



Standards-Based Grading Rubric



First Grade • Bryan County Schools

English Language Arts:

ELAGSE1RL2				
Domain/Standard	1 Beginning to Demonstrate	2 Developing	3 Proficient	4 Distinguished
RETELL stories, including key details, and DEMONSTRATE understanding of their central message or lesson.	With prompting and support, retell familiar stories, including key details in sequential order.	Retell stories, including key details in sequential order. With prompting and support , begin to understand the central message or theme.	Retell stories, including key details in sequential order, and demonstrate an understanding of their central message or theme.	Retells stories, including key details in sequential order, demonstrates an understanding of their central message or theme, and makes personal connections to the story or characters.
ELAGSE1RL5				
Domain/Standard	1 Beginning to Demonstrate	2 Developing	3 Proficient	4 Distinguished
EXPLAIN major differences between texts that tell stories and texts that give information.	Recognize common types of texts (e.g., storybooks, poems, nonfiction).	With prompting and support , explain major differences between texts that tell stories and texts that give information (nonfiction).	Explain major differences between texts that tell stories and texts that give information (nonfiction).	
ELAGSE1RL6				
Domain/Standard	1 Beginning to Demonstrate	2 Developing	3 Proficient	4 Distinguished
IDENTIFY who is telling the story at various points in a text.	Understand that a narrator and characters tell a story.	With prompting and support , identify who is telling the story at various points in the text.	Identify who is telling the story at various points in the text .(Narrator vs. character.)	

ELAGSEIRL9				
Domain/Standard	1 Beginning to Demonstrate	2 Developing	3 Proficient	4 Distinguished
Compare and contrast the adventures and experiences of characters in stories.	With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.	Compare OR contrast the adventures and experiences of characters in stories.	Compare AND contrast the adventures and experiences of characters in stories.	
ELAGSEIRL10				
Domain/Standard	1 Beginning to Demonstrate	2 Developing	3 Proficient	4 Distinguished
With prompting and support, read prose and poetry of appropriate complexity for grade 1.	Actively engage in group reading activities with purpose and understanding.	With prompting and support , read prose and poetry.	With prompting and support, read prose and poetry of appropriate complexity for 1st grade	Independently read prose and poetry of appropriate complexity for 1st grade or above.
ELAGSEIRI2				
Domain/Standard	1 Beginning to Demonstrate	2 Developing	3 Proficient	4 Distinguished
Identify the main topic and retell key details of a text.	With prompting and support , identify the main topic (main idea), and retell key details of a text (supporting details).	Identify the main topic OR retell key details of a text.	Identify the main topic AND retell key details of a text.	
ELAGSEIRI9				
Domain/Standard	1 Beginning to Demonstrate	2 Developing	3 Proficient	4 Distinguished
Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	With prompting and support, identify basic similarities in and differences between two text on the same topic (e.g., illustrations, descriptions, or procedures).	Identify basic similarities in or differences between two texts on the same topic (e.g., illustrations, descriptions, or procedures).	Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	

