

## Rubric for Grading Reading and Writing on the First Grade Report Card 1<sup>st</sup> Nine Weeks

Reading	First Nine Weeks	Grading
<b>Comprehension</b> <b>TEKS:</b> <b>7,8,9,10,11,</b> <b>12,13,14,15</b>	<ul style="list-style-type: none"> <li>reads with <b>95% accuracy or higher</b> &amp; understands, makes inferences, draws conclusions and provides evidence from text to support their understanding in different genres and in text levels <b>DRA level 6 or F&amp;P level D</b></li> <li>uses a flexible range of metacognitive reading skills in both assigned and independent reading to ask literal questions of text, monitor and adjust comprehension, retell or act out important events, and make connections</li> </ul>	<u>E = Consistently</u> Almost all of the time <u>S = Frequently</u> Some of the time <u>N = Seldom or unable</u>
<b>Strategies</b> <b>TEKS:</b> <b>4A, 4B, 4C</b>	<ul style="list-style-type: none"> <li>confirms predictions about what will happen next in text by “reading the part that tells”</li> <li>asks relevant questions, seeks clarification, and locates facts and details about stories and other text</li> <li>makes corrections and adjustments when understanding breaks down (e.g., identifying clues, using background knowledge, generating questions, re-reading a portion aloud)</li> </ul>	<u>E = Consistently</u> Almost all of the time <u>S = Frequently</u> Some of the time <u>N = Seldom or unable</u>
<b>Phonics</b> <b>TEKS:</b> <b>1B, 1C, 1D, 1E,</b> <b>1F</b>  <b>TEKS:</b> <b>2A, 2B, 2D,</b> <b>2E, 2F</b>  <b>TEKS:</b> <b>3A(i), 3A(ii),</b> <b>3C(i), 3C(ii),</b>	<p><b><u>Beginning Reading: Print Awareness</u></b></p> <ul style="list-style-type: none"> <li>identifies and sequences upper- and lower-case letters</li> <li>recognizes the distinguishing features of a sentence</li> <li>reads texts by moving top to bottom of the page and tracks words from left to right with return sweep</li> <li>identifies the information that different parts of a book provide (e.g., title, author, illustrator, table of contents)</li> </ul> <p><b><u>Beginning Reading: Phonological Awareness</u></b></p> <ul style="list-style-type: none"> <li>orally generates a series of original rhyming words using a variety of phonograms (e.g., -ake, -ant, -ain) and consonant blends (e.g. bl, st, tr)</li> <li>distinguishes between long- and short- vowel sounds in spoken one-syllable words (e.g., bit/bite)</li> <li>blends, isolates, and segments phonemes in spoken one-syllable words</li> </ul> <p><b><u>Beginning Reading: Phonics</u></b> Decodes words in context and in isolation by applying common letter-sound correspondences including:</p> <ul style="list-style-type: none"> <li>single letters (vowels and consonants) and common syllabication patterns, including: b, c=/k/, c=/s/, d, f, g=/g/, (hard), g=/j/ (soft), h, j, k, l, m, n, p, qu= /kw/, r, s=/s/, s= /z/, t, v, w, x=/ks/, y, and z and short a, short e, short i, short o, short u and long vowels in open syllable words</li> <li>closed syllable (CVC) (e.g., mat, rab-bit)</li> <li>open syllable (CV) (e.g., he, ba-by)</li> </ul>	<u>E = Consistently</u> Almost all of the time <u>S = Frequently</u> Some of the time <u>N = Seldom or unable</u>

<b>High Frequency Words</b> <b>TEKS:</b> <b>3H</b>	<ul style="list-style-type: none"> <li>able to read <b>52 of the first 75 high-frequency words</b></li> </ul>	<u>E = Consistently</u> Almost all of the time <u>S = Frequently</u> Some of the time <u>N = Seldom or unable</u>
<b>Fluency</b> <b>TEKS:</b> <b>5</b>	<ul style="list-style-type: none"> <li>reads grade level appropriate text with fluency (rate, accuracy, expression, appropriate phrasing) and comprehension</li> </ul>	<u>Assess using the Fountas and Pinnell Fluency rubric scale 0-3</u> E = 3 S = 1 or 2 N = 0

