

## Grade 1 Report Card Rubric

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The performance levels below are used to reflect the learner's progress towards meeting each standard.

Mark	What it stands for	Description
3	Consistently	The learner is meeting grade level expectations for this point in the school year. Performance is characterized by thorough understanding of concepts and skills.
2	Progressing	The learner is progressing toward grade level expectations for this point in the school year. Performance is characterized by the ability to apply skills expected with guidance and support to successfully engage in tasks aligned to this standard. Performance varies regarding accuracy, quality, and level of support needed
1	Inconsistently	The learner is not yet meeting grade level expectations for this point in the school year. Performance does not yet demonstrate understanding of concepts and skills expected. Performance is inconsistent even with guidance and support.

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MATH	
Operations & Algebraic Thinking: Use addition and subtraction to solve word problems. (1.OA.1)	
Assessed in Trimester 1,2 & 3	<p>Learner can use addition and subtraction within 10-20 to solve word problems with unknowns in all positions; including two or three addends whose sum is less than or equal to 10-20, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.</p> <ul style="list-style-type: none"> <li>Trimester 1: solve <b>within 10</b></li> <li>Trimester 2 &amp; 3: solve <b>within 20</b></li> </ul>
Operations & Algebraic Thinking: Apply properties of operations to add and subtract. (1.OA.3)	
Assessed in Trimester 1, 2 & 3	<p>Learner can apply properties of operations as strategies to add and subtract;. Examples: If <math>8+3=11</math>, then <math>3+8=11</math>. To add <math>2+6+4</math>, the second two numbers can be added to make ten , so <math>2+6+4=2+10=12</math>.</p>
Operations & Algebraic Thinking: Understand subtraction as an unknown addition problem. (1.OA.4)	
Assessed in Trimester 1, 2 & 3	<p>Learner can demonstrate understanding of subtraction as an unknown-addend problem. For example, subtract <math>10-8</math> by finding the number that makes 10 when added to 8.</p>
Operations & Algebraic Thinking: Understand the meaning of the equal sign. (1.OA.7)	
Assessed in Trimester 1, 2 & 3	<p>Learner demonstrates understanding of the equal sign, and can determine if equations involving addition and subtraction are true and false. For example: which of the following equations are true and which are false? <math>6=6</math>; <math>7=8-1</math>; <math>5+2=2+5</math>; <math>4+1=5+2</math>.</p>
Numbers & Operations in Base Ten: Understand that two digits of a two digit-number represent tens and ones. (1.NBT.2)	
Assessed in Trimester 2 & 3	<p>Learner can understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases:</p> <ol style="list-style-type: none"> <li>10 can be thought of a bundle of ten ones - called a "ten"</li> <li>The numbers from 11-99 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones.</li> <li>The numbers 10,20 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones)</li> </ol>

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Numbers & Operations in Base Ten: Compare two two-digit numbers based on the meaning of tens and ones. (1.NBT.3)	
Assessed in Trimester 2 & 3	Learner can compare a two digit number based on the meaning of tens and ones, recording the results using the symbols $>$ , $<$ , and $=$ .
Numbers & Operations in Base Ten: Add within 100. (1.NBT.4)	
Assessed in Trimester 1, 2 & 3	Learner can add within <b>100</b> , including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models or drawings and strategies based on place values, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones, and sometimes it is necessary to compose a ten.
Numbers & Operations in Base Ten: Use place value understanding and properties of operation to subtract. (1.NBT.6)	
Assessed in Trimester 3	Learner can subtract multiples of 10 in the range 10-90 from multiples of 10 in the range 10-90 (positive or zero differences), using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.
Measurement and Data: Measure lengths indirectly and by iterating length units. (1.MD.2)	
Assessed in Trimester 2 & 3	Learner can express the length of an object as a whole number of length units, by laying multiple copies of a shorter object (the length unit) end to end; understand that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps. Limit to contexts where the object being measured is spanned by a whole number of length units with no gaps or overlaps.
Geometry: Reason with shapes and their attributes. (1.G.3)	
Assessed in Trimester 3	Learner can partition circles and rectangles into two and four equal shares, describe the shares using the words halves, fourths, and quarters, and use the phrases half of, fourth of, and quarter of. Describe the whole as two of, or four of the shares. Understand for these examples that decomposing into more equal shares creates smaller shares.

