
Triad

Community Unit District #2

Educating Everyone....Takes Everyone

4th 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 4th 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	• Ideas & Support • Text Organization • Make Inferences • Point of View • Setting • Monitor & Clarify • Topic & Central Idea • Summarize • Synthesize • Content-Area Words • Text Features • Theme • Create Mental Images • Characters • Make Connections • Elements of Drama	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	• Trigraphs tch & dge • Suffixes -s, -es, -ed • y as consonant and vowels • Vowel teams ee, ea • Blending & Segmenting • Deleting & substituting syllables • Irregular Words	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.

Reads Fluently	• Accuracy and self-corrections • Phrasing and intonation • Reading Rate & automaticity • Expression	Student demonstrates FEW of the following characteristics and/or reads word by word: reads with appropriate accuracy, rate, expression and phrasing on successive readings of texts.	Student demonstrates SOME of the following characteristics: reads with appropriate accuracy, rate, expression and phrasing on successive readings of texts.	Student demonstrates the following characteristics: reads with appropriate accuracy, rate, expression and phrasing on successive readings of texts.
Produces and organizes types of writing	• Poetry • Personal Narrative	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	• Words about feelings & beliefs • Shades of Meaning • Suffix -less • Words about places & things • Words about actions and directions • Suffix -ly	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	• Future tense • Pronouns • Contractions	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	• trigraphs tch, dge • Suffixes -s, -es, -ed • y as consonant and vowels • Vowel teams ee, ea	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

Uses taught capitalization skills correctly	- Beginning of sentence - The word I - Proper Nouns - Titles for People - Months, Days and Holidays	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	- Period, exclamation points, question marks - Commas in dates - Commas in a series of items	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 - Fourth Quarter			
	Operations and Algebraic Thinking	1	2	3
OA.3 OA.6	Applies addition strategies	X	X	X
OA.4 OA.6	Applies subtraction strategies	X	X	X
	Number and Operations in Base 10	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 1-2 errors	Student can count to 120 orally with no errors
NBT.1	Counts and writes to 120 from any number	Student makes two or more errors in writing fifteen consecutive numbers when given a starting number less than 120	Student makes at most one error in writing fifteen consecutive numbers when given a starting numbers less than 120	Student can count and write up to fifteen consecutive numbers when given a starting number less than 120

NBT.3	Compares two digit numbers	X	X	X
NBT.5	Adds and subtracts 10 to any number	X	X	X
	Measurement and Data	1	2	3
MD.1	Measures and compares length	Student makes more than three errors out of ten problems when comparing and ordering length or when taking simple measurements in assessments	Student can compare and order objects by length and can complete simple measurements in assessments successfully seven or eight out of ten times	Student can compare and order objects by length and can complete simple measurements in assessments successfully nine out of ten times
MD.4	Represents and interprets data	X	X	X
MD.3	Tells and writes time	Student makes more than three errors out of ten problems when telling time to the nearest hour or half hour on a digital or analog clock	Student can tell time on a digital or analog clock to the nearest hour or half hour successfully seven or eight out of ten times	Student can tell time on a digital or analog clock to the nearest hour or half hour successfully nine out of ten times
	Geometry	1	2	3
G.3 G.5	Identifies and draws shapes	Student makes more than three errors out of ten problems when identifying shapes by their defining attributes or when completing problems involving the vocabulary words "sides" , "vertices" , and "faces"	Student can identify the following shapes: circle, triangle, square, rectangle, trapezoid, cube, prism, cone, and cylinder. Student understands the terms "sides" , "vertices" and "faces". Student can complete problems with these shapes and vocabulary successfully seven or eight out of ten times	Student can identify the following shapes: circle, triangle, square, rectangle, trapezoid, cube, prism, cone, and cylinder. Student understands the terms "sides" , "vertices" and "faces". Student can complete problems with these shapes and vocabulary successfully nine out of ten times
G.6	Divides shapes into fractional parts	Student makes more than three errors out of ten problems when dividing circles and rectangles into two or four equal shares and successfully describing these shares using appropriate terms	Student can divide circles and rectangles into two and four equal shares and can describe the shares using the words halves, fourths, and quarters successfully seven or eight out of ten times	Student can divide circles and rectangles into two and four equal shares and can describe the shares using the words halves, fourths, and quarters successfully nine out of ten times
	Mathematical Practices	1	2	3

OA.6	Demonstrates addition fact fluency	X	X	X
OA.6	Demonstrates subtraction fact fluency	Student is unable to correctly complete at least 14 out of 20 basic subtraction facts through 10 in 90 seconds or less.	Student can correctly complete 15-17 out of 20 basic subtraction facts in 90 seconds or less.	Student can correctly complete at least 18 out of 20 basic subtraction facts in 90 seconds or less.
OA.1 OA.2	Solves word problems	X	X	X