

Franklin Township Public Schools

Standards-Based Report Card Rubric -- Grade 1

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Literacy Indicators

Foundational Reading and Fluency

1: Limited progress toward meeting end of year grade level standards.	2: Basic progress toward meeting end of year grade level standards.	3: Progress toward meeting end of year grade level standards.	4: Meeting end of year grade level standards and may be ready to work at greater depth.
<p>A 1st grade student at this level can:</p> <ul style="list-style-type: none"> • Recognize the distinguishing features of a sentence. 	<p>A 1st grade student at this level can:</p> <ul style="list-style-type: none"> • Recognize the distinguishing features of a sentence. • Distinguish long or short vowel sounds in spoken single-syllable words. • Blend sounds to orally produce single-syllable words. 	<p>A 1st grade student at this level can:</p> <ul style="list-style-type: none"> • Recognize the distinguishing features of a sentence. • Distinguish long from short vowel sounds in spoken single-syllable words. • Blend sounds to orally produce single-syllable words, including 	<p>A 1st grade student at this level can consistently:</p> <ul style="list-style-type: none"> • Recognize the distinguishing features of a sentence. • Distinguish long from short vowel sounds in spoken single-syllable words. • Blend sounds to orally produce single-syllable words, including

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<ul style="list-style-type: none"> • Isolate and pronounce initial sounds in spoken single syllable words. 	<ul style="list-style-type: none"> • Isolate and pronounce initial and final sounds in spoken single-syllable words. • Begin to segment spoken single-syllable words into a sequence of sounds. • Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound). • Decode regularly spelled one-syllable words. • Know final -e or common vowel team conventions for representing long vowel sounds. • Read two-syllable words. 	<p>consonant blends.</p> <ul style="list-style-type: none"> • Isolate and pronounce initial, medial vowel, and final sounds in spoken single-syllable words. • Segment spoken single syllable words into their complete sequence of individual sounds. • Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound). • Decode regularly spelled one-syllable words. • Know final -e and common vowel team conventions for representing long vowel sounds. • Decode two-syllable words following basic patterns by breaking the words into syllables using knowledge that every syllable must have a vowel sound. 	<p>consonant blends.</p> <ul style="list-style-type: none"> • Isolate and pronounce initial, medial vowel, and final sounds in spoken single-syllable words. • Segment spoken single syllable words into their complete sequence of individual sounds. • Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound). • Decode regularly spelled one-syllable words. • Know final -e and common vowel team conventions for representing long vowel sounds. • Decode two-syllable words following basic patterns by breaking the words into syllables using knowledge that every syllable must have a vowel sound.
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		<ul style="list-style-type: none"> • Read with sufficient accuracy and fluency to support comprehension. 	<ul style="list-style-type: none"> • Read with sufficient accuracy and fluency to support comprehension.
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Reading Comprehension

Analysis of key ideas and details

1: Limited progress toward meeting end of year grade level standards.	2: Basic progress toward meeting end of year grade level standards.	3: Progress toward meeting end of year grade level standards.	4: Meeting end of year grade level standards and may be ready to work at greater depth.
<p>A 1st grade student at this level can:</p> <ul style="list-style-type: none"> • Answer questions about a text. • Retell stories. • Identify the main topic of a nonfiction text. 	<p>A 1st grade student at this level can:</p> <ul style="list-style-type: none"> • Answer questions about key details in a text. • Retell stories, including key details, (characters, settings, and major events). • Identify the main topic and retell key details of a nonfiction text. 	<p>A 1st grade student at this level can:</p> <ul style="list-style-type: none"> • Ask and answer questions about key details in a text. • Retell stories, including key details, (characters, settings, and major events) and begin to demonstrate understanding of their central message or lesson. • Identify the main topic, retell key details, and describe the connection between two individuals, events, ideas, or pieces of information in a nonfiction text. 	<p>A 1st grade student at this level can consistently:</p> <ul style="list-style-type: none"> • Ask and answer questions about key details in a text. • Retell stories, including key details, (characters, settings, and major events) and demonstrate understanding of their central message or lesson. • Identify the main topic, retell key details, and describe the connection between two individuals, events, ideas, or pieces of information in a nonfiction text.

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Reading Comprehension

Craft and Structure -- Analyze author's use of language, specific structure of text, and point of view

1: Limited progress toward meeting end of year grade level standards.	2: Basic progress toward meeting end of year grade level standards.	3: Progress toward meeting end of year grade level standards.	4: Meeting end of year grade level standards and may be ready to work at greater depth.
<p>A 1st grade student at this level can:</p> <ul style="list-style-type: none"> Identify words or phrases in stories or poems that suggest feelings or appeal to the senses. Recognize information provided by pictures or other illustrations. Know text features. 	<p>A 1st grade student at this level can:</p> <ul style="list-style-type: none"> Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. With support, determine or clarify the meaning of words in a text. Recognize information provided by pictures or other illustrations and information provided by the words in a text. Identify differences between books that tell stories and books that give information. Know various text features. 	<p>A 1st grade student at this level can:</p> <ul style="list-style-type: none"> Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. With support, determine or clarify the meaning of words or phrases in a text. Recognize and use information provided by pictures or other illustrations and information provided by the words in a text. Explain differences between books that tell stories and books that give information. Know and use text features to locate key facts or information in a text. 	<p>A 1st grade student at this level can consistently:</p> <ul style="list-style-type: none"> Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. With support, determine or clarify the meaning of words and phrases in a text. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text. Explain major differences between books that tell stories and books that give Information. Know and use various text features to locate key facts

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		<ul style="list-style-type: none"> • Identify who is telling the story. 	<ul style="list-style-type: none"> or information in a text. • Identify who is telling the story at various points in a text.
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Reading Comprehension

Integration of Knowledge and Ideas -- Explain relationships and comparisons within and across texts

1: Limited progress toward meeting end of year grade level standards.	2: Basic progress toward meeting end of year grade level standards.	3: Progress toward meeting end of year grade level standards.	4: Meeting end of year grade level standards and may be ready to work at greater depth.
<p>A 1st grade student at this level can:</p> <ul style="list-style-type: none"> • Use illustrations in a story or text to identify its characters, setting, events, or key ideas. • Identify the characters in stories. • Identify an author's topic. 	<p>A 1st grade student at this level can:</p> <ul style="list-style-type: none"> • Use illustrations and details in a story or text to identify its characters, setting, events, or key ideas. • Compare or contrast the characters in stories. • Identify an author's point in a text. 	<p>A 1st grade student at this level can:</p> <ul style="list-style-type: none"> • Use illustrations and details in a story or text to describe its characters, setting, events, or key ideas. • Compare or contrast the adventures and experiences of characters in stories. • Identify the reasons an author gives in a text. • Identify basic similarities or differences between two texts on the same topic (e.g., in illustrations, 	<p>A 1st grade student at this level can consistently:</p> <ul style="list-style-type: none"> • Use illustrations and details in a story or text to describe its characters, setting, events, or key ideas. • Compare and contrast the adventures and experiences of characters in stories. • Identify the reasons an author gives to support points in a text. • Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations,

