

# PASD 1<sup>st</sup> Grade Report Card Rubric MP4

## ENGLISH LANGUAGE ARTS

### FOUNDATIONAL SKILLS OF LITERACY

Descriptor	1 Applies skills less than half of the time	2 Applies skills more than half of the time	3 Applies skills a large majority of the time
Understands organization of print	N/A	N/A	N/A
Demonstrates grade level phonological awareness skills	<b>Minimally</b>  Distinguish long from short vowel sounds in spoken single-syllable words  Orally produce single-syllable words by blending sounds (phonemes), including consonant blends  Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words  Segment spoken single-syllable words into their complete sequence of individual sounds	<b>Inconsistently</b>  Distinguish long from short vowel sounds in spoken single-syllable words  Orally produce single-syllable words by blending sounds (phonemes), including consonant blends  Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words  Segment spoken single-syllable words into their complete sequence of individual sounds	<b>Consistently</b>  Distinguish long from short vowel sounds in spoken single-syllable words  Orally produce single-syllable words by blending sounds (phonemes), including consonant blends  Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words  Segment spoken single-syllable words into their complete sequence of individual sounds

Knows and applies grade level phonics and word analysis skills	<p><b>Minimally</b></p> <p>know the spelling and sound correspondences with common consonant digraphs</p> <p>Decode regularly spelled one-syllable words</p> <p>Know final –e and common vowel team conventions for representing long vowel sounds</p> <p>Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word</p> <p>Decode two-syllable words following basic patterns by breaking the words into syllables</p> <p>Read words with inflectional endings</p> <p>Recognize and read grade-appropriate irregularly spelled words</p>	<p><b>Inconsistently</b></p> <p>know the spelling and sound correspondences with common consonant digraphs</p> <p>Decode regularly spelled one-syllable words</p> <p>Know final –e and common vowel team conventions for representing long vowel sounds</p> <p>Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word</p> <p>Decode two-syllable words following basic patterns by breaking the words into syllables</p> <p>Read words with inflectional endings</p> <p>Recognize and read grade-appropriate irregularly spelled words</p>	<p><b>Consistently</b></p> <p>know the spelling and sound correspondences with common consonant digraphs</p> <p>Decode regularly spelled one-syllable words</p> <p>Know final –e and common vowel team conventions for representing long vowel sounds</p> <p>Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word</p> <p>Decode two-syllable words following basic patterns by breaking the words into syllables</p> <p>Read words with inflectional endings</p> <p>Recognize and read grade-appropriate irregularly spelled words</p>
	Identifies the differences between fiction and nonfiction	Identifies the differences between fiction and nonfiction	Identifies the differences between fiction and nonfiction

Reads with accuracy and fluency	<b>Minimally</b>	<b>Inconsistently</b>	<b>Consistently</b>
	Read grade-level text orally with accuracy, appropriate phrasing, and expression on successive readings	Read grade-level text orally with accuracy, appropriate phrasing, and expression on successive readings	Read grade-level text orally with accuracy, appropriate phrasing, and expression on successive readings
	Use context to confirm or self-correct word recognition and understanding, rereading as necessary	Use context to confirm or self-correct word recognition and understanding, rereading as necessary	Use context to confirm or self-correct word recognition and understanding, rereading as necessary
	Scores Strategic on DIBELS ORF  Identifies <b>14 or fewer</b> words from list 4 from Reading High Frequency Words: 100 Words Assessment on F&P	Scores Strategic on DIBELS ORF  Identifies <b>15-22</b> words from list 4 from Reading High Frequency Words: 100 Words Assessment on F&P	Scores Benchmark on DIBELS  Identifies <b>23-28</b> words from list 4 from Reading High Frequency Words: 100 Words Assessment on F&P

## READING LITERATURE

<b>Descriptor</b>	<b>1</b> Applies skills less than half of the time	<b>2</b> Applies skills more than half of the time	<b>3</b> Applies skills a large majority of the time
Identifies main ideas and details when determining literary elements, retelling, or answering questions about a text	N/A	N/A	N/A
Recognizes the structure and organization of common types of texts	N/A	N/A	N/A
Compare and contrast the adventures and experiences of characters in text	N/A	N/A	N/A
Determines meaning and appropriately uses words, phrases, multiple meanings, and/or new vocabulary through interactions with text	N/A	N/A	N/A
Reads literary text proficiently and independently in the first grade text complexity band	N/A	N/A	N/A

