
STANDARDS BASED REPORT CARD GRADE 1 RUBRICS

DIVISION OF ACADEMIC SERVICES/SPECIAL PROGRAMS

FIRST GRADE RUBRICS

- English Language Arts
- Mathematics
- Science
- Social Studies
- Physical Education
- Instructional Technology
- Health
- Art
- Music

First Grade- ELA

Standard Based Report Card

Rubric

All criteria below will be reflected on the individual student report card:

Independent Reading Levels: AA (Below A) – Z

Grade Level	Reading Levels
K	<A
K	A
K	B
K	C
K	D
1	E
1	F
1	G
1	H
1	I
1	J
2	K
2	L
2	M

A minimum of two assessments per marking period, inclusive of Unit Assessments, to determine growth in each of the skills.

Reads at grade level.				
Marking Period	1= Needs Support	2= Approaching Standard	3= Meets Standard	4= Exceeds Standard
1 st	Student has achieved reading success at level B or below.	Student has achieved reading success at level C.	Student has achieved reading success at level D.	Student has achieved reading success at level E or above.
2 nd	Student has achieved reading success at level C.	Student has achieved reading success at level D.	Student has achieved reading success at level E.	Student has achieved reading success at level F or above.
3 rd	Student has achieved reading success at level F.	Student has achieved reading success at level G.	Student has achieved reading success at level H.	Student has achieved reading success at level I or above.
4 th	Student has achieved reading success at level H.	Student has achieved reading success at level I.	Student has achieved reading success at level J.	Student has achieved reading success at level K or above.

A minimum of two assessments per marking period, inclusive of Unit Assessments, to determine growth in each of the skills.

Uses various strategies to decode/break apart texts (pictures, context, phonics).				
Marking Period	1= Needs Support	2= Approaching Standard	3= Meets Standard	4= Exceeds Standard
1 st – 4 th	Student is unable or rarely able to: <ul style="list-style-type: none"> • Use picture clues • Read high frequency words in context • Decode grade level words in context • Self monitor reading • Self correct using meaning, visual and syntactical cues. 	Student is sometimes able to: <ul style="list-style-type: none"> • Use picture clues • Read high frequency words in context • Decode grade level words in context • Self monitor reading • Self correct using meaning, visual, and syntactical cues. 	Student is consistently able to: <ul style="list-style-type: none"> • Use picture clues • Read high frequency words in context • Decode grade level words in context • Self monitor reading • Self correct using meaning, visual, and syntactical cues. 	Student is consistently and independently able to: <ul style="list-style-type: none"> • Use picture clues • Read high frequency words in context • Decode grade level words in context • Self monitor reading • Self correct using meaning, visual and syntactical cues while reading an above grade level text.

A minimum of two assessments per marking period, inclusive of Unit Assessments, to determine growth in each of the skills.

Recognizes sight words.				
Marking Period	1= Needs Support	2= Approaching Standard	3= Meets Standard	4= Exceeds Standard
1 st	Student recognizes few kindergarten and first grade sight words.	Student recognizes some kindergarten and first grade sight words.	Student recognizes some first grade sight words.	Student recognizes all first grade sight words.
2 nd	Student recognizes some kindergarten and first grade sight words.	Student recognizes some first grade sight words.	Student recognizes most first grade sight words.	Student recognizes all first grade sight words with automaticity and within context.
3 rd	Student recognizes all kindergarten sight words and some first grade sight words.	Student recognizes some first grade sight words.	Student recognizes most first grade sight words.	Student recognizes all first grade sight words and reads them with automaticity and within context.
4 th	Student recognizes some first grade sight words.	Student recognizes most first grade sight words.	Student recognizes all first grade sight words.	Student consistently recognizes all first grade sight words reading them with automaticity and within context and reads independently above grade level.

Reads with fluency (expression, phrasing, rate, accuracy).				
Marking Period	1= Needs Support	2= Approaching Standard	3= Meets Standard	4= Exceeds Standard
1 st – 4 th	Student is unable or rarely able to read using appropriate rate, expression, attention to punctuation, and phrasing.	Student is sometimes able to read using appropriate rate, expression, attention to punctuation, and phrasing.	Student is consistently able to read using appropriate rate, expression, attention to punctuation, and phrasing.	Student is consistently and independently able to read using appropriate rate, expression, attention to punctuation, and phrasing while reading an above grade level text.

A minimum of two assessments per marking period, inclusive of Unit Assessments, to determine growth in each of the skills.

Reading: Literature and Informational Text

Reads with comprehension (retells stories, identifies main idea, uses illustrations and identifies story elements).				
Marking Period	1= Needs Support	2= Approaching Standard	3= Meets Standard	4= Exceeds Standard
1 st -4 th	Student is unable or rarely able to: <ul style="list-style-type: none"> • Retell story • Identify main idea • Identify story elements • Make connections • Make inferences • Make predictions 	Student is sometimes able to: <ul style="list-style-type: none"> • Retell story • Identify main idea • Identify story elements • Make connections • Make inferences • Make predictions 	Student is consistently able to: <ul style="list-style-type: none"> • Retell story • Identify main idea • Identify story elements • Make connections • Make inferences • Make predictions 	Student is consistently and independently able to: <ul style="list-style-type: none"> • Retell story • Identify main idea • Identify story elements • Make connections • Make inferences • Make predictions While reading an above grade level text.

Asks and answers questions about key details in a text.				
Marking Period	1= Needs Support	2= Approaching Standard	3= Meets Standard	4= Exceeds Standard
1 st – 4 th	Student rarely asks and answers questions when reading or listening to stories and informational texts.	Student sometimes asks and answers questions when reading or listening to stories and informational texts.	Student asks and answers questions when reading or listening to stories and informational texts.	Student consistently asks and answers questions when reading or listening to stories and informational texts.

Compares and Contrasts texts on the same topic.				
Marking Period	1= Needs Support	2= Approaching Standard	3= Meets Standard	4= Exceeds Standard
3 rd – 4 th	Student is unable to compare and contrast a variety of texts.	Student can identify a similarity OR a difference in a variety of texts with support.	Student can independently identify a similarity AND a difference in a variety of texts.	Student can consistently identify similarities AND differences in a variety of texts.

A minimum of two assessments per marking period, inclusive of Unit Assessments, to determine growth in each of the skills.

