

Standards Based Report Card Rubric First Grade

RL 1.1 & RL 1.2 Retell stories, including key details to demonstrate understanding of the central message/lesson by asking/answering questions

| Marking Period | NS | AS | MS | ES |
|------------------------------------|--|---|---|--|
| 1st 2nd 3rd 4th | <p><i>Rarely identifies information pertaining to main topic, retells key details, understands the central message and supports responses</i></p> <p><i>Retells basic information (one or two facts)</i></p> | <p><i>Sometimes identifies limited information pertaining to main topic and retells key details, understands the central message and supports responses with limited success</i></p> <p><i>Retells important information (main idea/random facts)</i></p> | <p><i>Identifies some information pertaining to main topic and retells key details, understands the central message and supports responses with success</i></p> <p><i>Retells important information (main idea and key details)</i></p> | <p><i>Consistently and independently identifies information pertaining to main topic and retells key details, understands the central message and supports responses with great success</i></p> <p><i>Retells important information and adds personal thinking, consistently and independently, with great success</i></p> |

| Teacher Notes | |
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| 1st Marking Period | |
| 2nd Marking Period | |
| 3rd Marking Period | |
| 4th Marking Period | |

Standards Based Report Card Rubric First Grade

RI 1.1 & RI 1.2 Identify the main topic/central message of a text and retell key details by asking/answering questions

| Marking Period | NS | AS | MS | ES |
|------------------------------------|--|--|--|---|
| 1st 2nd 3rd 4th | <p><i>Rarely identifies information pertaining to main topic/central message and hardly retells key details</i></p> <p><i>Retells basic information (one or two facts)</i></p> | <p><i>Sometimes identifies limited information pertaining to main topic/central message and few retells key details, with limited success</i></p> <p><i>Retells important information (main idea/random facts)</i></p> | <p><i>Identifies some information pertaining to main topic/central message and retells key details, with success</i></p> <p><i>Retells important information (main idea and key details)</i></p> | <p><i>Consistently and independently identifies information pertaining to main topic/central message and retells key details, with great success</i></p> <p><i>Retells important information and adds personal thinking, consistently and independently, with great success</i></p> |

| Teacher Notes | |
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| 1st Marking Period | |
| 2nd Marking Period | |
| 3rd Marking Period | |
| 4th Marking Period | |

Standards Based Report Card Rubric First Grade

RL 1.3 Describe characters, setting, central message or lesson, and identify the narrator

| Marking Period | NS | AS | MS | ES |
|--------------------------|--|---|--|---|
| 1st 2nd 3rd 4th | <i>Rarely describes characters setting, central message/lesson, or identifies the narrator</i> | <i>Sometimes describes characters setting, central message/lesson, or identifies the narrator, with limited success</i> | <i>Describes characters setting, central message/lesson, and identifies the narrator, with success</i> | <i>Consistently and independently describes characters setting, central message/lesson, and identifies the narrator, with great success</i> |

| Teacher Notes | |
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| 1st Marking Period | |
| 2nd Marking Period | |
| 3rd Marking Period | |
| 4th Marking Period | |

Standards Based Report Card Rubric First Grade

RI 1.5 Know and use various text features to locate key information in a text

| Marking Period | NS | AS | MS | ES |
|--------------------------|--|---|---|---|
| 1st 2nd 3rd 4th | <p><i>Rarely uses various text features to locate key information in a text</i></p> <p><i>Headings</i> <i>Table of Contents</i> <i>Glossaries</i> <i>Electronic Menus</i> <i>Icons</i></p> | <p><i>Sometimes uses text features to locate key information, with limited success</i></p> <p><i>Headings</i> <i>Table of Contents</i> <i>Glossaries</i> <i>Electronic Menus</i> <i>Icons</i></p> | <p><i>Uses various text features to locate key information, with success</i></p> <p><i>Headings</i> <i>Table of Contents</i> <i>Glossaries</i> <i>Electronic Menus</i> <i>Icons</i></p> | <p><i>Consistently and independently uses relevant text features to locate key information, with great success</i></p> <p><i>Headings</i> <i>Table of Contents</i> <i>Glossaries</i> <i>Electronic Menus</i> <i>Icons</i></p> |

| Teacher Notes | |
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| 1st Marking Period | |
| 2nd Marking Period | |
| 3rd Marking Period | |
| 4th Marking Period | |

