

GRADE 1 STANDARDS-BASED REPORT

CARD RUBRICS

ENGLISH LANGUAGE ARTS

The four learning standards in New York State for English Language Arts require that students read, write, listen, and speak for information and understanding, read, write, listen, and speak for literary response and expression, read, write, listen, and speak for critical analysis and evaluation, and read, write, listen, and speak for social interaction. Embedded within these learning standards are literacy competencies and grade-specific performance indicators. When performance indicators are reinforced across multiple grades, they represent the ongoing development of skills and are repeated with the understanding that this competency will increase in complexity in accordance with grade-level expectations.

READING

Decoding Strategies

- 4) Decodes grade-level words, identifies and produces letter-sound correspondences (i.e. consonant, short vowels, long vowels, etc), blends sounds, reads common word families, and checks accuracy of own decoding with distinction.
- 3) **Decodes grade-level words, identifies and produces letter-sound correspondences (i.e. consonant, short vowels, long vowels, etc), blends sounds, reads common word families, and checks accuracy of own decoding.**
- 2) Partially decodes grade-level words, identifies and produces letter-sound correspondences (i.e. consonant, short vowels, long vowels, etc), blends sounds, reads common word families, and checks accuracy of own decoding.
- 1) Does not decode grade-level words, identify or produce letter-sound correspondences (i.e. consonant, short vowels, long vowels, etc), blend sounds, read common word families, or check accuracy of own decoding.

Fluency

- 4) Reads grade-level texts with appropriate speed, accuracy, and expression with distinction.
- 3) **Reads grade-level texts with appropriate speed, accuracy, and expression.**
- 2) Partially reads grade-level texts with appropriate speed, accuracy, and expression.

-) Does not read grade-level texts with appropriate speed, accuracy, or expression.

Vocabulary Development

- 4) Knows grade-level vocabulary through the use of antonyms, synonyms, homonyms, categories of words (i.e. animals, place names, etc.), and word structure with distinction
-) **Knows grade-level vocabulary through the use of antonyms, synonyms, homonyms, categories of words (i.e. animals, place names, etc.), and word structure.**
- 2) Partially knows grade-level vocabulary through the use of antonyms, synonyms, homonyms, categories of words (i.e. animals, place names, etc.), and word structure.
- 1) Does not know grade-level vocabulary through the use of antonyms, synonyms, homonyms, categories of words (i.e. animals, place names, etc.), or word structure.

Comprehension

- 4) Reads grade-level texts for different purposes and uses comprehension strategies (i.e. predict/confirm, reread, self-correct, etc.) to clarify meaning of text with distinction
- 3) Reads grade-level texts for different purposes and uses comprehension strategies (i.e. predict/confirm, reread, self-correct, etc.) to clarify meaning of text.**
- 2) Partially reads grade-level texts for different purposes and uses comprehension strategies (i.e. predict/confirm, reread, self-correct, etc.) to clarify meaning of text.
- 1) Does not read grade-level texts for different purposes or use comprehension strategies (i.e. predict/confirm, reread, self-correct, etc.) to clarify meaning of text.

Reading Engagement

- 4) Shows interest in reading a range of grade-level texts from a variety of genres, reads voluntarily, and shows familiarity with title and author of grade-level books with distinction.
- 3) Shows interest in reading a range of grade-level texts from a variety of genres, reads voluntarily, and shows familiarity with title and author of grade-level books.**
-) Partially shows interest in reading a range of grade-level texts from a variety of genres, reads voluntarily, and shows familiarity with title and author of grade-level books.
-) Does not show interest in reading a range of grade-level texts from a variety of genres, read voluntarily, or show familiarity with title or author of grade-level books.

