

First Grade Report Card Assessment Rubric

Fourth Six Weeks

English Language Arts and Reading (ELAR) Standards	Limited Progress (LP)	Progressing (P)	Meets the Standard (M)	Assign to most students
1.2E Spanish Only identify syllables in spoken words, including diphthongs and hiatus (le-er, ri-o, quie-ro, na-die, ra-dio, sa-po)	Unable to identify syllables in spoken words including diphthongs and hiatus	Inconsistently able to identify syllables in spoken words including diphthongs and hiatus	consistently able to identify syllables in spoken words including diphthongs and hiatus	M
Phonics: Decode words in context and in isolation by applying common letter-sound correspondence including consonant digraphs 1.3A(iv) English only	Unable to decode consonant digraphs: dge,ph,kn	Inconsistently able to decode consonant digraphs: dge,ph,kn	Consistently decodes consonant digraphs: dge,ph,kn	M
Phonics: Decode words in context and in isolation by applying common letter-sound correspondence including vowel digraphs 1.3A (v) English only	Unable to decode vowel digraphs: oo in foot, oo in moon, ea as in eat, ea as in bread, ee as in sleep	Inconsistently decodes vowel digraphs: oo in foot, oo in moon, ea as in eat, ea as in bread, ee as in sleep	Consistently decodes vowel digraphs: oo in foot, oo in moon, ea as in eat, ea as in bread, ee as in sleep	M
Phonics: Use common syllabication patterns to decode words including: closed syllables (CVC) 1.3C(i) English and Spanish	Unable to decode familiar two-syllable words	Inconsistently decodes familiar two-syllable words	Consistently decodes familiar two-syllable words	M
Phonics: Use common syllabication patterns to decode words including: final stable syllables 1.3C (iii) English and Spanish	Unable to decodes words including: final stable syllables	Inconsistently decodes words including: final stable syllables	Consistently decodes words including: final stable syllables	M
Phonics: Identify and read contractions (e.g., isn't, can't) 1.3G English Only	Unable to identify and read contractions	Inconsistently able to identify and read contractions	Consistently able to identify and read contractions	M
Phonics: Identify and read at least 100 high-frequency words from a commonly used list 1.3H English Only	Reads 0-25 words from the district first grade reading list	Read at least 25-59 words from the district first grade reading list	Read at least 60 words from the district first grade reading list	M

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<p>Fluency: Read aloud <u>grade-level appropriate</u> text with <u>fluency</u> (rate, accuracy, expression, appropriate phrasing) and <u>comprehension</u>. 1.5A English and Spanish</p>	<p>Reads but has limited fluency with limited comprehension at Level F and uses a little variety of strategies to identify unknown words and preserve fluency</p>	<p>Reads fluently with comprehension at Level F and has some variety of strategies to identify unknown words and preserve fluency</p>	<p>Reads fluently with comprehension at Level G or higher and uses a variety of strategies to identify unknown words and preserve fluency</p>	<p>M</p>
<p>Vocabulary Development: Determine what words mean from how they are used in a sentence, either heard or read 1.6C English and Spanish</p>	<p>Unable to identify and student in depth at least 10-12 vocabulary words selected from authentic texts</p>	<p>Inconsistently able to identify and student in depth at least 10-12 vocabulary words selected from authentic texts</p>	<p>Consistently able to identify and student in depth at least 10-12 vocabulary words selected from authentic texts</p>	<p>M</p>
<p>Vocabulary Development: Identify and sort words into conceptual categories. 1.6D English and Spanish</p>	<p>Unable to identify and sort words into conceptual categories.</p>	<p>Inconsistently able to identify and sort words into conceptual categories.</p>	<p>Consistently able to identify and sort words into conceptual categories.</p>	<p>M</p>
<p>Comprehension of Literary Text/Theme and Genres: Explain the function of recurring phrases in traditional folk and fairy tales 1.7B English and Spanish</p>	<p>Unable to explain the function of recurring phrases in traditional folk and fairy tales</p>	<p>Inconsistently able to explain the function of recurring phrases in traditional folk and fairy tales</p>	<p>Consistently able to explain the function of recurring phrases in traditional folk and fairy tales</p>	<p>M</p>
<p>Comprehension of Literary Text/Poetry: Respond to and use rhythm, rhyme, and alliteration in poetry 1.8A English and Spanish</p>	<p>Unable to read a variety of poems and retell important ideas</p>	<p>Inconsistently able to read a variety of poems and retell important ideas</p>	<p>Consistently able to read a variety of poems and retell important ideas</p>	<p>M</p>

