First Grade Standards Based ELA Rubric

Murray County Schools

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|  Standard  | M Meets Standard  | P Progressing Towards Standard  | NLimited Progress  |
|  | Reading Foundational  |  |
| Recognizes the features of a sentence  | Student demonstrates consistent achievement within the standard.  \*Can identify a sentence based on key features (e.g. first word, capitalization, AND ending punctuation).  | Student demonstrates inconsistent or partial achievement within the standard.  \*Can identify a sentence based on key features (e.g. first word, capitalization, OR ending punctuation).  | Student demonstrates limited achievement within the standard.  |
| Distinguishes long from short vowel sounds   | Student demonstrates consistent achievement within the standard.  \*Distinguishes short from long vowel sounds in spoken single-syllable words.   | Student demonstrates inconsistent or partial achievement within the standard.  \*Distinguishes long from short vowel sounds in spoken single syllable words.  | Student demonstrates limited achievement within the standard.  |
| Blends and segments spoken single syllable  | Student demonstrates consistent achievement within the standard. Demonstrates understanding of spoken words, syllables, and sounds: \*single syllable words \*consonant blends \*initial, medial vowel, and final sound \*segments single syllables into individual sounds.  | Student demonstrates inconsistent or partial achievement within the standard. Demonstrates understanding of spoken words, syllables, and sounds: \*single syllable words \*consonant blends \*initial, medial vowel, and final sound \*segments single syllables into individual sounds.  | Student demonstrates limited achievement within the standard.  |
| Applies first grade phonics and word analysis skills   | Student demonstrates consistent achievement within the standard.  Reads words with the following patterns: \*CVC, CCVC, CVCC, CCVCC \*decodes regularly spelled one-syllable words \*knows final –e and common long vowel teams \*decodes 2 syllable words by breaking words into syllables. \*uses knowledge that every syllable must have a vowel sound to determine  | Student demonstrates inconsistent or partial achievement within the standard.  Reads words with the following patterns: \*CVC, CCVC, CVCC, CCVCC \*decodes regularly spelled one-syllable words \*knows final –e and common long vowel teams \*decodes 2 syllable words by breaking words into syllables \*uses knowledge that every syllable must have a vowel sound to determine  | Student demonstrates limited achievement within the standard.    |