WRITING

Spelling

- 4) Uses developing knowledge of letter-sound correspondence (i.e. invented spelling, etc.) to independently spell grade-level decodable words (i.e. word families, etc.) and uses conventional spelling to spell common grade-level irregularly spelled content and high-frequency words with distinction.
- 3) Uses developing knowledge of letter-sound correspondence (i.e. invented spelling, etc.) to independently spell grade-level decodable words (i.e. word families, etc.) and uses conventional spelling to spell common grade-level irregularly spelled content and high-frequency words.**
- 2) Partially uses developing knowledge of letter-sound correspondence (i.e. invented spelling, etc.) to independently spell grade-level decodable words (i.e. word families, etc.) and uses conventional spelling to spell common grade-level irregularly spelled content and high-frequency words.
- 1) Does not use developing knowledge of letter-sound correspondence (i.e. invented spelling, etc.) to independently spell grade-level decodable words (i.e. word families, etc.) or use conventional spelling to spell common grade-level irregularly spelled content and high-frequency words.

Handwriting

- 4) Writes legibly most uppercase and lowercase manuscript letters with correct size, form, and spacing with distinction.
- 3) Writes legibly most uppercase and lowercase manuscript letters with correct size, form, and spacing.**
- 2) Partially writes legibly most uppercase and lowercase manuscript letters with correct size, form, and spacing.
- 1) Does not write legibly most uppercase or lowercase manuscript letters with correct size, form, or spacing.

Composition

- 4) Writes informational texts and compositions, begins to use the writing process (i.e. prewriting, drafting, revising, proofreading, editing, etc.), and uses conventional capitalization and punctuation to begin and end sentences with distinction.
- 3) Writes informational texts and compositions, begins to use the writing process (i.e. prewriting, drafting, revising, proofreading, editing, etc.), and uses conventional capitalization and punctuation to begin and end sentences.**
- 2) Partially writes informational texts and compositions, begins to use the writing process (i.e. prewriting, drafting, revising, proofreading, editing, etc.), and uses conventional capitalization and punctuation to begin and end sentences.
- 1) Does not write informational texts or compositions, begin to use the writing

process (i.e. prewriting, drafting, revising, proofreading, editing, etc.), or use conventional capitalization and punctuation to begin and end sentences.

LISTENING AND SPEAKING

Listening

- 4) Listens attentively and respectfully for different purposes for a specified period of time with distinction.
- 3) Listens attentively and respectfully for different purposes for a specified period of time.**
- 2) Partially listens attentively and respectfully for different purposes for a specified period of time.
- 1) Does not listen attentively or respectfully for different purposes for a specified period of time.

Speaking

- 4) Speaks for different purposes (i.e. to share ideas or information, retell a story, etc.), varies language style according to the purpose of communication, and speaks with speed and expression appropriate to the purpose and audience with distinction.
- 3) Speaks for different purposes (i.e. to share ideas or information, retell a story, etc.), varies language style according to the purpose of communication, and speaks with speed and expression appropriate to the purpose and audience.**
- 2) Partially speaks for different purposes (i.e. to share ideas or information, retell a story, etc.), varies language style according to the purpose of communication, and speaks with speed and expression appropriate to the purpose and audience.
- 1) Does not speak for different purposes (i.e. to share ideas or information, retell a story, etc.), vary language style according to the purpose of communication, or speak with speed and expression appropriate to the purpose and audience.

MATHEMATICS

The content strands (Number Sense and Operations, Algebra, Geometry, Measurement, and Statistics and Probability) explicitly describe the content that students should learn. This broad range of content, taught in an integrated fashion, allows students to see how various mathematics knowledge is related, not only within mathematics, but also to other disciplines and the real world as well. Instruction engages students in the construction of this knowledge and integrates conceptual understanding and problem solving. The process strands (Problem Solving, Reasoning and Proof, Communication, Connections, and Representation) highlight

ways of acquiring and using content knowledge. These process strands help to give meaning to mathematics and help students to see mathematics as a discipline rather than a set of isolated skills. Student engagement in mathematical content is accomplished through these process strands. Students will gain a better understanding of mathematics and have longer retention of mathematical knowledge as they solve problems, reason mathematically, prove mathematical relationships, participate in mathematical discourse, make mathematical connections, and model and represent mathematical ideas in a variety of ways.

CONTENT STRANDS

Number Sense & Operations

- 4) Understands grade-level indicators for number systems, operations, and estimation with distinction.
- 3) Understands grade-level indicators for number systems, operations, and estimation.**
- 2) Partially understands grade-level indicators for number systems, operations, and estimation.
- 1) Does not understand grade-level indicators for number systems, operations, or estimation.

