

Elementary 1 - Report Card Rubric
Updated June, 2017

M = Mastered

D = Developing

P = Presented

	Mastered	Developing
LANGUAGE ARTS		
GRAMMAR		
Article	Students consistently identify and use articles.	Students inconsistently identify and use articles.
Adjective	Students consistently identify and use adjectives.	Students inconsistently identify and use adjectives.
Noun	Students consistently identify and use nouns.	Students inconsistently identify and use nouns
Verb	Students consistently identify and use verbs.	Students inconsistently identify and use verbs
Conjunction	Students consistently identify and use conjunctions.	Students inconsistently identify and use conjunctions.
Pronoun	Students consistently identify and use pronouns.	Students inconsistently identify and use pronouns
Adverb	Students consistently identify and use adverbs.	Students inconsistently identify and use adverbs.
LITERACY-READING		
Short vowel sounds	Students are able to consistently read and spell using short vowel sounds in one syllable words.	Students require assistance to read and spell using short vowel sounds in one syllable words.
Long vowel sounds	Students are able to consistently read and spell using long vowel sounds in one syllable words	Students require assistance to read and spell using long vowel sounds in one syllable words.
Phonograms	Students are able to consistently know and apply grade-level phonics and word analysis skills in decoding words.	Students inconsistently know and apply grade-level phonics and word analysis skills in decoding words.

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Reading of high frequency words	Student consistently and accurately reads grade level high frequency words (90% of list)	Student inconsistently and accurately reads grade level high frequency words (Below 90%)
Actively analyzes literature through reading response	Student consistently asks and answers such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	Students inconsistently asks and answers such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
Reading fluency	Students are able to independently read grade level text with accuracy, expression, and appropriate rate.	Students require some assistance to independently read grade level text with accuracy, expression, and appropriate rate.
LITERACY-WRITING		
Coordination/Handwriting	Students consistently use grade level appropriate penmanship, spacing is appropriate.	Students inconsistently use grade level appropriate penmanship, spacing is appropriate.
Dictation & Spelling	Students are able to independently use grade level appropriate spelling strategies.	Students inconsistently use grade level appropriate spelling strategies.
Writes to a prompt	Student's writing makes sense, focuses on one topic, and is organized in a logical order.	Students require assistance to produce writing that is clear, makes sense, and focuses on one topic. Writing may be choppy and out of sequence.
Writing conventions (capitalization, punctuation)	Students are able to independently use grade level appropriate conventions (capitalization and end punctuation)	Students require assistance use grade level appropriate conventions (capitalization and end punctuation)
Knows and uses the writing process	With limited guidance and support produces a piece of writing.	Has difficulty producing a complete piece of writing.

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WORD STUDY		
Alphabetizing	Independently and accurately uses alphabetizing skills.	Requires some assistance to alphabetize.
Singular/Plural	Student can accurately read and spell a variety of singular and plural nouns (80% accuracy)	Student reads and spells a variety of singular and plural nouns (below 80% accuracy)
Compounds	Independently identifies, reads and writes compounds words.	Requires some assistance to identify, read, and write compound words.
Prefix, suffix, root words	Students consistently decodes words with common prefixes, suffixes, and root words appropriately.	Requires some assistance to decode prefixes, suffixes, and root words appropriately.
Contractions	Students consistently and accurately reads and writes contractions.	Requires assistance to accurately reads and writes contractions.
Antonym and synonym	Students can consistently identify antonyms and synonyms.	Students require assistance to identify antonyms and synonyms.