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		descriptions, or procedures).	descriptions, or procedures).
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Vocabulary

1: Limited progress toward meeting end of year grade level standards.	2: Basic progress toward meeting end of year grade level standards.	3: Progress toward meeting end of year grade level standards.	4: Meeting end of year grade level standards and may be ready to work at greater depth.
<p>A 1st grade student at this level can:</p> <ul style="list-style-type: none"> • Use sentence-level context as a clue to the meaning of a word or phrase. <ul style="list-style-type: none"> • Sort words into categories. Define words by category and by one attribute (e.g., a duck is a bird; a tiger has stripes). 	<p>A 1st grade student at this level can:</p> <ul style="list-style-type: none"> • Use sentence-level context as a clue to the meaning of a word or phrase. • Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking). • Sort words into categories. Define words by category and by one or more attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes). 	<p>A 1st grade student at this level can:</p> <ul style="list-style-type: none"> • Use sentence-level context as a clue to the meaning of a word or phrase. • Use some frequently occurring affixes (e.g., -ed, -s, -ing, re-, un-, pre-, -ful, -less) as a clue to the meaning of a word. • Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking). • Sort words into categories. Define words by category and by one or more attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes). 	<p>A 1st grade student at this level can consistently:</p> <ul style="list-style-type: none"> • Use sentence-level context as a clue to the meaning of a word or phrase. • Use frequently occurring affixes (e.g., -ed, -s, -ing, re-, un-, pre-, -ful, -less) as a clue to the meaning of a word. • Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking). • Sort words into categories. Define words by category and by one or more attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).

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		<ul style="list-style-type: none"> Identify real-life connections between words and their use (e.g., note places at home that are cozy). 	<ul style="list-style-type: none"> Identify real-life connections between words and their use (e.g., note places at home that are cozy). Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic).
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Writing Indicators

Writing Expression

1: Limited progress toward meeting end of year grade level standards.	2: Basic progress toward meeting end of year grade level standards.	3: Progress toward meeting end of year grade level standards.	4: Meeting end of year grade level standards and may be ready to work at greater depth.
<p>A 1st grade student at this level can:</p> <ul style="list-style-type: none"> Write opinion or information/explanatory text pieces; introduce the topic, state an opinion (as needed). 	<p>A 1st grade student at this level can:</p> <ul style="list-style-type: none"> Write opinion or information/explanatory text pieces; introduce the topic, state an opinion (as needed), supply a reason for the opinion or some facts about the topic. 	<p>A 1st grade student at this level can:</p> <ul style="list-style-type: none"> Write opinion or information/explanatory text pieces; introduce the topic, state an opinion (as needed), supply a reason for the opinion or some facts about the topic, and provide some sense of closure. 	<p>A 1st grade student at this level can consistently:</p> <ul style="list-style-type: none"> Write opinion or information/explanatory text pieces; introduce the topic, state an opinion (as needed), supply a reason for the opinion or some facts about the topic, and provide some sense of closure.

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<ul style="list-style-type: none"> • Write narratives in which they recount two or more appropriately sequenced events. 	<ul style="list-style-type: none"> • Write narratives in which they recount two or more appropriately sequenced events and include some details regarding what happened. • With guidance and support from adults, recall information from experiences or gather information from provided sources. 	<ul style="list-style-type: none"> • Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure. • With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. 	<ul style="list-style-type: none"> • Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure. • With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
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Writing Conventions

1: Limited progress toward meeting end of year grade level standards.	2: Basic progress toward meeting end of year grade level standards.	3: Progress toward meeting end of year grade level standards.	4: Meeting end of year grade level standards and may be ready to work at greater depth.
<p>A 1st grade student at this level can:</p> <ul style="list-style-type: none"> • Print all upper- and lowercase letters. • Use common, proper, and possessive nouns. 	<p>A 1st grade student at this level can:</p> <ul style="list-style-type: none"> • Print all upper- and lowercase letters. • Use common, proper, and possessive nouns. • Use singular and plural 	<p>A 1st grade student at this level can:</p> <ul style="list-style-type: none"> • Print all upper- and lowercase letters. • Use common, proper, and possessive nouns. • Use singular and plural 	<p>A 1st grade student at this level can consistently:</p> <ul style="list-style-type: none"> • Print all upper- and lowercase letters. • Use common, proper, and possessive nouns. • Use singular and plural

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	nouns with matching verbs in basic sentences.	nouns with matching verbs in basic sentences.	nouns with matching verbs in basic sentences.
		<ul style="list-style-type: none"> • Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything). 	<ul style="list-style-type: none"> • Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).
	<ul style="list-style-type: none"> • Use verbs. 	<ul style="list-style-type: none"> • Use verbs to convey a sense of past, present, and future. 	<ul style="list-style-type: none"> • Use verbs to convey a sense of past, present, and future.
<ul style="list-style-type: none"> • Use frequently occurring adjectives. 	<ul style="list-style-type: none"> • Use frequently occurring adjectives. 	<ul style="list-style-type: none"> • Use frequently occurring adjectives. 	<ul style="list-style-type: none"> • Use frequently occurring adjectives.
	<ul style="list-style-type: none"> • Use frequently occurring conjunctions (e.g., and, but, or, so, because) out of context. 	<ul style="list-style-type: none"> • Use frequently occurring conjunctions (e.g., and, but, or, so, because). 	<ul style="list-style-type: none"> • Use frequently occurring conjunctions (e.g., and, but, or, so, because).
	<ul style="list-style-type: none"> • Use articles (a, an, the) or demonstratives (e.g. these, this, those). 	<ul style="list-style-type: none"> • Use articles (a, an, the) and demonstratives (these, this, those). 	<ul style="list-style-type: none"> • Use articles (a, an, the) and demonstratives (these, this, those).
<ul style="list-style-type: none"> • Use some articles (a, an, the) or demonstratives (e.g. these, this, those). 	<ul style="list-style-type: none"> • Use some frequently occurring prepositions (e.g. in, on, to). 	<ul style="list-style-type: none"> • Use some frequently occurring prepositions (e.g., during, beyond, toward). 	<ul style="list-style-type: none"> • Use frequently occurring prepositions (e.g., during, beyond, toward).
	<ul style="list-style-type: none"> • Produce and expand complete simple declarative, interrogative, imperative, or exclamatory sentences in response to prompts. 	<ul style="list-style-type: none"> • Produce and expand complete simple declarative, interrogative, imperative, and exclamatory sentences in response to prompts. 	<ul style="list-style-type: none"> • Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
<ul style="list-style-type: none"> • Spell words with common spelling patterns. 			<ul style="list-style-type: none"> • Capitalize dates and names