Reads independently for extended periods of time.				
Marking Period	1= Needs Support	2= Approaching Standard	3= Meets Standard	4= Exceeds Standard
1 st	Student is unable or rarely able to sustain independent silent reading for 5 minutes.	Student is sometimes able to sustain independent silent reading for up to 5 minutes.	Student is consistently able to sustain independent silent reading for up to 5 minutes.	Student is consistently able to sustain independent silent reading for more than 5 minutes.
2 nd	Student is unable or rarely able to sustain independent silent reading for 10 minutes.	Student is sometimes able to sustain independent silent reading for up to 10 minutes.	Student is consistently able to sustain independent silent reading for up to 10 minutes.	Student is consistently able to sustain independent silent reading for more than 10 minutes.
3 rd	Student is unable or rarely able to sustain independent silent reading for 15 minutes.	Student is sometimes able to sustain independent silent reading for up to 15 minutes.	Student is consistently able to sustain independent silent reading for up to 15 minutes.	Student is consistently able to sustain independent silent reading for more than 15 minutes.
4 th	Student is unable or rarely able to sustain independent silent reading for 20 minutes.	Student is sometimes able to sustain independent silent reading for up to 20 minutes.	Student is consistently able to sustain independent silent reading for up to 20 minutes.	Student is consistently able to sustain independent silent reading for more than 20 minutes.

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Writing

Writes complete sentences.				
Marking Period	1= Needs Support	2= Approaching Standard	3= Meets Standard	4= Exceeds Standard
1 st – 4 th	Student does not understand that every sentence must be about something (subject) and tells something (predicate) about its subject.	Student rarely understands that every sentence must be about something (subject) and tells something (predicate) about its subject.	Student understands that every sentence must be about something (subject) and tells something (predicate) about its subject. Student stretches ideas from words to complete sentences.	Student consistently understands that every sentence must be about something (subject) and tells something (predicate) about its subject and consistently stretches ideas in complete detailed sentences.

Develops ideas in an organized manner for different purposes (narrative, informative, opinion)				
Marking Period	1= Needs Support	2= Approaching Standard	3= Meets Standard	4= Exceeds Standard
1 st	Student does not generate ideas or sequence events. Student thinks, sketches, or writes a few unrelated ideas for writing.	Student generates a few ideas and sequences events from experiences or imagination. Student thinks, sketches and writes a few ideas.	Student generates some ideas and sequences events from experiences or imagination. Student rehearses ideas with others when prompted. Student thinks, sketches, and writes a few ideas.	Student generates ideas and sequences events for writing from experiences, imagination, or stories read together. Student rehearses ideas with others. Student thinks, sketches, and writes to communicate an idea.
2 nd – 3 rd	Student generates a few ideas from experience or imagination. The topic is partially evident. Student thinks, sketches and writes a few ideas.	Student generates some ideas from experience or imagination. The topic is evident but too broad or too specific. Student thinks, sketches, and writes a few ideas.	Student generates ideas from experience or imagination or stories read together. Student rehearses ideas with others. Student chooses and narrows the topic with support. Student thinks, sketches and writes a few ideas.	Student generates interesting ideas for writing from experience, imagination, and stories read. Student chooses and narrows a topic. Student thinks, sketches, and writes with details about the narrowed topic.
4 th	Student generates a few ideas from experience or	Student generates some ideas from experience,	Student generates ideas from experience, imagination or stories	Student generates interesting ideas for writing from experience,

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imagination. Student chooses a topic that is somewhat clear. Student thinks, sketches and writes a few ideas.	imagination, or stories read together. Student chooses a clear topic. Student thinks, sketches, and writes a few ideas.	read together. Student rehearses stories with others. Student chooses and narrows the topic and communicates that through writing.	imagination, and stories read. Student rehearses ideas independently. Student chooses a narrow, specific topic, and communicates that through writing.
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Writes independently for extended periods of time.				
Marking Period	1= Needs Support	2= Approaching Standard	3= Meets Standard	4= Exceeds Standard
1 st	Student is unable or rarely able to sustain independent writing for 5 minutes.	Student is sometimes able to sustain independent writing for up to 5 minutes.	Student is consistently able to sustain independent writing for up to 5 minutes.	Student is consistently able to sustain independent writing for more than 5 minutes.
2 nd	Student is unable or rarely able to sustain independent writing for 10 minutes.	Student is sometimes able to sustain independent writing for up to 10 minutes.	Student is consistently able to sustain independent writing for up to 10 minutes.	Student is consistently able to sustain independent writing for more than 10 minutes.
3 rd	Student is unable or rarely able to sustain independent writing for 20 minutes.	Student is sometimes able to sustain independent writing for up to 20 minutes.	Student is consistently able to sustain independent writing for up to 20 minutes.	Student is consistently able to sustain independent writing for more than 20 minutes.
4 th	Student is unable or rarely able to sustain independent writing for 25 minutes.	Student is sometimes able to sustain independent writing for up to 25 minutes.	Student is consistently able to sustain independent writing for up to 25 minutes.	Student is consistently able to sustain independent writing for more than 25 minutes.

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Language

Uses punctuation appropriately.				
Marking Period	1= Needs Support	2= Approaching Standard	3= Meets Standard	4= Exceeds Standard
1 st – 4 th	The student does not apply correct punctuation.	The student sometimes applies correct punctuation.	The student consistently applies correct punctuation.	The student consistently and independently applies correct punctuation.

Uses capitalization appropriately.				
Marking Period	1= Needs Support	2= Approaching Standard	3= Meets Standard	4= Exceeds Standard
1 st – 4 th	The student does not capitalize names, places, dates, the beginning of sentences and the pronoun I.	The student sometimes capitalizes names, places, dates, the beginning of sentences and the pronoun I.	The student consistently capitalizes names, places, dates, the beginning of sentences and the pronoun I.	The student consistently and independently capitalizes names, places, dates, the beginning of sentences and the pronoun I.

Applies conventions of grammar and usage.				
Marking Period	1= Needs Support	2= Approaching Standard	3= Meets Standard	4= Exceeds Standard
1 st	Student rarely applies grade-level grammar and usage, including: <ul style="list-style-type: none"> • Produce simple sentences. • Irregular plural nouns 	Student is beginning to apply grade-level grammar and usage, including: <ul style="list-style-type: none"> • Produce simple sentences. • Irregular plural nouns 	Student applies grade-level grammar and usage, including: <ul style="list-style-type: none"> • Produce simple sentences. • Irregular plural nouns 	Student consistently applies above grade-level conventions of grammar and usage.
2 nd -3 rd	Student rarely applies grade-level grammar and usage, as listed in the first marking period, plus: <ul style="list-style-type: none"> • Expanding simple sentences. • Adjectives. 	Student is beginning to apply grade-level grammar and usage, as listed in the first marking period, plus: <ul style="list-style-type: none"> • Expanding simple sentences. • Adjectives. 	Student applies grade-level grammar and usage, as listed in the first marking period, plus: <ul style="list-style-type: none"> • Expanding simple sentences. • Adjectives. 	Student consistently applies above grade-level conventions of grammar and usage.
4 th	Student rarely applies grade-level grammar	Student is beginning to apply grade-level	Student applies grade-level grammar and	Student consistently applies

