

Grade 1 Report Card Rubric - Parent Edition

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

The levels are:			
3	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	*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 at this point in the school year with increasing success. Performance varies regarding accuracy, quality, and level of support needed.		
1	**The learner is not yet meeting grade level expectations for this point in the school year. At this time performance does not yet demonstrate understanding of basic concepts and skills expected at this point in the school year. Performance is inconsistent even with guidance and support.		
	Not assessed during trimester.		
	*Prompting and Support: The student needs guidance and support to successfully engage in tasks aligned to this standard. The teacher asks questions and offers prompting and feedback to help the student engage appropriately and effectively with tasks, and to successfully complete tasks.	**With Teacher Assistance: The teacher has to physically or verbally assist the student in order for the student to engage successfully in tasks aligned to this standard.	

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MATHEMATICS			
	Trimester 1	Trimester 2	Trimester 3
Operations & Algebraic Thinking			
Represent and solve word problems involving addition and subtraction.			
3	Learner can consistently use addition and subtraction within 10 to solve word problems with unknowns in all positions; including two or three addends whose sum is less than or equal to 10, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.	Learner can consistently use addition and subtraction within 20 to solve word problems with unknowns in all positions; including two or three addends whose sum is less than or equal to 20, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.	Learner can consistently use addition and subtraction within 20 to solve word problems with unknowns in all positions; including two or three addends whose sum is less than or equal to 20, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.
2	With prompting and support, learner can consistently use addition and subtraction within 10 to solve word problems with unknowns in all positions; including two or three addends whose sum is less than or equal to 10, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.	With prompting and support, use addition and subtraction within 20 to solve word problems with unknowns in all positions; including two or three addends whose sum is less than or equal to 20, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.	With prompting and support, use addition and subtraction within 20 to solve word problems with unknowns in all positions; including two or three addends whose sum is less than or equal to 20, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.

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1	With teacher assistance, learner can consistently use addition and subtraction within 10 to solve word problems with unknowns in all positions; including two or three addends whose sum is less than or equal to 10, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.	With teacher assistance, use addition and subtraction within 20 to solve word problems with unknowns in all positions; including two or three addends whose sum is less than or equal to 20, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.	With teacher assistance, use addition and subtraction within 20 to solve word problems with unknowns in all positions; including two or three addends whose sum is less than or equal to 20, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.
Understand and apply properties of operations and the relationship between addition and subtraction			
3	Learner can consistently apply properties of operations as strategies to add and subtract; demonstrate understanding of subtraction as an unknown-addend problem.	Learner can consistently apply properties of operations as strategies to add and subtract; demonstrate understanding of subtraction as an unknown-addend problem.	Learner can consistently apply properties of operations as strategies to add and subtract; demonstrate understanding of subtraction as an unknown-addend problem.
2	With prompting and support, learner can apply properties of operations as strategies to add and subtract; demonstrate understanding of subtraction as an unknown-addend problem.	With prompting and support, learner can apply properties of operations as strategies to add and subtract; demonstrate understanding of subtraction as an unknown-addend problem.	With prompting and support, learner can apply properties of operations as strategies to add and subtract; demonstrate understanding of subtraction as an unknown-addend problem.
1	With teacher assistance, learner can apply properties of operations as strategies to add and subtract;	With teacher assistance, learner can apply properties of operations as strategies to add and subtract;	With teacher assistance, learner can apply properties of operations as strategies to add and subtract;

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	demonstrate understanding of subtraction as an unknown-addend problem.	demonstrate understanding of subtraction as an unknown-addend problem.	demonstrate understanding of subtraction as an unknown-addend problem.
Uses strategies to add and subtract within 20.			
3	Learner can consistently relate counting to addition and subtraction using various strategies (e.g., by counting on 2 to add 2) within 20, demonstrating fluency for addition and subtraction within 10.	Learner can consistently relate counting to addition and subtraction using various strategies (e.g., by counting on 2 to add 2) within 20, demonstrating fluency for addition and subtraction within 10.	Learner can consistently relate counting to addition and subtraction using various strategies (e.g., by counting on 2 to add 2) within 20, demonstrating fluency for addition and subtraction within 10.
2	With prompting and support, Learner can consistently relate counting to addition and subtraction using various strategies (e.g., by counting on 2 to add 2) within 20, demonstrating fluency for addition and subtraction within 5.	With prompting and support, learner can consistently relate counting to addition and subtraction using various strategies (e.g., by counting on 2 to add 2) within 20, demonstrating fluency for addition and subtraction within 10.	With prompting and support, learner can consistently relate counting to addition and subtraction using various strategies (e.g., by counting on 2 to add 2) within 20, demonstrating fluency for addition and subtraction within 10.
1	With teacher assistance, learner can consistently relate counting to addition and subtraction using various strategies (e.g., by counting on 2 to add 2) within 20, demonstrating fluency for addition and subtraction within 5.	With teacher assistance, learner can consistently relate counting to addition and subtraction using various strategies (e.g., by counting on 2 to add 2) within 20, demonstrating fluency for addition and subtraction within 10.	With teacher assistance, learner can consistently relate counting to addition and subtraction using various strategies (e.g., by counting on 2 to add 2) within 20, demonstrating fluency for addition and subtraction within 10.
Understand the meaning of the equal sign.			

