

# Little Ferry School District – Report Card Rubrics

## Grade 1- ELA, Math, Science, SS

### Reading: Foundational Skills

Reads at grade level

<b>Trimester</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>1st</b>	Student has achieved reading success at Level C or below.	Student has achieved reading success at Level D.	Student has achieved reading success at Level E or F.	Student has achieved reading success at Level G or above.
<b>2nd</b>	Student has achieved reading success at Level E or below.	Student has achieved reading success at F.	Student has achieved reading success at Level G or H.	Student has achieved reading success at I or above.
<b>3rd</b>	Student has achieved reading success at Level F or below.	Student has achieved reading success at Level G or H.	Student has achieved reading success at Level I.	Student has achieved reading success at Level J or above.

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Applies strategies to decode text

<b>Trimester</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>ALL</b>	Student is unable or rarely able to use phonic skills, picture clues, and context clues to figure out unknown words.	Student sometimes uses phonic skills, picture clues, and context clues to figure out unknown words.	Student consistently uses phonic skills, picture clues, and context clues to figure out unknown words.	Student is able to use skills in a higher-level text.

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## Recognizes sight words

<b>Trimester</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>1st</b>	Students recognize 25 or fewer sight words.	Student recognizes 50 sight words.	Student recognizes 75 sight words.	Student recognizes 100 or more sight words.
<b>2nd</b>	Student recognizes 75 or fewer sight words.	Student recognizes 100 sight words.	Student recognizes 125 sight words.	Student recognizes 150 or more sight words.
<b>3rd</b>	Student recognizes 125 or fewer sight words.	Student recognizes 150 sight words.	Student recognizes 175 sight words.	Student recognizes 200 or more sight words.

## Reads with fluency (expression, accuracy, rate, phasing)

Trimester	1	2	3	4
<b>ALL</b>	<ul style="list-style-type: none"> <li>● Student does not demonstrate fluency when reading target high-frequency and decodable words.</li> <li>● Lack of fluent reading is evident during independent reading of texts.</li> <li>● Reading of texts is very choppy and slow.</li> <li>● Student does not attend to spaces between words to ending punctuation.</li> </ul>	<ul style="list-style-type: none"> <li>● Student reads some target high-frequency and decodable words accurately.</li> <li>● Student may read words very quickly and inaccurately or very slowly and inaccurately.</li> <li>● Reading is somewhat fluent when independently reading texts.</li> <li>● Student read leveled texts either too slowly or too quickly.</li> <li>● Reading is choppy some of the time.</li> <li>● Student does not consistently attend to ending punctuation.</li> <li>● Student uses very little or no expression.</li> </ul>	<ul style="list-style-type: none"> <li>● Student consistently reads target high-frequency and decodable words accurately.</li> <li>● Student uses and recognizes word patterns when reading words fluently.</li> <li>● Student demonstrates fluent reading of on-level texts.</li> <li>● Student reads accurately.</li> <li>● Student pauses briefly between words.</li> <li>● Student attends to ending punctuation.</li> <li>● Student uses expression matched to meaning and punctuation.</li> </ul>	<ul style="list-style-type: none"> <li>● Student consistently reads above-level, high-frequency and decodable words accurately and with appropriate pacing.</li> <li>● Student demonstrates fluent reading of above-level texts when reading independently.</li> <li>● Student attends to internal and ending punctuation.</li> <li>● Reading is fluid and accurate.</li> <li>● Student uses phrasing to group words that go together.</li> <li>● Expression is matched to the mood, character's feelings, or actions in the text.</li> </ul>

## Reading: Literature and Informational Text

### Reads with comprehension

(retells stories, recounts key details, identifies main idea, identifies story elements)

