

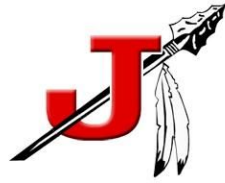
JACKSON R-II SCHOOL DISTRICT

First Grade Standards-Based Report Card Rubrics



2017-2018

JACKSON R-II SCHOOL DISTRICT



FIRST GRADE STANDARDS-BASED REPORT CARD RUBRICS

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First Grade English Language Arts

READING: FOUNDATIONAL SKILLS

Recognizes and reads grade-appropriate words. (1.RF.3.A.a,g) Quarter 1-4			
4- Exceeding	3- Meeting	2- Approaching	1- Beginning
NO EXCEEDING	1ST QUARTER: Recognizes and reads 26 or more grade-appropriate irregularly and regularly spelled words. (1.RF.3.A.a,g)	1ST QUARTER: Recognizes and reads 15-25 grade-appropriate irregularly and regularly spelled words. (1.RF.3.A.a,g)	1ST QUARTER: Recognizes and reads less than 15 grade-appropriate irregularly and regularly spelled words. (1.RF.3.A.a,g)
	2ND QUARTER: Recognizes and reads 47 or more grade-appropriate irregularly and regularly spelled words. (1.RF.3.A.a,g)	2ND QUARTER: Recognizes and reads 28-46 grade-appropriate irregularly and regularly spelled words. (1.RF.3.A.a,g)	2ND QUARTER: Recognizes and reads less than 28 grade-appropriate irregularly and regularly spelled words. (1.RF.3.A.a,g)
	3RD QUARTER: Recognizes and reads 68 or more grade-appropriate irregularly and regularly spelled words. (1.RF.3.A.a,g)	3RD QUARTER: Recognizes and reads 40-67 grade-appropriate irregularly and regularly spelled words. (1.RF.3.A.a,g)	3RD QUARTER: Recognizes and reads less than 40 grade-appropriate irregularly and regularly spelled words. (1.RF.3.A.a,g)
	4TH QUARTER: Recognizes and reads 85 or more grade-appropriate irregularly and regularly spelled words. (1.RF.3.A.a,g)	4TH QUARTER: Recognizes and reads 50-84 grade-appropriate irregularly and regularly spelled words. (1.RF.3.A.a,g)	4TH QUARTER: Recognizes and reads less than 50 grade-appropriate irregularly and regularly spelled words. (1.RF.3.A.a,g)
	<u>District Assessment Note:</u> Teachers should mark NA for this item at each mid-quarter.	<u>District Assessment Note:</u> Teachers should mark NA for this item at each mid-quarter.	<u>District Assessment Note:</u> Teachers should mark NA for this item at each mid-quarter.
	<u>District Assessment Note:</u> Students should be assessed using the Jackson R2 first grade list of high-frequency/word wall	<u>District Assessment Note:</u> Students should be assessed using the Jackson R2 first grade list of	<u>District Assessment Note:</u> Students should be assessed using the Jackson R2 first grade list of

	words.	high-frequency/word wall words.	high-frequency/word wall words.
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READING: FOUNDATIONAL SKILLS

Knows and applies long and short vowel patterns. (1.RF.2.A.b, 1.RF.3.A.b) **Quarter 4**

4- Exceeding	3- Meeting	2- Approaching	1- Beginning
NO EXCEEDING	<p>Distinguishes long from short vowel sounds in single-syllable words read aloud by teacher.</p> <p><u>District Assessment Note:</u> This includes all long and short vowel sounds.</p> <p style="text-align: center;">AND</p> <p>Isolates and pronounces initial, medial vowel, and final sounds in single-syllable words read aloud by teacher.</p> <p><u>District Assessment Note:</u> This means breaking one-syllable words into phonemes.</p> <p style="text-align: center;">AND</p> <p>Knows final –e and common vowel team conventions for representing long vowel teams. (1.RF.2.A.b, 1.RF.3.A.b)</p>	<p>Distinguishes long from short vowel sounds in single-syllable words read aloud by teacher. (1.RF.2.A.b, 1.RF.3.A.b)</p>	<p>Demonstrates limited understanding of vowel sounds. (1.RF.2.A.b, 1.RF.3.A.b)</p>