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	<ul style="list-style-type: none"> • Capitalize dates and names of people, or use end punctuation for sentences. • Use commas in dates. • Spell words with common spelling patterns. 	<ul style="list-style-type: none"> • Capitalize dates and names of people. Use end punctuation for sentences. • Use commas in dates and to separate single words in a series. • Spell words with common spelling patterns and frequently occurring irregular words. 	<ul style="list-style-type: none"> of people. Use end punctuation for sentences. • Use commas in dates and to separate single words in a series. • Spell words with common spelling patterns and frequently occurring irregular words. • Spell untaught words phonetically.
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Math

Unit 1: Addition & Subtraction Within 10

1: Limited progress toward meeting end of year grade level standards.	2: Basic progress toward meeting the end of year grade level standards	3: Progress toward meeting the end of year grade level standards	4: Meeting end of year grade level standards and may be ready to work at greater depth
<p>A first-grade student at this level requires extensive support to:</p> <ul style="list-style-type: none"> • solve addition and subtraction word problems within 5 by using objects or drawing pictures. • add and subtract within 5. • relate counting to addition (ex: counting on). • count by ones to 100. • reads and writes numbers to 20. • show <i>or</i> explain reasoning skills. 	<p>A first-grade student at this level:</p> <ul style="list-style-type: none"> • solves addition and subtraction word problems within 5 by using objects or drawing pictures. • adds and subtracts within 5. • relates counting to addition (ex: counting on). • counts by ones to 100. • reads and writes numbers to 20. • shows <i>or</i> explains reasoning skills. 	<p>A first-grade student at this level:</p> <ul style="list-style-type: none"> • solves addition <i>or</i> subtraction word problems within 10 by using objects, drawing pictures, and writing equations. • adds and subtracts within 10 using models. • solves problems using one property of mathematics (ex: $5 + 2 = 7$ or $2 + 5 = 7$). • determines if equations involving addition <i>or</i> subtraction within 10 are true or false (ex: $4 + 1 = 5 + 2$ is false). • counts to 100 starting at any given number. • reads, writes, and represents numbers up to 100. • shows <i>or</i> explains reasoning skills. 	<p>A first-grade student at this level:</p> <ul style="list-style-type: none"> • solves addition and subtraction word problems within 10 by using objects, drawing pictures, and writing equations. • fluently adds and subtracts within 10. • solves problems using two properties of mathematics (ex: $5 + 2 = 7$ or $2 + 5 = 7$, digits can be added in any order). • uses addition to solve a subtraction problem (ex: $6 - 4$ can be solved by using $4 + \underline{\quad} = 6$). • determines if equations involving addition and subtraction within 10 are true or false (ex: $4 + 1 = 5 + 2$ is false). • counts to 120 starting at any

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			<p>given number.</p> <ul style="list-style-type: none"> reads, writes, and represents numbers up to 120. shows and explains reasoning skills.
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Math

Unit 2: Add and Subtract within 20

1: Limited progress toward meeting end of year grade level standards.	2: Basic progress toward meeting end of year grade level standards	3: Progress toward meeting end of year grade level standards	4: Meeting end of year grade level standards and may be ready to work at greater depth
<p>A first-grade student at this level requires extensive support to:</p> <ul style="list-style-type: none"> solve addition and subtraction word problems within 10 by using objects or drawing pictures and writing equations. use one strategy to add and subtract within 10. organize <i>or</i> represent data. show <i>or</i> explain reasoning skills. 	<p>A first-grade student at this level:</p> <ul style="list-style-type: none"> solves addition and subtraction word problems within 10 by using objects or drawing pictures and writing equations. uses one strategy to add and subtract within 10. organizes <i>or</i> represents data. shows <i>or</i> explains reasoning skills. 	<p>A first-grade student at this level:</p> <ul style="list-style-type: none"> solves addition and subtraction word problems within 20 involving 2 numbers by using objects, drawing pictures, and writing equations. adds and subtracts within 10 using models. solves problems using one property of mathematics (ex: $5 + 2 = 7$ or $2 + 5 = 7$). uses at least two strategies to add and subtract within 20. determines if equations involving addition <i>or</i> 	<p>A first-grade student at this level can:</p> <ul style="list-style-type: none"> solves addition and subtraction word problems within 20 involving up to 3 numbers by using objects, drawing pictures, and writing equations. fluently adds and subtracts within 10. solves problems using two properties of mathematics (ex: $5 + 2 = 7$ or $2 + 5 = 7$, digits can be added in any order). uses multiple strategies to add and subtract within 20. determines if equations involving addition and

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		<p>subtraction are true or false (ex: $4 + 1 = 5 + 2$ is false).</p> <ul style="list-style-type: none"> organizes and represents data. shows <i>or</i> explains reasoning skills. 	<p>subtraction within 20 are true or false (ex: $4 + 1 = 5 + 2$ is false).</p> <ul style="list-style-type: none"> organizes, represents and interprets data. shows and explains reasoning skills.
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Math

Unit 3: Place Value

1: Limited progress toward meeting end of year grade level standards.	2: Basic progress toward meeting end of year grade level standards	3: Progress toward meeting end of year grade level standards	4: Meeting end of year grade level standards and may be ready to work at greater depth
<p>A first-grade student at this level requires extensive support to:</p> <ul style="list-style-type: none"> use models or a place value chart to represent numbers as tens and ones. add and subtract within 5. solve addition and subtraction word problems within 10 by using objects or drawing pictures and writing equations. reads and writes numbers to 100. 	<p>A first-grade student at this level:</p> <ul style="list-style-type: none"> uses models or a place value chart to represent numbers as tens and ones. adds and subtracts within 5. solves addition and subtraction word problems within 10 by using objects or drawing pictures and writing equations. reads and writes numbers to 100. shows <i>or</i> explains reasoning skills. 	<p>A first-grade student at this level:</p> <ul style="list-style-type: none"> uses models to represent numbers as tens and ones. compares two two-digit numbers and record with the symbols $>$, $<$, $=$. adds and subtracts within 10 using models. solves addition and subtraction word problems within 20 by using objects, drawing pictures <i>or</i> writing equations. counts, reads, writes and represents numbers up to 	<p>A first-grade student at this level:</p> <ul style="list-style-type: none"> demonstrates an understanding of place value, representing numbers as tens and ones. compares two two-digit numbers and records with the symbols $>$, $<$, $=$. fluently adds and subtracts within 10. solves addition and subtraction word problems within 20 by using objects, drawing pictures, and writing equations.

