

Standards Based Report Card Rubric: 1st Grade Literacy 2019-2020

HPLS	Standard Description	Assessment of Mastery		
		<u>Met Standard (MS)</u>	<u>Approaching Standard (AS)</u>	<u>Insufficient Progress toward the Standard (IPS)</u>
1st Grading Period				
ELAR				
1.2A(iii) blending spoken phonemes to form one-syllable words, including initial and/or final consonant blends;	<i>blends spoken sounds heard to form one syllable words</i>	blends spoken phonemes to form one-syllable, short vowel words with initial and/or final consonant blends	blends spoken phonemes to form cvc words without blends independently	blends spoken phonemes to form cvc words with teacher assistance
1.2A(vii) segmenting spoken one-syllable words of three to five phonemes into individual phonemes, including words with initial and/or final consonant blends;	<i>segments spoken one syllable words into each sound</i>	segments spoken one-syllable short vowel words with 3-5 phonemes into individual phonemes	segments spoken one-syllable words with 3 phonemes into individual phonemes.	requires teacher assistance to segment spoken one-syllable words with 3 phonemes into individual phonemes.
1.2Bi decoding words in isolation and in context by applying common letter sound correspondences;	<i>decodes words in isolation and in context</i>	in isolation and in context, decodes short vowel words with initial and/or final consonant blends and digraphs.	in isolation and in context, decodes cvc words without blends independently	requires teacher assistance to decode cvc words
1.2B(vi) identifying and reading at least 100 high-frequency words from a research-based list;	<i>identify and read high frequency words with automaticity (13, 35, 81, 100)</i>	identifies and reads 13 sight words with automaticity	identifies and reads 10-12 high-frequency words with automaticity	identifies and reads less than 10 high-frequency words with automaticity.
1.2C(iii) spelling words using sound-spelling patterns	<i>Uses knowledge of letters, sounds, phonemes and spelling patterns, to construct and write words, accounting for each phoneme as they spell grade-level appropriate words.</i>	spells short vowel CVC and CCVC words and can approximate for final blends and digraphs	spells CVC words.	requires teacher assistance to spell CVC words.

1.3B use illustrations and texts the student is able to read or hear to learn or clarify word meanings;	<i>use the illustrations and text while listening to or reading books to clarify word meanings</i>	uses the picture to clarify word meanings when listening to texts.	sometimes uses the picture to clarify word meanings when listening to texts.	requires teacher assistance to use the picture to clarify word meanings when listening to texts
1.6I monitor comprehension and make adjustments such as re-reading, using background knowledge, checking for visual cues, and asking questions when understanding breaks down.	<i>uses strategies to monitor comprehension and make adjustments when understanding breaks down</i>	uses at least 2 strategies to monitor comprehension when understanding breaks down	only uses 1 strategy to monitor comprehension when understanding breaks down	requires teacher assistance, when understanding breaks down, to use strategies to monitor comprehension.
1.7D retell texts in ways that maintain meaning;	<i>retell texts in ways that maintain meaning</i>	orally retells the events/details of a text in sequence including some details when reading a grade-level appropriate text (level 6)	orally retells the events/details of a text in sequence including some details when reading a below grade-level appropriate text (level 4)	orally retells the events/details of a text in sequence including some details when reading a significantly below grade-level appropriate text (below level 4)
1.11B(ii) developing an idea with specific and relevant details;	<i>write to develop an idea with specific and relevant details</i>	uses brainstorming strategies to develop an idea	sometimes uses brainstorming strategies to develop an idea	requires teacher assistance to use brainstorming strategies to develop an idea
1.11D(i) complete sentences with subject-verb agreement;	<i>write complete sentences with subject-verb agreement</i>	writes a sentence that states a subject and a verb	sometimes writes a sentence that states a subject and a verb	requires teacher assistance to write a sentence that states a subject and a verb.
1.11D(viii) capitalization for the beginning of sentences and the pronoun "I";	<i>capitalize the beginning of sentences and the pronoun "I" when writing</i>	capitalizes the beginning of sentences and the pronoun "I"	sometimes capitalizes the beginning of sentences and the pronoun "I"	requires teacher assistance, when understanding breaks down, to use strategies to monitor comprehension
1.11D(ix) punctuation marks at the end of declarative, exclamatory, and interrogative sentences; and	<i>uses periods, exclamation marks, and question marks appropriately at the end of sentences</i>	uses punctuation marks at the end of declarative sentence	sometimes uses punctuation marks at the end of declarative sentences	requires teacher assistance to use punctuation marks at the end of declarative sentence
2nd Grading Period				
ELAR				
1.2A(iii) blending spoken phonemes to form one-syllable	<i>blends spoken sounds heard to form one syllable words</i>	blends spoken phonemes to form one syllable, VCe pattern words	blends spoken phonemes to form one-syllable, short vowel words	blends spoken phonemes to form one-syllable, short vowel words