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	and usage, as listed in the first through third marking periods, plus: <ul style="list-style-type: none"> • Compound sentences • Apostrophes • Reflexive pronouns • Adverbs and pronouns 	grammar and usage, as listed in the first through third marking periods, plus: <ul style="list-style-type: none"> • Compound sentences • Apostrophes • Reflexive pronouns • Adverbs and pronouns 	usage, as listed in the first through third marking periods, plus: <ul style="list-style-type: none"> • Compound sentences • Apostrophes • Reflexive pronouns • Adverbs and pronouns 	above grade-level conventions of grammar and usage.
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Learns and applies spelling patterns.				
Marking Period	1= Needs Support	2= Approaching Standard	3= Meets Standard	4= Exceeds Standard
1 st	Student is in the instructional stage of one of the following spelling patterns: <ul style="list-style-type: none"> • Beginning consonant • Final consonant 	Student is in the instructional stage of one of the following spelling patterns: <ul style="list-style-type: none"> • Short vowels 	Student is in the instructional stage of one of the following spelling patterns: <ul style="list-style-type: none"> • Digraphs • Blends • Long vowels 	Student is in the instructional stage of one of the following spelling patterns: <ul style="list-style-type: none"> • Other vowel patterns or above
2 nd	Student is in the instructional stage of one of the following spelling patterns: <ul style="list-style-type: none"> • Beginning consonant • Final consonant 	Student is in the instructional stage of one of the following spelling patterns: <ul style="list-style-type: none"> • Short vowels • Digraphs 	Student is in the instructional stage of one of the following spelling patterns: <ul style="list-style-type: none"> • Blends • Long vowels 	Student is in the instructional stage of one of the following spelling patterns: <ul style="list-style-type: none"> • Other vowel patterns or above
3 rd -4 th	Student is in the instructional stage of one of the following spelling patterns: <ul style="list-style-type: none"> • Beginning consonant • Final consonant • Short vowels 	Student is in the instructional stage of one of the following spelling patterns: <ul style="list-style-type: none"> • Digraphs • Blends 	Student is in the instructional stage of one of the following spelling patterns: <ul style="list-style-type: none"> • Long vowels 	Student is in the instructional stage of one of the following spelling patterns: <ul style="list-style-type: none"> • Other vowel patterns or above

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Forms letters and numerals correctly.				
Marking Period	1= Needs Support	2= Approaching Standard	3= Meets Standard	4= Exceeds Standard
1 st -4 th	The student forms most letters and numerals incorrectly.	The student forms some letters and numerals correctly.	The student forms most letters and numerals correctly.	The student consistently and independently forms all letters and numerals correctly.

Spaces letters and words correctly.				
Marking Period	1= Needs Support	2= Approaching Standard	3= Meets Standard	4= Exceeds Standard
1 st -4 th	The student does not space letters and words correctly.	The student sometimes spaces letters and words correctly.	The student consistently spaces letters and words correctly.	The student consistently and independently spaces letters and words correctly.

Applies knowledge of sight words.				
Marking Period	1= Needs Support	2= Approaching Standard	3= Meets Standard	4= Exceeds Standard
1 st -4 th	Student is able to correctly spell introduced grade level high frequency words and/or rarely applies them to his or her writing.	Student is able to correctly spell introduced grade level high frequency words and/or sometimes applies them to his or her writing.	Student is able to correctly spell introduced grade level high frequency words and/or usually applies them to his or her writing.	Student is able to correctly spell introduced grade level high frequency words and consistently and independently applies them to his or her writing.

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Listening and Speaking

Clearly expresses ideas orally.				
Marking Period	1= Needs Support	2= Approaching Standard	3= Meets Standard	4= Exceeds Standard
1 st – 4 th	Student rarely takes turns speaking and listening.	Student occasionally takes turns speaking and listening.	Student consistently takes turns speaking and listening.	Student acts as a role model for others taking turns and listening to others.

Asks questions to gain information.				
Marking Period	1= Needs Support	2= Approaching Standard	3= Meets Standard	4= Exceeds Standard
1 st – 4 th	Student rarely asks questions to gain information.	Student occasionally asks questions to gain information.	Student consistently asks questions to gain information.	Student acts as a role model for asking questions to gain information.

Participates in group discussions actively and appropriately.				
Marking Period	1= Needs Support	2= Approaching Standard	3= Meets Standard	4= Exceeds Standard
1 st – 4 th	Student rarely participates and makes meaningful contributions to classroom or group discussions.	Student sometimes participates and makes meaningful contributions to classroom or group discussions.	Student consistently participates and makes meaningful contributions to classroom or group discussions.	Student acts as a role model for others participating in and making meaningful contributions to classroom or group discussions.

Mathematics

Grade 1 Standard Based Report Card Rubric

A minimum of two assessments per marking period, inclusive of Unit Assessments, to determine growth in each of the skills.

Operations and Algebraic Thinking

Uses addition within 20 to solve word problems				
Marking Period	1= Needs Support	2= Approaching Standard	3= Meets Standard	4= Exceeds Standard
1 st & 2 nd	Student is unable to solve addition word problems within 10 using objects or drawings to represent the problem.	Student is sometimes able to solve addition problems within 10 using objects or drawings to represent the problem.	Student is able to solve addition problems within 10 using objects or drawings to represent the problem.	Student is able to solve addition problems greater than 10 using objects or drawings to represent the problem.
4 th	Student is unable or rarely able to solve addition problems within 20 using objects or drawings to represent the problem.	Student is sometimes able to solve addition problems within 20 using objects or drawings to represent the problem.	Student is able to solve addition problems within 20 using objects or drawings to represent the problem.	Student is able to solve addition problems greater than 20 using objects or drawings to represent the problem.

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Uses subtraction within 20 to solve word problems				
Marking Period	1= Needs Support	2= Approaching Standard	3= Meets Standard	4= Exceeds Standard
1 st & 2 nd	Student is unable to solve subtraction word problems within 10 using objects or drawings to represent the problem.	Student is sometimes able to solve subtraction problems within 10 using objects or drawings to represent the problem.	Student is able to solve subtraction problems within 10 using objects or drawings to represent the problem.	Student is able to solve subtraction problems greater than 10 using objects or drawings to represent the problem.
4 th	Student is unable or rarely able to solve subtraction problems within 20 using objects or drawings to represent the problem.	Student is sometimes able to solve subtraction problems within 20 using objects or drawings to represent the problem.	Student is able to solve subtraction problems within 20 using objects or drawings to represent the problem.	Student is able to solve subtraction problems greater than 20 using objects or drawings to represent the problem.

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Solves addition word problems within 20 using three addends				
Marking Period	1= Needs Support	2= Approaching Standard	3= Meets Standard	4= Exceeds Standard
1 st - 2 nd	Student is unable or rarely able to solve addition problems within 20 with three addends.	Student is sometimes able to solve addition problems within 20 with three addends.	Student is able to solve addition problems within 20 with three addends.	Student is able to solve addition problems greater than 20 with three addends.

