

First Grade Standards-Based Report Card Rubric
1st Nine Weeks

Language Arts

The expectations listed below are not exhaustive of all that will be learned for mastery of standards in English Language Arts through Reading, Writing, Language, and Speaking and Listening.

Standards	Emerging (1) The student demonstrates limited or minimum progress or is unable to:	Progressing (2) The student is progressing toward achievement but inconsistently:	Meets (3) The student consistently and independently:	Exceeds (4) The student, with evidence of exceeding, consistently and independently:	Evidence/Notes
ELACC1W3 Writes grade level appropriate narrative pieces	Write a narrative piece with a clear beginning	Write a narrative piece with a clear beginning and middle	Write a narrative piece with a clear beginning, middle, and end Begins using supporting details	Write on topics with clear understanding of the topic, supports with key supporting details and reasons, Provides closure to the topic Consistently receives 5's on 6 Traits rubric	Student writing samples
ELACC1W5 Uses the writing process	Uses graphic organizers to prewrite.	Uses graphic organizers to prewrite.	Uses graphic organizers to prewrite.	Applies the writing process to writing tasks and has an understanding of how to support ideas and explain information clearly	Student writing samples
ELACCIL1 k Prints with appropriate spacing between words and sentences	Print with appropriate spacing between words and sentences	Prints with appropriate spacing between words and sentences	Prints with appropriate spacing between words and sentences	Due to the nature of this standard, students cannot obtain	Writing samples
ELACC1L1 a Uses conventions of English grammar and Continued on next page	Print all upper and lowercase letters	Prints all upper and lowercase letters	Prints all upper and lowercase letters	Prints with few grade appropriate grammatical errors	Writing samples Oral presentation, communication

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usage in writing and speaking	Writes and speaks with command of the English language	Writes and speaks with command of the English language	Writes and speaks with command of the English language	Uses above grade level words, text, and phrases acquired through conversations, reading and being read to, and responds to texts above grade level expectations	
ELACC1L2 b a, b, d, e Uses conventions of capitalization, punctuation and spelling	Student will demonstrate 0-1 of these descriptors: Use conventions of capitalization, punctuation, and spelling: Punctuation at the end of sentences Capitalize dates and names of people.	Student will demonstrate 2-3 of these descriptors: Uses conventions of capitalization, punctuation, and spelling: Uses punctuation at the end of sentences Capitalize dates and names of people.	Student will demonstrate 4 out of 4 of these descriptors: Uses conventions of capitalization, punctuation, and spelling: Uses punctuation at the end of sentences Capitalize dates and names of people.	Uses and understands conventions of capitalization, punctuation, & spelling: Uses proper nouns correctly Uses punctuation at the end of sentences Capitalize dates and names of people. Uses commas in dates and to separate single words in a series	Anecdotal notes, students' oral and written communication

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ELACC1L4 a and c Determines the meaning of unknown & multiple meaning words and phrases	Use sentence -level context as a clue to the meaning of a word. Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking)	Use sentence- level context as a clue to the meaning of a word. Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking)	Use sentence -level context as a clue to the meaning of a word. Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking)	Uses words and phrases acquired through conversations, text above grade level and responds to texts, including using frequently occurring conjunctions to simple relationships	Student writing
ELACC1L5 a, b, c Understands word relationships and categorizes words based on meaning	Defines words by category and by one or more key attributes Identifies real-life connections between words and their use Sort words into categories.	Defines words by category and by one or more key attributes Identifies real-life connections between words and their use Sort words into categories.	Defines words by category and by one or more key attributes Identifies real-life connections between words and their use Sort words into categories.	Understands relationships, attributes, and categories of words and uses them in context appropriately	Anecdotal notes
ELACC1RL 1, 2, 3 Demonstrates comprehension of key details and main idea in literary text	Student demonstrates 0-1 of these descriptors: Identifies and compares characters, settings, and/or events in stories	Student demonstrates 2-3 of these descriptors: Identifies and compares characters, settings, and/or events in stories	Student demonstrates 4 out of 4 descriptors: Identifies and compares characters, settings, and/or events in stories	Student must demonstrate all of the meets criteria plus: Describes and compares characters, settings, and/or events	Running records (comprehension questions), anecdotal notes, students' responses to literature