words, including initial and/or final consonant blends;		including initial consonant blends	with initial and/or final consonant blends	with initial blends with teacher assistance
1.2A(vii) segmenting spoken one-syllable words of three to five phonemes into individual phonemes, including words with initial and/or final consonant blends;	<i>segments spoken one syllable words into each sound</i>	segments spoken one-syllable VCe pattern words with 3-5 phonemes into individual phonemes	segments spoken one-syllable short vowel words with 3-5 phonemes into individual phonemes and is beginning to segment VCe pattern words into individual phonemes.	requires teacher assistance to segment spoken one-syllable short vowel words with 3-5 phonemes into individual phonemes
1.2Bi decoding words in isolation and in context by applying common letter sound correspondences;	<i>decodes words in isolation and in context</i>	in isolation and in context, decodes VCe pattern words including initial and final blends and digraphs	in isolation and in context, decodes short vowel words with initial and/or final consonant blends	requires teacher assistance to decode short vowel words with initial blends
1.2B(vi) identifying and reading at least 100 high-frequency words from a research-based list;	<i>identify and read high frequency words with automaticity (13, 35, 81, 100)</i>	identifies and reads 35 sight words with automaticity.	identifies and reads 30-34 high frequency words with automaticity.	identifies and reads less than 30 high frequency words with automaticity.
1.2C(iii) spelling words using sound-spelling patterns	<i>Uses knowledge of letters, sounds, phonemes and spelling patterns, to construct and write words, accounting for each phoneme as they spell grade-level appropriate words.</i>	spells short vowel words with initial and final blends and digraphs.	spells short vowel words with initial blends and approximate for final blends and digraphs	requires teacher assistance to spell short vowel words with initial blends and approximate for final blends and digraphs
1.3B use illustrations and texts the student is able to read or hear to learn or clarify word meanings;	<i>use the illustrations and text while listening to or reading books to clarify word meanings</i>	uses the picture to clarify word meanings when listening to and reading texts.	sometimes uses the picture to clarify word meanings when listening to and reading texts.	requires teacher assistance to use the picture to clarify word meanings when listening to and reading texts
1.6l monitor comprehension and make adjustments such as re-reading, using background knowledge, checking for visual cues, and asking questions when understanding breaks down.	<i>uses strategies to monitor comprehension and make adjustments when understanding breaks down</i>	uses at least 3 strategies to monitor comprehension when understanding breaks down	only uses 2 strategy to monitor comprehension when understanding breaks down	requires teacher assistance, when understanding breaks down, to use strategies to monitor comprehension.
1.7D retell texts in ways that maintain meaning;	<i>retell texts in ways that maintain meaning</i>	orally retells the events/details of a text in sequence including some details when reading a grade-level appropriate text (level 10)	orally retells the events/details of a text in sequence including some details when reading a below grade-level appropriate text (level	orally retells the events/details of a text in sequence including some details when reading a significantly below grade-level appropriate text

			8)	(below level 8)
1.11B(ii) developing an idea with specific and relevant details;	<i>write to develop an idea with specific and relevant details</i>	creates drafts with details using brainstorming strategies with teacher assistance	sometimes creates drafts with details using brainstorming strategies with support	requires teacher assistance to create drafts with details using brainstorming strategies
1.11D(i) complete sentences with subject-verb agreement;	<i>write complete sentences with subject-verb agreement</i>	writes a sentence using singular subject-verb agreement	sometimes writes a sentence using singular subject-verb agreement	requires teacher assistance to write a sentence using singular subject-verb agreement.
1.11D(viii) capitalization for the beginning of sentences and the pronoun "I";	<i>capitalize the beginning of sentences and the pronoun "I" when writing</i>	capitalizes the beginning of sentences and the pronoun "I"	sometimes capitalizes the beginning of sentences and the pronoun "I"	requires teacher assistance, when understanding breaks down, to use strategies to monitor comprehension.
1.11D(ix) punctuation marks at the end of declarative, exclamatory, and interrogative sentences; and	<i>uses periods, exclamation marks, and question marks appropriately at the end of sentences</i>	uses punctuation marks at the end of declarative and exclamatory sentences	sometimes uses punctuation marks at the end of declarative and exclamatory sentences	requires teacher assistance to use punctuation marks at the end of declarative and exclamatory sentences

