



QUINCY PUBLIC SCHOOLS

Grade One

English Language Arts Grading Rubric

Reading Foundational Skills

1. Demonstrate understanding of the organization and basic features of print. **Trimester 1 ONLY**

RF1

1	2	3	4
Student is unable or rarely able to recognize the distinguishing features of a sentence with substantial support. Eg. First word, capitalization, or ending punctuation.	Student is sometimes able to recognize the distinguishing features of a sentence with some support. Eg. First word, capitalization, or ending punctuation.	Student is consistently able to recognize the distinguishing features of a sentence. Eg. First word, capitalization, or ending punctuation.	Student is consistently able to recognize advanced distinguishing features of a sentence. Eg. Commas, quotation marks, paragraphs, apostrophes.

2. Demonstrate an understanding of spoken words, syllables and sounds.

RF2

	1	2	3	4
Trimester 1	<p>Student is rarely able to:</p> <ul style="list-style-type: none"> Distinguish short vowel sounds in spoken syllable words. Orally produce single syllable words by blending sounds, including consonant blends. (phonemes) Isolate and pronounce initial and final sound (phonemes) in spoken syllable words. Segment spoken single syllable words into their complete sequence of individual sounds. <p>with substantial support</p>	<p>Student is sometimes able to :</p> <ul style="list-style-type: none"> Distinguish short vowel sounds in spoken syllable words. Orally produce single syllable words by blending sounds, including consonant blends. (phonemes) Isolate and pronounce initial and final sound (phonemes) in spoken syllable words. Segment spoken single syllable words into their complete sequence of individual sounds. 	<p>Student is consistently able to:</p> <ul style="list-style-type: none"> Distinguish short vowel sounds in spoken syllable words. Orally produce single syllable words by blending sounds, including consonant blends. (phonemes) Isolate and pronounce initial and final sound (phonemes) in spoken syllable words. Segment spoken single syllable words into their complete sequence of individual sounds. 	<p>At an advanced level, student is consistently able to :</p> <ul style="list-style-type: none"> Distinguish long from short vowel sounds in spoken syllable words. Orally produce single syllable words by blending sounds, including consonant blends. (phonemes) Isolate and pronounce initial medial vowel and final sound (phonemes) in spoken syllable words. Segment spoken single syllable words into their complete sequence of individual sounds.

Trimesters 2 and 3	<p>Student is rarely able to:</p> <ul style="list-style-type: none"> • Distinguish long from short vowel sounds in spoken syllable words. • Orally produce single syllable words by blending sounds, including consonant blends. (phonemes) • Isolate and pronounce initial medial vowel and final sound (phonemes) in spoken syllable words. • Segment spoken single syllable words into their complete sequence of individual sounds <p>with substantial support</p>	<p>Student is sometimes able to:</p> <ul style="list-style-type: none"> • Distinguish long from short vowel sounds in spoken syllable words. • Orally produce single syllable words by blending sounds, including consonant blends. (phonemes) • Isolate and pronounce initial medial vowel and final sound (phonemes) in spoken syllable words. • Segment spoken single syllable words into their complete sequence of individual sounds. 	<p>Student is consistently able to:</p> <ul style="list-style-type: none"> • Distinguish long from short vowel sounds in spoken syllable words. • Orally produce single syllable words by blending sounds, including consonant blends. (phonemes) • Isolate and pronounce initial medial vowel and final sound (phonemes) in spoken syllable words. • Segment spoken single syllable words into their complete sequence of individual sounds. 	<p>At an advanced level, student is consistently able to</p> <ul style="list-style-type: none"> • Meet all criteria for standard 3 AND • Knows spelling sound correspondences for additional common vowel teams. • Decodes regularly spelled two syllable words with long vowels
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3. Know and apply grade-level phonics and word analysis skills in decoding words.

