

Semester TWO Rubric – GRADE 1

Reading

Report Card Line	4 ADVANCED	3 PROFICIENT	2 BASIC	1 MINIMAL
<p>Listens 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 ▪ Withdrawn, creates distractions, needs prompts to attend to listener ▪ Seldom actively participates in literature discussions
<p>Reads familiar materials with fluency and expression (WI A 4.1)</p>	<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"> ▪ Sometimes attends to meaning ▪ Sometimes reads in expressive phrases ▪ Sometimes rereads, word-by-word reading to problem solve ▪ Sometimes attends to punctuation 	<p>At or below grade level and</p> <ul style="list-style-type: none"> ▪ Seldom attends to meaning ▪ Seldom reads in expressive phrases ▪ Seldom rereads, word-by-word reading to problem solve ▪ Seldom attends to punctuation
<p>Knows and uses basic sight words (WI A 4.1)</p>	<ul style="list-style-type: none"> ▪ Consistently uses basic sight words in text reading <p style="text-align: center;">AND</p> <ul style="list-style-type: none"> ▪ Quickly and automatically reads 90-99% of words 2 quarters ahead on high-frequency word list 	<ul style="list-style-type: none"> ▪ Quickly and automatically reads 90-99% of words on high-frequency word list 	<ul style="list-style-type: none"> ▪ Quickly and automatically reads 75-89% of words on high-frequency word list 	<ul style="list-style-type: none"> ▪ Reads less than 75% of words on high-frequency word list

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<p>Uses a variety of word solving strategies to read new materials (pictures, meaning, sentence structure, phonics)</p> <p>(WI A 4.1)</p>	<p>Above grade level by two quarters and</p> <p>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</p> <p>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
<p>Self corrects reading errors</p> <p>(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"> ▪ Sometimes self monitors reading <ul style="list-style-type: none"> ✓ Sometimes stops and pauses when a word does not look/sound correct or does not make sense ▪ Sometimes self corrects at the point of error 	<p>At or below grade level and</p> <ul style="list-style-type: none"> ▪ Seldom self monitors reading <ul style="list-style-type: none"> ✓ Seldom stops and pauses when a word does not look/sound correct or does not make sense ▪ Seldom self corrects at the point of error

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<p>Comprehends what they read (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"> ▪ Sometimes demonstrates clear understanding through <ul style="list-style-type: none"> ✓ answers to questions ✓ retelling with prompting ▪ Sometimes responses demonstrate clear understanding and strategy use (see instructional expectation) 	<p>At or below grade level and</p> <ul style="list-style-type: none"> ▪ Seldom demonstrates clear understanding through <ul style="list-style-type: none"> ✓ answers to questions ✓ retelling with prompting ▪ Seldom do responses demonstrate clear understanding and strategy use (see instructional expectation)