3rd Grading Period

ELAR

1.2A(iii) blending spoken phonemes to form one-syllable words, including initial and/or final consonant blends;	<i>blends spoken sounds heard to form one syllable words</i>	blends spoken phonemes to form one-syllable, with vowel teams including initial and/or final consonant blends	blends spoken phonemes to form one syllable, VCe pattern words including initial and/or final consonant blends	blends spoken phonemes to form one-syllable VCe pattern words including initial and/or final consonant blends with teacher assistance
1.2A(vii) segmenting spoken one-syllable words of three to five phonemes into individual phonemes, including words with initial and/or final consonant blends;	<i>segments spoken one syllable words into each sound</i>	segments spoken one-syllable long vowel words, including vowel teams, with 3-5 phonemes into individual phonemes	segments spoken one-syllable VCe pattern words with 3-5 phonemes into individual phonemes and is beginning to segment words with vowel teams	requires teacher assistance to segment spoken one-syllable VCe pattern words
1.2Bi decoding words in isolation and in context by applying common letter sound correspondences;	<i>decodes words in isolation and in context</i>	in isolation and in context, learners can decode words with vowel teams including initial and final consonant blends and digraphs.	in isolation and in context, decodes VCe pattern words including initial and/or final consonant blends	requires teacher assistance to decode VCe pattern words including initial and/or final consonant blends

1.2B(vi) identifying and reading at least 100 high-frequency words from a research-based list;	<i>identify and read high frequency words with automaticity (13, 35, 81, 100)</i>	identifies and reads 81 sight words with automaticity.	identifies and reads 70-80 high-frequency words with automaticity.	identifies and reads less than 70 high-frequency words with automaticity. .
1.2C(iii) spelling words using sound-spelling patterns	<i>Uses knowledge of letters, sounds, phonemes and spelling patterns, to construct and write words, accounting for each phoneme as they spell grade-level appropriate words.</i>	approximates long vowel spellings by using their knowledge of VCe pattern words and vowel teams.	sometimes approximates long vowel spellings by using their knowledge of VCe pattern words and vowel teams.	requires teacher assistance to approximate long vowel spellings by using their knowledge of VCe pattern words and vowel teams.
1.3B use illustrations and texts the student is able to read or hear to learn or clarify word meanings;	<i>use the illustrations and text while listening to or reading books to clarify word meanings</i>	uses the pictures and words to clarify word meanings when listening to texts.	sometimes uses the pictures and words to clarify word meanings when listening to texts.	requires teacher assistance to use the pictures and words to clarify word meanings when listening to texts
1.6I monitor comprehension and make adjustments such as re-reading, using background knowledge, checking for visual cues, and asking questions when understanding breaks down.	<i>uses strategies to monitor comprehension and make adjustments when understanding breaks down</i>	uses at least 4 strategies to monitor comprehension when understanding breaks down	only uses 3 strategy to monitor comprehension when understanding breaks down	requires teacher assistance, when understanding breaks down, to use strategies to monitor comprehension.
1.7D retell texts in ways that maintain meaning;	<i>retell texts in ways that maintain meaning</i>	orally retells the events/details of a text in sequence including some details when reading a grade-level appropriate text (level 12-14)	orally retells the events/details of a text in sequence including some details when reading a below grade-level appropriate text (level 10)	orally retells the events/details of a text in sequence including some details when reading a significantly below grade-level appropriate text (below level 10)
1.11B(ii) developing an idea with specific and relevant details;	<i>write to develop an idea with specific and relevant details</i>	independently creates drafts with details using brainstorming strategies and the topic is clear throughout their entire draft	can sometimes independently create drafts with details using brainstorming strategies and the topic is clear throughout their entire draft.	requires teacher assistance to create drafts with details using brainstorming strategies and topic is not clear throughout the entire draft
1.11D(i) complete sentences with subject-verb agreement;	<i>write complete sentences with subject-verb agreement</i>	writes a sentence using plural subject-verb agreement	sometimes writes a sentence using plural subject-verb agreement	requires teacher assistance to write a sentence using plural subject-verb agreement.
1.11D(viii) capitalization for the beginning of sentences and the pronoun "I";	<i>capitalize the beginning of sentences and the pronoun "I" when writing</i>	capitalizes the beginning of sentences and the pronoun "I"	sometimes capitalizes the beginning of sentences and the pronoun "I"	requires teacher assistance, when understanding breaks down, to use strategies to monitor

				comprehension.
1.11D(ix) punctuation marks at the end of declarative, exclamatory, and interrogative sentences; and	<i>uses periods, exclamation marks, and question marks appropriately at the end of sentences</i>	uses punctuation marks at the end of declarative, exclamatory and interrogative sentences	sometimes uses punctuation marks at the end of declarative, exclamatory and interrogative sentences	requires teacher assistance to use punctuation marks at the end of declarative, exclamatory and interrogative sentences

