

First Grade Standards-Based Report Card Rubric

A.P. Morris Early Childhood Center
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Reading Standards: Foundational Skills

Reads on grade level

Trimester	NS	AS	MS	ES
1 st	Student has achieved reading success at DRA level 4 or below	Student has achieved reading success at DRA level 6	Student has achieved reading success at DRA levels 8 or 10	Student has achieved reading success at DRA level 12 or above
2 nd	Student has achieved reading success at DRA level 6 or below	Student has achieved reading success at DRA level 8 or 10	Student has achieved reading success at DRA levels 12 or 14	Student has achieved reading success at DRA level 16 or above
3 rd	Student has achieved reading success at DRA level 10 or below	Student has achieved reading success at DRA level 12 or 14	Student has achieved reading success at DRA level 16	Student has achieved reading success at DRA level 18 or above

Uses a variety of print strategies to decode words (phonics, context, pictures, etc.)

Trimester	NS	AS	MS	ES
1 st – 3 rd	<p>Student is unable or rarely able to:</p> <ul style="list-style-type: none"> • Use picture clues • Read high frequency words in context • Decode grade-level words in context • Self-monitor reading • Self-correct using meaning, visual, and syntactical cues 	<p>Student is sometimes able to:</p> <ul style="list-style-type: none"> • Use picture clues • Read high frequency words in context • Decode grade-level words in context • Self-monitor reading • Self-correct using meaning, visual, and syntactical cues 	<p>Student is consistently able to:</p> <ul style="list-style-type: none"> • Use picture clues • Read high frequency words in context • Decode grade-level words in context • Self-monitor reading • Self-correct using meaning, visual, and syntactical cues 	<p>While reading an above grade-level text the student is consistently and independently able to:</p> <ul style="list-style-type: none"> • Read high frequency words in context • Decode above grade-level words in context • Self-monitor reading • Self-correct using meaning, visual, and syntactical cues

Recognizes sight words

Trimester	NS	AS	MS	ES
1 st	Student recognizes 0 - 18 sight words from the first grade sight word list	Student recognizes 19 - 37 sight words from the first grade sight word list	Student recognizes 38 - 133 sight words from the first grade sight word list	Student consistently recognizes all 133 sight words and above grade level sight words with automaticity and within context
2 nd	Student recognizes 0 - 37 sight words from the first grade sight word list	Students recognizes 38 - 89 sight words from the first grade sight word list	Studdent recognizes 90 - 133 sight words from the first grade sight word list	Student consistently recognizes all 133 sight words and above grade level sight words with automaticity and within context
3 rd	Student recognizes 0 - 89 sight words from the first grade sight word list	Student recognizes 90 - 124 sight words from the first grade sight word list	Student recognizes 125 - 133 sight words from the first grade sight word list	Student consistently recognizes all 133 sight words and above grade level sight words with automaticity and within context

Reads with fluency (e.g., accuracy, rate, expression, phrasing)

Trimester	NS	AS	MS	ES
1 st – 3 rd	Student is unable or rarely able to read using appropriate rate, expression, attention to punctuation, and phrasing	Student is sometimes able to read using appropriate rate, expression, attention to punctuation, and phrasing	Student is consistently able to read using appropriate rate, expression, attention to punctuation, and phrasing	Student is consistently and independently able to read using appropriate rate, expression, attention to punctuation, and phrasing while reading an above grade-level text

Reading Standards: Literature and Informational Text

Reads with comprehension (e.g., retells stories, identifies main idea, uses illustrations, identifies story elements)

Trimester	NS	AS	MS	ES
1 st – 3 rd	<p>Student is unable or rarely able to:</p> <ul style="list-style-type: none"> • Retell a story • Identify main idea • Identify story elements • Make connections • Make inferences • Make predictions 	<p>Student is sometimes able to:</p> <ul style="list-style-type: none"> • Retell a story • Identify main idea • Identify story elements • Make connections • Make inferences • Make predictions 	<p>Student is consistently able to:</p> <ul style="list-style-type: none"> • Retell a story • Identify main idea • Identify story elements • Make connections • Make inferences • Make predictions 	<p>While reading an above grade-level text the student is consistently and independently able to:</p> <ul style="list-style-type: none"> • Retell a story • Identify main idea • Identify story elements • Make connections • Make inferences • Make predictions

