

# **First Grade Standard Based Report Card Rubrics**

**Secaucus Public School District**

**Secaucus, NJ**



## Reading Standards: Foundational Skills

### Reads at grade level with fluency

Marking Period	1	2	3	4
1 <sup>st</sup> – 4 <sup>th</sup>	Student is rarely able to read using appropriate rate, expression, attention to punctuation, and phrasing.	Student is occasionally able to read using appropriate rate, expression, attention to punctuation, and phrasing.	Student is consistently able to read using appropriate rate, expression, attention to punctuation, and phrasing.	Student is efficiently and independently able to read using appropriate rate, expression, attention to punctuation, and phrasing.

**Uses a variety of print strategies to decode words (phonics, context, pictures, etc.)**

<b>Marking Period</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>1st-4th</b>	Student is rarely able to: <ul style="list-style-type: none"> <li>• Use picture clues</li> <li>• Read sight words in context</li> <li>• Decode words in context</li> <li>• Recognize and use beginning, middle and ending (vowel) sounds</li> </ul>	Student is occasionally able to: <ul style="list-style-type: none"> <li>• Use picture clues</li> <li>• Read sight words in context</li> <li>• Decode words in context</li> <li>• Recognize and use beginning, middle and ending (vowel) sounds</li> </ul>	Student is consistently able to: <ul style="list-style-type: none"> <li>• Use picture clues</li> <li>• Read sight words in context</li> <li>• Decode words in context</li> <li>• Recognize and use beginning, middle and ending (vowel) sounds</li> </ul>	Student is efficiently and independently able to: <ul style="list-style-type: none"> <li>• Use picture clues</li> <li>• Read sight words in context</li> <li>• Decode words in context</li> <li>• Recognize and use beginning, middle and ending (vowel) sounds</li> </ul>

**Recognizes Sight Words (in isolation and within text)**

<b>Marking Period</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>1st-4th</b>	Student rarely recognizes sight words in isolation and within text.	Student occasionally recognizes sight words in isolation and within text.	Student consistently recognizes sight words in isolation and within text.	Student recognizes all sight words with automaticity in isolation and within context.

## Reading Standards: Literature and Informational Text

**Reads with comprehension (Retells stories, identifies main idea, and identifies story elements)**

Marking Period	1	2	3	4
<b>1st-4th</b>	Student is rarely able to <ul style="list-style-type: none"> <li>● Retell story</li> <li>● Identify main idea</li> <li>● Identify story elements</li> </ul>	Student is occasionally able to <ul style="list-style-type: none"> <li>● Retell story</li> <li>● Identify main idea</li> <li>● Identify story elements</li> </ul>	Student is consistently able to <ul style="list-style-type: none"> <li>● Retell story</li> <li>● Identify main idea</li> <li>● Identify story elements</li> </ul>	Student is efficiently and independently able to <ul style="list-style-type: none"> <li>● Retell story</li> <li>● Identify main idea</li> <li>● Identify story elements</li> </ul>

**Makes connections, inferences, predictions, and compares /contrasts**

Marking Period	1	2	3	4
<b>1st-4th</b>	Student is rarely able to <ul style="list-style-type: none"> <li>● Make connections</li> <li>● Make inferences</li> <li>● Make predictions</li> <li>● Compare and contrast</li> </ul>	Student is occasionally able to <ul style="list-style-type: none"> <li>● Make connections</li> <li>● Make inferences</li> <li>● Make predictions</li> <li>● Compare and contrast</li> </ul>	Student is consistently able to <ul style="list-style-type: none"> <li>● Make connections</li> <li>● Make inferences</li> <li>● Make predictions</li> <li>● Compare and contrast</li> </ul>	Student is efficiently and independently able to <ul style="list-style-type: none"> <li>● Make connections</li> <li>● Make inferences</li> <li>● Make predictions</li> <li>● Compare and contrast</li> </ul>

## Ask and answer questions about key details in a variety of texts

Marking Period	1	2	3	4
<b>1st-4th</b>	Student rarely asks and answers questions when reading or listening to a variety of texts.	Student occasionally asks and answers questions when reading or listening to a variety of texts.	Student consistently asks and answers questions when reading or listening to a variety of texts.	Student independently asks and answers questions when reading or listening to a variety of texts.