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3	Learner consistently demonstrates understanding of the equal sign, and can determine if equation involving addition and subtraction are true and false.	Learner consistently demonstrates understanding of the equal sign, and can determine if equation involving addition and subtraction are true and false.	Learner consistently demonstrates understanding of the equal sign, and can determine if equation involving addition and subtraction are true and false.
2	With prompting and support, learner demonstrates understanding of the equal sign, and can determine if equation involving addition and subtraction are true and false.	With prompting and support, learner demonstrates understanding of the equal sign, and can determine if equation involving addition and subtraction are true and false.	With prompting and support, learner demonstrates understanding of the equal sign, and can determine if equation involving addition and subtraction are true and false.
1	With teacher assistance, learner demonstrates understanding of the equal sign, and can determine if equation involving addition and subtraction are true and false.	With teacher assistance, learner demonstrates understanding of the equal sign, and can determine if equation involving addition and subtraction are true and false.	With teacher assistance, learner demonstrates understanding of the equal sign, and can determine if equation involving addition and subtraction are true and false.
Numbers and Operations in Base Ten			
Extend the counting sequence.			
3	Learner can count to 20, starting at any number less than 20. In this range, learner can read and write numerals and represent a number of objects with a written numeral.	Learner can consistently count to 40, starting at any number less than 40. In this range, learner can read and write numerals and represent a number of objects with a written numeral.	Learner can count to 120, starting at any number less than 120. In this range, learner can read and write numerals and represent a number of objects with a written numeral.

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2	With prompting and support, learner can count to 20, starting at any number less than 20. In this range, learner can read and write numerals and represent a number of objects with a written numeral.	With prompting and support, learner can count to 40, starting at any number less than 40. In this range, learner can read and write numerals and represent a number of objects with a written numeral.	With prompting and support, learner can count to 120, starting at any number less than 120. In this range, learner can read and write numerals and represent a number of objects with a written numeral.
1	With teacher assistance learner can count to 20, starting at any number less than 20. In this range, learner can read and write numerals and represent a number of objects with a written numeral.	With teacher assistance, learner can count to 40, starting at any number less than 40. In this range, learner can read and write numerals and represent a number of objects with a written numeral.	With teacher assistance, learner can count to 120, starting at any number less than 120. In this range, learner can read and write numerals and represent a number of objects with a written numeral.
Understand place value.			
3		Learner can demonstrate understanding that a two digit number represents amounts of tens and ones and can compare two digit numbers using the symbols; greater than, less than, and equal to.	Learner can demonstrate understanding that a two digit number represents amounts of tens and ones and can compare two digit numbers using the symbols; greater than, less than, and equal to.
2		With prompting and support, learner can demonstrate understanding that a two digit number represents amounts of tens and ones and can compare two digit numbers using the symbols; greater than, less than, and equal to.	With prompting and support, learner can demonstrate understanding that a two digit number represents amounts of tens and ones and can compare two digit numbers using the symbols; greater than, less than, and equal to.

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1		With teacher assistance, learner can demonstrate understanding that a two digit number represents amounts of tens and ones and can compare two digit numbers using the symbols; greater than, less than, and equal to.	With teacher assistance, learner can demonstrate understanding that a two digit number represents amounts of tens and ones and can compare two digit numbers using the symbols; greater than, less than, and equal to.
Use place value understanding and properties of operations to add and subtract.			
3		Learner can consistently add within 40, using place value, concrete models, drawings, or strategies. Relating it to an equation and explain the reasoning. Subtract multiples of 10 in the range of 10-40 from multiples of 10 in the range 10-40(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.	Learner can consistently add within 100, using place value, concrete models, drawings, or strategies. Relating it to an equation and explain the reasoning. Subtract multiples of 10 in the range of 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.

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2		<p>With prompting and support, learner can consistently add within 40, using place value, concrete models, drawings, or strategies. Relating it to an equation and explain the reasoning. Subtract multiples of 10 in the range of 10-40 from multiples of 10 in the range 10-40 (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.</p>	<p>With prompting and support, learner can consistently add within 100, using place value, concrete models, drawings, or strategies. Relating it to an equation and explain the reasoning. Subtract multiples of 10 in the range of 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.</p>
1		<p>With teacher assistance, learner can consistently add within 40, using place value, concrete models, drawings, or strategies. Relating it to an equation and explain the reasoning. Subtract multiples of 10 in the range of 10-40 from multiples of 10 in the range 10-40 (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;</p>	<p>With teacher assistance, learner can consistently add within 100, using place value, concrete models, drawings, or strategies. Relating it to an equation and explain the reasoning. Subtract multiples of 10 in the range of 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</p>

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		relate the strategy to a written method and explain the reasoning used.	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.			
3		Learner can consistently order three objects by length; compare the lengths of two objects indirectly by using a third object; express the length of an object end to end with no gaps or overlaps.	Learner can consistently order three objects by length; compare the lengths of two objects indirectly by using a third object; express the length of an object end to end with no gaps or overlaps.
2		With prompting and support, learner can consistently order three objects by length; compare the lengths of two objects indirectly by using a third object; express the length of an object end to end with no gaps or overlaps.	With prompting and support, learner can consistently order three objects by length; compare the lengths of two objects indirectly by using a third object; express the length of an object end to end with no gaps or overlaps.
1		With teacher assistance, learner can consistently order three objects by length; compare the lengths of two objects indirectly by using a third object; express the length of an object end to end with no gaps or overlaps.	With teacher assistance, learner can consistently order three objects by length; compare the lengths of two objects indirectly by using a third object; express the length of an object end to end with no gaps or overlaps.
Represent and interpret data.			