Demonstrates stamina during independent reading

Trimester	NS	AS	MS	ES
1 st	Student is unable or rarely able to sustain independent silent reading for 10 minutes	Students is sometimes able to sustain independent silent reading for 10 minutes	Student is consistently able to sustain independent silent reading for 10 minutes	Student is consistently able to sustain independent silent reading for 15 or more minutes
2 nd	Student is unable or rarely able to sustain independent silent reading for 20 minutes	Students is sometimes able to sustain independent silent reading for 20 minutes	Student is consistently able to sustain independent silent reading for 20 minutes	Student is consistently able to sustain independent silent reading for 25 or more minutes
3 rd	Student is unable or rarely able to sustain independent silent reading for 30 minutes	Students is sometimes able to sustain independent silent reading for 30 minutes	Student is consistently able to sustain independent silent reading for 30 minutes	Student is consistently able to sustain independent silent reading for 35 or more minutes

Speaking and Listening

Listens to others and takes turns speaking

Trimester	NS	AS	MS	ES
1 st – 3 rd	Student rarely listens to others and takes turns speaking	Student occasionally listens to others and takes turns speaking	Student consistently listens to others and takes turns speaking	Student acts as a role model for listening to others and taking turns speaking

Speaks clearly with correct volume

Trimester	NS	AS	MS	ES
1 st – 3 rd	Student rarely speaks clearly with correct volume	Student occasionally speaks clearly with correct volume	Student consistently speaks clearly with correct volume	Student acts as a role model for speaking clearly with correct volume

Makes relevant contributions to class discussions

Trimester	NS	AS	MS	ES
1 st – 3 rd	Student rarely makes relevant contributions to class discussions	Student occasionally makes relevant contributions to class discussions	Student consistently makes relevant contributions to class discussions	Student acts as a role model for making relevant contributions to class discussions

Asks questions to gain information

Trimester	NS	AS	MS	ES
1 st – 3 rd	Student rarely asks questions to gain information	Student occasionally asks questions to gain information	Student consistently asks questions to gain information	Student acts as a role model for asking questions to gain information

Writing & Language

Generates, expresses, and supports ideas clearly for a purpose (Narrative, Opinion, Informative/Explanatory)

Trimester	NS	AS	MS	ES
1 st	<ul style="list-style-type: none"> • Student rarely generates, expresses, and supports ideas for a purpose • Scoring a 2.0 below on the district first grade writing rubric or any writing samples throughout the trimester 	<ul style="list-style-type: none"> • Student sometimes generates, expresses, and supports ideas for a purpose • Scoring a 2.1 - 2.5 on the district first grade writing rubric or any writing samples throughout the trimester 	<ul style="list-style-type: none"> • Student often generates, expresses, and supports ideas for a purpose • Scoring a 2.6 - 3.0 on the district first grade writing rubric or any writing samples throughout the trimester 	<ul style="list-style-type: none"> • Student consistently generates, expresses, and supports ideas for a purpose • Scoring a 3.1 or above on the district first grade writing rubric or any writing samples throughout the trimester
2 nd	<ul style="list-style-type: none"> • Student rarely generates, expresses, and supports ideas for a purpose • Scoring a 2.5 or below on the district first grade writing rubric or any writing samples throughout the trimester 	<ul style="list-style-type: none"> • Student sometimes generates, expresses, and supports ideas for a purpose • Scoring a 2.6 - 3.0 on the district first grade writing rubric or any writing samples throughout the trimester 	<ul style="list-style-type: none"> • Student often generates, expresses, and supports ideas for a purpose • Scoring a 3.1 - 3.5 on the district first grade writing rubric or any writing samples throughout the trimester 	<ul style="list-style-type: none"> • Student consistently generates, expresses, and supports ideas for a purpose • Scoring a 3.6 or above on the district first grade writing rubric or any writing samples throughout the trimester
3 rd	<ul style="list-style-type: none"> • Student rarely generates, expresses, and supports ideas for a purpose • Scoring a 3.0 or below on the district first grade writing rubric or any writing samples throughout the trimester 	<ul style="list-style-type: none"> • Student sometimes generates, expresses, and supports ideas for a purpose • Scoring a 3.1 - 3.5 on the district first grade writing rubric or any writing samples throughout the trimester 	<ul style="list-style-type: none"> • Student often generates, expresses, and supports ideas for a purpose • Scoring a 3.6- 4.0 on the district first grade writing rubric or any writing samples throughout the trimester 	<ul style="list-style-type: none"> • Student consistently generates, expresses, and supports ideas for a purpose • Scoring a 4.1 or above on the district first grade writing rubric or any writing samples throughout the trimester