Standards Based Report Card Rubric First Grade

RL 1.7 & RI 1.7 Use illustrations and details in a text to describe its key details/key ideas

| Marking Period | NS | AS | MS | ES |
|--------------------------|--|--|---|--|
| 1st 2nd 3rd 4th | <i>Rarely uses</i> illustrations and details in a text to describe key details/key ideas in a text | <i>Sometimes uses</i> illustrations and details in a text to describe key details/key ideas, <i>with limited success</i> | <i>Uses relevant</i> illustrations and details in a text to describe key details/key ideas, <i>with success</i> | <i>Consistently and independently uses relevant</i> illustrations and details in a text to describe key details/key ideas, <i>with great success</i> |

| Teacher Notes | |
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| 1st Marking Period | |
| 2nd Marking Period | |
| 3rd Marking Period | |
| 4th Marking Period | |

Standards Based Report Card Rubric First Grade

RI 1.8 Identify the reason an author gives to support points in a text

| Marking Period | NS | AS | MS | ES |
|--|--|--|---|--|
| 1st 2nd 3rd 4th | <i>Rarely identifies</i> information pertaining to the reasons an author gives to support points in a text | <i>Sometimes identifies limited</i> information pertaining to the reasons an author gives to support points in a text, <i>with limited success</i> | <i>Identifies some</i> information pertaining to the reasons an author gives to support points in a text, <i>with success</i> | <i>Consistently and independently identifies</i> information pertaining to the reasons an author gives to support points and <i>adds personal thinking in a text, with great success</i> |

| Teacher Notes | |
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| 1st Marking Period | |
| 2nd Marking Period | |
| 3rd Marking Period | |
| 4th Marking Period | |

Standards Based Report Card Rubric First Grade

RL 1.9 & RI 1.9 Compare and contrast key elements/details between text(s) or topic(s)

| Marking Period | NS | AS | MS | ES |
|--|---|--|---|--|
| 1st 2nd 3rd 4th | <i>Rarely identifies similarities and differences between two texts on the same topic</i> | <i>Sometimes identifies similarities and differences between two texts on the same topic, with limited success</i> | <i>Identifies relevant similarities and differences between two texts on the same topic, with success</i> | <i>Consistently and independently identifies relevant similarities and differences between two texts on the same topic, with great success</i> |

| Teacher Notes | |
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| 1st Marking Period | |
| 2nd Marking Period | |
| 3rd Marking Period | |
| 4th Marking Period | |

Standards Based Report Card Rubric First Grade

RL 1.10 & RI 1.10 Read at grade level

| Marking Period | NS | AS | MS | ES |
|----------------|------------|---------|------------|------------|
| 1st | C or below | D, E, F | G, H, I, J | K or above |
| 2nd | D or below | E, F, G | H, I, J | K or above |
| 3rd | E or below | F, G, H | I, J | K or above |
| 4th | G or below | H, I | J | K or above |

| Teacher Notes | |
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| 1st Marking Period | |
| 2nd Marking Period | |
| 3rd Marking Period | |
| 4th Marking Period | |

RF 1.1 Demonstrate understanding of the organization and basic features of print

Standards Based Report Card Rubric First Grade

| Marking Period | NS | AS | MS | ES |
|------------------------------------|---|--|---|--|
| 1st 2nd 3rd 4th | <p><i>Rarely demonstrates understanding of the organization and basic features of print in a text</i></p> <p><i>Book concepts (front cover, text title)</i></p> <p><i>Directionality (reads from left to right)</i></p> <p><i>One to one matching</i></p> <p><i>Concept of sentence (first word of sentence, reason for capitalization, ending punctuation)</i></p> | <p><i>Sometimes demonstrates limited understanding of the organization and basic features of print, with limited success</i></p> <p><i>Book concepts (front cover, text title)</i></p> <p><i>Directionality (reads from left to right)</i></p> <p><i>One to one matching</i></p> <p><i>Concept of sentence (first word of sentence, reason for capitalization, ending punctuation)</i></p> | <p><i>Demonstrates meaningful understanding of the organization and basic features of print, with success</i></p> <p><i>Book concepts (front cover, text title)</i></p> <p><i>Directionality (reads from left to right)</i></p> <p><i>One to one matching</i></p> <p><i>Concept of sentence (first word of sentence, reason for capitalization, ending punctuation)</i></p> | <p><i>Consistently and independently demonstrates meaningful understanding of the organization and basic features of print, with great success</i></p> <p><i>Book concepts (front cover, text title)</i></p> <p><i>Directionality (reads from left to right)</i></p> <p><i>One to one matching</i></p> <p><i>Concept of sentence (first word of sentence, reason for capitalization, ending punctuation)</i></p> |

| Teacher Notes | |
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| 1st/2nd MP | |
| 3rd/4th MP | |