Trimester	1	2	3	4
ALL	<ul style="list-style-type: none"><li>• Student rarely demonstrates literal understanding of stories and informational texts.</li><li>• Retellings are simple, demonstrate little understanding of the text.</li></ul>	<ul style="list-style-type: none"><li>• Student sometimes demonstrates some literal understanding of stories and informational texts.</li><li>• Retellings demonstrate a partial understanding of the text.</li></ul>	<ul style="list-style-type: none"><li>• Student demonstrates some understanding of stories and informational texts.</li><li>• Retellings demonstrate an understanding of the text.</li></ul>	<ul style="list-style-type: none"><li>• Student consistently demonstrates a strong literal understanding of stories and informational texts.</li><li>• Retellings demonstrate a thorough literal understanding of the text.</li></ul>

# Writing and Language

## Pictures match words

<b>Trimester</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>1st</b>	Student uses no words or a string of letters to write a sentence.	Student uses some phonetically spelled word to write a partially complete sentence.	Student uses phonetically spelled and/or the correct spelling of most words and includes sight words to write a complete sentence.	Student uses phonetically spelled and/or the correct spelling of most words and includes multiple complete sentence.
<b>2nd</b>	Student uses no words or a string of letters to write a sentence.	Student uses some phonetically spelled word to write a partially complete sentence.	Student uses phonetically spelled and/or the correct spelling of most words and includes sight words to write a complete sentence.	Student uses phonetically spelled and/or the correct spelling of most words and includes multiple complete sentence.
<b>3rd</b>	Student uses no words or a string of letters to write a sentence.	Student uses some phonetically spelled word to write a partially complete sentence.	Student uses phonetically spelled and/or the correct spelling of most words and includes sight words to write a complete sentence.	Student uses phonetically spelled and/or the correct spelling of most words and includes multiple complete sentence.

## Generates ideas

Trimester	1	2	3	4
<b>1st</b>	Student does not generate ideas or sequence events. Student thinks, sketches, or writes few unrelated ideas as taught in the units of study.	Student generates a few ideas sequences events from experiences or imagination. Student thinks, sketches, and writes a few ideas as taught in the units of study.	Student generates some ideas and sequences events for writing from experiences or imagination. Student rehearses ideas with others when prompted. Student thinks, sketches, and writes some ideas, as taught in the units of study.	Student generates some ideas and sequences events for writing from experiences, imagination, or stories read together. Student rehearses ideas with others. Student things, sketches, and writes to tell a story related to the units of study.
<b>2nd</b>	Student generates a few ideas from experience or imagination. The topic is partially evident. Student thinks, sketches, and writes a few ideas as taught in the units of study.	Student generates some ideas from experience or imagination. The topic is evident but too broad or too specific. Student thinks, sketches, and writes a few ideas as taught in the units of study.	Student generates ideas for writing from experience, imagination, or stories read together. Students rehearse ideas with others. Students think, sketch, and write some ideas, as taught in the units of study.	Student generates interesting ideas for writing from experience, imagination, or stories read. Student rehearses ideas with others. Student chooses and narrows a topic. Student thinks, sketches, and writes a story with detail about the narrowed topic and taught in the units of study.
<b>3rd</b>	Student generates a few ideas from experience or imagination. Student	Student generates some ideas from experience, imagination, or stories	Students generate ideas for writing from experience,	Student generates interesting ideas for writing from experience,



	<p>chooses a topic that is somewhat clear. Student thinks, sketches, and writes a few ideas as taught in the units of study.</p>	<p>read together. Student chooses a clear topic. Student thinks, sketches, and writes some ideas as taught in the units of study.</p>	<p>imagination, and stories. Students rehearse stories with others. Students choose and narrow a topic. Students think, sketch, and write to add ideas and details as taught in the units of study.</p>	<p>imagination, and stories. Student rehearses stories independently. Student chooses a narrow, specific topic. Student thinks, sketches, and writes with many vivid ideas and details as taught in the units of study.</p>
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## Writes complete sentences