## Speaking and Listening

### Listens to others and takes turns speaking

Marking Period	1	2	3	4
1st-4th	Student rarely listens to others and takes turns speaking.	Student occasionally listens to others and takes turns speaking.	Student consistently listens to others and takes turns speaking.	Student acts as a role model for listening to others and taking turns speaking.

### Makes meaningful contributions to class discussions

Marking Period	1	2	3	4
1st-4th	Student rarely makes meaningful contributions to class discussions.	Student occasionally makes meaningful contributions to class discussions.	Student consistently makes meaningful contributions to class discussions.	Student acts as a role model for making meaningful contributions to class discussions.

## Demonstrates listening skills for information and understanding

<b>Marking Period</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>1st-4th</b>	Student rarely asks questions to gain information.	Student occasionally asks questions to gain information.	Student consistently asks questions to gain information.	Student acts as a role model for asking questions to gain information.

## Writing

### Writes complete sentences

Marking Period	1	2	3	4
<b>1st-4th</b>	<p>The student is rarely able to</p> <ul style="list-style-type: none"> <li>● stretch ideas from words to complete sentences</li> <li>● write complete sentences that make sense</li> </ul>	<p>The student is occasionally able to</p> <ul style="list-style-type: none"> <li>● stretch ideas from words to complete sentences</li> <li>● write complete sentences that make sense</li> </ul>	<p>The student is consistently able to</p> <ul style="list-style-type: none"> <li>● stretch ideas from words to complete sentences</li> <li>● write complete sentences that make sense</li> </ul>	<p>The student is efficiently and independently able to</p> <ul style="list-style-type: none"> <li>● stretch ideas from words to complete sentences</li> <li>● write complete sentences that make sense</li> </ul>

### Writes in the structure of the genre

Marking Period	1	2	3	4
<b>3rd-4th</b>	<p>The student is rarely able to generate ideas on topic and write within the structure of the genre using details.</p>	<p>The student is occasionally able to generate ideas on topic and write within the structure of the genre using details.</p>	<p>The student is consistently able to generate ideas on topic and write within the structure of the genre using details.</p>	<p>The student is efficiently and independently able to generate ideas on topic and write within the structure of the genre using details and elaborate vocabulary.</p>



## Language

### Prints upper and lower-case letters correctly

Marking Period	1	2	3	4
1st-4th	Student forms most letters incorrectly.	Student forms some letters incorrectly.	Student forms most letters correctly.	Student efficiently and independently forms all letters correctly.

### Spaces letters and words correctly

Marking Period	1	2	3	4
1st-4th	Student rarely spaces letters correctly or writes with appropriate spacing between words.	Student occasionally spaces letters correctly and writes with appropriate spacing between words.	Student consistently spaces letters correctly and writes with appropriate spacing between words.	Student efficiently and independently spaces letters correctly and writes with appropriate spacing between words.

## Uses correct capitalization

Marking Period	1	2	3	4
<b>1st-2nd</b>	Student rarely capitalizes names, beginning of sentences, and the pronoun "I".	Student occasionally capitalizes names, beginning of sentences, and the pronoun "I".	Student consistently capitalizes names, beginning of sentences, and the pronoun "I".	Student efficiently and independently capitalizes names, beginning of sentences, and the pronoun "I".
<b>3rd-4th</b>	Student rarely capitalizes names, beginning of sentences, the pronoun "I", places and dates.	Student occasionally capitalizes names, beginning of sentences, the pronoun "I", places and dates.	Student consistently capitalizes names, beginning of sentences, the pronoun "I", places and dates.	Student efficiently and independently capitalizes names, beginning of sentences, the pronoun "I", places and dates.

## Uses correct punctuation

Marking Period	1	2	3	4
<b>1st-4th</b>	Student rarely applies correct punctuation.	Student occasionally applies correct punctuation.	Student consistently applies correct punctuation.	Student efficiently and independently applies correct punctuation.