Standards Based Report Card Rubric First Grade

RF 1.3 Know and apply a variety of foundational skills to decode words (Print Concepts, Phonological Awareness, and Phonics & Word Recognition)

| Marking Period | NS | AS | MS | ES |
|--|--|--|--|--|
| 1st 2nd 3rd 4th | <i>Unfamiliar with and rarely applies a variety of foundational skills to decode words in a text</i> | <i>Vaguely familiar with and sometimes applies limited foundational skills to decode words, with limited success</i> | <i>Relatively familiar with and applies relevant foundational skills to decode words, with success</i> | <i>Familiar with and consistently applies foundational skills to decode words, independently, with great success</i> |
| | <i>Uses picture clues</i> | <i>Uses picture clues</i> | <i>Uses picture clues</i> | <i>Uses picture clues</i> |
| | <i>Re-reads</i> | <i>Re-reads</i> | <i>Re-reads</i> | <i>Re-reads</i> |
| | <i>Cross-checks</i> | <i>Cross-checks</i> | <i>Cross-checks</i> | <i>Cross-checks</i> |
| | <i>Letter sound clues</i> | <i>Letter sound clues</i> | <i>Letter sound clues</i> | <i>Letter sound clues</i> |
| | <i>Self-monitors</i> | <i>Self-monitors</i> | <i>Self-monitors</i> | <i>Self-monitors</i> |
| | <i>Self-corrects</i> | <i>Self-corrects</i> | <i>Self-corrects</i> | <i>Self-corrects</i> |

| Teacher Notes | |
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| 1st Marking Period | |
| 2nd Marking Period | |
| 3rd Marking Period | |
| 4th Marking Period | |

Standards Based Report Card Rubric First Grade

RF 1.3 Recognize and read high-frequency/sight words

| Marking Period | NS | AS | MS | ES |
|--------------------------|--|--|--|---|
| 1st 2nd 3rd 4th | <i>Recognizes a minimal amount of words from the suggested First Grade Word List</i> | <i>Recognizes some of the words from the suggested First Grade Word List</i> | <i>Recognizes a majority of words from the suggested First Grade Word List</i> | <i>Recognizes a great majority of the words from the suggested First Grade Word List and is working above grade level</i> |

| Teacher Notes | |
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| 1st Marking Period | |
| 2nd Marking Period | |
| 3rd Marking Period | |
| 4th Marking Period | |

Standards Based Report Card Rubric First Grade

RF 1.4 Read with fluency (e.g., accuracy, rate, expression, and phrasing)

| Marking Period | NS | AS | MS | ES |
|------------------------------------|----------------------------------|---|--|--|
| 1st 2nd 3rd 4th | <i>Rarely reads with fluency</i> | <i>Reads with limited fluency</i> | <i>Reads with appropriate fluency</i> | <i>Reads with fluency, consistency and independently</i> |
| | <i>Word by word reading</i> | <i>Moderately slow reading in two or three word phrases</i> | <i>Phrased but some rough spots</i> | <i>Smooth reading with a few pauses</i> |
| | <i>No expression</i> | <i>Some expression</i> | <i>Appropriate expression most of the time</i> | <i>Consistent appropriate expression</i> |

| Teacher Notes | |
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| 1st Marking Period | |
| 2nd Marking Period | |
| 3rd Marking Period | |
| 4th Marking Period | |

W 1.1 Write opinion pieces by introducing a topic, state an opinion, provide reason, and a conclusion