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3		Learner can consistently organize, represent, and interpret data with up to three categories; ask and answer questions about the data.	Learner can consistently organize, represent, and interpret data with up to three categories; ask and answer questions about the data.
2		With prompting and support, learner can consistently organize, represent, and interpret data with up to three categories; ask and answer questions about the data.	With prompting and support, learner can consistently organize, represent, and interpret data with up to three categories; ask and answer questions about the data.
1		With teacher assistance, learner can consistently organize, represent, and interpret data with up to three categories; ask and answer questions about the data.	With teacher assistance, learner can consistently organize, represent, and interpret data with up to three categories; ask and answer questions about the data.
Geometry			
Reason with shapes and their attributes.			
3			Learner can consistently distinguish between defining and non-defining attributes. Also, partition circles and rectangles into two and four equal shares, using vocabulary such as halves, fourths, and quarters. Demonstrate understanding that decomposing into more equal shares creates smaller shares.

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2			With prompting and support, learner can distinguish between defining and non-defining attributes. Also, partition circles and rectangles into two and four equal shares, using vocabulary such as halves, fourths, and quarters. Demonstrate understanding that decomposing into more equal shares creates smaller shares.
1			With teacher assistance, learner can distinguish between defining and non-defining attributes. Also, partition circles and rectangles into two and four equal shares, using vocabulary such as halves, fourths, and quarters. Demonstrate understanding that decomposing into more equal shares creates smaller shares.
ELA			
	Trimester 1	Trimester 2	Trimester 3
Reading - Literature & Informational Text			
Ask and answer questions about key details in a text.			

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3	The learner can ask and answer questions about key details in a text, retell the story including key details and demonstrating the understanding of the central message or lesson.	The learner can ask and answer questions about key details in a text, retell the story including key details and demonstrating the understanding of the central message or lesson.	The learner can ask and answer questions about key details in a text, retell the story including key details and demonstrating the understanding of the central message or lesson.
2	With prompting and support, the learner can ask and answer questions about key details in a text, retell the story including key details and demonstrating the understanding of the central message or lesson.	With prompting and support, the learner can ask and answer questions about key details in a text, retell the story including key details and demonstrating the understanding of the central message or lesson.	With prompting and support, the learner can ask and answer questions about key details in a text, retell the story including key details and demonstrating the understanding of the central message or lesson.
1	With teacher assistance, the learner can ask and answer questions about key details in a text, retell the story including key details and demonstrating the understanding of the central message or lesson.	With teacher assistance, the learner can ask and answer questions about key details in a text, retell the story including key details and demonstrating the understanding of the central message or lesson.	With teacher assistance, the learner can ask and answer questions about key details in a text, retell the story including key details and demonstrating the understanding of the central message or lesson.
Describe characters, settings, and major events in a story, using key details.			
3	The learner will use key details from the text to describe characters, setting, and major events.	The learner will use key details from the text to describe characters, setting, and major events.	The learner will use key details from the text to describe characters, setting, and major events.

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2	With prompting and support, the learner will use key details from the text to describe characters, setting, and major events.	With prompting and support, the learner will use key details from the text to describe characters, setting, and major events.	With prompting and support, the learner will use key details from the text to describe characters, setting, and major events.
1	With teacher assistance, the learner will use key details from the text to describe characters, setting, and major events.	With teacher assistance, the learner will use key details from the text to describe characters, setting, and major events.	With teacher assistance, the learner will use key details from the text to describe characters, setting, and major events.
Identify the main topic retell key details of a text.			
3	The learner can state the main topic and identify the details that relate to the topic.	The learner can state the main topic and identify the details that relate to the topic.	The learner can state the main topic and identify the details that relate to the topic.
2	With prompting and support, the learner can state the main topic and identify the details that relate to the topic.	With prompting and support, the learner can state the main topic and identify the details that relate to the topic.	With prompting and support, the learner can state the main topic and identify the details that relate to the topic.
1	With teacher assistance, the learner can state the main topic and identify the details that relate to the topic.	With teacher assistance, the learner can state the main topic and identify the details that relate to the topic.	With teacher assistance, the learner can state the main topic and identify the details that relate to the topic.
Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.			

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3	The learner can explain how specific text features can be used to locate information in a text.	The learner can explain how specific text features can be used to locate information in a text.	The learner can explain how specific text features can be used to locate information in a text.
2	With prompting and support, the learner can explain how specific text features can be used to locate information in a text.	With prompting and support, the learner can explain how specific text features can be used to locate information in a text.	With prompting and support, the learner can explain how specific text features can be used to locate information in a text.
1	With teacher assistance, the learner can explain how specific text features can be used to locate information in a text.	With teacher assistance, the learner can explain how specific text features can be used to locate information in a text.	With teacher assistance, the learner can explain how specific text features can be used to locate information in a text.
Identify the reasons an author gives to support points in a text.			
3	The learner can identify the reasons, through illustrations and details, reasons an author gives to support points in a text.	The learner can identify the reasons, through illustrations and details, reasons an author gives to support points in a text.	The learner can identify the reasons, through illustrations and details, reasons an author gives to support points in a text.
2	With prompting and support, the learner can identify the reasons, through illustrations and details, reasons an author gives to support points in a text.	With prompting and support, the learner can identify the reasons, through illustrations and details, reasons an author gives to support points in a text.	With prompting and support, the learner can identify the reasons, through illustrations and details, reasons an author gives to support points in a text.
1	With teacher assistance, the learner can identify the reasons, through illustrations and details, reasons an author gives to support points in a text.	With teacher assistance, the learner can identify the reasons, through illustrations and details, reasons an author gives to support points in a text.	With teacher assistance, the learner can identify the reasons, through illustrations and details, reasons an author gives to support points in a text.

