

## Teacher Guide for the First Grade Report Card Student Performance Levels

3 = Student meets **end of the year** grade level standards

2 = Student is progressing toward **end of the year** grade level standards

1 = Student is showing insufficient progress

### Rubric for Reading

Reading	Performance Level 1	Performance Level 2	Performance Level 3
Recognizes high frequency words/ new vocabulary	- Inconsistently recognizes assigned Dolch List and vocabulary words.	- Recognizes assigned Dolch List and vocabulary words.	- Consistently recognizes and uses assigned Dolch List and vocabulary words.
Applies phonics skills	-Inconsistently hears and records sounds in words. -Inconsistently uses context and phonetic clues to identify unfamiliar words.	-Hears and records sounds in words most of the time. -Uses context and phonetic clues to identify unfamiliar words.	- Consistently hears and records sounds in words. -Consistently uses context and phonetic clues to identify unfamiliar words.
Reads for meaning and understanding	- Seldom uses strategies to read and understand text appropriate to grade level, even with teacher guidance. -Inconsistently recalls information from informational text. -Seldom retells a story with beginning, middle, and end.	- Uses effective strategies to read and understand text appropriate to grade level. - Recalls information from informational text most of the time. -Usually retells a story with beginning, middle, and end.	-Independently uses a variety of strategies to read and show complete understanding of text appropriate to grade level or above. -Consistently recalls information from informational text. -Consistently retells a story with beginning, middle, and end.
Reads with fluency and expression	-Reads less than 30 words per minute.	-Reads 30-39 words per minute. -Usually reads with accuracy, expression, appropriate phrasing, and attention to punctuation.	-Reads 40 or more words per minute. -Always reads with accuracy, expression, appropriate phrasing, and attention to punctuation.

## Rubric for Writing

Writing	Performance Level 1	Performance Level 2	Performance Level 3
Writes complete sentences addressing a topic	<ul style="list-style-type: none"> <li>- Demonstrates a limited written vocabulary</li> <li>-Inability to express a complete thought in written form.</li> <li>-Writing shows little or no development of topic.</li> </ul>	<ul style="list-style-type: none"> <li>-Usually expresses a complete thought in written form.</li> <li>-Writing is generally on topic.</li> </ul>	<ul style="list-style-type: none"> <li>- Consistently expresses a complete thought in written form.</li> <li>-Writing is always on topic and interesting.</li> </ul>
Uses correct capitalization/punctuation	<ul style="list-style-type: none"> <li>- Seldom uses appropriate capitalization and punctuation.</li> </ul>	<ul style="list-style-type: none"> <li>- Usually uses appropriate capitalization and punctuation.</li> </ul>	<ul style="list-style-type: none"> <li>-Consistently uses appropriate capitalization and punctuation.</li> </ul>

## Rubric for Spelling

Spelling	Performance Level 1	Performance Level 2	Performance Level 3
Applies spelling strategies	<ul style="list-style-type: none"> <li>-Seldom applies phonics rules and spelling patterns in written work.</li> <li>- Seldom uses sight words in written work.</li> </ul>	<ul style="list-style-type: none"> <li>-Usually applies phonics rules and spelling patterns in written work.</li> <li>-Usually uses sight words in written work.</li> </ul>	<ul style="list-style-type: none"> <li>-Consistently applies phonics rules and spelling patterns in written work.</li> <li>-Consistently uses sight words in written work.</li> </ul>

## Rubric for Handwriting

Handwriting	Performance Level 1	Performance Level 2	Performance Level 3
Letter formation/spacing	<ul style="list-style-type: none"> <li>- Seldom exhibits proper letter formation, spacing, and letter-line placement in words and sentences.</li> </ul>	<ul style="list-style-type: none"> <li>- Usually exhibits proper letter formation, spacing, and letter-line placement in words and sentences.</li> </ul>	<ul style="list-style-type: none"> <li>- Consistently exhibits proper letter formation, spacing, and letter-line placement in words and sentences.</li> </ul>