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<p>Comprehension of Literary Text/Fiction: Describe the plot (problem and solution) and retell a story's beginning, middle, and end with attention to the sequence of events 1.9A English and Spanish</p>	<p>Unable to recognize and understand the function of the introduction and conclusion or purpose of a story</p>	<p>Inconsistently able to recognize and understand the function of the introduction and conclusion or purpose of a story</p>	<p>Consistently able to recognize and understand the function of the introduction and conclusion or purpose of a story</p>	<p>M</p>
<p>Independent Reading: Read independently for a sustained period of time. 1.12A English and Spanish</p>	<p>Reads independently at Level F for 0-10 minutes</p>	<p>Reads independently at Level E-F for 11-14 minutes</p>	<p>Reads independently at Level G+ for 15-20 minutes</p>	<p>M</p>
<p>Comprehension of Informational Text/Expository: Use text features to locate specific information in text. 1.14D English and Spanish</p>	<p>Able to locate title in text</p>	<p>Able to locate title and illustrations in text</p>	<p>Able to locate all text features to locate specific information in text. (e.g., title, tables of contents, and illustrations)</p>	<p>M</p>
<p>Comprehension of Informational Text/Procedural Text: Explain the meaning of specific signs and symbols (e.g., map features) 1.15B English and Spanish</p>	<p>Unable to explain the meaning of specific signs and symbols in text</p>	<p>Able to explain 1-2 meanings of specific signs and symbols in text</p>	<p>Able to explain the meaning of most specific signs and symbols in text</p>	<p>M</p>
<p>Reading/Media Literacy: Recognizes different purposes of media (e.g., informational, entertainment) (with adult assistance) 1.16A English and Spanish</p>	<p>Seldom able to recognize different purposes of media</p>	<p>Frequently recognizes different purposes of media</p>	<p>Consistently recognizes different purposes of media</p>	<p>M</p>

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<p>Comprehension Skills: Make inferences about text and use textual evidence to support understanding; Fig.19D English and Spanish</p>	<p>Seldom makes inferences about text and uses textual evidence to support understanding; seldom makes inferences about character traits and feelings based on character traits</p>	<p>Frequently makes inferences about text and uses textual evidence to support understanding; frequently makes inferences about character traits and feelings based on character traits</p>	<p>Consistently makes inferences about text and uses textual evidence to support understanding makes inferences about character traits and feelings based on character traits</p>	<p>M</p>
<p>Writing Process: Plans a first draft by generating ideas for writing (e.g., drawing, sharing ideas, listing key ideas); 1.17A English and Spanish</p>	<p>Seldom with adult assistance uses a simple organizer to think through, sketch pictures, or writes simple notes to plan</p>	<p>Frequently with adult assistance uses a simple organizer to think through, sketch pictures, or writes simple notes to plan</p>	<p>Consistently with adult assistance uses a simple organizer to think through, sketch pictures, or writes simple notes to plan</p>	<p>M</p>
<p>Writing Process: Develop drafts by sequencing ideas through writing sentences; 1.17B English and Spanish xxx</p>	<p>Seldom includes a simple introduction and conclusion in personal narrative and informational writing</p>	<p>Frequently includes a simple introduction and conclusion in personal narrative and informational writing</p>	<p>Consistently includes a simple introduction and conclusion in personal narrative and informational writing</p>	<p>M</p>
<p>Writing Process: Revise drafts by adding or deleting a word, phrase, or sentence; 1.17C English and Spanish</p>	<p>Seldom replaces repetitive proper nouns with appropriate pronouns</p>	<p>Frequently replaces repetitive proper nouns with appropriate pronouns</p>	<p>Consistently replaces repetitive proper nouns with appropriate pronouns</p>	<p>M</p>

