

Brewster School Rubrics Grade 1

Knows Bedrock sight words

- 4 Has mastered 50% or more of Bedrock list 2
- 3 Has mastered 95% of Bedrock list 1
- 2 Has begun to develop a sight word vocabulary
- 1 Has a sight vocabulary of 50 words or fewer

Decodes unfamiliar words

- 4 Uses a combination of phonics, word chunks, pictures, context clues, grammatical clues to decode unfamiliar words
- 3 Uses a combination of phonics, word chunks, pictures, context clues, grammatical clues to decode unfamiliar words with minimal prompting
- 2 Uses picture clues and begins to use phonics, to decode unfamiliar words
- 1 Uses picture clues, rhyme and repetition, and beginning consonants

Reads and comprehends at grade level

- 4 DRA 20+
- 3 DRA 18
- 2 DRA 10-16
- 1 DRA 1-8

Comprehends fiction

- 4 Identifies all story elements in a logical manner
- 3 Identifies some story elements (character, setting, events, problem, solution, important details)
- 2 Can answer specific questions about text
- 1 Is unable to answer specific questions about text

Uses comprehension strategies

- 4 Uses some strategies independently
- 3 Uses some comprehension strategies with minimal prompting
- 2 Is beginning to use comprehension strategies with prompts
- 1 Is not yet using comprehension strategies

Comprehends non-fiction read aloud

- 4 Answers literal questions about text read aloud; supports answers with evidence from text
- 3 Answers literal questions independently about text read aloud; needs prompts to support answers from text
- 2 Answers questions about text read aloud with prompts
- 1 Does not yet answer questions about text read aloud

Demonstrates oral fluency in reading

- 4 Uses phrasing, punctuation, expression while reading aloud
- 3 Begins to use phrasing, punctuation while reading aloud
- 2 Begins to show awareness of punctuation while reading aloud
- 1 Reads aloud word by word

Generates and sustains writing topics independently

- 4 Chooses a variety of genres independently
- 3 Consistently chooses a variety of topics independently
- 2 Needs occasional assistance to find topic
- 1 Needs teacher assistance to find topic

Records ideas independently using phonetic spelling

- 4 Uses many conventional spelling patterns (word chunks, endings, silent e)
- 3 Represents all syllables in words with most consonants and some accurate vowels
- 2 Uses beginning, middle and ending consonants and begins to use some vowels
- 1 Uses beginning and ending consonants to represent words

Uses standard spelling of grade 1 words

- 4 Uses standard spelling of most high frequency words (1-30) in all written work
- 3 Uses standard spelling of all 30 high frequency words in isolation and spells at least 15 high frequency words in all written work
- 2 Inconsistent spelling of high frequency words to 30 in isolation
- 1 Relies on phonetic spelling

Uses logical sequence in writing

- 4 Writes a narrative with a clear beginning, middle, and end and a logical sequence of details
- 3 Connects ideas with a beginning, middle, and end
- 2 Begins to connect ideas with a beginning, middle, and end
- 1 Lists ideas with guidance

Demonstrates fluency in writing

- 4 Begins to vary sentence structure to create smooth transitions from idea to idea while remaining on topic
- 3 Writes simple and compound sentences that relate to the topic
- 2 Writes simple sentences that relate to the topic
- 1 Writes a simple sentence

Elaborates and clarifies in writing

- 4 Uses the five senses to describe and begins to use attributes as appropriate
- 3 Uses adjectives and begins to use five senses to describe
- 2 Begins to use adjectives to describe
- 1 Includes little or no elaboration

Uses capitals

- 4 Uses capital and lower-case letters appropriately
- 3 Frequently uses capitals at the beginning of sentences and with pronoun I, and uses lower-case letters appropriately
- 2 Begins to use capitals appropriately (beginning of sentences, pronoun I) with guidance
- 1 Primarily uses capital letters

Uses punctuation

- 4 Uses periods at the end of sentences independently
- 3 Frequently uses periods at the end of sentences
- 2 Begins to use periods at the end of sentences with guidance
- 1 Does not use periods appropriately

Writes legibly

- 4 Prints legibly without guidelines
- 3 Prints legibly and uses appropriate spacing
- 2 Begins to print legibly and use appropriate spacing
- 1 Does not print legibly

Communicates spoken ideas

- 4 Communicates spoken ideas clearly and elaborates with prompts
- 3 Communicates spoken ideas clearly
- 2 Communicates spoken ideas clearly with prompts
- 1 Has difficulty communicating ideas clearly

Mathematics

Counts by 1's, 5's, and 10's to 100

- 4 Counts by 1's, 2's, 5's and 10's beyond 100
- 3 Counts by 1's, 5's, and 10's to 100
- 2 Counts by 1's and/or 10's to 100
- 1 Begins to count to 100

Reads, writes, and orders numbers to 100

- 4 Reads, writes, and orders numbers beyond 100
- 3 Reads, writes, and orders all numbers to 100
- 2 Reads, writes, and orders most numbers to 100
- 1 Reads, writes, and orders some numbers to 100

Adds with manipulatives to 18

- 4 Adds without manipulatives to 18
- 3 Adds sums to 18
- 2 Adds sums to 10
- 1 Adds sums to 5

Subtracts with manipulatives from 18

- 4 Subtracts from 18 without manipulatives
- 3 Subtracts from 18
- 2 Subtracts from 10
- 1 Subtracts from 5