## Learns and applies spelling patterns

Marking Period	1	2	3	4
<b>1st-4th</b>	<p>Student rarely</p> <ul style="list-style-type: none"> <li>● uses conventional spelling for words with common spelling patterns and for common words</li> <li>● uses phonetic spelling for untaught words</li> <li>● writes common sight words with automaticity</li> </ul>	<p>Student occasionally</p> <ul style="list-style-type: none"> <li>● uses conventional spelling for words with common spelling patterns and for common words</li> <li>● uses phonetic spelling for untaught words</li> <li>● writes common sight words with automaticity</li> </ul>	<p>Student consistently</p> <ul style="list-style-type: none"> <li>● uses conventional spelling for words with common spelling patterns and for common words</li> <li>● uses phonetic spelling for untaught words</li> <li>● writes common sight words with automaticity</li> </ul>	<p>Student efficiently and independently</p> <ul style="list-style-type: none"> <li>● uses conventional spelling for words with common spelling patterns and for common words</li> <li>● uses phonetic spelling for untaught words</li> <li>● writes common sight words with automaticity</li> </ul>

## Applies conventions of grammar to writing

Marking Period	1	2	3	4
<b>1st</b>	<p>Student rarely applies grade level grammar and usage, including:</p> <ul style="list-style-type: none"> <li>● simple sentences</li> <li>● nouns and verbs</li> </ul>	<p>Student occasionally applies grade level grammar and usage, including:</p> <ul style="list-style-type: none"> <li>● simple sentences</li> <li>● nouns and verbs</li> </ul>	<p>Student consistently applies grade level grammar and usage, including:</p> <ul style="list-style-type: none"> <li>● simple sentences</li> <li>● nouns and verbs</li> </ul>	<p>Student efficiently and independently applies grade level grammar and usage, including:</p> <ul style="list-style-type: none"> <li>● simple sentences</li> <li>● nouns and verbs</li> </ul>
<b>2nd</b>	<p>Student rarely applies grade level grammar and usage, including:</p> <ul style="list-style-type: none"> <li>● expanding simple sentences</li> <li>● plural nouns and verbs</li> <li>● adjectives</li> </ul>	<p>Student occasionally applies grade level grammar and usage, including:</p> <ul style="list-style-type: none"> <li>● expanding simple sentences</li> <li>● plural nouns and verbs</li> <li>● adjectives</li> </ul>	<p>Student consistently applies grade level grammar and usage, including:</p> <ul style="list-style-type: none"> <li>● expanding simple sentences</li> <li>● plural nouns and verbs</li> <li>● adjectives</li> </ul>	<p>Student efficiently and independently applies grade level grammar and usage, including:</p> <ul style="list-style-type: none"> <li>● expanding simple sentences</li> <li>● plural nouns and verbs</li> <li>● adjectives</li> </ul>
<b>3rd-4th</b>	<p>Student rarely applies grade level grammar and usage, including:</p> <ul style="list-style-type: none"> <li>● expanding simple sentences</li> <li>● common, proper, and plural nouns</li> <li>● verbs</li> <li>● adjectives</li> <li>● contractions</li> </ul>	<p>Student occasionally applies grade level grammar and usage, including:</p> <ul style="list-style-type: none"> <li>● expanding simple sentences</li> <li>● common, proper, and plural nouns</li> <li>● verbs</li> <li>● adjectives</li> <li>● contractions</li> </ul>	<p>Student consistently applies grade level grammar and usage, including:</p> <ul style="list-style-type: none"> <li>● expanding simple sentences</li> <li>● common, proper, and plural nouns</li> <li>● verbs</li> <li>● adjectives</li> <li>● contractions</li> </ul>	<p>Student efficiently and independently applies grade level grammar and usage, including:</p> <ul style="list-style-type: none"> <li>● expanding simple sentences</li> <li>● common, proper, and plural nouns</li> <li>● verbs</li> <li>● adjectives</li> <li>● contractions</li> </ul>

## Mathematics: Operations and Algebraic Thinking

### Fluently adds within 10

Marking Period	1	2	3	4
1st-4th	Student is rarely able to add all possible facts to a sum of 10.	Student is occasionally able to add all possible facts to a sum of 10.	Student is consistently able to add all possible facts to a sum of 10.	Student is efficiently and independently able to add all possible facts to a sum of 10.