4th Grading Period

ELAR

1.2A(iii) blending spoken phonemes to form one-syllable words, including initial and/or final consonant blends;	<i>blends spoken sounds heard to form one syllable words</i>	blends spoken phonemes to form one-syllable words with r-controlled vowels including initial consonant blends	blends spoken phonemes to form one-syllable, words with vowel teams including initial and/or final consonant blends	blends spoken phonemes to form one-syllable, words with vowel teams including initial and /or final consonant blends with teacher assistance
1.2A(vii) segmenting spoken one-syllable words of three to five phonemes into individual phonemes, including words with initial and/or final consonant blends;	<i>segments spoken one syllable words into each sound</i>	segments spoken one-syllable words with r-controlled vowels, with 3-5 phonemes into individual phonemes	segments spoken one-syllable long vowel words, including vowel teams, with 3-5 phonemes into individual phonemes and is beginning to segment words with r-controlled vowels	requires teacher assistance to segment spoken one-syllable long vowel words, including vowel teams
1.2Bi decoding words in isolation and in context by applying common letter sound correspondences;	<i>decodes words in isolation and in context</i>	in isolation and in context, learners can decode words with r-controlled vowels including initial consonant blends and digraphs.	in isolation and in context, decodes words with vowel teams including initial and/or final consonant blends	requires teacher assistance to decode words with vowel teams including initial and /or final consonant blends
1.2B(vi) identifying and reading at least 100 high-frequency words from a research-based list;	<i>identify and read high frequency words with automaticity (13, 35, 81, 100)</i>	identifies and reads 100 sight words with automaticity.	identifies and reads 90-99 high-frequency words with automaticity.	identifies and reads less than 90 high-frequency words with automaticity
1.2C(iii) spelling words using sound-spelling patterns	<i>Uses knowledge of letters, sounds, phonemes and spelling patterns, to construct and write words, accounting for each phoneme as they spell grade-level appropriate words.</i>	spells VCe pattern words and continues to approximate words with vowel teams and r-controlled vowels	sometimes spells VCe pattern words and continues to approximate words with vowel teams and r-controlled vowels.	requires teacher assistance to spell VCe pattern words and begins to approximate words with vowel teams and r-controlled vowels

1.3B use illustrations and texts the student is able to read or hear to learn or clarify word meanings;	<i>use the illustrations and text while listening to or reading books to clarify word meanings</i>	uses the pictures and words to clarify word meanings when listening to and reading texts.	sometimes uses the pictures and words to clarify word meanings when listening to and reading texts	requires teacher assistance to use the pictures and words to clarify word meanings when listening to and reading texts
1.6I monitor comprehension and make adjustments such as re-reading, using background knowledge, checking for visual cues, and asking questions when understanding breaks down.	<i>uses strategies to monitor comprehension and make adjustments when understanding breaks down</i>	flexibly uses multiple strategies to monitor comprehension when understanding breaks down	sometimes uses strategies flexibly to monitor comprehension when understanding breaks down	requires teacher assistance, when understanding breaks down, to use strategies to monitor comprehension
1.7D retell texts in ways that maintain meaning;	<i>retell texts in ways that maintain meaning</i>	orally retells the events/details of a text in sequence including some details when reading a grade-level appropriate text (level 16).	orally retells the events/details of a text in sequence including some details when reading a below grade-level appropriate text (level 14)	orally retells the events/details of a text in sequence including some details when reading a significantly below grade-level appropriate text (below level 14)
1.11B(ii) developing an idea with specific and relevant details;	<i>write to develop an idea with specific and relevant details</i>	independently writes focused drafts with specific details that relate to the topic of their text and the topic is clear throughout their entire draft	sometimes independently writes focused drafts with specific details that relate to the topic of their text and the topic is clear throughout their entire draft.	requires teacher assistance to write focused drafts with specific details that relate to the topic of their text and the topic is not clear throughout the entire draft
1.11D(i) complete sentences with subject-verb agreement;	<i>write complete sentences with subject-verb agreement</i>	writes complete sentences using singular and plural subject-verb agreement	sometimes writes complete sentences using singular and plural subject-verb agreement	requires teacher assistance to write complete sentences using singular and plural subject-verb agreement.
1.11D(viii) capitalization for the beginning of sentences and the pronoun "I";	<i>capitalize the beginning of sentences and the pronoun "I" when writing</i>	capitalizes the beginning of sentences and the pronoun "I"	sometimes capitalizes the beginning of sentences and the pronoun "I"	requires teacher assistance, when understanding breaks down, to use strategies to monitor comprehension.
1.11D(ix) punctuation marks at the end of declarative, exclamatory, and interrogative sentences; and	<i>uses periods, exclamation marks, and question marks appropriately at the end of sentences</i>	uses punctuation marks at the end of declarative, exclamatory and interrogative sentences	sometimes uses punctuation marks at the end of declarative, exclamatory and interrogative sentences	requires teacher assistance to use punctuation marks at the end of declarative, exclamatory and interrogative sentences