



STANDARDS BASED REPORT CARD

GRADE 1 RUBRICS

DIVISION OF ACADEMIC SERVICES/SPECIAL PROGRAMS
SEPTEMBER 2025

FIRST GRADE RUBRICS

- English Language Arts
- Mathematics
- Science
- Social Studies
- Physical Education
- Instructional Technology
- Health
- Art
- Music

ELA

Grade 1 Standard Based Report Card

Rubric

Know and apply grade level phonics and word analysis skills in decoding words				
Marking Period	1= Needs Support	2= Approaching Standard	3= Meets Standards	4=Exceeds Standard
1 st -2 nd	Unable or rarely able to decode regularly spelled one-syllable words	Inconsistently able to decode regularly spelled one-syllable words	Consistently able to decode regularly spelled one-syllable words	Consistently able to decode regularly spelled one-syllable and beginning to spell two syllable words
3 rd	Unable or rarely able to decode words with long vowel/ v-e	Inconsistently able to decode words with long vowel/ v-e	Consistently able to decode words with long vowel/ v-e	Able to read two syllable words with long vowel/v-e
3 rd -4 th	Unable or rarely able to decode two syllable words by breaking words into syllables	Inconsistently able to decode two syllable words by breaking words into syllables	Consistently able to decode two syllable words by breaking words into syllables	Able to read above grade level irregular spelled words

Reads grade level text with fluency				
Marking Period	1= Needs Support	2= Approaching Standard	3= Meets Standards	4=Exceeds Standard
1 st -4 th	Rarely reads grade level text Reads with insufficient accuracy and fluency that hinders comprehension	Inconsistently reads grade level text with understanding Reading contains inappropriate accuracy rate and expression that compromises comprehension Inconsistently uses context to confirm meaning and seldom self corrects or rereads for understanding	Consistently reads grade level text with purpose and understanding Reads grade level text orally with accuracy, appropriate rate, and expression Uses context to confirm meaning and self-corrects, rereading when necessary	Consistently reads text above grade level with purpose and understanding Reads text above grade level orally with accuracy, appropriate rate, and expression When reading text above grade level, uses context to confirm or self-correct word recognition, rereading when necessary

Reads high frequency and irregular spelled words				
Marking Period	1= Needs Support	2= Approaching Standard	3= Meets Standards	4=Exceeds Standard
1 st -4 th	Accurately reads a few introduced high frequency AND irregular spelled words	Accurately reads most introduced high frequency AND irregular spelled words	Accurately reads all introduced high frequency AND irregular spelled words	Recognizes and reads above grade level high frequency AND irregular spelled words with automaticity

Foundational Skills: Writing Language

Demonstrates command of the conventions of writing				
Marking Period	1= Needs Support	2= Approaching Standard	3= Meets Standards	4=Exceeds Standard
1 st -4 th	Rarely able to write upper and lower case alphabets from memory Unable to write a letter or letter group for each phoneme	Inconsistent in the ability to write upper and lower case alphabets from memory Inconsistently able to write a letter or letter group for each phoneme	Consistently able to write upper and lower case alphabets from memory Consistently able to write a letter or letter group for each phoneme	Writes the most common letters or letter groups for each phoneme

Demonstrates command of the conventions of encoding and spelling common, regular, and single syllable words				
Marking Period	1= Needs Support	2= Approaching Standard	3= Meets Standards	4=Exceeds Standard
1st-2nd	Rarely encodes short vowels and single consonants	Inconsistently encodes some short vowels and single consonants	Consistently encodes short vowels and single consonants	Consistently encodes the most common graphemes (letter or letter groups for each phoneme)
3rd-4th	Rarely encodes consonant graphemes including qu, x, and ck digraphs and doubled letters Rarely encodes initial and final consonant blends Rarely able to spell cvc words accurately	Inconsistently encodes consonant graphemes including qu, x, and ck digraphs and doubled letters Inconsistently encodes initial and final consonant blends Inconsistently able to spell cvc words accurately	Consistently encodes consonant graphemes including qu, x, and ck digraphs and doubled letters Consistently encodes initial and final consonant blends Consistently able to spell cvc words accurately	Consistently encodes position-based patterns (ch, -tch, k, -ck, -ge, dge) Consistently encodes complex consonant blends (scr, str, squ) Consistently able to spell above grade level words accurately

Demonstrates command and use of the conventions of writing				
Marking Period	1= Needs Support	2= Approaching Standard	3= Meets Standards	4=Exceeds Standard
1 st -4 th	Rarely supplies the: "who," "is doing," "what" in a subject-verb-object sentence frame	Inconsistently supplies the: "who," "is doing," "what," in a subject-verb- object sentence frame	Consistently writes sentences with increasing complexity	With assistance, links sentences into a cohesive paragraph

Uses punctuation appropriately				
Marking Period	1= Needs Support	2= Approaching Standard	3= Meets Standards	4=Exceeds Standard
1 st -4 th	Rarely applies question marks and exclamation points to statements, questions, commands, and exclamations	Inconsistently applies question marks and exclamation points to statements, questions, commands, and exclamations	Consistently applies question marks and exclamation points to statements, questions, commands, and exclamations	Uses punctuation appropriately, punctuating dates, abbreviations, greetings and closings, initials, important words in a title and items in a list

