

### Grade 1 Performance Rubrics: ELA

#### Academic Standards Indicators

EX= Exceeds: Exceeding grade-level standard for trimester

MS= Meets: Meeting grade-level standard for trimester

PR= Progressing: Progressing toward grade-level standard for trimester

NI= Needs Improvement: Demonstrating minimal or no progress and at risk for not meeting grade-level standard for trimester

<b>Reading: Literature and Informational Text</b> RL.1.2, RL.1.3, RL.1.4, RL.1.6, RL.1.7, RI.1.1, RI.1.2, RI.1.4, RI.1.6 ,RI.1.7				
➤ Demonstrates comprehension of fiction and nonfiction texts.				
<b>Trimester</b>	<b>NI</b>	<b>PR</b>	<b>MS</b>	<b>EX</b>
1	Unable to retell/recall: <ul style="list-style-type: none"> <li>● characters, setting and major events</li> </ul> Unable to identify: <ul style="list-style-type: none"> <li>● meaning of unknown vocabulary</li> </ul>	Able to retell/recall: <ul style="list-style-type: none"> <li>● characters, setting and major events</li> </ul> Able to identify: <ul style="list-style-type: none"> <li>● meaning of unknown vocabulary</li> </ul> using appropriately leveled texts, with some accuracy	Able to retell/recall: <ul style="list-style-type: none"> <li>● characters, setting and major events</li> </ul> Able to identify: <ul style="list-style-type: none"> <li>● meaning of unknown vocabulary</li> </ul> using appropriately leveled texts, with accuracy	Able to retell/recall and elaborate: <ul style="list-style-type: none"> <li>● characters, setting and major events</li> </ul> Able to identify and elaborate: <ul style="list-style-type: none"> <li>● meaning of unknown vocabulary</li> </ul> using appropriately leveled texts, with accuracy
2	Unable to retell/recall: <ul style="list-style-type: none"> <li>● main topic using illustrations/key details</li> <li>● characters, setting and major events</li> </ul> Unable to identify: <ul style="list-style-type: none"> <li>● meaning of unknown vocabulary</li> </ul>	Able to retell/recall: <ul style="list-style-type: none"> <li>● main topic using illustrations/key details</li> <li>● characters, setting and major events</li> </ul> Able to identify: <ul style="list-style-type: none"> <li>● meaning of unknown vocabulary</li> </ul> using appropriately leveled texts, with some accuracy	Able to retell/recall: <ul style="list-style-type: none"> <li>● main topic using illustrations/key details</li> <li>● characters, setting and major events</li> </ul> Able to identify: <ul style="list-style-type: none"> <li>● meaning of unknown vocabulary</li> </ul> using appropriately leveled texts, with accuracy	Able to retell/recall and elaborate: <ul style="list-style-type: none"> <li>● main topic using illustrations/key details</li> <li>● characters, setting and major events</li> </ul> Able to identify and elaborate: <ul style="list-style-type: none"> <li>● meaning of unknown vocabulary</li> </ul>

				using appropriately leveled texts, with accuracy
3	<p>Unable to retell/recall:</p> <ul style="list-style-type: none"> <li>● main topic using illustrations/key details</li> <li>● central message(s)</li> <li>● characters, setting and major events</li> </ul> <p>Unable to identify:</p> <ul style="list-style-type: none"> <li>● who is telling the story</li> <li>● sensory words</li> <li>● meaning of unknown vocabulary</li> </ul>	<p>Able to retell/recall:</p> <ul style="list-style-type: none"> <li>● main topic using illustrations/key details</li> <li>● central message(s)</li> <li>● characters, setting and major events</li> </ul> <p>Able to identify:</p> <ul style="list-style-type: none"> <li>● who is telling the story</li> <li>● sensory words</li> <li>● meaning of unknown vocabulary</li> </ul> <p>using appropriately leveled texts, with some accuracy</p>	<p>Able to retell/recall:</p> <ul style="list-style-type: none"> <li>● main topic using illustrations/key details</li> <li>● central message(s)</li> <li>● characters, setting and major events</li> </ul> <p>Able to identify:</p> <ul style="list-style-type: none"> <li>● who is telling the story</li> <li>● sensory words</li> <li>● meaning of unknown vocabulary</li> </ul> <p>using appropriately leveled texts, with accuracy</p>	<p>Able to retell/recall and elaborate:</p> <ul style="list-style-type: none"> <li>● main topic using illustrations/key details</li> <li>● central message(s)</li> <li>● characters, setting and major events</li> </ul> <p>Able to identify and elaborate:</p> <ul style="list-style-type: none"> <li>● who is telling the story</li> <li>● sensory words</li> <li>● meaning of unknown vocabulary</li> </ul> <p>using appropriately leveled texts, with accuracy</p>