ELAGSEIR110				
Domain/Standard	1 Beginning to Demonstrate	2 Developing	3 Proficient	4 Distinguished
With prompting and support, read informational texts appropriately complex for grade 1.	Actively engages in group reading activities with purpose and understanding by listening but not independently reading informational text	With prompting and support , read informational texts below 1st grade complexity.	With prompting and support , read informational texts of appropriate complexity for 1st grade.	Independently read informational texts of appropriate complexity for 1st grade or above.
ELAGSEIRF3				
Domain/Standard	1 Beginning to Demonstrate	2 Developing	3 Proficient	4 Distinguished
KNOW and APPLY grade-level phonics and word analysis skills in decoding.				
a. KNOW the spelling-sound correspondences for common consonant digraphs.	Begin to demonstrate basic knowledge of individual consonant sounds when reading.	Know and apply the letter-sound correspondences for common consonant digraphs when reading 60% of the learning opportunities.	Know and apply the letter-sound correspondences for common consonant digraphs when reading 80% of the learning opportunities.	
b. DECODE regularly spelled one-syllable words.	With prompting and support , decode regularly spelled one-syllable words.	Decode regularly spelled one-syllable words when reading 60% of the learning opportunities.	Decode regularly spelled one-syllable words when reading 80% of the learning opportunities.	
c. Know final -e and common vowel team conventions for representing long vowels.	With prompting and support , know and apply final -e and common vowel team conventions for representing long vowels.	Know and apply final -e and common vowel team conventions for representing long vowels when reading 60% of the learning opportunities.	Know and apply final -e and common vowel team conventions for representing long vowels when reading 80% of the learning opportunities.	
d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.	Demonstrate understanding that words are made up of syllables.	With prompting and support , recognize that every syllable must have a vowel sound.	Recognize that every syllable must have a vowel sound to determine the number of syllables in a printed word.	
e. DECODE two-syllable words following basic patterns by breaking the words into syllables.	Begin to decode one-syllable (CVC) words by applying phonics and word analysis skills.	Decode two-syllable words following basic patterns by breaking the words into syllables 60% of the learning opportunities.	Decode two-syllable words following basic patterns by breaking the words into syllables 80% of the learning opportunities.	

f. Read words with inflectional endings.	With prompting and support , read words with inflectional endings.	Read words with inflectional endings 60% of the learning opportunities.	Read words with inflectional endings 80% of the learning opportunities.	
ELAGSEW1				
Domain/Standard	1 Beginning to Demonstrate	2 Developing	3 Proficient	4 Distinguished
Write opinion pieces in which they introduce the topic or name of the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.	Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are “writing” about and state an opinion or preference about the topic or book (e.g., My favorite book is...)	Write opinion pieces in which they introduce the topic or name of the book they are writing about, state an opinion, but may not supply a reason for their opinion or some sense of closure.	Write opinion pieces in which they introduce the topic or name of the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.	
ELAGSEIW2				
Domain/Standard	1 Beginning to Demonstrate	2 Developing	3 Proficient	4 Distinguished
WRITE informative/ explanatory texts in which they name a topic, SUPPLY some facts about the topic, and PROVIDE some sense of closure.	Use a combination of drawing, dictating, and writing to compose informative/ explanatory texts in which they name what they are writing about and supply some information about the topic.	Write informative/ explanatory texts to include two of the three components of the standard: name a topic, supply some facts about the topic, provide some sense of closure	Write informative/ explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.	
ELAGSEIW3				
Domain/Standard	1 Beginning to Demonstrate	2 Developing	3 Proficient	4 Distinguished
Writes with purpose: WRITE narratives in which they recount two or more appropriately sequenced events, INCLUDE some details regarding what happened, USE temporal words to signal event order, and PROVIDE some sense of closure.	Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.	Write narratives in which they recount two or more appropriately sequenced events with limited details regarding what happened, inconsistent use of temporal words, and a sense of closure is not provided.	Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.	

ELAGSEIW7				
Domain/Standard	1 Beginning to Demonstrate	2 Developing	3 Proficient	4 Distinguished
PARTICIPATE in shared research and writing projects (e.g., exploring a number of “how-to” books on a given topic and use them to write a sequence of instructions).	With guidance and support , participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).		Participate in shared research and writing projects (e.g., exploring a number of “how-to” books on a given topic and use them to write a sequence of instructions).	
ELAGSEISL6				
Domain/Standard	1 Beginning to Demonstrate	2 Developing	3 Proficient	4 Distinguished
Produce complete sentences when appropriate to task and situation.	Is unable to produce complete sentences when appropriate to task and situation.	With prompting and support , produces complete sentences when appropriate to task and situation.	Produces complete sentences when appropriate to task and situation.	
ELAGSEILI				
Domain/Standard	1 Beginning to Demonstrate	2 Developing	3 Proficient	4 Distinguished
DEMONSTRATE command of the conventions of standard English grammar and usage when writing or speaking				
j. PRODUCE and EXPAND complete simple and compound sentences in response to questions and prompts.	Produce simple sentences when writing and speaking.	With prompting and support , produce and expand complete simple and compound sentences in response to questions and prompts (declarative, interrogative, imperative, and exclamatory).	Produce and expand complete simple and compound sentences in response to questions and prompts (declarative, interrogative, imperative, and exclamatory).	
ELAGSEIL2				
Domain/standard	1 Beginning to Demonstrate	2 Developing	3 Proficient	4 Distinguished
DEMONSTRATE command of the conventions of standard English capitalization, punctuation, and spelling when writing.				
a. CAPITALIZE dates and names of people.	Capitalize the first word in a sentence and the pronoun I and is not yet ready to capitalize dates	With prompting and support , capitalize dates and names of people.	Capitalize dates and names of people.	

