

# Rubrics:

The rubrics for the report card outcomes on the following pages are in the same order as the outcomes are listed on the report cards.

## Please Note:

**At a meeting held on February 23<sup>rd</sup>, 2005, the Division’s Assessment & Evaluation Steering Committee made the following recommendation:**

Combinations of numbers should not be used on the report cards (e.g. 1/2 - Meeting Outcomes/Developing Skills). Teachers should be able to use the rubrics to decide if a student is a 1, a 2, or a 3.

**The references to the curriculum outcomes refer to the outcome numbers and page numbers found in the *Foundation for Implementation* documents.**

## *Grade 1 - ELA Rubric: End of Term 1*

Please Note: The outcomes are as listed on the report card. The expectations for the end of term 1 are printed in boldface.

<i>Curriculum Outcome References</i>	<i>Outcome</i>	<i>Is Meeting Expectations</i>	<i>Developing Skills and Strategies</i>	<i>Having Difficulty – not meeting expectations</i>
Alphabet:				
2.1.4, pp. 88-97 4.3.2, pp.260–269	<b>Is able to say the alphabet</b>	Say, not sing, without help, from A-Z	Can sing A-Z but can only say part of the alphabet	Can sing the alphabet but is missing 3 or more letters when saying the alphabet
2.1.4, pp. 88-97 4.3.2, pp.260–269	<b>Is able to sequence the alphabet in order</b>	Independently, using a variety of strategies and with no errors, can sequence the entire alphabet	Using a variety of strategies can sequence – with assistance – the entire alphabet	Even with assistance, cannot sequence the alphabet
2.1.4, pp. 88-97 4.3.2, pp.260–269	<b>Is able to match uppercase/ lowercase</b>	Independently, using a variety of strategies, can match upper and lower case letters with no errors	Using a variety of strategies can match upper and lower case letters, with assistance.	Even with assistance, cannot match upper and lower case letters.

2.1.4, pp. 88-97 4.3.2, pp.260-269	<b>Recognizes the letter names in isolation</b>	Recognizes all the letter names.	Recognizes the letter names with 1-5 errors	Recognizes letter names but has 6 or more errors.
2.1.4, pp. 88-97 4.3.2, pp.260-269	<b>Matches letters with the correct letter sound.</b>	Able to match letters and letter sounds that have been taught to the end of the term	Is able to match letters and letter sounds with only 1-2 errors	Has 3 or more errors in matching letters and letter sounds

<i>Curriculum Outcome References</i>	<i>Outcome</i>	<i>Is Meeting Expectations</i>	<i>Developing Skills and Strategies</i>	<i>Having Difficulty – not meeting expectations</i>
<b>Reading – Term 1 Outcomes:</b>				
2.3.3, pp.122-125	<b>Basic sight words</b>	Recognizes all DOLCH pre-primer words with 100% accuracy	Recognizes the DOLCH pre-primer words with 75-99% accuracy	Recognizes the DOLCH pre-primer words with less than 75% accuracy
2.1.1, pp.66-71 2.1.2, pp.72-81 2.1.3, pp.82-87 2.1.4, pp.88-97 2.3.3, pp.122-125 3.1.2, pp.146-149 3.1.3, pp.150-155	<b>Reads independently to Level ABCDEFGHI _</b>	Level C or higher (Book Level #3 in the PM Benchmark Kits)	Level B	Level A or below
Please see attached chart of Grade levels and equivalent PM Benchmark level books.				
<div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 0 auto;"> <p><b>Note:</b> Circle the letter of the level at which the student is achieving. If the level is higher than Level I, print the letter of the level the student is at and circle it.</p> </div>				
2.1.3, pp. 82 – 87 3.2.5, pp.182-187	<b>Uses initial consonants, pictures and predictions to solve unknown words</b>	Independently and consistently uses all three strategies	Student demonstrates some knowledge of these 3 strategies but does not use them consistently; requires some support	Student requires individual assistance with all strategies to solve for meaning
2.3.3, pp.122-125	<b>Differentiates between a letter, a word, and a sentence</b>	Independently and consistently can differentiate between the three	Can differentiate between a letter and a word but cannot consistently differentiate between a word and a sentence	Cannot differentiate between any of the three

2.1.4, pp. 88 – 97 4.3.1, pp.256-259	<b>One to one correspondence when tracking print</b>	Consistently and independently tracks all print 1:1, left to right and top to bottom	Does not consistently track print 1:1, left to right, or top to bottom	Cannot track print 1:1, left to right or top to bottom; Needs assistance to track
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<i>Curriculum Outcome References</i>	<i>Outcome</i>	<i>Is Meeting Expectations</i>	<i>Developing Skills and Strategies</i>	<i>Having Difficulty – not meeting expectations</i>
<b>Printing:</b>				
4.2.3, pp.242-245	<b>Prints legibly</b>	Consistently uses proper letter size and formation.	Demonstrates knowledge of, and uses, but not consistently, proper letter size and formation.	Rarely uses proper letter size and formation, (e.g. reversals).
<b>Writing Skills and Strategies: Term 1 Outcomes</b>				
.3.3, pp.122-125 2.3.5, pp.130-133 3.2.1, pp.160-165 3.3.4, pp.208-213 4.3.1, pp.256-259 4.3.2, pp.260-269 5.1.1, pp.294-301	<b>Uses drawings and print to convey meaning</b>	Student independently and consistently conveys meaning by: <ul style="list-style-type: none"> <li>- Using inventive spelling</li> <li>- drawing and labeling</li> <li>- writing sentences (e.g. pattern sentences)</li> </ul>	Student conveys meaning by <ul style="list-style-type: none"> <li>- Using drawings and by attempting print using random letters to form words</li> </ul>	Student conveys meaning by: <ul style="list-style-type: none"> <li>- Drawing pictures</li> <li>- Uses random letters that do not form words</li> <li>- Teacher may scribe for student</li> </ul>
1.2.1, pp.34-39 2.3.4, pp.126-129 2.3.5, pp.130-133 4.2.1, pp.230-233 4.2.4, pp.246-251	<b>Copies names and familiar words</b>	Copies names and familiar words correctly and independently from different sources.	Copies names and familiar words with guidance and may have some errors.	Unable to copy names and familiar words.
	<b>Uses beginning consonants</b>	Uses beginning consonants independently, consistently, and correctly when printing words.	With guidance is able to print words with the correct beginning consonant.	Even with assistance is unable to print the correct beginning consonant of words.
	<b>Uses spaces between words</b>	Automatically uses spaces between words.	Inconsistently uses spaces between words.	No spaces between words.
	<b>Writes from left to right</b>	Consistently writes from left to right.	Inconsistently writes from left to right.	Does not writes from left to right, i.e. top to bottom, bottom to top, right to left

## LEVELLING COMPARISON CHART

Grade Level									Guided Reading Level	PM Colour Level	PM Benchmark Level
K	1	2	3	4	5	6	7	8			
									A	Starters One	1
									B	Starters Two	2
									C	Red	3-4
									D	Red/Yellow	5-6
									E	Yellow	7-8
									F	Blue	9-10
									G	Blue/Green	11-12
									H	Green	13-14
									I	Orange	15-16
									J	Turquoise	17-18
									K	Purple	19-20
									L	Gold	21-22
									M	Gold	23
									N	Silver	24
									O	Silver	25
									P	Emerald	26
									Q	Emerald	27
									R	Ruby	28
									S	Ruby	29
									T	Sapphire	30
									U	Sapphire	
									V		
									W		
									X		
									Y		
									Z		
									Z		