Standards Based Report Card Rubric First Grade

| Marking Period | NS | AS | MS | ES |
|----------------------------|---|---|---|---|
| 2nd 3rd 4th | <p><i>Rarely writes opinion pieces</i></p> <p><i>Student generates very few ideas</i></p> <p><i>Student does not use prewriting strategies taught</i></p> <p><i>There is a topic with one or two unrelated reasons</i></p> <p><i>Student uses many sentence fragments or run-ons</i></p> <p><i>Student uses few basic text features</i></p> | <p><i>Sometimes writes opinion pieces, with limited success</i></p> <p><i>Student generates a few ideas from experience</i></p> <p><i>Student uses a few prewriting strategies taught</i></p> <p><i>Student's writing is partially organized with some ideas relevant to the topic</i></p> <p><i>There is a topic and sense of closure with a few reasons</i></p> <p><i>Some sentences are incomplete or run-ons</i></p> <p><i>Students use some simple text features</i></p> | <p><i>Writes opinion pieces, with success</i></p> <p><i>Student generates, supports, and elaborates on ideas for writing from own experiences, stories read, informational text, or imagination</i></p> <p><i>Student uses some prewriting strategies taught to identify and narrow topic and to plan parts of the writing (lists, webs, and organizers)</i></p> <p><i>Student writing is organized; most ideas are relevant to the topic</i></p> <p><i>There is a topic, reasons, and a sense of closure</i></p> <p><i>Student writes in complete sentences</i></p> <p><i>Student uses text features (title, pictures, captions, author, page numbers)</i></p> | <p><i>Consistently and independently writes opinion pieces, with great success</i></p> <p><i>Student generates and tries out ideas from experience, stories read, informational text, or imagination</i></p> <p><i>Student uses prewriting strategies taught to narrow a topic and to thoroughly plan writing</i></p> <p><i>Student's writing is organized with ideas that are relevant to and support the topic and purpose</i></p> <p><i>There is a well developed topic, reasons, and a sense of closure with many relevant details</i></p> <p><i>Student writes complete and complex sentences</i></p> <p><i>Student uses above-level text features</i></p> |

| Teacher Notes | |
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| 2nd MP | |
| 3rd/4th MP | |

W 1.2 Write informative/explanatory text by introducing a topic, provide facts, and a conclusion

Standards Based Report Card Rubric First Grade

| Marking Period | NS | AS | MS | ES |
|----------------------------|---|---|--|--|
| 1st 3rd 4th | <p><i>Rarely writes informative/explanatory text</i></p> <p><i>Student generates very few ideas</i></p> <p><i>Student does not use prewriting strategies taught</i></p> <p><i>There is a topic with one or two unrelated facts</i></p> <p><i>Student uses many sentence fragments or run-ons</i></p> <p><i>Student uses few basic text features</i></p> | <p><i>Sometimes writes informative/explanatory text, with limited success</i></p> <p><i>Student generates a few ideas from experience</i></p> <p><i>Student uses a few prewriting strategies taught</i></p> <p><i>Student's writing is partially organized with some ideas relevant to the topic</i></p> <p><i>There is a topic and sense of closure with a few facts</i></p> <p><i>Some sentences are incomplete or run-ons</i></p> <p><i>Students use some simple text features</i></p> | <p><i>Writes informative/explanatory, with success</i></p> <p><i>Student generates, supports, and elaborates on ideas for writing from own experiences, stories read, informational text, or imagination</i></p> <p><i>Student uses some prewriting strategies taught to identify and narrow topic and to plan parts of the writing (lists, webs, and organizers)</i></p> <p><i>Student writing is organized; most ideas are relevant to the topic</i></p> <p><i>There is a topic, facts, and a sense of closure</i></p> <p><i>Student writes in complete sentences</i></p> <p><i>Student uses text features (title, pictures, captions, author, page numbers)</i></p> | <p><i>Consistently and independently writes informative/explanatory, with great success</i></p> <p><i>Student generates and tries out ideas from experience, stories read, informational text, or imagination</i></p> <p><i>Student uses prewriting strategies taught to narrow a topic and to thoroughly plan writing</i></p> <p><i>Student's writing is organized with ideas that are relevant to and support the topic and purpose</i></p> <p><i>There is a well developed topic, facts, and a sense of closure with many relevant details</i></p> <p><i>Student writes complete and complex sentences</i></p> <p><i>Student uses above-level text features</i></p> |

| Teacher Notes | |
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| 1st Marking Period | |
| 3rd Marking Period | |
| 4th Marking Period | |
| 4th Marking Period | |

W 1.3 Writes narratives in order, include details, use temporal words, and provide a conclusion