RF3

	1	2	3	4
Trimester 1	<p>Student is unable or rarely able to:</p> <ul style="list-style-type: none"> • Decode regularly spelled one syllable words. (CVC) • Read high frequency words.(Journeys, Frye, Dolch) 	<p>Student is sometimes able to :</p> <ul style="list-style-type: none"> • Decode regularly spelled one syllable words. (CVC) • Read high frequency words.(Journeys, Frye, Dolch) 	<p>Student is consistently able to</p> <ul style="list-style-type: none"> • Decode regularly spelled one syllable words. (CVC) • Read high frequency words.(Journeys, Frye, Dolch) 	<p>At an advanced level, student is consistently able to:</p> <ul style="list-style-type: none"> • Decode higher level spelling sound correspondences. (consonant digraphs, common vowel teams, and final-e) • Reads high frequency words in higher level texts.

<p style="text-align: center;">Trimester 2</p>	<p>Student is unable or rarely able to:</p> <ul style="list-style-type: none"> Decode regularly spelled one syllable words. (CVC CVCE) Know spelling –sound correspondence for common consonant digraphs. Read high frequency words. (Journeys, Frye, Dolch) <p>with substantial support</p>	<p>Student is sometimes able to :</p> <ul style="list-style-type: none"> Decode regularly spelled one syllable words. (CVC CVCE) Know spelling –sound correspondence for common consonant digraphs. Read high frequency words.(Journeys, Frye, Dolch) 	<p>Student is consistently able to:</p> <ul style="list-style-type: none"> Decode regularly spelled one syllable words. (CVC CVCE) Know spelling –sound correspondence for common consonant digraphs. Read high frequency words.(Journeys, Frye, Dolch) 	<p>At an advanced level, student is consistently able to :</p> <ul style="list-style-type: none"> Meet all criteria for 3 AND Uses known words to solve unknown words. Use vowel teams Reads high frequency words in higher level texts Decode 2 syllable words. Reads words with inflectional endings.
<p style="text-align: center;">Trimester 3</p>	<p>Student is unable or rarely able to:</p> <ul style="list-style-type: none"> Decode regularly spelled one and two syllable words. Know CVC, CVCE, common vowel teams. Know spelling –sound correspondence for common consonant digraphs. Read inflectional endings. Read high frequency words.(Journeys, Frye, Dolch) Use known words to solve unknown words. <p>with substantial support</p>	<p>Student is sometimes able to :</p> <ul style="list-style-type: none"> Decode regularly spelled one and two syllable words. Know CVC, CVCE, common vowel teams. Know spelling –sound correspondence for common consonant digraphs. Read inflectional endings. Read high frequency words.(Journeys, Frye, Dolch) Use known words to solve unknown words. 	<p>Student is consistently able to:</p> <ul style="list-style-type: none"> Decode regularly spelled one and two syllable words. Know CVC, CVCE, common vowel teams. Know spelling –sound correspondence for common consonant digraphs. Read inflectional endings. Read high frequency words.(Journeys, Frye, Dolch) Use known words to solve unknown words. 	<p>At an advanced level, student is consistently able to:</p> <ul style="list-style-type: none"> Meet all criteria for 3 AND Recognizes and reads irregularly spelled words Knows spelling sounds correspondences for additional common vowel teams. Decode words with common prefixes and suffixes

4. Read with sufficient accuracy and fluency to support comprehension. RF 4

1	2	3	4
<p>Student is unable or rarely able to:</p> <ul style="list-style-type: none"> Check to make sure reading makes sense. Notice errors and cross checks with unused sources of information. Read grade level text orally with accuracy, appropriate rate, and expression on successive readings. 	<p>Student is sometimes able to:</p> <ul style="list-style-type: none"> Check to make sure reading makes sense. Notice errors and cross checks with unused sources of information. Read grade level text orally with accuracy, appropriate rate, and expression on successive readings. 	<p>Student is consistently able to:</p> <ul style="list-style-type: none"> Check to make sure reading makes sense. Notice errors and cross checks with unused sources of information. Read grade level text orally with accuracy, appropriate rate, and expression on successive readings. 	<p>At an advanced level, student is consistently able to:</p> <ul style="list-style-type: none"> Check to make sure reading makes sense. Notice errors and cross checks with unused sources of information. Read above grade level text orally with accuracy, appropriate rate, and expression on successive readings.