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MATH		
FRACTIONS		
Naming	Students are able to name fractions with 90% accuracy.	Students are unable to name fractions with 90% accuracy.
Equivalent/comparing	Students are able to find equivalent fractions and compare fractions with 90% accuracy.	Students are unable to find equivalent fractions and compare fractions with 90% accuracy.
GEOMETRY		
Naming geometric shapes	Students are able to name geometric shapes with 90% accuracy.	Students are unable to name geometric shapes with 90% accuracy.
Naming geometric solids	Students are able to name geometric solids with 90% accuracy.	Students are unable to name geometric solids with 90% accuracy.
Identify characteristics of various shapes	Students are able to identify characteristics of various shapes with 90% accuracy.	Students are unable to identify characteristics of various shapes with 90% accuracy.
MATH FACTS		
Addition	Students are able to solve addition problems with 90% accuracy.	Students are unable to solve addition problems with 90% accuracy.
Subtraction	Students are able to solve subtraction problems with 90% accuracy.	Students are unable to solve subtraction problems with 90% accuracy.
Addition: Static	Students are able to solve static addition problems with 90% accuracy.	Students are unable to solve static addition problems with 90% accuracy.
Addition: Dynamic	Students are able to solve dynamic addition problems with 90% accuracy.	Students are unable to solve dynamic addition problems with 90% accuracy.
Subtraction: Static	Students are able to solve static subtraction problems with 90% accuracy.	Students are unable to solve static subtraction problems with 90% accuracy.
Subtraction: Dynamic	Students are able to solve dynamic subtraction with 90% accuracy.	Students are unable to solve dynamic subtraction with 90% accuracy.

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Static multiplication	Students are able to solve static multiplication problems with 90% accuracy.	Students are unable to solve static multiplication problems with 90% accuracy.
Dynamic multiplication	Students are able to solve dynamic multiplication (2 digit x 1 digit) with 90% accuracy.	Students are unable to solve dynamic multiplication problems with 90% accuracy.
MEASUREMENT		
Length (standard and metric)	Students are able to measure length using standard and metric units with 90% accuracy. (Kilometers, meters, centimeters, miles, feet, inches)	Students are unable to measure length using standard and metric units with 90% accuracy. (Kilometers, meters, centimeters, miles, feet, inches)
Time	Students are able to identify time to the nearest 5 minute and use the language quarter past, half past, and quarter to.	Students are unable to identify time to the nearest 5 minute and use the language quarter past, half past, and quarter to
Money	Students can count coins of different value and write the appropriate amount with 90% accuracy.	Students are unable to count coins of different value and write the appropriate amount with 90% accuracy.
NUMERATION		
Greater than/less than/equal to	Student are able to identify numbers as greater than, less than, and equal to with 90% accuracy.	Student are unable to identify numbers as greater than, less than, and equal to with 90% accuracy.
Counting and writing quantities	Students are able to count and write quantities up to four digits with 90% accuracy.	Students are unable to count and write quantities up to four digits with 90% accuracy.
100 board	Students are able to complete the 100 board with 100% accuracy.	Students are unable to complete the 100 board with 100% accuracy.

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Squaring chains	Students are able to complete the square chains with 100% accuracy.	Students are unable to complete the square chains with 100% accuracy.
Cubing chains	Students are able to complete the cubing chains with 100% accuracy.	Students are unable to complete the cubing chains with 100% accuracy.
Expanded notation	Students are able to write four digit numbers using expanded notation with 90% accuracy.	Students are unable to write four digit numbers using expanded notation with 90% accuracy.
Missing factors	Students are able to identify missing factors in addition and subtraction problems with 90% accuracy.	Students are unable to identify missing factors in addition and subtraction problems with 90% accuracy.