<b>Reading: Literature and Informational RL.1.5, RI.1.5</b>				
➤ Identifies differences between fiction and nonfiction texts				
<b>Trimester</b>	<b>NI</b>	<b>PR</b>	<b>MS</b>	<b>EX</b>
1	Unable to identify and use fiction and nonfiction text features to locate information in a text and can not explain the difference between books that tell stories and books that give information	Able to identify and use fiction and nonfiction text features to locate information in a text and can explain the difference between books that tell stories and books that give information, with some accuracy	Able to identify and use fiction and nonfiction text features to locate information in a text and can explain the difference between books that tell stories and books that give information, with accuracy	Able to identify and use fiction and nonfiction text features to locate information in a text and can explain the difference between books that tell stories and books that give information, with accuracy and consistency
2				
3				

<b>Reading: Literature and Informational RL.1.9, RI.1.3, RI.1.9</b>				
➤ Compares and contrasts characters and/or topics within fiction and/or nonfiction texts				
<b>Trimester</b>	<b>NI</b>	<b>PR</b>	<b>MS</b>	<b>EX</b>
1				
2	Unable to compare and/or contrast characters or topics in leveled fiction and/or nonfiction texts	Able to compare and/or contrast characters or topics in leveled fiction and nonfiction texts with some detail	Able to compare and/or contrast characters or topics in leveled fiction and nonfiction texts	Able to compare and/or contrast characters or topics in leveled fiction and nonfiction texts with elaborate detail
3	Unable to compare and/or contrast characters or topics in leveled fiction and/or nonfiction texts	Able to compare and/or contrast characters or topics in leveled fiction and nonfiction texts with some detail	Able to compare and/or contrast characters or topics in leveled fiction and nonfiction texts.	Able to compare and/or contrast characters or topics in leveled fiction and nonfiction texts with elaborate detail

<b>Reading: Foundational Skills RF.1.2</b>				
➤ Demonstrates mastery of spoken words, syllables, and sounds while reading				
<b>Trimester</b>	<b>NI</b>	<b>PR</b>	<b>MS</b>	<b>EX</b>
1	Unable to distinguish long from short vowel sounds while reading; unable to break apart and blend phonemes	Able to distinguish long from short vowel sounds while reading; able to break apart and blend phonemes with some accuracy	Able to distinguish long from short vowel sounds while reading; able to break apart and blend phonemes with accuracy	Able to consistently distinguish long from short vowel sounds while reading with fluency; able to break apart and blend phonemes with automaticity
2	Unable to distinguish long from short vowel sounds while reading; unable to break apart and blend phonemes	Able to distinguish long from short vowel sounds while reading; able to break apart and blend phonemes with some accuracy	Able to distinguish long from short vowel sounds while reading; able to break apart and blend phonemes with accuracy	Able to consistently distinguish long from short vowel sounds while reading with fluency; able to break apart and blend phonemes with automaticity
3	Unable to distinguish long from short vowel sounds while reading; unable to break apart and blend phonemes	Able to distinguish long from short vowel sounds while reading; able to break apart and blend phonemes with some accuracy	Able to distinguish long from short vowel sounds while reading; able to break apart and blend phonemes with accuracy	Able to consistently distinguish long from short vowel sounds while reading with fluency; able to break apart and blend phonemes with automaticity