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	<p>books that tell stories and books that give information, drawing on a wide range of reading text types.</p> <p>Identify who is telling the story at various points in a text.</p> <p>Use illustrations and details in a story to describe its characters, setting, or events</p>	<p>books that tell stories and books that give information, drawing on a wide range of reading text types.</p> <p>Identify who is telling the story at various points in a text.</p> <p>Use illustrations and details in a story to describe its characters, setting, or events</p>	<p>books that tell stories and books that give information, drawing on a wide range of reading text types.</p> <p>Identify who is telling the story at various points in a text.</p> <p>Use illustrations and details in a story to describe its characters, setting, or events</p>	<p>Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.</p> <p>Acknowledge differences in points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.</p> <p>Use information gained from the illustrations and words in print or digital text to demonstrate understanding of its characters, setting, or plot</p>	
<p>ELACC1RF1 Demonstrates understanding of basic features of print</p>	<p>Recognize the distinguishing features of a sentence. (first word in a sentence, capitalization)</p>	<p>Recognize the distinguishing features of a sentence. (first word in a sentence, capitalization)</p>	<p>Recognize the distinguishing features of a sentence. (first word in a sentence, capitalization)</p>	<p>N/A</p>	<p>Anecdotal notes Writing journals Mock writing prompts</p>

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<p>ELACC1RF2 b, c, d</p> <p>Demonstrates understanding of spoken words, syllables and sounds</p>	<p>Orally produce single-syllable words by blending sounds (phonemes), including consonant blends</p> <p>Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes)</p>	<p>Orally produce single-syllable words by blending sounds (phonemes), including consonant blends</p> <p>Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes)</p>	<p>Orally produce single-syllable words by blending sounds (phonemes), including consonant blends</p> <p>Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes)</p>	<p>Distinguish long from short vowel sounds in spoken single-syllable words</p> <p>Orally produce multi-syllabic words by blending sounds (phonemes), including consonant blends.</p>	<p>Anecdotal notes</p>
<p>ELACC1RF3 b, g</p> <p>Applies grade-level phonics skills in decoding words</p>	<p>Use phonics to decode simple words in grade-appropriate material</p> <p>Uses knowledge of letter-sound correspondences and high frequency words to orally read level A or B</p>	<p>Uses phonics to decode simple words in grade-appropriate material</p> <p>Uses knowledge of letter-sound correspondences and high frequency words to orally read level C or D</p>	<p>Uses phonics to decode simple words in grade-appropriate material</p> <p>Uses knowledge of letter-sound correspondences and high frequency words to orally read level E</p>	<p>Uses knowledge of letter-sound correspondences and high frequency words to orally read level F and above material</p> <p>Uses phonics to decode new words in above grade level material</p> <p>Uses a variety of decoding strategies</p>	<p>Phonological awareness assessments, anecdotal notes</p>

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ELACC1RI 1, 2, 3 Comprehends key details and main topic in informational text	Ask and questions about key details in a text Identify main idea/topic/theme	Asks and answers questions about key details in a text Identifies main idea/topic/theme Identifies the main topic and retell at least one key detail of a text	Asks and answers questions about key details in a text Identifies main idea/topic/theme Identifies the main topic and retell two or more key details of a text Describes the connection between two individuals, events, ideas, or pieces of information in a text	Knows and uses various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in above grade level text Knows and uses various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently	Anecdotal notes, students' responses to literature, comprehension quizzes
ELACC1SL1 a and c Uses oral and visual skills and strategies to communicate	Ask questions to clear up any confusion about the topics and texts under discussion Build on others' talk in conversations	Asks questions to clear up any confusion about the topics and texts under discussion Builds on others' talk in conversations	Asks questions to clear up any confusion about the topics and texts under discussion Builds on others' talk in conversations	Participates in collaborative conversations with diverse partners about <i>advanced topics and texts</i> with peers and adults in small and larger groups.	Writing conferences, anecdotal notes Guided reading Whole group discussions