Algebra

- 4) Understands grade-level indicators for patterns, relations, and functions with distinction.
- 3) Understands grade-level indicators for patterns, relations, and functions.**
- 2) Partially understands grade-level indicators for patterns, relations, and functions.
- 1) Does not understand grade-level indicators for patterns, relations, and functions.

Geometry

- 4) Understands grade-level indicators for shapes, transformational geometry, and coordinate geometry with distinction.
- 3) Understands grade-level indicators for shapes, transformational geometry, and coordinate geometry.**
- 2) Partially understands grade-level indicators for shapes, transformational geometry, and coordinate geometry.
- 1) Does not understand grade-level indicators for shapes, transformational geometry, or coordinate geometry.

Measurement

- 4) Understands grade-level indicators for units of measurement, units, and -estimation with distinction.

-
- 3) **Understands grade-level indicators for units of measurement, units, and estimation.**
 - 2) Partially understands grade-level indicators for units of measurement, units, and estimation.
 - 1) Does not understand grade-level indicators for units of measurement, units, or estimation.

Statistics & Probability

- 4) Understands grade-level indicators for collection of data, organization and display of data, analysis of data, and predictions from data with distinction.
- 3) **Understands grade-level indicators for collection of data, organization and display of data, analysis of data, and predictions from data.**
- 2) Partially understands grade-level indicators for collection of data, organization and display of data, analysis of data, and predictions from data.
- 1) Does not understand grade-level indicators for collection of data, organization and display of data, analysis of data, or predictions from data.

PROCESS STRANDS

Problem Solving

- 4) Demonstrates grade-level indicators for building new mathematical knowledge through problem solving, solving problems that arise in mathematics and in other contexts, applying and adapting a variety of appropriate strategies to solve problems, and monitoring and reflecting on the process of mathematical problem solving with distinction.
- 3) **Demonstrates grade-level indicators for building new mathematical knowledge through problem solving, solving problems that arise in mathematics and in other contexts, applying and adapting a variety of appropriate strategies to solve problems, and monitoring and reflecting on the process of mathematical problem solving.**
- 2) Partially demonstrates grade-level indicators for building new mathematical knowledge through problem solving, solving problems that arise in mathematics and in other contexts, applying and adapting a variety of appropriate strategies to solve problems, and monitoring and reflecting on the process of mathematical problem solving.
- 1) Does not demonstrate grade-level indicators for building new mathematical knowledge through problem solving, solving problems that arise in mathematics and in other contexts, applying and adapting a variety of appropriate strategies to solve problems, or monitoring and reflecting on the process of mathematical problem solving.

Reasoning & Proof

- 4) Demonstrates grade-level indicators for recognizing reasoning and proof as fundamental aspects of mathematics, making and investigating mathematical conjectures, developing and evaluating mathematical

arguments and proofs, and selecting and using various types of reasoning and methods of proof with distinction

- 3) Demonstrates grade-level indicators for recognizing reasoning and proof as fundamental aspects of mathematics, making and investigating mathematical conjectures, developing and evaluating mathematical arguments and proofs, and selecting and using various types of reasoning and methods of proof.**
- 2) Partially demonstrates grade-level indicators for recognizing reasoning and proof as fundamental aspects of mathematics, making and investigating mathematical conjectures, developing and evaluating mathematical arguments and proofs, and selecting and using various types of reasoning and methods of proof.
- 1) Does not demonstrate grade-level indicators for recognizing reasoning and proof as fundamental aspects of mathematics, making and investigating mathematical conjectures, developing and evaluating mathematical arguments and proofs, or selecting and using various types of reasoning and methods of proof.