<p>(Tri. 1) Student has achieved reading success at Level B or below.</p> <p>(Tri. 2) Student has achieved reading success at Level E or below.</p> <p>(Tri. 3) Student has achieved reading success at Level G or below)</p>	<p>(Tri. 1) Student has achieved reading success at Level C or D.</p> <p>(Tri. 2) Student has achieved reading success at Level F or G.</p> <p>(Tri. 3) Student has achieved reading success at Level H.</p>	<p>(Tri. 1) Student has achieved reading success at Level E or F.</p> <p>(Tri. 2) Student has achieved reading success at Level H or I.</p> <p>(Tri. 3) Student has achieved reading success at Level I or J.</p>	<p>(Tri. 1) Student has achieved reading success at Level G or above.</p> <p>(Tri. 2) Student has achieved reading success at Level J or above.</p> <p>(Tri. 3) Student has achieved reading success at Level K or above.</p>
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Reading Literature and Informational Text

1. Ask and answer questions about key details in a text.

RL 1 RI 1

1	2	3	4
Student is unable or rarely able to ask and answer questions about key details in a text with substantial support.	Student is sometimes able to ask and answer questions about key details in a text with some support.	Student is consistently able to ask and answer questions about key details in a text.	At an advanced level, student is consistently able to ask and answer questions about key details in a text from higher level books.

2. Identify the topic and retell key details of the text.

RL 2 RI 2

1	2	3	4
Student is unable or rarely able to retell big events from a text in sequence beginning middle and end with substantial support.	Student is sometimes able to retell big events from a text in sequence beginning middle and end with some support.	Student is consistently able to retell big events from a text in sequence beginning middle and end.	At an advanced level, student is consistently able to retell big events from a higher level text in sequence beginning middle and end.

3. Describe characters, setting and major events in a fictional story using key details.

RL 3

1	2	3	4
Student is unable or rarely able to identify character, setting, and major events in a fictional story using key details with substantial support.	Student is sometimes able to identify character, setting, and major events in a fictional story using key details with some support.	Student is consistently able to identify character, setting, and major events in a fictional story using key details.	At an advanced level, student is consistently able to identify character, setting, and major events in a fictional story using key details.

4. Know and use various text features to locate key facts or information in a text.

RL 5 RI 5

1	2	3	4
Student is unable or rarely able to identify various features of nonfiction text with substantial teacher support.	Student is sometimes able to identify various features of nonfiction text with some teacher support.	Student is consistently able to identify various features of a nonfiction text.	At an advanced level, student is consistently able to identify and applies various features of a nonfiction text while making connections. (Text to text, text to self, text to world)

Writing

1. Writes to communicate ideas and information for a variety of purposes.

W 1-3

	1	2	3	4
Trimester 1	Student is unable or rarely able to Generate ideas or sequence events Write one sentence for a specific purpose that has been taught	Student is sometimes able to Generate a few ideas and sequence events from experience or from imagination. Write 1-2 sentences for a specific purpose that has been taught, with teacher prompting and support.	Student is consistently able to Generate some ideas and sequence events for writing from experience or from imagination. Independently write 2 or more sentences for a specific purpose that has been taught.	At an advanced level, student is consistently able to Write several sentences for a specific purpose that has been taught. Generate ideas and sequence events for writing from experience from imagination or stories read together.
Trimester 2	Student is unable or rarely able to Think, sketch and write a few ideas as taught in units of study. Write more than 1-2 sentences for a specific purpose that has been taught.	Student is sometimes able to Think, sketch and write a few ideas as taught in units of study. Write 2-3 sentences for a specific purpose that has been taught, with teacher prompting.	Student is consistently able to Think, sketch and write a few ideas as taught in units of study. Write 4 or more sentences for a specific purpose that has been taught, independently.	At an advanced level, student is consistently able to Think, sketch and write a story with details about the narrowed topic, as taught in units of study. Write several sentence for a specific purpose that has been taught using higher level vocabulary, and colorful language.
Trimester 3	Student is unable or rarely able to Think, sketch and write a few ideas, as taught in units of study. Write more than 3 sentences for a specific purpose that has been taught.	Student is sometimes able to Think, sketch and write a few sentences, as taught in units of study. Write 3-4 sentences for a specific purpose that has been taught, with teacher support.	Student is consistently able to Choose and narrow a topic. Write 5 or more sentences for a specific purpose that has been taught, independently.	At an advanced level, student is consistently able to Chooses and narrows a specific topic. Write 6 or more sentences for specific purpose that has been taught, using higher level vocabulary and colorful language.

