

Semester ONE Rubric – GRADE 1

Reading

Report Card Line	4 ADVANCED	3 PROFICIENT	2 BASIC	1 MINIMAL
Knows and uses high frequency words (WI A 4.1)	<ul style="list-style-type: none"> ▪ Consistently utilizes high frequency words in own reading and writing ▪ 100 identified words are automatic and accurate in reading and writing 	<ul style="list-style-type: none"> ▪ Independently applies explicitly taught high frequency words in own reading and writing as demonstrated in running records and child's independent writing 	<ul style="list-style-type: none"> ▪ Inconsistently applies explicitly taught high frequency words in own reading and writing as demonstrated in running records and child's independent writing 	<ul style="list-style-type: none"> ▪ <u>Requires</u> teacher support to transfer explicitly taught high frequency words to reading or writing
Uses a variety of word solving strategies (pictures, meaning, sentence structure, phonics) (WI A 4.1)	<p>Above grade level by two quarters and As evidenced in running records, the student:</p> <ul style="list-style-type: none"> ▪ Effortlessly uses a balance of information (m s v) ▪ Effortlessly uses multiple strategies (attempts) <ul style="list-style-type: none"> ✓ rereading ✓ cross-checking cues ✓ word chunks ✓ letters and sound combinations 	<p>At grade level and As evidenced in running records, the student:</p> <ul style="list-style-type: none"> ▪ Uses a balance of information (m s v) ▪ Uses multiple strategies (attempts) <ul style="list-style-type: none"> ✓ rereading ✓ cross-checking cues ✓ word chunks ✓ letters and sound combinations 	<p>At or below grade level and</p> <ul style="list-style-type: none"> ▪ Over reliance on one or more cues (m s v) as evidenced in running records 	<p>At or below grade level and</p> <ul style="list-style-type: none"> ▪ Needs prompting to focus on use of cues
Reads familiar materials aloud with fluency and expression (WI A 4.1)	<p>Above grade level by two quarters and</p> <ul style="list-style-type: none"> ▪ Reads with expressive phrasing matching intended meaning ▪ Consistently attends to punctuation 	<p>At grade level and</p> <ul style="list-style-type: none"> ▪ Attends to meaning ▪ Often reads in expressive phrases ▪ Usually rereads, word-by-word reading to problem solve ▪ Often attends to punctuation 	<p>At or below grade level and</p> <ul style="list-style-type: none"> ▪ Inconsistently demonstrates proficient skills and/or requires some teacher help 	<p>Below grade level and</p> <ul style="list-style-type: none"> ▪ Rarely demonstrates proficient skills and requires intensive teacher help

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Reading

Report Card Line	4 ADVANCED	3 PROFICIENT	2 BASIC	1 MINIMAL
<p>Self corrects reading errors (WI A 4.1)</p>	<p>Above grade level by two quarters and</p> <ul style="list-style-type: none"> ▪ Effortlessly uses a variety of strategies ▪ Usually self-corrects at the point of error 	<p>At grade level and</p> <ul style="list-style-type: none"> ▪ Self monitors reading <ul style="list-style-type: none"> ✓ Stops and pauses when a word does not look/sound correct or does not make sense ▪ Usually self corrects at the point of error 	<p>At or below grade level and</p> <ul style="list-style-type: none"> ▪ Inconsistently demonstrates proficient skills and/or requires some teacher help 	<p>Below grade level and</p> <ul style="list-style-type: none"> ▪ Rarely demonstrates proficient skills and requires intensive teacher help
<p>Applies comprehension strategies to read with understanding (WI A 4.2)</p> <p>Instructional Expectation: During shared, independent and guided reading the student demonstrates comprehension strategies; makes connections (text to self, text to text, text to world), questions, visualizes, determines importance, infers, predicts, identifies characters, setting and genre.</p>	<p>Above grade level by two quarters and</p> <ul style="list-style-type: none"> ▪ Demonstrates clear understanding through <u>both</u> answering questions and retelling story without prompts and using inferential information 	<p>At grade level and</p> <ul style="list-style-type: none"> ▪ Demonstrates clear understanding through <ul style="list-style-type: none"> ✓ answers to questions ✓ retelling with prompting ▪ Responses demonstrate clear understanding and strategy use (see instructional expectation) 	<p>At or below grade level and</p> <ul style="list-style-type: none"> ▪ Inconsistently demonstrates proficient skills and/or requires some teacher help ▪ Sometimes responses demonstrate clear understanding and strategy use (see instructional expectation) 	<p>Below grade level and</p> <ul style="list-style-type: none"> ▪ Rarely demonstrates proficient skills and requires intensive teacher help ▪ Seldom do responses demonstrate clear understanding and strategy use (see instructional expectation)
<p>Listens and responds to literature</p> <p>Instructional Expectation: During Shared Reading and Read Alouds teacher models and provides practice of comprehension strategies; makes connections (text to self, text to text, text to world), questions, visualizes, determines importance, infers, predicts, identifies characters, setting</p>	<ul style="list-style-type: none"> ▪ Consistently attends to listener ▪ Interacts with text without prompts <ul style="list-style-type: none"> ✓ “that’s like the other book” ✓ analyzes and synthesizes information 	<ul style="list-style-type: none"> ▪ Listens attentively ▪ Usually ignores distractions ▪ Actively participates in literature discussions 	<ul style="list-style-type: none"> ▪ Attention wanders, sporadically engaged as a listener ▪ Sometimes ignores distractions ▪ Sometimes actively participates in literature discussions 	<ul style="list-style-type: none"> ▪ Withdrawn, creates distractions, needs prompts to attend to listener ▪ Seldom actively participates in literature discussions