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<p>Writing Process: Edit drafts for grammar, punctuation, and spelling using a teacher-developed rubric; 1.17D English and Spanish</p>	<p>Seldom routinely proofreads for overused connecting words (e.g.,(English) and, then; (Spanish) y, luego) and replaces</p>	<p>Frequently routinely proofreads for overused connecting words (e.g.,(English) and, then; (Spanish) y, luego) and replaces</p>	<p>Consistently routinely proofreads for overused connecting words (e.g.,(English) and, then; (Spanish) y, luego) and replaces</p>	<p>M</p>
<p>Writing/Literary Texts: Write brief stories that include a beginning, middle, and end 1.18A English and Spanish</p>	<p>Seldom writes brief stories that include a beginning, middle, and end at a level 4</p>	<p>Frequently is able to write brief stories that include a beginning, middle, and end at a level 4</p>	<p>Consistently able to write brief stories that include a beginning, middle, and end at a level 5 or higher</p>	<p>M</p>
<p>Writing/Literary Texts: Write short poems that convey sensory details 1.18B English and Spanish</p>	<p>Unable to write short poems that convey sensory details</p>	<p>Frequently is able to write short poems that convey sensory details</p>	<p>Consistently able to write short poems that convey sensory details</p>	<p>M</p>
<p>Writing/Expository and Procedural Texts: Write brief compositions about topics of interest to the student 1.19A English and Spanish</p>	<p>Unable to write in math, social studies, and science to describe or explain ideas and information, using observations on first draft writing across the content</p>	<p>Frequently is able to write in math, social studies, and science to describe or explain ideas and information, using observations on first draft writing across the content</p>	<p>Consistently able to write in math, social studies, and science to describe or explain ideas and information, using observations on first draft writing across the content</p>	<p>M</p>
<p>Conventions: Understand and use the following parts of speech in the context of reading, writing, and speaking: nouns (singular/plural, common/proper) 1.20Aii English and Spanish</p>	<p>Unable to recognize and use inflectional endings to make singular nouns plural</p>	<p>Frequently able to recognize and use inflectional endings to make singular nouns plural</p>	<p>Consistently able to recognize and use inflectional endings to make singular nouns plural</p>	<p>M</p>

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<p>Conventions: Understand and use the following parts of speech in the context of reading, writing, and speaking: pronouns (e.g.,i, me) personal pronouns(e.g., yo, ellos) 1.20Avi English and Spanish</p>	<p>Unable to use and understand pronouns in context of reading, writing, and speaking</p>	<p>Frequently able to use and understand pronouns in context of reading, writing, and speaking</p>	<p>Consistently able to use and understand pronouns in context of reading, writing, and speaking</p>	<p>M</p>
<p>Handwriting, Capitalization, and Punctuation: Recognize and use punctuation marks at the end of declarative, exclamatory, and interrogative sentences Spanish: Beginning and end of sentences 1.21C English and Spanish</p>	<p>Seldom recognizes, identifies, and replaces overused connecting words with punctuation (e.g., English) and, then;(Spanish) y, luego)</p>	<p>Frequently recognizes, identifies, and replaces overused connecting words with punctuation (e.g., English) and, then;(Spanish) y, luego)</p>	<p>Consistently recognizes, identifies, and replaces overused connecting words with punctuation (e.g., English) and, then;(Spanish) y, luego)</p>	<p>M</p>
<p>Spelling: Use letter-sound patterns to spell consonant-vowel-consonant-silent e (CVCe) words (e.g., "hope") 1.22Bii English only</p>	<p>Seldom able to spell one-syllable words with a_e, i_e</p>	<p>Frequently able to spell one-syllable words with a_e, i_e</p>	<p>Consistently able to spell one-syllable words with a_e, i_e</p>	<p>M</p>
<p>Spelling: Spell high-frequency words from a commonly used list 1.22C English and Spanish Use resources to find correct spellings</p>	<p>Seldom able to spell concepts and sight words designated for Grade 1 accurately in all first draft writing across contents</p>	<p>Frequently able to spell concepts and sight words designated for Grade 1 accurately in all first draft writing across contents</p>	<p>Consistently able to spell concepts and sight words designated for Grade 1 accurately in all first draft writing across contents</p>	<p>M</p>
<p>Spelling: Spell base words with inflectional endings (e.g., adding "s" to make words plurals) 1.22D English and Spanish</p>	<p>Seldom able to spell base words with inflectional endings</p>	<p>Frequently able to spell base words with inflectional endings</p>	<p>Consistently able to spell base words with inflectional endings</p>	<p>M</p>