Uses capitalization appropriately				
Marking Period	1= Needs Support	2= Approaching Standard	3= Meets Standards	4=Exceeds Standard
1 st -4 th	Rarely capitalizes the first word of a sentence, days of the week, months, names of people and proper names	Inconsistently capitalizes the first word of a sentence, days of the week, months, names of people and proper names	Consistently capitalizes the first word of a sentence, days of the week, months, names of people and proper names	Consistently uses capitalization appropriately and capitalizes holidays, product names and geographic names

Reading Domain

Asks and answers questions about key details in literary and informational text (e.g., who, what, where, when, why, and how)				
Marking Period	1= Needs Support	2= Approaching Standard	3= Meets Standards	4=Exceeds Standard
1 st -4 th	Rarely able to ask and answer questions about key details in a literary and informational text	Inconsistently asks and answers questions about key details in a literary and informational text but does so with partial accuracy	Consistently asks and answers questions to demonstrate understanding of key details in literary and informational text	Consistently asks and answers questions to demonstrate understanding of key details in literary and informational text, referring explicitly to the text as the basis for the answers

Determine the central message/main topic and retell a sequence or series of events (e.g., who, what, where, when, why, and how)				
Marking Period	1= Needs Support	2= Approaching Standard	3= Meets Standards	4=Exceeds Standard
1 st -4 th	<p>Retell lacks accuracy, showing significant misunderstanding of the text</p> <p>Struggles to identify the central message and main topic of both literary and informational text</p>	<p>Inconsistently retells a text accurately</p> <p>Identifies the central message and main topic of literary and informational text but does so with partial accuracy or inconsistency</p>	<p>Consistently retells a sequence or series of events in a text, showing thorough comprehension</p> <p>Accurately identifies the central message and main topic of literary and informational text</p>	<p>Consistently retells a text and explains how the details support the central message or main topic</p>

Writing Domain

Writes to express ideas for different purposes				
Marking Period	1= Needs Support	2= Approaching Standard	3= Meets Standards	4=Exceeds Standard
1 st -4 th	With prompts and support, is rarely able to write to express ideas for different purposes	With prompts and support, is inconsistently able to write to express ideas for different purposes	With prompts and support, is consistently able to write to express ideas for different purposes	With support consistently introduces, develops, and provides a conclusion when writing to express ideas for different purposes

Speaking and Listening Domain

Participates in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups				
Marking Period	1= Needs Support	2= Approaching Standard	3= Meets Standards	4=Exceeds Standard
1 st -4 th	<p>Rarely participates in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups</p> <p>Rarely follows agreed-upon norms for discussions, or builds on others' talk in conversations</p>	<p>Inconsistently participates in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups</p> <p>Inconsistently follows agreed- upon norms for discussions and inconsistently follows agreed- upon norms for discussions, or builds on others' talk in conversations</p>	<p>Consistently participates in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups</p> <p>Consistently follows agreed- upon norms for discussions, build on others' talk in conversations by linking their explicit comments to the remarks of others, and asks for clarification and further explanation as needed about the topics and texts under discussion</p>	<p>Consistently participates in collaborative conversations with diverse partners about above grade level topics and texts with peers and adults in small and larger groups</p> <p>Consistently follows agreed-upon norms for discussions, ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others, and explains their own ideas and understanding</p>

Mathematics
Grade 1 Standard Based Report Card
Rubric

Operations and Algebraic Thinking

Uses addition within 20 to solve word problems				
Marking Period	1= Needs Support	2= Approaching Standard	3= Meets Standard	4= Exceeds Standard
1 st & 2 nd	Student is unable to solve addition problems within 20 using objects or drawings to represent the problem.	Student is sometimes able to solve addition problems within 20 using objects or drawings to represent the problem.	Student is able to solve addition problems within 20 using objects or drawings to represent the problem.	Student is able to solve addition problems greater than 20 using objects or drawings to represent the problem.

Uses subtraction within 20 to solve word problems				
Marking Period	1= Needs Support	2= Approaching Standard	3= Meets Standard	4= Exceeds Standard
1 st & 2 nd	Student is unable to solve subtraction problems within 20 using objects or drawings to represent the problem.	Student is sometimes able to solve subtraction problems within 20 using objects or drawings to represent the problem.	Student is able to solve subtraction problems within 20 using objects or drawings to represent the problem.	Student is able to solve subtraction problems greater than 20 using objects or drawings to represent the problem.

Solves addition word problems within 20 using three addends				
Marking Period	1= Needs Support	2= Approaching Standard	3= Meets Standard	4= Exceeds Standard
2 nd	Student is unable to solve addition problems within 20 with three addends.	Student is sometimes able to solve addition problems within 20 with three addends.	Student is able to solve addition problems within 20 with three addends.	Student is able to solve addition problems greater than 20 with three addends.

Applies properties of operations as strategies to add and subtract				
Marking Period	1= Needs Support	2= Approaching Standard	3= Meets Standard	4= Exceeds Standard
1st & 2nd	Student is unable to apply properties of operations to solve addition and subtraction problems within 20.	Student is sometimes able to apply properties of operations to solve addition and subtraction problems within 20.	Student is able to apply properties of operations to solve addition and subtraction problems within 20.	Student is able to apply properties of operations to solve addition and subtraction problems greater than 20.

