

**Grade 1 - ELA Rubric:
End of Term 3**

Curriculum Outcome References	Outcome	Is Meeting Expectations	Developing Skills and Strategies	Having Difficulty – not meeting expectations
Reading – Term 3 Outcomes:				
2.3.3, pp.122-125	Basic sight words	Recognizes all DOLCH Grade 1 words and/or classroom sight words with 100% accuracy	Recognizes the DOLCH Grade 1 words and/or classroom sight words with 75-99% accuracy	Recognizes the DOLCH Grade 1 words and/or classroom sight 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	Reads independently to Level ABCDEFGHI _	Level I or higher	Level F-H	Level E or below
<div style="border: 1px solid black; padding: 5px; width: fit-content; margin: auto;"> <p>Note: 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>				
2.1.1, pp.66-71 2.1.2, pp.72-81 2.1.3, pp.82-87 2.1.4, pp.88-97 3.1.2, pp.146-149 3.1.3, pp.150-155	Uses a variety of strategies to solve unknown words	Independently and consistently uses a variety of strategies to solve unknown words.	Student is able to use a variety of strategies but does not use them consistently; needs some support	Student requires individual assistance with all the strategies to solve unknown words
2.1.2, pp.72-81	Corrects self when reading	Consistently and independently self-corrects	Requires some support in order to self-correct	Consistently needs support in order to self-correct.
2.3.3, pp.122-125 2.3.4, pp.126-129 4.1.2, pp.222-225	Reads aloud fluently and with expression	Fluent phrased reading with some expression; student is aware of punctuation.	Some phrased reading, but not fluent; expression is inconsistent; student may be aware of punctuation.	Word by word reading, long pauses, no expression; student appears to be unaware of punctuation.

Notes:

<p>This is what we are really looking for. Student recognizes all the elements of a story: characters, place, time, events, problem.</p> <p>1.2.3, pp.48-53 2.3.2, pp.118-121 3.2.2, pp.161-171 3.2.3, pp.172-177 3.2.5, pp.182-187 3.3.1, pp.188-195</p>	<p>Represents the sequence of the story in the correct order from beginning/middle/end</p>	<p>Independently and consistently is able to represent the sequence of the story in the correct order from beginning, middle, end.</p>	<p>Requires some assistance in order to represent the sequence of the story in the correct order from beginning, middle, end.</p>	<p>Requires on-going assistance in order to represent the sequence of the story in the correct order from beginning, middle, end.</p>
<p>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</p>	<p>Reads independently</p>	<p>Independently reads books at his/her independent/instructional level for 10+ minutes</p>	<p>Independently reads books at his/her independent/instructional level for 5 - 9 minutes</p>	<p>Independently reads books at his/her independent/instructional level for less than 5 minutes</p>

Writing Skills and Strategies:

<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>
<p><i>Students using word families, blends, word endings, compound words, etc.</i></p> <p>4.3.2, pp.260-269</p>	<p>Uses word skills to write words.</p>	<p>Independently uses a variety of word skills to write words.</p>	<p>Needs some assistance to use a variety of word skills to write words.</p>	<p>Needs on-going assistance to use a variety of word skills to write words.</p>
<p>2.3.5, pp.130-133 3.3.2, pp.196-203 3.3.4, pp.208-213 4.2.2, pp.234-241 4.2.5, pp.252-255 4.3.1, pp.256-259 4.3.3, pp.270-274</p>	<p>Writes short sentences capitalizing 1st letters of names, beginnings of sentences, and the pronoun I; uses periods.</p>	<p>Independently writes short sentences capitalizing 1st letters of names, beginnings of sentences, and the pronoun I; uses periods.</p>	<p>Needs some assistance to write short sentences capitalizing 1st letters of names, beginnings of sentences, and the pronoun I; uses periods.</p>	<p>Needs on-going assistance to write short sentences capitalizing 1st letters of names, beginnings of sentences, and the pronoun I; uses periods.</p>

1.1.5, pp.34-39 1.2.2, pp.44-47 2.2.2, pp.106-109 2.2.3, pp.110-113 2.3.1, pp.114-117 2.3.5, pp.130-133 3.3.3, pp.204-207 4.1.1, pp.218-221 4.1.2, pp.222-225	Generates own ideas for writing independently.	Independently and consistently the student selects a topic to write about and is able to stay on the chosen topic.	Needs some assistance to select a topic to write about and needs some assistance to stay on the chosen topic.	Needs on-going assistance to select a topic to write about and needs on-going assistance to stay on the chosen topic.
1.1.5, pp.34-39 1.2.2, pp.44-47 2.2.3, pp.110-113 2.3.1, pp.114-117 2.3.2, pp.118-121 2.3.5, pp.130-133 4.2.1, pp.230-233 4.2.4, pp.246-251	Writes so self and others can read it.	Can read their own writing and others are able to read what has been written.	Usually can read their own writing and others usually are able to read what has been written.	Unable to read what has been written.

Listening and Speaking Skills: The following rubrics are end-of year rubrics that apply to each term.

<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>
Listening				
1.1.1, pp.6-15 2.1.2, pp.72-81 3.1.4, pp.156-159 3.2.4, pp.178-181	Follows oral directions	Consistently listens, understands, and follows through on oral directions.	Usually listens, understands, and follows through on oral directions.	Seldom listens, understands, and follows through on oral directions.

Notes:

<p>1.1.2, pp.16-21 3.1.1, pp.140-145 3.1.4, pp.156-159 3.2.2, pp.161-171 3.2.3, pp.172-177 4.4.1, pp.276-279 4.4.3, pp.286-289 5.1.2, pp.302-305 5.2.1, pp.314-317 5.2.2, pp.318-321 See P. la P.S.D. Manual: <i>Differentiated Instruction Strategies for Teaching & Learning</i></p>	<p>Demonstrates active listening behaviours.</p>	<p>Consistently displays an understanding of the Check 5 strategy</p>	<p>Usually displays an understanding of the Check 5 strategy.</p>	<p>Seldom displays an understanding of the Check 5 strategy.</p>
<p>Speaking: <i>Please note, if a student receives a “3” and is not already part of the school’s speech/language program, the student needs to be referred to the speech/language clinician for an assessment.</i></p> <p style="text-align: center;">General Outcome for Speaking: 3.2.1, pp. 160-165</p>				
<p>1.1.1, pp.6-15 1.1.3, pp.22-29 1.1.4, pp.30-33 1.2.2, pp.44-47 1.2.4, pp.54 2.1.2, p. 72 2.2.1, pp.998-105 2.2.2, pp.106-109 2.2.3, pp. 110-113 2.3.4, pp.126-129 3.1.1, pp.140-145 3.1.2, pp.146-149 3.1.3, pp.150-155 3.3.3, pp.204-207 4.1.1, pp.218-221 4.1.2, pp.222-225 4.4.1, pp.276-279</p>	<p>Uses oral language to express feelings and ideas.</p>	<p>Consistently uses oral language appropriate to the situation to express feelings and ideas.</p>	<p>Usually uses oral language appropriate to the situation to express feelings and ideas.</p>	<p>Seldom uses oral language appropriate to the situation to express feelings and ideas.</p>
<p>1.2.4, pp.54-58 2.3.4, pp.126-129 4.4.1, pp.276-279 4.4.2, pp.280-285</p>	<p>Speaks clearly and fluently.</p>	<p>Consistently uses appropriate volume and speaks in complete sentences.</p>	<p>Needs reminders to use appropriate volume and to speak in complete sentences.</p>	<p>Does not use appropriate volume and/or does not speak in complete sentences.</p>