Language Arts	First Nine Weeks	Grading
<b>Writing</b> <b>TEKS:</b> <b>17</b>	<ul style="list-style-type: none"> <li>uses elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text</li> </ul>	<u>Writing samples are scored using the district writing rubric</u> E = 3-4 S = 1-2 N = 0
<b>Spelling</b> <b>TEKS:</b> <b>22A, 22B</b>	<ul style="list-style-type: none"> <li>uses phonological knowledge to match sounds to letters to construct known words and uses letter-sound patterns to spell</li> </ul>	<u>E = Consistently</u> Almost all of the time <u>S = Frequently</u> Some of the time <u>N = Seldom or unable</u>
<b>Handwriting</b> <b>TEKS:</b> <b>21A</b>	<ul style="list-style-type: none"> <li>forms upper- and lower- case letters legibly in text, using the basic conventions of print (left-to-right and top-to-bottom progression), including spacing between words and sentences</li> </ul>	<u>E = Consistently</u> Almost all of the time <u>S = Frequently</u> Some of the time <u>N = Seldom or unable</u>
<b>Capitalization and Punctuation</b> <b>TEKS:</b> <b>21B(i), 21C</b>	<ul style="list-style-type: none"> <li>recognizes and uses basic capitalization for the <b>beginning of sentences</b> and recognizes and uses <b>punctuation marks at the end of declarative sentences</b> in their compositions</li> </ul>	<u>E = Consistently</u> Almost all of the time <u>S = Frequently</u> Some of the time <u>N = Seldom or unable</u>
<b>Listening and Speaking</b> <b>TEKS:</b> <b>27A, 28</b>	<ul style="list-style-type: none"> <li>uses comprehension skills to listen attentively to others and speaks clearly and to the point, using the conventions of language</li> </ul>	<u>E = Consistently</u> Almost all of the time <u>S = Frequently</u> Some of the time <u>N = Seldom or unable</u>