Trimester	1	2	3	4
<b>All</b>	<p>ent does not understand that every sentence must be about something (subject) and tells something (predicate) about its subject. Student does not stretch ideas from words to complete sentences.</p>	<p>ent rarely understands that every sentence must be about something (subject) and tells something (predicate) about its subject. Student rarely stretches ideas from words to complete sentences.</p>	<p>ent understands that every sentence must be about something (subject) and tells something (predicate) about its subject. Student stretches ideas from words to complete sentences.</p>	<p>Student consistently understands that every sentence must be about something (subject) and tells something (predicate) about its subject. Student consistently writes in complete sand complex sentences.</p>

## Uses punctuation correctly

Trimester	1	2	3	4
All	Student does not use end punctuation for sentences. Student does not use commas in dates and to separate single words and series.	Student rarely uses end punctuation for sentences. Student rarely uses commas in dates to separate single words and series.	Student uses end punctuation for sentences. Student uses commas in dates and to separate single words and series.	Student consistently uses end punctuation for sentences. Student consistently uses commas in dates and to separate single words and series.

## Applies spelling/sound patterns

Trimester	1	2	3	4
All	Student does not use or edit spelling of grade-level decodable and high frequency words.	Student uses and edits spelling of grade-level decodable and high frequency words.	Student uses and edits spelling of many grade-level decodable and high frequency words, by consulting reference materials.	Student consistently uses and edits spelling of grade-level decodable and high frequency words.

## Uses capitalization correctly

Trimester	1	2	3	4
All	Student does not capitalize names, places, dates, the beginning of sentences, and the pronoun I.	Student rarely capitalizes names, places, dates, the beginning of sentences, and the pronoun I.	Student capitalizes names, places, dates, the beginning of sentences, and the pronoun I.	Student consistently capitalizes names, places, dates, the beginning of sentences, and the pronoun I.

# Applies correct grammar

Trimester	1	2	3	4
<b>1st</b>	<p>Student rarely applies grade level grammar/usage, including:</p> <ul style="list-style-type: none"> <li>● "I" voice when using personal narrative</li> <li>● Action words</li> <li>● Match nouns and verbs (they hop, Bob hops)</li> <li>● Describing words</li> </ul>	<p>Student is beginning to apply grade level grammar/usage, including:</p> <ul style="list-style-type: none"> <li>● "I" voice when using personal narrative</li> <li>● Action words</li> <li>● Match nouns and verbs (they hop, Bob hops)</li> <li>● Describing words</li> </ul>	<p>Student consistently applies grade level grammar/usage, including:</p> <ul style="list-style-type: none"> <li>● "I" voice when using personal narrative</li> <li>● Action words</li> <li>● Match nouns and verbs (they hop, Bob hops)</li> <li>● Describing words</li> </ul>	<p>Student consistently applies above grade level grammar/usage, including:</p> <ul style="list-style-type: none"> <li>● "I" voice when using personal narrative</li> <li>● Action words</li> <li>● Match nouns and verbs (they hop, Bob hops)</li> <li>● Describing words</li> </ul>
<b>2nd</b>	<p>Student rarely applies grade level grammar/usage as listed in the 1<sup>st</sup> trimester, plus:</p> <ul style="list-style-type: none"> <li>● Uses sequencing words to organize writing (first, then, next, finally)</li> <li>● Uses a variety of sentences (simple, compound, declarative,</li> </ul>	<p>Student is beginning to apply grade level grammar/usage as listed in the 1<sup>st</sup> trimester, plus:</p> <ul style="list-style-type: none"> <li>● Uses sequencing words to organize writing (first, then, next, finally)</li> <li>● Uses a variety of sentences (simple, compound, declarative,</li> </ul>	<p>Student consistently applies grade level grammar/usage as listed in the 1<sup>st</sup> trimester, plus:</p> <ul style="list-style-type: none"> <li>● Uses sequencing words to organize writing (first, then, next, finally)</li> <li>● Uses a variety of sentences (simple, compound, declarative,</li> </ul>	<p>Student consistently applies above grade level grammar/usage as listed in the 1<sup>st</sup> trimester, plus:</p> <ul style="list-style-type: none"> <li>● Uses sequencing words to organize writing (first, then, next, finally)</li> <li>● Uses a variety of sentences (simple, compound, declarative,</li> </ul>

