

The rubrics are designed to help families understand what numbers on a report card mean for each item under the topic in a particular grade level. As a reminder, the goal for mastery of concepts is by the **end** of the school year and grades communicated before the end of the year reflect progress toward that goal for the current reporting period.

Grade 1 Literacy Rubric

	1	2	3	4
January Reads high frequency words	Student reads less than 17 high frequency words.	Student reads 17-24 high frequency words.	Student reads 25+ high frequency words.	N/A
June Reads high frequency words	Student reads less than 42 high frequency words.	Student reads 42-55 high frequency words.	Student reads 56+ high frequency words.	N/A
Fluently reads grade level text	Student reads text that is on or below grade level mostly word-by-word. Student reads at a slow rate and is not yet reading smoothly or using expression.	Student accurately reads text that is on or below grade level in mostly two- with some three- or four- word phrase groups. Student is working toward smooth and expressive reading guided by author's meaning and punctuation. Reads at a slow rate most of the time.	Student accurately reads text that is on or above grade level in three- or four- word phrase groups. Reading is usually smooth and expressive guided by author's meaning and punctuation. Uses mostly appropriate stress and rate with some slowdowns.	Student accurately reads text that is on or above grade level in larger, meaningful phrases or word groups. Reading is consistently smooth and expressive guided by author's meaning and punctuation. Uses appropriate stress and rate with only a few slowdowns.
Comprehends grade level text independently	Student demonstrates little understanding of grade level or below grade level text. Responses include incorrect or unrelated information.	Student demonstrates some understanding of grade level or below grade level text. Produces responses that include a few facts but needs teacher support for important information or ideas.	Student demonstrates understanding of grade level text. Produces responses that include all important information and main ideas.	Student consistently demonstrates deep understanding of above grade level text when reading independently. Produces responses that include almost all important information and main ideas. Uses text evidence to support response.
Demonstrates reading stamina	Student needs support remaining on task during independent reading time.	Student is working towards demonstrating on task reading behaviors during independent reading time.	Student usually demonstrates on task reading behaviors during independent reading time.	Student consistently demonstrates on task reading behaviors during independent reading time.

Uses appropriate grammar and punctuation in writing	Student has difficulty using spacing between words, punctuation, and capitalization appropriately in daily writing.	Student is beginning to use spacing between words, punctuation, and capitalization appropriately in daily writing.	Student usually uses spacing between words, punctuation, and capitalization appropriately in daily writing.	Student consistently uses spacing between words, punctuation, and capitalization appropriately in daily writing.
Expresses ideas clearly in written work	Student has difficulty generating ideas. Writing is difficult to understand.	Student begins to generate ideas on a topic. Writing sometimes makes sense and sentences are not always complete.	Student writing is usually focused and organized. Writing includes complete sentences. Some details and varying sentence structure may be present.	Student writing is consistently focused and organized. Writing includes complete sentences. Several details and varying sentence structure are present.
Writes legibly	Student has difficulty using correct size, shape and spacing when writing. Handwriting consistently interferes with writing content.	Student is beginning to use correct size, shape and spacing when writing. Handwriting sometimes interferes with writing content.	Student usually uses correct size, shape and spacing when writing. Handwriting seldom interferes with writing content.	Student consistently uses correct size, shape and spacing when writing. Handwriting never interferes with writing content.
Demonstrates writing stamina	Student needs support remaining on task during independent writing time.	Student inconsistently demonstrates on task writing behaviors during independent writing time.	Student usually demonstrates on task writing behaviors during independent writing time.	Student consistently demonstrates on task writing behaviors during independent writing time.
Participates and Cooperates	Student rarely contributes to discussions and work responsibilities even when prompted. Student needs assistance to cooperate in groups.	Student contributes to discussions and work responsibilities when prompted. Student inconsistently cooperates in groups.	Student contributes to discussions and work responsibilities. Student usually cooperates in groups and demonstrates leadership skills.	Student contributes to discussions and work responsibilities. Student consistently cooperates in groups and demonstrates leadership skills.