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<ul style="list-style-type: none"> show <i>or</i> explain reasoning skills. 		100. <ul style="list-style-type: none"> shows <i>or</i> explains reasoning skills. 	<ul style="list-style-type: none"> counts, reads, writes, and represents numbers up to 120. shows and explains reasoning skills.
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Math

Unit 4: Adding and Subtracting

1: Limited progress toward meeting end of year grade level standards.	2: Basic progress toward meeting end of year grade level standards	3: Progress toward meeting end of year grade level standards	4: Meeting end of year grade level standards and may be ready to work at greater depth
<p>A first-grade student at this level requires extensive support to:</p> <ul style="list-style-type: none"> add a two-digit and a one-digit number within 100 ($23 + 7$) using concrete models or drawings. use a mathematical tool to find 10 more or 10 less than a given number. add and subtract within 5. solve addition and subtraction word problems within 10 by using objects or drawing pictures and writing equations. show <i>or</i> explain reasoning skills. 	<p>A first-grade student at this level:</p> <ul style="list-style-type: none"> adds a two-digit and a one-digit number within 100 ($23 + 7$) using concrete models or drawings. uses a mathematical tool to find 10 more or 10 less than a given number. adds and subtracts within 5. solves addition and subtraction word problems within 10 by using objects or drawing pictures and writing equations. shows <i>or</i> explains reasoning skills. 	<p>A first-grade student at this level:</p> <ul style="list-style-type: none"> adds a two-digit and a one-digit number ($23 + 7$) <i>or</i> adds a two-digit number and a multiple of ten within 100 ($12 + 30$) using concrete models or drawings. mentally finds 10 more <i>or</i> 10 less than a given number. adds and subtracts within 10 using models. solves addition and subtraction word problems within 20 by using objects, drawing pictures, <i>or</i> writing equations. shows <i>or</i> explains reasoning skills. 	<p>A first-grade student at this level:</p> <ul style="list-style-type: none"> adds a two-digit and a one-digit number ($23 + 7$) and adds a two-digit number and a multiple of ten within 100 ($12 + 30$) using concrete models or drawings. mentally finds 10 more and 10 less than a given number. subtracts multiples of 10 in the range 10 - 90 and explains the reasoning used (ex: $70 - 30$). fluently adds and subtracts within 10. solves addition and subtraction word

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			<p>problems within 20 by using objects, drawing pictures, and writing equations.</p> <ul style="list-style-type: none"> • shows and explains reasoning skills.
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Math

Unit 5: Measurement, Time, Shapes

1: Limited progress toward meeting end of year grade level standards.	2: Basic progress toward meeting end of year grade level standards	3: Progress toward meeting end of year grade level standards	4: Meeting end of year grade level standards and may be ready to work at greater depth
<p>A first-grade student at this level requires extensive support to:</p> <ul style="list-style-type: none"> • order two objects by length. • tell time to the nearest hour. • identify shapes based on their attributes (sides, shape orientation) • create larger shapes from smaller shapes. • divide circles and rectangles into halves • add and subtract within 5. • solve addition and subtraction word problems within 10 by using objects or drawing pictures and writing 	<p>A first-grade student at this level:</p> <ul style="list-style-type: none"> • orders two objects by length. • tells time to the nearest hour. • identifies shapes based on their attributes (sides, shape orientation) • creates larger shapes from smaller shapes. • divides circles and rectangles into halves. • adds and subtracts within 5. • solves addition and subtraction word problems within 10 by using objects or drawing pictures and writing 	<p>A first-grade student at this level:</p> <ul style="list-style-type: none"> • orders three objects by length. • measures objects in whole units. • tells <i>or</i> writes time to the nearest hour and half-hour. • identifies <i>or</i> draws shapes based on their attributes (sides, shape orientation). • uses shapes to create other 2-D <i>or</i> 3-D shapes. • divides circles <i>or</i> rectangles into halves and fourths. 	<p>A first-grade student at this level:</p> <ul style="list-style-type: none"> • orders and compares three objects by length. • accurately measures objects in whole units. • tells and writes time to the nearest hour and half-hour. • identifies and draws shapes based on their attributes (sides, shape orientation). • uses shapes to create other 2-D and 3-D shapes. • divides circles and rectangles into halves and fourths.

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<p>equations.</p> <ul style="list-style-type: none">● show <i>or</i> explain reasoning skills.	<p>equations.</p> <ul style="list-style-type: none">● shows <i>or</i> explains reasoning skills.	<ul style="list-style-type: none">● adds and subtracts within 10 using models.● solves addition and subtraction word problems within 20 by using objects, drawing pictures, <i>or</i> writing equations.● shows <i>or</i> explains reasoning skills.	<ul style="list-style-type: none">● fluently adds and subtracts within 10.● solves addition and subtraction word problems within 20 by using objects, drawing pictures and writing equations.● shows and explains reasoning skills.
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Special Areas Indicators

Art

1: Limited progress toward meeting end of year grade level standards	2: Basic progress toward meeting end of year grade level standards with increased support	3: Progress toward meeting end of year grade level standards	4: Meeting end of year grade level standards and may be ready to work at greater depth
<p>A student at this level needs consistent support to do the following at 1st grade level:</p> <ul style="list-style-type: none"> • Create a variety of art projects using line, shape, color, space, texture and pattern. 	<p>A student at this level needs support to do the following at 1st grade level:</p> <ul style="list-style-type: none"> • Create a variety of art projects using line, shape, color, space, texture and pattern. 	<p>A student at this level can do the following at 1st grade level:</p> <ul style="list-style-type: none"> • Create a variety of art projects using line, shape, color, space, texture and pattern. 	<p>A student at this level can consistently do the following at a 1st grade level:</p> <ul style="list-style-type: none"> • Create a variety of art projects using line, shape, color, space, texture and pattern.
<ul style="list-style-type: none"> • Understand that artists throughout history created: landscapes, portraits, sculptures and still lifes. • Create varied art projects using different mediums and themes to include multicultural, literary and artist inspired works of art. • Identify subjects in paintings, sculptures, landscapes and still lifes and other works of art. 	<ul style="list-style-type: none"> • Understand that artists throughout history created: landscapes, portraits, sculptures and still lifes. • Create varied art projects using different mediums and themes to include multicultural and literary, artist inspired works of art. • Identify subjects in paintings, sculptures, landscapes and still lifes and other works of art. 	<ul style="list-style-type: none"> • Understand that artists throughout history created: landscapes, portraits, sculptures and still lifes. • Create varied art projects using different mediums and themes to include multicultural and literary, artist inspired works of art. • Identify subjects in paintings, sculptures, landscapes and still lifes and other works of art. 	<ul style="list-style-type: none"> • Understand that artists throughout history created: landscapes, portraits, sculptures and still lifes. • Create varied art projects using different mediums and themes to include multicultural and literary, artist inspired works of art. • Identify subjects in paintings, sculptures, landscapes and still lifes and other works of art.