Applies properties of operations as strategies to add and subtract				
Marking Period	1= Needs Support	2= Approaching Standard	3= Meets Standard	4= Exceeds Standard
1 st	Student is unable or rarely able to apply properties of operations to solve addition and subtractions problems within 10.	Student is sometimes able to apply properties of operations to solve addition and subtractions problems within 10.	Student is able to apply properties of operations to solve addition and subtractions problems within 10.	Student is able to apply properties of operations to solve addition and subtractions problems within 20.
2 nd	Student is unable or rarely able to apply properties of operations to solve addition and subtractions problems within 20.	Student is sometimes able to apply properties of operations to solve addition and subtractions problems within 20.	Student is able to apply properties of operations to solve addition and subtractions problems within 20.	Student is able to apply properties of operations to solve addition and subtractions problems greater than 20.

Understands subtraction as an unknown addend problem				
Marking Period	1= Needs Support	2= Approaching Standard	3= Meets Standard	4= Exceeds Standard
1 st & 2 nd	Student is unable or rarely able to find the missing addend within 10 to solve subtraction problems.	Student is sometimes able to find the missing addend within 10 to solve subtraction problems.	Student is able to find the missing addend within 10 to solve subtraction problems.	Student is able to find the missing addend within 20 to solve subtraction problems.

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Relates counting to addition and subtraction				
Marking Period	1= Needs Support	2= Approaching Standard	3= Meets Standard	4= Exceeds Standard
1st	Student is unable or rarely able to relate counting on and counting backward to addition and subtraction within 20.	Student is sometimes able to relate counting on and counting backward to addition and subtraction within 20.	Student is able to relate counting on and counting backward to addition and subtraction within 20.	Student is able to relate counting on and counting backward to addition and subtraction with numbers greater than 20.

Fluently adds within 10				
Marking Period	1= Needs Support	2= Approaching Standard	3= Meets Standard	4= Exceeds Standard
2 nd & 3 rd	Student is unable or rarely able to add fluently within 10.	Student is sometimes able to add fluently within 10.	Student is able to add fluently within 10.	Student is able to add fluently numbers greater than 10.

Fluently subtracts within 10				
Marking Period	1= Needs Support	2= Approaching Standard	3= Meets Standard	4= Exceeds Standard
2 nd & 3 rd	Student is unable or rarely able to subtract fluently within 10.	Student is sometimes able to subtract fluently within 10.	Student is able to subtract fluently within 10.	Student is able to subtract fluently from a number greater than 10.

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Adds and subtracts within 20 utilizing strategies				
Marking Period	1= Needs Support	2= Approaching Standard	3= Meets Standard	4= Exceeds Standard
2 nd - 4 th	<p>Student is unable or rarely able to add sums to 20 using strategies such as making ten, counting on, composing and decomposing.</p> <p>Student is unable or rarely able to subtract with a minuend of 20 using strategies such as making ten, counting on, composing and decomposing.</p>	<p>Student is sometimes able to add sums to 20 using strategies such as making ten, counting on, composing and decomposing.</p> <p>Student is sometimes able to subtract with a minuend of 20 using strategies such as making ten, counting on, composing and decomposing.</p>	<p>Student is able to add sums to 20 using strategies such as making ten, counting on, composing and decomposing.</p> <p>Student is able to subtract with a minuend of 20 using strategies such as making ten, counting on, composing and decomposing.</p>	<p>Student is able to add sums greater than 20 using strategies such as making ten, counting on, composing and decomposing.</p> <p>Student is able to subtract with a minuend greater than 20 using strategies such as making ten, counting on, composing and decomposing.</p>

Determines if addition and subtraction equations within 20 are true or false				
Marking Period	1= Needs Support	2= Approaching Standard	3= Meets Standard	4= Exceeds Standard
1 st	Student is unable or rarely able to determine if addition and subtraction equations within 10 are true or false.	Student is sometimes able to determine if addition and subtraction equations within 10 are true or false.	Student is able to determine if addition and subtraction equations within 10 are true or false.	Student is able to determine if addition and subtraction equations within 20 are true or false.
2 nd	Student is unable or rarely able to determine if addition and subtraction equations within 20 are true or false.	Student is sometimes able to determine if addition and subtraction equations within 20 are true or false.	Student is able to determine if addition and subtraction equations within 20 are true or false.	Student is able to determine if addition and subtraction equations greater than 20 are true or false.

A minimum of two assessments per marking period, inclusive of Unit Assessments, to determine growth in each of the skills.

Determine the unknown whole number in an equation in any position				
Marking Period	1= Needs Support	2= Approaching Standard	3= Meets Standard	4= Exceeds Standard
1 st	Student is unable or rarely able to determine the unknown whole number in any position to solve addition and subtraction equations within 10.	Student is sometimes able to determine the unknown whole number in any position to solve addition and subtraction equations within 10.	Student is able to determine the unknown whole number in any position to solve addition and subtraction equations within 10.	Student is able to determine the unknown whole number in any position to solve addition and subtraction equations within 20.
2 nd	Student is unable or rarely able to determine the unknown whole number in any position to solve addition and subtraction equations within 20.	Student is sometimes able to determine the unknown whole number in any position to solve addition and subtraction equations within 20.	Student is able to determine the unknown whole number in any position to solve addition and subtraction equations within 20.	Student is able to determine the unknown whole number in any position to solve addition and subtraction equations greater than 20.

Number and Operations in Base Ten

Counts, sequences, reads, writes and represents numbers correctly to 120.				
Marking Period	1= Needs Support	2= Approaching Standard	3= Meets Standard	4= Exceeds Standard
1 st	Student is unable or rarely able to count, sequence, read, write and represent numbers correctly to 100.	Student is sometimes able to count, sequence, read, write and represent numbers correctly to 100.	Student is able to count, sequence, read, write and represent numbers correctly to 100.	Student is able to count, sequence, read, write and represent numbers correctly to 120 or greater.
2 nd & 4 th	Student is unable or rarely able to count, sequence, read, write and represent numbers correctly to 120.	Student is sometimes able to count, sequence, read, write and represent numbers correctly to 120.	Student is able to count, sequence, read, write and represent numbers correctly to 120.	Student is able to count, sequence, read, write and represent numbers correctly greater than 120.