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Reading - Foundational Skills			
Know and apply grade-level phonics and word analysis skills in decoding words.			
3	The learner can use strategies to decode an unknown word, including phonetic patterns, context, and other strategies.	The learner can use strategies to decode an unknown word, including phonetic patterns, context, and other strategies.	The learner can use strategies to decode an unknown word, including phonetic patterns, context, and other strategies.
2	With prompting and support, the learner can use strategies to decode an unknown word, including phonetic patterns, context, and other strategies.	With prompting and support, the learner can use strategies to decode an unknown word, including phonetic patterns, context, and other strategies.	With prompting and support, the learner can use strategies to decode an unknown word, including phonetic patterns, context, and other strategies.
1	With teacher assistance, the learner can use strategies to decode an unknown word, including phonetic patterns, context, and other strategies.	With teacher assistance, the learner can use strategies to decode an unknown word, including phonetic patterns, context, and other strategies.	With teacher assistance, the learner can use strategies to decode an unknown word, including phonetic patterns, context, and other strategies.
Read with accuracy and fluency to support comprehension.			
3	The learner can read grade level or above text with proficient accuracy and comprehension.	The learner can read grade level or above text with proficient accuracy and comprehension.	The learner can read grade level or above text with proficient accuracy and comprehension.
2	With prompting and support, the learner can read grade level or above text with proficient accuracy and comprehension.	With prompting and support, the learner can read grade level or above text with proficient accuracy and comprehension.	With prompting and support, the learner can read grade level or above text with proficient accuracy and comprehension.

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1	With teacher assistance, the learner can read grade level or above text with proficient accuracy and comprehension.	With teacher assistance, the learner can read grade level or above text with proficient accuracy and comprehension.	With teacher assistance, the learner can read grade level or above text with proficient accuracy and comprehension.
Writing			
Write to compose opinion, narrative, or informative texts.			
3	The learner can write a piece in which they include an opening, details, and provide a sense of closure.	The learner can write a piece in which they include an opening, details, and provide a sense of closure.	The learner can write a piece in which they include an opening, details, and provide a sense of closure.
2	With prompting and support, the learner can write a piece in which they include an opening, details, and provide a sense of closure.	With prompting and support, the learner can write a piece in which they include an opening, details, and provide a sense of closure.	With prompting and support, the learner can write a piece in which they include an opening, details, and provide a sense of closure.
1	With teacher assistance, the learner can write a piece in which they include an opening, details, and provide a sense of closure.	With teacher assistance, the learner can write a piece in which they include an opening, details, and provide a sense of closure.	With teacher assistance, the learner can write a piece in which they include an opening, details, and provide a sense of closure.
Speaking and Listening			
Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.			

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3	The learner can participate in collaborative conversations while following agreed upon rules for discussions, building on other's talk, and asking questions to clarify.	The learner can participate in collaborative conversations while following agreed upon rules for discussions, building on other's talk, and asking questions to clarify.	The learner can participate in collaborative conversations while following agreed upon rules for discussions, building on other's talk, and asking questions to clarify.
2	With prompting and support, the learner can participate in collaborative conversations while following agreed upon rules for discussions, building on other's talk, and asking questions to clarify.	With prompting and support, the learner can participate in collaborative conversations while following agreed upon rules for discussions, building on other's talk, and asking questions to clarify.	With prompting and support, the learner can participate in collaborative conversations while following agreed upon rules for discussions, building on other's talk, and asking questions to clarify.
1	With teacher assistance, the learner can participate in collaborative conversations while following agreed upon rules for discussions, building on other's talk, and asking questions to clarify.	With teacher assistance, the learner can participate in collaborative conversations while following agreed upon rules for discussions, building on other's talk, and asking questions to clarify.	With teacher assistance, the learner can participate in collaborative conversations while following agreed upon rules for discussions, building on other's talk, and asking questions to clarify.
Language			
Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.			

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3	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.	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.	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.
2	With prompting and support, 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.	With prompting and support, 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.	With prompting and support, 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.
1	With teacher assistance, 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	With teacher assistance, 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	With teacher assistance, 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

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	conventional spelling and for frequently occurring irregular words) when writing.	spelling and for frequently occurring irregular words) when writing.	conventional spelling and for frequently occurring irregular words) when writing.
SCIENCE			
	Trimester 1	Trimester 2	Trimester 3
Crosscutting Concepts			
Use an understanding of waves and their applications in technologies for information transfer to make sense of phenomena and solve problems.			
3	The learner can recognize that patterns in the natural and human world can be observed, used to describe phenomena, and used as evidence.	The learner can recognize that patterns in the natural and human world can be observed, used to describe phenomena, and used as evidence.	The learner can recognize that patterns in the natural and human world can be observed, used to describe phenomena, and used as evidence.
2	With prompting and support, the learner can recognize that patterns in the natural and human world can be observed, used to describe phenomena, and used as evidence.	With prompting and support, the learner can recognize that patterns in the natural and human world can be observed, used to describe phenomena, and used as evidence.	With prompting and support, the learner can recognize that patterns in the natural and human world can be observed, used to describe phenomena, and used as evidence.