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Dance

1: Limited progress toward meeting end of year grade level standards	2: Basic progress toward meeting end of year grade level standards with increased support	3: Progress toward meeting end of year grade level standards	4: Meeting end of year grade level standards and may be ready to work at greater depth
<p>A student at this level needs consistent support to do the following at the 1st grade level:</p> <ul style="list-style-type: none"> • Identify the elements of dance and use improvisation to discover new movement. 	<p>A student at this level needs support to do the following at the 1st grade level:</p> <ul style="list-style-type: none"> • Identify the elements of dance and use improvisation to discover new movement. 	<p>A student at this level can do the following at the 1st grade level:</p> <ul style="list-style-type: none"> • Identify the elements of dance and use improvisation to discover new movement. 	<p>A student at this level at this level can consistently do the following at the 1st grade level:</p> <ul style="list-style-type: none"> • Identify the elements of dance and use improvisation to discover new movement.

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<ul style="list-style-type: none"> • Identify the elements of dance and use improvisation to discover new movement. • Recognize works of dance, significant artists, and explore various styles of dance. • Create and perform planned and improvised movement using the elements of dance and knowledge from various styles of dance. • Define and maintain personal space when performing alone and with a group. • Identify movement qualities in dance works and various styles of dance. Compare and contrast those qualities. • Using positive feedback while observing performances. Recognize the use of the elements of dance. 	<ul style="list-style-type: none"> • Recognize works of dance, significant artists, and explore various styles of dance. • Create and perform planned and improvised movement using the elements of dance and knowledge from various styles of dance. • Define and maintain personal space when performing alone and with a group. • Identify movement qualities in dance works and various styles of dance. Compare and contrast those qualities. • Using positive feedback while observing performances. Recognize the use of the elements of dance. 	<ul style="list-style-type: none"> • Recognize works of dance, significant artists, and explore various styles of dance. • Create and perform planned and improvised movement using the elements of dance and knowledge from various styles of dance. • Define and maintain personal space when performing alone and with a group. • Identify movement qualities in dance works and various styles of dance. Compare and contrast those qualities. • Using positive feedback while observing performances. Recognize the use of the elements of dance. 	<ul style="list-style-type: none"> • Recognize works of dance, significant artists, and explore various styles of dance. • Create and perform planned and improvised movement using the elements of dance and knowledge from various styles of dance. • Define and maintain personal space when performing alone and with a group. • Identify movement qualities in dance works and various styles of dance. Compare and contrast those qualities. • Using positive feedback while observing performances. Recognize the use of the elements of dance.
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General Music

1: Limited progress toward meeting end of year grade level standards	2: Basic progress toward meeting end of year grade level standards with increased support	3: Progress toward meeting end of year grade level standards	4: Met end of year grade level standards and may be ready to work at greater depth
<p>A student at this level needs consistent support to do the following at a 1st grade level:</p> <ul style="list-style-type: none"> • Understands and reads rhythmic patterns of quarter notes, eighth notes, and quarter rests. Understands and reads melodic patterns of 2 and 3 pitches. Works cooperatively with others to play singing games, take turns, and participate in music-making. • Sings on pitch, alone and with others, in age-appropriate vocal register, in response to teacher and/or peer model. Accurately claps rhythm patterns and plays them on handheld percussion instruments. • Listens to, learns about, and sings music of a variety of cultures. 	<p>A student at this level needs support to do the following at a 1st grade level:</p> <ul style="list-style-type: none"> • Understands and reads rhythmic patterns of quarter notes, eighth notes, and quarter rests. Understands and reads melodic patterns of 2 and 3 pitches. Works cooperatively with others to play singing games, take turns, and participate in music-making. • Sings on pitch, alone and with others, in age-appropriate vocal register, in response to teacher and/or peer model. Accurately claps rhythm patterns and plays them on handheld percussion instruments. • Listens to, learns about, and sings music of a variety of cultures. 	<p>A student at this level can do the following at a 1st grade level:</p> <ul style="list-style-type: none"> • Understands and reads rhythmic patterns of quarter notes, eighth notes, and quarter rests. Understands and reads melodic patterns of 2 and 3 pitches. Works cooperatively with others to play singing games, take turns, and participate in music-making. • Sings on pitch, alone and with others, in age-appropriate vocal register, in response to teacher and/or peer model. Accurately claps rhythm patterns and plays them on handheld percussion instruments. • Listens to, learns about, and sings music of a variety of cultures. 	<p>A student at this level can consistently do the following at a 1st grade level:</p> <ul style="list-style-type: none"> • Understands and reads rhythmic patterns of quarter notes, eighth notes, and quarter rests. Understands and reads melodic patterns of 2 and 3 pitches. Works cooperatively with others to play singing games, take turns, and participate in music-making. • Sings on pitch, alone and with others, in age-appropriate vocal register, in response to teacher and/or peer model. Accurately claps rhythm patterns and plays them on handheld percussion instruments. • Listens to, learns about, and sings music of a variety of cultures.

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• Understands that music can express ideas and emotions.	• Understands that music can express ideas and emotions.	• Understands that music can express ideas and emotions.	• Understands that music can express ideas and emotions.
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Health

Wellness 2.1

1: Limited progress toward meeting end of year grade level standards	2: Basic progress toward meeting end of year grade level standards with increased support	3: Progress toward meeting end of year grade level standards	4: Met end of year grade level standards and may be ready to work at greater depth
<p>A student at this level needs consistent support to do the following:</p> <ul style="list-style-type: none"> • Explain what being “well” means and identify self-care practices that support Wellness. • Differentiate between healthy and unhealthy eating practices. • Summarize strategies to prevent the spread of common diseases, health conditions and injuries. • Differentiate among the characteristics of strangers, acquaintances, 	<p>A student at this level needs support to do the following:</p> <ul style="list-style-type: none"> • Explain what being “well” means and identify self-care practices that support Wellness. • Differentiate between healthy and unhealthy eating practices. • Summarize strategies to prevent the spread of common diseases, health conditions and injuries. • Differentiate among the characteristics of strangers, acquaintances, 	<p>A student at this level is can do the following:</p> <ul style="list-style-type: none"> • Explain what being “well” means and identify self-care practices that support Wellness. • Differentiate between healthy and unhealthy eating practices. • Summarize strategies to prevent the spread of common diseases, health conditions and injuries. • Differentiate among the characteristics of strangers, acquaintances, 	<p>A student at this level at this level can consistently do the following:</p> <ul style="list-style-type: none"> • Explain what being “well” means and identify self-care practices that support Wellness. • Differentiate between healthy and unhealthy eating practices. • Summarize strategies to prevent the spread of common diseases, health conditions and injuries. • Differentiate among the characteristics of strangers, acquaintances,

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and trusted adults and describe safe and appropriate behaviors/touches.	and trusted adults and describe safe and appropriate behaviors/touches.	and trusted adults and describe safe and appropriate behaviors/touches.	and trusted adults and describe safe and appropriate behaviors/touches.
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Elementary Physical Education