<b>Reading: Foundational Skills RF.1.3</b>				
➤ Recognizes and applies phonics skills while decoding words				
<b>Trimester</b>	<b>NI</b>	<b>PR</b>	<b>MS</b>	<b>EX</b>
1	Unable to read one-syllable words with long and short vowels	Able to read one-syllable words with long and short vowels (with some accuracy)	Able to read one-syllable words with long and short vowels (with accuracy)	Able to read one-syllable words with long and short vowels, words with common vowel teams and final -e (with accuracy)
2	Unable to read digraphs, one-syllable words with long and short vowels, words with common vowel teams and final -e	Able to read digraphs, one-syllable words with long and short vowels, words with common vowel teams and final -e (with some accuracy)	Able to read digraphs, one-syllable words with long and short vowels, words with common vowel teams and final -e (with accuracy)	Able to read digraphs, one-syllable words with long and short vowels, words with common vowel teams and final -e; able to decode two-syllable words understanding that every syllable has a vowel sound (with accuracy)
3	Unable to read digraphs, one-syllable words with long and short vowels, words with common vowel teams and final -e; unable to decode two-syllable words and understand that every syllable has a vowel sound	Able to read digraphs, one-syllable words with long and short vowels, words with common vowel teams and final -e; able to decode two-syllable words understanding that every syllable has a vowel sound (with some accuracy)	Able to read digraphs, one-syllable words with long and short vowels, words with common vowel teams and final -e; able to decode two-syllable words understanding that every syllable has a vowel sound (with accuracy)	Able to consistently read digraphs, one-syllable words with long and short vowels, words with common vowel teams and final -e; able to decode two-syllable words understanding that every syllable has a vowel sound (with accuracy and fluency)

<b>Reading: Foundational Skills RF.1.4</b>				
➤ Reads with sufficient accuracy and fluency to support comprehension				
<b>Trimester</b>	<b>NI</b>	<b>PR</b>	<b>MS</b>	<b>EX</b>
1	Unable to read grade level text accurately, smoothly, and with expression; unable to self-correct and reread to support comprehension	Able to read grade level text accurately; attempts to self-correct and/or reread	Able to read grade level text accurately, smoothly, and with expression; able to self-correct and reread to support comprehension	Consistently able to read grade level text accurately, smoothly, and with expression; able to self-correct and reread to support comprehension
2	Unable to read grade level text accurately, smoothly, and with expression; unable to self-correct and reread to support comprehension	Able to read grade level text accurately; attempts to self-correct and/or reread	Able to read grade level text accurately, smoothly, and with expression; able to self-correct and reread to support comprehension	Consistently able to read grade level text accurately, smoothly, and with expression; able to self-correct and reread to support comprehension
3	Unable to read grade level text accurately, smoothly, and with expression; unable to self-correct and reread to support comprehension	Able to read grade level text accurately; attempts to self-correct and/or reread	Able to read grade level text accurately, smoothly, and with expression; able to self-correct and reread to support comprehension	Consistently able to read grade level text accurately, smoothly, and with expression; able to self-correct and reread to support comprehension

<b>Writing W.1.1, W.1.2, W.1.3, W.1.6, W.1.7, W.1.8</b> ➤ Follows the structure of the genre				
<b>Trimester</b>	<b>NI</b>	<b>PR</b>	<b>MS</b>	<b>EX</b>
1				
2 Opinion Writing	Provides minimal evidence of the following: <ul style="list-style-type: none"> <li>● write opinion pieces that introduce the topic or name the book they are writing about</li> <li>● state an opinion</li> <li>● supply a reason for the opinion</li> <li>● provide some sense of closure</li> </ul>	Able to include most of the following: <ul style="list-style-type: none"> <li>● write opinion pieces that introduce the topic or name the book they are writing about</li> <li>● state an opinion</li> <li>● supply a reason for the opinion</li> <li>● provide some sense of closure</li> </ul>	Able to: <ul style="list-style-type: none"> <li>● write opinion pieces that introduce the topic or name the book they are writing about</li> <li>● state an opinion</li> <li>● supply a reason for the opinion</li> <li>● provide some sense of closure</li> </ul>	Able to: <ul style="list-style-type: none"> <li>● write opinion pieces that introduce the topic or name the book they are writing about</li> <li>● state an opinion</li> <li>● Supply more than one reason for the opinion with details</li> <li>● provide a strong closure</li> </ul>
3 Informative Writing	<b>Informative Writing</b> Provides minimal evidence of the following: <ul style="list-style-type: none"> <li>● write informative/explanatory texts in which they name a topic</li> <li>● supply some facts about the topic</li> </ul>	<b>Informative Writing</b> Able to include most of the following: <ul style="list-style-type: none"> <li>● write informative/explanatory texts in which they name a topic</li> <li>● supply some facts about the topic</li> </ul>	<b>Informative Writing</b> Able to: <ul style="list-style-type: none"> <li>● write informative/explanatory texts in which they name a topic</li> <li>● supply some facts about the topic</li> <li>● provide some sense</li> </ul>	<b>Informative Writing</b> Able to: <ul style="list-style-type: none"> <li>● write informative/explanatory texts in which they name a topic</li> <li>● supply some facts about the topic with added detail</li> </ul>



