

Standards Based Report Card Rubric: 1st Grade ELA

District SBG Rubric Scale

Report Card Category	Essential Standard(s)	Sample Performance Task	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Phonics						
Identifies and manipulates sounds within words	<p><u>Essential Standard: 1.2(A)</u> demonstrate phonological awareness by: (vi) manipulating phonemes within base words</p>	<p><u>Deleting initial sounds:</u> Say the word “sink.” Now say “sink” without the /s/. Answer:: ink</p> <p><u>Deleting final sounds:</u> Say the word “road.” Now say “road” without the /d/. Answer: row</p> <p><u>Substituting initial sounds:</u> Look at the word “hat.” Now change the /h/ to a /b/. What word does it make? Answer: bat</p> <p><u>Substituting final sounds:</u> Look at the word “cat.” Now change the /t/ to a /r/. What word does it make? Answer: car</p> <p><u>Substituting middle sounds:</u> Look at the word “hat.” Now change the /a/ to an /o/. What word does it make? Answer: hot</p>	<p>3 - Mastery The student has mastered at least 2 of the following skills:</p> <ul style="list-style-type: none"> • Deleting initial sounds • Deleting final sounds • Substituting initial sounds • Substituting final sounds • Substituting middle sounds <p>Phonological Awareness Assessment - Gr 1</p>	<p>3 - Mastery The student has mastered at least 3 of the following skills:</p> <ul style="list-style-type: none"> • Deleting initial sounds • Deleting final sounds • Substituting initial sounds • Substituting final sounds • Substituting middle sounds 	<p>3 - Mastery The student has mastered at least 4 of the following skills:</p> <ul style="list-style-type: none"> • Deleting initial sounds • Deleting final sounds • Substituting initial sounds • Substituting final sounds • Substituting middle sounds 	<p>3 - Mastery The student has mastered all 5 of the following skills:</p> <ul style="list-style-type: none"> • Deleting initial sounds • Deleting final sounds • Substituting initial sounds • Substituting final sounds • Substituting middle sounds
			<p>2 - Approaching The student has mastered 1 of the skills.</p>	<p>2 - Approaching The student has mastered 2 of the skills.</p>	<p>2 - Approaching The student has mastered 3 of the skills.</p>	<p>2 - Approaching The student has mastered 4 of the skills.</p>
			<p>1 - Developing The student has not yet mastered any of the skills.</p>	<p>1 - Developing The student has mastered 0-1 of the skills.</p>	<p>1 - Developing The student has mastered 0-2 of the skills.</p>	<p>1 - Developing The student has mastered 0-3 of the skills.</p>

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Applies phonics knowledge to spell words	<u>Essential Standard:</u> 1.2(A) demonstrate phonological awareness by: (vi) manipulating phonemes within base words <u>Bundled TEKS:</u> 1.2(A) (i) 1.2(A) (ii) 1.2(A) (iii) 1.2(A) (iv) 1.2(A) (v) 1.2(A) (vii)	The student will be given a list of words to spell based on what they've learned through the Phonics Units of Study. Areas assessed: <ul style="list-style-type: none"> • CVCe Words • Endings • Blends/Digraphs • CVVC Words • Diphthongs • R-controlled vowels Assessment & Directions Teacher version Student version		3 - Mastery The student meets quarterly expectations on all 6 areas assessed.	3 - Mastery The student meets quarterly expectations on all 6 areas assessed.	3 - Mastery The student meets quarterly expectations on all 6 areas assessed.
				2 - Approaching The student meets quarterly expectations on 4-5 areas assessed.	2 - Approaching The student meets quarterly expectations on 4-5 areas assessed.	2 - Approaching The student meets quarterly expectations on 4-5 areas assessed.
				1 - Developing The student meets quarterly expectations on 0-3 areas assessed.	1 - Developing The student meets quarterly expectations on 0-3 areas assessed.	1 - Developing The student meets quarterly expectations on 0-3 areas assessed.
Identifies high frequency words	<u>Essential Standard:</u> 1.2(B) demonstrate and apply phonetic knowledge by: (iv) identifying and reading at least 100 high-frequency words from a research-based list	The teacher will show the student a word list of 136 words. Grade 1 - High Frequency Word List by Session	3 - Mastery Student is able to identify at least 50 high frequency words.	3 - Mastery Student is able to identify at least 75 high frequency words.	3 - Mastery Student is able to identify at least 100 high frequency words.	3 - Mastery Student is able to identify 130-136 high frequency words.
			2 - Approaching Student is able to identify 40-49 high frequency words.	2 - Approaching Student is able to identify 50-74 high frequency words.	2 - Approaching Student is able to identify 75-99 high frequency words.	2 - Approaching Student is able to identify 100-130 high frequency words.
			1 - Developing Student is able to identify 0-39 high frequency words.	1 - Developing Student is able to identify 0-49 high frequency words.	1 - Developing Student is able to identify 0-99 high frequency words.	1 - Developing Student is able to identify 0-99 high frequency words.

