

Scoring Criteria for the First Grade Report Card

A Reference Guide for Parents



Dear Parents,

The report card will give you a general picture of your child's progress to date in reading, mathematics, writing, communication, science, and social studies. It also includes scores for effort in all areas as well as in the social/learning skills, PE, music and art.

The attached scoring criteria (rubrics) are used by your child's teacher for determining scores on the report card. We have included the scoring criteria for parents as a reference only, to give more detailed information about grade level expectations and to help you more clearly understand your child's level of performance.

Please note that a child's level of performance (noted as 1, 2, 3 or 4 for the reporting period) is not an "averaging" of scores, but an indication of current performance level. So, for instance, if six evaluations were completed during the grading period with scores of 1, 1, 1, 3, 3, 3, the student would be noted as performing now at a "3" level since the last three indicators remained at that level.

Reading Rubric for Report Card (1st Grade)
Scale 1-4

4 = Exceeds Standard; 3 = Meets Standard; 2 = Approaches Standard – Needs Additional Practice and Support;
1 = Below Standard – Area of Concern; NA = Not Assessed at This Time

Understands and Applies Different Skills and Strategies to Read	Understands the Meaning of What is Read	Effort (personal best)
<ul style="list-style-type: none"> • Uses various strategies to solve unknown words (e.g., phonics, picture clues). • Recognizes when s/he doesn't understand a story and uses strategies (e.g. re-reading, predicting, etc.) to correct misunderstandings. • Reads familiar text with fluency and expression. • Demonstrates an ability to read an increasing number of sight words. 	<ul style="list-style-type: none"> • Comprehends important ideas and details. • Identifies main character(s), setting, problem, and solution. • Re-tells a story in sequence with beginning, middle, and end (not dependent on pictures). • Understands a variety of types of text. 	<ul style="list-style-type: none"> • Reads independently. • Demonstrates an interest in reading experiences. • Shows an interest in improving reading skills. • Chooses a variety of books at appropriate level for independent reading.

The student

4=Exceeds Standard	consistently and independently uses a variety of skills and strategies to read unfamiliar materials that are one or more years above grade level.	reads and consistently shows complete and exceptional understanding of texts that are one or more years above grade level.	consistently demonstrates exceptional effort.
3=Meets Standard	usually uses effective skills and strategies to read grade level material.	reads and understands text appropriate to grade level.	usually demonstrates effort.
2=Approaches Standard	sometimes uses skills and strategies to read with teacher guidance.	reads and understands text appropriate to grade level with teacher guidance.	sometimes demonstrates effort.
1=Below Standard	seldom uses skills or strategies to read, even with teacher guidance.	reads and understands only simple or familiar text.	seldom demonstrates effort.

Writing Rubric for Report Card (1st Grade)

Scale 1-4

**4 = Exceeds Standard; 3 = Meets Standard; 2 = Approaches Standard – Needs Additional Practice and Support;
1 = Below Standard – Area of Concern; NA = Not Assessed at This Time**

Writes Clearly and Effectively	Understands and Uses Conventions	Spells High Frequency Words
<ul style="list-style-type: none"> • Uses a beginning, middle and end. • Varies word choice. • Writes several sentences that focus on a topic. 	<ul style="list-style-type: none"> • Uses end punctuation. • Capitalizes names and the beginning of sentences. 	<ul style="list-style-type: none"> • Correctly spells high frequency words previously introduced by teacher in written work.

The student

4=Exceeds Standard	consistently demonstrates exceptionally clear and effective writing skills independently.	consistently uses accurate punctuation and capitalization to enhance meaning and style of text.	consistently spells high frequency words in written work.
3=Meets Standard	usually demonstrates clear and effective writing skills independently.	usually uses appropriate punctuation and capitalization; some errors, but they do not detract from the meaning of the text.	usually spells high frequency words in written work.
2=Approaches Standard	sometimes demonstrates clear and effective writing skills.	sometimes uses basic punctuation and capitalization but frequent errors detract from the meaning of the text.	sometimes spells high frequency words correctly, but frequent errors detract from written work.
1=Below Standard	seldom demonstrates clear and effective writing skills, even with teacher assistance.	seldom uses appropriate punctuation and capitalization, limiting reader's understanding of the text.	seldom spells high frequency words correctly, detracting from reader's understanding of written work.