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Effectively uses place value to compare numbers.				
Marking Period	1= Needs Support	2= Approaching Standard	3= Meets Standard	4= Exceeds Standard
2 nd	<p>Student is unable or rarely able to compose and decompose numbers to 20 to identify the value of the number in the tens and ones place.</p> <p>Student is unable or rarely able to record comparisons of 2 digit numbers using $>$, $=$, $<$.</p>	<p>Student sometimes able to compose and decompose numbers to 20 to identify the value of the number in the tens and ones place.</p> <p>Student is sometimes able to record comparisons of 2 digit numbers using $>$, $=$, $<$.</p>	<p>Student is able to compose and decompose numbers to 20 to identify the value of the number the tens and ones place.</p> <p>Student is able to record comparisons of 2 digit numbers using $>$, $=$, $<$.</p>	<p>Student is able to compose and decompose numbers greater than 20 to identify the value of the number the tens and ones place.</p> <p>Student is able to record comparisons of 2 or more digit numbers using $>$, $=$, $<$.</p>
3 rd	<p>Student is able to compose and decompose numbers to 90 in order to identify the value of the number in the tens and ones place with some errors.</p>	<p>Student is able to compose and decompose numbers to 90 in order to identify the value of the number in the tens and ones place with few errors.</p>	<p>Student is able to compose and decompose numbers to 90 in order to identify the value of the number in the tens and ones place consistently.</p>	<p>Student is able to compose and decompose numbers greater than 90 in order to identify the value of the number in the tens and ones place consistently.</p>

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Uses place value strategies to add within 100				
Marking Period	1= Needs Support	2= Approaching Standard	3= Meets Standard	4= Exceeds Standard
3 rd	Student is unable or rarely able to use place value to add a 2 digit number and 1 digit number or a 2 digit number and a multiple of 10 within 100 using place value strategies.	Student is sometimes able to add a 2 digit number and 1 digit number or a 2 digit number and a multiple of 10 within 100 using place value strategies.	Student is able to add a 2 digit number and 1 digit number and a 2 digit number and a multiple of 10 with sums within 100 using place value strategies with few errors.	Student is consistently able to add a 2 digit number and 1 digit number and a 2 digit number and a multiple of 10 within 100 using place value strategies.
4 th	Student is sometimes able to add a 2 digit number and 1 digit number or a 2 digit number and a multiple of 10 within 100 using place value strategies.	Student is able to add a 2 digit number and 1 digit number and a 2 digit number and a multiple of 10 with sums within 100 using place value strategies with few errors.	Student is consistently able to add a 2 digit number and 1 digit number and a 2 digit number and a multiple of 10 within 100 using place value strategies.	Student able to add a 2 digit number and 1 digit number and a 2 digit number and a multiple of 10 with sums greater than 100 using place value strategies.

Subtract multiples of 10				
Marking Period	1= Needs Support	2= Approaching Standard	3= Meets Standard	4= Exceeds Standard
3 rd	Student is unable or rarely able to use place value strategy and concrete models to subtract 10 from a multiple of 10 within 100.	Student is sometimes able to use place value strategy and concrete models to subtract 10 from a multiple of 10 within 100.	Student is able to use place value strategy and concrete models to subtract 10 from a multiple of 10 within 100.	Student is able to use place value strategy and concrete models to subtract 10 from a multiple of 10 with numbers greater than 100.

A minimum of two assessments per marking period, inclusive of Unit Assessments, to determine growth in each of the skills.

Measurements and Data

Order three objects by length				
Marking Period	1= Needs Support	2= Approaching Standard	3= Meets Standard	4= Exceeds Standard
3 rd	Student is unable or rarely able to order three objects by length and use comparative language to describe relationships.	Student is sometimes able to order three objects by length and use comparative language to describe relationships.	Student is able to order three objects by length and use comparative language to describe relationships.	Student is able to order more than three objects by length and use comparative language to describe relationships.

Measures length using non-standard units				
Marking Period	1= Needs Support	2= Approaching Standard	3= Meets Standard	4= Exceeds Standard
3 rd	Student is unable or rarely able to use multiple copies of an object to measure the length of another object.	Student is sometimes able to use multiple copies of an object to measure the length of another object.	Student is able to use multiple copies of an object to measure the length of another object.	Student is able to compare and describe the relationship of the unit and the larger object using descriptive language to illustrate the model.

Tells and writes time to the hour and half hour				
Marking Period	1= Needs Support	2= Approaching Standard	3= Meets Standard	4= Exceeds Standard
3 rd	Student is unable or rarely able to tell time to the hour and half hour on both an analog and digital clock.	Student is sometimes able to tell time to the hour and half hour on both an analog and digital clock.	Student is able to tell time to the hour and half hour on both an analog and digital clock consistently.	Student is able to tell time to the nearest 10 minute interval on both an analog and digital clock.

A minimum of two assessments per marking period, inclusive of Unit Assessments, to determine growth in each of the skills.

Organizes, represents and interprets data				
Marking Period	1= Needs Support	2= Approaching Standard	3= Meets Standard	4= Exceeds Standard
2 nd	Student is unable or rarely able to organize, represent and interpret data with up to three categories.	Student is sometimes able to organize, represent and interpret data with up to three categories.	Student is able to organize, represent and interpret data with up to three categories.	Student is able to organize, represent and interpret data with more than three categories.

Geometry

Understands and applies knowledge of shapes to compare and create 2-D and 3-D shapes				
Marking Period	1= Needs Support	2= Approaching Standard	3= Meets Standard	4= Exceeds Standard
4 th	Student is unable or rarely able to apply knowledge of shapes and their attributes to compare and create 2-D and 3-D shapes.	Student is sometimes able to apply knowledge of shapes and their attributes to compare and create 2-D and 3-D shapes.	Student is able to apply knowledge of shapes and their attributes to compare and create 2-D and 3-D shapes.	Student is able to apply knowledge of shapes and their attributes to compare and create 2-D and 3-D shapes in a real life setting.

A minimum of two assessments per marking period, inclusive of Unit Assessments, to determine growth in each of the skills.

Understands and applies knowledge of fractions				
Marking Period	1= Needs Support	2= Approaching Standard	3= Meets Standard	4= Exceeds Standard
4 th	Student is unable or rarely able to apply and verbalize knowledge of fractions when partitioning circles and rectangles into halves, fourths and quarters.	Student is sometimes able to apply and verbalize knowledge of fractions when partitioning circles and rectangles into halves, fourths and quarters.	Student is able to apply and verbalize knowledge of fractions when partitioning circles and rectangles into halves, fourths and quarters.	Student is able to apply and verbalize knowledge of fractions when partitioning circles and rectangles into halves, fourths and quarters in a real life setting.

A minimum of two assessments per marking period, inclusive of Unit Assessments, to determine growth in each of the skills.

Science

First Grade Standard Based Report Card Rubric

A minimum of two assessments per marking period, inclusive of Unit Assessments, to determine growth in each of the skills.