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| following basic patterns by breaking words into syllable  | the number of syllables in a word.  | the number of syllables in a word.  |  |
|  Standard  | M Meets Standard  | P Progressing Towards Standard  | N Limited Progress  |
| Reads grade appropriate sight words  | Student demonstrates consistent achievement within the standard.     | Student demonstrates inconsistent or partial achievement within the standard.   | Student demonstrates limited achievement within the standard.   |
| Reads grade-level text orally with accuracy, appropriate rate, and expression.          | Student demonstrates consistent achievement within the standard. Reads and comprehends grade-level text with appropriate: \*accuracy \*rate \*expression \*self-correction   | Student demonstrates inconsistent or partial achievement within the standard. Reads and comprehends grade-level text with appropriate: \*accuracy \*rate \*expression \*self-correction   | Student demonstrates limited achievement within the standard.   |
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| Standard  | Meets Standard  | Progressing Towards Standard  | Limited Progress  |
| Literary and Informational Reading  |
| Asks and answers questions about key details in a text    | Student demonstrates consistent achievement within the standard. Asks AND answers who, what, when, where, why, and how questions about key details in a literary text.  Asks AND answers questions about key details in an informational text.  | Student demonstrates inconsistent or partial achievement within the standard. Asks OR answers who, what, when, where, why, and how questions about key details in a literary text.  Asks OR answers questions about key details in an informational text.  | Student demonstrates limited achievement within the standard.     |
| Retells stories with key details and central message   | Student demonstrates consistent achievement within the standard. Retells stories including: \*at least 3 key details \*beginning, middle, end \*explains the central message or lesson (literary) \*explains/summarizes central idea or theme (informational)  | Student demonstrates inconsistent or partial achievement within the standard. Retells stories including: \*at least 3 key details \*beginning, middle, end \*explains the central message or lesson (literary) \*explains/summarizes central idea or theme (informational)  | Student demonstrates limited achievement within the standard.     |
| Describes characters, settings, major topics or events   | Student demonstrates consistent achievement within the standard. Uses key details to describe: \*characters \*settings \*major events/topics  | Student demonstrates inconsistent or partial achievement within the standard. Uses key details to describe: \*characters \*settings \*major events/topics  | Student demonstrates limited achievement within the standard.     |
| Identifies major differences between fiction and nonfiction text and uses text features to locate information    | Student demonstrates consistent achievement within the standard. \*Identifies texts as fiction or non-fiction. \*Identifies AND uses headings, table of contents, glossaries, electronic menus and icons to locate key facts or information.  | Student demonstrates inconsistent or partial achievement within the standard.  \*Identifies texts as fiction or non-fiction. \*Identifies OR uses headings, table of contents, glossaries, electronic menus, and icons to locate key facts or information.  | Student demonstrates limited achievement within the standard.     |
| Compares and contrasts experiences of characters    | Student demonstrates consistent achievement within the standard. Compares AND contrasts the adventures and experiences of characters in stories within a text AND among text.  | Student demonstrates inconsistent or partial achievement within the standard. Compares AND contrasts the adventures and experiences of characters in stories within a text AND among text.  | Student demonstrates limited achievement within the standard.     |
| Identifies similarities and differences between two texts on the same topic   | Student demonstrates consistent achievement within the standard. Identifies similarities AND differences between two texts on the same topic.  | Student demonstrates consistent achievement within the standard. Identifies similarities OR differences between two texts on the same topic.  | Student demonstrates limited achievement within the standard.   |

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|  Standard  | 3 Meets Standard  | 2 Progressing Towards Standard  | 1 Limited Progress  |
| Language  |
| Accurately forms upper and lower case letters with spacing  | Student demonstrates consistent achievement within the standard.  \*Neatly and clearly forms letters and numbers correctly using left to right, top to bottom progression. \*Uses lines to guide correct letter formation. \*Size of letters is consistent. \*Spacing is appropriate.  | Student demonstrates inconsistent or partial achievement within the standard.  \*Neatly and clearly forms letters and numbers correctly using left to right, top to bottom progression. \*Uses lines to guide correct letter formation. \*Size of letters is consistent. \*Spacing is appropriate.  | Student demonstrates limited achievement within the standard.  |
| Demonstrates command of capitalization and punctuation in writing    | Student demonstrates consistent achievement within the standard.  Demonstrates the conventions of capitalization and punctuation when writing: \*Capitalize dates and names of people. \*Use end punctuation for sentences. \*Uses commas in dates and commas in a series to separate single words.  | Student demonstrates inconsistent or partial achievement within the standard.  Demonstrates the conventions of capitalization and punctuation when writing: \*Capitalize dates and names of people. \*Use end punctuation for sentences. \*Uses commas in dates and commas in a series to separate single words.  | Student demonstrates limited achievement within the standard.  |
| Uses nouns, verbs, pronouns and adjectives   | Student demonstrates consistent achievement within the standard.  Uses standard English grammar when writing or speaking: \*Uses common, proper, and possessive nouns. AND \*Uses singular and plural nouns with matching verbs in basic sentences. AND \*Uses verbs to convey a sense of past, present, and future.  | Student demonstrates inconsistent or partial achievement within the standard. Uses standard English grammar when writing or speaking: \*Uses common, proper, or possessive nouns OR \*Uses singular and plural nouns with matching verbs in basic sentences. \*Uses verbs to convey a sense of past, present, and future.  | Student demonstrates limited achievement within the standard.  |
| Spells regular and irregular words correctly in writing   | Student demonstrates consistent achievement within the standard.  When writing: \*Spells untaught words phonetically  | Student demonstrates inconsistent or partial achievement within the standard. When writing: \*Spells untaught words phonetically using spelling patterns.  | Student demonstrates limited achievement within the standard.  |