<p>3<sup>rd</sup></p>	<p>interrogative, imperative, exclamatory)</p> <p>Student rarely applies grade level grammar/usage as listed in the 1<sup>st</sup> and 2<sup>nd</sup> trimester, plus:</p> <ul style="list-style-type: none"> <li>• Writers vary choice as a way to clarify meaning (big, gigantic).</li> <li>• Common, proper, and possessive nouns.</li> </ul> <p>Uses conjunctions to expand ideas (and, but, so, or, because).</p>	<p>interrogative, imperative, exclamatory)</p> <p>Student is beginning to apply grade level grammar/usage as listed in the 1<sup>st</sup> and 2<sup>nd</sup> trimester, plus:</p> <ul style="list-style-type: none"> <li>• Writers vary choice as a way to clarify meaning (big, gigantic).</li> <li>• Common, proper, and possessive nouns.</li> </ul> <p>Uses conjunctions to expand ideas (and, but, so, or, because).</p>	<p>interrogative, imperative, exclamatory), including determiners (this, that, these, those) and prepositions.</p> <p>Student consistently applies grade level grammar/usage as listed in the 1<sup>st</sup> and 2<sup>nd</sup> trimester, plus:</p> <ul style="list-style-type: none"> <li>• Writers vary choice as a way to clarify meaning (big, gigantic).</li> <li>• Common, proper, and possessive nouns.</li> </ul> <p>Uses conjunctions to expand ideas (and, but, so, or, because).</p>	<p>interrogative, imperative, exclamatory) including determiners (this, that, these, those) and prepositions.</p> <p>Student consistently applies above grade level grammar/usage as listed in the 1<sup>st</sup> and 2<sup>nd</sup> trimester, plus:</p> <ul style="list-style-type: none"> <li>• Writers vary choice as a way to clarify meaning (big, gigantic).</li> <li>• Common, proper, and possessive nouns.</li> </ul> <p>Uses conjunctions to expand ideas (and, but, so, or, because).</p>
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## Applies spelling sound patterns

<b>Trimester</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>All</b>	<p>Student does not use conventional spelling for words with common spelling patterns and for common irregular words. Student does not use phonetic spelling for untaught words. Student does not write common sight words automatically.</p>	<p>Student rarely uses conventional spelling for words with common spelling patterns and for common irregular words. Student rarely uses phonetic spelling for untaught words drawing on phonetic awareness and spelling conventions. Student rarely writes common sight words with automaticity.</p>	<p>Student uses conventional spelling for words with common spelling patterns and for common irregular words. Student uses phonetic spelling for untaught words, drawing on phonetic awareness and spelling conventions. Student writes common sight words automaticity.</p>	<p>Student consistently uses conventional spelling for words with common spelling patterns and for common irregular words. Student consistently uses phonetic spelling for untaught words, drawing on phonetic awareness and spelling conventions. Student consistently writes common sight words with automaticity.</p>



## Forms letters and numbers correctly

Trimester	1	2	3	4
<b>All</b>	Student does not form letters and numbers correctly.	Student rarely forms letters and numbers correctly.	Student forms letters and numbers correctly.	Student consistently forms letters and numbers correctly.

Uses correct spelling

<b>Trimester</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>All</b>	Student does not use the correct spelling in their writing.	Student rarely uses the correct spelling in their writing.	Student uses the correct spelling in their writing.	Student consistently uses the correct spelling in their writing.

