

Standards-based First Grade Progress Report Rubric: Term 1

This rubric provides a guide on how to mark a student's proficiency level, ensuring consistency in grading across teachers. Use this rubric in conjunction with ongoing assessments (formative, interim and summative) to provide detailed information regarding student progress.

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Reading- Term 1

Performance Indicator	Beginning- 1	Developing- 2	Secure- 3	Exceeding- 4
Demonstrates understanding of the organization and basic features of print. Standards: RF1	Rarely:	Sometimes:	Consistently:	Always:
	- follows words left to right, top to bottom and page to page - recognizes that spoken words are represented in written language by specific sequences of letters - understands that words are separated by spaces in print - recognizes the distinguishing features of a sentence (e.g., capital letter, lower case letter, specific word, ending punctuation).			
	CAP Score: 12 or below	CAP Total Score: 13-15	CAP Total Score: 16-17	CAP Total Score: 18 or more
Knows and uses phonics skills to solve unknown words in text. Standards: RF3, L2 (Appendix A)	Rarely:	Sometimes:	Sometimes:	Consistently:
	decodes regularly spelled one-syllable words that contain: consonants and short vowels		- Decodes regularly spelled one-syllable words containing: blends, digraphs, short vowels, common long vowels, simple suffixes uses knowledge that every syllable contains a vowel when decoding two-syllable words	
	Often appeals prior to word solving	Sometimes appeals after attempting word solving	Rarely appeals after attempting word solving	Rarely appeals, and only does so after making multiple attempts at word solving
Reads grade-level text with sufficient accuracy and fluency to support comprehension. Standards: RF4	Reads level C and below text with some support (instructional)	Reads level D-E text with some support (instructional)	Reads level F text with some support (instructional)	Reads level G and above text with some support (instructional)
Identifies a main topic or idea in a text and retells important details. Standards: R2, R3 & R7	When speaking and writing about texts, includes:	When speaking and writing about texts, sometimes includes:	When speaking and writing about texts, sometimes includes:	When speaking and writing about texts, consistently includes:
	- information about the character(s), setting and major events gleaned from both illustrations and words (fiction) - pieces of information (informational)		- information about the character(s), setting and major events gleaned from both illustrations and words (fiction) the main topic and pieces of information (informational)	

Monitors comprehension and applies reading strategies flexibly. Standards: R1 & L4	Rarely:	Sometimes:	Sometimes:	Consistently:
	- develops and answers questions about a text - uses multiple sources of information (MSV) to monitor and self-correct, rereading as necessary		- develops and answers questions about key ideas and details - uses multiple sources of information (MSV) to monitor and self-correct, rereading as necessary determines or clarifies the meaning of unknown and multiple-meaning words and phrases using: sentence-level context, root words, affixes, and inflectional endings	

Writing- Term 1

Performance Indicator	Beginning- 1	Developing- 2	Secure- 3	Exceeding- 4
Writes opinion (argumentative), informational and/or narrative pieces. Standards: W1, W2 & W3	Rarely: uses drawings, dictation, oral expression and/or emergent writing to: - state an opinion about a familiar topic or personal experience and state a reason to support that topic. - name a familiar topic and supply information. - narrate an event or events in a sequence.	Sometimes: composes pieces that: - State an opinion about a topic or personal experience; give 2 or more reasons to support that opinion. - Write an informative/explanatory text to introduce a topic, supplying some facts to develop points, and provide some sense of closure. - Writes narratives which recount real or imagined experiences or events, or a short sequence of events.	Sometimes: Consistently:	
Strengthens writing by planning, revising, editing, rewriting, or trying a new approach. Standards: L2 (Appendix A) & Lifelong Practices	Rarely: - generates ideas and/or plans writing. - revises writing for meaning at the section, page, sentence and/or word level - checks reference materials as needed to check and correct spelling	Sometimes: edits writing for: - Spacing - Letter formation - Punctuation - Spelling of kindergarten high frequency words	Sometimes: edits writing for: - Spacing - Letter formation - Punctuation Capitalization (names, sentences, dates, the pronoun "I") - Spelling of first grade high frequency words	Consistently:
Researches information and ideas to grow personal understanding and present knowledge to others. Standards: W6, W7, SL4 & SL5	Rarely: - develops questions and participates in shared research and exploration to answer questions and to build and share knowledge - recalls and represents relevant information from experiences or gathers information from provided sources to answer a question in a variety of ways. - describes familiar people, places, things, and events with detail - creates or utilizes existing visual displays to support descriptions	Sometimes: develops questions and participates in shared research and explorations to answer questions and build knowledge - recalls and represents relevant information from experiences or gathers information from provided sources to answer a question in a variety of ways. - describes familiar people, places, things, and events with relevant details expressing ideas clearly - creates or utilizes existing visual displays to support descriptions or clarify ideas, thoughts and feelings	Sometimes: Consistently:	
Analyzes mentor texts to enhance writing. Standards: Lifelong practices	Rarely: analyzes and uses mentor texts to enhance writing	Sometimes:	Sometimes:	Consistently: - analyzes and uses a range in types of mentor texts to enhance writing Independently seeks mentor texts for personal use