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Math Standards	Limited Progress (LP)	Progressing (P)	Meets the Standard (M)	Assign to most students*
Number and Operations: Use objects and pictorial models to solve word problems involving joining, separating, and comparing sets within 20 and unknowns as any one of the terms in the problem such as $2 + 4 = []$; $3 + [] = 7$; and $5 = [] - 3$ 1.3B	Use objects and pictorial models to solve word problems involving joining, separating, and comparing sets within 10 and unknowns as any one of the terms in the problem such as $2 + 4 = []$; $3 + [] = 7$; and $5 = [] - 3$	Use objects and pictorial models to solve word problems involving joining, separating, and comparing sets within 15 and unknowns as any one of the terms in the problem such as $2 + 4 = []$; $3 + [] = 7$; and $5 = [] - 3$	Use objects and pictorial models to solve word problems involving joining, separating, and comparing sets within 20 and unknowns as any one of the terms in the problem such as $2 + 4 = []$; $3 + [] = 7$; and $5 = [] - 3$	M
Number and Operations: Compose 10 with two or more addends with and without concrete objects 1.3C	Compose 3 with two or more addends with and without concrete objects	Compose 5 with two or more addends with and without concrete objects	Compose 10 with two or more addends with and without concrete objects	M
Number and Operations: Identify U.S. coins, including pennies, nickels, dimes, and quarters, by value and describe the relationships among them 1.4A	Identify U.S. coins, including pennies, nickels, dimes, and quarters.	Identify U.S. coins, including pennies, nickels, dimes, and quarters, by value.	Identify U.S. coins, including pennies, nickels, dimes, and quarters, by value and describe the relationships among them	M
Number and Operations: Write a number with the cent symbol to describe the value of a coin 1.4B	Seldom	Frequently	Consistently	M

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<p>Number and Operations: Use relationships to count by twos, fives, and tens to determine the value of a collection of pennies, nickels, and/or dimes. 1.4C</p>	Seldom	Frequently	Consistently	M
<p>Algebraic Reasoning: Recite numbers forward and backward from any given number between 1 and 120. 1.5A</p>	Seldom	Frequently	Consistently	M
<p>Algebraic Reasoning: Skip count by twos, fives, and tens to determine the total number of objects up to 120 in a set. 1.5B</p>	Seldom	Frequently	Consistently	M
<p>Algebraic Reasoning: Use relationships to determine the number that is 10 more and 10 less than a given number up to 120. 1.5C</p>	Use relationships to determine the number that is 10 more and 10 less than a given number less than 99.	Use relationships to determine the number that is 10 more and 10 less than a given number from 99 to 119.	Use relationships to determine the number that is 10 more and 10 less than a given number up to 120.	M
<p>Algebraic Reasoning: Represent word problems involving addition and subtraction of whole numbers up to 20 using concrete and pictorial models and number sentences 1.5D</p>	Represent word problems involving addition and subtraction of whole numbers up to 5 using concrete and pictorial models and number sentences	Represent word problems involving addition and subtraction of whole numbers up to 10 using concrete and pictorial models and number sentences	Represent word problems involving addition and subtraction of whole numbers up to 20 using concrete and pictorial models and number sentences	M