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SCIENCE		
LIFE SCIENCE (Grade 1)		
Use materials to design a solution to a human problem by mimicking how plants and/or animals use their external parts to help them survive, grow, and meet their needs.	Students are able to use materials to design a solution to a human problem by mimicking how plants and/or animals use their external parts to help them survive, grow, and meet their needs.	Students are unable to use materials to design a solution to a human problem by mimicking how plants and/or animals use their external parts to help them survive, grow, and meet their needs.
Read texts and use media to determine patterns in behavior of parents and offspring that help off spring survive.	Students are able to read texts and use media to determine patterns in behavior of parents and offspring that help off spring survive.	Students are unable to read texts and use media to determine patterns in behavior of parents and offspring that help off spring survive.
Make observations to construct an evidence-based account that young plants and animals are like, but not exactly like, their parents.	Students are able to make observations to construct an evidence-based account that young plants and animals are like, but not exactly like, their parents.	Students are unable to make observations to construct an evidence-based account that young plants and animals are like, but not exactly like, their parents.
PHYSICAL SCIENCE (Grade 1)		
Plan and conduct investigations to provide evidence that vibrating materials can make sound and that sound can make materials vibrate.	Students are able to plan and conduct investigations to provide evidence that vibrating materials can make sound and that sound can make materials vibrate.	Students are unable to Plan and conduct investigations to provide evidence that vibrating materials can make sound and that sound can make materials vibrate.
Make observations to construct and evidence-based account of objects that can be seen only when illuminated.	Students are able to make observations to construct and evidence-based account of objects that can be seen only when illuminated.	Students are unable to make observations to construct and evidence-based account of objects that can be seen only when illuminated.
Plan and conduct an investigation to determine the effect of placing objects made with different materials in the path of beam of light.	Students are able to plan and conduct an investigation to determine the effect of placing objects made with different materials in the path of beam of light.	Students are unable to plan and conduct an investigation to determine the effect of placing objects made with different materials in the path of beam of light.
Use tools and materials to design and build a device that uses light or sound to solve the problem of communication over a distance.	Students are able to use tools and materials to design and build a device that uses light or sound to solve the problem of communication over a distance.	Students are unable to use tools and materials to design and build a device that uses light or sound to solve the problem of communication over a distance.

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EARTH SCIENCE (Grade 1)		
Use observation of the sun, moon, and stars to describe patterns that can be predicted.	Students are able to use observation of the sun, moon, and stars to describe patterns that can be predicted.	Students are unable to use observation of the sun, moon, and stars to describe patterns that can be predicted.
Make observations at different times of year to relate the amount of daylight to the time of year.	Students are able to make observations at different times of year to relate the amount of daylight to the time of year.	Students are unable to make observations at different times of year to relate the amount of daylight to the time of year.
SCIENTIFIC METHOD (Grade 1)		
Ask questions, make observations and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool.	Students are able to ask questions, make observations and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool.	Students are unable to ask questions, make observations and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool.
Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.	Students are able to develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.	Students are unable to develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.
Analyze data from tests of two objects designed to solve the same problem to compare the strengths and weaknesses of how each performs.	Students are able to analyze data from tests of two objects designed to solve the same problem to compare the strengths and weaknesses of how each performs.	Students are unable to analyze data from tests of two objects designed to solve the same problem to compare the strengths and weaknesses of how each performs.
LIFE SCIENCE (Grade 2)		
Plan and conduct an investigation to determine if plants need sunlight and water to grow.	Students are able to observe the results of an experiment of how sunlight and water affect plants.	Students are unable to observe the results of an experiment of how sunlight and water affect plants.
Develop a simple model that mimics the function of an animal in dispersing seeds or pollinating plants.	Students are able to create a model to show how animals disperse seeds or pollinate plants.	Students are unable to create a model to show how animals disperse seeds or pollinate plants.

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Make observations of plants and animals to compare the diversity of life in different habitats.	Students are able to share observations of plants and animals to compare the diversity of life in different habitats.	Students are unable to share observations of plants and animals to compare the diversity of life in different habitats.
PHYSICAL SCIENCE (Grade 2)		
Plan and conduct an investigation to describe and classify different kinds of materials by their observable properties.	Students are able to plan and conduct an experiment to show the different properties of matter.	students are unable to plan and conduct an experiment to show the different properties of matter.
Analyze data obtained from testing different materials to determine which materials have the properties that are best suited for an intended purpose.	Students are able to analyze data obtained from testing different materials to determine which materials have the properties that are best suited for an intended purpose.	Students are unable to analyze data obtained from testing different materials to determine which materials have the properties that are best suited for an intended purpose.
Make observations to construct an evidence-based account of how an object made of a small set of pieces can be disassembled and made into a new object.	Students are able to make observations to construct an evidence-based account of how an object made of a small set of pieces can be disassembled and made into a new object.	Students are unable to make observations to construct an evidence-based account of how an object made of a small set of pieces can be disassembled and made into a new object.
Construct an argument with evidence that some changes caused by heating or cooling can be reversed and some cannot.	Students are able to construct an argument with evidence that some changes caused by heating or cooling can be reversed and some cannot.	Students are unable to construct an argument with evidence that some changes caused by heating or cooling can be reversed and some cannot.
EARTH SCIENCE (Grade 2)		
Use information from several sources to provide evidence that Earth events can occur quickly or slowly.	Students are able to use several sources to provide evidence that Earth events can occur quickly or slowly.	Students are unable to use several sources to provide evidence that Earth events can occur quickly or slowly.
Compare multiple solutions designed to slow or prevent wind or water from changing the shape of the land.	Students are able to explain how humans can compare multiple solutions designed to slow or prevent wind or water from changing the shape of the land.	Students are unable to explain how humans can compare multiple solutions designed to slow or prevent wind or water from changing the shape of the land.
Develop a model to represent the shapes and kind of land and bodies of water in an area.	Students are able to develop a model to represent the shapes and kind of land and bodies of water in an area.	Students are unable to develop a model to represent the shapes and kind of land and bodies of water in an area.