Standards Based Report Card Rubric First Grade

| Marking Period | NS | AS | MS | ES |
|----------------------------|---|---|--|---|
| 1st 2nd 4th | <p><i>Rarely writes narratives</i></p> <p><i>Student generates very few ideas</i></p> <p><i>Student does not use prewriting strategies taught</i></p> <p><i>There is a topic with one or two unrelated details</i></p> <p><i>Student uses many sentence fragments or run-ons</i></p> <p><i>Student uses few basic text features</i></p> | <p><i>Sometimes writes narratives, with limited success</i></p> <p><i>Student generates a few ideas from experience</i></p> <p><i>Student uses a few prewriting strategies taught</i></p> <p><i>Student's writing is partially organized with some ideas relevant to the topic</i></p> <p><i>There is a topic and sense of closure with a few facts</i></p> <p><i>Some sentences are incomplete or run-ons</i></p> <p><i>Students use some simple text features</i></p> | <p><i>Writes narratives with success</i></p> <p><i>Student generates, supports, and elaborates on ideas for writing from own experiences, stories read, informational text, or imagination</i></p> <p><i>Student uses some prewriting strategies taught to identify and narrow topic and to plan parts of the writing (lists, webs, and organizers)</i></p> <p><i>Student writing is organized; most ideas are relevant to the topic</i></p> <p><i>There is a topic, facts, and a sense of closure</i></p> <p><i>Student writes in complete sentences</i></p> <p><i>Student uses text features (title, pictures, captions, author, page numbers)</i></p> | <p><i>Consistently and independently writes narratives, with great success</i></p> <p><i>Student generates and tries out ideas from experience, stories read, informational text, or imagination</i></p> <p><i>Student uses prewriting strategies taught to narrow a topic and to thoroughly plan writing</i></p> <p><i>Student's writing is organized with ideas that are relevant to and support the topic and purpose</i></p> <p><i>There is a well developed topic, facts, and a sense of closure with many relevant details</i></p> <p><i>Student writes complete and complex sentences</i></p> <p><i>Student uses above-level text features</i></p> |

| Teacher Notes | |
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| 1st Marking Period | |
| 2nd Marking Period | |
| 4th Marking Period | |
| 4th Marking Period | |

Standards Based Report Card Rubric First Grade

W 1.8 Recall information from experiences and/or gather information from provided sources to answer a question

| Marking Period | NS | AS | MS | ES |
|--------------------------|--|--|--|---|
| 1st 2nd 3rd 4th | <i>Rarely recalls</i> information from experiences and/or gathers information from provided sources to answer a question | <i>Sometimes recalls</i> information from experiences and/or gathers information from provided sources to answer a question, <i>with limited success</i> | <i>Recalls relevant</i> information from experiences and/or gathers meaningful information from provided sources to answer a question, <i>with success</i> | <i>Consistently and independently recalls</i> relevant information from experiences and/or gathers meaningful information from provided sources to answer a question, <i>with great success</i> |

| Teacher Notes | |
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| 1st Marking Period | |
| 2nd Marking Period | |
| 3rd Marking Period | |
| 4th Marking Period | |

Standards Based Report Card Rubric First Grade

SL 1.1 Participate in collaborative conversations with peers and groups while listening and taking turn speaking

| Marking Period | NS | AS | MS | ES |
|--|--|--|---|---|
| 1st 2nd 3rd 4th | <i>Rarely participates in collaborative conversations with peers and groups</i> <i>Rarely listens to others and takes turn speaking</i> | <i>Sometimes participates in collaborative conversations with peers and groups, with limited success</i> <i>Sometimes listens to others and takes turn speaking, with limited success</i> | <i>Participates in relevant collaborative conversations with peers and groups, with success</i> <i>Listens to others and takes turn speaking, with success</i> | <i>Participates independently, consistently, and meaningfully in collaborative conversations with peers and groups, with great success</i> <i>Consistently and independently listens to others and takes turn speaking, with great success</i> |

| Teacher Notes | |
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| 1st MP | |
| 2nd MP | |
| 3rd MP | |
| 4th MP | |

Standards Based Report Card Rubric First Grade

SL 1.4 Describe people, places, things, and events with relevant details (ideas and/or feelings)

| Marking Period | NS | AS | MS | ES |
|--|--|--|---|---|
| 1st 2nd 3rd 4th | <i>Rarely</i> describes people, places, things or events with relevant details (ideas and/or feelings) clearly | <i>Sometimes</i> describes people, places, things or events with relevant details (ideas and/or feelings) clearly, <i>with limited success</i> | <i>Asks</i> describes people, places, things or events with relevant details (ideas and/or feelings) clearly, <i>with success</i> | <i>Consistently and independently</i> describes people, places, things or events with relevant details (ideas and/or feelings) clearly, <i>with great success</i> |

| Teacher Notes | |
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| 1st Marking Period | |
| 2nd Marking Period | |
| 3rd Marking Period | |
| 4th Marking Period | |