Understands subtraction as an unknown addend problem				
Marking Period	1= Needs Support	2= Approaching Standard	3= Meets Standard	4= Exceeds Standard
1 st & 2 nd	Student is unable to find the missing addend within 10 to solve subtraction problems.	Student is sometimes able to find the missing addend within 10 to solve subtraction problems.	Student is able to find the missing addend within 10 to solve subtraction problems.	Student is able to find the missing addend with numbers greater than 10 to solve subtraction problems.

Relates counting to addition and subtraction				
Marking Period	1= Needs Support	2= Approaching Standard	3= Meets Standard	4= Exceeds Standard
1 st , 2 nd & 4 th	Student is unable to relate counting on and counting backward to addition and subtraction within 20.	Student is sometimes able to relate counting on and counting backward to addition and subtraction within 20.	Student is able to relate counting on and counting backward to addition and subtraction within 20.	Student is able to relate counting on and counting backward to addition and subtraction with numbers greater than 20.

Adds within 10 with accuracy and efficiency

Marking Period	1= Needs Support	2= Approaching Standard	3= Meets Standard	4= Exceeds Standard
1 st & 2 nd	Student is unable to add fluently within 10.	Student is sometimes able to add fluently within 10.	Student is able to add fluently within 10.	Student is able to add fluently numbers greater than 10.

Subtracts within 10 with accuracy and efficiency				
Marking Period	1= Needs Support	2= Approaching Standard	3= Meets Standard	4= Exceeds Standard
1 st & 2 nd	Student is unable to subtract fluently within 10.	Student is sometimes able to subtract fluently within 10.	Student is able to subtract fluently within 10.	Student is able to subtract fluently from a number greater than 10.

Adds within 20 utilizing strategies				
Marking Period	1= Needs Support	2= Approaching Standard	3= Meets Standard	4= Exceeds Standard
1 st & 2 nd	Student is unable to add sums to 20 using strategies such as making ten, counting on, composing and decomposing.	Student is sometimes able to add sums to 20 using strategies such as making ten, counting on, composing and decomposing.	Student is able to add sums to 20 using strategies such as making ten, counting on, composing and decomposing.	Student is able to add sums greater than 20 using strategies such as making ten, counting on, composing and decomposing.

Subtracts within 20 utilizing strategies				
Marking Period	1= Needs Support	2= Approaching Standard	3= Meets Standard	4= Exceeds Standard
1 st & 2 nd	Student is unable to subtract with a 20 minutes using strategies such as making ten, counting on, composing and decomposing.	Student is sometimes able to subtract with a 20 minutes using strategies such as making ten, counting on, composing and decomposing.	Student is able to subtract with a 20 minutes using strategies such as making ten, counting on, composing and decomposing.	Student is able to subtract with a minuend greater than 20 using strategies such as making ten, counting on, composing and decomposing.

Determines if addition and subtraction equations within 20 are true or false				
Marking Period	1= Needs Support	2= Approaching Standard	3= Meets Standard	4= Exceeds Standard
1 st & 2 nd	Student is unable to determine if addition and subtraction equations within 20 are true or false.	Student is sometimes able to determine if addition and subtraction equations within 20 are true or false.	Student is able to determine if addition and subtraction equations within 20 are true or false.	Student is able to determine if addition and subtraction equations with numbers greater than 20 are true or false.

Determines the unknown whole number in an equation in any position				
Marking Period	1= Needs Support	2= Approaching Standard	3= Meets Standard	4= Exceeds Standard
2 nd	Student is unable or to determine the unknown whole number in any position to solve addition and subtraction equations within 20.	Student is sometimes able to determine the unknown whole number in any position to solve addition and subtraction equations within 20.	Student is able to determine the unknown whole number in any position to solve addition and subtraction equations within 20.	Student is able to determine the unknown whole number in any position to solve addition and subtraction equations with numbers greater than 20.

Number and Operations in Base Ten

Counts, sequences, reads, writes and represents numbers correctly to 120				
Marking Period	1= Needs Support	2= Approaching Standard	3= Meets Standard	4= Exceeds Standard
2 nd , 3 rd & 4 th	Student is unable to count, sequence, read, write and represent numbers correctly to 120.	Student is sometimes able to count, sequence, read, write and represent numbers correctly to 120.	Student is able to count, sequence, read, write and represent numbers correctly to 120.	Student is able to correctly count, sequence, read, write and represent numbers greater than 120.

Understands place value using tens and ones				
Marking Period	1= Needs Support	2= Approaching Standard	3= Meets Standard	4= Exceeds Standard
2 nd , 3 rd & 4 th	Student is unable to compose and decompose numbers to 99 in order to identify the value of the number in the tens and ones place.	Student is sometimes able to compose and decompose numbers to 99 in order to identify the value of the number in the tens and ones place.	Student is able to compose and decompose numbers to 99 in order to identify the value of the number in the tens and ones place.	Student is able to compose and decompose numbers greater than 99 in order to identify the value of the number in the tens and ones place.

Uses place value to compare numbers				
Marking Period	1= Needs Support	2= Approaching Standard	3= Meets Standard	4= Exceeds Standard
3 rd	Student is unable to record comparisons of 2-digit numbers using $>$, $=$, $<$.	Student is sometimes able to record comparisons of 2-digit numbers using $>$, $=$, $<$.	Student is able to record comparisons of 2-digit numbers using $>$, $=$, $<$.	Student is able to record comparisons of 3-digit numbers using $>$, $=$, $<$.

