

First Grade Reprot Card Teacher Rubric 2011-2012

LANGUAGE ARTS					
Reading	Emerging (1)	Progressing (2)	Meets (3)	Exceeds (4)	Evidence/Notes
Demonstrates knowledge of the concepts of print (ELA1R1, ELA1R3 g)	Minimal ability to: 1. Demonstrate concepts of print.	Inconsistently: 1. Demonstrates concepts of print.	Consistently and independently : 1. Demonstrates concepts of print.	Consistently and independently: ELA2R1: G. Applies learned phonic skills when reading and writing words, sentences, and stories.	Please remember that in order for a student to meet the standard, it is based on your professional expertise and documented evidence of the student's mastery of the standard.
Reading	Emerging (1)	Progressing (2)	Meets (3)	Exceeds (4)	Evidence/Notes
Applies letter sound knowledge to decode words (ELA1R3 a, b) see g-h under writing) including Identifies high frequency words (ELA1R4b)	Minimal ability to: A. Automatically generate the sounds for all letters and letter patterns, including long and short vowels B. Applies knowledge of letter-sound correspondence to decode new words C. Reads words containing consonant blends and digraphs D. Reads words with inflectional endings F. Reads words containing vowel digraphs and r-controlled vowels. R4.b Automatically recognizes high frequency and familiar words within texts.	Inconsistently: A. Automatically generates the sounds for all letters and letter patterns, including long and short vowels B. Applies knowledge of letter-sound correspondence to decode new words C. Reads words containing consonant blends and digraphs D. Reads words with inflectional endings F. Reads words containing vowel digraphs and r-controlled vowels. R4.b Automatically recognizes high frequency and familiar words within texts.	Consistently and independently: A. Automatically generates the sounds for all letters and letter patterns, including long and short vowels B. Applies knowledge of letter-sound correspondence to decode new words C. Reads words containing consonant blends and digraphs D. Reads words with inflectional endings F. Reads words containing vowel digraphs and r-controlled vowels. R4.b Automatically recognizes high frequency and familiar words within texts.	Consistently and independently: ELA2R1: A. Reads words containing blends, digraphs and diphthongs B. Recognizes, reads and writes words containing regular plurals, irregular plurals, and possessives C. Reads compound words and contractions in grade appropriate texts D. Reads and spells words containing r-controlled vowels and silent letters E. Reads and spells words containing irregular vowel patterns F. Reads multisyllabic words G. Applies learned phonic skills when reading and writing words, sentences and stories	Students should show evidence on first grade level text. There are many skills addressed for a 3, students should show mastery of each skill. Cumulative Suggested Assessment Sequence - 1) Beginning/Ending Sounds; 2) Beginning/Middle/Ending (Short Vowels); 3) Long vowels/blends; 4)Digraphs/Diphthongs; 5)R-controlled Inflectional Endings;6)All elements