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ELA	
Reading - Literature & Informational Text: Ask and answer questions about key details in a text (CC.RL.1; CC.RI.1)	
<b>Assessed in Trimester 1, 2 &amp; 3</b>	The learner can ask and answer questions about key details in a text, retell the story including key details and demonstrate the understanding of the central message or lesson.
Reading - Literature & Informational Text: Describe characters, settings, and major events in a story, using key details. (CC.1.RL.3)	
<b>Assessed in Trimester 2 &amp; 3</b>	The learner will use key details from the text to describe characters, setting, and major events.
Reading - Foundational Skills: Demonstrate understanding of spoken word, syllables, and sounds. (CC.1.RF.2)	
<b>Assessed in Trimester 1, 2 &amp; 3</b>	Learner can demonstrate the understanding of spoken words, syllables and sounds.
Reading - Foundational Skills: Know and apply grade-level phonics and word analysis in decoding words. (CC.1.RF.3)	
<b>Assessed in Trimester 1, 2 &amp; 3</b>	The learner can use strategies to decode an unknown word, including phonetic patterns, context, and other strategies.
Reading - Foundational Skills: Read with sufficient accuracy and fluency to support comprehension. (CC.1.RF.4)	
<b>Assessed in Trimester 1, 2 &amp; 3</b>	The learner can read grade level or above text with proficient accuracy and comprehension.
Writing: Write opinion pieces (CC.1.W.2)	
<b>Assessed in Trimester 2</b>	The learner can write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.
Writing: Write informative/explanatory texts about a topic (CC.1.W.2)	
<b>Assessed in Trimester 1 &amp; 2</b>	The learner can write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.

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<b>Writing: Write narratives to recount two or more sequenced events. (CC.1.W.3)</b>	
<b>Assessed in Trimester 1 &amp; 3</b>	The learner can write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.
<b>Speaking and Listening: Participate in collaborative conversations. (CC.1.SL.1)</b>	
<b>Assessed in Trimester 1, 2 &amp; 3</b>	The learner can participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
<b>Language: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (CC.1.L.2)</b>	
<b>Assessed in Trimester 1, 2 &amp; 3</b>	The learner can demonstrate command of the conventions of Standard English (capitalize dates and names of people, use end punctuation for sentences, use commas in dates and to separate single words in a series, and use conventional spelling and for frequently occurring irregular words) when writing.
<b>Language: Determine or clarify the meaning of unknown and multiple-meaning words and phrases. (CC.1.L.4)</b>	
<b>Assessed in Trimester 1, 2 &amp; 3</b>	The learner can determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.
<b>SCIENCE</b>	
<b>Life Science: Use an understanding of structures and processes to determine how plants and/or animals use their external parts to help them survive, grow, and meet their needs.</b>	
<b>Assessed in Trimester 2 &amp; 3</b>	The learner can understand that plants and animals have basic needs for survival. The learner can also identify external parts and inherited traits that aid in growth and survival.

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<b>Physical Science: Use an understanding of waves and their applications in technologies for information transfer to make sense of phenomena and solve problems.</b>	
<b>Assessed in Trimester 2 &amp; 3</b>	The learner can explain the correlation between vibrating matter and sound, and the use of light and sound to communicate.
<b>Earth and Space Science: Use an understanding of Earth's place in the universe to make sense of phenomena and solve problems.</b>	
<b>Assessed in Trimester 1, 2 &amp; 3</b>	The learner can observe, describe, and predict patterns of movement of the sun, moon, and stars.
<b>SOCIAL STUDIES</b>	
<b>Inquiry Practices and Processes : Construct meaningful questions that initiate an inquiry</b>	
<b>Assessed in Trimester 1, 2 &amp; 3</b>	Learner can explain why or how a teacher- or text-provided question is important to a topic or issue and when provided a question, determine what other questions are needed to support the researcher (i.e., "What more do we need to know?").
<b>Behavioral Science :Examine individual cognition, perception, behavior, and identity</b>	
<b>Assessed in Trimester 1, 2 &amp; 3</b>	Learner understands we are individuals influenced by our relationships and environments and can identify situations and places that impact a person's emotions.
<b>Economics: Analyze how decisions are made and interactions occur among individuals, households, and firms/businesses.</b>	
<b>Assessed in Trimester 2 &amp; 3</b>	Learner can differentiate between buyers (consumers) and sellers (producers), define product market and categorize prices of products in a local market, and predict how producers use the factors in production (i.e., land, labor, human and physical capital, and entrepreneurship) to make goods, deliver services, and earn profits.