READING: COMPREHENSION

Describes characters, setting, and sequence of events. (1.R.1.A.c,e; 1.R.2.A.a,e; 1.R.2.C.a) **Quarter 2-4**

4- Exceeding	3- Meeting	2- Approaching	1- Beginning
<p>DEMONSTRATES MEETING AND</p> <p>Makes basic inferences and comparisons about characters, problem, and solution in independent reading (2.R.2.A.a,e and part of 2.R.1.A.d)</p> <p>This standard should be assessed using grade-level <u>fiction</u> reading text of</p>	<p>Describes characters, setting, and sequence of events in independent reading. (1.R.1.A.c,e; 1.R.2.A.a,e; 1.R.2.C.a)</p> <p>This standard should be assessed using grade-level <u>fiction</u> reading text of appropriate complexity for grade one.</p>	<p>Describes characters, setting, and sequence of events in stories <u>read aloud</u>. (1.R.1.A.c,e; 1.R.2.A.a,e; 1.R.2.C.a)</p> <p>This standard should be assessed using grade-level <u>fiction</u> reading text of appropriate complexity for grade one.</p>	<p>Attempts to describe characters, setting, and sequence of events in stories <u>read aloud</u>. (1.R.1.A.c,e; 1.R.2.A.a,e; 1.R.2.C.a)</p> <p>This standard should be assessed using grade-level <u>fiction</u> reading text of appropriate complexity for grade one.</p>

appropriate complexity for grade two.			
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READING: COMPREHENSION

Uses details in text to compare and contrast. (1.R.2.A.g; 1.R.3.C.e) Quarter 4			
4- Exceeding	3- Meeting	2- Approaching	1- Beginning
<p>DEMONSTRATES MEETING AND</p> <p>Compares and contrasts the most important points presented by two texts on the same topic in texts read independently. (2.R.3.C.e)</p> <p>This standard should be assessed using grade-level <u>nonfiction</u> reading text of appropriate complexity for grade two.</p>	<p>Compares and contrasts the adventures and experiences of characters in stories in texts read independently. (1.R.2.A.g)</p> <p style="text-align: center;">AND</p> <p>Identifies basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures) in texts read independently. (1.R.3.C.e)</p> <p>This standard should be assessed using grade-level <u>fiction and nonfiction</u> reading text of appropriate complexity for grade one.</p>	<p>Compares and contrasts the adventures and experiences of characters in stories <u>read aloud</u> (1.R.2.A.g)</p> <p style="text-align: center;">AND</p> <p>Identifies basic similarities in and differences between two texts <u>read aloud</u> on the same topic (e.g., in illustrations, descriptions, or procedures) (1.R.3.C.e)</p> <p>This standard should be assessed using grade-level <u>fiction and nonfiction</u> reading text of appropriate complexity for grade one.</p>	<p>Attempts to find similarities and differences in texts read aloud (1.R.2.A.g; 1.R.3.C.e)</p> <p>This standard should be assessed using grade-level <u>fiction and nonfiction</u> reading text of appropriate complexity for grade one.</p>

READING: COMPREHENSION

Summarizes main ideas and details. (1.R.1.A.b-d; 1.R.2.A.b; 1.R.3.A.c; 1.R.3.C.a-b; 1.SL.3.A.c) Quarter 3-4			
4- Exceeding	3- Meeting	2- Approaching	1- Beginning

<p>DEMONSTRATES MEETING AND</p> <p>Identifies the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.</p> <p>2.R.3.A.a</p> <p>This standard should be assessed using grade-level <u>nonfiction</u> reading text of appropriate complexity for grade two.</p>	<p>Summarizes main ideas and important details in texts read independently.</p> <p>(1.R.1.A.b-d; 1.R.2.A.b; 1.R.3.A.c; 1.R.3.C.a-b; 1.SL.3.A.c)</p> <p>This standard should be assessed using grade-level <u>fiction and nonfiction</u> reading text of appropriate complexity for grade one.</p>	<p>Summarizes main ideas and important details in texts read <u>aloud</u>.</p> <p>(1.R.1.A.b-d; 1.R.2.A.b; 1.R.3.A.c; 1.R.3.C.a-b; 1.SL.3.A.c)</p> <p>This standard should be assessed using grade-level <u>fiction and nonfiction</u> reading text of appropriate complexity for grade one.</p>	<p>Attempts to summarize main ideas and important details.</p> <p>(1.R.1.A.b-d; 1.R.2.A.b; 1.R.3.A.c; 1.R.3.C.a-b; 1.SL.3.A.c)</p> <p>This standard should be assessed using grade-level <u>fiction and nonfiction</u> reading text of appropriate complexity for grade one.</p>
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READING: VOCABULARY