	and names of people.			
b. USE end punctuation for sentences.	Recognize and name end punctuation.	With prompting and support , use end punctuation for sentences.	Use end punctuation for sentences.	
c. USE commas in dates and to separate single words in a series.	Recognize a comma.	Understand a comma can be used to separate words and numbers. Suggestion **Recognizing commas	Use commas in dates and to separate single words in a series. Suggestion**Can use it in your writing	
e. SPELL untaught words phonetically, drawing on phonemic awareness and spelling conventions.	Begin to spell simple, familiar words phonetically, drawing on knowledge of sound-letter relationships.	With prompting and support , spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.	Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.	
ELAGSEIL4				
Domain/Standard	1 Beginning to Demonstrate	2 Developing	3 Proficient	4 Distinguished
Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.				
b. Use frequently occurring affixes as a clue to the meaning of a word.	Is unable to use frequently occurring affixes as a clue to the meaning of a word.	Use the most frequently occurring affixes as a clue to the meaning of an unknown word (-ed, -s)	Use frequently occurring affixes as a clue to the meaning of a word.	
c. Identify frequently occurring root words and their inflectional forms.	Is unable to identify frequently occurring root words and their inflectional forms.	With prompting and support, is able to identify frequently occurring root words and their inflectional forms.	Identify frequently occurring root words and their inflectional forms.	
ELAGSEIL5				
Domain/Standard	1 Beginning to Demonstrate	2 Developing	3 Proficient	4 Distinguished
With guidance and support from adults, DEMONSTRATE understanding of word relationships and nuances in word meanings.				

a.SORT words into categories to gain a sense of the concepts the categories represent.	Is unable to sort words into categories.	Sort words into categories with minor errors .	Sort words into categories.	Sorts words into categories without guidance or support .
ELAGSE1L6				
Domain/Standard	1 Beginning to Demonstrate	2 Developing	3 Proficient	4 Distinguished
Use words and phrases acquired through conversations and texts, including using frequently occurring conjunctions to signal simple relationships.	Is unable to use words and phrases acquired through conversations and texts, including using frequently occurring conjunctions to signal simple relationships.	With assistance , uses words and phrases acquired through conversations and texts, including using frequently occurring conjunctions to signal simple relationships.	Use words and phrases acquired through conversations and texts, including using frequently occurring conjunctions to signal simple relationships.	

Mathematics Standards:

NUMERICAL REASONING – counting, numbers, equality, place value, addition, subtraction				
Standard	1 Beginning to Demonstrate	2 Developing	3 Proficient	4 Distinguished
1.NR.1: Extend the count sequence to 120. Read, write, and represent numerical values to 120 and compare numerical values to 100.	• Demonstrates initial understanding and skill in counting within 120, forward and backward, starting at any number, and reading and writing numerals, and representing a number of objects with a written numeral. • Recognizes that the two digits of a 2-digit number represent different amounts, demonstrating a beginning understanding of place value. • Compares and orders whole numbers up to 100 using concrete models and drawings, demonstrating an	• Demonstrates growing accuracy and fluency in counting within 120, forward and backward, starting at any number, and reading and writing numerals, and representing a number of objects with a written numeral. • Explains that the two digits of a 2-digit number represent the amounts of tens and ones, with growing consistency and understanding. • Compares and orders whole numbers up to 100 using concrete models, drawings, and the symbols $>$, $=$, and $<$, building proficiency	• Counts within 120, forward and backward, starting at any number. In this range, reads and writes numerals and represents a number of objects with a written numeral. • Explains that the two digits of a 2-digit number represent the amounts of tens and ones. • Compares and orders whole numbers up to 100 using concrete models, drawings, and the symbols $>$, $=$, and $<$.	• Counts within 120 and beyond, forward and backward, starting at any number, demonstrating fluency and flexibility in the count sequence. In this range and beyond, reads and writes numerals and represents a number of objects with a written numeral with high fluency. • Explains that the two digits of a 2-digit number represent the amounts of tens and ones, and applies this understanding to solve problems and extend place value concepts to larger numbers. • Compares and orders whole numbers up to 100 using concrete models, drawings, and the symbols

