

Woodland Park School District

Building the Road to Success

First Grade Report Card Rubric

4- Exceeding Expectations – Student consistently and independently demonstrates and applies knowledge that exceeds grade level expectations.

3- Meeting Expectations – GRADE LEVEL EXPECTATIONS – Student independently meets grade level expectations (refer to rubric below for clarification)

2 – Approaching Expectations – Student demonstrates partial knowledge of grade level expectations

1 – Not Meeting Expectations – Student does not meet grade level expectations

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Meeting Expectations

(The following are grade level expectations; contact teacher for standards taught in a particular marking period.)

Language Arts

Reading Readiness/Foundational Skills

- Recognizes common high frequency words
 - Student identifies and reads trick words
 - Student can read first grade words that aren't spelled the way they sound.
- Knows and applies phonics skills in decoding words
 - Student knows the spelling-sounds correspondences for common consonant digraphs (two letters that represent one sound)
 - Student can decode regularly spelled one-syllable words
 - Student can distinguish long and short vowels when reading regularly spelled one-syllable words.
 - Student decodes two-syllable words following basic patterns using knowledge that every syllable must have a vowel sound
- Knows and applies various reading strategies
 - Decodes beginning and ending letter-sounds
 - Stretches out the letter-sounds across a word
 - Looks for known chunks and word parts
 - Uses picture clues
 - Thinks about what would make sense
 - Rereads and/or skips unknown words to clarify meaning
 - Cross-checks by asking “Does this look right?”, “Does this sound right?”, “Does this make sense?”
- Reads with fluency (expression, rate, phrasing, accuracy)
 - Student reads with sufficient accuracy and fluency to support comprehension
 - Student reads grade-level text with purpose and understanding
 - Student reads grade-level text orally with accuracy, appropriate rate, and expression
 - Use context to confirm or self-correct word recognition and understanding, rereading as necessary
- Reads with literal comprehension (retells with key details including main idea, characters, setting and informational text features)
 - Ask and answer questions about key details in a text
 - Retell stories, including key details
 - Describe characters, settings, and major event(s) in a story, using key details
 - Identify the main topic and retell key details of a text
 - Know and use various text features (headings, table of contents, glossaries, electronic menus, icons) to locate key facts or information in a text
 - Student reads and comprehends informational texts
- Reads with inferential comprehension (predictions, conclusions, inferences)
 - Student demonstrates understanding of a story's central message or lesson

- Describe the connection between two individuals, events, ideas, or pieces of information in a text
- Student will make predictions as to what will happen next in the story and predict what the character will do
- Student expresses personal connections through discussion
- Student uses background knowledge and experiences to contribute to text interpretation
- Student makes connections between texts they have read, heard read or read in unison with others.
- Student infers characters' feelings and motivations
- Demonstrates stamina during independent reading time
 - Student is able to read independently for a specified amount of time without distraction.
- Reads grade-level text

Student can fluently read and comprehend texts within first grade levels

Writing

- Follows the structure of the genre: Narrative
 - Student is able to recount two or more appropriately sequenced events
 - Student include some details regarding events that took place
 - Student uses temporal words to signal event order
 - Students provides a sense of closure
- Follows the structure of the genre: Informative/Explanatory
 - Student is able to introduce a topic clearly.
 - Student supplies some evidence-based facts about the topic.
 - Student provides some sense of closure.
- Follows the structure of the genre: Opinion
 - Student writes opinion pieces in which they introduce the topic or name the book they are writing about.
 - Student states an opinion.
 - Student supplies a reason for their opinion.
 - Student provides some sense of closure.
- Generates ideas with independence
 - Student is able to formulate ideas for writing that coincide with the genre being taught.
 - Student is able to gather and internalize information and then write in their own words.
- Develop ideas in an organized manner
 - Student includes a beginning, middle and ending appropriate to the genre.
- Elaborates by using details and descriptions
 - Student stays focused on a topic.
 - Student communicates main points clearly to readers.
 - Students provides supporting information or an example that is accurate, relevant and helpful.
- Applies revision and editing strategies
 - Student strengthens writing as needed through self-reflection, revising and editing.
- Demonstrates stamina during independent writing
 - Student is able to write independently for a specified amount of time without distraction.

Language

- Applies conventions of grammar and usage
 - Student uses common, proper and possessive nouns.
 - Student uses singular and plural nouns.
 - Student forms sentences with singular or plural nouns using proper verb tenses.
 - Student uses frequently occurring adjectives, conjunctions, determiners, and prepositions.
 - Student uses personal, possessive and indefinite pronouns.
 - Student forms a variety of complete, simple and compound sentences.

- Applies writing mechanics (capitalization, punctuation, complete sentences)
 - Student capitalizes dates and names of people.
 - Student uses end punctuation for sentences
 - Student uses commas in dates and to separate single words in a series.
- Learns and applies spelling patterns
 - Student spells untaught words phonetically drawing on phonemic awareness and spelling conventions.
 - Student uses conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
 - Student correctly spells familiar high-frequency words with regular letter sound relationships and commonly used endings.
- Forms and spaces letters and numbers correctly
 - Student forms upper and lowercase letters and numbers efficiently and proportionately in manuscript print.

Speaking and Listening

- Expresses ideas clearly and effectively
 - Student produces complete sentences and speaks audibly in coherent sentences.
- Demonstrates listening skills for information and understanding
 - Student asks and answers questions about what a speaker says in order to clarify comprehension, gather additional information or deepen understanding of a topic or issue.
- Participates in group discussions actively and appropriately
 - Student listens to others with care, speaking one at a time about the topics and texts being discussed.
 - Student is respectful during group discussions.
 - Student builds on others talk in conversations.
 - Student asks for clarification or explanation as needed.