Uses place value strategies to add within 100				
Marking Period	1= Needs Support	2= Approaching Standard	3= Meets Standard	4= Exceeds Standard
3 rd	Student is unable to add a 2-digit number and 1-digit number or a 2-digit number and a multiple of 10 within 100 using place value strategies.	Student is sometimes able to add a 2-digit number and 1-digit number and a 2-digit number and a multiple of 10 within 100 using place value strategies.	Student is able to add a 2-digit number and 1-digit number and a 2-digit number and a multiple of 10 within 100 using place value strategies.	Student is able to add a 2-digit number and 1 digit number and a 2-digit number and a multiple of 10 with sums greater than 100 using place value strategies.

Mentally finds 10 more or 10 less				
Marking Period	1= Needs Support	2= Approaching Standard	3= Meets Standard	4= Exceeds Standard
3 rd	Student is unable to mentally find 10 more or 10 less than a 2-digit number without having to count.	Student is sometimes able to mentally find 10 more or 10 less than a 2-digit number without having to count.	Student is able to mentally find 10 more or 10 less than a 2-digit number without having to count.	Student is able to mentally find 10 more or 10 less than a 3-digit number without having to count.

Subtracts multiples of 10				
Marking Period	1= Needs Support	2= Approaching Standard	3= Meets Standard	4= Exceeds Standard
3 rd	Student is unable to use place value strategies and concrete models to subtract 10 from a multiple of 10 within 100.	Student is sometimes able to use place value strategies and concrete models to subtract 10 from a multiple of 10 within 100.	Student is able to use place value strategies and concrete models to subtract 10 from a multiple of 10 within 100.	Student is able to use place value strategies and concrete models to subtract 10 from a multiple of 10 with numbers greater than 100.

Measurement

Orders three objects by length				
Marking Period	1= Needs Support	2= Approaching Standard	3= Meets Standard	4= Exceeds Standard
4 th	Student is unable able to order three objects by length and use comparative language to describe relationships.	Student is sometimes able to order three objects by length and use comparative language to describe relationships.	Student is able to order three objects by length and use comparative language to describe relationships.	Student is able to order more than three objects by length and use comparative language to describe relationships.

Measures length using non-standard units of measurement				
Marking Period	1= Needs Support	2= Approaching Standard	3= Meets Standard	4= Exceeds Standard
4 th	Student is unable or rarely able to use multiple copies of an object to measure the length of another object.	Student is sometimes able to use multiple copies of an object to measure the length of another object.	Student is able to use multiple copies of an object to measure the length of another object.	Student is able to compare and describe the relationship of the unit and the larger object using descriptive language to illustrate the model.

Tells and writes time to the hour and half hour				
Marking Period	1= Needs Support	2= Approaching Standard	3= Meets Standard	4= Exceeds Standard
4 th	Student is unable to tell time to the hour and half hour on both an analog and digital clock.	Student is sometimes able to tell time to the hour and half hour on both an analog and digital clock.	Student is able to tell time to the hour and half hour on both an analog and digital clock.	Student is able to tell time to the nearest 10 minute interval on both an analog and digital clock.

Knows the comparative values of coins and all dollar bills and uses appropriate notation				
Marking Period	1= Needs Support	2= Approaching Standard	3= Meets Standard	4= Exceeds Standard
4 th	Student is unable to identify the comparative values of coins and dollar bills OR is unable to use appropriate notation (e.g. 69¢, \$1).	Student is sometimes able to identify the comparative values of some coins and dollar bills and sometimes uses appropriate notation (e.g. 69¢, \$1).	Student correctly identifies the comparative values of coins and dollar bills and uses appropriate notation (e.g. 69¢, \$1).	Student consistently identifies the comparative values of all coins and dollar bills and uses appropriate notation (e.g. 69¢, \$1) in word problems.

Shows equivalent monetary values in multiple ways and uses dollars in the solution of problems up to \$20				
Marking Period	1= Needs Support	2= Approaching Standard	3= Meets Standard	4= Exceeds Standard
4 th	Student is unable to show equivalent monetary values in multiple ways and is unable to use dollars in the solution of problems up to \$20.	Student is sometimes able to show equivalent monetary values in multiple ways OR sometimes able to use dollars in the solution of problems up to \$20.	Student correctly shows equivalent monetary values in multiple ways and correctly uses dollars in the solution of problems up to \$20.	Student consistently shows equivalent monetary values in multiple ways and correctly uses dollars in the solution of problems beyond \$20.

Data Literacy

Organizes, represents and interprets data				
Marking Period	1= Needs Support	2= Approaching Standard	3= Meets Standard	4= Exceeds Standard
2 nd	Student is unable to organize, represent and interpret data with up to three categories.	Student is sometimes able to organize, represent and interpret data with up to three categories.	Student is able to organize, represent and interpret data with up to three categories.	Student is able to organize, represent and interpret data with more than three categories.

Geometry

Understands and applies knowledge of shapes to compare and create 2-D and 3-D shapes				
Marking Period	1= Needs Support	2= Approaching Standard	3= Meets Standard	4= Exceeds Standard
4 th	Student is unable able to apply knowledge of shapes and their attributes to compare and create 2-D and 3-D shapes.	Student is sometimes able to apply knowledge of shapes and their attributes to compare and create 2-D and 3-D shapes.	Student is able to apply knowledge of shapes and their attributes to compare and create 2-D and 3-D shapes.	Student is consistently able to apply knowledge of shapes and their attributes to compare and create 2-D and 3-D shapes in a real life setting.