Science and Engineering Practice 1: Asks and identifies questions that can be answered by an investigation.	1= Needs support – Students require significant assistance to accomplish all of the following:	2= Approaching standard – Students can accomplish at least one of the following with limited assistance:	3= Meets standard – Students can accomplish all of the following:	4= Exceeds standard – In addition to all aspects of (3), students also can accomplish at least one of the following:
	<ul style="list-style-type: none"> • Ask questions based on observations to find more information about the natural and/or designed world(s). • Ask and/or identify questions that can be answered by an investigation. • Define a simple problem that can be solved through the development of a new or improved object or tool. 	<ul style="list-style-type: none"> • Ask questions based on observations to find more information about the natural and/or designed world(s). • Ask and/or identify questions that can be answered by an investigation. • Define a simple problem that can be solved through the development of a new or improved object or tool. 	<ul style="list-style-type: none"> • Ask questions based on observations to find more information about the natural and/or designed world(s). • Ask and/or identify questions that can be answered by an investigation. • Define a simple problem that can be solved through the development of a new or improved object or tool. 	<ul style="list-style-type: none"> • Ask questions about what would happen if a variable is changed. • Identify scientific (testable) and non-scientific (non-testable) questions. • Ask questions that can be investigated and predict reasonable outcomes based on patterns such as cause and effect relationships. • Use prior knowledge to describe problems that can be solved. • Define a simple design problem that can be solved through the development of an object, tool, process, or system and includes several criteria for success and constraints on materials, time, or cost.

<p>Science and Engineering Practice 2: Uses scientific models to represent relationships, such as size and pattern, in the natural and human-made world (i.e., diagram, drawing, physical replica, diorama, dramatization, or storyboard).</p>	<p>1= Needs support – Students require significant assistance to accomplish all of the following:</p>	<p>2= Approaches the standard – Students can accomplish at least one of the following with limited assistance:</p>	<p>3= Meets the standard – Students can accomplish all of the following:</p>	<p>4= Exceeds the standard – In addition to all aspects of (3), students also can accomplish at least one of the following:</p>
	<ul style="list-style-type: none"> • Distinguish between a model and the actual object, process, and/or events the model represents. • Compare models to identify common features and differences. • Develop and/or use a model to represent amounts, relationships, relative scales (bigger, smaller), and/or patterns in the natural and designed world(s). • Develop a simple model based on evidence to represent a proposed object or tool. 	<ul style="list-style-type: none"> • Distinguish between a model and the actual object, process, and/or events the model represents. • Compare models to identify common features and differences. • Develop and/or use a model to represent amounts, relationships, relative scales (bigger, smaller), and/or patterns in the natural and designed world(s). • Develop a simple model based on evidence to represent a proposed object or tool. 	<ul style="list-style-type: none"> • Distinguish between a model and the actual object, process, and/or events the model represents. • Compare models to identify common features and differences. • Develop and/or use a model to represent amounts, relationships, relative scales (bigger, smaller), and/or patterns in the natural and designed world(s). • Develop a simple model based on evidence to represent a proposed object or tool. 	<ul style="list-style-type: none"> • Identify limitations of models. • Collaboratively develop and/or revise a model based on evidence that shows the relationships among variables for frequent and regular occurring events. • Develop a model using an analogy, example, or abstract representation to describe a scientific principle or design solution. • Develop and/or use models to describe and/or predict phenomena. • Develop a diagram or simple physical prototype to convey a proposed object, tool, or process. • Use a model to test cause and effect relationships or interactions concerning the functioning of a natural or designed system.

A minimum of two assessments per marking period, inclusive of Unit Assessments, to determine growth in each of the skills.

Science and Engineering Practice 3: Plans and conducts investigations collaboratively, and evaluates different ways of collecting data to best answer a question.	1= Needs support – Students require significant assistance to accomplish all of the following:	2= Approaches the standard – Students can accomplish at least one of the following with limited assistance:	3= Meets the standard – Students can accomplish all of the following:	4= Exceeds the standard – In addition to all aspects of (3), students also can accomplish at least one of the following:
	<ul style="list-style-type: none"> • With guidance, plan and conduct an investigation in collaboration with peers (for K). • Plan and conduct an investigation collaboratively to produce data to serve as the basis for evidence to answer a question. • Evaluate different ways of observing and/or measuring a phenomenon to determine which way can answer a question. • Make observations (firsthand or from media) and/or measurements to collect data that can be used to make comparisons. • Make observations (firsthand or from media) and/or measurements of a proposed object or tool or solution to determine if it solves a problem or meets a goal. • Make predictions based on prior experiences. 	<ul style="list-style-type: none"> • With guidance, plan and conduct an investigation in collaboration with peers (for K). • Plan and conduct an investigation collaboratively to produce data to serve as the basis for evidence to answer a question. • Evaluate different ways of observing and/or measuring a phenomenon to determine which way can answer a question. • Make observations (firsthand or from media) and/or measurements to collect data that can be used to make comparisons. • Make observations (firsthand or from media) and/or measurements of a proposed object or tool or solution to determine if it solves a problem or meets a goal. • Make predictions based on prior experiences. 	<ul style="list-style-type: none"> • With guidance, plan and conduct an investigation in collaboration with peers (for K). • Plan and conduct an investigation collaboratively to produce data to serve as the basis for evidence to answer a question. • Evaluate different ways of observing and/or measuring a phenomenon to determine which way can answer a question. • Make observations (firsthand or from media) and/or measurements to collect data that can be used to make comparisons. • Make observations (firsthand or from media) and/or measurements of a proposed object or tool or solution to determine if it solves a problem or meets a goal. • Make predictions based on prior experiences. 	<ul style="list-style-type: none"> • Plan and conduct an investigation collaboratively to produce data to serve as the basis for evidence, using fair tests in which variables are controlled and the number of trials considered. • Evaluate appropriate methods and/or tools for collecting data. • Make observations and/or measurements to produce data to serve as the basis for evidence for an explanation of a phenomenon or test a design solution. • Make predictions about what would happen if a variable changes. • Test two different models of the same proposed object, tool, or process to determine which better meets criteria for success.

A minimum of two assessments per marking period, inclusive of Unit Assessments, to determine growth in each of the skills.

Science and Engineering Practice 6: Designs or builds a device that solves a specific problem and compares multiple solutions to a problem.	1= Needs support – Students require significant assistance to accomplish all of the following:	2= Approaches the standard – Students can accomplish at least one of the following with limited assistance:	3= Meets the standard – Students can accomplish all of the following:	4= Exceeds the standard – In addition to all aspects of (3), students also can accomplish at least one of the following:
	<ul style="list-style-type: none"> • Make observations (firsthand or from media) to construct an evidence-based account for natural phenomena. • Use tools and/or materials to design and/or build a device that solves a specific problem or a solution to a specific problem. • Generate and/or compare multiple solutions to a problem. 	<ul style="list-style-type: none"> • Make observations (firsthand or from media) to construct an evidence-based account for natural phenomena. • Use tools and/or materials to design and/or build a device that solves a specific problem or a solution to a specific problem. • Generate and/or compare multiple solutions to a problem. 	<ul style="list-style-type: none"> • Make observations (firsthand or from media) to construct an evidence-based account for natural phenomena. • Use tools and/or materials to design and/or build a device that solves a specific problem or a solution to a specific problem. • Generate and/or compare multiple solutions to a problem. 	<ul style="list-style-type: none"> • Construct an explanation of observed relationships (e.g., the distribution of plants in the back yard). • Use evidence (e.g., measurements, observations, patterns) to construct or support an explanation or design a solution to a problem. • Identify the evidence that supports particular points in an explanation. • Apply scientific ideas to solve design problems. • Generate and compare multiple solutions to a problem based on how well they meet the criteria and constraints of the design solution.