Standards Based Report Card Rubric First Grade

SL 1.6 Speak and express ideas in complete sentences

| Marking Period | NS | AS | MS | ES |
|--------------------------|--|--|---|--|
| 1st 2nd 3rd 4th | <i>Rarely</i> speaks and expresses ideas in complete sentences | <i>Sometimes</i> speaks and expresses ideas in complete sentences, <i>with limited success</i> | <i>Speaks and expresses relevant</i> ideas in complete sentences, <i>with success</i> | <i>Consistently and independently</i> speaks and expresses meaningful ideas in complete sentences, <i>with great success</i> |

| Teacher Notes | |
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| 1st Marking Period | |
| 2nd Marking Period | |
| 3rd Marking Period | |
| 4th Marking Period | |

Standards Based Report Card Rubric First Grade

L 1.1 Demonstrate command of the conventions of grammar and usage when writing or speaking

| Marking Period | NS | AS | MS | ES |
|------------------------------------|---|--|--|---|
| 1st 2nd 3rd 4th | <i>Rarely demonstrates command of the conventions of grammar and usage when writing or speaking</i> | <i>Sometimes demonstrates command of the conventions of grammar and usage when writing or speaking, with limited success</i> | <i>Demonstrates command of the conventions of grammar and usage when writing or speaking, with success</i> | <i>Consistently and independently demonstrates command of the conventions of grammar and usage when writing or speaking, with great success</i> |
| | <i>Common & proper nouns</i> | <i>Common & proper nouns</i> | <i>Common & proper nouns</i> | <i>Common & proper nouns</i> |
| | <i>Singular & plural nouns</i> | <i>Singular & plural nouns</i> | <i>Singular & plural nouns</i> | <i>Singular & plural nouns</i> |
| | <i>Personal, possessive, and indefinite pronouns</i> | <i>Personal, possessive, and indefinite pronouns</i> | <i>Personal, possessive, and indefinite pronouns</i> | <i>Personal, possessive, and indefinite pronouns</i> |
| | <i>Verbs</i> | <i>Verbs</i> | <i>Verbs</i> | <i>Verbs</i> |
| | <i>Frequently occurring adjectives, conjunctions, prepositions</i> | <i>Frequently occurring adjectives, conjunctions, prepositions</i> | <i>Frequently occurring adjectives, conjunctions, prepositions</i> | <i>Frequently occurring adjectives, conjunctions, prepositions</i> |
| | <i>Determiners</i> | <i>Determiners</i> | <i>Determiners</i> | <i>Determiners</i> |
| | <i>Produces complete simple and compound sentences</i> | <i>Produces complete simple and compound sentences</i> | <i>Produces complete simple and compound sentences</i> | <i>Produces complete simple and compound sentences</i> |

| Teacher Notes | |
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| 1st Marking Period | |
| 2nd Marking Period | |
| 3rd Marking Period | |
| 4th Marking Period | |

Standards Based Report Card Rubric First Grade

L 1.1 Print lower- and uppercase letters correctly

| Marking Periods | NS | AS | MS | ES |
|--|--|--|--|---|
| 1st 2nd 3rd 4th | <i>Rarely prints</i> lower- and uppercase letters correctly as required when writing | <i>Sometimes prints</i> lower- and uppercase letters correctly as required when writing, <i>with limited success</i> | <i>Prints</i> lower- and uppercase letters correctly as required when writing, <i>with success</i> | <i>Consistently and independently prints</i> lower- and uppercase letters correctly as required when writing, <i>with great success</i> |

| Teacher Notes | |
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| 1st Marking Period | |
| 2nd Marking Period | |
| 3rd Marking Period | |
| 4th Marking Period | |