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1	With teacher assistance, the learner can recognize that patterns in the natural and human world can be observed, used to describe phenomena, and used as evidence.	With teacher assistance, the learner can recognize that patterns in the natural and human world can be observed, used to describe phenomena, and used as evidence.	With teacher assistance, the learner can recognize that patterns in the natural and human world can be observed, used to describe phenomena, and used as evidence.
Science and Engineering Practices			
Analyze and interpret data by collecting, recording, and sharing observations.			
3	The learner can record, share, and compare observations in order to answer scientific questions.	The learner can record, share, and compare observations in order to answer scientific questions.	The learner can record, share, and compare observations in order to answer scientific questions.
2	With prompting and support, the learner can record, share, and compare observations in order to answer scientific questions.	With prompting and support, the learner can record, share, and compare observations in order to answer scientific questions.	With prompting and support, the learner can record, share, and compare observations in order to answer scientific questions.
1	With teacher assistance, the learner can record, share, and compare observations in order to answer scientific questions.	With teacher assistance, the learner can record, share, and compare observations in order to answer scientific questions.	With teacher assistance, the learner can record, share, and compare observations in order to answer scientific questions.
Life Science			
Use an understanding of structures and processes to determine how plants and/or animals use their external parts to			

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help them survive, grow, and meet their needs.			
3		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.	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.
2		With prompting and support, 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.	With prompting and support, 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.
1		With teacher assistance, 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.	With teacher assistance, 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.
Physical Science			
Use an understanding of waves and their applications in technologies for information transfer to make sense of phenomena and solve problems.			

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3		The learner can explain the correlation between vibrating matter and sound, and the use of light and sound to communicate.	The learner can explain the correlation between vibrating matter and sound, and the use of light and sound to communicate.
2		With prompting and support, the learner can explain the correlation between vibrating matter and sound, and the use of light and sound to communicate.	With prompting and support, the learner can explain the correlation between vibrating matter and sound, and the use of light and sound to communicate.
1		With teacher assistance, the learner can explain the correlation between vibrating matter and sound, and the use of light and sound to communicate.	With teacher assistance, the learner can explain the correlation between vibrating matter and sound, and the use of light and sound to communicate.
Earth and Space Science			
Use an understanding of Earth's place in the universe to make sense of phenomena and solve problems.			
3	The learner can observe, describe, and predict patterns of movement of the sun, moon, and stars.	The learner can observe, describe, and predict patterns of movement of the sun, moon, and stars.	The learner can observe, describe, and predict patterns of movement of the sun, moon, and stars.
2	With prompting and support, the learner can observe, describe, and predict patterns of movement of the sun, moon, and stars.	With prompting and support, the learner can observe, describe, and predict patterns of movement of the sun, moon, and stars.	With prompting and support, the learner can observe, describe, and predict patterns of movement of the sun, moon, and stars.

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1	With teacher assistance, the learner can observe, describe, and predict patterns of movement of the sun, moon, and stars.	With teacher assistance, the learner can observe, describe, and predict patterns of movement of the sun, moon, and stars.	With teacher assistance, the learner can observe, describe, and predict patterns of movement of the sun, moon, and stars.
SOCIAL STUDIES			
	Trimester 1	Trimester 2	Trimester 3
Inquiry Practices and Processes			
Construct meaningful questions that initiate an inquiry.			
3	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?").	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?").	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?").
2	With prompting and support, the 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	With prompting and support, the 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	With prompting and support, the 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

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	(i.e., "What more do we need to know?").	(i.e., "What more do we need to know?").	(i.e., "What more do we need to know?").
1	With teacher assistance, the 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?").	With teacher assistance, the 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?").	With teacher assistance, the 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?").
Behavioral Science			
Examine individual cognition, perception, behavior, and identity.			
3	Learner understands we are individuals influenced by our relationships and environments and can identify situations and places that impact a person's emotions.	Learner understands we are individuals influenced by our relationships and environments and can identify situations and places that impact a person's emotions.	Learner understands we are individuals influenced by our relationships and environments and can identify situations and places that impact a person's emotions.
2	With prompting and support, the learner understands we are individuals influenced by our relationships and environments and can identify situations and places that impact a person's emotions.	With prompting and support, the learner understands we are individuals influenced by our relationships and environments and can identify situations and places that impact a person's emotions.	With prompting and support, the learner understands we are individuals influenced by our relationships and environments and can identify situations and places that impact a person's emotions.

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1	With teacher assistance, the learner understands we are individuals influenced by our relationships and environments and can identify situations and places that impact a person's emotions.	With teacher assistance, the learner understands we are individuals influenced by our relationships and environments and can identify situations and places that impact a person's emotions.	With teacher assistance, the learner understands we are individuals influenced by our relationships and environments and can identify situations and places that impact a person's emotions.
Economics			
Analyze how decisions are made and interactions occur among individuals, households, and firms/businesses.			
3	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.	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.	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.
2	With prompting and support, the learner can differentiate between buyers (consumers) and sellers (producers), define product market and categorize prices of products in a local market, and predict how	With prompting and support, the learner can differentiate between buyers (consumers) and sellers (producers), define product market and categorize prices of products in a local market, and predict how	With prompting and support, the learner can differentiate between buyers (consumers) and sellers (producers), define product market and categorize prices of products in a local market, and predict how

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	producers use the factors in production (i.e., land, labor, human and physical capital, and entrepreneurship) to make goods, deliver services, and earn profits.	producers use the factors in production (i.e., land, labor, human and physical capital, and entrepreneurship) to make goods, deliver services, and earn profits.	producers use the factors in production (i.e., land, labor, human and physical capital, and entrepreneurship) to make goods, deliver services, and earn profits.
1	With teacher assistance, the 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.	With teacher assistance, the 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.	With teacher assistance, the 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.
Geography			
Evaluate the relationship between identity and place.			
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).	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).	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).