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ELACC1SL2 Asks and answers questions about information presented orally	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.	Ask and answer questions about key details in a text read aloud or information presented orally or through other media	Ask and answer questions about key details in a text read aloud or information presented orally or through other media	Asks and answers questions about what a speaker says in order to gather additional information or clarify something that is not understood Contributes opinion and/or supports advanced topic conversations	Anecdotal notes Oral presentation and communication

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Mathematics

Standards	Emerging (1) The student demonstrates limited or minimum progress OR is unable to:	Progressing (2) The student is progressing toward achievement but inconsistently:	Meets (3) The student consistently and independently:	Exceeds (4) The student, with evidence of exceeding, consistently and independently:	Evidence/Notes
Represents and interprets data MCC1.MD.4	Use 1 or none of the following strategies: Organize, represent and interpret data with up to three categories	Uses 2 of the following strategies: Organize, represent and interpret data with up to three categories	Uses all of the following strategies: Organize, represent and interpret data with up to three categories	Organize, represent and interpret data with up to 3 categories using a variety of types of graphs.	This is assessed throughout the school year in each unit Students should be able to organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another
Counts and represents numbers of objects up to 120 MCC1.NBT.1	Cannot count and represent numbers to 120 or needs teacher guidance	Counts and represents numbers to 120	Counts and represents numbers to 120	Counts and represents numbers beyond 120.	Students should be able to correctly count and represent the number of objects in a set using numerals Forward and Backwards SEQUENCE is essential

Standards for Mathematical Practice

****These should be scored using the Academic Performance Level Behaviors scores.****

The SMPs are addressed on an ongoing basis throughout grading periods 1 – 4.

SMPs	Rarely (1) The student...	Sometimes (2) The student...	Usually (3) The student...	Consistently (4) The student...
Makes sense of problems and perseveres in solving them MCC1.SMP.1	Rarely explains to himself/herself the meaning of a problem and is unable to independently determine an appropriate strategy to use solve the problem Teacher prompting is usually required	Inconsistently explains to himself/herself the meaning of a problem and/or is inconsistently able to independently determine an appropriate strategy to use to solve problems. Student needs prompting by the teacher on a regular basis Teacher prompting is frequently required	Usually explains to himself/herself the meaning of a problem and usually determines an appropriate strategy to use to solve any given problem Teacher prompting is sometimes required	Independently and consistently explains to himself/herself the meaning of a problem and determines an appropriate strategy to use to solve the problem Teacher prompting is rarely required
Reasons abstractly and quantitatively MCC1.SMP.2	Is rarely able to: <ul style="list-style-type: none"> Recognize that a number represents a specific quantity Connects the quantity to written symbols Uses quantitative reasoning while creating and representing a problem Attend to the meaning of quantities 	Inconsistently: <ul style="list-style-type: none"> Reasons through problems to understand the mathematics presented Makes sense of quantities and their relationships in problem situations Creates a coherent representation of the problem Considers the units involved in the problem Attends to the meaning of quantities 	Usually: <ul style="list-style-type: none"> Reasons through problems to understand the mathematics presented Makes sense of quantities and their relationships in problem situations Creates a coherent representation of the problem Attends to the meaning of quantities The student usually can connect the quantity to written symbols and/or create a logical representation of the problem at hand, considering both the appropriate units involved and the meaning of quantities	Independently and consistently: <ul style="list-style-type: none"> Reasons through problems to understand the mathematics presented Makes sense of quantities and their relationships in problem situations Creates a coherent representation of the problem Considers the units involved in the problem Attends to the meaning of quantities The student can consistently connect the quantity to written symbols and create a logical representation of the problem, considering both the appropriate units involved and

Standards for Mathematical Practice

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The SMPs are addressed on an ongoing basis throughout grading periods 1 – 4.