Understands and applies knowledge of fractions				
Marking Period	1= Needs Support	2= Approaching Standard	3= Meets Standard	4= Exceeds Standard
4 th	Student is unable to apply and verbalize knowledge of fractions when partitioning circles and rectangles into halves, fourths and quarters.	Student is sometimes able to apply and verbalize knowledge of fractions when partitioning circles and rectangles into halves, fourths and quarters.	Student is able to apply and verbalize knowledge of fractions when partitioning circles and rectangles into halves, fourths and quarters.	Student is able to apply and verbalize knowledge of fractions when partitioning circles and rectangles into halves, fourths and quarters in a real life setting.

Science

Grade 1

Standard Based Report Card Rubric

Science and Engineering Practice 1: Asks and identifies questions that can be answered by an investigation.	1= Needs support – Students require significant assistance to accomplish all of the following:	2= Approaching standard – Students can accomplish at least one of the following with limited assistance:	3= Meets standard – Students can accomplish all of the following:	4= Exceeds standard – In addition to all aspects of (3), students also can accomplish at least one of the following:
	<ul style="list-style-type: none"> ● Ask questions based on observations to find more information about the natural and/or designed world(s). ● Ask and/or identify questions that can be answered by an investigation. ● Define a simple problem that can be solved through the development of a new or improved object or tool. 	<ul style="list-style-type: none"> ● Ask questions based on observations to find more information about the natural and/or designed world(s). ● Ask and/or identify questions that can be answered by an investigation. ● Define a simple problem that can be solved through the development of a new or improved object or tool. 	<ul style="list-style-type: none"> ● Ask questions based on observations to find more information about the natural and/or designed world(s). ● Ask and/or identify questions that can be answered by an investigation. ● Define a simple problem that can be solved through the development of a new or improved object or tool. 	<ul style="list-style-type: none"> ● Ask questions about what would happen if a variable is changed. ● Identify scientific (testable) and non-scientific (non- testable) questions. ● Ask questions that can be investigated and predict reasonable outcomes based on patterns such as cause and effect relationships. ● Use prior knowledge to describe problems that can be solved. ● Define a simple design problem that can be solved through the development of an object, tool, process, or system and includes several criteria for success and constraints on materials, time, or cost.

<p>Science and Engineering Practice 2: Uses scientific models to represent relationships, such as size and pattern, in the natural and human-made world (i.e., diagram, drawing, physical replica, diorama, dramatization, or storyboard).</p>	<p>1= Needs support – Students require significant assistance to accomplish all of the following:</p>	<p>2= Approaches the standard – Students can accomplish at least one of the following with limited assistance:</p>	<p>3= Meets the standard – Students can accomplish all of the following:</p>	<p>4= Exceeds the standard – In addition to all aspects of (3), students also can accomplish at least one of the following:</p>
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	<ul style="list-style-type: none"> ● Distinguish between a model and the actual object, process, and/or events the model represents. ● Compare models to identify common features and differences. ● Develop and/or use a model to represent amounts, relationships, relative scales (bigger, smaller), and/or patterns in the natural and designed world(s). ● Develop a simple model based on evidence to represent a proposed object or tool. 	<ul style="list-style-type: none"> ● Distinguish between a model and the actual object, process, and/or events the model represents. ● Compare models to identify common features and differences. ● Develop and/or use a model to represent amounts, relationships, relative scales (bigger, smaller), and/or patterns in the natural and designed world(s). ● Develop a simple model based on evidence to represent a proposed object or tool. 	<ul style="list-style-type: none"> ● Distinguish between a model and the actual object, process, and/or events the model represents. ● Compare models to identify common features and differences. ● Develop and/or use a model to represent amounts, relationships, relative scales (bigger, smaller), and/or patterns in the natural and designed world(s). ● Develop a simple model based on evidence to represent a proposed object or tool. 	<ul style="list-style-type: none"> ● Identify limitations of models. ● Collaboratively develop and/or revise a model based on evidence that shows the relationships among variables for frequent and regular occurring events. ● Develop a model using an analogy, example, or abstract representation to describe a scientific principle or design solution. ● Develop and/or use models to describe and/or predict phenomena. ● Develop a diagram or simple physical prototype to convey a proposed object, tool, or process. ● Use a model to test cause and effect relationships or interactions concerning the functioning of a natural or designed system.
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Science and Engineering Practice 3: Plans and conducts investigations collaboratively, and evaluates different ways of collecting data to best answer a question.	1= Needs support – Students require significant assistance to accomplish all of the following:	2= Approaches the standard – Students can accomplish at least one of the following with limited assistance:	3= Meets the standard – Students can accomplish all of the following:	4= Exceeds the standard – In addition to all aspects of (3), students also can accomplish at least one of the following:
	<ul style="list-style-type: none"> ● With guidance, plan and conduct an investigation in collaboration with peers (for K). ● Plan and conduct an investigation collaboratively to produce data to serve as the basis for evidence to answer a question. ● Evaluate different ways of observing and/or measuring a phenomenon to determine which way can answer a question. ● Make observations (firsthand or from media) and/or measurements to collect data that can be used to make comparisons. ● Make observations (firsthand or from media) and/or measurements of a proposed object or tool or solution to determine if it solves a problem or meets a goal. ● Make predictions based on prior experiences. 	<ul style="list-style-type: none"> ● With guidance, plan and conduct an investigation in collaboration with peers (for K). ● Plan and conduct an investigation collaboratively to produce data to serve as the basis for evidence to answer a question. ● Evaluate different ways of observing and/or measuring a phenomenon to determine which way can answer a question. ● Make observations (firsthand or from media) and/or measurements to collect data that can be used to make comparisons. ● Make observations (firsthand or from media) and/or measurements of a proposed object or tool or solution to determine if it solves a problem or meets a goal. 	<ul style="list-style-type: none"> ● With guidance, plan and conduct an investigation in collaboration with peers (for K). ● Plan and conduct an investigation collaboratively to produce data to serve as the basis for evidence to answer a question. ● Evaluate different ways of observing and/or measuring a phenomenon to determine which way can answer a question. ● Make observations (firsthand or from media) and/or measurements to collect data that can be used to make comparisons. ● Make observations (firsthand or from media) and/or measurements of a proposed object or tool or solution to determine if it solves a problem or meets a goal. ● Make predictions based 	<ul style="list-style-type: none"> ● Plan and conduct an investigation collaboratively to produce data to serve as the basis for evidence, using fair tests in which variables are controlled and the number of trials considered. ● Evaluate appropriate methods and/or tools for collecting data. ● Make observations and/or measurements to produce data to serve as the basis for evidence for an explanation of a phenomenon or test a design solution. ● Make predictions about what would happen if a variable changes. ● Test two different models of the same proposed object, tool, or process to determine which