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<p>Algebraic Reasoning: Determine the unknown whole number in an addition or subtraction equation when the unknown may be any one of the three or four terms in the equation 1.5F</p>	<p>Determine the unknown whole number in an addition equation when the unknown may be the sum in the equation</p>	<p>Determine the unknown whole number in an addition or subtraction equation when the unknown may be any one of the three in the equation</p>	<p>Determine the unknown whole number in an addition or subtraction equation when the unknown may be any one of the three or four terms in the equation</p>	<p>P</p>
<p>Algebraic Reasoning: Apply properties of operations to add and subtract two or three numbers 1.5G</p>	<p>Seldom</p>	<p>Frequently</p>	<p>Consistently</p>	<p>P</p>

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Science Standards	Limited Progress (LP)	Progressing (P)	Meets the Standard (M)	Assign to most students*
<p>Scientific Investigation and Reasoning: Recognize and demonstrate safe practices as described in the Texas Safety Standards during classroom and outdoor investigations, including wearing safety goggles, washing hands, and using materials appropriately. 1.1A</p> <p>Recognize the importance of safe practices to keep self and others safe and healthy. 1.1B</p> <p>Identify and learn how to use natural resources and materials, including conservation and reuse or recycling of paper, plastic, and metals. 1.1C</p>	Seldom	Frequently	Consistently	P

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Scientific Investigation and Reasoning:	Seldom	Frequently	Consistently	P
<p>Ask questions about organisms, objects, and events observed in the natural world. 1.2A</p> <p>Plan and conduct simple descriptive investigations such as ways objects move. 1.2B</p> <p>Collect data and make observations using simple equipment such as hand lenses, primary balances, and non-standard measurement tools. 1.2C</p> <p>Record and organize data using pictures, numbers, and words. 1.2D</p> <p>Communicate observations and provide reasons for explanations using student generated data from simple descriptive investigations. 1.2E</p>				

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<p>Scientific Investigation and Reasoning: Identify and explain a problem such as finding a home for a classroom pet and propose a solution in his/her own words. 1.3A</p> <p>Make predictions based on observable patterns. 1.3B</p> <p>Describe what scientists do. 1.3C</p>	Seldom	Frequently	Consistently	P
<p>Scientific Investigation and Reasoning: Collect, record, and compare information using tools, including computers, hand lenses, primary balances, cups, bowls, magnets, collecting nets, notebooks, and safety goggles; timing devices, including clocks and timers; non-standard measuring items such as paper clips and clothespins; weather instruments such as classroom demonstration thermometers and wind socks; and materials to support observations of habitats of organisms such as aquariums and terrariums. 1.4A</p> <p>Measure and compare organisms and objects using non-standard units. 1.4B</p>	Seldom	Frequently	Consistently	P

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<p>Earth and Space: Record weather information, including relative temperature, such as hot or cold, clear or cloudy, calm or windy, and rainy or icy. 1.8A</p> <p>Observe and record changes in the appearance of objects in the sky such as clouds, the Moon, and stars including the Sun 1.8B</p>	<p>Unable to record weather information and changes in the appearance of objects in the sky.</p>	<p>Inconsistently able to record weather information and changes in the appearance of objects in the sky.</p>	<p>Consistently able to record weather information and changes in the appearance of objects in the sky.</p>	<p>M</p>
<p>Earth and Space: Identify characteristics of the seasons of the year and day and night 1.8C</p>	<p>Unable to identify characteristics of the seasons of the year and day and night .</p>	<p>Able to identify some characteristics of the seasons of the year and day and night .</p>	<p>Able to identify most characteristics of the seasons of the year and day and night .</p>	<p>M</p>
<p>Earth and Space: Demonstrate that air is all around us and observe that wind is moving air. 1.8D</p>	<p>Unable to demonstrate that air is all around us and observe that wind is moving air.</p>	<p>Able to demonstrate that air is all around us OR observe that wind is moving air.</p>	<p>Able to demonstrate that air is all around us AND observe that wind is moving air.</p>	<p>M</p>