2. Focuses on a topic and adds details to strengthen writing.

W 5

	1	2	3	4
Trimester 1	Student is unable or rarely able to N/A	Student is sometimes able to N/A	Student is consistently able to N/A	At an advanced level, student is consistently able to N/A

Trimester 2	A topic is not or is partially evident in student writing.	The student's topic is evident, but too broad or too specific.	The student names a topic and narrows the topic with support.	The student names a topic and narrows the topic without support.
Trimester 3	Student is unable to write details to support a topic.	Student writes 1-2 details to support a topic, with prompting and support.	Student writes 2-3 details to support a topic, independently.	Student writes 4 or more details to support, independently and consistently.

3. With guidance, recall and gather information from provided sources to answer a question. W 8

1	2	3	4
The student is unable or rarely able to recall and gather information from provided sources to answer with guidance.	With guidance and support from adults the student is sometimes able to recall and gather information from provided sources to answer a question.	With guidance and support from adults the student is consistently able to recall and gather information from provided sources to answer a question.	The student is independently able to recall and gather information from provided sources to answer a question.

Speaking and Listening

1. Engages effectively in a range of collaborative discussions.

SL 1-3

1	2	3	4
Student rarely participates in group discussion or follows discussion rules: listening to others, speaking one at a time in complete sentences, and gaining the floor in respectful ways.	Student occasionally participates in group discussions and follows discussion rules: listening to others, speaking one at a time in complete sentences, and gaining the floor in respectful ways.	Student consistently participates in group discussions and follows discussion rules: listening to others, speaking one at a time in complete sentences, and gaining the floor in respectful ways.	Student has achieved grade level expectations and goes above grade level by staying on topic and linking his/her own additions to the conversation or previous remarks of others.

2. Presents knowledge and ideas.

SL 4-6

1	2	3	4
<ul style="list-style-type: none"> • Student rarely expresses ideas and comments in clear language and in complete sentences, using correct verb tenses. • Student is rarely or unable to describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. 	<ul style="list-style-type: none"> • Student occasionally expresses ideas and comments in clear language and in complete sentences, using correct verb tenses. • Student is sometimes able to describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. 	<ul style="list-style-type: none"> • Student consistently expresses ideas and comments in clear language and in complete sentences using correct verb tenses. • Student consistently is able to describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. 	<ul style="list-style-type: none"> • Student has achieved grade-level expectations and extends ideas in complete sentences, using correct subject-verb agreement and correct use of irregular plural nouns. • Student is able to recount an experience with appropriate facts and relevant descriptive details.

Language

1. Applies grade level punctuation and capitalization to written work. L 1-2

1	2	3	4
<ul style="list-style-type: none"> Student does not use end punctuation for sentences. Student does not use commas in dates and to separate single words and series. Student does not capitalize names, places, dates, the beginning of sentences, and the pronoun "I". 	<ul style="list-style-type: none"> Student rarely uses end punctuation for sentences. Student rarely uses commas in dates and to separate single words and series. Student rarely capitalizes names, places, the beginning of sentences, and the pronoun "I". 	<ul style="list-style-type: none"> Student uses end punctuation for sentences. Student uses commas in dates and to separate single words and series. Student capitalizes names, places, dates, the beginning of sentences, and the pronoun "I". 	<ul style="list-style-type: none"> Student consistently uses end punctuation for sentences. Student consistently uses commas in dates and to separate single words and series. Student consistently capitalizes names, places, dates, the beginning of sentences, and the pronoun "I".