<p>Uses vocabulary strategies to find the meaning of unknown words. (1.R.1.B.a-b,e; 1.RF.3.A.h) Quarter 3-4</p>			
<p>4- Exceeding</p> <p>DEMONSTRATES MEETING AND</p> <p>Uses knowledge of the meaning of individual words to predict the meaning of compound words. (2.R.1.B.b)</p> <p>This standard should be assessed using grade-level <u>fiction and nonfiction</u> reading text of appropriate complexity for grade two.</p>	<p>3- Meeting</p> <p>Uses context clues and root words with inflectional endings to infer meaning of unknown words in text read independently.</p> <p>(1.R.1.B.a-b,e; 1.RF.3.A.h)</p> <p>This standard should be assessed using grade-level <u>fiction and nonfiction</u> reading text of appropriate complexity for grade one.</p>	<p>2- Approaching</p> <p>Uses context clues and root words with inflectional endings to infer meaning of unknown words in texts read aloud.</p> <p>(1.R.1.B.a-b,e; 1.RF.3.A.h)</p> <p>This standard should be assessed using grade-level <u>fiction and nonfiction</u> reading text of appropriate complexity for grade one.</p>	<p>1- Beginning</p> <p>Attempts to decode words without knowing their meaning.</p> <p>(1.R.1.B.a-b,e; 1.RF.3.A.h)</p> <p>This standard should be assessed using grade-level <u>fiction and nonfiction</u> reading text of appropriate complexity for grade one.</p>

WRITING

<p>Uses correct capitalization, punctuation, spelling, and grammar in daily work. (1.W.1.C.c; 1.L.1.B.a-f; 1.RF.1.A.a) Quarter 3</p>			
<p>4- Exceeding</p>	<p>3- Meeting</p>	<p>2- Approaching</p>	<p>1- Beginning</p>

<p>3rd QUARTER NO EXCEEDING</p>	<p>3rd QUARTER</p> <ul style="list-style-type: none"> ✓ Capitalizes names of people and beginning words of sentences (1.L.1.B.c) ✓ Uses phonetic spelling and spelling strategies (1.L.1.B.f) ✓ Punctuates end of sentences (1.L.1.B.b) ✓ Uses conventional spelling for words with common spelling patterns and high-frequency words (1.L.1.B.e) <p>District Assessment Note: This standard measures students' writing on a variety of text pieces over time. A minimum of 4 writing samples should be utilized per quarter.</p> <p>Teachers should mark NA for this item at mid-quarter.</p>	<p>3rd QUARTER</p> <p>Demonstrates <u>SOME</u> of the following:</p> <ul style="list-style-type: none"> ✓ Capitalizes names of people and beginning words of sentences (1.L.1.B.c) ✓ Uses phonetic spelling and spelling strategies (1.L.1.B.f) ✓ Punctuates end of sentences (1.L.1.B.b) ✓ Uses conventional spelling for words with common spelling patterns and high-frequency words (1.L.1.B.e) 	<p>3rd QUARTER</p> <p>Attempts the following:</p> <ul style="list-style-type: none"> ✓ Capitalizes names of people and beginning words of sentences (1.L.1.B.c) ✓ Uses phonetic spelling and spelling strategies (1.L.1.B.f) ✓ Punctuates end of sentences (1.L.1.B.b) ✓ Uses conventional spelling for words with common spelling patterns and high-frequency words (1.L.1.B.e)
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WRITING

Uses correct capitalization, punctuation, spelling, and grammar in daily work. (1.W.1.C.c; 1.L.1.B.a-f; 1.RF.1.A.a) **Quarter 4**