Writing Rubric for Report Card (1st Grade)

Scale 1-4

**4 = Exceeds Standard; 3 = Meets Standard; 2 = Approaches Standard – Needs Additional Practice and Support;
1 = Below Standard – Area of Concern; NA = Not Assessed at This Time**

Applies Phonemic Spelling Patterns/Rules in Written Work	Understands and Uses the Writing Process	Uses Legible Handwriting
<ul style="list-style-type: none"> • Uses phonemic spelling patterns/rules introduced by the teacher. 	<ul style="list-style-type: none"> • Uses a variety of prewriting formats (e.g. brainstorming, mapping). • Identifies topic for draft. • Selects best work for publishing and/or portfolio. 	<ul style="list-style-type: none"> • Uses correct size and shape for letters in daily written work. • Uses lines appropriately and writes from left to right.

The student . . .

4=Exceeds Standard	consistently and accurately applies complex phonics rules and spelling patterns in all written work.	consistently shows exceptional usage of all elements of the writing process.	consistently writes legibly and neatly.
3=Meets Standard	usually applies a variety of phonics rules and spelling patterns in written work.	usually uses all the elements of the writing process appropriately.	usually writes legibly and neatly.
2=Approaches Standard	sometimes applies some phonics rules and spelling patterns in written work.	sometimes uses the elements of the writing process with teacher guidance.	sometimes writes legibly and neatly.
1=Below Standard	seldom applies phonics rules and spelling patterns in written work.	seldom uses the elements of the writing process even with teacher guidance.	seldom writes legibly or neatly.

Effort (personal best)

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| <ul style="list-style-type: none"> • Begins to write independently. • Demonstrates an interest in writing experiences. • Shows an interest in improving writing skills. |
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The student . . .

4=Exceeds Standard	consistently demonstrates exceptional effort.
3=Meets Standard	usually demonstrates effort.
2=Approaches Standard	sometimes demonstrates effort.
1=Below Standard	seldom demonstrates effort.

Mathematics Rubric for Report Card (1st Grade)

Scale 1-4

4 = Exceeds Standard;

3 = Meets Standard;

2 = Approaches Standard – Needs Additional Support and Practice;

1 = Below Standard – Area of Concern;

NA = Not Assessed at This Time

Number Sense	Measurement	Geometric Sense
<ul style="list-style-type: none"> Understands numbers and numeration through 100. Uses strategies to solve simple addition and subtraction problems (using sums through 12). Writes number sentences for situations representing addition and subtraction. Makes reasonable estimates of quantity. 	<ul style="list-style-type: none"> Describes and compares using measures (length, area, volume, time, and money). Selects and uses non-standard tools for measure (links, tiles, cubes, footsteps). 	<ul style="list-style-type: none"> Identifies, describes, and compares two dimensional figures. Identifies a line of symmetry in pictures and objects.
	Statistics (Using Data)	Algebraic Sense (Patterns & Relationships)
	<ul style="list-style-type: none"> Collects and organizes data using graphs, tables, and written explanation. Based on data, makes predictions or draws conclusions. 	<ul style="list-style-type: none"> Recognizes, describes, extends, and creates patterns. Solves simple equations at the concrete level.

The student

4=Exceeds Standard	consistently shows complete and exceptional understanding of number operations, concepts, and procedures using a variety of strategies; consistently computes accurately.
3=Meets Standard	usually shows clear understanding of number operations, concepts, and procedures; usually computes accurately.
2=Approaches Standard	sometimes shows understanding of number operations, concepts, and procedures; sometimes computes accurately.
1=Below Standard	seldom shows understanding of number operations, concepts, and procedures; seldom computes accurately.

The student

consistently shows a complete and exceptional understanding; accurately applies mathematical concepts and properties.
usually shows understanding and applies mathematical concepts and properties.
sometimes shows understanding and applies mathematical concepts and properties.
seldom shows understanding and application of mathematical concepts, properties, and applications.

Mathematics Rubric for Report Card (1st Grade)

Scale 1-4

**4 = Exceeds Standard; 3 = Meets Standard; 2 = Approaches Standard – Needs Additional Practice and Support;
1 = Below Standard – Area of Concern; NA = Not Assessed at This Time**

Problem Solving/Reasoning	Communicating Mathematically	Effort
Problem Solving <ul style="list-style-type: none"> • Uses a variety of strategies. • Draws accurate conclusions. Reasoning <ul style="list-style-type: none"> • Reflects on and evaluates procedures. 	<ul style="list-style-type: none"> • Collects and organizes information. • Expresses mathematical ideas using numbers, pictures, charts, words, or mathematical symbols. 	<ul style="list-style-type: none"> • Perseveres. • Demonstrates flexibility and a willingness to try different approaches. • Participates in a variety of math experiences.