SMPs	Rarely (1) The student...	Sometimes (2) The student...	Usually (3) The student...	Consistently (4) The student...
				the meaning of quantities
Constructs viable arguments and critiques the reasoning of others MCC1.SMP.3	<ul style="list-style-type: none"> Rarely constructs arguments using concrete referents, such as objects, pictures, drawings, and actions Rarely is able to explain his/her thinking or participate in mathematical discussions <p>Teacher prompting is usually required</p>	<ul style="list-style-type: none"> Sometimes constructs arguments using concrete referents, such as objects, pictures, drawings, and actions Sometimes is able to explain his/her thinking or participate in mathematical discussions <p>Teacher prompting is frequently required</p>	<ul style="list-style-type: none"> Usually constructs arguments using concrete referents, such as objects, pictures, drawings, and actions; however, teacher prompting is still necessary Usually is able to explain his/her thinking or participate in mathematical discussions <p>Teacher prompting is sometimes required</p>	<ul style="list-style-type: none"> Independently and consistently constructs arguments using concrete referents, such as objects, pictures, drawings, and actions Independently and consistently is able to explain his/her thinking or participate in mathematical discussions <p>Teacher prompting is rarely required</p>
Models with mathematics MCC1.SMP.4	<p>Rarely represents problem situations in multiple ways. Including numbers, words, drawing pictures, using objects, acting out, making a chart, list, or graph, creating equations, etc.</p> <p>Teacher prompting is usually required</p>	<p>Sometimes represents problem situations in multiple ways. Including numbers, words, drawing pictures, using objects, acting out, making a chart, list, or graph, creating equations, etc.</p> <p>Teacher prompting is frequently required</p>	<p>Usually represents problem situations in multiple ways. Including numbers, words, drawing pictures, using objects, acting out, making a chart, list, or graph, creating equations, etc.</p> <p>Teacher prompting is sometimes required</p>	<p>Consistently represents problem situations in multiple ways. Including numbers, words, drawing pictures, using objects, acting out, making a chart, list, or graph, creating equations, etc.</p> <p>Teacher prompting is rarely necessary</p>

Standards for Mathematical Practice

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The SMPs are addressed on an ongoing basis throughout grading periods 1 – 4.

SMPs	Rarely (1) The student...	Sometimes (2) The student...	Usually (3) The student...	Consistently (4) The student...
Uses appropriate tools strategically MCC1.SMP.5	Rarely considers the available tools and/or strategies (including estimation) when solving a mathematical problem and consistently decides when certain tools/strategies might be helpful Teacher prompting is usually required	Sometimes considers the available tools and/or strategies (including estimation) when solving a mathematical problem and consistently decides when certain tools/strategies might be helpful Teacher prompting is frequently required	Usually considers the available tools and/or strategies (including estimation) when solving a mathematical problem and consistently decides when certain tools/strategies might be helpful Teacher prompting is sometimes required	Consistently considers the available tools and/or strategies (including estimation) when solving a mathematical problem and consistently decides when certain tools/strategies might be helpful Teacher prompting is rarely necessary
Attends to precision MCC1.SMP.6	Rarely uses clear or precise mathematical language in discussions with others and in his/her own reasoning Teacher prompting is usually required	Sometimes uses clear or precise mathematical language in discussions with others and in his/her own reasoning Teacher prompting is frequently required	Usually uses clear or precise mathematical language in discussions with others and in his/her own reasoning Teacher prompting is sometimes required	Consistently uses clear or precise mathematical language in discussions with others and in his/her own reasoning Teacher prompting is rarely necessary
Looks for and makes use of structure MCC1.SMP.7	<ul style="list-style-type: none"> Rarely looks closely to discover a pattern or structure in any given problem Rarely adopts mental math strategies based on patterns (making 10, fact families, doubles) Teacher prompting is usually required	<ul style="list-style-type: none"> Sometimes looks closely to discover a pattern or structure in any given problem Sometimes adopts mental math strategies based on patterns (making 10, fact families, doubles). Teacher prompting is frequently required	<ul style="list-style-type: none"> Usually looks closely to discover a pattern or structure in any given problem Usually adopts mental math strategies based on patterns (making 10, fact families, doubles) Teacher prompting is sometimes required	<ul style="list-style-type: none"> Consistently looks closely to discover a pattern or structure in any given problem Consistently adopts mental math strategies based on patterns (making 10, fact families, doubles) Teacher prompting is rarely necessary
Looks for and expresses regularity in repeated	Rarely notices repetitive actions in counting and	Sometimes notices repetitive actions in counting and	Usually notices repetitive actions in counting and	Consistently notices repetitive actions in counting and

Standards for Mathematical Practice

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The SMPs are addressed on an ongoing basis throughout grading periods 1 – 4.