		<ul style="list-style-type: none">• Make predictions based on prior experiences.	on prior experiences.	better meets criteria for success.
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Science and Engineering Practice 6: Designs or builds a device that solves a specific problem and compares multiple solutions to a problem.	1= Needs support – Students require significant assistance to accomplish all of the following:	2= Approaches the standard – Students can accomplish at least one of the following with limited assistance:	3= Meets the standard – Students can accomplish all of the following:	4= Exceeds the standard – In addition to all aspects of (3), students also can accomplish at least one of the following:
	<ul style="list-style-type: none"> ● Make observations (firsthand or from media) to construct an evidence- based account for natural phenomena. ● Use tools and/or materials to design and/or build a device that solves a specific problem or a solution to a specific problem. ● Generate and/or compare multiple solutions to a problem. 	<ul style="list-style-type: none"> ● Make observations (firsthand or from media) to construct an evidence-based account for natural phenomena. ● Use tools and/or materials to design and/or build a device that solves a specific problem or a solution to a specific problem. ● Generate and/or compare multiple solutions to a problem. 	<ul style="list-style-type: none"> ● Make observations (firsthand or from media) to construct an evidence- based account for natural phenomena. ● Use tools and/or materials to design and/or build a device that solves a specific problem or a solution to a specific problem. ● Generate and/or compare multiple solutions to a problem. 	<ul style="list-style-type: none"> ● Construct an explanation of observed relationships (e.g., the distribution of plants in the back yard). ● Use evidence (e.g., measurements, observations, patterns) to construct or support an explanation or design a solution to a problem. ● Identify the evidence that supports particular points in an explanation. ● Apply scientific ideas to solve design problems. ● Generate and compare multiple solutions to a problem based on how well they meet the criteria and constraints of the design solution.

Social Studies
Grade 1 Standard Based Report Card
Rubric

Describe relationships among pieces of information (e.g., sequence of events, steps in a process, cause-effect and compare-contrast relationships) within a text.				
Marking Period	1= Needs Support	2= Approaching Standard	3= Meets Standard	4= Exceeds Standard
1 st -4 th	Rarely communicates an understanding of concepts taught related to sequence of events, steps in a process, cause & effect, and compare and contrast relationships	Inconsistently communicates an understanding of concepts taught related to sequence of events, steps in a process, cause & effect, and compare and contrast relationships	Consistently communicates an understanding of concepts taught related to sequence of events, steps in a process, cause & effect, and compare and contrast relationships	Consistently communicates an understanding of concepts taught related to sequence of events, steps in a process, cause & effect, and compare and contrast relationships and is able to extend key concepts to real life experiences

Participates in collaborative conversations with diverse partners about first grade topics and texts with peers and adults in small and larger groups

Marking Period	1= Needs Support	2= Approaching Standard	3= Meets Standards	4=Exceeds Standard
1 st -4 th	Rarely participates or does not make meaningful contributions to the classroom or group discussions	Inconsistently participates and occasionally makes meaningful contributions to classroom or group discussions	Consistently participates and consistently makes meaningful contributions to classroom or group discussion by following agreed upon norms for discussions (e.g., listening to others and taking turns speaking)	Consistently participates and consistently makes meaningful contributions to classroom or group discussion by following agreed upon norms for discussions (e.g., listening to others and taking turns speaking and asking questions to clear up any confusion)