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Geography: Evaluate the relationship between identity and place.	
Assessed in Trimester 1, 2 & 3	Learner can categorize characteristics of the local community (e.g., weather and climate, population, landforms, vegetation, culture, industry) and describe how certain places have meanings that distinguish them from other places (e.g., shopping mall, park, places of worship).
History: Use historical evidence for determining cause and effect.	
Assessed in Trimester 2 & 3	Learner can identify one or more causes of an event, issue, or problem and can identify one or more effects of an event, issue or problem.
Political Science: Examine and interpret rights, privileges and ideals.	
Assessed in Trimester 1, 2 & 3	Learner can compare rights and responsibilities within the classroom, school, and community; classify basic rights that all human have (i.e., life, liberty, safety); summarize situations where individuals have rights, freedoms, and equality; develop an opinion about an issue in your school or community; identify groups within school, community or society and compare their rights and responsibilities (e.g., student and teacher); and investigate ways in which people and groups can influence decision makers in school, their communities, states, or country (i.e., voting, running for office, participating in meetings).
SOCIAL/EMOTIONAL DEVELOPMENT	
Uses verbal and nonverbal language to demonstrate a variety of emotions	
Assessed in Trimester 1, 2 & 3	Learner can define the concept of an emotion, use vocabulary to label emotions verbally, categorize emotions and connect facial expressions to emotion words.
Displays age appropriate self-control	
Assessed in Trimester 1, 2 & 3	Learner can recognize and understand the difference between thoughts and feelings, emotions and strong emotions, and recognize the various zones and associated tools/strategies for self control. The learner can categorize the examples of self control.
Recognizes the feeling of another child and respond with basic comfort and empathy	
Assessed in Trimester 1, 2 & 3	Learner can identify that others have feelings by understanding the verbal/nonverbal cues in others and understand why it's important to show comfort to others.

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Goal Setting: Displays curiosity, risk-taking, and willingness to engage in new experiences	
Assessed in Trimester 1, 2 & 3	Learner can understand what a goal is & how to set one
Demonstrates awareness of self as a unique individual	
Assessed in Trimester 1, 2 & 3	Learner can identify personal characteristics and understand similarities and differences between self & others
Demonstrates listening skills in conversations	
Assessed in Trimester 1, 2 & 3	Learners will be able to demonstrate listening skills, start and stop conversations, and take turns in conversations
Identifies and communicates needs in conflict situations	
Assessed in Trimester 1, 2 & 3	Learner can identify examples and non-examples of a problem, understand the size & severity of a problem, and how to communicate their needs to students or adults.
Recognizes that they have choices in how to respond to situations	
Assessed in Trimester 1, 2 & 3	Learner can identify what it means to make a choice and how to identify choices in different situations
Demonstrates understanding of simple rules related primarily to personal health and safety	
Assessed in Trimester 1, 2 & 3	Learner can identify and apply school wide behavioral & safety (drill) expectations, and understand the concept of personal space
Art	
CREATE: Utilize a variety of materials to express an idea & expand knowledge of tools & techniques, with attention to craftsmanship.	
Assessed in Trimester 1, 2 & 3	Utilize a variety of materials (both two dimensional and three dimensional) to create a work of art that demonstrates developmentally appropriate craftsmanship.



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RESPOND: Verbally and/or visually describe design elements, details, subject matter, and the context of an artwork.	
Assessed in Trimester 1, 2 & 3	The learner can verbally and/or visually describe design elements (line, shape, color, texture, and pattern), details, subject matter, and the context of an artwork.
Music	
Standard 1: Perform: Student demonstrates understanding and applies music concepts through singing, instrument playing, reading, and movement.	
Assessed in Trimester 1, 2 & 3	<p><b>3: Consistently:</b></p> <ul style="list-style-type: none"> <li>Student independently, consistently, and accurately demonstrates a variety of developmentally appropriate musicianship skills such as singing tunefully, playing instruments, reading notation systems, and moving to music.</li> </ul> <p><b>2: With prompting and support:</b></p> <ul style="list-style-type: none"> <li>Student demonstrates <b>growth toward</b> independence and consistency in developmentally appropriate musicianship skills such as singing tunefully, playing instruments accurately, reading from notation systems, and moving to music.</li> </ul> <p><b>3: With teacher assistance:</b></p> <ul style="list-style-type: none"> <li>With guidance, student <b>participates</b> in listening and/or musicianship activities such as singing, playing instruments, gathering information from notation, and moving to music.</li> </ul>
Standard 2: Create: Student generates and refines musical ideas such as rhythmic/melodic phrases or expressive movement.	
Assessed in Trimester 1, 2 & 3	<p><b>3: Consistently:</b></p> <ul style="list-style-type: none"> <li>Student independently, consistently, and accurately applies targeted music concepts through improvisation, composition, or creative movement.</li> </ul> <p><b>2: With prompting and support:</b></p> <ul style="list-style-type: none"> <li>Student applies targeted music concepts through improvisation, composition, or creative movement.</li> </ul> <p><b>3: With teacher assistance:</b></p> <ul style="list-style-type: none"> <li>With guidance, student <b>engages in or experiences</b> creative musical ideas through improvisation, composition, or creative movement</li> </ul>
Standard 3: Ensemble Skills: Students actively and appropriately contribute to collaborative music making and learning.	
Assessed in Trimester 1, 2 & 3	<p><b>3: Consistently:</b></p> <ul style="list-style-type: none"> <li>Student independently and consistently perform to their highest ability, respond to feedback regarding personal performance, holds themselves accountable to enhance group success, and show care for materials.</li> </ul> <p><b>2: With prompting and support:</b></p>