4- Exceeding	3- Meeting	2- Approaching	1- Beginning
<p>4TH QUARTER DEMONSTRATES MEETING AND</p> <ul style="list-style-type: none"> ✓ Capitalizes days of the week and months (part of 2.L.1.B.d) ✓ Capitalizes abbreviated titles of people (Mr., Miss, Mrs., Dr.) (2.L.1.B.e) 	<p>4TH QUARTER</p> <ul style="list-style-type: none"> ✓ Capitalizes names of people and beginning words of sentences (1.L.1.B.c) ✓ Uses phonetic spelling and spelling strategies (1.L.1.B.f) ✓ Punctuates end of sentences (1.L.1.B.b) ✓ Uses conventional spelling for words with common spelling patterns and high-frequency words (1.L.1.B.e) 	<p>4TH QUARTER</p> <p>Demonstrates <u>SOME</u> of the following:</p> <ul style="list-style-type: none"> ✓ Capitalizes names of people and beginning words of sentences (1.L.1.B.c) ✓ Uses phonetic spelling and spelling strategies (1.L.1.B.f) ✓ Punctuates end of sentences (1.L.1.B.b) ✓ Uses conventional 	<p>4TH QUARTER</p> <p>Attempts the following:</p> <ul style="list-style-type: none"> ✓ Capitalizes names of people and beginning words of sentences (1.L.1.B.c) ✓ Uses phonetic spelling and spelling strategies (1.L.1.B.f) ✓ Punctuates end of sentences

	<p>✓ Uses commas to separate single words in a series (1.L.1.B.d)</p> <p>District Assessment Note: This standard measures students' writing on a variety of text pieces over time. A minimum of 4 writing samples should be utilized per quarter.</p> <p>Teachers should mark NA for this item at mid-quarter.</p>	<p>spelling for words with common spelling patterns and high-frequency words (1.L.1.B.e)</p> <p>✓ Uses commas to separate single words in a series (1.L.1.B.d)</p>	<p>(1.L.1.B.b)</p> <p>✓ Uses conventional spelling for words with common spelling patterns and high-frequency words (1.L.1.B.e)</p> <p>✓ Uses commas to separate single words in a series (1.L.1.B.d)</p>
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WRITING

<p>Writes a variety of texts. (1.W.1.A.a; 1.W.1.B.a-b; 1.W.1.C.a-b; 1.W.1.D.a; 1.W.2.C.a-f; 1.W.2.B.a-d; 1.W.2.A.a-e; 1.W.3.A.a-f; 1.L.1.A.b,g; 1.R.1.B.g) Quarter 3-4</p>			
<p>4- Exceeding</p>	<p>3- Meeting</p>	<p>2- Approaching</p>	<p>1- Beginning</p>
<ul style="list-style-type: none"> ✓ Has a strong beginning, middle, and end <u>or</u> clearly follows a logical order. ✓ Focuses on a clear topic. ✓ Contains several supporting details/examples related to topic. ✓ Contains several strong words that 	<ul style="list-style-type: none"> ✓ Has a beginning, middle, and end <u>or</u> follows a logical order. ✓ Focuses on a topic. ✓ Contains many supporting details/examples related to topic. ✓ Contains some strong words that attempt to paint a picture in the 	<ul style="list-style-type: none"> ✓ Attempts a beginning, middle, and end <u>or</u> attempts to follow a logical order. ✓ Attempts to focus on a topic, but gets off-track. ✓ Attempts some supporting details/examples related to topic. ✓ Contains few strong 	<ul style="list-style-type: none"> ✓ Has no beginning, middle, and end <u>or</u> does not follow a logical order. ✓ Has more than one topic. ✓ Has no supporting details/examples related to topic. ✓ Uses words that are plain or repeat. ✓ Contains few

<p>paint a picture in the reader's mind.</p> <ul style="list-style-type: none"> ✓ Always uses complete sentences. ✓ Uses several original ideas to reflect own personality. 	<p>reader's mind.</p> <ul style="list-style-type: none"> ✓ Mostly uses complete sentences. ✓ Uses some original ideas to reflect own personality. <p>District Assessment Note: This standard measures students' writing on a variety of text pieces over time. A minimum of 4 writing samples should be utilized per quarter.</p> <p>Teachers should mark NA for this item at mid-quarter.</p>	<p>words.</p> <ul style="list-style-type: none"> ✓ Contains some complete sentences. ✓ Uses few original ideas to reflect own personality. 	<p>complete sentences.</p> <ul style="list-style-type: none"> ✓ Uses no original ideas to reflect own personality.
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First Grade Mathematics