A minimum of two assessments per marking period, inclusive of Unit Assessments, to determine growth in each of the skills.

Social Studies
Grade 1 Standard Based Report
Card Rubric

Describe the connections between individuals, events, ideas, or information.				
Marking Period	1= Needs Support	2= Approaching Standard	3= Meets Standard	4= Exceeds Standard
1 st -4 th	Student rarely communicates an understanding of concepts taught related to individuals, events, ideas or information.	Student sometimes communicates an understanding of concepts taught related to individuals, events, ideas or information.	Student often communicates an understanding of concepts taught related to individuals, events, ideas or information.	Student consistently communicates an understanding of concepts taught related to individuals, events, ideas or information and is able to extend key concepts to real life experiences.

Participates in classroom discussions and activities related to content area.				
Marking Period	1= Needs Support	2= Approaching Standard	3= Meets Standard	4= Exceeds Standard
1 st – 4 th	Student rarely participates in class discussions and activities.	Student sometimes participates in class discussions and activities.	Student consistently participates in class discussions and activities.	Student acts as a role model for participating in class discussions and activities.

A minimum of two assessments per marking period, inclusive of Unit Assessments, to determine growth in each of the skills.

Physical Education

Grade 1 Standard Based Report Card Rubric

A minimum of two assessments per marking period, inclusive of Unit Assessments, to determine growth in each of the skills.

Demonstrates understanding of concepts and application of skills.				
Marking Period	1= Needs Support	2= Approaching Standard	3= Meets Standard	4= Exceeds Standard
1 st -4 th	Student rarely demonstrate smooth transitions between sequential movement skills and rarely explains how changes in directions/pathways/levels can alter movement. Student is unable to recognize player placement, prearranged movement patterns and is unable to identify body responses related to physical activity.	Student is beginning to demonstrate smooth transitions between sequential movement skills and sometimes explains how changes in directions/pathways/levels can alter movement. Student is learning how to recognize player placement, prearranged movement patterns and is learning to identify body responses related to physical activity.	Student understands and applies smooth transitions between sequential movement skills and explains how changes in directions/pathways/levels can alter movement. Student recognizes player placement, prearranged movement patterns and is able to identify body responses related to physical activity.	Student understands and consistently applies smooth transitions between sequential movement skills and explains how changes in directions/pathways/levels can alter movement. Student consistently recognizes player placement, prearranged movement patterns and always is able to identify body responses related to physical activity.

Participates in classroom discussions and activities related to content area.				
Marking Period	1= Needs Support	2= Approaching Standard	3= Meets Standard	4= Exceeds Standard
1 st – 4 th	Student rarely participates in class discussions and activities.	Student sometimes participates in class discussions and activities.	Student consistently participates in class discussions and activities.	Student acts as a role model for participating in class discussions and activities.

A minimum of two assessments per marking period, inclusive of Unit Assessments, to determine growth in each of the skills.

Instructional Technology

Grade 1 Standard Based Report

Card Rubric

A minimum of two assessments per marking period, inclusive of Unit Assessments, to determine growth in each of the skills.

Demonstrates understanding of concepts and application of skills.				
Marking Period	1= Needs Support	2= Approaching Standard	3= Meets Standard	4= Exceeds Standard
1 st	Student rarely applies the fundamentals of Instructional Technology. The student is unable to use a mouse or to block code.	Student is beginning to apply the fundamentals of Instructional Technology. The student is learning how to use a mouse or to block code.	Student understands and applies the fundamentals of Instructional Technology. The student uses a mouse or block codes.	Student understands and consistently applies the fundamentals of Instructional Technology. The student consistently uses a mouse or block codes.

Demonstrates understanding of concepts and application of skills.				
Marking Period	1= Needs Support	2= Approaching Standard	3= Meets Standard	4= Exceeds Standard
2 nd	Student rarely applies the fundamentals of Instructional Technology. The student is unable to maintain a safe online experience or to block code.	Student is beginning to apply the fundamentals of Instructional Technology. The student is learning to maintain a safe online experience or to block code.	Student understands and applies the fundamentals of Instructional Technology. The student maintains a safe online experience or block codes.	Student understands and consistently applies the fundamentals of Instructional Technology. The student consistently maintains a safe online experience or block codes.

A minimum of two assessments per marking period, inclusive of Unit Assessments, to determine growth in each of the skills.

Demonstrates understanding of concepts and application of skills.				
Marking Period	1= Needs Support	2= Approaching Standard	3= Meets Standard	4= Exceeds Standard
3 rd	Student rarely applies the fundamentals of Instructional Technology. The student is unable to type sentences on a computer or to block code.	Student is beginning to apply the fundamentals of Instructional Technology. The student is learning to type sentences on a computer or to block code.	Student understands and applies the fundamentals of Instructional Technology. The student types sentences on a computer or block codes.	Student understands and consistently applies the fundamentals of Instructional Technology. The student consistently types sentences on a computer or block codes.

Demonstrates understanding of concepts and application of skills.				
Marking Period	1= Needs Support	2= Approaching Standard	3= Meets Standard	4= Exceeds Standard
4 th	Student rarely applies the fundamentals of Instructional Technology. The student is unable to use computer images to express an idea or to block code.	Student is beginning to apply the fundamentals of Instructional Technology. The student is learning to use computer images to express an idea or to block code.	Student understands and applies the fundamentals of Instructional Technology. The student uses computer images to express an idea or block codes.	Student understands and consistently applies the fundamentals of Instructional Technology. The student consistently uses computer images to express an idea or block codes.

Participates in classroom discussions and activities related to content area.				
Marking Period	1= Needs Support	2= Approaching Standard	3= Meets Standard	4= Exceeds Standard
1 st – 4 th	Student rarely participates in class discussions and activities.	Student sometimes participates in class discussions and activities.	Student consistently participates in class discussions and activities.	Student acts as a role model for participating in class discussions and activities.

A minimum of two assessments per marking period, inclusive of Unit Assessments, to determine growth in each of the skills.

Health

Grade 1 Standard Based Report Card Rubric

A minimum of two assessments per marking period, inclusive of Unit Assessments, to determine growth in each of the skills.