	initial understanding of number comparison and ordering.	in using these tools and symbols.		$>$, $=$, and $<$, with consistent accuracy and fluency. Applies this skill to analyze and solve real-world problems involving number comparison and ordering.
Standard	1 Beginning to Demonstrate	2 Developing	3 Proficient	4 Distinguished
1.NR.2: Explain the relationship between addition and subtraction and apply the properties of operations to solve real-life addition and subtraction problems within 20.	• Uses limited strategies to solve addition and subtraction problems within 20. • Uses pictures, drawings and equations at beginning levels to develop strategies for addition and subtraction within 20. • Recognizes the inverse relationship between subtraction and addition within 20 with initial understanding of using this inverse relationship to solve problems. • Adds and subtracts within 10 using a single strategy, with beginning levels of fluency. • Uses the meaning of the equal sign to determine whether equations involving addition and subtraction are true or false, with beginning levels of accuracy. • Demonstrates beginning accuracy and fluency in determining the unknown whole number in an addition or subtraction equation relating to three whole numbers. • Applies properties of operations as strategies to solve addition and	• Uses an increasing number of strategies to solve addition and subtraction problems within 20. • Developing accuracy in use of pictures, drawings, and equations to develop strategies for addition and subtraction within 20 by examining strings of related problems. • Recognizes the inverse relationship between subtraction and addition within 20 and is developing the ability to use this inverse relationship to solve authentic problems. • Adds and subtracts within 10 using a few strategies, with increasing fluency. • Uses the meaning of the equal sign to determine whether equations involving addition and subtraction are true or false, with increasing accuracy. • Developing accuracy and fluency in determining the unknown whole number in an addition or subtraction equation relating to three whole numbers. • Applies properties of operations as	• Uses a variety of strategies to solve addition and subtraction problems within 20. • Uses pictures, drawings, and equations to develop strategies for addition and subtraction within 20 by exploring strings of related problems. • Recognizes the inverse relationship between subtraction and addition within 20 and uses this inverse relationship to solve authentic problems. • Fluently adds and subtracts within 10 using a variety of strategies. • Uses the meaning of the equal sign to determine whether equations involving addition and subtraction are true or false. • Determines the unknown whole number in an addition or subtraction equation relating to three whole numbers. • Applies properties of operations as strategies to solve addition and subtraction problem situations within 20.	• Uses a wide variety of efficient strategies to solve addition and subtraction problems within 20 and beyond, with consistent accuracy and fluency. • Independently explores and extends the use of pictures, drawings, and equations to develop effective strategies for addition and subtraction within 20 and beyond by analyzing complex strings of related problems. • Recognizes the inverse relationship between subtraction and addition within 20 and flexibly uses this inverse relationship to solve authentic problems. • Fluently adds and subtracts within 10 using a diverse range of strategies, and extends this fluency to numbers beyond 10. • Uses the meaning of the equal sign to determine whether equations involving addition and subtraction are true or false, with consistent accuracy, and explains the reasoning behind the determination. • Determines the unknown whole number in an addition or subtraction equation relating to three or more whole numbers, and generalizes this understanding to solve more complex problems. • Applies and extends properties of operations as strategies to solve addition