RELATIONSHIPS AND ALGEBRAIC THINKING

Adds within 20. (1.R.1.A.1-2; 1.RA.A.B.5; 1.RA.C.7) Quarter 1-4			
4- Exceeding	3- Meeting	2- Approaching	1- Beginning
NO EXCEEDING	<p>Adds within 20. (1.R.1.A.1-2; 1.RA.A.B.5; 1.RA.C.7)</p> <p>Students should understand addition as “putting together” and “adding to.”</p>	<p>Partially adds within 20. (1.R.1.A.1-2; 1.RA.A.B.5; 1.RA.C.7)</p> <div style="border: 1px solid red; padding: 5px; margin: 10px 0;"> <p><i>Essential vocabulary:</i> addend sum in all commutative/ turn-around associative make a ten skip counting doubles decompose a number number sentence</p> </div>	<p>Attempts to add within 20. (1.R.1.A.1-2; 1.RA.A.B.5; 1.RA.C.7)</p>

RELATIONSHIPS AND ALGEBRAIC THINKING

Subtracts within 20. (1.RA.A.1; 1.RA.B.5-6; 1.RA.C.7) Quarter 2-4			
4- Exceeding	3- Meeting	2- Approaching	1- Beginning
NO EXCEEDING	<p>Subtracts within 20. (1.RA.A.1; 1.RA.B.5-6; 1.RA.C.7)</p> <p>Students should understand subtraction as “taking apart” and “taking from.”</p>	<p>Partially subtracts within 20. (1.RA.A.1; 1.RA.B.5-6; 1.RA.C.7)</p> <div style="border: 1px solid red; padding: 5px; margin: 10px 0;"> <p><i>Essential vocabulary:</i> take away take from difference are left make a ten fact families decompose/break apart how many more/ fewer count back</p> </div>	<p>Attempts to subtract within 20. (1.RA.A.1; 1.RA.B.5-6; 1.RA.C.7)</p>

NUMBER AND OPERATIONS IN BASE TEN

Reads, writes, and compares numbers up to 120. (1.NS.A.2; 1.NBT.A.1-3; 1.NBT.B.6) Quarter 2-4			
4- Exceeding	3- Meeting	2- Approaching	1- Beginning
<p>DEMONSTRATES MEETING AND</p> <p>Reads, writes, and compares numbers up to 1,000, using base-ten numerals. (2.NBT.A.1-5)</p> <p><i>Base-ten numerals are numbers in standard form.</i></p>	<p>Reads and writes numbers up to 120. (1.NS.A.2, 1.NBT.A.1-2)</p> <p>Compares two two-digit numbers based on the meanings of the tens and ones digits, recording the results of comparisons with the following symbols: $<$, $>$, $=$. (1.NBT.A.3)</p> <p>Given a two-digit number, mentally finds and explains 10 more or 10 less than the number, without having to count. (1.NBT.B.7)</p>	<p>Demonstrates <u>SOME</u> of the following:</p> <p>Reads and writes numbers up to 120. (1.NS.A.2, 1.NBT.A.1-2)</p> <p>Compares two two-digit numbers based on the meanings of the tens and ones digits, recording the results of comparisons with the following symbols: $<$, $>$, $=$. (1.NBT.A.3)</p> <p>Given a two-digit number, mentally finds and explains 10 more or 10 less than the number, without having to count. (1.NBT.B.7)</p>	<p>Attempts to read, write, and compare numbers up to 120. (1.NS.A.2; 1.NBT.A.1-3; 1.NBT.B.6)</p> <div style="border: 1px solid red; padding: 5px; margin-top: 10px;"> <p><i>Essential vocabulary:</i></p> <ul style="list-style-type: none"> written form standard form symbol $<$, $>$, $=$ count forward model ten frame compare less/more greater than less than </div>

NUMBER AND OPERATIONS IN BASE TEN

Solves and explains two-digit addition and subtraction within 100. (1.RA.C.7; 1.NBT.B.5; 1.NBT.B.7) Quarter 3-4			
4- Exceeding	3- Meeting	2- Approaching	1- Beginning