### Fluently subtracts within 10

Marking Period	1	2	3	4
1st-4th	Student is rarely able to subtract all possible facts to a sum of 10.	Student is occasionally able to subtract all possible facts to a sum of 10.	Student is consistently able to subtract all possible facts to a sum of 10.	Student is efficiently and independently able to subtract all possible facts to a sum of 10.

## Adds and subtracts within 20

Marking Period	1	2	3	4
2nd-4th	Student is rarely able to subtract all possible facts to a sum of 20.	Student is occasionally able to subtract all possible facts to a sum of 20.	Student is consistently able to subtract all possible facts to a sum of 20.	Student is efficiently and independently able to subtract all possible facts to a sum of 20.

## Uses addition within 20 to solve word problems

Marking Period	1	2	3	4
2nd-4th	Student is rarely able to use various addition strategies to solve word problems.	Student is occasionally able to use various addition strategies to solve word problems.	Student is consistently able to use various addition strategies to solve word problems.	Student is efficiently and independently able to use various addition strategies to solve word problems.

### Uses subtraction within 20 to solve word problems

Marking Period	1	2	3	4
2nd-4th	Student is rarely able to use various subtraction strategies to solve word problems.	Student is occasionally able to use various subtraction strategies to solve word problems.	Student is consistently able to use various subtraction strategies to solve word problems.	Student is efficiently and independently able to use various subtraction strategies to solve word problems.

### Uses related facts to add and subtract

Marking Period	1	2	3	4
2nd- 4th	Student rarely relates addition and subtraction facts to solve equations.	Student occasionally relates addition and subtraction facts to solve equations.	Student consistently relates addition and subtraction facts to solve equations.	Student efficiently and independently relates addition and subtraction facts to solve equations.

## Solves addition problems using 3 addends

Marking Period	1	2	3	4
<b>3rd-4th</b>	Student is rarely able to solve addition problems using 3 addends.	Student is occasionally able to solve addition problems using 3 addends.	Student is consistently able to solve addition problems using 3 addends.	Student is efficiently and independently able to solve addition problems using 3 addends.



## Mathematics: Numbers and Operations in Base Ten

**Counts, sequences, reads, and writes numbers correctly to 120**

Marking Period	1	2	3	4
<b>3rd-4th</b>	Student is rarely able to count, read, and write numbers correctly to 120.	Student is occasionally able to count, read, and write numbers correctly to 120.	Student is consistently able to count, read, and write numbers correctly to 120.	Student is efficiently and independently able to count, read, and write numbers correctly to 120.

**Uses place value to compare numbers**

Marking Period	1	2	3	4
<b>3rd-4th</b>	Student is rarely able to use place value to compare numbers to 100.	Student is occasionally able to use place value to compare numbers to 100.	Student is consistently able to use place value to compare numbers to 100.	Student is efficiently and independently able to use place value to compare numbers to 100.

### Uses place value strategies to add within 100

Marking Period	1	2	3	4
3rd-4th	Student is rarely able to use place value to add two digit numbers within 100.	Student is occasionally able to use place value to add two digit numbers within 100.	Student is consistently able to use place value to add two digit numbers within 100.	Student is efficiently and independently able to use place value to add two digit numbers within 100.

### Uses place value strategies to subtract within 100

Marking Period	1	2	3	4
3rd-4th	Student is rarely able to use place value to subtract two digit numbers within 100.	Student is occasionally able to use place value to subtract two digit numbers within 100.	Student is consistently able to use place value to subtract two digit numbers within 100.	Student is efficiently and independently able to use place value to subtract two digit numbers within 100.