## Rubric for Grading Reading and Writing on the First Grade Report Card 2nd Nine Weeks

Reading	Second Nine Weeks	Grading
<b>Comprehension</b> <b>TEKS:</b> <b>7,8,9,10,11,</b> <b>12,13,14,15</b>	<ul style="list-style-type: none"> <li>reads with <b>95% accuracy</b> or higher &amp; understands, makes inferences, draws conclusions and provides evidence from text to support their understanding in different genres and in text levels <b>DRA level 10 or F&amp;P level F</b></li> <li>uses a flexible range of metacognitive reading skills in both assigned and independent reading to ask literal questions of text, monitor and adjust comprehension, retell or act out important events, and make connections</li> </ul>	<u>E = Consistently</u> Almost all of the time <u>S = Frequently</u> Some of the time <u>N = Seldom or unable</u>
<b>Strategies</b> <b>TEKS:</b> <b>4A, 4B, 4C</b>	<ul style="list-style-type: none"> <li>confirms predictions about what will happen next in text by “reading the part that tells”</li> <li>asks relevant questions, seeks clarification, and locates facts and details about stories and other text</li> <li>makes corrections and adjustments when understanding breaks down (e.g., identifying clues, using background knowledge, generating questions, re-reading a portion aloud)</li> </ul>	<u>E = Consistently</u> Almost all of the time <u>S = Frequently</u> Some of the time <u>N = Seldom or unable</u>
<b>Phonics</b> <b>TEKS:</b> <b>3A(i), 3A(ii), 3C(i),</b> <b>3C(ii), 3A(iii),</b> <b>3C(iv), 3E, 3F, 3E,</b> <b>3G</b>	<u>Beginning Reading: Phonics</u> Decodes words in context and in isolation by applying common letter-sound correspondences including: <ul style="list-style-type: none"> <li>single letters (vowels and consonants) and common syllabication patterns, including: b, c=/k/, c=/s/, d, f, g=/g/, (hard), g=/j/ (soft), h, j, k, l, m, n, p, qu= /kw/, r, s=/s/, s= /z/, t, v, w, x=/ks/, y, and z and short a, short e, short i, short o, short u and long vowels in open syllable words</li> <li>closed syllable (CVC) (e.g., mat, rab-bit)</li> <li>open syllable (CV) (e.g., he, ba-by)</li> <li><b>consonant blends (e.g., bl, st) and consonant digraphs including ch, tch, sh, th=as in thing, wh, ng, ck, kn, -dge, and ph</b></li> <li><b>vowel-consonant “e” (VCe)</b></li> <li><b>base words</b></li> <li><b>compound words</b></li> <li><b>-s, -es, -ed, and -ing endings</b></li> <li><b>contractions</b></li> </ul>	<u>E = Consistently</u> Almost all of the time <u>S = Frequently</u> Some of the time <u>N = Seldom or unable</u>
<b>High Frequency Words</b> <b>TEKS:</b> <b>3H</b>	<ul style="list-style-type: none"> <li>able to read <b>68 of the first 75 high-frequency words</b></li> </ul>	<u>E = Consistently</u> Almost all of the time <u>S = Frequently</u> Some of the time <u>N = Seldom or unable</u>
<b>Fluency</b> <b>TEKS:</b> <b>5</b>	<ul style="list-style-type: none"> <li>reads grade level appropriate text with fluency (rate, accuracy, expression, appropriate phrasing) and comprehension</li> </ul>	<u>Assess using the Fountas and Pinnell Fluency rubric scale 0-3</u> E = 3    S = 2    N = 0 or 1

Consistently (Almost all of the time) = About 95 to 100% of the time, Frequently (Some of the time)= About 75 to 95% of the time, Seldom/Unable= Less than 75% of the time

Language Arts	Second Nine Weeks	Grading
<b>Writing TEKS: 17</b>	<ul style="list-style-type: none"> <li>uses elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text</li> </ul>	<u>Writing samples are scored using the district writing rubric</u> E = 3-4 S = 2 N = 1
<b>Spelling TEKS: 22A, 22B</b>	<ul style="list-style-type: none"> <li>uses phonological knowledge to match sounds to letters to construct known words and uses letter-sound patterns to spell</li> </ul>	<u>E = Consistently</u> Almost all of the time <u>S = Frequently</u> Some of the time <u>N = Seldom or unable</u>
<b>Handwriting TEKS: 21A</b>	<ul style="list-style-type: none"> <li>forms upper- and lower- case letters legibly in print, using the basic conventions of print (left-to-right and top-to-bottom progression), including spacing between words and sentences</li> </ul>	<u>E = Consistently</u> Almost all of the time <u>S = Frequently</u> Some of the time <u>N = Seldom or unable</u>
<b>Capitalization and Punctuation TEKS: 21B(i), 21B(ii), 21B(iii), 21C</b>	<ul style="list-style-type: none"> <li>recognizes and uses basic capitalization for the beginning of sentences, the <b>pronoun "I," names of people</b>, and recognizes and uses <b>punctuation marks at the end of declarative, exclamatory, and interrogative sentences</b> in their compositions</li> </ul>	<u>E = Consistently</u> Almost all of the time <u>S = Frequently</u> Some of the time <u>N = Seldom or unable</u>
<b>Listening and Speaking 27A, 28</b>	<ul style="list-style-type: none"> <li>uses comprehension skills to listen attentively to others and speaks clearly and to the point, using the conventions of language</li> </ul>	<u>E = Consistently</u> Almost all of the time <u>S = Frequently</u> Some of the time <u>N = Seldom or unable</u>