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Demonstrates the ability to read orally with speed, accuracy, and expression of grade-level texts <b>(ELA1R4a,b,c,d,e)</b>	Minimal ability to: A. Apply letter-sound knowledge to decode quickly and accurately B. automatically recognizes additional high frequency and familiar words within texts C. Reads grade-level with appropriate expression D. Reads first-grade text at a target rate of 60 words per minute E. Uses self-correction when subsequent reading indicates a earlier misreading within grade level-text	Inconsistently: A. Applies letter-sound knowledge to decode quickly and accurately B. automatically recognizes additional high frequency and familiar words within texts C. Reads grade-level with appropriate expression D. Reads first-grade text at a target rate of 60 words per minute E. Uses self-correction when subsequent reading indicates a earlier misreading within grade level-text	Consistently and independently: A. Applies letter-sound knowledge to decode quickly and accurately B. automatically recognizes additional high frequency and familiar words within texts C. Reads grade-level with appropriate expression D. Reads first-grade text at a target rate of 60 words per minute E. Uses self-correction when subsequent reading indicates a earlier misreading within grade level-text	Consistently and independently ELA2R2: A. Applies letter-sound knowledge to decode quickly and accurately. B. Automatically recognizes additional high frequency and familiar words within texts C. Reads familiar text with expression D. Reads second-grade texts at at target rate of 90 words correct per minute. E. Uses self-correction when subsequent reading indicates an earlier misreading within grade-level text	Dolch Words (Primary) Fry Words and Phrases List Secondary ; Demonstrates mastery in a variety of ways Level 1 Approximately 0-100; Level 2 Approximately 101-219
Uses a variety of strategies to understand and gain meaning of grade-level texts <b>(ELA1R6) Comprehension</b>	Minimal ability to use a variety of strategies to gain meaning from texts for information and pleasure. Strategies include but are not limited to the following: 1. Connect to text 2. Ask Questions 3 Expand Vocabulary 4. Predict & Prove 5. Sense it 6. Decide What's Important 7. Make Inferences/draw conclusions 8. Summarize/Synthesize 9. Check for Understanding	Inconsistently uses a variety of strategies to gain meaning from texts for information and pleasure.	Consistently and independently uses variety of strategies to gain meaning from texts for information and pleasure.	Consistently and independently uses a variety of strategies to gain meaning from texts for information and pleasure.	Words per minute are determined from running records based on a first grade text. Reader's Workshop, Accelerated Reader. The words per minute can be evaluated by timed reading passages. And, the other components can be assessed through anecdotal notes (a, b, c, e)

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Reading	Emerging (1)	Progressing (2)	Meets (3)	Exceeds (4)	Evidence/Notes
Demonstrates the relationship between letters and letter combinations of the written and spoken word (ELA1R1, R4.a)	Minimal ability to: A. Isolate beginning, middle and ending sounds in single-syllable words. B. Identifies onsets and rimes in spoken one-syllable words. C. Adds, deletes, or substitutes target sounds to stop; change smile to mile; change cat to cap) F. Automatically segments one-syllable words into sounds	Inconsistently: A. Isolates beginning, middle and ending sounds in single-syllable words. B. Identifies onsets and rimes in spoken one-syllable words. C. Adds, deletes, or substitutes target sounds to stop; change smile to mile; change cat to cap) F. Automatically segments one-syllable words into sounds	Consistently and independently: A. Isolates beginning, middle and ending sounds in single-syllable words. B. Identifies onsets and rimes in spoken one-syllable words. C. Adds, deletes, or substitutes target sounds to stop; change smile to mile; change cat to cap) F. Automatically segments one-syllable words into sounds	Consistently and independently: identifies and orally applies knowledge of letter sound correspondence and spelling patterns to decode unfamiliar words	Words per minute are determined from running records based on a first grade text. Reader's Workshop, Accelerated Reader. The words per minute can be evaluated by timed reading passages. And, the other components can be assessed through anecdotal notes (a, b, c, e)