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Reading						
Reads grade appropriate text independently	<u>Essential Standard:</u> 1.5 The student reads grade-level text with fluency and comprehension. (A) self-select text and interact independently with text for increasing periods of time.	The student's reading level will be determined using running records. Guided reading documents Independent Reading Level Benchmarks	3 - Mastery The student reads independently at a Level D or higher.	3 - Mastery The student reads independently at a Level F or higher.	3 - Mastery The student reads independently at a Level H or higher.	3 - Mastery The student reads independently at a Level J or higher.
			2 - Approaching The student reads independently at a Level C.	2 - Approaching The student reads independently at a Level E.	2 - Approaching The student reads independently at a Level G.	2 - Approaching The student reads independently at a Level I.
			1 - Developing The student reads independently at a Level B or below.	1 - Developing The student reads independently at a Level D or below.	1 - Developing The student reads independently at a Level F or below.	1 - Developing The student reads independently at a Level H or below.
Reads independently for increasing periods of time	<u>Essential Standard:</u> 1.5 The student reads grade-level text with fluency and comprehension. (A) self-select text and interact independently with text for increasing periods of time.	The student meets the classroom goal for a set amount of independent reading time and remains focused the entire time. End of year goal: <ul style="list-style-type: none"> At least 20 minutes Independent Reading Rubric First grade stamina chart	3 - Mastery The student consistently demonstrates Level 3 skills on the rubric.	3 - Mastery The student consistently demonstrates Level 3 skills on the rubric.	3 - Mastery The student consistently demonstrates Level 3 skills on the rubric.	3 - Mastery The student consistently demonstrates Level 3 skills on the rubric.
			2 - Approaching The student consistently demonstrates Level 2 skills on the rubric.	2 - Approaching The student consistently demonstrates Level 2 skills on the rubric.	2 - Approaching The student consistently demonstrates Level 2 skills on the rubric.	2 - Approaching The student consistently demonstrates Level 2 skills on the rubric.
			1 - Developing The student consistently demonstrates Level 1 skills on the rubric.	1 - Developing The student consistently demonstrates Level 1 skills on the rubric.	1 - Developing The student consistently demonstrates Level 1 skills on the rubric.	1 - Developing The student consistently demonstrates Level 1 skills on the rubric.

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<p>Applies a variety of comprehension strategies when reading independently</p>	<p><u>Essential Standard:</u> 1.6(I) monitor comprehension and make adjustments such as re-reading, using background knowledge, checking for visual cues, and making questions when understanding breaks down with adult assistance.</p> <p><u>Bundled TEKS:</u> 1.6(A) 1.6(B) 1.6(C) 1.6(D) 1.6(E) 1.6(F) 1.6(G) 1.6(H)</p>	<p>The student applies comprehension strategies during independent reading.</p> <p>Comprehension Strategies:</p> <ul style="list-style-type: none"> ● Generate questions about text before, during and after reading ● Make, correct or confirm predictions ● Make connections to personal experiences, ideas in other texts, and society ● Make inferences and use evidence to support understanding ● Evaluate details to determine what is most important ● Monitor comprehension and make adjustments <p>Comprehension Strategies Checklist</p>	<p>3 - Mastery The student applies at least 2 strategies consistently on the checklist.</p>	<p>3 - Mastery The student applies at least 3 strategies consistently on the checklist.</p>	<p>3 - Mastery The student applies at least 4 strategies consistently on the checklist.</p>	<p>3 - Mastery The student applies at least 5 strategies consistently on the checklist.</p>
			<p>2 - Approaching The student applies 1 strategy consistently on the checklist.</p>	<p>2 - Approaching The student applies 2 strategies consistently on the checklist.</p>	<p>2 - Approaching The student applies 3 strategies consistently on the checklist.</p>	<p>2 - Approaching The student applies 4 strategies consistently on the checklist.</p>
			<p>1 - Developing The student does not yet apply the comprehension strategies on the checklist.</p>	<p>1 - Developing The student applies 0-1 strategy consistently on the checklist.</p>	<p>1 - Developing The student applies 0-2 strategies consistently on the checklist.</p>	<p>1 - Developing The student applies 0-3 strategies consistently on the checklist.</p>