## Rubric for Grading Reading and Writing on the First Grade Report Card 3rd Nine Weeks

Reading	Third Nine Weeks	Grading
<b>Comprehension</b> <b>TEKS: 7,8,9,10,11, 12,13,14,15</b>	<ul style="list-style-type: none"> <li>reads with <b>95% accuracy or higher</b> and understands, makes inferences, draws conclusions and provides evidence from text to support their understanding in different genres and in text levels <b>DRA level 14 or F&amp;P level H</b></li> <li>uses a flexible range of metacognitive reading skills in both assigned and independent reading to ask literal questions of text, monitor and adjust comprehension, retell or act out important events, and make connections</li> </ul>	<u>E = Consistently</u> Almost all of the time <u>S = Frequently</u> Some of the time <u>N = Seldom or unable</u>
<b>Strategies</b> <b>TEKS: 4A, 4B, 4C</b>	<ul style="list-style-type: none"> <li>confirms predictions about what will happen next in text by “reading the part that tells”</li> <li>asks relevant questions, seeks clarification, and locates facts and details about stories and other text</li> <li>makes corrections and adjustments when understanding breaks down (e.g., identifying clues, using background knowledge, generating questions, re-reading a portion aloud)</li> </ul>	<u>E = Consistently</u> Almost all of the time <u>S = Frequently</u> Some of the time <u>N = Seldom or unable</u>
<b>Phonics</b> <b>TEKS: 3A(i), 3A(ii), 3C(i), 3C(ii), 3A(iii), 3C(iv), 3E, 3F, 3E, 3G, 3A(v), 3C(v)</b>	<u>Beginning Reading: Phonics</u> Decodes words in context and in isolation by applying common letter-sound correspondences including: <ul style="list-style-type: none"> <li>single letters (vowels and consonants) and common syllabication patterns, including: b, c=/k/, c=/s/, d, f, g=/g/, (hard), g=/j/ (soft), h, j, k, l, m, n, p, qu= /kw/, r, s=/s/, s= /z/, t, v, w, x=/ks/, y, and z and short a, short e, short i, short o, short u and long vowels in open syllable words</li> <li>closed syllable (CVC) (e.g., mat, rab-bit)</li> <li>open syllable (CV) (e.g., he, ba-by)</li> <li>consonant blends (e.g., bl, st) and consonant digraphs including ch, tch, sh, th=as in thing, wh, ng, ck, kn, -dge, and ph</li> <li>vowel-consonant “e” (VCe)</li> <li>base words</li> <li>compound words</li> <li>-s, -es, -ed, and -ing endings</li> <li>contractions</li> <li><b>vowel digraphs (including oo as in foot, oo as in moon, ea as in eat, ea as in bread, ee, ow as in how, ow as in snow, ou as in out, ay, ai, aw, au, ew, oa, ie as in chief, ie as in pie, and -igh) and vowel diphthongs including oy, oi, ou, and ow</b></li> </ul>	<u>E = Consistently</u> Almost all of the time <u>S = Frequently</u> Some of the time <u>N = Seldom or unable</u>
<b>High Frequency Words</b> <b>TEKS: 3H</b>	<ul style="list-style-type: none"> <li>able to read <b>105 of the 150 high-frequency words</b></li> </ul>	<u>E = Consistently</u> <u>S = Frequently</u> <u>N = Seldom or unable</u>
<b>Fluency</b> <b>TEKS:5</b>	<ul style="list-style-type: none"> <li>reads grade level appropriate text with fluency (rate, accuracy, expression, appropriate phrasing) and comprehension</li> </ul>	<u>Assess using the Fountas and Pinnell Fluency rubric scale 0-3</u> E = 3 S = 2 N = 0 or 1

Consistently (Almost all of the time) = About 95 to 100% of the time, Frequently (Some of the time)= About 75 to 95% of the time, Seldom/Unable= Less than 75% of the time