<p>DEMONSTRATES MEETING AND Adds and explains two-digit plus two-digit addition with regrouping. (Part of 2.NBT.B.6)</p>	<p>Solves and explains two-digit addition and subtraction within 100. (1.RA.C.7; 1.NBT.B.5; 1.NBT.B.7)</p> <p>Students should understand addition as “putting together” and “adding to.” Students should understand subtraction as “taking apart” and “taking from.”</p>	<p>Solves and explains <u>SOME</u> two-digit addition and subtraction within 100. (1.RA.C.7; 1.NBT.B.5; 1.NBT.B.7)</p>	<p>Attempts to solve and explain two-digit addition and subtraction within 100. (1.RA.C.7; 1.NBT.B.5; 1.NBT.B.7)</p>
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GEOMETRY AND MEASUREMENT

<p>Tells time to the nearest hour and ½ hour. (1.GM.C.8) Quarter 4</p>			
<p>4- Exceeding</p>	<p>3- Meeting</p>	<p>2- Approaching</p>	<p>1- Beginning</p>
<p>DEMONSTRATES MEETING AND Tells and writes time from digital and analog clocks to the nearest five minutes, using A.M. and P.M. (2.GM.D.10)</p> <div data-bbox="121 1243 365 1369" style="border: 1px solid red; padding: 5px;"> <p><u>Essential vocabulary:</u> A.M. P.M.</p> </div>	<p>Tells time to the nearest hour and ½ hour, using digital and analog clocks. (1.GM.C.8)</p>	<p>Partially tells time to the nearest hour and ½ hour, using digital and analog clocks. (1.GM.C.8)</p> <div data-bbox="873 1066 1104 1276" style="border: 1px solid red; padding: 10px;"> <p><u>Essential vocabulary:</u></p> <ul style="list-style-type: none"> · digital · analog </div>	<p>Attempts to tell time. (1.GM.C.8)</p>

First Grade Science

PHYSICAL SCIENCE

Identifies the basic forms of energy and how they are used in everyday life. (1.PS.3.A, 1.PS.4.A) Quarter 1-4			
4- Exceeding	3- Meeting	2- Approaching	1- Beginning
<p style="text-align: center;">DEMONSTRATES MEETING AND</p> <p>Explains ways that electricity has improved daily life.</p>	<p>Identifies the basic forms of energy and how they are used in everyday life. 1.PS.3.A, 1.PS.4.A</p>	<p>Identifies <u>SOME</u> of the basic forms of energy and how they are used in everyday life. 1.PS.3.A, 1.PS.4.A</p>	<p>Attempts to identify the basic forms of energy and how they are used in everyday life. 1.PS.3.A, 1.PS.4.A</p>

EARTH SCIENCE

Recognizes characteristics of the sun and moon and understands seasonal changes. (1.ESS1.A.1, 1.ESS2.D) Quarter 3-4			
4- Exceeding	3- Meeting	2- Approaching	1- Beginning
<p style="text-align: center;">DEMONSTRATES MEETING AND</p> <p>Describes typical weather conditions expected during a particular season. 3.ESS2.D.1</p>	<p>Recognizes characteristics of the sun and moon and understands seasonal changes. 1.ESS1.A.1, 1.ESS2.D</p>	<p>Recognizes some of the characteristics of the sun and moon and understands seasonal changes. 1.ESS1.A.1, 1.ESS2.D</p>	<p>Attempts to recognize characteristics of the sun and moon and understands seasonal changes. 1.ESS1.A.1, 1.ESS2.D</p>

LIFE SCIENCE

Identifies the parts and functions of plants and how animals grow and change. (1.LS3.A, 1.LS1.A) Quarter 2-4			
4- Exceeding	3- Meeting	2- Approaching	1- Beginning
<p>DEMONSTRATES MEETING AND</p> <p>Identifies animal adaptations that help animals survive in their environment. Part of 3.LS1.A.1</p>	<p>Identifies plant parts, functions, and ways animals grow and change. 1.LS3.A, 1.LS1.A</p>	<p>Identifies SOME plant parts, functions, and ways animals grow and change. 1.LS3.A, 1.LS1.A</p>	<p>Attempts to identify plant parts, functions, and ways animals grow and change. 1.LS3.A, 1.LS1.A</p>