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Responds to text in meaningful ways	<u>Essential Standard:</u> 1.7(C) use text evidence to support an appropriate response <u>Bundled TEKS:</u> 1.7(A) 1.7(B) 1.7(D) 1.7(E) 1.7(F)	<p>The student will be expected to respond to text while reading independently. The response may be through illustrating or writing. The student will be asked to explain their response.</p> <p>Example of response:</p> <p>Reader's Response Notebook with the following:</p> <ul style="list-style-type: none"> • stop and jot writing • post-it notes • writing response <p>Reading Response Rubric</p>	<p>3 - Mastery The student consistently demonstrates Level 3 skills on the rubric.</p>	<p>3 - Mastery The student consistently demonstrates Level 3 skills on the rubric.</p>	<p>3 - Mastery The student consistently demonstrates Level 3 skills on the rubric.</p>	<p>3 - Mastery The student consistently demonstrates Level 3 skills on the rubric.</p>
			<p>2 - Approaching The student consistently demonstrates Level 2 skills on the rubric.</p>	<p>2 - Approaching The student consistently demonstrates Level 2 skills on the rubric.</p>	<p>2 - Approaching The student consistently demonstrates Level 2 skills on the rubric.</p>	<p>2 - Approaching The student consistently demonstrates Level 2 skills on the rubric.</p>
			<p>1 - Developing The student consistently demonstrates Level 1 skills on the rubric.</p>	<p>1 - Developing The student consistently demonstrates Level 1 skills on the rubric.</p>	<p>1 - Developing The student consistently demonstrates Level 1 skills on the rubric.</p>	<p>1 - Developing The student consistently demonstrates Level 1 skills on the rubric.</p>

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<p>Understands characteristics of Narrative Text</p>	<p><u>Essential Standard:</u> 1.8(C) describe the plot elements, including the main events, the problem, and the resolution, for texts read aloud and independently.</p> <p><u>Bundled TEKS:</u> 1.7(D) 1.8(A) 1.8(B) 1.8(D) 1.9(A) 1.9(B) 1.9(C) 1.9(F)</p>	<p>The student will be assessed during using a narrative text at the student's independent reading level. It does not have to be on-grade level text.</p> <p>Retelling Rubric</p>	<p>3 - Mastery The student scores an overall 10-12 on the retelling rubric consistently.</p>	<p>3 - Mastery The student scores an overall 10-12 on the retelling rubric consistently.</p>	<p>3 - Mastery The student scores an overall 10-12 on the retelling rubric consistently.</p>	<p>3 - Mastery The student scores an overall 10-12 on the retelling rubric consistently.</p>
			<p>2 - Approaching The student scores an overall 7-9 on the retelling rubric consistently.</p>	<p>2 - Approaching The student scores an overall 7-9 on the retelling rubric consistently.</p>	<p>2 - Approaching The student scores an overall 7-9 on the retelling rubric consistently.</p>	<p>2 - Approaching The student scores an overall 7-9 on the retelling rubric consistently.</p>
			<p>1 - Developing The student scores an overall 0-6 on the retelling rubric consistently.</p>	<p>1 - Developing The student scores an overall 0-6 on the retelling rubric consistently.</p>	<p>1 - Developing The student scores an overall 0-6 on the retelling rubric consistently.</p>	<p>1 - Developing The student scores an overall 0-6 on the retelling rubric consistently.</p>

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Discusses the author's purpose	<p><u>Essential Standard:</u> 1.10(B) discuss how the use of text structure contributes to the author's purpose</p> <p><u>Bundled TEKS:</u> 1.10(A) 1.10(C) 1.10(D) 1.10(E)</p>	<p>These skills will be practiced during read aloud with accountable talk. It will be assessed during whole class read alouds and/or during independent reading.</p> <p>Skills:</p> <ul style="list-style-type: none"> • The author's purpose for writing the text • How the use of text structure contributes to the author's purpose • The author's use of print and graphic features to achieve specific purposes • How the author uses words that help the reader visualize <p>Author's purpose checklist</p>	<p>3 - Mastery The student demonstrates at least 1 skill on the checklist.</p>	<p>3 - Mastery The student demonstrates at least 2 skills on the checklist.</p>	<p>3 - Mastery The student demonstrates at least 3 skills on the checklist.</p>	<p>3 - Mastery The student demonstrates all 4 skills on the checklist.</p>
			<p>2 - Approaching The student has some understanding of the author's purpose, but needs lots of adult prompting.</p>	<p>2 - Approaching The student demonstrates 1 skill on the checklist.</p>	<p>2 - Approaching The student demonstrates 2 skills on the checklist.</p>	<p>2 - Approaching The student demonstrates 3 skills on the checklist.</p>
			<p>1 - Developing The student has no understanding of the author's purpose.</p>	<p>1 - Developing The student does not demonstrate any of the skills on the checklist.</p>	<p>1 - Developing The student demonstrates 0-1 skill on the checklist.</p>	<p>1 - Developing The student demonstrates 0-2 skills on the checklist.</p>