Narrative Writing	<ul style="list-style-type: none"> <li>● provide some sense of closure</li> </ul> <p><b>Narrative Writing</b></p> <p>Provides minimal evidence of the following:</p> <ul style="list-style-type: none"> <li>● write narratives in which they recount two appropriately sequenced events</li> <li>● include some details regarding what happened</li> <li>● use temporal words to signal event order</li> <li>● provide some sense of closure</li> </ul>	<ul style="list-style-type: none"> <li>● provide some sense of closure</li> </ul> <p><b>Narrative Writing</b></p> <p>Able to do most of the following:</p> <ul style="list-style-type: none"> <li>● write narratives in which they recount two appropriately sequenced events</li> <li>● include some details regarding what happened</li> <li>● use temporal words to signal event order</li> <li>● provide some sense of closure</li> </ul>	<p>of closure</p> <p><b>Narrative Writing</b></p> <p>Able to:</p> <ul style="list-style-type: none"> <li>● write narratives in which they recount two appropriately sequenced events</li> <li>● include some details regarding what happened</li> <li>● use temporal words to signal event order</li> <li>● provide some sense of closure</li> </ul>	<ul style="list-style-type: none"> <li>● provide a strong closure</li> </ul> <p><b>Narrative Writing</b></p> <p>Able to:</p> <ul style="list-style-type: none"> <li>● write narratives in which they recount two or more appropriately sequenced events</li> <li>● include elaborate details regarding what happened</li> <li>● use temporal words and other transitional phrases to signal event order</li> <li>● provide a clear sense of closure</li> </ul>
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<p><b>Writing W.1.5</b> ➤ Adds details to strengthen writing</p>				
Trimester	NI	PR	MS	EX
1				
2	Unable to revise writing to include details to strengthen writing	Able to revise writing to include some details to strengthen writing	Able to revise writing to include details to strengthen writing	Able to revise writing to include elaborate details to strengthen writing
3	Unable to revise writing to	Able to revise writing to	Able to revise writing to	Able to revise writing to