The student

4=Exceeds Standard	consistently demonstrates a thorough understanding of the concepts and process of problem solving, reasoning, and communication, showing exceptional insight and using effective procedures.	consistently demonstrates exceptional effort.
3=Meets Standard	usually demonstrates a clear understanding of the concepts and process of problem solving, reasoning, and communication.	usually demonstrates effort.
2=Approaches Standard	sometimes demonstrates an understanding of the concepts and process of problem solving, reasoning, and communication.	sometimes demonstrates effort.
1=Below Standard	seldom demonstrates an understanding of the concepts and process of problem solving, reasoning, and communication.	seldom demonstrates effort.

Communication Rubric for Report Card (1st Grade)

Scale 1-4

4 = Exceeds Standard; 3 = Meets Standard; 2 = Approaches Standard – Needs Additional Practice and Support;
1 = Below Standard – Area of Concern; NA = Not Assessed at This Time

Uses Listening and Observational Skills to Gain Understanding	Communicates Clearly and Effectively in Presentations	Communicates Clearly and Effectively with Others
<ul style="list-style-type: none"> • Focuses attention. • Asks appropriate questions. • Listens to entire instruction before beginning task. 	<ul style="list-style-type: none"> • Speaks with clarity and organization. • Uses projection and expression. • Demonstrates correct posture and eye contact. • Uses appropriate grammar. 	<ul style="list-style-type: none"> • Uses appropriate conversation skills that show respect for others' ideas and points of view. • Takes turns listening and speaking. • Works cooperatively within a group. • Demonstrates conflict resolution skills.

The student

4=Exceeds Standard	consistently focuses attention while others are talking; asks appropriate questions and can paraphrase information given.	consistently presents information that is clear and well organized; projects voice well and uses expression and appropriate grammar; uses good posture and eye contact.	consistently demonstrates appropriate conversation skills and works cooperatively within a group; consistently seeks mutually acceptable solution when conflict arises.
3=Meets Standard	usually focuses attention while others are talking; asks some appropriate questions and is able to give the main idea.	usually presents information that is clear and well organized; projects voice well and uses expression and appropriate grammar; usually uses good posture and eye contact.	usually demonstrates appropriate conversation skills and works cooperatively within a group; often looks for a solution when conflict arises.
2=Approaches Standard	sometimes focuses attention on speaker and on class discussion; sometimes interrupts; asks and answers some questions regarding the given topic.	sometimes presents information that is clear and shows some organization; sometimes projects voice well, speaks with some expression and most grammar is appropriate; sometimes uses good posture, and eye contact.	sometimes uses appropriate conversation skills and sometimes works cooperatively within a group; still needs some teacher guidance to solve problems.
1=Below Standard	seldom focuses attention on speaker; often interrupts and seldom asks or answers questions regarding the given topic.	seldom presents information that is clear or easy to follow; needs to improve volume, expression and grammar; inappropriate posture and/or eye contact.	seldom responsive to others' feelings during conversation; has difficulties working within a group; requires teacher assistance to solve problems.

Participates in Discussions

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| <ul style="list-style-type: none"> • Participates appropriately in conversations and discussions. |
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The student

4=Exceeds Standard	consistently demonstrates significant and appropriate participation.
3=Meets Standard	usually demonstrates appropriate participation.
2=Approaches Standard	sometimes demonstrates appropriate participation.
1=Below Standard	seldom demonstrates appropriate participation.

Science Rubric for Report Card (1st Grade)
Scale 1-4

4 = Exceeds Standard; 3 = Meets Standard; 2 = Approaches Standard – Needs Additional Practice and Support;
1 = Below Standard – Area of Concern; NA = Not Assessed at This Time

Science Concepts and Principles	Effort (personal best)
<ul style="list-style-type: none"> • Understands concepts and principles. • Begins to apply the scientific method. 	<ul style="list-style-type: none"> • Actively participates. • Demonstrates an interest in a variety of science topics and explorations.

The student

4=Exceeds Standard	consistently demonstrates an exceptional understanding of scientific concepts and principles.	consistently demonstrates exceptional effort.
3=Meets Standard	usually demonstrates a clear understanding of scientific concepts and principles.	usually demonstrates effort.
2=Approaches Standard	sometimes demonstrates an understanding of scientific concepts and principles.	sometimes demonstrates effort.
1=Below Standard	seldom demonstrates an understanding of scientific concepts and principles.	seldom demonstrates effort.

Social Studies Rubric for Report Card (1st Grade)
Scale 1-4

**4 = Exceeds Standard; 3 = Meets Standard; 2 = Approaches Standard – Needs Additional Practice and Support;
 1 = Below Standard – Area of Concern; NA = Not Assessed at This Time**

Social Studies Concepts and Skills	Effort (personal best)
<ul style="list-style-type: none"> • Demonstrates an understanding of information presented. • Exhibits an awareness of the relationship between people, environment, and culture. 	<ul style="list-style-type: none"> • Actively participates. • Demonstrates an interest in a variety of social studies topics and activities.