## Mathematics: Measurement and Data

### Organizes, represents, and interprets data

Marking Period	1	2	3	4
4th	Student is rarely able to organize, represent, and interpret data.	Student is occasionally able to organize, represent, and interpret data.	Student is consistently able to organize, represent, and interpret data.	Student is efficiently and independently able to organize, represent, and interpret data.

### Tells and writes time to the hour and half hour

Marking Period	1	2	3	4
4th	Student is rarely able to tell and write time to the hour and half hour.	Student is occasionally able to tell and write time to the hour and half hour.	Student is consistently able to tell and write time to the hour and half hour.	Student is efficiently and independently able to tell and write time to the hour and half hour.

## Orders objects by length

Marking Period	1	2	3	4
4th	Student is rarely able to organize objects by length (longest to shortest or shortest to longest).	Student is occasionally able to organize objects by length (longest to shortest or shortest to longest).	Student is consistently able to organize objects by length (longest to shortest or shortest to longest).	Student is efficiently and independently able to organize objects by length (longest to shortest or shortest to longest).

## Measures length using non-standard units of measurement

Marking Period	1	2	3	4
4th	Student is rarely able to use non-standard units of measurement to measure objects.	Student is occasionally able to use non-standard units of measurement to measure objects.	Student is consistently able to use non-standard units of measurement to measure objects.	Student is efficiently and independently able to use non-standard units of measurement to measure objects.

## Mathematics: Geometry

### Identifies, sorts, and describes two and three dimensional shapes

Marking Period	1	2	3	4
4th	Student is rarely able to identify, sort, and describe two and three dimensional shapes.	Student is occasionally able to identify, sort, and describe two and three dimensional shapes.	Student is consistently able to identify, sort, and describe two and three dimensional shapes.	Student is efficiently and independently able to identify, sort, and describe two and three dimensional shapes.

### Understands and applies knowledge of fractions

Marking Period	1	2	3	4
4th	Student is rarely able to apply knowledge of fractions ( $\frac{1}{2}$ , $\frac{1}{4}$ , $\frac{1}{3}$ ).	Student is occasionally able to apply knowledge of fractions ( $\frac{1}{2}$ , $\frac{1}{4}$ , $\frac{1}{3}$ ).	Student is consistently able to apply knowledge of fractions ( $\frac{1}{2}$ , $\frac{1}{4}$ , $\frac{1}{3}$ ).	Student is efficiently and independently able to apply knowledge of fractions ( $\frac{1}{2}$ , $\frac{1}{4}$ , $\frac{1}{3}$ ).

## Social Studies

### Demonstrates an understanding of vocabulary and concepts

Marking Period	1	2	3	4
<b>1st-4th</b>	Student rarely demonstrates an understanding of vocabulary and concepts taught.	Student occasionally demonstrates an understanding of vocabulary and concepts taught.	Student consistently demonstrates an understanding of vocabulary and concepts taught.	Student efficiently and independently demonstrates an understanding of vocabulary and concepts taught.

### Applies knowledge to classroom discussions and activities

Marking Period	1	2	3	4
<b>1st-4th</b>	Student rarely applies knowledge to classroom discussions and activities.	Student occasionally applies knowledge to classroom discussions and activities.	Student consistently applies knowledge to classroom discussions and activities.	Student efficiently and independently applies knowledge to classroom discussions and activities.

## Science

### Demonstrates an understanding of vocabulary and concepts

Marking Period	1	2	3	4
<b>1st-4th</b>	Student rarely demonstrates an understanding of vocabulary and concepts taught.	Student occasionally demonstrates an understanding of vocabulary and concepts taught.	Student consistently demonstrates an understanding of vocabulary and concepts taught.	Student efficiently and independently demonstrates an understanding of vocabulary and concepts taught.

### Applies knowledge to classroom discussions and activities

Marking Period	1	2	3	4
<b>1st-4th</b>	Student rarely applies knowledge to classroom discussions and activities.	Student occasionally applies knowledge to classroom discussions and activities.	Student consistently applies knowledge to classroom discussions and activities.	Student efficiently and independently applies knowledge to classroom discussions and activities.