3

Meeting Expectations

(The following are grade level expectations; contact teacher for expectations taught in a particular marking period.)

Math

Operations and Algebraic Thinking

- Demonstrates understanding of addition
 - Student understands that addition number sentences can be used to show joining parts of a whole.
 - Student understands that addition and subtraction are inverse operations.
 - Student understands properties of addition.
 - Student understands the meaning of the equal sign, and determine if equations involving addition and subtraction are true and which are false.
 - Determine the unknown whole number in an addition or subtraction equation relating to three whole numbers. (e.g. $8 + _ = 11$)
- Demonstrates understanding of subtraction
 - Student understands that subtraction number sentences can be used to show separating parts from a whole.
 - Student understands that addition and subtraction are inverse operations.
 - Student understands properties of subtraction.
 - Student understands the meaning of the equal sign, and determines if equations involving addition and subtraction are true or false.
 - Determine the unknown whole number in an addition or subtraction equation relating to three whole numbers. (e.g. $8 + _ = 11$)
- Uses a variety of strategies to solve problems
 - Student uses addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions with a symbol for the unknown number to represent the problem.

- Student solves word problems that call for addition of three whole numbers whose sum is less than or equal to 20, with a symbol for the unknown number to represent the problem.
- Student displays the inverse relationship of addition and subtraction when solving problems.
- Student uses strategies, such as counting on, making ten, decomposing a number leading to ten, and using the relationship between addition and subtraction.
- Student uses manipulatives, pictures and number sentences to solve problems.
- Student uses a hundreds chart to solve problems.
- Student adds within 100 using models, drawings, place value strategies, and properties of addition and subtraction.
- Students can identify 10 more or 10 less than a number when given a two-digit number.
- Student can subtract multiples of 10 using models, drawings, place value and properties of operations and addition and subtraction.
- Recalls math facts with accuracy
 - Student adds and subtracts within 20, demonstrating fluency for addition and subtraction within 10.

Numbers and Operations in Base Ten

- Understands place value
 - Student counts, reads and writes to 120, starting at any number less than 120.
 - Student understands that the two digits of a two-digit number represent amounts of tens and ones.
 - Student compares two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols $>$, $=$, and $<$.

Measurement/Data

- Measures length indirectly and by iterating length units
 - Student can order three objects by length; compare the lengths of two objects indirectly using a unit of measurement.
- Tells and writes time
 - Student can tell and write time in hours and half-hours using analog and digital clocks.
- Represents and interprets data
 - Student can organize, represent and interpret data (graphs) with up to three categories.

Geometry

- Reason with shapes and their attributes
 - Student can distinguish between defining and non-defining attributes of shapes.
 - Student can build/draw/ compose two- and three-dimensional shapes; compose new shapes from composite shape.
 - Student can partition circles and rectangles into two and four equal shares and describe the shares using the terms halves, fourths and quarters.

Meeting Expectations

(The following are grade level expectations; contact teacher for expectations taught in a particular marking period.)

SCIENCE

Life Science

Structure, Function and Information Processing

- Use materials to design a solution to a human problem by mimicking how plants and/or animals use their external parts to help them survive, grow, and meet their needs.
 - Clarification Statement - Examples of human problems that can be solved by mimicking plant or animal solutions could include designing clothing or equipment to protect bicyclists by mimicking turtle shells, acorn shells, and animal scales; stabilizing structures by mimicking animal tails and roots on plants; keeping out intruders by mimicking thorns on branches and animal quills; and, detecting intruders by mimicking eyes and ears
- Read texts and use media to determine patterns in behavior of parents and offspring that help offspring survive.
 - **Clarification Statement:** Examples of patterns of behaviors could include the signals that offspring make (such as crying, cheeping, and other vocalizations) and the responses of the parents (such as feeding, comforting, and protecting the offspring).
- Make observations to construct an evidence-based account that young plants and animals are like, but not exactly like, their parents.
 - **Clarification Statement:** Examples of patterns could include features plants or animals share. Examples of observations could include leaves from the same kind of plant are the same shape but can differ in size; and, a particular breed of dog looks like its parents but is not exactly the same.

Earth and Space Science

Space Systems: Patterns and Cycles

- Use observations of the sun moon and stars to describe patterns that can be predicted.
 - Examples of patterns could include that the sun and moon appear to rise in one part of the sky, move across the sky, and set; and stars other than our sun are visible at night but not during the day.
- Make observations at different times of year to relate the amount of daylight to the time of year.
 - **Clarification Statement:** Emphasis is on relative comparisons of the amount of daylight in the winter to the amount in the spring or fall.

Waves: Light and Sound

- Student can plan and conduct investigations to provide evidence that vibrating materials can make sound and that sound make materials vibrate.
 - **Clarification Statement:** Examples of vibrating materials that make sound could include tuning forks and plucking a stretched string. Examples of how sound can make matter vibrate could include holding a piece of paper near a speaker making sound and holding an object near a vibrating tuning fork.
- Student can make observations to construct an evidence-based account that objects can be seen only when illuminated.
 - **Clarification Statement:** Examples of observations could include those made in a completely dark room, a pinhole box, and a video of a cave explorer with a flashlight. Illumination could be from an external light source or by an object giving off its own light.
- Plan and conduct an investigation to determine the effect of placing objects made with different materials in the path of a beam of light.
 - **Clarification Statement:** Examples of materials could include those that are transparent (such as clear plastic), translucent (such as wax paper), opaque (such as cardboard), and reflective (such as a mirror).
- Use tools and materials to design and build a device that uses light or sound to solve the problem of communicating over a distance.
 - **Clarification Statement:** Examples of devices could include a light source to send signals, paper cup and string “telephones,” and a pattern of drum beats.

