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# Triad

## Community Unit District #2

Educating Everyone....Takes Everyone

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### 2nd Quarter Rubric

### 1st Grade

## Learning Skills and Behaviors Rubric - Grade 1

| Learning Skills and Behaviors Rubric      | 1               | 2         | 3            |
|-------------------------------------------|-----------------|-----------|--------------|
| Demonstrates effort and participates      | Seldom or Never | Sometimes | Consistently |
| Follows school and classroom expectations | Seldom or Never | Sometimes | Consistently |
| Listens and follows directions            | Seldom or Never | Sometimes | Consistently |
| Talks at appropriate times                | Seldom or Never | Sometimes | Consistently |
| Demonstrates self control                 | Seldom or Never | Sometimes | Consistently |
| Completes homework/assignments on time    | Seldom or Never | Sometimes | Consistently |
| Works independently                       | Seldom or Never | Sometimes | Consistently |
| Handwriting                               | Seldom or Never | Sometimes | Consistently |
| Demonstrates Organizational Skills        | Seldom or Never | Sometimes | Consistently |

## Grade 1 - English Language Arts Rubric 1st Quarter

|                                                       | Skills covered this quarter                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | 1 = Limited Progress                                                                                                      | 2 = Progressing toward quarterly expectations                                                                                                  | 3 = Met <u>quarterly</u> standards expectations                                                                                                         |
|-------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------|
| Uses reading skills to develop comprehension of texts | <ul style="list-style-type: none"> <li>• Text Features</li> <li>• Ask &amp; Answer Questions</li> <li>• Story Structure</li> <li>• Text Organization</li> <li>• Create Mental Images</li> <li>• Point of View</li> <li>• Monitor and Clarify</li> <li>• Summarize</li> <li>• Chronological Order</li> <li>• Ideas &amp; Support</li> <li>• Topic &amp; Central Idea</li> <li>• Evaluate</li> <li>• Synthesize</li> <li>• Retell</li> <li>• Characters</li> <li>• Make Connections</li> <li>• Theme</li> </ul> | The student needs continued progress in order to meet the quarter's expectations.                                         | The student is progressing on skills related to key ideas and details but does not consistently show progression toward mastery of the skills. | The student consistently shows expected progress in skills related to key ideas and details and demonstrates progress in class work and on assessments. |
| Phonics and Word Recognition                          | <ul style="list-style-type: none"> <li>• Digraphs: sh, wh, ch, th, ng</li> <li>• Initial 2 consonant blends</li> <li>• Contractions</li> <li>• Final Blends</li> <li>• Two syllable words with open and closed syllables</li> <li>• Blending &amp; Segmenting Words</li> </ul>                                                                                                                                                                                                                                | Student struggles to correctly use taught phonics patterns and has difficulty recognizing and decoding grade level words. | Student sometimes applies phonics and word recognition/decoding skills to reading and writing tasks.                                           | Student consistently applies phonics and word recognition/decoding skills to reading and writing tasks.                                                 |

|                                         |                                                                                                                                                                                                                 |                                                                                                                                                            |                                                                                                                                                |                                                                                                                                                                          |
|-----------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                         | <ul style="list-style-type: none"> <li>Irregular Words</li> </ul>                                                                                                                                               |                                                                                                                                                            |                                                                                                                                                |                                                                                                                                                                          |
| Reads Fluently                          | <ul style="list-style-type: none"> <li>Accuracy and self-corrections</li> <li>Phrasing and intonation</li> </ul>                                                                                                | X                                                                                                                                                          | X                                                                                                                                              | X                                                                                                                                                                        |
|                                         |                                                                                                                                                                                                                 |                                                                                                                                                            |                                                                                                                                                |                                                                                                                                                                          |
| Produces and organizes types of writing | <ul style="list-style-type: none"> <li>Informational Text: Research Essay</li> <li>Informational Text: Procedural Text</li> </ul>                                                                               | Writing is not clear or coherent. Or the student requires intensive teacher intervention to produce writing pieces.                                        | Writing is done at a basic level and may not be clear, may be lacking detail, or intensive teacher support.                                    | Consistently produces clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience with moderate teacher support. |
| Vocabulary Acquisition & Use            | <ul style="list-style-type: none"> <li>Time &amp; position words</li> <li>-ing</li> <li>compound words</li> <li>-er, -est</li> </ul>                                                                            | The student needs additional support to determine the meaning of unknown words using multiple strategies including affixes, root words, and context clues. | The student inconsistently determines the meaning of unknown words using multiple strategies including affixes, root words, and context clues. | Determines the meaning of unknown words using multiple strategies including affixes, root words, and context clues.                                                      |
| Uses grammar correctly                  | <ul style="list-style-type: none"> <li>Sentence Parts</li> <li>Statements</li> <li>Singular &amp; Plural Nouns</li> <li>Prepositions</li> <li>Proper Nouns</li> <li>Commands</li> </ul>                         | The student needs continued progress in order to meet the quarter's expectations.                                                                          | The student inconsistently uses grammar skills correctly in-class work and writing.                                                            | The student consistently shows progress on taught skills and can apply the skills to his or her class work and writing.                                                  |
| Uses spelling patterns correctly        | <ul style="list-style-type: none"> <li>Digraphs: sh, wh, ch, th, ng</li> <li>Initial 2 consonant blends</li> <li>Contractions</li> <li>Final Blends</li> <li>Two syllable words with open and closed</li> </ul> | Student makes many spelling errors in written work, on assessment, and in writing pieces.                                                                  | Student makes some errors in taught spelling patterns and high-frequency words in written work, on assessments, and in writing pieces.         | Student consistently spells words correctly in written work, on assessments, and in writing pieces                                                                       |