Standards Based Report Card Rubric First Grade

L 1.2 Demonstrate command of the conventions of capitalization, punctuation, and spelling when writing

| Marking Period | NS | AS | MS | ES |
|------------------------------------|---|--|--|---|
| 1st 2nd 3rd 4th | <p><i>Rarely demonstrates command of the conventions of capitalization, punctuation, and spelling when writing</i></p> <p><i>Capitalizes dates and names of people</i></p> <p><i>Uses end punctuation</i></p> <p><i>Uses commas in dates and to separate single words in a series</i></p> <p><i>Uses conventional spelling for words with common spelling patterns</i></p> <p><i>Spells untaught words phonetically, drawing on phonemic awareness and spelling conventions</i></p> | <p><i>Sometimes demonstrates command of the conventions of capitalization, punctuation, and spelling when writing, with limited success</i></p> <p><i>Capitalizes dates and names of people</i></p> <p><i>Uses end punctuation</i></p> <p><i>Uses commas in dates and to separate single words in a series</i></p> <p><i>Uses conventional spelling for words with common spelling patterns</i></p> <p><i>Spells untaught words phonetically, drawing on phonemic awareness and spelling conventions</i></p> | <p><i>Demonstrates command of the conventions of capitalization, punctuation, and spelling when writing, with success</i></p> <p><i>Capitalizes dates and names of people</i></p> <p><i>Uses end punctuation</i></p> <p><i>Uses commas in dates and to separate single words in a series</i></p> <p><i>Uses conventional spelling for words with common spelling patterns</i></p> <p><i>Spells untaught words phonetically, drawing on phonemic awareness and spelling conventions</i></p> | <p><i>Consistently and independently demonstrates command of the conventions of capitalization, punctuation, and spelling when writing, with great success</i></p> <p><i>Capitalizes dates and names of people</i></p> <p><i>Uses end punctuation</i></p> <p><i>Uses commas in dates and to separate single words in a series</i></p> <p><i>Uses conventional spelling for words with common spelling patterns</i></p> <p><i>Spells untaught words phonetically, drawing on phonemic awareness and spelling conventions</i></p> |

| Teacher Notes | |
|---------------------------|--|
| 1st Marking Period | |
| 2nd Marking Period | |
| 3rd Marking Period | |
| 4th Marking Period | |

Standards Based Report Card Rubric First Grade

L 1.4 Clarify the meaning of unknown and multiple meaning words

| Marking Period | NS | AS | MS | ES |
|--|--|---|---|--|
| 1st 2nd 3rd 4th | <p><i>Rarely clarifies the meaning of unknown and multiple meaning words</i></p> <p><i>Uses sentence-level context as a clue</i></p> <p><i>Uses frequently occurring affixes as a clue</i></p> <p><i>Identifies frequently occurring root words and their inflectional forms</i></p> | <p><i>Sometimes clarifies the meaning of unknown and multiple meaning words, with limited success</i></p> <p><i>Uses sentence-level context as a clue</i></p> <p><i>Uses frequently occurring affixes as a clue</i></p> <p><i>Identifies frequently occurring root words and their inflectional forms</i></p> | <p><i>Clarifies the meaning of unknown and multiple meaning words, with success</i></p> <p><i>Uses sentence-level context as a clue</i></p> <p><i>Uses frequently occurring affixes as a clue</i></p> <p><i>Identifies frequently occurring root words and their inflectional forms</i></p> | <p><i>Consistently and independently clarifies the meaning of unknown and multiple meaning words, with great success</i></p> <p><i>Uses sentence-level context as a clue</i></p> <p><i>Uses frequently occurring affixes as a clue</i></p> <p><i>Identifies frequently occurring root words and their inflectional forms</i></p> |

| Teacher Notes | |
|---------------------------|--|
| 1st Marking Period | |
| 2nd Marking Period | |
| 3rd Marking Period | |
| 4th Marking Period | |

Standards Based Report Card Rubric First Grade

L 1.6 Use words and phrases acquired through conversation and reading

| Marking Period | NS | AS | MS | ES |
|--------------------------|--|---|---|--|
| 1st 2nd 3rd 4th | <i>Rarely uses words and phrases acquired through conversation and reading</i> | <i>Sometimes uses words and phrases acquired through conversation and reading, with limited success</i> | <i>Uses words and phrases acquired through conversation and reading, with success</i> | <i>Consistently and independently uses words and phrases acquired through conversation and reading, with great success</i> |

| Teacher Notes | |
|-----------------------|--|
| 1st Marking Period | |
| 2nd Marking Period | |
| 3rd Marking Period | |
| 4th Marking Period | |