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2	With prompting and support, the 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).	With prompting and support, the 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).	With prompting and support, the 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).
1	With teacher assistance, the 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).	With teacher assistance, the 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).	With teacher assistance, the 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.			
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.	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.	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.

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2	With prompting and support, the 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.	With prompting and support, the 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.	With prompting and support, the 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.
1	With teacher assistance, the 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.	With teacher assistance, the 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.	With teacher assistance, the 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.			
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	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	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

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	teacher); and investigate ways in which people and groups can influence decision makers in school, their community, states, or country (i.e., voting, running for office, participating in meetings).	teacher); and investigate ways in which people and groups can influence decision makers in school, their community, states, or country (i.e., voting, running for office, participating in meetings).	teacher); and investigate ways in which people and groups can influence decision makers in school, their community, states, or country (i.e., voting, running for office, participating in meetings).
2	With prompting and support, the 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 community, states, or country (i.e., voting, running for office, participating in meetings).	With prompting and support, the 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 community, states, or country (i.e., voting, running for office, participating in meetings).	With prompting and support, the 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 community, states, or country (i.e., voting, running for office, participating in meetings).

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1	With teacher assistance, the 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 community, states, or country (i.e., voting, running for office, participating in meetings).	With teacher assistance, the 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 community, states, or country (i.e., voting, running for office, participating in meetings).	With teacher assistance, the 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 community, states, or country (i.e., voting, running for office, participating in meetings).
SOCIAL/EMOTIONAL DEVELOPMENT			
	Trimester 1	Trimester 2	Trimester 3
Learns will be able to use verbal and nonverbal language to express emotions.			

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3	Learners will independently be able to use verbal and nonverbal language to demonstrate a variety of increasingly complex (embarrassed, bored, remorse, frustrated, jealousy, guilt, worry, pride) emotions.	Learners will independently be able to use verbal and nonverbal language to demonstrate a variety of increasingly complex (embarrassed, bored, remorse, frustrated, jealousy, guilt, worry, pride) emotions.	Learners will independently be able to use verbal and nonverbal language to demonstrate a variety of increasingly complex (embarrassed, bored, remorse, frustrated, jealousy, guilt, worry, pride) emotions.
2	With prompting and support learners will be able to use verbal and nonverbal language to demonstrate a variety of basic (mad, sad, happy) emotions.	With prompting and support learners will be able to use verbal and nonverbal language to demonstrate a variety of basic (mad, sad, happy) emotions.	With prompting and support learners will be able to use verbal and nonverbal language to demonstrate a variety of basic (mad, sad, happy) emotions.
1	With individualized teacher support learners will be able to use verbal and nonverbal language to demonstrate a variety of basic (mad, sad, happy) emotions.	With individualized teacher support learners will be able to use verbal and nonverbal language to demonstrate a variety of basic (mad, sad, happy) emotions.	With individualized teacher support learners will be able to use verbal and nonverbal language to demonstrate a variety of basic (mad, sad, happy) emotions.
Learners will be able to use strategies to manage emotions.			
3	Learners will independently be able to demonstrate a variety of strategies to manage strong emotions.	Learners will independently be able to demonstrate a variety of strategies to manage strong emotions.	Learners will independently be able to demonstrate a variety of strategies to manage strong emotions.

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2	With prompting and support learners will be able to demonstrate a variety of strategies to manage strong emotions.	With prompting and support learners will be able to demonstrate a variety of strategies to manage strong emotions.	With prompting and support learners will be able to demonstrate a variety of strategies to manage strong emotions.
1	With individualized teacher support learners will be able to demonstrate a variety of strategies to manage strong emotions.	With individualized teacher support learners will be able to demonstrate a variety of strategies to manage strong emotions.	With individualized teacher support learners will be able to demonstrate a variety of strategies to manage strong emotions.
Learners will show empathy toward others.			
3	Learners will independently be able to identify how others are feeling based on their verbal and nonverbal cues, and respond with compassion.	Learners will independently be able to identify how others are feeling based on their verbal and nonverbal cues, and respond with compassion.	Learners will independently be able to identify how others are feeling based on their verbal and nonverbal cues, and respond with compassion.
2	With prompting and support learners will be able to identify how others are feeling based on their verbal and nonverbal cues, and respond with compassion.	With prompting and support learners will be able to identify how others are feeling based on their verbal and nonverbal cues, and respond with compassion.	With prompting and support learners will be able to identify how others are feeling based on their verbal and nonverbal cues, and respond with compassion.
1	With individualized teacher support learners will be able to identify how others are feeling based on their verbal and nonverbal cues, and respond with compassion.	With individualized teacher support learners will be able to identify how others are feeling based on their verbal and nonverbal cues, and respond with compassion.	With individualized teacher support learners will be able to identify how others are feeling based on their verbal and nonverbal cues, and respond with compassion.
Learners will be able to identify and describe their strengths.			