Prints upper and lowercase letters correctly

Trimester	NS	AS	MS	ES
1 st – 3 rd	The student is unable or rarely able to form most letters incorrectly	The student sometimes forms some letters correctly	The student consistently forms all letters correctly	The student consistently and independently forms all letters correctly throughout the academic day

Spaces letters and words correctly

Trimester	NS	AS	MS	ES
1 st – 3 rd	The student does not space most letters and words correctly	The student spaces some letters and words correctly	The student consistently spaces letters and words correctly	The student consistently and independently spaces letters and words correctly throughout the academic day

Writes complete sentences

Trimester	NS	AS	MS	ES
1 st – 3 rd	The student is unable or rarely able to write complete sentences	The student sometimes writes complete sentences	The student consistently writes complete sentences	The student consistently and independently writes complete sentences

Applies grammar rules

Trimester	NS	AS	MS	ES
1 st – 3 rd	The student is unable or rarely able to apply grammar rules	The student sometimes applies grammar rules	The student consistently applies grammar rules	The student consistently and independently applies grammar rules

Uses correct capitalization

Trimester	NS	AS	MS	ES
1 st – 3 rd	The student rarely capitalizes names, places, dates, and the beginning of sentences	The student sometimes capitalizes names, places, dates, and the beginning of sentences	The student consistently capitalizes names, places, dates, and the beginning of sentences	The student consistently and independently capitalizes names, places, dates, and the beginning of sentences

Uses correct punctuation

Trimester	NS	AS	MS	ES
1 st – 3 rd	The student rarely applies correct punctuation	The student sometimes applies correct punctuation	The student consistently applies correct punctuation	The student consistently and independently applies correct punctuation including commas and quotation marks

Applies spelling patterns

Trimester	NS	AS	MS	ES
1 st	<p>Student is in the instructional stage of one of the following spelling patterns:</p> <ul style="list-style-type: none"> • Beginning consonants • Final consonants 	<p>Student is in the instructional stage of one of the following spelling patterns:</p> <ul style="list-style-type: none"> • Short vowels 	<p>Student is in the instructional stage of one of the following spelling patterns:</p> <ul style="list-style-type: none"> • Digraphs • Long vowels 	<p>Student is in the instructional stage of one of the following spelling patterns:</p> <ul style="list-style-type: none"> • Beginning blends • Final blends • Consonant clusters • Other vowel patterns
2 nd	<p>Student is in the instructional stage of one of the following spelling patterns:</p> <ul style="list-style-type: none"> • Beginning consonants • Final consonants 	<p>Student is in the instructional stage of one of the following spelling patterns:</p> <ul style="list-style-type: none"> • Short vowels • Digraphs 	<p>Student is in the instructional stage of one of the following spelling patterns:</p> <ul style="list-style-type: none"> • Beginning blends • Final blends • Long vowels • Consonant clusters 	<p>Student is in the instructional stage of one of the following spelling patterns:</p> <ul style="list-style-type: none"> • Vowel combinations • Syllable division • Y as a vowel • Vowel teams • Other vowel patterns
3 rd	<p>Student is in the instructional stage of one of the following spelling patterns:</p> <ul style="list-style-type: none"> • Beginning consonants • Final consonants • Short vowels • Digraphs 	<p>Student is in the instructional stage of one of the following spelling patterns:</p> <ul style="list-style-type: none"> • Beginning blends • Final blends • Long vowels • Consonant clusters 	<p>Student is in the instructional stage of one of the following spelling patterns:</p> <ul style="list-style-type: none"> • Vowel combinations • Syllable division • Y as a vowel • Vowel teams • Long vowels 	<p>Student is in the instructional stage of one of the following spelling patterns:</p> <ul style="list-style-type: none"> • Other vowel patterns and/or consistently applies the spelling patterns listed for MS, AS, and NS for trimester 3