First Grade Social Studies

CONSTITUTIONAL DEMOCRACY

Recognizes and explains the significance of US symbols. (1.PC.1.F.a) Quarter 1-4			
4- Exceeding	3- Meeting	2- Approaching	1- Beginning
<p>DEMONSTRATES MEETING AND</p> <p>Describes the importance of the Pledge of Allegiance. 2nd grade 2.PC.1.F.a</p>	<p>Recognizes and explains the significance of the Statue of Liberty, the Bald Eagle, and the US flag. 1.PC.1.F.a</p>	<p>Recognizes the Statue of Liberty, the Bald Eagle, and the US flag. 1.PC.1.F.a</p>	<p>Attempts to recognize the Statue of Liberty, the Bald Eagle, and the US flag. 1.PC.1.F.a</p>

HISTORY

Describes contributions of George Washington, Abraham Lincoln, and Martin Luther King Jr. (1.H.3.C) Quarter 3-4			
4- Exceeding	3- Meeting	2- Approaching	1- Beginning

<p>DEMONSTRATES MEETING AND Compares and contrasts the contributions of George Washington, Abraham Lincoln, and Martin Luther King Jr.</p>	<p>Describes contributions of George Washington, Abraham Lincoln, and Martin Luther King Jr. 1.H.3.C</p>	<p>Describes <u>SOME</u> contributions of George Washington, Abraham Lincoln, and Martin Luther King Jr. 1.H.3.C</p>	<p>Demonstrates limited understanding of George Washington, Abraham Lincoln, and Martin Luther King Jr. 1.H.3.C</p>
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ECONOMICS

<p>Describes the relationship between consumers and producers. (1.E.4.A.c) Quarter 2-4</p>			
<p>4- Exceeding</p>	<p>3- Meeting</p>	<p>2- Approaching</p>	<p>1- Beginning</p>
<p>DEMONSTRATES MEETING AND Explains or demonstrates how people trade using money and bartering. 2nd grade 2.E.4.A.c</p>	<p>Describes the relationship between consumers and producers. 1.E.4.A.c</p>	<p>Defines consumer and producer. 1.E.4.A.c</p>	<p>Demonstrates limited understanding of consumers and producers. 1.E.4.A.c</p>

GEOGRAPHY

<p>Uses maps and globes to locate information. (1.EG.5.A.a,b,d; 1.EG.5.B) Quarter 4</p>			
<p>4- Exceeding</p>	<p>3- Meeting</p>	<p>2- Approaching</p>	<p>1- Beginning</p>
<p>DEMONSTRATES MEETING AND Identifies and locates the world's continents and oceans. 2nd grade 2.EG.5.B.a</p>	<p>Uses maps and globes to locate information. AND Describes relative locations on a map and uses the compass rose to identify cardinal directions. 1.EG.5.A.a,b,d; 1.EG.5.B</p>	<p>Uses maps and globes to locate SOME information. AND Describes SOME relative locations on a map and uses the compass rose to identify SOME cardinal directions. 1.EG.5.A.a,b,d; 1.EG.5.B</p>	<p>Attempts to use maps and globes. 1.EG.5.A.a,b,d; 1.EG.5.B</p>

First Grade Art

Uses art tools and materials. (PP1A, PP1B, PP1D, PP2A) Quarter 1-4			
4- Exceeding	3- Meeting	2- Approaching	1- Beginning
Independently identifies and uses art tools and materials appropriately, without teacher demonstration.	Identifies and uses art tools and materials appropriately.	Identifies and uses art tools and materials, with assistance.	Attempts to identify and use art tools and materials.

Follows directions and demonstrates effort. Quarter 1-4			
4- Exceeding	3- Meeting	2- Approaching	1- Beginning
<p style="text-align: center;">DEMONSTRATES MEETING AND</p> Assists others in following directions.	Follows directions and demonstrates effort.	Follows directions and demonstrates effort sometimes.	Attempts to follow directions and demonstrate effort.