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Social Studies Standards	Limited Progress (LP)	Progressing (P)	Meets the Standard (M)	Assign to most students
History: Describe the origins of customs, holidays, and celebrations of the community, state, and nation such as San Jacinto Day, Independence Day, and Veterans Day 1.1A	Unable to describe customs of Valentine's Day	Able to describe some customs of Valentine's Day	Able to clearly describe customs of Valentine's Day	M
History: Identify contributions of historical figures, including Sam Houston, George Washington, Abraham Lincoln, and Martin Luther King Jr., who have influenced the community, state, and nation 1.2A	Identify 0 contributions of historical figures in the clarifying documents	Identify contributions of 1-2 historical figures in the clarifying documents	Identify contributions of at least 3 historical figures in the clarifying documents	M
Geography: Locate the community, Texas, and the United States on maps and globes 1.5B	Unable to locate using a map or globe	Locate at least 1 of the listed places using a map or globe	Locate all 3 of the listed places using a map or globe	M
Geography: Identify and describe the physical characteristics of place such as landforms, bodies of water, natural resources, and weather 1.6A	Unable to identify landforms, bodies of water, etc.	Identify landforms, bodies of water, etc.	Identify and describe landforms, bodies of water, etc.	M

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<p>Government: Identify and describe the roles of public officials in the community, state, and nation 1.12B</p>	Unable to identify and describe the roles of public officials in the community, state, and nation	Able to identify <u>BUT NOT</u> describe the roles of public officials in the community, state, and nation	Able to identify <u>AND</u> describe the roles of public officials in the community, state, and nation	M
<p>Government: Identify and describe the role of a good citizen in maintaining a constitutional republic 1.12C</p>	Unable to identify an example of a good citizen	Able to identify an example of a good citizen <u>BUT NOT</u> describe the role of a good citizen in maintaining a constitutional republic	Able to identify <u>AND</u> describe the role of a good citizen in maintaining a constitutional republic	M
<p>Citizenship: Identify historical figures such as Benjamin Franklin, Francis Scott Key, and Eleanor Roosevelt who have exemplified good citizenship 1.13B</p>	Unable to identify any historical figures in the clarifying document	Able to identify 1-2 historical figures in the clarifying document	Able to identify 3 historical figures in the clarifying document	M
<p>Citizenship: Explain state and national patriotic symbols, including the United States and Texas flags, the Liberty Bell, the Statue of Liberty, and the Alamo 1.14A</p>	Unable to explain symbols	Explain some of the listed symbols, but not all	Explain all symbols listed	M
<p>Citizenship: Recite and explain the meaning of the Pledge of Allegiance to the United States Flag and the Pledge to the Texas Flag 1.14B</p>	Unable to recite pledges	Able to recite pledges	Able to recite full pledges and explain the meaning	M

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<p>Citizenship: Identify anthems and mottoes of Texas and the United States 1.14C</p>	Unable to identify anthems and mottoes of Texas and the United States	Able to identify some anthems and mottos	Able to identify all anthems and mottos	M
<p>Citizenship: Explain how patriotic customs and celebrations reflect American individualism and freedom 1.14E</p>	Unable to explain how patriotic customs and celebrations reflects freedom	Explain how patriotic customs and celebrations reflects freedom	Explain AND elaborate how patriotic customs and celebrations reflects freedom	M
<p>Social Studies Skills (Process Skills) Sequence and categorize information 1.17C</p>	Unable to sequence and categorize information	Inconsistently beginning to sequence and categorize information	Consistently able to sequence and categorize information	M
<p>Social Studies Skills (Process Skills) Create and interpret visual and written material 1.18B</p>	Unable to create and interpret visual and written material	Inconsistently beginning to create and interpret visual and written material	Consistently able to create and interpret visual and written material	M
<p>Social Studies Skills (Process Skills) Use a decision-making process to identify a situation that requires a decision, gather information, generate options, predict outcomes, take action to implement a decision, and reflect on the effectiveness of that decision 1.19B</p>	Unable to use a decision-making process to identify a situation that requires a decision, gather information, generate options, predict outcomes, take action to implement a decision, and reflect on the effectiveness of that decision	Inconsistently beginning to use a decision-making process to identify a situation that requires a decision, gather information, generate options, predict outcomes, take action to implement a decision, and reflect on the effectiveness of that decision	Consistently able to use a decision-making process to identify a situation that requires a decision, gather information, generate options, predict outcomes, take action to implement a decision, and reflect on the effectiveness of that decision	M