1: Limited progress toward meeting end of year grade level standards	2: Basic progress toward meeting end of year grade level standards with increased support	3: Progress toward meeting end of year grade level standards	4: Met end of year grade level standards and may be ready to work at greater depth
<p>A student at this level needs consistent support to do the following:</p> <ul style="list-style-type: none"> • Participate in moderate to vigorous age-appropriate 	<p>A student at this level needs support to do the following:</p> <ul style="list-style-type: none"> • Participate in moderate to vigorous age-appropriate activities that address each 	<p>A student at this level is can do the following:</p> <ul style="list-style-type: none"> • Participate in moderate to vigorous age-appropriate activities that address each 	<p>A student at this level at this level can consistently do the following:</p> <ul style="list-style-type: none"> • Participate in moderate to vigorous age-appropriate

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<p>activities that address each component of health related and skill-related fitness.</p> <ul style="list-style-type: none"> • Demonstrate and/or explain the physical, social, emotional, and intellectual benefits of regular physical activity. Exhibit good sportsmanship and appropriate behavior as both a player and an observer. • Explain and perform movement skills with developmentally appropriate control in isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, and recreational activities). 	<p>component of health related and skill-related fitness.</p> <ul style="list-style-type: none"> • Demonstrate and/or explain the physical, social, emotional, and intellectual benefits of regular physical activity. Exhibit good sportsmanship and appropriate behavior as both a player and an observer. • Explain and perform movement skills with developmentally appropriate control in isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, and recreational activities). 	<p>component of health related and skill-related fitness.</p> <ul style="list-style-type: none"> • Demonstrate and/or explain the physical, social, emotional, and intellectual benefits of regular physical activity. Exhibit good sportsmanship and appropriate behavior as both a player and an observer. • Explain and perform movement skills with developmentally appropriate control in isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, and recreational activities). 	<p>activities that address each component of health related and skill-related fitness.</p> <ul style="list-style-type: none"> • Demonstrate and/or explain the physical, social, emotional, and intellectual benefits of regular physical activity. Exhibit good sportsmanship and appropriate behavior as both a player and an observer. • Explain and perform movement skills with developmentally appropriate control in isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, and recreational activities).
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Social/Emotional Learning Indicators

Regulates own emotions and behaviors

	1: SEL Competencies <u>Emerging</u>	2: SEL Competencies <u>Developing With</u> Support/Reminders	3: SEL Competencies <u>Progressing</u>	4: SEL Competencies <u>Demonstrated</u> Consistently Without Support
Manages feelings	1: A student at this level needs consistent support to demonstrate the behavior.	2: A student at this level needs support to demonstrate the behavior.	3: A student at this level can demonstrate the behavior.	4: A student at this level can consistently demonstrate the behavior.
Follows limits and expectations	1: A student at this level needs consistent support to demonstrate the behavior.	2: A student at this level needs support to demonstrate the behavior.	3: A student at this level can demonstrate the behavior.	4: A student at this level can consistently demonstrate the behavior.
Takes care of own needs appropriately	1: A student at this level needs consistent support to demonstrate the behavior.	2: A student at this level needs support to demonstrate the behavior.	3: A student at this level can demonstrate the behavior.	4: A student at this level can consistently demonstrate the behavior.

Establishes and sustains positive relationships

	1: SEL Competencies <u>Emerging</u>	2: SEL Competencies <u>Developing With</u> Support/Reminders	3: SEL Competencies <u>Progressing</u>	4: SEL Competencies <u>Demonstrated</u> Consistently Without Support
Forms relationships with adults	1: A student at this level needs consistent support to demonstrate the behavior.	2: A student at this level needs support to demonstrate the behavior.	3: A student at this level can demonstrate the behavior.	4: A student at this level can consistently demonstrate the behavior.

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Responds to emotional cues	1: A student at this level needs consistent support to demonstrate the behavior.	2: A student at this level needs support to demonstrate the behavior.	3: A student at this level can demonstrate the behavior.	4: A student at this level can consistently demonstrate the behavior.
Interacts with peers	1: A student at this level needs consistent support to demonstrate the behavior.	2: A student at this level needs support to demonstrate the behavior.	3: A student at this level can demonstrate the behavior.	4: A student at this level can consistently demonstrate the behavior.
Makes friends	1: A student at this level needs consistent support to demonstrate the behavior.	2: A student at this level needs support to demonstrate the behavior.	3: A student at this level can demonstrate the behavior.	4: A student at this level can consistently demonstrate the behavior.

Participates cooperatively and constructively in group situations

	1: SEL Competencies <u>Emerging</u>	2: SEL Competencies <u>Developing With</u> Support/Reminders	3: SEL Competencies <u>Progressing</u>	4: SEL Competencies <u>Demonstrated</u> Consistently Without Support
Balances needs and rights of self and others	1: A student at this level needs consistent support to demonstrate the behavior.	2: A student at this level needs support to demonstrate the behavior.	3: A student at this level can demonstrate the behavior.	4: A student at this level can consistently demonstrate the behavior.
Solves social problems	1: A student at this level needs consistent support to demonstrate the behavior.	2: A student at this level needs support to demonstrate the behavior.	3: A student at this level can demonstrate the behavior.	4: A student at this level can consistently demonstrate the behavior.

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Work Habit Indicators

Work Habits

	1: SEL Competencies <u>Emerging</u>	2: SEL Competencies <u>Developing With Support/Reminders</u>	3: SEL Competencies <u>Progressing</u>	4: SEL Competencies <u>Demonstrated Consistently Without Support</u>
Listens attentively and follows directions	1: A student at this level needs consistent support to demonstrate the behavior.	2: A student at this level needs support to demonstrate the behavior.	3: A student at this level can demonstrate the behavior.	4: A student at this level can consistently demonstrate the behavior.
Is prepared for class	1: A student at this level needs consistent support to demonstrate the behavior.	2: A student at this level needs support to demonstrate the behavior.	3: A student at this level can demonstrate the behavior.	4: A student at this level can consistently demonstrate the behavior.
Shows independence in tasks and routines	1: A student at this level needs consistent support to demonstrate the behavior.	2: A student at this level needs support to demonstrate the behavior.	3: A student at this level can demonstrate the behavior.	4: A student at this level can consistently demonstrate the behavior.
Completes tasks in a timely manner	1: A student at this level needs consistent support to demonstrate the behavior.	2: A student at this level needs support to demonstrate the behavior.	3: A student at this level can demonstrate the behavior.	4: A student at this level can consistently demonstrate the behavior.
Participates in discussion	1: A student at this level needs consistent support to demonstrate the behavior.	2: A student at this level needs support to demonstrate the behavior.	3: A student at this level can demonstrate the behavior.	4: A student at this level can consistently demonstrate the behavior.

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Science Indicators

Science Content

1: Limited progress toward meeting end of year grade level standards.	2: Basic progress toward meeting end of year grade level standards.	3: Progress toward meeting end of year grade level standards.	4: Met end of year grade level standards and may be ready to work at greater depth.
Does not yet use science vocabulary appropriately. Cannot identify cause and effect.	Demonstrates a weak understanding of science vocabulary. Inconsistently attributes the proper causes to effects.	Demonstrates a strong understanding of science vocabulary. Correctly attributes the proper causes to effects.	Uses the appropriate science vocabulary in oral responses and written work. Is able to make predictions based on a proper understanding of cause and effects.