Communication

- 4) Demonstrates grade-level indicators for organizing and consolidating mathematical thinking through communication, communicating mathematical thinking coherently and clearly to peers, teachers, and others, analyzing and evaluating the mathematical thinking and strategies of others, and using the language of mathematics to express mathematical ideas precisely with distinction.
- 3) Demonstrates grade-level indicators for organizing and consolidating mathematical thinking through communication, communicating mathematical thinking coherently and clearly to peers, teachers, and others, analyzing and evaluating the mathematical thinking and strategies of others, and using the language of mathematics to express mathematical ideas precisely.**
- 2) Partially demonstrates grade-level indicators for organizing and consolidating mathematical thinking through communication, communicating mathematical thinking coherently and clearly to peers, teachers, and others, analyzing and evaluating the mathematical thinking and strategies of others, and using the language of mathematics to express mathematical ideas precisely.
- 1) Does not demonstrate grade-level indicators for organizing and consolidating mathematical thinking through communication, communicating mathematical thinking coherently and clearly to peers, teachers, and others, analyzing and evaluating the mathematical thinking and strategies of others, or using the language of mathematics to express mathematical ideas precisely.

Connections

- 4) Demonstrates grade-level indicators for recognizing and using connections among mathematical ideas, understanding how mathematical ideas

interconnect and build on one another to produce a coherent whole, and recognizing and applying mathematics in contexts outside of mathematics with distinction.

- 3) Demonstrates grade-level indicators for recognizing and using connections among mathematical ideas, understanding how mathematical ideas interconnect and build on one another to produce a coherent whole, and recognizing and applying mathematics in contexts outside of mathematics.**
- 2) Partially demonstrates grade-level indicators for recognizing and using connections among mathematical ideas, understanding how mathematical ideas interconnect and build on one another to produce a coherent whole, and recognizing and applying mathematics in contexts outside of mathematics.
- 1) Does not demonstrate grade-level indicators for recognizing and using connections among mathematical ideas, understanding how mathematical ideas interconnect and build on one another to produce a coherent whole, or recognizing and applying mathematics in contexts outside of mathematics.

Representation

- 4) Demonstrates grade-level indicators for creating and using representations to organize, record, and communicate mathematical ideas, selecting, applying and translating among mathematical representations to solve problems, and using representations to model and interpret physical, social, and mathematical phenomena with distinction.
- 3) Demonstrates grade-level indicators for creating and using representations to organize, record, and communicate mathematical ideas, selecting, applying and translating among mathematical representations to solve problems, and using representations to model and interpret physical, social, and mathematical phenomena.**
- 2) Partially demonstrates grade-level indicators for creating and using representations to organize, record, and communicate mathematical ideas, selecting, applying and translating among mathematical representations to solve problems, and using representations to model and interpret physical, social, and mathematical phenomena.
- 1) Does not demonstrate grade-level indicators for creating and using representations to organize, record, and communicate mathematical ideas, selecting, applying and translating among mathematical representations to solve problems, or using representations to model and interpret physical, social, and mathematical phenomena.

SCIENCE

The elementary science program emphasizes a hands-on and minds-on approach to learning. Students learn effectively when they are actively engaged in the discovery process, often working in small groups.

Experiences provide students with opportunities to interact as directly as possible with the natural world in order to construct explanations about their world. This approach allows students to practice problem-solving skills, develop positive science attitudes, learn new science content, and increase their scientific literacy. They are provided opportunities to have direct experience with common objects, materials, and living things in their environments. Instruction focuses on understanding important relationships, processes, mechanisms, and applications of concepts. This prepares our students to apply scientific concepts, principles, and theories pertaining to the physical setting living environment.

Understands Science Content

- 4) Understands grade-level concepts of the physical setting (balance and motion, magnets) and the living environment (woods and trees, snails, keeping fit and healthy) with distinction.
- 3) Understands grade-level concepts of the physical setting (balance and motion, magnets) and the living environment (woods and trees, snails, keeping fit and healthy).**
- 2) Partially understands grade-level concepts of the physical setting (balance and motion, magnets) and the living environment (woods and trees, snails, keeping fit and healthy).
- 1) Does not understand grade-level concepts of the physical setting (balance and motion, magnets) or the living environment (woods and trees, snails, keeping fit and healthy).

Applies Science Skills

- 4) Manipulates materials, classifies objects, identifies cause-and-effect, observes, collects, organizes, and appropriately records data, makes predictions, and compares and contrasts organisms/objects with distinction.
- 3) Manipulates materials, classifies objects, identifies cause-and-effect, observes, collects, organizes, and appropriately records data, makes predictions, and compares and contrasts organisms/objects.**
- 2) Partially manipulates materials, classifies objects, identifies cause-and-effect, observes, collects, organizes, and appropriately records data, makes predictions, and compares and contrasts organisms/objects.
- 1) Does not manipulate materials, classify objects, identify cause-and-effect, observe, collect, organize, or appropriately records data, make predictions, or compare and contrast organisms/objects.