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Obtain information to identify where water is found on Earth and that it can be solid or liquid.	Students are able to identify where water is found on Earth and if it is solid or liquid.	Students are unable to identify where water is found on Earth and if it is solid or liquid.
SCIENTIFIC METHOD (Grade 2)		
Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool.	Students are able to ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool.	Students are unable to ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool.
Develop a simple sketch, drawing , or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.	Students are able to develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.	Students are unable to develop a simple sketch, drawing or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.
Analyze data from tests of two objects designed to solve the same problems to compare the strengths and weaknesses of how each performs.	Students are able to analyze data from tests of two objects designed to solve the same problems to compare the strengths and weaknesses of how each performs	Students are unable to analyze data from tests of two objects designed to solve the same problems to compare the strengths and weaknesses of how each performs
Social Studies		
Geography (2nd Grade)		
Locates directions-N,S,E,W	Students independently locate directions N, S, E, W from a given point.	With assistance students locate directions N,S,E, W from a given point.
Locates oceans and continents on maps and globes	Students independently locate continents and oceans on puzzle maps.	With assistance students locate continents and oceans on puzzle maps.
Constructs maps of familiar places	Students are able to independently construct a map of a familiar place including a key, compass rose, and symbols.	With assistance students are able to construct a map of a familiar place.

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Reads maps to solve problems	Students can read maps to solve problems.	With assistance student is able to read maps to solve problems.
History (2nd Grade)		
Compares and contrasts lifestyles of various cultures past and present	Student independently can compare and contrast lifestyles of various cultures.	With assistance student is able to compare and contrast lifestyles of various cultures.
Political Science (2nd Grade)		
Provides examples of how and why people in communities are interdependent	Students independently provide examples of how and why people in communities are interdependent.	With assistance students are able to provide examples of how and why people in communities are interdependent.
Economics (2nd Grade)		
Identifies reasons for saving and spending money	Student independently identifies reasons for saving and spending money.	With assistance student identifies reasons for saving and spending money.
Identifies products and services offered locally	Students independently identifies products and services offered locally.	With assistance students identifies products and services offered locally.
Geography (1st Grade)		
Demonstrates an ability to use a map and globe	Student Independently is able to complete all of the puzzle maps.	Student completes a portion of the puzzle maps.
Describes weather and seasons and its effects	Students independently can describe weather and seasons	Students are unable to identify weather patterns and seasons.
History (1st Grade)		
Sequences events according to time	Students independently is able to sequence events according to time.	With assistance student is able to sequences events according to time.
Compares and contrasts changes over time	Student is able to identify changes that have occurred over time independently.	Student requires assistance to identify changes that have occurred over time.

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Restates information on historical people	Student is able to independently restate 5 facts about a historical person.	Student requires assistance to restate 5 facts about a historical person.
Political Science (1st Grade)		
Explains why communities, schools, and families have rules and laws	Student independently understands the reasons for communities, schools, and families to have rules and laws.	Students are unable to understand the reason for communities, schools, and families to have rules and laws.