SMPs	Rarely (1) The student...	Sometimes (2) The student...	Usually (3) The student...	Consistently (4) The student...
reasoning	computation, etc.	computation, etc.	computation, etc.	computation, etc.
MCC1.SMP.8	Teacher prompting is usually required	Teacher prompting is frequently required	Teacher prompting is sometimes required	Teacher prompting is rarely necessary

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Science

Standard and Element(s)	Emerging (1) The student demonstrates limited or minimum progress or is unable to:	Progressing (2) The student is progressing toward achievement but inconsistently:	Meets (3) The student consistently and independently:	Exceeds (4) The student, with evidence of exceeding, consistently and independently:	Evidence/Notes
S1E1 Students will observe, measure, and communicate weather data to see patterns in weather and climate	<p>Student demonstrates 0-1 of these descriptors:</p> <p>Identifies different types of weather and the characteristics of each type</p> <p>Investigates weather by observing, measuring with simple weather instruments (thermometer, wind vane, rain gauge), and recording weather data (temperature, precipitation, sky conditions, and weather events) in a periodic journal or on a calendar</p>	<p>Student demonstrates 2 of these descriptors:</p> <p>Identifies different types of weather and the characteristics of each type</p> <p>Investigates weather by observing, measuring with simple weather instruments (thermometer, wind vane, rain gauge), and recording weather data (temperature, precipitation, sky conditions, and weather events) in a periodic journal or on a calendar seasonally</p>	<p>Student demonstrates 3 of these descriptors:</p> <p>Identifies different types of weather and the characteristics of each type</p> <p>Investigates weather by observing, measuring with simple weather instruments (thermometer, wind vane, rain gauge), and recording weather data (temperature, precipitation, sky conditions, and weather events) in a periodic journal or on a calendar seasonally</p>	<p>In addition to meeting the standard one or more of these may be exhibited by the student:</p> <p>Chart/graph collected weather data to display trends over the observation period</p>	<p>Weather Journals</p> <p>Science Notebook</p> <p>Ability to read and understand symbols on a weather map</p>

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	<p>seasonally</p> <p>Correlates weather data (temperature, precipitation, sky conditions, and weather events) to seasonal changes</p>	<p>Correlates weather data (temperature, precipitation, sky conditions, and weather events) to seasonal changes</p>	<p>Correlates weather data (temperature, precipitation, sky conditions, and weather events) to seasonal changes</p>		
<p>S1E2Students will observe and record changes in water as it relates to weather</p>	<p>Student demonstrates 0-1 of these descriptors:</p> <p>Recognizes changes in water when it freezes (ice) and when it melts (water)</p> <p>Identifies forms of precipitation such as rain, snow, sleet, and hailstones as either solid (ice) or liquid (water)</p> <p>Determines that the weight of water before freezing, after freezing, and after melting stays the same</p>	<p>Student demonstrates 2-3 of these descriptors:</p> <p>Recognizes changes in water when it freezes (ice) and when it melts (water)</p> <p>Identifies forms of precipitation such as rain, snow, sleet, and hailstones as either solid (ice) or liquid (water)</p> <p>Determines that the weight of water before freezing, after freezing, and after melting stays the same</p>	<p>Student demonstrates 4 out of 4 of these descriptors:</p> <p>Recognizes changes in water when it freezes (ice) and when it melts (water)</p> <p>Identifies forms of precipitation such as rain, snow, sleet, and hailstones as either solid (ice) or liquid (water)</p> <p>Determines that the weight of water before freezing, after freezing, and after melting stays the same</p>	<p>In addition to meeting the standard one or more of these may be exhibited by the student:</p> <p>Routinely identifies basic patterns of weather</p> <p>Makes comparisons, pose questions, research, and make predictions of future weather based on findings about weather</p> <p>Constructs a diagram that compares and contrasts weather occurrences such as tornadoes</p>	<p align="center">Weather journals Science notebooks</p>