The student

4=Exceeds Standard	consistently demonstrates exceptional and accurate knowledge of material presented, how events are sequenced, and the relationship between people, environment and culture.	consistently demonstrates exceptional effort.
3=Meets Standard	usually demonstrates accurate knowledge of material presented, how events are sequenced, and the relationship between people, environment and culture.	usually demonstrates effort.
2=Approaches Standard	demonstrates some knowledge of material presented and how some events are sequenced; is sometimes aware of the relationship between people, environment and culture.	sometimes demonstrates effort.
1=Below Standard	seldom demonstrates knowledge of material presented or how events are sequenced; is seldom aware of the relationship between people, environment and culture.	seldom demonstrates effort.

PE, Music, Art Rubrics for Report Card (1st Grade)
Scale 1-4

4 = Exceeds Standard; 3 = Meets Standard; 2 = Approaches Standard; 1 = Below Standard; NA = Not Assessed at This Time

Physical Education Rubric

Effort (personal best)

The student . . .

4=Exceeds Standard	consistently stays on task, follows directions and contributes positively.
3=Meets Standard	usually stays on task, follows directions and contributes positively.
2=Approaches Standard	sometimes stays on task, follows directions and contributes positively.
1=Below Standard	seldom stays on task, follows directions or contributes positively.

Music Rubric

Effort (personal best)

4=Exceeds Standard	consistently stays on task, follows directions and contributes positively.
3=Meets Standard	usually stays on task, follows directions and contributes positively.
2=Approaches Standard	sometimes stays on task, follows directions and contributes positively.
1=Below Standard	seldom stays on task, follows directions or contributes positively.

Art Rubric

Effort (personal best)

The student . . .

4=Exceeds Standard	consistently stays on task, follows directions and works cooperatively with teacher and others.
3=Meets Standard	usually stays on task, follows directions and works cooperatively with teacher and others.
2=Approaches Standard	sometimes stays on task, follows directions and works cooperatively with teacher and others.
1=Below Standard	seldom stays on task, follows directions or works cooperatively with teacher and others.

Social/Learning Skills Rubric for Report Card (1st Grade)
Scale 1-4

4 = Exceeds Standard; 3 = Meets Standard; 2 = Approaches Standard – Needs Additional Practice and Support;
1 = Below Standard – Area of Concern; NA = Not Assessed at This Time

Respects Rights and Feelings of Others	Accepts Responsibility	Follows Class and School Rules
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The student

4=Exceeds Standard	consistently works to achieve positive relationships with others.	consistently takes responsibility for own learning and behavior.	consistently follows class and school rules.
3=Meets Standard	usually works to achieve positive relationships with others.	usually takes responsibility for own learning and behavior.	usually follows class and school rules.
2=Approaches Standard	sometimes works to achieve positive relationships with others.	sometimes takes responsibility for own learning and behavior.	sometimes follows class and school rules.
1=Below Standard	seldom works to achieve positive relationships with others.	seldom takes responsibility for own learning and behavior.	seldom follows class and school rules.

Cooperates With Others	Uses Time Wisely	Follows Directions
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4=Exceeds Standard	consistently works cooperatively with others.	consistently works quietly and independently; consistently stays on task.	consistently understands and applies written and oral directions.
3=Meets Standard	usually works cooperatively with others.	usually works quietly and independently; usually stays on task.	usually understands and applies written and oral directions.
2=Approaches Standard	sometimes works cooperatively with others.	sometimes works quietly and independently; sometimes stays on task.	sometimes understands and applies written and oral directions.
1=Below Standard	seldom works cooperatively with others.	seldom works quietly and independently; seldom stays on task.	seldom understands and applies written and oral directions.

Demonstrates Organizational Skills	Exhibits Positive Attitude	Completes Assignments on Time
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The student

4=Exceeds Standard	consistently has materials ready and organized; consistently has a neat and orderly work space.	consistently demonstrates a positive attitude towards learning.	consistently completes assignments and meets deadlines.
3=Meets Standard	usually has materials ready and organized; usually has a neat and orderly work space.	usually demonstrates a positive attitude towards learning.	usually completes assignments on time.
2=Approaches Standard	sometimes has materials ready and organized; sometimes has a neat and orderly work space.	sometimes demonstrates a positive attitude towards learning.	sometimes completes assignments.
1=Below Standard	seldom has materials ready and organized; seldom has a neat and orderly work space.	seldom demonstrates a positive attitude towards learning.	seldom completes assignments.