# Math

## Number Sense and Operations

### Understands addition

<b>Trimester</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
1st	74% or below on addition assessment.	75%-84% on addition assessment.	85%-100% on addition assessment.	Above 100% on addition assessment.
2nd	74% or below on addition assessment.	75%-84% on addition assessment.	85%-100% on addition assessment.	Above 100% on addition assessment.
3rd	74% or below on addition assessment.	75%-84% on addition assessment.	85%-100% on addition assessment.	Above 100% on addition assessment.

## Understands subtraction

<b>Trimester</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>1st</b>	74% or below on subtraction assessment.	75%-84% on subtraction assessment.	85%-100% on subtraction assessment.	Above 100% on subtraction assessment.
<b>2<sup>nd</sup></b>	74% or below on subtraction assessment.	75%-84% on subtraction assessment.	85%-100% on subtraction assessment.	Above 100% on subtraction assessment.
<b>3<sup>rd</sup></b>	74% or below on subtraction assessment.	75%-84% on subtraction assessment.	85%-100% on subtraction assessment.	Above 100% on subtraction assessment.

Uses a variety of strategies to solve word problems  
(models and drawings)

Trimester	1	2	3	4
1 <sup>st</sup>	<ul style="list-style-type: none"> <li>● Student is unable or rarely able to use a bar model (part-part-whole) to solve one step problems.</li> <li>● Student is unable or rarely able to write number sentences.</li> <li>● Student is unable or rarely able to use manipulatives, pictures, or number sentences to solve problems</li> </ul>	<ul style="list-style-type: none"> <li>● Student is sometimes able to use a bar model (part-part-whole) to solve one step problems.</li> <li>● Student is sometimes able to write number sentences.</li> <li>● Student is sometimes able to use manipulatives, pictures, or number sentences to solve problems.</li> </ul>	<ul style="list-style-type: none"> <li>● Student is able to use a bar model (part-part-whole) to solve two-step problems.</li> <li>● Student is able to write number sentences.</li> <li>● Student is able to use manipulatives, pictures, or number sentences to solve problems.</li> </ul>	<ul style="list-style-type: none"> <li>● Student is consistently able to use a bar model (part-part-whole) to solve two-step problems.</li> <li>● Student is consistently able to write number sentences.</li> <li>● Student is consistently able to use manipulatives, pictures, or number sentences to solve problems.</li> <li>● Student consistently writes simple and complex number sentences.</li> <li>● Student consistently solves complex story problems independently through a variety of strategies.</li> </ul>

Trimester	1	2	3	4
2 <sup>nd</sup>	<ul style="list-style-type: none"> <li>● Student is unable or rarely able to use a bar model (part-part-whole) to solve one step problems.</li> <li>● Student is unable or rarely able to write number sentences.</li> <li>● Student is unable or rarely able to use manipulatives, pictures, or number sentences to solve problems.</li> <li>● Student is unable or rarely able to solve word problems involving length in the same unit.</li> <li>● Student is unable or rarely able to solve word problems involving money using the symbols appropriately.</li> </ul>	<ul style="list-style-type: none"> <li>● Student is sometimes able to use a bar model (part-part-whole) to solve one step problems.</li> <li>● Student is sometimes able to write number sentences.</li> <li>● Student is sometimes able to use manipulatives, pictures, or number sentences to solve problems.</li> <li>● Student is sometimes able to solve word problems involving length in the same unit.</li> <li>● Student is sometimes able to solve word problems involving money using the symbols appropriately.</li> </ul>	<ul style="list-style-type: none"> <li>● Student is able to use a bar model (part-part-whole) to solve twostep problems.</li> <li>● Student is able to write number sentences.</li> <li>● Student is able to use manipulatives, pictures, or number sentences to solve problems.</li> <li>● Student is able to solve word problems involving length in the same unit.</li> <li>● Student is able to solve word problems involving money using the symbols appropriately.</li> </ul>	<ul style="list-style-type: none"> <li>● Student is consistently able to use a bar model (part-part-whole) to solve two-step problems.</li> <li>● Student is consistently able to write number sentences. • Student is consistently able to use manipulatives, pictures, or number sentences to solve problems.</li> <li>● Student consistently writes simple and complex number sentences.</li> <li>● Student consistently solves complex story problems independently through a variety of strategies.</li> <li>● Student is consistently able to solve word problems involving length in the same unit.</li> </ul>