SOCIAL STUDIES

The grade 1 social studies program focuses on helping students learn about their roles as members of a family and school community. The development of identity and social interaction are stressed. The students explore self, family, and school through the five standards. Students learn

about families now and long ago, as they study different kinds of families that have existed in different societies and communities. Students also begin to locate places on maps and globes and learn how maps serve as representations of physical features and objects. Building on the level K program, the grade 1 program encourages interdisciplinary learning to assist in developing the content, concepts, and skills outlined for the K-12 social studies program.

Understands Social Studies Content

- 4) Understands grade-level concepts of self, family, community and citizenship with distinction.
- 3) Understands grade-level concepts of self, family, community and citizenship.**
- 2) Partially understands grade-level concepts of self, family, community and citizenship.
- 1) Does not understand grade-level concepts of self, family, community or citizenship.

Applies Social Studies Skills

- 4) Gathers and organizes information through a variety of sources, uses the information to classify and/or categorize data, and presents the information in an effective way with distinction.
- 3) Gathers and organizes information through a variety of sources, uses the information to classify and/or categorize data, and presents the information in an effective way.**
- 2) Partially gathers and organizes information through a variety of sources, uses the information to classify and/or categorize data, and presents the information in an effective way.
- 1) Does not gather or organize information through a variety of sources, use the information to classify and/or categorize data, or present the information in an effective way.

TECHNOLOGY

Students receive technology grades each trimester based on the *Pelham Elementary Technology Standards* (Benchmarks). Classroom teachers determine when and how to integrate the grade level technology skills throughout the school year. Parents are encouraged to download a copy of The *Pelham Elementary Technology Benchmark Standards*.

Basic Computer Skills

- 4) Meets grade-level Basic Computer Skills benchmark standards with distinction.
- 3) Meets grade-level Basic Computer Skills benchmark standards.**

- 2) Partially meets grade-level Basic Computer Skills benchmark standards.
- 1) Does not meet grade-level Basic Computer Skills benchmark standards.

Publishing Skills

- 4) Meets grade-level Publishing Computer Skills benchmark standards with distinction.
- 3) Meets grade-level Publishing Computer Skills benchmark standards.**
- 2) Partially meets grade-level Publishing Computer Skills benchmark standards.
- 1) Does not meet grade-level Publishing Computer Skills benchmark standards.

LEARNING BEHAVIORS

The following learning behaviors are indicators that support both academic and character development. They are attributes that promote this development both in and out of the classroom as well as among peers or educators.

Engagement

- 4) Is involved (i.e. attends to instruction, actively listens, questions, etc.) in the learning process with distinction.
- 3) Is involved (i.e. attends to instruction, actively listens, questions, etc.) in the learning process.**
- 2) Is partially involved (i.e. attends to instruction, actively listens, questions, etc.) in the learning process.
- 1) Is not involved (i.e. attends to instruction, listens, questions, etc.) in the learning process.

Respect

- 4) Meets class and school expectations in showing consideration for oneself, others, and learning with distinction.
- 3) Meets class and school expectations in showing consideration for oneself, others, and learning.**
- 2) Partially meets class and school expectations in showing consideration for oneself, others, and learning.
- 1) Does not meet class or school expectations in showing consideration for oneself, others, or learning.

Responsibility

- 4) Demonstrates a willingness to follow through with learning and behavioral expectations with distinction.
- 3) Demonstrates a willingness to follow through with learning and behavioral expectations.**

-
- 2) Partially demonstrates a willingness to follow through with learning and behavioral expectations.
 - 1) Does not Demonstrate a willingness to follow through with learning or behavioral expectations.

Organization

- 4) Maintains materials independently and is able to transition efficiently with distinction.
- 3) Maintains materials independently and is able to transition efficiently.**
- 2) Partially maintains materials independently and is able to transition efficiently.
- 1) Does not maintain materials independently or is able to transition efficiently.