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	Determines that water in an open container disappears into the air over time, but water in a closed container does not	Determines that water in an open container disappears into the air over time, but water in a closed container does not	Determines that water in an open container disappears into the air over time, but water in a closed container does not		

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Social Studies

Standard and Element(s)	Emerging (1) The student demonstrates limited or minimum progress or is unable to:	Progressing (2) The student is progressing toward achievement but inconsistently:	Meets (3) The student consistently and independently:	Exceeds (4) The student, with evidence of exceeding, consistently and independently:	Evidence/Notes
Economics: Identify goods people make and services people provide each other (SS1E1)	Identify goods that people make and services that people provide for each other	Identifies goods that people make and services people provide each other	Identifies goods that people make and services that people provide for each other	Demonstrates or self initiates further learning in concept	Dialog, discussion, teacher observation, structured response, constructed response, self-assessment, performance tasks
Historical Understandings: Describes the life of historical figures in American history (SS1H1a)	Identifies the contributions of and describe the everyday life of Benjamin Franklin	Identifies the contributions of and describes everyday life of Benjamin Franklin	Identifies the contributions of and describes everyday life of Benjamin Franklin	Demonstrates or self initiates further learning in concept	Dialog, discussion, teacher observation, structured response, constructed response, self-assessment, performance tasks
Geographical Understandings: Describe cultural and geographic systems associated with historical figures (SS1G1)	Describes the cultural and geographic systems associated with Benjamin Franklin	Describes the cultural and geographic systems associated with Benjamin Franklin	Describes the cultural and geographic systems associated with Benjamin Franklin	Demonstrates or self initiates further learning in concept	Dialog, discussion, teacher observation, structured response, constructed response, self-assessment, performance tasks
Identify and locate city, county, state, nation, and continent on a map (SS1G2)	Identifies and locates city, county, state, nation, and continent on a map	Identifies and locates city, county, state, nation, and continent on a map	Identifies and locates city, county, state, nation, and continent on a map	Demonstrates or self initiates further learning in concept	Dialog, discussion, teacher observation, structured response, constructed response, self-assessment, performance tasks
Locates major topographical features of the earth's	Locates continents (North America, South America, African,	Locates continents (North America, South America, Africa, Europe,	Locates continents (North America, South America, Africa, Europe,	Demonstrates or self initiates further learning in concept	Dialog, discussion, teacher observation, structured response,

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surface (SS1G3)	Europe, Asia, Antarctica, and Australia), oceans (Arctic, Atlantic, Pacific, and Indian), and landforms (mountains, deserts, valleys, plains, plateaus, and coasts)	Asia, Antarctica, and Australia), oceans (Arctic, Atlantic, Pacific, and Indian), and landforms (mountains, deserts, valleys, plains, plateaus, and coasts)	Asia, Antarctica, and Australia), oceans (Arctic, Atlantic, Pacific, and Indian), and landforms (mountains, deserts, valleys, plains, plateaus, and coasts)		constructed response, self-assessment, performance tasks
Civics and Government: Describes positive character traits of fairness, respect for others, respect for the environment, conservation, courage, equality, tolerance, perseverance, and commitment (SS1CG1)	Describe how Benjamin Franklin displays positive character traits	Describes how Benjamin Franklin displays positive character traits	Describes how Benjamin Franklin displays positive character traits	Demonstrates or self initiates further learning in concept	Dialog, discussion, teacher observation, structured response, constructed response, self-assessment, performance tasks
Explains the meaning of patriotic words to America (My Country 'Tis of Thee) and America the Beautiful (SS1CG2)	Explain the patriotic words to America (My Country 'Tis of Thee) and America the Beautiful	Explains the patriotic words to America (My Country 'Tis of Thee) and America the Beautiful	Explains the patriotic words to America (My Country 'Tis of Thee) and America the Beautiful	Demonstrates or self initiates further learning in concept	Dialog, discussion, teacher observation, structured response, constructed response, self-assessment, performance tasks