## READING INFORMATIONAL TEXT

Descriptor	1 Applies skills less than half of the time	2 Applies skills more than half of the time	3 Applies skills a large majority of the time
Identifies main ideas and details when retelling, making connections, or answering questions about a text	<b>Minimally</b> identifies main ideas and details when retelling, or making connections, or answering questions about a grade level text through listening <b>or</b> reading	<b>Inconsistently</b> identifies main ideas and details when retelling, or making connections, or answering questions about a grade level text through listening <b>or</b> reading	<b>Consistently</b> identifies main ideas and details when retelling, or making connections, or answering questions about a grade level text through listening <b>and</b> reading
Uses text features and search tools to locate key facts or information in a text	<b>Minimally</b> uses text features and search tools to locate key facts or information in a grade level text through listening <b>or</b> reading	<b>Inconsistently</b> uses text features and search tools to locate key facts or information in a grade level text through listening <b>or</b> reading	<b>Consistently</b> uses text features and search tools to locate key facts or information in a grade level text through listening <b>and</b> reading

Identifies similarities in and differences between two texts	<b>Minimally</b> identifies similarities in and differences between two grade level texts, including organization of text (such as chronological sequencing, problem/solution, compare/contrast, cause and effect, and description) through listening <b>or</b> reading.	<b>Inconsistently</b> identifies similarities in and differences between two grade level texts, including organization of text (such as chronological sequencing, problem/solution, compare/contrast, cause and effect, and description) through listening <b>or</b> reading.	<b>Consistently</b> identifies similarities in and differences between two grade level texts, including organization of text (such as chronological sequencing, problem/solution, compare/contrast, cause and effect, and description) through listening <b>and</b> reading
Determines meaning and appropriately uses words, phrases, multiple meanings, and/or new vocabulary through interactions with text	<b>Minimally</b> determines meaning and appropriately uses words, phrases, multiple meanings, and/or new vocabulary through interactions with a grade level text through listening <b>or</b> reading.	<b>Inconsistently</b> determines meaning and appropriately uses words, phrases, multiple meanings, and/or new vocabulary through interactions with a grade level text through listening <b>or</b> reading.	<b>Consistently</b> determines meaning and appropriately uses words, phrases, multiple meanings, and/or new vocabulary through interactions with a grade level text through listening <b>and</b> reading.
Reads informational and non-fiction text proficiently and independently in the first grade text complexity band	Reads <b>and</b> comprehends literature on F&P <b>level I or lower</b>	Reads <b>and</b> comprehends literature on F&P <b>instructional level J</b>	Reads <b>and</b> comprehends literature on F&P <b>independent level J or higher</b>

## WRITING AND CONVENTIONS

<b>Descriptor</b>	<b>1</b> Applies skills less than half of the time	<b>2</b> Applies skills more than half of the time	<b>3</b> Applies skills a large majority of the time
Writes narrative pieces proficiently	N/A	N/A	N/A
Writes informational pieces proficiently	N/A	N/A	N/A
Participates in individual or shared research and writing projects	N/A	N/A	N/A
Writes opinion pieces proficiently	N/A	N/A	N/A
Writes realistic fiction pieces proficiently	<b>Minimally</b> writes a realistic fiction piece according to the Writing Workshop rubric	<b>Inconsistently</b> writes a realistic fiction piece according to the Writing Workshop rubric	<b>Consistently</b> writes a realistic fiction piece according to the Writing Workshop rubric

Uses grade-level appropriate grammar, capitalization, and punctuation when writing	<b>Minimally</b> uses grade-level appropriate grammar, capitalization, and punctuation when writing	<b>Inconsistently</b> uses grade-level appropriate grammar, capitalization, and punctuation when writing	<b>Consistently</b> uses grade-level appropriate grammar, capitalization, and punctuation when writing
Uses grade-level appropriate spelling	<b>Minimally</b> uses grade-level appropriate spelling	<b>Inconsistently</b> uses grade-level appropriate spelling	<b>Consistently</b> uses grade-level appropriate spelling

## SPEAKING AND LISTENING

Descriptor	1 Applies skills less than half of the time	2 Applies skills less than half of the time	3 Applies skills less than half of the time
Engages in collaborative discussions	<b>Little to no engagement</b> in discussions, is <b>off topic</b> , does not ask or answer questions	<b>Some engagement</b> in discussions, stays on topic, asks questions <b>or</b> links their comments to the remarks of others	<b>Actively participates</b> in discussions, asks questions to check understanding, <b>stays on topic</b> , and links their comments to the remarks of others
Presents knowledge and ideas clearly	Presents knowledge and ideas in a <b>confusing</b> manner	Presents knowledge and ideas <b>somewhat</b> clearly	Presents knowledge and ideas <b>clearly</b>