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Social Studies Indicators

Social Studies Content

Students expresses appropriate content knowledge orally and in writing

1: Limited progress toward meeting end of year grade level standards.	2: Basic progress toward meeting end of year grade level standards.	3: Progress toward meeting end of year grade level standards.	4: Meeting end of year grade level standards and may be ready to work at greater depth.
<p>Student infrequently demonstrates understanding of most key concepts in social studies both orally and in writing.</p>	<p>Student sometimes demonstrates understanding key concepts in social studies but may have difficulty applying them. A student performing at this level can:</p> <ul style="list-style-type: none"> • Correctly identify vocabulary. • Identify different types of communities. • Identify actions that are unjust such as bullying. • Describe a family tradition. 	<p>Student frequently demonstrates understanding of key concepts in social studies. A student performing at this level can:</p> <ul style="list-style-type: none"> • Correctly identify and apply vocabulary. • Define a community and different types of communities. • Explain the importance of creating and following rules in their classroom and community. 	<p>Student meets end-of-year standards by consistently demonstrating understanding of key concepts in social studies.</p>

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	<ul style="list-style-type: none">• Identify historical symbols, monuments and holidays.• Identify wants and needs.• Locate places and identify key features on a map.	<ul style="list-style-type: none">• Identify and propose solutions to actions that are unjust such as bullying.• Identify ways to make their community a better place.• Compare and contrast different family traditions.• Explain the role of historical symbols, monuments, and holidays and their effect on American identity.• Differentiate between needs and wants.• Locate places and describe various landforms on a map.• Draw a map of familiar place that includes the key features found on a map.	
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English as a Second Language Indicators English Proficiency Standards

The student's English Proficiency Level in the usage of Social and Instructional Language is:

1: Entering: Knows and uses minimal social language and minimal academic language with visual and graphic support	2: Emerging: Knows and uses some social English and general academic language with visual and graphic support	3: Developing: Developing Knows and uses social English and some specific academic language with visual and graphic support	4: Expanding: Knows and uses social English and some technical academic language	5: Bridging: Knows and uses social and academic language working with grade level material	6: Reaching: Knows and uses social and academic language at the highest level measured by this test
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The student's English Proficiency Level in the usage of Language of Language Arts is:

1: Entering: Knows and uses minimal social language and minimal academic language with visual and graphic support	2: Emerging: Knows and uses some social English and general academic language with visual and graphic support	3: Developing: Developing Knows and uses social English and some specific academic language with visual and graphic support	4: Expanding: Knows and uses social English and some technical academic language	5: Bridging: Knows and uses social and academic language working with grade level material	6: Reaching: Knows and uses social and academic language at the highest level measured by this test
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The student's English Proficiency Level in the usage of Language of Mathematics is:

1: Entering: Knows and uses minimal social language and minimal academic language with visual and graphic support	2: Emerging: Knows and uses some social English and general academic language with visual and graphic support	3: Developing: Developing Knows and uses social English and some specific academic language with visual and graphic support	4: Expanding: Knows and uses social English and some technical academic language	5: Bridging: Knows and uses social and academic language working with grade level material	6: Reaching: Knows and uses social and academic language at the highest level measured by this test
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The student's English Proficiency Level in the usage of Language of Science is:

1: Entering: Knows and uses minimal social language and minimal academic language with visual and graphic support	2: Emerging: Knows and uses some social English and general academic language with visual and graphic support	3: Developing: Developing Knows and uses social English and some specific academic language with visual and graphic support	4: Expanding: Knows and uses social English and some technical academic language	5: Bridging: Knows and uses social and academic language working with grade level material	6: Reaching: Knows and uses social and academic language at the highest level measured by this test
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The student's English Proficiency Level in the usage of Language of Social Studies is:

1: Entering: Knows and uses minimal social language and minimal academic language with visual and graphic support	2: Emerging: Knows and uses some social English and general academic language with visual and graphic support	3: Developing: Developing Knows and uses social English and some specific academic language with visual and graphic support	4: Expanding: Knows and uses social English and some technical academic language	5: Bridging: Knows and uses social and academic language working with grade level material	6: Reaching: Knows and uses social and academic language at the highest level measured by this test
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English as a Second Language Domains

Proficiency Level – Listening

1: Entering: Knows and uses minimal social language and minimal academic language with visual and graphic support	2: Emerging: Knows and uses some social English and general academic language with visual and graphic support	3: Developing: Developing Knows and uses social English and some specific academic language with visual and graphic support	4: Expanding: Knows and uses social English and some technical academic language	5: Bridging: Knows and uses social and academic language working with grade level material	6: Reaching: Knows and uses social and academic language at the highest level measured by this test
<p>A student at this level generally can understand oral messages that include visuals and gestures and may contain a few everyday words or phrases in English, for example:</p> <ul style="list-style-type: none"> • Recognize familiar words and phrases in conversations • Match information from oral descriptions to objects, figures or illustrations 	<p>A student at this level <u>generally can</u> understand oral language related to specific familiar topics in school and can participate in class discussions, for example:</p> <ul style="list-style-type: none"> • Identify main topics in discussions • Categorize or sequencing information presented orally 	<p>A student at this level <u>generally can</u> understand oral language related to specific common topics in school and can participate in class discussions, for example:</p> <ul style="list-style-type: none"> • Connect spoken ideas to own experiences • Find, select, order information from oral descriptions 	<p>A student at this level <u>generally can</u> understand oral language in English related to specific topics in school and can participate in class discussions, for example:</p> <ul style="list-style-type: none"> • Exchange information and ideas with others • Connect people and events based on oral information 	<p>A student at this level <u>generally can</u> understand oral language in English and participate in all academic classes, for example:</p> <ul style="list-style-type: none"> • Expand on others' ideas • Distinguish events, people or situations from oral descriptions 	<p>A student at this level <u>generally can</u> understand oral language in English and participate in all academic classes, for example:</p> <ul style="list-style-type: none"> • Synthesize information from multiple speakers • Recognize language that conveys information with precision and accuracy

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<ul style="list-style-type: none"> Follow one-step oral directions Show agreement or disagreement with oral statements 	<ul style="list-style-type: none"> using pictures or objects Follow short oral directions with the help of pictures Sort facts and opinions stated orally 	<ul style="list-style-type: none"> Identify the causes and effects of events or situations discussed orally Classify pros and cons of issues in discussions 	<ul style="list-style-type: none"> Apply key information about processes or concepts presented orally Identify positions or points of view on issues in oral discussions 	<ul style="list-style-type: none"> Recall key information and details about processes or concepts discussed orally Identify examples and reasons that support an opinion or viewpoint 	<ul style="list-style-type: none"> Create models or visuals to represent detailed information presented orally Identify strengths and limitations of different points of view
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Proficiency Level - Speaking