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	<ul style="list-style-type: none"> <li>Student performs <b>as part of</b> an ensemble, respond to feedback regarding personal performance, contribute to group success, and shows care for materials.</li> </ul> <p><b>3: With teacher support:</b></p> <ul style="list-style-type: none"> <li>With guidance, student performs as part of an ensemble</li> </ul>
<b>Physical Education</b>	
<b>Standard 1: The student can demonstrate competency in a variety of movements during physical activity.</b>	
<b>Assessed in Trimester 1, 2 &amp; 3</b>	<p><b>3: Consistently:</b></p> <ul style="list-style-type: none"> <li>Learner can independently demonstrate locomotor skills with proper form (hop, gallop, jog, slide, etc.), can support and maintain balance, and can perform different manipulative skills (underhand throw, overhand throw, dribble, catch, kick, strike, jump rope skills).</li> </ul> <p><b>2: With prompting and support:</b></p> <ul style="list-style-type: none"> <li>Learner can demonstrate locomotor skills with proper form (hop, gallop, jog, slide, etc.), can support and maintain balance, and can perform different manipulative skills (underhand throw, overhand throw, dribble, catch, kick, strike, jump rope skills) with <b>occasional verbal cues and reminders</b>.</li> </ul> <p><b>1: With teacher support:</b></p> <ul style="list-style-type: none"> <li>Learner needs <b>frequent cue reminders and sometimes physical assist</b> to demonstrate locomotor skills with proper form (hop, gallop, jog, slide, etc.), can support and maintain balance, and can perform different manipulative skills (underhand throw, overhand throw, dribble, catch, kick, strike, jump rope skills).</li> </ul>
<b>Standard 2: The student can apply different movement concepts, strategies, and tactics related to the game to increase performance.</b>	
<b>Assessed in Trimester 1, 2 &amp; 3</b>	<p><b>3: Consistently:</b></p> <ul style="list-style-type: none"> <li>Learner can independently move at a variety of speeds, apply different levels of force, and move safely in personal and general space so they can be successful in different physical activities.</li> </ul> <p><b>2: With prompting and support:</b></p> <ul style="list-style-type: none"> <li>Learner can move at a variety of speeds, apply different levels of force, and move safely in personal and general space so they can be successful in different physical activities with <b>occasional verbal cues and reminders</b>.</li> </ul> <p><b>1: With teacher support:</b></p>

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	<ul style="list-style-type: none"> <li>Learner needs <b>frequent cue reminders and sometimes physical assist</b> to move at a variety of speeds, apply different levels of force, and move safely in personal and general space so they can be successful in different physical activities.</li> </ul>
<b>Standard 4: The student can display responsible personal and social behaviors that respects self and others and why it's important.</b>	
<b>Assessed in Trimester 1, 2 &amp; 3</b>	<p><b><u>3: Consistently:</u></b></p> <ul style="list-style-type: none"> <li>Learner can independently accept personal responsibility, follow classroom protocols, show confidence in their and other's abilities, and show respect for self, others, and equipment.</li> </ul> <p><b><u>2: With prompting and support:</u></b></p> <ul style="list-style-type: none"> <li>Learner can accept personal responsibility, follow classroom protocols, show confidence in their and other's abilities, and show respect for self, others, and equipment with <b>occasional verbal cues and reminders</b>.</li> </ul> <p><b><u>1: With teacher support:</u></b></p> <ul style="list-style-type: none"> <li>Learner needs <b>frequent reminders and verbal cues</b> to help them to accept personal responsibility, follow classroom protocols, show confidence in their and others abilities, and show respect for self, others, and equipment.</li> </ul>