of writing strategies.	Student can consistently write 6 or more sentences across the curriculum with demonstrated application of writing strategies.
2	Student can write 1-2 sentences across the curriculum with demonstrated application of writing strategies.	Student can write 2-3 sentences across the curriculum with demonstrated application of writing strategies.	Student can write 4-5 sentences across the curriculum with demonstrated application of writing strategies.
1	With consistent prompting and support, student has difficulty writing one sentence across the curriculum with demonstrated application of writing strategies.	With consistent prompting and support, student has difficulty writing more than 1-2 sentences across the curriculum with demonstrated application of writing strategies.	With consistent prompting and support, student has difficulty writing more than 3 sentences across the curriculum with demonstrated application of writing strategies.
NA	Not assessed	Not assessed	Not assessed

Applies capitalization, punctuation, and spelling when writing

Rubric Score	Trimester 1	Trimester 2	Trimester 3
4	Student can independently and consistently use conventional spelling, capital letters, grammar, and apply ending punctuation when writing complex sentences.	Student can independently and consistently <u>spell frequently used irregular words</u> , use capital letters, grammar, and apply <u>correct punctuation</u> consistently when writing complex sentences.	Student can independently and consistently <u>spell frequently used irregular words</u> , use capital letters, grammar, and apply <u>correct punctuation</u> consistently when writing complex sentences.
3	Student can consistently spell words <u>phonetically</u> . Apply grammar, include ending punctuation for sentences, and use capital letters for beginning of sentences, names, and dates.	Student can consistently use <u>conventional spelling</u> for words with common spelling patterns and/or frequently occurring irregular words, capitalize proper nouns, apply grammar, and appropriate ending punctuation.	Student can consistently use conventional spelling for words with common spelling patterns and/or frequently occurring irregular words, <u>capitalize proper nouns</u> , apply grammar, apply appropriate ending punctuation and place commas appropriately in dates and when writing nouns in a series.
2	Student inconsistently spells words <u>phonetically</u> . With prompting and support , student can include ending punctuation for sentences, apply grammar, and use capital letters for beginning of sentences, names, and dates.	With prompting and support , student can consistently use <u>conventional spelling</u> for words with common spelling patterns and/or frequently occurring irregular words, capitalize proper nouns, and apply appropriate ending punctuation.	With prompting and support , student uses conventional spelling for words with common spelling patterns and/or frequently occurring irregular words, apply grammar, <u>capitalize proper nouns</u> , and apply appropriate ending punctuation. <u>Commas are inconsistently placed in dates and when writing nouns in a series</u> .
1	With consistent prompting and support , student has difficulty spelling words <u>phonetically</u> , use capitals for name and dates, applying grammar, and including ending punctuation for	With consistent prompting and support , student has difficulty using <u>conventional spelling</u> for words with common spelling patterns and/or frequently occurring	With consistent prompting and support , student has difficulty using conventional spelling for words with common spelling patterns and/or

	sentences.	irregular words. Student inconsistently uses capital letters, grammar, and ending punctuation.	frequently occurring irregular words. Student inconsistently uses capital letters, grammar, and ending punctuation. <u>Commas are inconsistently placed in dates and when writing nouns in a series.</u>
NA	Not assessed	Not assessed	Not assessed