	subtraction problem situations within 20, with initial levels of accuracy.	strategies to solve addition and subtraction problem situations within 20, with growing consistency.		and subtraction problem situations within 20 and beyond.
Standard	1 Beginning to Demonstrate	2 Developing	3 Proficient	4 Distinguished
1.NR.5: Use concrete models, the base ten structure, and properties of operations to add and subtract within 100.	• Uses a single strategy to solve applicable, mathematical addition and subtraction problems with one-digit whole numbers, with limited accuracy. • Given a two-digit number, finds 10 more or 10 less than the number by counting, and explains with beginning levels of reasoning. • Adds and subtracts multiples of 10 within 50, with beginning levels of accuracy.	• Uses an increasing number of strategies to solve applicable, mathematical addition and subtraction problems with one- and two-digit whole numbers, with growing accuracy. • Given a two-digit number, mentally finds 10 more or 10 less than the number, with occasional need to count; explains the reasoning used with increasing accuracy. • Adds and subtracts multiples of 10 within 100, with developing accuracy.	• Uses a variety of strategies to solve applicable, mathematical addition and subtraction problems with one- and two-digit whole numbers. • Given a two-digit number, mentally finds 10 more or 10 less than the number, without having to count; explains the reasoning used. • Adds and subtracts multiples of 10 within 100.	• Uses a wide variety of strategies to solve applicable, mathematical addition and subtraction problems with one- and two-digit whole numbers, and extends these strategies to larger numbers, with consistent accuracy. • Given a two-digit number, mentally finds 10 more or 10 less than the number, without having to count; explains the reasoning used and applies this understanding to solve more complex problems. • Adds and subtracts multiples of 10 within 100 and beyond, with consistent accuracy.

PATTERNING & ALGEBRAIC REASONING – repeating patterns, growing, patterns, and shrinking patterns

Standard	1 Beginning to Demonstrate	2 Developing	3 Proficient	4 Distinguished
1.PAR.3: Identify, describe, extend, and create repeating patterns, growing patterns, and shrinking patterns found in real-life situations.	• Investigates and creates repeating patterns with a core of up to 3 elements resulting from repeating an operation, as a series of shapes, or a number string, with substantial guidance. • Identifies and describes growing, shrinking, and repeating patterns based on the repeated addition or subtraction of 1s, with beginning	• Investigates and creates repeating patterns with a core of up to 3 elements resulting from repeating an operation, as a series of shapes, or a number string. • Identifies and describes, growing, shrinking, and repeating patterns based on the repeated addition or subtraction of 1s and 5s, with developing consistency.	• Investigates, creates, and makes predictions about repeating patterns with a core of up to 3 elements resulting from repeating an operation, as a series of shapes, or a number string. • Identifies, describes, and creates growing, shrinking, and repeating patterns based on the repeated addition or subtraction of 1s, 2s, 5s, and 10s.	• Investigates, creates, and makes predictions about complex repeating patterns with a core of more than 3 elements resulting from repeating an operation, as a series of shapes, or a number string, and analyzes the structure of these patterns. • Identifies, describes, and creates sophisticated growing, shrinking, and repeating patterns based on the repeated addition or subtraction of 1s, 2s, 5s, 10s, and beyond, and applies