Language Arts	Third Nine Weeks	Grading
<b>Writing</b> <b>TEKS:</b> <b>17</b>	<ul style="list-style-type: none"> <li>uses elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text</li> </ul>	Writing samples are scored using the <u>district writing rubric</u> E = 3-4 S = 2 N = 1
<b>Spelling</b> <b>TEKS:</b> <b>22A, 22B</b>	<ul style="list-style-type: none"> <li>uses phonological knowledge to match sounds to letters to construct known words and uses letter-sound patterns to spell</li> </ul>	<u>E = Consistently</u> Almost all of the time <u>S = Frequently</u> Some of the time <u>N = Seldom or unable</u>
<b>Handwriting</b> <b>TEKS:</b> <b>21A</b>	<ul style="list-style-type: none"> <li>forms upper- and lower- case letters legibly in print, using the basic conventions of print (left-to-right and top-to-bottom progression), including spacing between words and sentences</li> </ul>	<u>E = Consistently</u> Almost all of the time <u>S = Frequently</u> Some of the time <u>N = Seldom or unable</u>
<b>Capitalization and Punctuation</b> <b>TEKS:</b> <b>21B(i), 21B(ii), 21B(iii), 21C</b>	<ul style="list-style-type: none"> <li>recognizes and uses basic capitalization for the beginning of sentences, the pronoun "I," names of people, and recognizes and uses punctuation marks at the end of declarative, exclamatory, and interrogative sentences in their compositions</li> </ul>	<u>E = Consistently</u> Almost all of the time <u>S = Frequently</u> Some of the time <u>N = Seldom or unable</u>
<b>Listening and Speaking</b> <b>27A, 28</b>	<ul style="list-style-type: none"> <li>uses comprehension skills to listen attentively to others and speaks clearly and to the point, using the conventions of language</li> </ul>	<u>E = Consistently</u> Almost all of the time <u>S = Frequently</u> Some of the time <u>N = Seldom or unable</u>

## 4<sup>th</sup> Nine Weeks Rubric for Grading Reading and Writing on the First Grade Report Card

Reading	Fourth Nine Weeks	Grading
<b>Comprehension</b> <b>TEKS: 7,8,9,10,11, 12,13,14,15</b>	<ul style="list-style-type: none"> <li>reads with <b>95% accuracy or higher</b> &amp; understands, makes inferences, draws conclusions and provides evidence from text to support their understanding in different genres and in text levels <b>DRA level 16-18 or F&amp;P level I/J</b></li> <li>uses a flexible range of metacognitive reading skills in both assigned and independent reading to ask literal questions of text, monitor and adjust comprehension, retell or act out important events, and make connections</li> </ul>	<u>E = Consistently</u> Almost all of the time <u>S = Frequently</u> Some of the time <u>N = Seldom or unable</u>
<b>Strategies</b> <b>TEKS: 4A, 4B, 4C</b>	<ul style="list-style-type: none"> <li>confirms predictions about what will happen next in text by “reading the part that tells”</li> <li>asks relevant questions, seeks clarification, and locates facts and details about stories and other text</li> <li>makes corrections and adjustments when understanding breaks down (e.g., identifying clues, using background knowledge, generating questions, re-reading a portion aloud)</li> </ul>	<u>E = Consistently</u> Almost all of the time <u>S = Frequently</u> Some of the time <u>N = Seldom or unable</u>
<b>Phonics</b> <b>TEKS: 3A(i), 3A(ii), 3C(i), 3C(ii), 3A(iii), 3C(iv), 3E, 3F, 3E, 3G, 3A(v), 3C(v), 3C(vi), 3C(iii)</b>	<p><u>Beginning Reading: Phonics</u>            Decodes words in context and in isolation by applying common letter-sound correspondences including:</p> <ul style="list-style-type: none"> <li>single letters (vowels and consonants) and common syllabication patterns, including: b, c=/k/, c=/s/, d, f, g=/g/, (hard), g=/j/ (soft), h, j, k, l, m, n, p, qu= /kw/, r, s=/s/, s= /z/, t, v, w, x=/ks/, y, and z and short a, short e, short i, short o, short u and long vowels in open syllable words</li> <li>closed syllable (CVC) (e.g., mat, rab-bit)</li> <li>open syllable (CV) (e.g., he, ba-by)</li> <li>consonant blends (e.g., bl, st) and consonant digraphs including ch, tch, sh, th=as in thing, wh, ng, ck, kn, -dge, and ph</li> <li>vowel-consonant “e” (VCe)</li> <li>base words</li> <li>compound words</li> <li>-s, -es, -ed, and -ing endings</li> <li>contractions</li> <li>vowel digraphs (including oo as in foot, oo as in moon, ea as in eat, ea as in bread, ee, ow as in how, ow as in snow, ou as in out, ay, ai, aw, au, ew, oa, ie as in chief, ie as in pie, and -igh) and vowel diphthongs including oy, oi, ou, and ow</li> <li><b>r-controlled vowel sounds (e.g., tar); including er, ir, ur, ar, and or</b></li> <li><b>final stable syllable (e.g., ap-ple, a-ble)</b></li> </ul>	<u>E = Consistently</u> Almost all of the time <u>S = Frequently</u> Some of the time <u>N = Seldom or unable</u>
<b>High Frequency Words</b> TEKS:3H	<ul style="list-style-type: none"> <li>able to read <b>136 of the 150 high-frequency words</b></li> </ul>	<u>E = Consistently</u> <u>S = Frequently</u> <u>N = Seldom or unable</u>
<b>Fluency</b> TEKS: 5	<ul style="list-style-type: none"> <li>reads grade level appropriate text with fluency (rate, accuracy, expression, appropriate phrasing) and comprehension</li> </ul>	<u>Assess using the F&amp;P Fluency rubric 0-3</u> E = 3, S = 2, N = 0 or 1

