

## Grade One Rubric Descriptors

<b>Reading Performance over time provides evidence that the student:</b>	
6	reads and understands a variety of advanced materials; is able to make predictions and draw inferences without teacher support; self-corrects and takes risks as a reader; uses smooth and expressive pacing.
5	reads and understands a variety of materials above grade level; begins to make predictions and draw inferences from text read independently; self-corrects for meaning; uses smooth pacing.
4	<i>reads and understands a variety of grade level materials; uses strategies for meaning within text; begins to self-correct; is developing pacing.</i>
3	reads and understands familiar and predictable material; has growing ability to use picture clues, memory, language patterns and illustrations to gain meaning; is developing a one-to-one correspondence with words; is applying phonics skills to reading material.
2	participates in shared reading; memorizes and repeats oral language patterns and is beginning to connect to print; knows many letters and sounds; understands “book sense”.
1	relies on having the material read aloud by the teacher; knows some letters and sounds.
<b>Writing – A collection of work reflects a writer who demonstrates:</b>	
6	writing shows originality and an organizational plan; writing which uses one or more techniques to engage reader (descriptive language, some sense of emotion, specific details); a command of many standard English conventions*.
5	writing which reflects logical sequence; secure word boundaries; text which conveys message to reader; beginning use of some techniques to engage reader (some basic descriptive language); beginning use of standard English conventions*.
4	<i>text which is beginning to reflect logical sequence; generally observed word boundaries; writing which contains more obvious meaning to the reader; sentence structure which may be simple and repetitive; use of some phonetic spelling to convey meaning/beginning to spell high-frequency words.</i>
3	evidence of text; begins to use spacing to define word boundaries; writing which begins to convey a comprehensible message, but still may be difficult to read; writing which completes sentence patterns meaningfully; an ability to copy words, phrases and sentences from class-generated ideas rather than original writing; use of phonetic spelling almost exclusively.
2	communication through use of pictures; some evidence of text but may not be readable; evidence of sound/symbol relationships; copying from the environment without an understanding that text has meaning.
1	communication through use of pictures; ability to dictate writing; use of scribble writing or random letters; text which may have no meaning to reader
*conventions = grammar, spelling, and punctuation	
<b>Speaking – Over time, oral presentations and contributions to discussions provide evidence that the student:</b>	
6	expresses thoroughly-developed and organized ideas; makes relevant comments focused on the topic; uses delivery strategies to engage listeners*; demonstrates creative command of vocabulary selection and grammar.
5	expresses well-organized ideas with some elaboration; makes relevant comments focused on the topic; usually uses delivery strategies to engage listeners*; demonstrates strong vocabulary selection and command of grammar.
4	<i>expresses organized ideas with few details; makes comments usually focused on the topic; uses some delivery strategies to engage listeners*; demonstrates appropriate vocabulary selection and grammar.</i>

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3	expresses ideas with some organization and/or detail; may require prompting to remain on-topic; uses few delivery strategies to engage listeners*; demonstrates basic, often repetitive vocabulary selection and inconsistent command of grammar.
2	expresses ideas with limited organization and/or detail; makes comments that often stray off-topic; uses minimal delivery strategies to engage listeners*; demonstrates limited vocabulary selection and grammar.
1	rarely expresses ideas; makes comments that consistently stray off-topic; demonstrates delivery that is difficult to hear and/or understand; requires prompting to demonstrate limited vocabulary selection and grammar.
<b>*delivery strategies</b> – eye contact, volume, tone, and expression	
<b>Math – Performance over time provides evidence that the student:</b>	
6	communicates clear understanding of math concepts through pictures, numbers, symbols, and words; demonstrates highly accurate computation; uses an increasing number of strategies to solve problems across a variety of mathematical concepts.
5	communicates understanding of math concepts through pictures, numbers, symbols, and words; demonstrates accurate computation with few errors; uses more than one appropriate strategy to solve problems across a variety of mathematical concepts.
4	<i>communicates understanding of math concepts through pictures, numbers, symbols, or words, but may rely on pictorial models; demonstrates accurate computation with some errors; uses an appropriate strategy to solve problems across a variety of mathematical concepts.</i>
3	communicates limited understanding of math concepts through the use of pictures, numbers, symbols, or words; demonstrates inconsistent computation; uses an appropriate strategy inconsistently to solve problems across a variety of mathematical concepts.
2	communicates minimal understanding of math concepts through beginning use of pictures, numbers, symbols, or words; computes with frequent errors; makes partial attempts to solve problems but little progress towards a solution.
1	communicates little or no understanding of math without prompting; requires assistance to compute; applies a strategy to solve problems with assistance.
<b>History/Social Science Performance over time provides evidence that the student:</b>	
6	independently provides examples of connections between past, present, and future; independently uses maps and/or globes to demonstrate and apply thorough understanding of geography; uses and compares many historical sources* to gain information; demonstrates thorough understanding of cultures.
5	makes relevant connections between past, present, and future; independently uses a map and/or globe to demonstrate understanding of geography; uses and compares historical sources* to gain information; demonstrates understanding of cultures.
4	<i>makes connections between the past, present, and future; uses a map and/or globe; uses historical sources* to gain information; demonstrates understanding of cultures.</i>
3	makes connections between past, present, and future with assistance; is beginning to use a map or globe without assistance; uses historical sources* to gain information with assistance; demonstrates some understanding of cultures.
2	struggles to make connections between past, present, and future; uses a map or globe with assistance; uses historical sources* to gain information on a limited basis; demonstrates limited understanding of cultures.
1	is unable to make any connections between past, present, and future; is unable to use maps or globes even with assistance; is unable to demonstrate an understanding of cultures.
<b>*historical sources</b> - may include textbooks, reference books, diaries, photos, artifacts, original	

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	documents
<b>Science-Performance over time provides evidence that the student:</b>	
6	demonstrates thorough understanding of concepts and makes scientific connections; develops questions and gains information using a wide variety of resources; makes accurate predictions and draws conclusions thoroughly supported by evidence; systematically uses a variety of tools to accurately measure, observe, and record results.
5	demonstrates thorough understanding of concepts; gains information using a variety of resources; makes accurate predictions and draws conclusions using some supporting evidence; independently uses tools to accurately measure, observe, and record results with few errors.
4	<i>demonstrates understanding of concepts; gains information from available resources; makes logical predictions and draws conclusions; uses tools to measure, observe, and record results with some errors.</i>
3	demonstrates limited understanding of science concepts; may require assistance to gain information from available resources; requires prompting or re-teaching to make logical predictions and conclusions; may require assistance when using tools to measure, observe, and record results.
2	demonstrates incomplete or inaccurate understanding of concepts; requires assistance to gain information from available resources; requires prompting and re-teaching to make predictions and conclusions; requires assistance when using tools.
1	is unable to demonstrate understanding of concepts; is unable to get information from available resources even with assistance; requires re-teaching to make predictions; is unable to use tools even with assistance.

\* *Italics* indicates level 4, the benchmark which demonstrates the student is consistently meeting the standard.

### Proficiency Levels:

- 6 Exceptional Proficiency
- 5 Advanced Proficiency
- 4 Proficient
- 3 Developing Proficiency
- 2 Limited Proficiency
- 1 Minimal Proficiency