## Rubric for Math

Math	Performance Level 1	Performance Level 2	Performance Level 3
Adds with accuracy	<ul style="list-style-type: none"> <li>-Demonstrates limited understanding of addition.</li> <li>-Shows limited ability to tell number stories, join and compare sets of objects, and apply the + sign.</li> <li>-Seldom solves addition facts to 10 fluently.</li> </ul>	<ul style="list-style-type: none"> <li>-Demonstrates an understanding of addition.</li> <li>-Shows the ability to tell number stories, join and compare sets of objects, and apply the + sign most of the time.</li> <li>-Solves addition facts to 10 fluently most of the time.</li> </ul>	<ul style="list-style-type: none"> <li>-Demonstrates a complete understanding of addition.</li> <li>- Consistently shows the ability to tell number stories, join and compare sets of objects, and apply the + sign.</li> <li>-Consistently solves addition facts to 10 fluently.</li> </ul>
Subtracts with accuracy	<ul style="list-style-type: none"> <li>-Demonstrates limited understanding of subtraction.</li> <li>-Shows limited ability to tell number stories, separate and compare sets of objects, and apply the - sign.</li> <li>-Seldom solves subtraction facts to 10 fluently.</li> </ul>	<ul style="list-style-type: none"> <li>-Demonstrates an understanding of subtraction.</li> <li>-Shows the ability to tell number stories, separate and compare sets of objects, and apply the - sign.</li> <li>-Solves subtraction facts to 10 fluently most of the time.</li> </ul>	<ul style="list-style-type: none"> <li>-Demonstrates a complete understanding of subtraction.</li> <li>-Consistently shows the ability to tell number stories, separate and compare sets of objects, and apply the - sign.</li> <li>-Consistently solves subtraction facts to 10 fluently.</li> </ul>
Understands numbers to 100	<ul style="list-style-type: none"> <li>-Demonstrates few proficient skills and requires intensive teacher assistance when counting forward and backward by ones, twos, fives, and tens up to 100; counting forward and backward from an initial number other than 1; and using multiple representations for a given number.</li> </ul>	<ul style="list-style-type: none"> <li>- Demonstrates some proficient skills and requires some teacher assistance when counting forward and backward by ones, twos, fives, and tens up to 100; counting forward and backward from an initial number other than 1; and using multiple representations for a given number.</li> </ul>	<ul style="list-style-type: none"> <li>- Demonstrates concepts of number sense independently when counting forward and backward by ones, twos, fives, and tens up to 100; counting forward and backward from an initial number other than 1; and using multiple representations for a given number.</li> </ul>
Interprets a graph	<ul style="list-style-type: none"> <li>-Organizes data into a graph with teacher assistance.</li> </ul>	<ul style="list-style-type: none"> <li>-Organizes data into a graph with limited teacher assistance.</li> </ul>	<ul style="list-style-type: none"> <li>-Organizes data into a graph independently.</li> </ul>
Understands the calendar	<ul style="list-style-type: none"> <li>-Needs strong support when locating days, dates, and months on a calendar.</li> </ul>	<ul style="list-style-type: none"> <li>- Needs limited support when locating days, dates, and months on a calendar.</li> </ul>	<ul style="list-style-type: none"> <li>- Locates days, dates, and months on a calendar independently.</li> <li>-Knows and uses correct vocabulary associated with the calendar.</li> </ul>

Understands time concepts	-Shows, tells, and writes time to the hour and half hour using analog and digital clocks with teacher assistance.	-Shows, tells, and writes time to the hour and half hour using analog and digital clocks with limited teacher assistance.	-Shows, tells, and writes time to the hour and half hour using analog and digital clocks independently.
Determines value of coins to \$1.00	-Unable to determine the monetary value of individual coins. -Needs strong support in determining the monetary value of sets of like coins up to \$1.00.	- Determines the monetary value of individual coins most of the time. -Needs limited support in determining the monetary value of sets of like coins up to \$1.00.	- Determines the monetary value of individual coins consistently. - Determines the monetary value of sets of like coins up to \$1.00 independently.
Applies measurement skills	-Unable to compare objects according to length, weight, and capacity. -Needs strong support when measuring the length of objects using nonstandard units.	-Compares objects according to length, weight, and capacity most of the time. -Needs limited support when measuring the length of objects using nonstandard units.	-Compares objects according to length, weight, and capacity consistently. -Measures the length of objects using nonstandard units accurately and independently.
Identifies place value	-Unable to determine the value of the digit in the ones place and the value of the digit in the tens place in a numeral. -Unable to determine the value of a number given the number of tens and ones.	-Determines the value of the digit in the ones place and the value of the digit in the tens place in a numeral most of the time. -Determines the value of a number given the number of tens and ones most of the time.	-Determines the value of the digit in the ones place and the value of the digit in the tens place in a numeral consistently. -Determines the value of a number given the number of tens and ones consistently.
Identifies geometric concepts	-Unable to differentiate among plane shapes, including circles, squares, rectangles, and triangles. -Unable to identify solid shapes in the environment, including cubes, rectangular prisms, cones, spheres, and cylinders.	-Differentiates among plane shapes, including circles, squares, rectangles, and triangles most of the time. -Identifies solid shapes in the environment, including cubes, rectangular prisms, cones, spheres, and cylinders most of the time.	-Differentiates among plane shapes, including circles, squares, rectangles, and triangles consistently. -Identifies solid shapes in the environment, including cubes, rectangular prisms, cones, spheres, and cylinders consistently.
Creates repeating patterns	-Needs strong support to create, extend, and identify repeating patterns.	-Needs limited support to create, extend, and identify repeating patterns.	-Creates, extends, and identifies repeating patterns independently.