				<ul style="list-style-type: none"> <li>• Student is consistently able to solve word problems involving money using the symbols appropriately.</li> </ul>
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<b>Trimester</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>3<sup>rd</sup></b>	<ul style="list-style-type: none"> <li>• Student is unable or rarely able to use a bar model (part-part-whole) to solve one step problems involving multiplication and division.</li> <li>• Student is unable or rarely able to write number sentences involving multiplication and division.</li> <li>• Student is unable or rarely able to use manipulatives, pictures, or number sentences to solve problems involving multiplication and division.</li> <li>• Student is unable or rarely able to solve problems analyzing</li> </ul>	<ul style="list-style-type: none"> <li>• Student is sometimes able to use a bar model (part-part-whole) to solve one step problems involving multiplication and division.</li> <li>• Student is sometimes able to write number sentences involving multiplication and division.</li> <li>• Student is sometimes able to use manipulatives, pictures, or number sentences to solve problems involving multiplication and division.</li> <li>• Student is sometimes able to solve problems analyzing data from a picture graph.</li> </ul>	<ul style="list-style-type: none"> <li>• Student is able to use a bar model (part-part-whole) to solve two-step problems involving multiplication and division.</li> <li>• Student is able to write number sentences involving multiplication and division.</li> <li>• Student is able to use manipulatives, pictures, or number sentences to solve problems involving multiplication and division.</li> <li>• Student is able to solve problems analyzing data from a picture graph.</li> </ul>	<ul style="list-style-type: none"> <li>• Student is consistently able to use a bar model (part-part-whole) to solve two-step problems involving multiplication and division.</li> <li>• Student is consistently able to write number sentences involving multiplication and division.</li> <li>• Student is consistently able to use manipulatives, pictures, or number sentences to solve problems involving multiplication and division.</li> <li>• Student consistently writes simple and complex number sentences involving multiplication and division.</li> </ul>

	data from a picture graph.			<ul style="list-style-type: none"><li>• Student consistently solves complex multiplication and division story problems independently through a variety of strategies.</li><li>• Student is consistently able to solve problems analyzing data from a picture graph.</li></ul>
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## Recalls grade level math fact expectations with fluency and accuracy

Trimester	1	2	3	4
<b>1<sup>st</sup></b>	Student is unable or rarely able to add within sums of 12.	Student can sometimes add within sums of 12.	Student can consistently add within sums of 12.	Student consistently is able to add within sums of 12.
<b>2<sup>nd</sup></b>	Student is unable or rarely able to subtract from 12.	Student can sometimes subtract from 12.	Student can consistently subtract from 12.	Student consistently is able to subtract from 12.
<b>3<sup>rd</sup></b>	Student is unable or rarely able to add within sums of 18. Student is unable or rarely able to subtract from 18.	Student can sometimes add within sums of 18. Student can sometimes subtract from 18.	Student can consistently add within sums of 18. Student can consistently subtract from 18.	Student consistently is able to add within sums of 18. Student consistently is able to subtract from 18.

# Social Studies

Participates in discussions and classroom activities

<b>Trimester</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>All</b>	Student rarely applies knowledge to classroom discussion and activities.	Student is beginning to apply knowledge to classroom discussion and activities.	Student applies knowledge to classroom discussion and activities.	Student consistently and independently applies knowledge to classroom discussion and activities.

# Science

## Participates in discussions and classroom activities

<b>Trimester</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>All</b>	Student rarely applies knowledge to classroom discussion and activities.	Student is beginning to apply knowledge to classroom discussion and activities.	Student applies knowledge to classroom discussion and activities.	Student consistently and independently applies knowledge to classroom discussion and activities.