# PASD 1<sup>ST</sup> GRADE REPORT CARD RUBRIC MP 4

## MATHEMATICS

### OPERATIONS

Descriptor	1 Applies skills less than half of the time.	2 Applies skills more than half of the time.	3 Applies skills a large majority of the time.
Extend the counting sequence to read and write numerals to represent objects	<b>Minimally able</b> to complete a number sequence (orally and written), <b>relies on</b> manipulatives to extend the counting <b>sequence</b> , starting from any number up to 120.	<b>Inconsistently</b> able to complete a number sequence (orally and written), <b>sometimes relies</b> on manipulatives to extend the counting <b>sequence</b> , starting from any number up to 120.	<b>Consistently</b> able to complete a number sequence (orally and written) <b>without the use of manipulatives</b> , starting from any number up to 120.
Use place value concepts to represent amounts of tens and ones and to compare two-digit numbers	<b>Minimally</b> to represent and compare two-digit numbers using tens and ones, <b>relies on manipulatives</b> .	<b>Inconsistently</b> able to represent and compare two-digit numbers using tens and ones, <b>sometimes relies on manipulatives</b> .	<b>Consistently</b> represents and compares two-digit numbers using tens and ones <b>without the use of manipulatives</b> .
Use place value concepts and properties of operations to add within 100	<b>Minimally able</b> to use place value concepts and properties of operations to add within 100. <b>Regularly</b> relies on manipulatives to solve addition problems.	<b>Inconsistently able</b> to use place value concepts and properties of operations to add within 100. <b>Sometimes</b> relies on manipulatives to solve addition problems.	<b>Consistently able</b> to use place value concepts and properties of operations to add within 100 <b>without the use of manipulatives</b> .

Use place value concepts and properties of operations to subtract within 100	<p><b>Minimally able</b> to use place value concepts and properties of operations to subtract within 100.</p> <p><b>Regularly</b> relies on manipulatives to solve subtraction problems.</p>	<p><b>Inconsistently able</b> to use place value concepts and properties of operations to subtract within 100.</p> <p><b>Sometimes</b> relies on manipulatives to solve subtraction problems.</p>	<p><b>Consistently able</b> to use place value concepts and properties of operations to subtract within 100 <b>without the use manipulatives.</b></p>
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## ALGEBRAIC CONCEPTS

Descriptor	1 Applies skills less than half of the time.	2 Applies skills more than half of the time.	3 Applies skills a large majority of the time.
Represent and solve problems involving addition and subtraction within 20	<p><b>Minimally able</b> to represent and solve problems involving addition and subtraction within 20.</p> <p><b>Regularly</b> relies on manipulatives to solve addition and subtraction problems.</p>	<p><b>Inconsistently able</b> to represent and solve problems involving addition and subtraction within 20.</p> <p><b>Sometimes</b> relies on manipulatives to solve addition and subtraction problems.</p>	<p><b>Consistently able</b> to represent and solve problems involving addition and subtraction within 20 <b>without the use manipulatives.</b></p>
Understand and apply properties of operations and the relationship between addition and subtraction	<p><b>Minimal</b> understanding of the relationship between addition and subtraction (related facts).</p>	<p><b>Inconsistent</b> understanding of the relationship between addition and subtraction (related facts).</p>	<p><b>Consistent</b> understanding of the relationship between addition and subtraction (related facts).</p>

## GEOMETRY

<b>Descriptor</b>	<b>1</b> Applies skills less than half of the time.	<b>2</b> Applies skills more than half of the time.	<b>3</b> Applies skills a large majority of the time.
Compose and distinguish between two- and three-dimensional shapes based on their attributes	NA	NA	NA
Use the understanding of fractions to partition shapes into halves and quarters	NA	NA	NA

## MEASUREMENT, DATA, AND PROBABILITY

<b>Descriptor</b>	<b>1</b> Applies skills less than half of the time.	<b>2</b> Applies skills more than half of the time.	<b>3</b> Applies skills a large majority of the time.
Order lengths and measure them both indirectly and by repeating length units	NA	NA	NA
Tell and write time to the nearest half	NA	NA	NA

hour using both analog and digital clocks			
Represent and interpret data using tables/charts	<p><b>Minimally</b> able to collect, organize, and display data using pictographs, tally charts, or bar graphs.</p> <p><b>Minimally</b> able to answer questions related to data, tables, and charts.</p>	<p><b>Inconsistently</b> able to collect, organize, and display data using pictographs, tally charts, or bar graphs.</p> <p><b>Inconsistently</b> able to answer questions related to data, tables, and charts.</p>	<p><b>Consistently</b> able to collect, organize, and display data using pictographs, tally charts, or bar graphs.</p> <p><b>Consistently</b> able to answer questions related to data, tables, and charts.</p>