Health

Demonstrates understanding of concepts and application of skills.				
Marking Period	1= Needs Support	2= Approaching Standard	3= Meets Standard	4= Exceeds Standard
1 st -4 th	Student rarely communicates an understanding of the concepts of self-care, gender, wellness, values, and nutrition.	Student is beginning to communicate an understanding of the concepts of self-care, gender, wellness, values, and nutrition.	Student understands the concepts of self-care, gender, wellness, values, and nutrition.	Student understands and applies the concepts of self-care, gender, wellness, values, and nutrition.

Participates in classroom discussions and activities related to content area.				
Marking Period	1= Needs Support	2= Approaching Standard	3= Meets Standard	4= Exceeds Standard
1 st – 4 th	Student rarely participates in class discussions and activities.	Student sometimes participates in class discussions and activities.	Student consistently participates in class discussions and activities.	Student acts as a role model for participating in class discussions and activities.

A minimum of two assessments per marking period, inclusive of Unit Assessments, to determine growth in each of the skills.

Art

Grade 1 Standard Based Report Card Rubric

A minimum of two assessments per marking period, inclusive of Unit Assessments, to determine growth in each of the skills.

Art

Demonstrates understanding of concepts and application of skills.				
Marking Period	1= Needs Support	2= Approaching Standard	3= Meets Standard	4= Exceeds Standard
1 st	Student rarely creates lines or shapes and rarely applies them to everyday life. Student rarely uses tools appropriate to the production of work in art in a variety of art media.	Student is beginning to create lines or shapes and beginning to apply them to everyday life. Student is learning how to use tools appropriate to the production of works of art in a variety of art media.	Student understands and creates lines or shapes and applies them to everyday life. The student uses the tools appropriate to the production of a work of art in a variety of art media most of the time.	Student understands and consistently creates lines or shapes and applies them to everyday life. The student consistently uses tools appropriate to the production of a work of art in a variety of art media.

Demonstrates understanding of concepts and application of skills.				
Marking Period	1= Needs Support	2= Approaching Standard	3= Meets Standard	4= Exceeds Standard
2 nd	Student rarely understands that there are primary/secondary colors and they can be used to create other colors. Student rarely uses tools appropriate to the production of work in art in a variety of art media.	Student is beginning to understand that there are primary/secondary colors and they can be used to create other colors. Student is learning how to use tools appropriate to the production of works of art in a variety of art media.	Student understands that there are primary/secondary colors and they can be used to create other colors. The student uses the tools appropriate to the production of a work of art in a variety of art media most of the time.	Student consistently understands that there are primary/secondary colors and they can be used to create other colors. The student consistently uses tools appropriate to the production of a work of art in a variety of art media.

A minimum of two assessments per marking period, inclusive of Unit Assessments, to determine growth in each of the skills.

Demonstrates understanding of concepts and application of skills.				
Marking Period	1= Needs Support	2= Approaching Standard	3= Meets Standard	4= Exceeds Standard
3 rd	Student rarely assembles or creates a textured sculpture or gives the appearance of a textured sculpture by using lines. Student rarely uses tools appropriate to the production of work in art in a variety of art media.	Student is beginning to assemble or create a textured sculpture or gives the appearance of a textured sculpture by using lines. Student is learning how to use tools appropriate to the production of works of art in a variety of art media.	Student assembles or creates a textured sculpture or gives the appearance of a textured sculpture by using lines. The student uses the tools appropriate to the production of a work of art in a variety of art media most of the time.	Student consistently assembles or creates a textured sculpture or gives the appearance of a textured sculpture by using lines. The student consistently uses tools appropriate to the production of a work of art in a variety of art media.

Demonstrates understanding of concepts and application of skills.				
Marking Period	1= Needs Support	2= Approaching Standard	3= Meets Standard	4= Exceeds Standard
4 th	Student rarely understands art forms or values. Student rarely uses tools appropriate to the production of work in art in a variety of art media.	Student is beginning to understand art forms or values. Student is learning how to use tools appropriate to the production of works of art in a variety of art media.	Student understands art forms or values. The student uses the tools appropriate to the production of a work of art in a variety of art media most of the time.	Student consistently understands art forms or values. The student consistently uses tools appropriate to the production of a work of art in a variety of art media.

A minimum of two assessments per marking period, inclusive of Unit Assessments, to determine growth in each of the skills.

Participates in classroom discussions and activities related to content area.				
Marking Period	1= Needs Support	2= Approaching Standard	3= Meets Standard	4= Exceeds Standard
1 st – 4 th	Student rarely participates in class discussions and activities.	Student sometimes participates in class discussions and activities.	Student consistently participates in class discussions and activities.	Student acts as a role model for participating in class discussions and activities.

A minimum of two assessments per marking period, inclusive of Unit Assessments, to determine growth in each of the skills.

Music

Grade 1 Standard Based Report Card Rubric

A minimum of two assessments per marking period, inclusive of Unit Assessments, to determine growth in each of the skills.

Music

Demonstrates understanding of concepts and application of skills.				
Marking Period	1= Needs Support	2= Approaching Standard	3= Meets Standard	4= Exceeds Standard
1 st	Student rarely analyzes selected music, reads or performs rhythmic patterns using iconic notation.	Student is beginning to analyze selected music, read or perform rhythmic patterns using iconic notation.	Student understands and analyzes selected music, reads or performs rhythmic patterns using iconic notation.	Student consistently analyzes selected music, reads or performs rhythmic patterns using iconic notation.

Demonstrates understanding of concepts and application of skills.				
Marking Period	1= Needs Support	2= Approaching Standard	3= Meets Standard	4= Exceeds Standard
2 nd	Student rarely generates musical patterns and ideas within the context of a given tonality and meter.	Student is beginning to generate musical patterns and ideas within the context of a given tonality and meter.	Student generates musical patterns and ideas within the context of a given tonality and meter.	Student consistently generates musical patterns and ideas within the context of a given tonality and meter.

A minimum of two assessments per marking period, inclusive of Unit Assessments, to determine growth in each of the skills.

Demonstrates understanding of concepts and application of skills.				
Marking Period	1= Needs Support	2= Approaching Standard	3= Meets Standard	4= Exceeds Standard
3 rd - 4 th	Student rarely demonstrate knowledge of musical contrast, expressive qualities or rehearses/performs music with expression.	Student is beginning to demonstrate knowledge of musical contrast, expressive qualities or is beginning to rehearses/performs music with expression.	Student demonstrates knowledge of musical contrast, expressive qualities or rehearses/performs music with expression.	Student consistently demonstrates knowledge of musical contrast, expressive qualities or rehearses/performs music with expression.

Participates in classroom discussions and activities related to content area.				
Marking Period	1= Needs Support	2= Approaching Standard	3= Meets Standard	4= Exceeds Standard
1 st - 4 th	Student rarely participates in class discussions and activities.	Student sometimes participates in class discussions and activities.	Student consistently participates in class discussions and activities.	Student acts as a role model for participating in class discussions and activities.

A minimum of two assessments per marking period, inclusive of Unit Assessments, to determine growth in each of the skills.