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Writing						
Writes Narrative Text (Literary Text)	<u>Essential Standard:</u> 1.12(A) dictate or compose literary texts, including personal narratives and poetry <u>Bundled TEKS:</u> 1.2(C) i-iv 1.2(F) 1.11(A) 1.11(B) i 1.11(B) ii 1.11(C) 1.11(D) i-x 1.11(E)	The student's writing will be assessed using the genre specific rubric. Narrative rubric Note: Poetry will be taught, but not graded on the report card.	3 - Mastery The student scores 30-33 points on the writing rubric.			3 - Mastery The student scores 30-33 points on the writing rubric.
			2 - Approaching The student scores 22-29 on the writing rubric.			2 - Approaching The student scores 22-29 on the writing rubric.
			1 - Developing The student scores less than 22 on the writing rubric.			1 - Developing The student scores less than 22 on the writing rubric.
Writes Informational Text	<u>Essential Standard:</u> 1.12(B) dictate or compose informational texts, including procedural texts <u>Bundled TEKS:</u> 1.2(C) i-iv 1.2(F) 1.11(A) 1.11(B) i 1.11(B) ii 1.11(C) 1.11(D) i-x 1.11(E)	The student will write a "how to" piece. The student's writing will be assessed weekly using the genre specific rubric. Informational rubric		3 - Mastery The student scores 30-33 points on the writing rubric.		
				2 - Approaching The student scores 22-29 on the writing rubric.		
				1 - Developing The student scores less than 22 on the writing rubric.		

Report Card Category	Essential Standard(s)	Sample Performance Task	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Writes persuasive text (Opinion text)	<u>Essential Standard:</u> 1.12(C) dictate or compose correspondence such as thank you notes or letters <u>Bundled TEKS:</u> 1.2 (C) i-iv 1.2 (F) 1.11 (A) 1.11 (B) i 1.11(B) ii 1.11 (C) 1.11 (D) i-x 1.11 (E) 1.9 (D) iii 1.9 (E)	The student will write a persuasive piece. The student's writing will be assessed using the genre specific rubric. Opinion rubric			3 - Mastery The student scores 30-33 points on the writing rubric.	
					2 - Approaching The student scores 22-29 on the writing rubric.	
					1 - Developing The student scores less than 22 on the writing rubric.	
Develops handwriting by printing legibly and leaving appropriate spaces between words	<u>Essential Standard:</u> 1.2(F) develop handwriting by printing words, sentences, and answers legibly leaving appropriate spaces between words	Student handwriting will be assessed by reviewing daily work samples.	3 - Mastery The student forms their letters correctly most of the time. (90-100% of the time)	3 - Mastery The student forms their letters correctly most of the time. (90-100% of the time)	3 - Mastery The student forms their letters correctly most of the time. (90-100% of the time)	3 - Mastery The student forms their letters correctly most of the time. (90-100% of the time)
			2 - Approaching The student forms their letters correctly some of the time. (70-89% of the time)	2 - Approaching The student forms their letters correctly some of the time. (70-89% of the time)	2 - Approaching The student forms their letters correctly some of the time. (70-89% of the time)	2 - Approaching The student forms their letters correctly some of the time. (70-89% of the time)
			1 - Developing The student rarely forms their letters correctly. (Less than 70% of the time)	1 - Developing The student rarely forms their letters correctly. (Less than 70% of the time)	1 - Developing The student rarely forms their letters correctly. (Less than 70% of the time)	1 - Developing The student rarely forms their letters correctly. (Less than 70% of the time)

Inquiry & Research

<p>Follows a research plan:</p> <p>generates questions, gathers information, demonstrates understanding of the topic, and presents the results</p>	<p><u>Essential Standard:</u> 1.13(E) use an appropriate mode of delivery, whether written, oral, or multimodal, to present results</p> <p><u>Bundled TEKS:</u> 1.13(A) 1.13(B) 1.13(C) 1.13(D)</p>	<p>The student will research a topic, then write a “Nonfiction Chapter Book” to present their research. The book should demonstrate student understanding of the topic.</p> <p>Informational rubric</p>		<p>3 - Mastery The student scores 30-33 points on the writing rubric.</p>		
				<p>2 - Approaching The student scores 22-32 on the writing rubric.</p>		
				<p>1 - Developing The student scores less than 32 on the writing rubric.</p>		