12.11.17

	include details to strengthen writing	include some details to strengthen writing	include details to strengthen writing	include elaborate details to strengthen writing
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<b>Language L.1.2 D-E</b>				
➤ Uses conventional spelling and spells untaught words phonetically				
<b>Trimester</b>	<b>NI</b>	<b>PR</b>	<b>MS</b>	<b>EX</b>
1	Unable to: <ul style="list-style-type: none"> <li>● use learned spelling skills</li> <li>● match sounds heard to letters (including blends, vowels, and digraphs)</li> <li>● use inventive spelling</li> </ul>	Able to: <ul style="list-style-type: none"> <li>● use learned spelling skills; frequent errors may occur</li> <li>● match some sounds heard to letters (including blends, vowels, and digraphs)</li> </ul> Inventive spelling is somewhat recognizable	Able to: <ul style="list-style-type: none"> <li>● use learned spelling skills; occasional errors may occur</li> <li>● independently match almost all sounds heard to letters (including blends, vowels, and digraphs)</li> </ul> Inventive spelling is recognizable	Able to: <ul style="list-style-type: none"> <li>● use learned spelling skills</li> <li>● independently match all sounds heard to letters (including blends, vowels, and digraphs)</li> </ul> Evidence of above-grade level spelling ability
2	Unable to: <ul style="list-style-type: none"> <li>● use learned spelling skills</li> <li>● match sounds heard to letters (including blends, vowels, and digraphs)</li> <li>● use inventive spelling</li> </ul>	Able to: <ul style="list-style-type: none"> <li>● use learned spelling skills; frequent errors may occur</li> <li>● match some sounds heard to letters (including blends, vowels, and digraphs)</li> </ul> Inventive spelling is somewhat recognizable	Able to: <ul style="list-style-type: none"> <li>● use learned spelling skills; occasional errors may occur</li> <li>● independently match almost all sounds heard to letters (including blends, vowels, and digraphs)</li> </ul> Inventive spelling is recognizable	Able to: <ul style="list-style-type: none"> <li>● use learned spelling skills</li> <li>● independently match all sounds heard to letters (including blends, vowels, and digraphs)</li> </ul> Evidence of above-grade level spelling ability
3	Unable to: <ul style="list-style-type: none"> <li>● use learned spelling skills</li> <li>● match sounds heard to letters (including</li> </ul>	Able to: <ul style="list-style-type: none"> <li>● use learned spelling skills; frequent errors may occur</li> <li>● match some sounds</li> </ul>	Able to: <ul style="list-style-type: none"> <li>● use learned spelling skills; occasional errors may occur</li> <li>● independently</li> </ul>	Able to: <ul style="list-style-type: none"> <li>● use learned spelling skills</li> <li>● independently match all sounds</li> </ul>

	<p>blends, vowels, and digraphs)</p> <ul style="list-style-type: none"><li>● use inventive spelling</li></ul>	<p>heard to letters (including blends, vowels, and digraphs)</p> <p>Inventive spelling is somewhat recognizable</p>	<p>match almost all sounds heard to letters (including blends, vowels, and digraphs)</p> <p>Inventive spelling is recognizable</p>	<p>heard to letters (including blends, vowels, and digraphs)</p> <p>Evidence of above-grade level spelling ability</p>
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**Language L.1.1A-J, L.1.2C**

➤ Demonstrates understanding of grade-level grammar concepts

<b>Trimester</b>	<b>NI</b>	<b>PR</b>	<b>MS</b>	<b>EX</b>
<p>1- 3 (see units to determine trimester introduction)</p>	<p>Unable to use in writing and speaking:</p> <ul style="list-style-type: none"> <li>● Common, proper, and possessive nouns (FYT Units 1 &amp; 3)</li> <li>● Singular and plural verbs and verb tenses (FYT Unit 1)</li> <li>● Pronouns (FYT Unit 1)</li> <li>● Adjectives (FYT Units 2 &amp; 3)</li> <li>● Conjunctions (FYT Units 1 &amp; 2)</li> <li>● Determiners (include in Writer's Workshop)</li> <li>● Prepositions (FYT Unit 2)</li> <li>● Various sentence types (FYT Unit 1)</li> <li>● Commas (FYT Unit 1)</li> </ul>	<p>Attempts to use in writing and speaking:</p> <ul style="list-style-type: none"> <li>● Common, proper, and possessive nouns (FYT Units 1 &amp; 3)</li> <li>● Singular and plural verbs and verb tenses (FYT Unit 1)</li> <li>● Pronouns (FYT Unit 1)</li> <li>● Adjectives (FYT Units 2 &amp; 3)</li> <li>● Conjunctions (FYT Units 1 &amp; 2)</li> <li>● Determiners (include in Writer's Workshop)</li> <li>● Prepositions (FYT Unit 2)</li> <li>● Various sentence types (FYT Unit 1)</li> <li>● Commas (FYT Unit 1)</li> </ul> <p>(with some accuracy)</p>	<p>Able to use in writing and speaking:</p> <ul style="list-style-type: none"> <li>● Common, proper, and possessive nouns (FYT Units 1 &amp; 3)</li> <li>● Singular and plural verbs and verb tenses (FYT Unit 1)</li> <li>● Pronouns (FYT Unit 1)</li> <li>● Adjectives (FYT Units 2 &amp; 3)</li> <li>● Conjunctions (FYT Units 1 &amp; 2)</li> <li>● Determiners (include in Writer's Workshop)</li> <li>● Prepositions (FYT Unit 2)</li> <li>● Various sentence types (FYT Unit 1)</li> <li>● Commas (FYT Unit 1)</li> </ul> <p>(with accuracy)</p>	<p>Consistently uses in writing and speaking:</p> <ul style="list-style-type: none"> <li>● Common, proper, and possessive nouns (FYT Units 1 &amp; 3)</li> <li>● Singular and plural verbs and verb tenses (FYT Unit 1)</li> <li>● Pronouns (FYT Unit 1)</li> <li>● Adjectives (FYT Units 2 &amp; 3)</li> <li>● Conjunctions (FYT Units 1 &amp; 2)</li> <li>● Determiners (include in Writer's Workshop)</li> <li>● Prepositions (FYT Unit 2)</li> <li>● Various sentence types (FYT Unit 1)</li> <li>● Commas (FYT Unit 1)</li> </ul> <p>(with accuracy)</p>