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|   | using spelling patterns. \*Spells taught words using spelling patterns and sight words.  | \*Spells taught words using spelling patterns and sight words.  |  |
|  Standard  | M Meets Standard  | P Progressing Towards Standard  | N Limited Progress  |
| Speaking and Listening  |
| Asks and answers questions to seek help, get information, or deepen understanding  .   | Student demonstrates consistent achievement within the standard.  \*Asks questions for clarity AND \*Responds to questions about details from a text, read aloud, or a speaker  | Student demonstrates inconsistent or partial achievement within the standard.  \*Asks questions for clarity OR \*Responds to questions about details from a text, read aloud, or a speaker  | Student demonstrates limited achievement within the standard.  |
| Describe people, places, things, and events with relevant details    | Student demonstrates consistent achievement within the standard.  \*Describes people, places, things, and events with relevant details, expressing ideas and feelings with appropriate vocabulary and grammar.  | Student demonstrates inconsistent or partial achievement within the standard.  \*Describes people, places, things, and events with appropriate vocabulary and grammar.  | Student demonstrates limited achievement within the standard.  |
| Produces complete sentences when appropriate to task and situations  .   | Student demonstrates consistent achievement within the standard.  \*Expresses thoughts in complete sentences with appropriate grammar and vocabulary.  | Student demonstrates inconsistent or partial achievement within the standard.  \*Expresses thoughts in complete sentences with appropriate grammar and vocabulary.  | Student demonstrates limited achievement within the standard.   |
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|  Standard  | MMeets the Standard Consistently  | P Progressing Toward Meeting the Standard  | N Limited Progress or Does Not Meet the Standard  |
| Writing  |
| Writes narratives recounting sequenced, detailed events, and provides closure  Writes 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 since of closer.  | Student demonstrates consistent achievement within the standard.  Writes narratives that: \*recounts two or more appropriately sequenced events \*includes some details \*uses temporal words \*sense of closure  | Student demonstrates inconsistent or partial achievement within the standard.  Writes narratives that: \*recounts two or more appropriately sequenced events \*includes some details \*uses temporal words \*sense of closure  | Student demonstrates limited achievement within the standard.  |
| Writes informative texts naming a topic, supplying facts, and provides closure  Write informative texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.  | Student demonstrates consistent achievement within the standard:.  Writes informative texts that: \*names a topic \*supplies some facts \*provides a sense of closure  | Student demonstrates inconsistent or partial achievement within the standard.  Writes informative texts that: \*names a topic \*supplies some facts \*provides a sense of closure  | Student demonstrates limited achievement within the standard.  |
| Writes opinion pieces, with topic introduction, reasons why, and provides closure  Write opinion pieces in which they introduce the topic or the name of the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.  | Student demonstrates consistent achievement within the standard. Writes opinion pieces that: \*introduces the topic or the name of the book (States an opinion) \*supplies one to two reasons \*provides a sense of closure  | Student demonstrates inconsistent or partial achievement within the standard. Writes opinion pieces that: \*introduces the topic or the name of the book (States an opinion) \*supplies one to two reasons \*provides a sense of closure  | Student demonstrates limited achievement within the standard.  |
| Adds details to strengthen writing  With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed. a. May include oral or written prewriting (graphic organizers).  | Student demonstrates consistent achievement within the standard. \*Identifies and focuses on the topic. \*Responds to questions and suggestions from peers by adding details to writing and editing to make corrections.  | Student demonstrates inconsistent or partial achievement within the standard. \*Identifies and focuses on the topic. \*Responds to questions and suggestions from peers by adding details to writing and editing to make corrections.  | Student demonstrates limited achievement within the standard.  |