Consistently (Almost all of the time) = About 95 to 100% of the time, Frequently (Some of the time)= About 75 to 95% of the time, Seldom/Unable= Less than 75% of the time

Language Arts	Fourth Nine Weeks	Grading
<b>Writing</b> <b>TEKS:</b> <b>17</b>	<ul style="list-style-type: none"> <li>uses elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text</li> </ul>	<u>Writing samples are scored using the district writing rubric</u> E = 3-4 S = 2 N = 1
<b>Spelling</b> <b>TEKS:</b> <b>22A, 22B</b>	<ul style="list-style-type: none"> <li>uses phonological knowledge to match sounds to letters to construct known words and uses letter-sound patterns to spell</li> </ul>	<u>E = Consistently</u> Almost all of the time <u>S = Frequently</u> Some of the time <u>N = Seldom or unable</u>
<b>Handwriting</b> <b>TEKS:</b> <b>21A</b>	<ul style="list-style-type: none"> <li>forms upper- and lower- case letters legibly in print, using the basic conventions of print (left-to-right and top-to-bottom progression), including spacing between words and sentences</li> </ul>	<u>E = Consistently</u> Almost all of the time <u>S = Frequently</u> Some of the time <u>N = Seldom or unable</u>
<b>Capitalization and Punctuation</b> <b>TEKS:</b> <b>21B(i), 21B(ii), 21B(iii), 21C</b>	<ul style="list-style-type: none"> <li>recognizes and uses basic capitalization for the beginning of sentences, the pronoun "I," names of people, and recognizes and uses punctuation marks at the end of declarative, exclamatory, and interrogative sentences in their compositions</li> </ul>	<u>E = Consistently</u> Almost all of the time <u>S = Frequently</u> Some of the time <u>N = Seldom or unable</u>
<b>Listening and Speaking</b> <b>27A, 28</b>	<ul style="list-style-type: none"> <li>uses comprehension skills to listen attentively to others and speaks clearly and to the point, using the conventions of language</li> </ul>	<u>E = Consistently</u> Almost all of the time <u>S = Frequently</u> Some of the time <u>N = Seldom or unable</u>