	levels of understanding.			this understanding to solve real-world problems.
MEASUREMENT & DATA REASONING – length, time, and money				
Standard	1 Beginning to Demonstrate	2 Developing	3 Proficient	4 Distinguished
1.MDR.6: Use appropriate tools to measure, order, and compare intervals of length and time, as well as denominations of money to solve real-life, mathematical problems and analyze graphical displays of data to answer relevant questions.	- Estimates and measures lengths of objects using non-standard units, and compares two objects using the recorded measurements, demonstrating an emerging understanding of measurement and comparison. Provides basic descriptions of the objects compared. - Tells time in hours using analog and digital clocks, and measures elapsed time to the hour on the hour using a predetermined number line, demonstrating a beginning understanding of time concepts. - Identifies the value of quarters and compares the values of pennies, nickels, dimes, and quarters in a manner demonstrating an initial understanding of coin values. - Asks simple questions and answers them based on gathered information to compare whole numbers, demonstrating a beginning ability to use data to make comparisons.	- Estimates, measures, and records lengths of objects using non-standard units, and compares and orders up to two objects using the recorded measurements. Describes the objects compared, demonstrating a growing understanding of measurement and comparison. - Tells and writes time in hours using analog and digital clocks, and measures elapsed time to the hour on the hour using a predetermined number line, with developing degrees of accuracy. - Identifies the value of quarters and compares the values of pennies, nickels, dimes, and quarters in a manner demonstrating a growing understanding. - Asks basic questions and answers them based on gathered information and observations to compare and order whole numbers.	- Estimates, measures, and records lengths of objects using non-standard units, and compares and orders up to three objects using the recorded measurements. Describes the objects compared. - Tells and writes time in hours and half-hours using analog and digital clocks, and measures elapsed time to the hour on the hour using a predetermined number line. - Identifies the value of quarters and compares the values of pennies, nickels, dimes, and quarters. - Asks questions and answers them based on gathered information, observations, and appropriate graphical displays to compare and order whole numbers.	- Estimates, measures, and records lengths of objects using non-standard units, and compares and orders more than three objects using the recorded measurements. Analyzes the objects compared. - Tells and writes time in hours, half-hours, and quarter-hours using analog and digital clocks, and measures elapsed time to the half-hour and quarter-hour using a predetermined number line. - Identifies the value of quarters, dimes, nickels, and pennies, and compares their values in various combinations, and applies this understanding to solve real-world problems involving money. - Asks questions and answers them using analysis of gathered information, observations, and a variety of appropriate graphical displays to compare and order whole numbers, demonstrating an advanced understanding of numerical relationships.

GEOMETRIC & SPATIAL REASONING – shapes, attributes, partitions of circles and rectangles

Standard	1 Beginning to Demonstrate	2 Developing	3 Proficient	4 Distinguished
1.GSR.4: Compose shapes, analyze the attributes of shapes, and relate their parts to the whole.	- Identifies basic two-dimensional shapes and three-dimensional figures, and sorts them by a single attribute, demonstrating a beginning understanding of geometric concepts. - Composes simple two-dimensional shapes (rectangles and squares) to create a shape formed of two shapes, demonstrating an initial understanding of shape composition. - Recognizes that circles and rectangles can be partitioned into two equal shares, demonstrating an emerging understanding of equal partitioning.	- Identifies common two-dimensional shapes and three-dimensional figures, sorts and classifies them by some attributes, and builds and draws shapes that possess some defining attributes, demonstrating a developing understanding of geometric concepts. - Composes two-dimensional shapes (rectangles, squares, and triangles) and three-dimensional figures (cubes and rectangular prisms) to create a shape formed of two common shapes, demonstrating developing skill in composing new shapes from composite shapes. - Partitions circles and rectangles into two equal shares, demonstrating a developing understanding of equal partitioning.	- Identifies common two-dimensional shapes and three-dimensional figures, sorts and classifies them by their attributes and builds and draws shapes that possess defining attributes. - Composes two-dimensional shapes (rectangles, squares, triangles, half-circles, and quarter-circles) and three-dimensional figures (cubes, rectangular prisms, cones, and cylinders) to create a shape formed of two or more common shapes and compose new shapes from the composite shape. - Partitions circles and rectangles into two and four equal shares.	- Identifies a variety of two-dimensional shapes and three-dimensional figures, sorts and classifies them by multiple attributes, and builds and draws shapes that possess all defining attributes. - Composes complex two-dimensional shapes (rectangles, squares, triangles, half-circles, quarter-circles, and other shapes) and three-dimensional figures (cubes, rectangular prisms, cones, cylinders, and other figures) to create a shape formed of multiple common shapes, and composes new shapes from the composite shape. - Partitions circles and rectangles into two and four equal shares, and extends this understanding to partition other shapes into equal shares, demonstrating an advanced understanding of equal partitioning.