|                                             |                                                                                                                          |                                                                                                           |                                                                                                           |                                                                                                         |
|---------------------------------------------|--------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------|
|                                             | syllables                                                                                                                |                                                                                                           |                                                                                                           |                                                                                                         |
| Uses taught capitalization skills correctly | <ul style="list-style-type: none"> <li>Beginning of sentence</li> <li>Proper Nouns</li> <li>Titles for People</li> </ul> | Student makes many errors when capitalizing words in written work, on assessments, and in writing pieces. | Student makes some errors when capitalizing words in written work, on assessments, and in writing pieces. | Student consistently capitalizes words correctly in written work, on assessments, and in writing pieces |
| Uses taught punctuation skills correctly    | <ul style="list-style-type: none"> <li>Period, exclamation points, question marks</li> </ul>                             | Student makes many errors with punctuation in written work, on assessments, and in writing pieces.        | Student makes some errors with punctuation in written work, on assessments, and in writing pieces.        | Student consistently uses punctuation correctly in written work, on assessments, and in writing pieces  |

| CCSS      | Grade 1 Math Rubric - Second Quarter           |                                                                                                                                             |                                                                                                                              |                                                                                                                                    |
|-----------|------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------|
|           | <b>Operations and Algebraic Thinking</b>       | 1                                                                                                                                           | 2                                                                                                                            | 3                                                                                                                                  |
| OA.3 OA.6 | Applies addition strategies                    | Student makes more than three mistakes out of ten problems when adding through 20                                                           | Student can successfully use addition strategies to add through 20 seven or eight out of ten times                           | Student can successfully use addition strategies to add through 20 nine out of ten times                                           |
| OA.4 OA.6 | Applies subtraction strategies                 | Student makes more than three mistakes out of ten problems when subtracting through 20                                                      | Student can successfully use subtraction strategies to subtract through 20 seven or eight out of ten times                   | Student can successfully use subtraction strategies to subtract through 20 nine out of ten times                                   |
|           | <b>Number and Operations in Base 10</b>        | 1                                                                                                                                           | 2                                                                                                                            | 3                                                                                                                                  |
| NBT.2     | Composes a two digit number using 10's and 1's | X                                                                                                                                           | X                                                                                                                            | X                                                                                                                                  |
| NBT.1     | Counts to 120 orally                           | Student makes more than 2 errors when orally counting to 120                                                                                | Student can count to 120 orally with one to two errors                                                                       | Student can count to 120 orally with no errors                                                                                     |
| NBT.1     | Counts and writes to 120 from any number       | X                                                                                                                                           | X                                                                                                                            | X                                                                                                                                  |
| NBT.3     | Compares two digit numbers                     | X                                                                                                                                           | X                                                                                                                            | X                                                                                                                                  |
| NBT.5     | Adds and subtracts 10 to any number            | X                                                                                                                                           | X                                                                                                                            | X                                                                                                                                  |
|           | <b>Measurement and Data</b>                    | 1                                                                                                                                           | 2                                                                                                                            | 3                                                                                                                                  |
| MD.1      | Measures and compares length                   | X                                                                                                                                           | X                                                                                                                            | X                                                                                                                                  |
| MD.4      | Represents and interprets data                 | X                                                                                                                                           | X                                                                                                                            | X                                                                                                                                  |
| MD.3      | Tells and writes time                          | X                                                                                                                                           | X                                                                                                                            | X                                                                                                                                  |
|           | <b>Geometry</b>                                | 1                                                                                                                                           | 2                                                                                                                            | 3                                                                                                                                  |
| G.3 G.5   | Identifies and draws shapes                    | X                                                                                                                                           | X                                                                                                                            | X                                                                                                                                  |
| G.6       | Divides shapes into fractional parts           | X                                                                                                                                           | X                                                                                                                            | X                                                                                                                                  |
|           | <b>Mathematical Practices</b>                  | 1                                                                                                                                           | 2                                                                                                                            | 3                                                                                                                                  |
| OA.6      | Demonstrates addition fact fluency             | Student is unable to correctly complete at least 14 out of 20 basic addition facts (within 10 and all doubles facts) in 90 seconds or less. | Student can correctly complete 15-17 out of 20 basic addition facts (within 10 and all doubles facts) in 90 seconds or less. | Student can correctly complete at least 18 out of 20 basic addition facts (within 10 and all doubles facts) in 90 seconds or less. |
| OA.6      | Demonstrates subtraction fact fluency          | X                                                                                                                                           | X                                                                                                                            | X                                                                                                                                  |
| OA.1 OA.2 | Solves word problems                           | Student makes more than two errors out of five when completing addition and subtraction word problems                                       | Student solves basic addition and subtraction word problems accurately three out of five times                               | Student solves basic addition and subtraction word problems accurately 4 out of 5 times                                            |