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3	Learners will independently be able to identify and describe skills and activities they do well and those for which they need help.	Learners will independently be able to identify and describe skills and activities they do well and those for which they need help.	Learners will independently be able to identify and describe skills and activities they do well and those for which they need help.
2	With prompting and support learners will be able to identify and describe skills and activities they do well and those for which they need help.	With prompting and support learners will be able to identify and describe skills and activities they do well and those for which they need help.	With prompting and support learners will be able to identify and describe skills and activities they do well and those for which they need help.
1	With individualized teacher support learners will be able to identify and describe skills and activities they do well and those for which they need help.	With individualized teacher support learners will be able to identify and describe skills and activities they do well and those for which they need help.	With individualized teacher support learners will be able to identify and describe skills and activities they do well and those for which they need help.
Learners will be able to identify and describe challenges and self-advocate.			
3	Learners will independently be able to identify and describe their independent thoughts and self-advocate.	Learners will independently be able to identify and describe their independent thoughts and self-advocate.	Learners will independently be able to identify and describe their independent thoughts and self-advocate.
2	With prompting and support learners will be able to identify and describe their independent thoughts and self-advocate.	With prompting and support learners will be able to identify and describe their independent thoughts and self-advocate.	With prompting and support learners will be able to identify and describe their independent thoughts and self-advocate.
1	With individualized teacher support learners will be able to identify and	With individualized teacher support learners will be able to identify and	With individualized teacher support learners will be able to identify and

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	describe their independent thoughts and self-advocate.	describe their independent thoughts and self-advocate.	describe their independent thoughts and self-advocate.
Learners will be able to set goals for success.			
3	Learners will independently be able to identify simple goals for personal and academic success.	Learners will independently be able to identify simple goals for personal and academic success.	Learners will independently be able to identify simple goals for personal and academic success.
2	With prompting and support learners will be able to identify simple goals for personal and academic success.	With prompting and support learners will be able to identify simple goals for personal and academic success.	With prompting and support learners will be able to identify simple goals for personal and academic success.
1	With individualized teacher support learners will be able to identify simple goals for personal and academic success.	With individualized teacher support learners will be able to identify simple goals for personal and academic success.	With individualized teacher support learners will be able to identify simple goals for personal and academic success.
Learners will be able to demonstrate listening skills, start and stop conversations, and take turns in conversations.			
3	Learners will independently be able to demonstrate listening skills, start and stop conversations, and take turns in conversations.	Learners will independently be able to demonstrate listening skills, start and stop conversations, and take turns in conversations.	Learners will independently be able to demonstrate listening skills, start and stop conversations, and take turns in conversations.
2	With prompting and support learners will be able to demonstrate listening skills, start	With prompting and support learners will be able to demonstrate listening skills, start and stop	With prompting and support learners will be able to demonstrate listening skills, start

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	and stop conversations, and take turns in conversations.	conversations, and take turns in conversations.	and stop conversations, and take turns in conversations.
1	With individualized teacher support learners will be able to demonstrate listening skills, start and stop conversations, and take turns in conversations.	With individualized teacher support learners will be able to demonstrate listening skills, start and stop conversations, and take turns in conversations.	With individualized teacher support learners will be able to demonstrate listening skills, start and stop conversations, and take turns in conversations.
Learners will be able to understand and reflect on the perspective of others.			
3	Learners will independently be able to understand and reflect on the perspective of others.	Learners will independently be able to understand and reflect on the perspective of others.	Learners will independently be able to understand and reflect on the perspective of others.
2	With prompting and support learners will be able to understand and reflect on the perspective of others.	With prompting and support learners will be able to understand and reflect on the perspective of others.	With prompting and support learners will be able to understand and reflect on the perspective of others.
1	With individualized teacher support learners will be able to understand and reflect on the perspective of others.	With individualized teacher support learners will be able to understand and reflect on the perspective of others.	With individualized teacher support learners will be able to understand and reflect on the perspective of others.
Learners will be able to identify expected and unexpected choices in responding to situations.			
3	Learners will independently be able to identify expected and	Learners will independently be able to identify expected and unexpected choices in responding to situations.	Learners will independently be able to identify expected and

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	unexpected choices in responding to situations.		unexpected choices in responding to situations.
2	With prompting and support learners will be able to identify expected and unexpected choices in responding to situations.	With prompting and support learners will be able to identify expected and unexpected choices in responding to situations.	With prompting and support learners will be able to identify expected and unexpected choices in responding to situations.
1	With individualized teacher support learners will be able to identify expected and unexpected choices in responding to situations.	With individualized teacher support learners will be able to identify expected and unexpected choices in responding to situations.	With individualized teacher support learners will be able to identify expected and unexpected choices in responding to situations.
Learners will demonstrate personal safety for themselves and others.			
3	Learners will independently demonstrate personal safety for themselves and others.	Learners will independently demonstrate personal safety for themselves and others.	Learners will independently demonstrate personal safety for themselves and others.
2	With prompting and support learners will demonstrate personal safety for themselves and others.	With prompting and support learners will demonstrate personal safety for themselves and others.	With prompting and support learners will demonstrate personal safety for themselves and others.
1	With individualized teacher support learners will demonstrate personal safety for themselves and others.	With individualized teacher support learners will demonstrate personal safety for themselves and others.	With individualized teacher support learners will demonstrate personal safety for themselves and others.
Art			
	Trimester 1	Trimester 2	Trimester 3

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CREATE: Utilize a variety of materials to express an idea and expand knowledge of tools and techniques, with attention to craftsmanship.			
3	Utilize a variety of materials (both two dimensional and three dimensional) to create a work of art that demonstrates developmentally appropriate craftsmanship.	Utilize a variety of materials (both two dimensional and three dimensional) to create a work of art that demonstrates developmentally appropriate craftsmanship.	Utilize a variety of materials (both two dimensional and three dimensional) to create a work of art that demonstrates developmentally appropriate craftsmanship.
2	With prompting and support, utilize a variety of materials (both two dimensional and three dimensional) to create a work of art that demonstrates developmentally appropriate craftsmanship.	With prompting and support, utilize a variety of materials (both two dimensional and three dimensional) to create a work of art that demonstrates developmentally appropriate craftsmanship.	With prompting and support, utilize a variety of materials (both two dimensional and three dimensional) to create a work of art that demonstrates developmentally appropriate craftsmanship.
1	With teacher assistance, utilize a variety of materials (both two dimensional and three dimensional) to create a work of art that demonstrates developmentally appropriate craftsmanship.	With teacher assistance, utilize a variety of materials (both two dimensional and three dimensional) to create a work of art that demonstrates developmentally appropriate craftsmanship.	With teacher assistance, utilize a variety of materials (both two dimensional and three dimensional) to create a work of art that demonstrates developmentally appropriate craftsmanship.
RESPOND: Verbally and/or visually describe design elements, details, subject matter, and the context of an artwork.			

