

First Grade Literacy Rubric

First Grade Literacy Rubric	1 Limited Understanding of Grade Level Standard	2 Progressing Towards Grade Level Standard	3 Meets Grade Level Standard	E Exceeds Grade Level Standard
Phonics & Word Recognition				
Recognize and read grade-appropriate irregularly spelled words, including high-frequency words (1.3.0.3)	Reads less than 75 common high-frequency words by sight	Reads 75-149 common high-frequency words by sight	Reads 150 common high-frequency words by sight	
Spell simple words phonetically, drawing on knowledge of sound-letter relationships (1.3.0.3)	Writes CVC words, correctly identifies short vowels	Writes CVC words, correctly identifies short vowels, blends, digraphs	Writes CVC words, correctly identifies short vowels, blends, digraphs, CVCe	Writes long vowel patterns & inflected endings
Fluency				
Read grade-level text orally with accuracy, appropriate rate, and expression (1.3.0.4)	Reading at a level A-8 <ul style="list-style-type: none"> Rate = < 45 WPM Accuracy = <95% Expression 	Reading at a level 10-16, with consistent demonstration of the following: <ul style="list-style-type: none"> Rate = 45-60 WPM Accuracy = 95% Expression 	Consistently reads at a level 18 <ul style="list-style-type: none"> Rate = > 60 WPM Accuracy = >95% Expression 	
Reading Comprehension				
Read and comprehend grade level literature, including an ability to retell stories, including key details, and demonstrate understanding of their central message or lesson (1.1.2.2)	Reads and comprehends at a level 8 or below	Reads and comprehends independently between levels 10-16	Reads and comprehends at an independent level 18	Reads and comprehends at an independent level 28
Read and comprehend grade level informational text, including an ability to identify the main idea and key details, and demonstrate understanding of their central message or lesson (1.2.2.2)	Requires significant teacher support to read and identify the main idea and supporting details of a grade level text; may read and comprehend text at a level 8 or below	Inconsistently reads and identifies the main idea and supporting details of a grade level text; may read and comprehend text at a level 10-16	Reads and identifies the main idea and supporting details of a grade level text independently at a level 18-24	Reads and writes a summary statement that includes the main idea and supporting key details at an independent level 28 or above

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Writing				
Write narratives and other creative texts 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 (1.6.3.3)	Writes a narrative that may or may not include a logical sequence; writing may or may not include a clear beginning, middle, and end; illustrations may support writing; includes 0-4 sentences that may contain a who, what, when, how, why, where; sentences may include inconsistent use of proper mechanics	Writes a narrative with a logical sequence that may or may not include a clear beginning, middle, and end; illustrations support writing; includes 5-7 sentences that may contain a who, what, when, how, why, where; sentences may include inconsistent use of proper mechanics	Writes a narrative with a logical sequence that includes a clear beginning, middle, and end; illustrations support writing; includes 8-12 sentences that contain a who, what, when, how, why, where; sentences include proper mechanics	Meets all criteria of a 3, as well as writes with voice to get at heart of the story; varies word choice, sentence structure and length
Write informative/explanatory texts in which they name a topic, supply facts about the topic, and provide some sense of closure (1.6.2.2)	Writes informative/explanatory texts in which they name a topic, supply 0-4 facts about the topic; may or may not provide some sense of closure; sentences may include inconsistent use of proper mechanics	Writes informative/explanatory texts in which they name a topic, supply about 5-7 facts about the topic, and provide some sense of closure; sentences may include inconsistent use of proper mechanics	Write informative/explanatory texts in which they name a topic, supply 8 or more facts about the topic, and provide some sense of closure; sentences include proper mechanics	Meets all criteria of a 3, as well as considers audience, writes with voice, varies word choice, sentence structure and length; may use nonfiction text features
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 (1.6.1.1)	Writes opinion pieces which may/may not include the following: name of the book they are writing about, writes a summary, states an opinion, supplies a reason for the opinion, and provides a recommendation; sentences may include inconsistent use of proper mechanics; total length is between 0-4 sentences	Writes opinion pieces which include the name of the book they are writing about, a partial summary, states an opinion and may supply a reason for the opinion; writing may or may not include a recommendation; sentences may include inconsistent use of proper mechanics; total length is between 5-7 sentences	Writes opinion pieces in which they name the book they are writing about, write a summary, state an opinion, supply a reason for the opinion, and provide a recommendation; sentences include proper mechanics; total length is between 8-12 sentences	Meets all criteria of a 3, as well as writes a well-developed summary/recommendation that shows a deeper understanding of the story