<b>Language L.1.2 A-B</b>				
➤ Uses appropriate capitalization and punctuation				
<b>Trimester</b>	<b>NI</b>	<b>PR</b>	<b>MS</b>	<b>EX</b>
1	Unable to capitalize beginning of sentences and use end punctuation	Able to capitalize beginning of sentences and use end punctuation with some accuracy	Able to capitalize beginning of sentences; able to use end punctuation with accuracy	Consistently applies capitalization of dates, names, and beginning of sentences; able to use a variety of end punctuation
2	Unable to capitalize the following: dates, names, or beginning of sentences; unable to use end punctuation with accuracy	Able to capitalizes one of the following: dates, names, or beginning of sentences; able to use end punctuation with some accuracy	Able to capitalize some of the following: dates, names, or beginning of sentences; able to use end punctuation with some accuracy	Consistently applies capitalization of dates, names, and beginning of sentences; able to use a variety of punctuation
3	Unable to capitalize the following: dates, names, or beginning of sentences; unable to use end punctuation with accuracy	Able to capitalize some of the following: dates, names, or beginning of sentences; able to use end punctuation with some accuracy	Able to capitalize all of the following: dates, names, or beginning of sentences; able to use end punctuation with accuracy	Consistently applies capitalization of dates, names, and beginning of sentences; able to use a variety of punctuation to enrich writing

<b>Speaking &amp; Listening</b> <i>SL.1.1, SL.1.2, SL.1.3</i>				
➤ Participates in and follows agreed upon expectations for class discussions				
<b>Trimester</b>	<b>NI</b>	<b>PR</b>	<b>MS</b>	<b>EX</b>
1	Unable to participate in and follow expectations for class discussions; unable to ask questions for clarity; unable to respond appropriately to others' talk in class conversations	Attempts to participate in and follow expectations for class discussions; begins to ask questions for clarity and attempts to respond appropriately to others' talk in class conversations	Able to participate in and follow expectations for class discussions; ask questions for clarity; respond appropriately to others' talk in class conversations	Able to participate in and follow expectations for class discussions; ask questions for clarity; respond appropriately to others' talk in class conversations; tends to lead group discussion
2	Unable to participate in and follow expectations for class discussions; unable to ask questions for clarity; unable to respond appropriately to others' talk in class conversations	Attempts to participate in and follow expectations for class discussions; begins to ask questions for clarity and attempts to respond appropriately to others' talk in class conversations	Able to participate in and follow expectations for class discussions; ask questions for clarity; respond appropriately to others' talk in class conversations	Able to participate in and follow expectations for class discussions; ask questions for clarity; respond appropriately to others' talk in class conversations; tends to lead group discussion
3	Unable to participate in and follow expectations for class discussions; unable to ask questions for clarity; unable to respond appropriately to others' talk in class conversations	Attempts to participate in and follow expectations for class discussions; begins to ask questions for clarity and attempts to respond appropriately to others' talk in class conversations	Able to participate in and follow expectations for class discussions; ask questions for clarity; respond appropriately to others' talk in class conversations	Able to participate in and follow expectations for class discussions; ask questions for clarity; respond appropriately to others' talk in class conversations; tends to lead group discussion