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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.	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.	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.
2	With prompting and support, 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.	With prompting and support, 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.	With prompting and support, 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.
1	With teacher assistance, 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.	With teacher assistance, 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.	With teacher assistance, 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			
	Trimester 1	Trimester 2	Trimester 3
Standard 1: Perform: Student demonstrates understanding and applies music concepts through singing, instrument playing, reading, and movement.			

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3	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.	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.	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.
2	Student demonstrates growth toward independence and consistency in developmentally appropriate musicianship skills such as singing tunefully, playing instruments accurately, reading from notation systems, and moving to music.	Student demonstrates growth toward independence and consistency in developmentally appropriate musicianship skills such as singing tunefully, playing instruments accurately, reading from notation systems, and moving to music.	Student demonstrates growth toward independence and consistency in developmentally appropriate musicianship skills such as singing tunefully, playing instruments accurately, reading from notation systems, and moving to music.
1	With guidance, student participates in listening and/or musicianship activities such as singing, playing instruments, gathering information from notation, and moving to music.	With guidance, student participates in listening and/or musicianship activities such as singing, playing instruments, gathering information from notation, and moving to music.	With guidance, student participates in listening and/or musicianship activities such as singing, playing instruments, gathering information from notation, and moving to music.
Standard 2: Create: Student generates and refines musical ideas such as rhythmic/melodic phrases or expressive movement.			

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3	Student independently, consistently, and accurately applies targeted music concepts through improvisation, composition, or creative movement.	Student independently, consistently, and accurately applies targeted music concepts through improvisation, composition, or creative movement.	Student independently, consistently, and accurately applies targeted music concepts through improvisation, composition, or creative movement.
2	With prompting and support, student applies targeted music concepts through improvisation, composition, or creative movement.	With prompting and support, student applies targeted music concepts through improvisation, composition, or creative movement.	With prompting and support, student applies targeted music concepts through improvisation, composition, or creative movement.
1	With guidance, student engages in or experiences creative musical ideas through improvisation, composition, or creative movement.	With guidance, student engages in or experiences creative musical ideas through improvisation, composition, or creative movement.	With guidance, student engages in or experiences creative musical ideas through improvisation, composition, or creative movement.
Standard 3: Ensemble Skills: Student actively and appropriately contributes to collaborative music making and learning.			
3	Student independently and consistently performs to their highest ability, responds to feedback regarding personal performance, holds themselves accountable to enhance group success, and shows care for materials.	Student independently and consistently performs to their highest ability, responds to feedback regarding personal performance, holds themselves accountable to enhance group success, and shows care for materials.	Student independently and consistently performs to their highest ability, responds to feedback regarding personal performance, holds themselves accountable to enhance group success, and shows care for materials.

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2	With prompting and support, student performs as part of an ensemble, responds to feedback regarding personal performance, contributes to group success, and shows care for materials.	With prompting and support, student performs as part of an ensemble, responds to feedback regarding personal performance, contributes to group success, and shows care for materials.	With prompting and support, student performs as part of an ensemble, responds to feedback regarding personal performance, contributes to group success, and shows care for materials.
1	With guidance, student performs as part of an ensemble.	With guidance, student performs as part of an ensemble.	With guidance, student performs as part of an ensemble.
Physical Education			
	Trimester 1	Trimester 2	Trimester 3
Standard 1: The student can demonstrate competency in a variety of movements during physical activity.			
3	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).	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).	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).

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2	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 occasional verbal cues and reminders.	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 occasional verbal cues and reminders.	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 occasional verbal cues and reminders.
1	Learner needs frequent cue reminders and sometimes physical assist 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).	Learner needs frequent cue reminders and sometimes physical assist 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).	Learner needs frequent cue reminders and sometimes physical assist 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).
Standard 2: The student can apply different movement concepts, strategies, and tactics related to the game to increase performance.			
3	Learner can independently move at a variety of speeds, apply different levels of force, and move safely in personal and general space so	Learner can independently move at a variety of speeds, apply different levels of force, and move safely in personal and general space so they	Learner can independently move at a variety of speeds, apply different levels of force, and move safely in personal and general space so

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	they can be successful in different physical activities.	can be successful in different physical activities.	they can be successful in different physical activities.
2	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 occasional verbal cues and reminders.	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 occasional verbal cues and reminders.	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 occasional verbal cues and reminders.
1	Learner needs frequent cue reminders and sometimes physical assist 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.	Learner needs frequent cue reminders and sometimes physical assist 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.	Learner needs frequent cue reminders and sometimes physical assist 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.
Standard 4: The student can display responsible personal and social behaviors that respects self and others and why it's important.			
3	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.	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.	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.

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2	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 occasional verbal cues and reminders.	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 occasional verbal cues and reminders.	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 occasional verbal cues and reminders.
1	Learner needs frequent reminders and verbal cues 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.	Learner needs frequent reminders and verbal cues 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.	Learner needs frequent reminders and verbal cues 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.