2. Learns and applies spelling patterns. L 2

1	2	3	4
<ul style="list-style-type: none"> Student does not use conventional spelling for words with common spelling patterns and for common irregular words. Does not correctly match sounds to letters-inventive spelling is not recognizable. 	<ul style="list-style-type: none"> Student rarely uses conventional spelling for words with common spelling patterns and for common irregular. With teacher prompting and support, can match many sounds to letters-inventive spelling is mostly recognizable. 	<ul style="list-style-type: none"> Student uses conventional spelling for words with common spelling patterns and for common irregular words. Can independently match almost all heard sounds to letters-inventive spelling is mostly recognizable. 	<ul style="list-style-type: none"> Student consistently uses conventional spelling for words with common spelling patterns and for common irregular words. Can independently match almost all heard sounds to letters (including blends, vowels, and diagraphs)-inventive spelling is recognizable.

3. Applies conventions of grammar and usage. L 1

Trimester	1	2	3	4
1st	<p>Student rarely applies grade-level grammar/usage, including:</p> <ul style="list-style-type: none"> "I" voice when using personal narrative. Action words. Match nouns and verbs (they hop; Bob hops). 	<p>Student is beginning to apply grade-level grammar/usage, including:</p> <ul style="list-style-type: none"> "I" voice when using personal narrative. Action words. Match nouns and verbs (they hop; Bob hops). 	<p>Student consistently applies grade-level grammar/usage, including:</p> <ul style="list-style-type: none"> "I" voice when using personal narrative. Action words. Match nouns and verbs (they hop; Bob hops). 	<p>Student consistently applies above grade-level grammar/usage, including:</p> <ul style="list-style-type: none"> "I" voice when using personal narrative. Action words. Match nouns and verbs (they hop; Bob hops).

	<ul style="list-style-type: none"> Describing words. 	Describing words.	Describing words.	Bob hops). Describing words.
2nd	<p>Student rarely applies grade-level grammar/usage as listed in the 1st Trimester, plus:</p> <ul style="list-style-type: none"> Uses sequencing words to organize writing (first, next, then, finally). Uses a variety of sentences (simple, compound, declarative, interrogative, imperative, exclamatory). 	<p>Student is beginning to apply grade-level grammar/usage as listed in the 1st Trimester, plus:</p> <ul style="list-style-type: none"> Uses sequencing words to organize writing (first, next, then, finally). <p>Uses a variety of sentences (simple, compound, declarative, interrogative, imperative, exclamatory).</p>	<p>Student consistently applies grade-level grammar/usage as listed in the 1st Trimester, plus:</p> <ul style="list-style-type: none"> Uses sequencing words to organize writing (first, next, then, finally). <p>Uses a variety of sentences (simple, compound, declarative, interrogative, imperative, exclamatory).</p>	<p>Student consistently applies above-grade-level grammar/usage as listed in the 1st Trimester, plus:</p> <ul style="list-style-type: none"> Uses sequencing words to organize writing (first, next, then, finally). <p>Uses a variety of sentences (simple, compound, declarative, interrogative, imperative, exclamatory).</p>
3rd	<p>Student rarely applies grade-level grammar/usage as listed in the 1st and 2nd Trimesters, plus:</p> <ul style="list-style-type: none"> Writers vary choice of describing words as a way to clarify meaning (big, gigantic). Common, proper, and possessive nouns. Uses conjunctions to expand ideas (and, but, so, or, because). 	<p>Student is beginning to apply grade-level grammar/usage as listed in the 1st and 2nd Trimesters, plus:</p> <ul style="list-style-type: none"> Writers vary choice of describing words as a way to clarify meaning (big, gigantic). Common, proper, and possessive nouns. <p>Uses conjunctions to expand ideas (and, but, so, or, because).</p>	<p>Student consistently applies grade-level grammar/usage as listed in the 1st and 2nd Trimesters, plus:</p> <ul style="list-style-type: none"> Writers vary choice of describing words as a way to clarify meaning (big, gigantic). Common, proper, and possessive nouns. <p>Uses conjunctions to expand ideas (and, but, so, or, because).</p>	<p>Student consistently applies above-grade-level grammar/usage as listed in the 1st and 2nd Trimesters, plus:</p> <ul style="list-style-type: none"> Writers vary choice of describing words as a way to clarify meaning (big, gigantic). Common, proper, and possessive nouns. <p>Uses conjunctions to expand ideas (and, but, so, or, because).</p>