Physical Education
Grade 1 Standard Based Report Card
Rubric

Demonstrates understanding of concepts and application of skills.				
Marking Period	1= Needs Support	2= Approaching Standard	3= Meets Standard	4= Exceeds Standard
1 st -4 th	Student rarely demonstrate smooth transitions between sequential movement skills and rarely explains how changes in directions/pathways/levels can alter movement. Student is unable to recognize player placement, prearranged movement patterns and is unable to identify body responses related to physical activity.	Student is beginning to demonstrate smooth transitions between sequential movement skills and sometimes explains how changes in directions/pathways/levels can alter movement. Student is learning how to recognize player placement, prearranged movement patterns and is learning to identify body responses related to physical activity.	Student understands and applies smooth transitions between sequential movement skills and explains how changes in directions/pathways/levels can alter movement. Student recognizes player placement, prearranged movement patterns and is able to identify body responses related to physical activity.	Student understands and consistently applies smooth transitions between sequential movement skills and explains how changes in directions/pathways/levels can alter movement. Student consistently recognizes player placement, prearranged movement patterns and always is able to identify body responses related to physical activity.

Participates in classroom discussions and activities related to content area.				
Marking Period	1= Needs Support	2= Approaching Standard	3= Meets Standard	4= Exceeds Standard
1 st – 4 th	Student rarely participates in class discussions and activities.	Student sometimes participates in class discussions and activities.	Student consistently participates in class discussions and activities.	Student acts as a role model for participating in class discussions and activities.

Instructional Technology
Grade 1 Standard Based Report Card
Rubric

Demonstrates understanding of concepts and application of skills.				
Marking Period	1= Needs Support	2= Approaching Standard	3= Meets Standard	4= Exceeds Standard
1 st	Student rarely applies the fundamentals of Instructional Technology. The student is unable to use a mouse or to block code.	Student is beginning to apply the fundamentals of Instructional Technology. The student is learning how to use a mouse or to block code.	Student understands and applies the fundamentals of Instructional Technology. The student uses a mouse or block codes.	Student understands and consistently applies the fundamentals of Instructional Technology. The student consistently uses a mouse or block codes.

Demonstrates understanding of concepts and application of skills.				
Marking Period	1= Needs Support	2= Approaching Standard	3= Meets Standard	4= Exceeds Standard
2 nd	Student rarely applies the fundamentals of Instructional Technology. The student is unable to maintain a safe online experience or to block code.	Student is beginning to apply the fundamentals of Instructional Technology. The student is learning to maintain a safe online experience or to block code.	Student understands and applies the fundamentals of Instructional Technology. The student maintains a safe online experience or block codes.	Student understands and consistently applies the fundamentals of Instructional Technology. The student consistently maintains a safe online experience or block codes.

Demonstrates understanding of concepts and application of skills.				
Marking Period	1= Needs Support	2= Approaching Standard	3= Meets Standard	4= Exceeds Standard
3 rd	Student rarely applies the fundamentals of Instructional Technology. The student is unable to type sentences on a computer or to block code.	Student is beginning to apply the fundamentals of Instructional Technology. The student is learning to type sentences on a computer or to block code.	Student understands and applies the fundamentals of Instructional Technology. The student types sentences on a computer or block codes.	Student understands and consistently applies the fundamentals of Instructional Technology. The student consistently types sentences on a computer or block codes.

Demonstrates understanding of concepts and application of skills.				
Marking Period	1= Needs Support	2= Approaching Standard	3= Meets Standard	4= Exceeds Standard
4 th	Student rarely applies the fundamentals of Instructional Technology. The student is unable to use computer images to express an idea or to block code.	Student is beginning to apply the fundamentals of Instructional Technology. The student is learning to use computer images to express an idea or to block code.	Student understands and applies the fundamentals of Instructional Technology. The student uses computer images to express an idea or block codes.	Student understands and consistently applies the fundamentals of Instructional Technology. The student consistently uses computer images to express an idea or block codes.

Participates in classroom discussions and activities related to content area.				
Marking Period	1= Needs Support	2= Approaching Standard	3= Meets Standard	4= Exceeds Standard
1 st – 4 th	Student rarely participates in class discussions and activities.	Student sometimes participates in class discussions and activities.	Student consistently participates in class discussions and activities.	Student acts as a role model for participating in class discussions and activities.

Health
Grade 1 Standard Based Report Card
Rubric

Health

Demonstrates understanding of concepts and application of skills.				
Marking Period	1= Needs Support	2= Approaching Standard	3= Meets Standard	4= Exceeds Standard
1 st -4 th	Student rarely communicates an understanding of the concepts of self-care, gender, wellness, values, and nutrition.	Student is beginning to communicate an understanding of the concepts of self-care, gender, wellness, values, and nutrition.	Student understands the concepts of self-care, gender, wellness, values, and nutrition.	Student understands and applies the concepts of self-care, gender, wellness, values, and nutrition.

Participates in classroom discussions and activities related to content area.				
Marking Period	1= Needs Support	2= Approaching Standard	3= Meets Standard	4= Exceeds Standard
1 st – 4 th	Student rarely participates in class discussions and activities.	Student sometimes participates in class discussions and activities.	Student consistently participates in class discussions and activities.	Student acts as a role model for participating in class discussions and activities.