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Writing	Emerging (1)	Progressing (2)	Meets (3)	Exceeds (4)	Evidence/Notes
Begins to understand the principles of writing (ELA1R1c, ELA1W1)(CONVENTIONS)	Minimal ability to: C. Demonstrate an understanding that punctuation and capitalization are used in all written sentences. L. Uses appropriate end punctuation (period and question mark) and correct capitalization of initial words and common proper nouns (e.g., personal names, months) M. Uses commas in a series of items	Inconsistently: C. Demonstrates an understanding that punctuation and capitalization are used in all written sentences. L. Uses appropriate end punctuation (period and question mark) and correct capitalization of initial words and common proper nouns (e.g., personal names, months) M. Uses commas in a series of items	Consistently and independently: C. Demonstrates an understanding that punctuation and capitalization are used in all written sentences. L. Uses appropriate end punctuation (period and question mark) and correct capitalization of initial words and common proper nouns (e.g., personal names, months) M. Uses commas in a series of items	Consistently and independently: ELA2W1: R Uses appropriate capitalization and punctuation (periods, question and exclamation marks) at the end of sentences (declarative, interrogative and exclamatory/ simple and compound) S. Begins to use commas (e.g. in a series, in dates, after a friendly letter greeting, in a friendly letter closure, and between cities and states), and periods after grade appropriate abbreviations U. Recognizes appropriate uses of quotation marks	i.e. Dictation Activities, Making Words Word Family Activities
Writes in a variety of genres using the writing process (ELA1W2) (IDEAS, ORGANIZATION, STYLE)	Minimal ability to: begin to capture reader's interest. Begins to maintain a focus. Adds supporting details. Begins organizational structure and development. (Introduction, body, conclusion) Using the writing process.	Inconsistently: E. Writes in complete sentences with correct subject-verb agreement	Consistently and independently: E. Writes in complete sentences with correct subject-verb agreement	Consistently and independently: ELA2W1: L. Consistently writes in complete sentences with correct subject/verb agreement. P Uses increasingly complex sentence structure	Use of Daily Grammar Practice (DGP) Writer's Notebook/Folder/Student work samples or other artifacts
Prints legibly in everyday work (ELA1W1d)	Minimal ability to: D. Print with appropriate spacing between words and sentences	Inconsistently: D. Prints with appropriate spacing between words and sentences	Consistently and independently: D. Prints with appropriate spacing between words and sentences	N/A	

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<b>Listening, Speaking, and Viewing</b>	<b>Emerging (1)</b>	<b>Progressing (2)</b>	<b>Meets (3)</b>	<b>Exceeds (4)</b>	<b>Evidence/Notes</b>
Uses oral and visual strategies to communicate (ELA1LSV1a-f)	Minimal ability to: A. Follow three-part oral directions B. Recalls information presented orally C. Responds appropriately to orally presented questions D. Increases vocabulary to reflect a growing range of interests and knowledge E. Communicates effectively when relating experiences and retelling stories read, heard, or viewed F. Uses complete sentences when speaking	Inconsistently: A. Follows three-part oral directions B. Recalls information presented orally C. Responds appropriately to orally presented questions D. Increases vocabulary to reflect a growing range of interests and knowledge E. Communicates effectively when relating experiences and retelling stories read, heard, or viewed F. Uses complete sentences when speaking	Consistently and independently: A. Follows three-part oral directions B. Recalls information presented orally C. Responds appropriately to orally presented questions D. Increases vocabulary to reflect a growing range of interests and knowledge E. Communicates effectively when relating experiences and retelling stories read, heard, or viewed F. Uses complete sentences when speaking	Consistently and independently: ELA2LSV1: A. Interprets information presented and seeks clarification when needed B. Begins to use oral language for different purposes: to inform, to persuade and to entertain C. Uses increasingly complex language patterns and sentence structure when communicating D. Listens to and views as variety of media to acquire information E. Increase vocabulary to reflect a growing range of interests and knowledge	Show and tell, Oral presentations
<b>Vocabulary</b>	<b>Emerging (1)</b>	<b>Progressing (2)</b>	<b>Meets (3)</b>	<b>Exceeds (4)</b>	<b>Evidence/Notes</b>
Acquires and uses grade-level words to communicate effectively(ELA1R5)	Minimal ability to: 5. Read and listen to a variety of texts and use new words in oral and written language. Recognize grade-level words with multiple meanings. Identify words that are opposites.	Inconsistently: 5. Read and listen to a variety of texts and use new words in oral and written language. Recognize grade-level words with multiple meanings. Identify words that are opposites.	Consistently and independently: 5. Read and listen to a variety of texts and use new words in oral and written language. Recognize grade-level words with multiple meanings. Identify words that are opposites.	Consistently and independently: 5. Read and listen to a variety of texts and use new words in oral and written language. Recognize grade-level words with multiple meanings. Identify words that are opposites. Using all with no errors: written or oral.	