Speaking & Listening- Term 1

Performance Indicator	Beginning- 1	Developing- 2	Secure- 3	Exceeding- 4
Participates in conversations with peers and adults for a variety of purposes. Standard: SL1	Rarely:	Sometimes:	Sometimes:	Consistently:
	Uses discussion skills: • Listens to others • Takes turns • Stays on topic • participates through multiple exchanges • makes meaningful contributions to class and partnership discussions		uses discussion skills: • Builds on others' talk • Participates through multiple exchanges • Asks questions to clear up confusion • Considers individual differences • makes meaningful contributions to class and partnership discussions	
Develops and answers questions to clarify what a speaker says. Standards: SL3 & SL4	Rarely:	Sometimes:	Sometimes:	Consistently:
	• notices times of confusion and takes action • frames questions using question words • responds to others' questions • describes familiar people, places, things, and events with detail		• notices times of confusion and takes action • frames questions using question words • responds to others' questions • identifies the speaker's point of view • describes familiar people, places, things, and events with relevant details expressing ideas clearly	
Expresses thoughts, feelings, and ideas clearly with detail. Standards: SL6	Rarely:	Sometimes:	Sometimes:	Consistently:
	• describes familiar people, places, things and events with detail • requires others to ask follow-up questions for clarity		• uses words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships • uses complete sentences when appropriate to task, situation, and audience	
Uses new vocabulary gained through reading texts and conversations. Standards: Lifelong Practices, L5 & L6	Rarely:	Sometimes:	Sometimes:	Consistently:
	• acquires vocabulary learned through experiences, conversation, reading or being read to • uses words to identify and describe the world, making connections between words and their use		• acquires vocabulary learned through conversation, reading or being read to • accurately uses frequently occurring conjunctions to signal simple relationships and words for identification and description, making connections between words and their use	

Language and Word Study- Term 1

Performance Indicator	Beginning- 1	Developing- 2	Secure- 3	Exceeding- 4
Demonstrates command of grade level spelling skills. Standard: Lifelong Practices	Rarely:	Sometimes	Sometimes:	Consistently:
	- Writes letters to represent words - Spells simple words phonetically, drawing on knowledge of sound-letter relationships - Spells unknown words phonetically, drawing on phonemic awareness and spelling conventions - Uses conventional spelling for words with common spelling patterns and for frequently occurring irregular words - Generalizes learned spelling patterns when writing words - Writes a letter or letters for most consonant and short-vowel sounds (phonemes)			
	Words Their Way Stage: Late Emergent or earlier	Words Their Way Stage: Early to Middle Letter Name	Words Their Way Stage: Late Letter Name	Words Their Way Stage: Late Letter name or beyond
Orally demonstrates an understanding of rhymes, syllables and sounds. Standards: RF2	<i>Working toward kindergarten standard:</i>	Sometimes:	Sometimes:	Consistently:
	- recognizes rhyming words - claps words containing 0-3 syllables - isolates and matches words based on initial phoneme		- recognizes and generates rhyming words containing multiple syllables counts, blends and segments single syllable words that include consonant blends creates new words by manipulating individual sounds (phonemes) in spoken one-syllable words	
Reads and writes common grade level specific high-frequency words. Standard: RF3 & Lifelong Processes	Rarely:	Sometimes:	Sometimes:	Consistently:
	- identifies, monitors and self-corrects high frequency words when reading - Accurately spells kindergarten high frequency words accurately when writing		- identifies, monitors and self-corrects high frequency words when reading - Accurately spells first grade high frequency words when writing	
	Reads and writes 42 or fewer high frequency words in isolation	Reads and writes 43-52 high frequency words in isolation	Reads and writes 54-73 high frequency words in isolation	Reads and writes 74 or more high frequency words in isolation