Creates and expresses given ideas visually. (PP3A, PP3B, PP3C) Quarter 3-4			
4- Exceeding	3- Meeting	2- Approaching	1- Beginning
Exceeds in interpreting and creating a piece of artwork on a given topic.	Interprets and creates a piece of artwork on a given topic.	Creates a piece of artwork on a given topic, with assistance.	Attempts to create artwork on a given topic.

Recognizes and uses art elements of design. (PP1A, PP1B, EP1A, EP1B, EP1C, EP1D, EP1E, EP1F, EP1G) Quarter 4			
4- Exceeding	3- Meeting	2- Approaching	1- Beginning
DEMONSTRATES MEETING AND Explains art elements of design.	Recognizes and uses art elements of design. (line, color, shape, texture and form)	Recognizes and uses <u>some</u> art elements of design.	Attempts to recognize and use art elements of design.

First Grade Music

Melody: Demonstrates vocal techniques. (PP1A) Quarter 1			
4- Exceeding	3- Meeting	2- Approaching	1- Beginning
DEMONSTRATES MEETING AND Uses singing voice with mostly accurate pitch.	Uses singing voice to echo simple patterns.	Demonstrates various uses of the voice. (sing, whisper, shout, speak)	Attempts various uses of the voice.

Rhythm: Demonstrates and recognizes simple patterns. (EP1A) Quarter 1			
4- Exceeding	3- Meeting	2- Approaching	1- Beginning
Performs simple patterns on classroom instruments.	Recognizes and performs steady beat.	Recognizes and performs steady beat with modeling.	Attempts to recognize and perform steady beat with modeling.

Form: Distinguishes between differences in music. (EP1B, EP1C, AP1A) Quarter 3			
4- Exceeding	3- Meeting	2- Approaching	1- Beginning
Correctly distinguishes between three or more obvious changes in music.	Correctly distinguishes between two obvious changes in music. (ex. high/low, fast/slow, loud/soft)	Responds appropriately to changes in music.	Attempts to respond appropriately to changes in music.

Listens and follows directions in order to participate fully in music education activities. Quarter 1			
4- Exceeding	3- Meeting	2- Approaching	1- Beginning
NO EXCEEDING	Listens and follows directions in order to participate fully in music education activities to the best of his/her ability.	Listens and follows directions in order to participate fully in music education activities to the best of his/her ability, with reminders.	Often chooses not to listen to or follow directions in order to participate fully in music education activities.

K-5th Grade Physical Education

Participates fully in physical education activities. (PA2A, HM1F) Quarter 1			
4- Exceeding	3- Meeting	2- Approaching	1- Beginning
NO EXCEEDING	Fully participates to the best of his/her ability in all physical education activities.	Fully participates to the best of his/her ability in <u>some</u> physical education activities.	Often chooses not to fully participate in physical education activities.

Follows rules, directions, and uses good sportsmanship. (PA2A, HM1F) Quarter 1			
4- Exceeding	3- Meeting	2- Approaching	1- Beginning
NO EXCEEDING	Follows rules, directions, and uses good sportsmanship during physical education activities.	Follows rules, directions, and uses good sportsmanship during physical education activities, with few reminders.	Attempts to follow rules, directions, and use good sportsmanship during physical education activities.

Demonstrates locomotor skills needed to perform a variety of physical activities. (HM1A) Quarter 2			
4- Exceeding	3- Meeting	2- Approaching	1- Beginning
NO EXCEEDING	Performs <u>most</u> locomotor skills successfully and uses proper technique during games. <i>Locomotor skills include: walking, running, jumping, galloping, sliding, leaping, hopping, and skipping.</i>	Performs <u>some</u> locomotor skills successfully and uses proper technique during games.	Attempts to perform locomotor skills with little success or improper technique during games.

Demonstrates manipulative skills needed to perform a variety of physical activities. (HM1C, HM1E, HM1F, HM2A, HM2B) Quarter 3			
4- Exceeding	3- Meeting	2- Approaching	1- Beginning
NO EXCEEDING	Performs <u>most</u> manipulative skills successfully and uses proper technique during games. <i>Manipulative skills include: throwing, kicking, striking, and catching.</i>	Performs <u>some</u> manipulative skills successfully and uses proper technique during games.	Attempts to perform manipulative skills with little success or improper technique during games.