Knows grade 1 addition facts

- 4 Memorizes addition facts beyond sum of 5
- 3 Memorizes addition facts to 5, doubles through 20 and demonstrates an understanding of +1 and +0 rules
- 2 Memorizes some addition facts to 5, some doubles through 20 and begins to demonstrate an understanding of +0, +1 rules
- 1 Needs manipulatives to complete first grade addition facts

Understands and interprets simple graphs

- 4 Makes and interprets graphs with given data
- 3 Interprets data on prepared bar graphs and pictographs
- 2 Understands that a graph shows information and begins to interpret the information with teacher guidance
- 1 Participates in the construction and discussion of whole class graphs

Uses a calendar

- 4 Knows days of week, months of year, yesterday, today, tomorrow
- 3 Knows days of week, months of year, today's month, day, and date
- 2 Begins to know days of week, months of year, today's month, day, and date
- 1 Needs assistance to read calendar

Measures length

- 4 Measures to 1/2 inch
- 3 Uses non-standard measure accurately and measures to the inch up to one foot
- 2 Uses standard and non-standard measure inconsistently
- 1 Does not yet understand measurement

Knows fractions: 1/2 of a whole

- 4 Describes, compares, writes, and names $\frac{1}{2}$ and $\frac{1}{4}$
- 3 Identifies parts of a whole as more than, less than, or equal to $\frac{1}{2}$
- 2 Begins to identify parts of a whole as more than, less than, or equal to $\frac{1}{2}$
- 1 Knows that $\frac{1}{2}$ is 2 equal parts of a whole

Knows names and value of coins

- 4 Knows coins and can add various combinations of coins
- 3 Identifies penny, nickel, dime and quarter and knows value
- 2 Identifies some coins by name
- 1 Identifies one coin

Rounds numbers to estimate

- 4 Compares and rounds numbers to the nearest 10 using place value models and number lines
- 3 Compares and begins to round numbers to the nearest 10 using place value models and number lines
- 2 Begins to compare numbers using place value models and number lines
- 1 Compares numbers using more than, less than, and equal to

Tells time

- 4 Tells time to the hour and $\frac{1}{2}$ hour
- 3 Tells time to the hour
- 2 Begins to tell time
- 1 Does not yet tell time

Identifies, draws, and manipulates shapes

- 4 Identifies hexagons and parallelograms; explains the attributes of circles, squares, rectangles, and triangles
- 3 Identifies, draws, and begins to explain attributes of shapes
- 2 Identifies and draws shapes in a variety of positions
- 1 Identifies shapes in a variety of positions

Creates, extends, completes, and identifies patterns

- 4 Creates, extends, and identifies rules of a repeating pattern independently using a variety of attributes
- 3 Translates the same pattern from one representation (such as color) to another representation (such as shape)
- 2 Creates a variety of patterns and begins to extend and identify rules of a pattern
- 1 Begins to create a repeating pattern using a variety of attributes

Solves open-ended word problems

- 4 Understands math problems; finds multiple solutions to problems; begins to explain strategies independently
- 3 Understands math problems; finds a solution to problems; begins to explain strategies with guidance
- 2 Understands math problems; draws pictures or uses manipulatives in an attempt to solve problems
- 1 Needs assistance to understand math problems

Science**Uses scientific inquiry to explore science concepts**

- 4 Asks questions, makes predictions, gathers data, records observations independently
- 3 Asks questions, makes predictions, gathers data, records observations with assistance
- 2 Asks questions, makes predictions, and records observations with assistance
- 1 Participates in class discussions about science; records observations with assistance

Lifelong Learning/Core Ethical Values

4	Exemplary:	Performance exceeds expectations
3	Proficient:	Consistently meets expectations
2	Developing:	Making progress toward meeting expectations
1	Emerging:	Beginning to meet expectations

Demonstrates respect

- Respects others' opinions and point of view
 - Recognizes that there are differences of opinion
 - Can identify a point of view other than his/her own
 - Is able to understand different opinions and points of view
- Listens and follows directions
 - Is focused and attentive during discussions
 - Maintains focus and attention on speaker
 - Makes relevant comments
 - Does not distract self or others
- Works cooperatively and productively with others
 - Stays on task during group work
 - Contributes to group work and discussion
 - Works cooperatively with a variety of classmates

Demonstrates responsibility

- Demonstrates self-control
 - Controls impulsive behavior
 - Uses appropriate volume and tone of voice
 - Moves safely
 - Uses materials appropriately
 - Makes smooth transitions
 - Does not distract others
- Stays with task to completion
 - Makes appropriate choices to complete tasks and meet goals (seat choice, use of time); can plan his/her day
 - Makes good use of time
 - Completes tasks within time limit
 - Works without disturbing others
- Strives to produce quality work
 - Shows thoroughness
 - Demonstrates his/her best effort
 - Demonstrates legibility and neatness to his/her best ability
 - Willing to check and improve work when asked
 - Shows accuracy and care

Honesty

- Accepts responsibility for own actions and words
 - Takes ownership for behavior
 - Takes ownership for school work

Kindness

- Interacts positively with others
 - Is polite and courteous
 - Is mindful of others' feelings
 - Includes others and does not exclude
 - Is tolerant and accepting of differences
 - Honors accomplishments of others
- Helps others and makes positive contribution to the classroom
 - Assists others without being asked
 - Performs classroom and or school chores

Courage

- Takes responsible academic and social risks
 - Is able to take a thoughtful chance
 - Responsibly tries new things to move beyond his/her comfort level
 - Asks appropriately for help if needed
 - Defends what is known to be right