Applies knowledge of sight words

Trimester	NS	AS	MS	ES
1 st – 3 rd	Student is unable or rarely able to correctly spell grade-level high frequency words and/or rarely applies them to their writing	Student is sometimes able to correctly spell grade-level high frequency words and sometimes applies them to their writing	Student is consistently able to correctly spell grade-level high frequency words and usually applies them to their writing	Student is able to correctly spell grade-level high frequency words and consistently independently applies them to their writing

Understands the relationships and meanings of words in context

Trimester	NS	AS	MS	ES
1 st – 3 rd	Student rarely understands the relationships and meanings of words in context	Student sometimes understands the relationships and meanings of words in context	Student consistently understands the relationships and meanings of words in context	Student consistently and independently understands the relationships and meanings of words in context

Demonstrates stamina during independent writing

Trimester	NS	AS	MS	ES
1 st	Student is unable or rarely able to sustain independent writing for 10 minutes	Student is sometimes able to sustain independent writing for 10 minutes	Student is consistently able to sustain independent writing for 10 minutes	Student is consistently able to sustain independent writing for 15 or more minutes
2 nd	Student is unable or rarely able to sustain independent writing for 20 minutes	Students is sometimes able to sustain independent writing for 20 minutes	Student is consistently able to sustain independent writing for 20 minutes	Student is consistently able to sustain independent writing for 25 or more minutes
3 rd	Student is unable or rarely able to sustain independent writing for 30 minutes	Student is sometimes able to sustain independent writing for 30 minutes	Student is consistently able to sustain independent writing for 30 minutes	Student is consistently able to sustain independent writing for 35 or more minutes

Mathematics

Operations and Algebraic Thinking

Uses addition within 20 to solve word problems

Trimester	NS	AS	MS	ES
1 st – 3 rd	<p>Student is unable or rarely able to use more than one of the following strategies to solve word problems:</p> <ul style="list-style-type: none"> Counting on Use a number line Draw pictures Using doubles Making 10 Related facts 	<p>Student is able to use two of the following strategies to solve word problems:</p> <ul style="list-style-type: none"> Counting on Use a number line Draw pictures Using doubles Making 10 Related facts 	<p>Student is able to use three or more of the following strategies to solve word problems:</p> <ul style="list-style-type: none"> Counting on Use a number line Draw pictures Using doubles Making 10 Related facts 	<p>Student is able to use all of the following strategies to solve word problems independently:</p> <ul style="list-style-type: none"> Counting on Use a number line Draw pictures Using doubles Making 10 Related facts

Uses subtraction within 20 to solve word problems

Trimester	NS	AS	MS	ES
1 st – 3 rd	<p>Student is unable or rarely able to use more than one of the following strategies to solve word problems:</p> <ul style="list-style-type: none"> Counting on Counting back Use a number line Draw pictures Using doubles Related facts 	<p>Student is able to use two of the following strategies to solve word problems:</p> <ul style="list-style-type: none"> Counting on Counting back Use a number line Draw pictures Using doubles Related facts 	<p>Student is able to use three or more of the following strategies to solve word problems:</p> <ul style="list-style-type: none"> Counting on Counting back Use a number line Draw pictures Using doubles Related facts 	<p>Student is able to use all of the following strategies to solve word problems independently:</p> <ul style="list-style-type: none"> Counting on Counting back Use a number line Draw pictures Using doubles Related facts

Fluently adds within 10

Trimester	NS	AS	MS	ES
1 st – 3 rd	Student is unable or rarely able to add facts to 10	Student can add some facts to 10	Student can add most facts to 10	Student can add all facts to 10