ART

Students make works of art that explore different kinds of subject matter, topics, themes, and metaphors. Students will understand and use sensory elements, organizational principles, and expressive images to communicate their own ideas in works of art. Students will use a variety of art materials, processes, mediums, and techniques, and use appropriate technologies for creating and exhibiting visual art works.

Art Concepts

- 4) Understands art concepts and uses appropriate materials and techniques to solve assigned art problems.
- 3) Able to recognize art concepts and use them to express an idea.**
- 2) Developing an understanding of art concepts and how to apply them.
- 1) Beginning to recognize basic art concepts. Requires assistance by teacher.

Art Skills

- 4) Controls art materials and art tools and uses them in appropriate and creative ways. Confidently experiments with a variety of techniques and art processes.
- 3) Can identify different materials, manipulate art tools and use some techniques and processes with developmentally appropriate skills.**
- 2) Developing appropriate skills and techniques.
- 1) Beginning to control materials and recognize art tools and techniques.

Demonstrates Appropriate Behavior

- 4) Consistently respects the ideas, abilities and needs of others. Uses tools and materials in a safe and responsible manner. Cooperates and follows directions. Uses time efficiently. Manages impulsivity. Persistent when problem solving. Participates enthusiastically and demonstrates best effort.
- 3) Respects the ideas, abilities, and needs of others. Uses tools and**

materials in a safe and responsible manner, cooperates and follows direction, participates and shows effort.

- 2) Sometimes respects the ideas, abilities and needs of others. Uses tools and materials in a safe and responsible manner, cooperates and follows directions, stays on task and manages impulsivity, and needs reminding to clean up appropriately.
- 1) Has difficulty following directions and staying on task, needs constant reminding to clean up appropriately, limited effort and disruptive behavior.

MUSIC

Students compose original music and perform music written by others. They will understand and use the basic elements of music in their performances and compositions. Students will engage in individual and group musical and music-related tasks, and will describe the various roles and means of creating, performing, recording, and producing music.

Musical Concepts

- 4) Has developed a thorough understanding of beat, rhythm, pitch, melodic direction and tempo with expression and accuracy, to a level of distinction.
- 3) Is continuing to develop and is maintaining an understanding of the elements of music with expression and accuracy, consistent with this course of study.**
- 2) Is beginning to develop an understanding of the elements of music, consistent with this course of study.
- 1) Is not yet developing an understanding of the elements of music.

Demonstrates Appropriate Behavior

- 4) Always respects the ideas, abilities and needs of others. Uses instruments and classroom materials in a safe and responsible manner. Cooperative, Follows directions, Manages impulsivity, Participates enthusiastically.
- 3) Consistently respects the ideas, abilities and needs of others. Uses instruments and classroom materials in a safe and responsible manner. Cooperative, Follows directions, Manages impulsivity.**
- 2) Occasionally respects the ideas, abilities and needs of others. Uses instruments and classroom materials in a safe and responsible manner. Cooperative.
- 1) Has difficulty following directions and staying on task. Displays disruptive behavior.

PHYSICAL EDUCATION

Students will have the necessary knowledge and skills to establish and maintain physical fitness, participate in physical activity, and maintain personal health. Students will acquire the knowledge and ability necessary

to create and maintain a safe and healthy environment. Students will understand and be able to manage their personal and community resources.

Basic Movement Skills

4) Always able to effectively demonstrate all locomotor and manipulative skills with fluidity and ease

3) Consistently demonstrates basic locomotor and manipulative skills

2) Occasionally demonstrates basic locomotor and manipulative skills

1) Not yet able to demonstrate basic movement skills

Developmentally Appropriate Participation

4) Always demonstrates self control and respect for the positive experience for others while participating safely

3) Consistently demonstrates self control and respect for the positive experience for others while participating safely

2) Occasionally demonstrates self control and respect for the positive experience for others while participating safely

1) Not yet able to demonstrate self control and/or participate safely

Movement Vocabulary

4) Always able to recall or describe or make connections between movements by using movement vocabulary

3) Consistently recalls and describes movements using movement vocabulary

2) Occasionally recalls and describes movements using movement vocabulary

1) Not yet able to describe movements using movement vocabulary