Art
Grade 1 Standard Based Report Card
Rubric

Art

Demonstrates understanding of concepts and application of skills.				
Marking Period	1= Needs Support	2= Approaching Standard	3= Meets Standard	4= Exceeds Standard
1 st	<p>Student rarely creates lines or shapes and rarely applies them to everyday life.</p> <p>Student rarely uses tools appropriate to the production of work in art in a variety of art media.</p>	<p>Student is beginning to create lines or shapes and beginning to apply them to everyday life. Student is learning how to use tools appropriate to the production of works of art in a variety of art media.</p>	<p>Student understands and creates lines or shapes and applies them to everyday life. The student uses the tools appropriate to the production of a work of art in a variety of art media most of the time.</p>	<p>Student understands and consistently creates lines or shapes and applies them to everyday life. The student consistently uses tools appropriate to the production of a work of art in a variety of art media.</p>

Demonstrates understanding of concepts and application of skills.				
Marking Period	1= Needs Support	2= Approaching Standard	3= Meets Standard	4= Exceeds Standard
2 nd	<p>Student rarely understands that there are primary/secondary colors and they can be used to create other colors. Student rarely uses tools appropriate to the production of work in art in a variety of art media.</p>	<p>Student is beginning to understand that there are primary/secondary colors and they can be used to create other colors. Student is learning how to use tools appropriate to the production of works of art in a variety of art media.</p>	<p>Student understands that there are primary/secondary colors and they can be used to create other colors. The student uses the tools appropriate to the production of a work of art in a variety of art media most of the time.</p>	<p>Student consistently understands that there are primary/secondary colors and they can be used to create other colors. The student consistently uses tools appropriate to the production of a work of art in a variety of art media.</p>

Demonstrates understanding of concepts and application of skills.				
Marking Period	1= Needs Support	2= Approaching Standard	3= Meets Standard	4= Exceeds Standard
3 rd	Student rarely assembles or creates a textured sculpture or gives the appearance of a textured sculpture by using lines. Student rarely uses tools appropriate to the production of work in art in a variety of art media.	Student is beginning to assemble or create a textured sculpture or gives the appearance of a textured sculpture by using lines. Student is learning how to use tools appropriate to the production of works of art in a variety of art media.	Student assembles or creates a textured sculpture or gives the appearance of a textured sculpture by using lines. The student uses the tools appropriate to the production of a work of art in a variety of art media most of the time.	Student consistently assembles or creates a textured sculpture or gives the appearance of a textured sculpture by using lines. The student consistently uses tools appropriate to the production of a work of art in a variety of art media.

Demonstrates understanding of concepts and application of skills.				
Marking Period	1= Needs Support	2= Approaching Standard	3= Meets Standard	4= Exceeds Standard
4 th	Student rarely understands art forms or values. Student rarely uses tools appropriate to the production of work in art in a variety of art media.	Student is beginning to understand art forms or values. Student is learning how to use tools appropriate to the production of works of art in a variety of art media.	Student understands art forms or values. The student uses the tools appropriate to the production of a work of art in a variety of art media most of the time.	Student consistently understands art forms or values. The student consistently uses tools appropriate to the production of a work of art in a variety of art media.

Participates in classroom discussions and activities related to content area.				
Marking Period	1= Needs Support	2= Approaching Standard	3= Meets Standard	4= Exceeds Standard
1 st – 4 th	Student rarely participates in class discussions and activities.	Student sometimes participates in class discussions and activities.	Student consistently participates in class discussions and activities.	Student acts as a role model for participating in class discussions and activities.

Music
Grade 1 Standard Based Report Card
Rubric

Music

Demonstrates understanding of concepts and application of skills.				
Marking Period	1= Needs Support	2= Approaching Standard	3= Meets Standard	4= Exceeds Standard
1 st	Student rarely analyzes selected music, reads or performs rhythmic patterns using iconic notation.	Student is beginning to analyze selected music, read or perform rhythmic patterns using iconic notation.	Student understands and analyzes selected music, reads or performs rhythmic patterns using iconic notation.	Student consistently analyzes selected music, reads or performs rhythmic patterns using iconic notation.

Demonstrates understanding of concepts and application of skills.				
Marking Period	1= Needs Support	2= Approaching Standard	3= Meets Standard	4= Exceeds Standard
2 nd	Student rarely generates musical patterns and ideas within the context of a given tonality and meter.	Student is beginning to generate musical patterns and ideas within the context of a given tonality and meter.	Student generates musical patterns and ideas within the context of a given tonality and meter.	Student consistently generates musical patterns and ideas within the context of a given tonality and meter.

Demonstrates understanding of concepts and application of skills.				
Marking Period	1= Needs Support	2= Approaching Standard	3= Meets Standard	4= Exceeds Standard
3 rd - 4 th	Student rarely demonstrate knowledge of musical contrast, expressive qualities or rehearses/performs music with expression.	Student is beginning to demonstrate knowledge of musical contrast, expressive qualities or is beginning to rehearses/performs music with expression.	Student demonstrates knowledge of musical contrast, expressive qualities or rehearses/performs music with expression.	Student consistently demonstrates knowledge of musical contrast, expressive qualities or rehearses/performs music with expression.

Participates in classroom discussions and activities related to content area.				
Marking Period	1= Needs Support	2= Approaching Standard	3= Meets Standard	4= Exceeds Standard
1 st – 4 th	Student rarely participates in class discussions and activities.	Student sometimes participates in class discussions and activities.	Student consistently participates in class discussions and activities.	Student acts as a role model for participating in class discussions and activities.