Fluently subtracts within 10

Trimester	NS	AS	MS	ES
1 st – 3 rd	Student is unable or rarely able to subtract facts with a minuend of 10 or less	Student can subtract some facts with a minuend of 10 or less	Student can subtract most facts with a minuend of 10 or less	Student can subtract all possible facts with a minuend of 10 or less

Adds and subtracts within 20

Trimester	NS	AS	MS	ES
1 st – 3 rd	<ul style="list-style-type: none"> • Student is unable or rarely able to complete addition problems with sums of 20 or less • Student is unable or rarely able to complete subtraction problems with minuends of 20 less 	<ul style="list-style-type: none"> • Student is able to complete some addition problems with sums of 20 or less • Student is able to complete some subtraction problems with minuends of 20 or less 	<ul style="list-style-type: none"> • Student is able to complete most addition problems with sums of 20 or less • Student is able to complete most subtraction problems with minuends of 20 or less 	<ul style="list-style-type: none"> • Student is able to complete all addition problems with sums of 20 or less • Student is able to complete all subtraction problems with minuends of 20 or less • Student consistently uses mental math strategies to compare numbers, sequence numbers, and add within 100

Applies properties of operations as strategies to add and subtract

Trimester	NS	AS	MS	ES
1 st – 3 rd	With significant teacher support, the student can use their understandings of the commutative and associative property to solve problems using manipulatives. Students may not be able to be successful, even with teacher support	The student can use their understandings of the commutative and associative property to solve problems using manipulatives. May only be able to demonstrate one of the properties	The student can use their understandings of the commutative and associative property and can fluently apply properties of operations as strategies to solve problems	The student can use their understandings of the commutative and associative property fluently to solve problems mentally and explain why those properties are true

Solves addition problems using three addends

Trimester	NS	AS	MS	ES
1 st – 3 rd	Student is rarely able to solve addition problems using three addends, even with teacher assistance	Student is sometimes able to solve addition problems using three addends, with or without assistance, using taught strategies: <ul style="list-style-type: none"> • making 10 • using doubles • grouping 2 addends 	Student is able to solve addition problems using three addends using taught strategies: <ul style="list-style-type: none"> • making 10 • using doubles • grouping 2 addends 	Student is able to mentally solve addition problems using three addends

Determines if equations are true or false

Trimester	NS	AS	MS	ES
1 st – 3 rd	Student is rarely able to determine if equations are true or false	Student is sometimes able to determine if equations are true or false	Student is able to determine if equations are true or false	Student is able to use mental math to determine if equations are true or false

Numbers and Operations in Base Ten

Counts, sequences, reads, and writes numbers correctly to 120

Trimester	NS	AS	MS	ES
1 st – 3 rd	Student is able to count, read, sequence, and write numbers correctly beginning at 0 and going up to 60	Student is able to count, read, sequence, and write numbers correctly beginning at 0 and going up to 119	Student is able to count, read, sequence, and write numbers correctly beginning at 0 and going up to 120	Student is able to count, read, sequence, and write numbers correctly beginning at 0 and going above 120 consistently

Uses place value to compare numbers**Uses place value strategies to add and subtract numbers less than 100**

Trimester	NS	AS	MS	ES
1 st – 3 rd	Student is unable or rarely able to use place value to compare numbers, sequence numbers, and add & subtract within 100 with or without the use of concrete models or drawings	Student sometimes uses place value to compare numbers, sequence numbers, and add & subtract within 100 with or without the use of concrete models or drawings	Student consistently uses place value to compare numbers, sequence numbers, and add & subtract within 100 with or without the use of concrete models or drawings	Student consistently uses mental math strategies to compare numbers, sequence numbers, and add & subtract within 100

Measurement and Data

Measures length using non-standard units of measurement

Trimester	NS	AS	MS	ES
1 st – 3 rd	Student is unable or rarely able to measure length using non-standard units of measurement	Student is sometimes able to measure length using non-standard units of measurement	Student is able to measure length using non-standard units of measurement	Student is consistently and independently able to measure length using non-standard units of measurement