1: Entering: Knows and uses minimal social language and minimal academic language with visual and graphic support	2: Emerging: Knows and uses some social English and general academic language with visual and graphic support	3: Developing: Developing Knows and uses social English and some specific academic language with visual and graphic support	4: Expanding: Knows and uses social English and some technical academic language	5: Bridging: Knows and uses social and academic language working with grade level material	6: Reaching: Knows and uses social and academic language at the highest level measured by this test
A student at this level <u>generally can</u> communicate orally in English using gestures and language that may contain a few words, for	A student at this level <u>generally can</u> communicate ideas and information orally in English language that contains short	A student at this level <u>generally can</u> communicate ideas and details orally in English using several connected sentences and can	A student at this level <u>generally can</u> communicate orally in English using language related to specific topics in school and can	A student at this level <u>generally can</u> use English to communicate orally and participate in all academic classes,	A student at this level <u>generally can</u> use English to communicate orally and participate in all academic classes,

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<p>example:</p> <p>Ask and answer simple questions about what, when, or where something happened</p> <p>Name familiar objects, people, pictures</p> <p>Show how to solve problems using words and gestures</p> <p>Express personal preferences</p>	<p>sentences and everyday words and phrases, for example:</p> <p>Share about what, when, or where something happened</p> <p>Compare objects, people, pictures, events</p> <p>Describe steps in cycles or processes</p> <p>Express opinions</p>	<p>participate in short conversations and discussions in school, for example:</p> <p>Relate stories or events</p> <p>Share ideas and provide details</p> <p>Describe processes or procedures</p> <p>Give opinions with reasons</p>	<p>participate in class discussions, for example:</p> <p>Compare stories, issues, concepts</p> <p>Paraphrase and summarize information</p> <p>State ideas to show how or why with examples</p> <p>Give opinions supported by detailed reasons</p>	<p>for example:</p> <p>Discuss the causes and impact of events</p> <p>Summarize and relate information</p> <p>Present and justify ideas showing how or why</p> <p>Express and defend opinions backed by examples and reasons</p>	<p>for example:</p> <p>React and respond to multiple points of view</p> <p>Organize and present research-based information</p> <p>Clarify how or why something happens</p> <p>Persuade others based on opinions, examples and reasons</p>
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Proficiency Level - Reading

1: Entering: Knows and uses minimal social language and minimal academic language with visual and graphic support	2: Emerging: Knows and uses some social English and general academic language with visual and graphic support	3: Developing: Developing Knows and uses social English and some specific academic language with visual and graphic support	4: Expanding: Knows and uses social English and some technical academic language	5: Bridging: Knows and uses social and academic language working with grade level material	6: Reaching: Knows and uses social and academic language at the highest level measured by this test
<p>A student at this level <u>generally can</u> understand written texts that include visuals and may contain a few words or phrases in English, for example:</p> <ul style="list-style-type: none"> • Interpret information from graphs, charts, and other visual information • Comprehend short text with illustrations and 	<p>A student at this level <u>generally can</u> understand written language related to specific familiar topics in school and can participate in class discussions, for example:</p> <ul style="list-style-type: none"> • Identify main ideas in written information • Identify main actors and events in stories and 	<p>A student at this level <u>generally can</u> understand written language related to common topics in school and can participate in class discussions, for example:</p> <ul style="list-style-type: none"> • Classify main ideas and examples in written information • Identify main information that tells who, what, 	<p>A student at this level <u>generally can</u> understand written language related to specific topics in school, for example:</p> <ul style="list-style-type: none"> • Distinguish view points and justifications described in editorials and other written texts • Identify main ideas and details 	<p>A student at this level <u>generally can</u> understand written language in English from all academic classes, for example:</p> <ul style="list-style-type: none"> • Summarize information on a variety of topics and for a variety of purposes • Compare ideas and information 	<p>A student at this level <u>generally can</u> understand written language in English from all academic classes, for example:</p> <ul style="list-style-type: none"> • Evaluate written information from various sources of information • Conduct research and synthesizing

Franklin Township Public Schools Standards-Based Report Card Rubric -- Grade 1

<p>simple and familiar language</p>	<p>simple texts with pictures or graphs</p>	<p>when or where something happened</p>	<p>in informational and fictional texts</p>	<p>across various texts</p>	<p>information from multiple sources</p>
<ul style="list-style-type: none"> • Identify steps in processes presented in graphs or short texts with illustrations • Identify words and phrases that express opinions and claims 	<ul style="list-style-type: none"> • Sequence pictures, events or steps in processes • Distinguish between claim and evidence statements 	<ul style="list-style-type: none"> • Identify steps in written processes and procedures • Recognize language related to claims and supporting evidence 	<ul style="list-style-type: none"> • Recognize biases and diverse perspectives in written text • Connect claims, evidence and examples in a variety of written sources 	<ul style="list-style-type: none"> • Identify causes, effects and consequences of events from written information • Recognize claims and supporting evidence around specific issues or concepts 	<ul style="list-style-type: none"> • Distinguish various processes based on details in written texts • Recognize different ideas and claims and evidence about a variety of issues

Proficiency Level - Writing

[illegible]

Franklin Township Public Schools

Standards-Based Report Card Rubric -- Grade 1

<p>writing using visuals, symbols and may contain few words in English, for example:</p> <ul style="list-style-type: none"> • Express ideas or concepts using text and illustrations • Share personal experiences through drawings and words • Label steps in processes presented in graphs or short texts • State opinions or preferences through text and illustrations 	<p>writing in English using language related to familiar topics in school, for example:</p> <ul style="list-style-type: none"> • Describe ideas or concepts using phrases or short sentences • Label illustrations describing what, when, or where something happened • State steps in processes or procedures • Express opinions about specific topics or situations 	<p>writing in English using language related to common topics in school, for example:</p> <ul style="list-style-type: none"> • Describe familiar issues and events • Create stories or short narratives • Describe processes and procedures with some details • Give opinions with reasons in a few short sentences 	<p>writing in English using language related to specific topics in school, for example:</p> <ul style="list-style-type: none"> • Produce papers describing specific ideas or concepts • Narrate stories with details of people, events and situations • Create explanatory text that includes details or examples • Provide opinions supported by reasons with details 	<p>writing using language from all academic classes, for example:</p> <ul style="list-style-type: none"> • Create detailed opinion pieces about a variety of topics • Write summaries of various types of texts • Describe causes, effects and consequences of processes and events • Express and defend positions supported by examples and reasons 	<p>writing in English using language from all academic classes, for example:</p> <ul style="list-style-type: none"> • Produce clearly organized commentaries and editorials on various issues • Elaborate narratives with rich, descriptive language and complex organization • Create formal written reports on a variety of issues, ideas and information • Produce well organized persuasive essays using complex and technical language
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