Tells and writes time to the hour and half-hour

Trimester	NS	AS	MS	ES
1 st – 3 rd	Student is unable or rarely able to tell time to the hour and/or half hour	Student is sometimes able to tell time to the hour and/or half hour	Student is consistently able to tell time to both the hour and half hour	Student is consistently able to tell time to both the hour and half hour. Student is additionally able to tell time to the quarter hour

Organizes, represents, and interprets data

Trimester	NS	AS	MS	ES
1 st – 3 rd	Student is unable or rarely able to organize, represent, and interpret data	Student is sometimes able to organize, represent, and interpret data	Student is often able to organize, represent, and interpret data	Student is consistently able to organize, represent, and interpret data

Geometry

Utilizes two-dimensional or three-dimensional shapes to create shapes

Trimester	NS	AS	MS	ES
1 st – 3 rd	Student is unable or rarely able to apply knowledge of shapes and their attributes to compare and create two- and three-dimensional shapes	Student is sometimes able to apply knowledge of shapes and their attributes to compare and create two- and three-dimensional shapes	Student is often able to apply knowledge of shapes and their attributes to compare and create two- and three-dimensional shapes	Student is able to consistently and independently apply knowledge of shapes and their attributes to compare and create two- and three-dimensional shapes

Distinguishes defining attributes of shapes and can build and draw shapes that possess defining attributes

Trimester	NS	AS	MS	ES
1 st – 3 rd	Student is unable or rarely able to distinguish attributes of shapes, and is unable or rarely able to build or draw shapes with defined attributes	Student is sometimes able to distinguish attributes of shapes, and is sometimes able to build or draw shapes with defined attributes	Student is often able to distinguish attributes of shapes, and is often able to build or draw shapes with defined attributes	Student is consistently and independently able to distinguish attributes of shapes, and is consistently and independently able to build or draw shapes with defined attributes

Understands and applies knowledge of fractions

Trimester	NS	AS	MS	ES
1 st – 3 rd	Student is unable or rarely able to apply knowledge of fractions	Student is sometimes able to apply knowledge of fractions	Student is often able to apply knowledge of fractions	Student is able to consistently and independently apply knowledge of fractions

Science**Demonstrates an understanding of vocabulary and concepts**

Trimester	NS	AS	MS	ES
1 st – 3 rd	Student rarely demonstrates an understanding of vocabulary and concepts taught	Student sometimes demonstrates an understanding of vocabulary and concepts taught	Student often demonstrates an understanding of vocabulary and concepts taught	Student consistently demonstrates an understanding of vocabulary and concepts taught

Participates to solve scientific investigations

Trimester	NS	AS	MS	ES
1 st – 3 rd	Student rarely applies knowledge to classroom discussions and investigations	Student sometimes applies knowledge to classroom discussions and investigations	Student consistently applies knowledge to classroom discussions and investigations	Student acts as a role model for applying knowledge to classroom discussions and investigations

Social Studies

Demonstrates an understanding of vocabulary and concepts

Trimester	NS	AS	MS	ES
1 st – 3 rd	Student rarely demonstrates an understanding of vocabulary and concepts taught	Student sometimes demonstrates an understanding of vocabulary and concepts taught	Student often demonstrates an understanding of vocabulary and concepts taught	Student consistently demonstrates an understanding of vocabulary and concepts taught

Participates in discussions and classroom activities

Trimester	NS	AS	MS	ES
1 st – 3 rd	Student rarely applies knowledge to classroom discussions and activities	Student sometimes applies knowledge to classroom discussions and activities	Student consistently applies knowledge to classroom discussions and activities	Student acts as a role model for applying knowledge to classroom discussions and activities

Health

Demonstrates an understanding of vocabulary and concepts

Trimester	NS	AS	MS	ES
1 st – 3 rd	Student rarely demonstrates an understanding of vocabulary and concepts taught	Student sometimes demonstrates an understanding of vocabulary and concepts taught	Student demonstrates an understanding of vocabulary and concepts taught	Student consistently demonstrates an understanding of vocabulary and concepts taught

Participates in discussions and classroom activities

Trimester	NS	AS	MS	ES
1 st – 3 rd	Student rarely applies	Student sometimes applies	Student consistently	Student acts as a role