

Reading Rubrics: Grade 1

Rubric assumes an increasing level of skill applications between grade levels.

PHONEMIC AWARENESS and PHONICS		
1PHON: Student uses strategies to decode and comprehend meaning of words in text.		
Grade 1		
Level 4 (Advanced)	In addition to Level 3, the student demonstrates in-depth inferences and applications that go beyond what was taught.	
	Level 3.5	In addition to Level 3, the student demonstrates in-depth inferences and applications with partial success.
Level 3 (Proficient)	Student will: <ol style="list-style-type: none"> a. demonstrate phonemic awareness (i.e. rhyming, matching sounds, substituting phonemes, blending and segmenting sounds). b. decode short vowel words, long vowel words, blends, vowel combinations, (e.g., “oo,” “oi,” “ou,” etc.) and digraphs. The student exhibits no major errors or omissions.	
	Level 2.5	The student exhibits no major errors or omissions regarding Level 2, and partial knowledge of Level 3.
Level 2 (Making progress)	There are no major errors or omissions regarding the simpler details and processes as the student: <ul style="list-style-type: none"> • demonstrates phonemic awareness (i.e. matching sounds, blending and segmenting sounds). • recognizes or recalls initial and final sounds, decodes short vowel words, long vowel words (CVCE), and digraphs. However, the student exhibits major errors or omissions with Level 3.	
	Level 1.5	The student demonstrates partial knowledge of Level 2 but major errors or omissions regarding Level 3.
Level 1 (Making little progress)	With help, the student demonstrates partial understanding of some of Level 2 and some of Level 3.	
	Level 0.5	With help, the student demonstrates partial understanding some of Level 2 but not Level 3.
Level 0 (No progress)	Even with help, the student demonstrates no understanding or skill.	

WORD IDENTIFICATION and VOCABULARY		
1WORDVOC: Student decodes and comprehends words in text.		
Grade 1		
Level 4 (Advanced)	In addition to Level 3, the student demonstrates in-depth inferences and applications that go beyond what was taught.	
	Level 3.5	In addition to Level 3, the student demonstrates in-depth inferences and applications with partial success.
Level 3 (Proficient)	<p>Student will:</p> <ol style="list-style-type: none"> a. read high frequency words (e.g. assess with reading series word lists, Dolch, Frye, small group, grade-level reading passages, and/or conferences). b. self monitor and self correct while reading (i.e. recognize when there is a mismatch and use other strategies to correct). c. decode the meaning of new vocabulary in context (i.e. prior knowledge, context, and syntax clues). d. use word structure (i.e. compound words, contractions, base words, prefixes, suffixes, word endings, possessives, singular and plural, syllables, small words within larger words, and word families). <p>The student exhibits no major errors or omissions.</p>	
	Level 2.5	The student exhibits no major errors or omissions regarding Level 2, and partial knowledge of Level 3.
Level 2 (Making progress)	<p>There are no major errors or omissions regarding the simpler details and processes as the student:</p> <ul style="list-style-type: none"> • reads familiar words. • self corrects while reading (i.e. one-to-one correspondence). • recognizes or recalls accurate statements about the meaning of new vocabulary in context (i.e. prior knowledge, and context). • uses basic word structure (i.e. word endings, singular and plural, small words within larger words, and word families). <p>However, the student exhibits major errors or omissions with Level 3.</p>	
	Level 1.5	The student demonstrates partial knowledge of Level 2 but major errors or omissions regarding Level 3.
Level 1 (Making little progress)	With help, the student demonstrates partial understanding of some of Level 2 and some of Level 3.	
	Level 0.5	With help, the student demonstrates partial understanding some of Level 2 but not Level 3.
Level 0 (No progress)	Even with help, the student demonstrates no understanding or skill.	

See State and District Grade Level Expectations for complete reference
e.g. abbr. (for example)

i.e. abbr. (that is) required skills

Anchorage School District – Language Arts Standard Based Assessment and Reporting, Grade 1- Reading

COMPREHENSION		
1C:GU.PRED Student forms a general understanding of the text: Makes and verifies predictions		
Grade 1		
Level 4 (Advanced)	In addition to Level 3, the student demonstrates in-depth inferences and applications that go beyond what was taught.	
	Level 3.5	In addition to Level 3, the student demonstrates in-depth inferences and applications with partial success.
Level 3 (Proficient)	Student will: <ul style="list-style-type: none"> make, explain and verify predictions based on information from the story (e.g. assess with running record, miscue analysis, small group, and/or grade-level reading passages). The student exhibits no major errors or omissions.	
	Level 2.5	The student exhibits no major errors or omissions regarding Level 2, and partial knowledge of Level 3.
Level 2 (Making progress)	There are no major errors or omissions regarding the simpler details and processes as the student: <ul style="list-style-type: none"> makes predictions and verifications based on prior knowledge or personal opinion. However, the student exhibits major errors or omissions Level 3.	
	Level 1.5	The student demonstrates partial knowledge of Level 2 but major errors or omissions regarding Level 3.
Level 1 (Making little progress)	With help, the student demonstrates partial understanding of some of Level 2 and some of Level 3.	
	Level 0.5	With help, the student demonstrates partial understanding some of Level 2 but not Level 3.
Level 0 (No progress)	Even with help, the student demonstrates no understanding or skill.	

COMPREHENSION	
1C:GU.RMI: Student forms a general understanding of the text: Retells/Main Idea	
Grade 1	
Level 4 (Advanced)	In addition to Level 3, the student demonstrates in-depth inferences and applications that go beyond what was taught.
	Level 3.5 In addition to Level 3, the student demonstrates in-depth inferences and applications with partial success.
Level 3 (Proficient)	Student will: <ol style="list-style-type: none"> a. identify the main idea and restate key ideas of a text (e.g. small group, graphic organizer, grade-level passages, running records, or sticky notes). b. read a text, then retell or dramatize the story in sequence (e.g. graphic organizer, or partner retelling). The student exhibits no major errors or omissions.
	Level 2.5 The student exhibits no major errors or omissions regarding Level 2, and partial knowledge of Level 3.
Level 2 (Making progress)	There are no major errors or omissions regarding the simpler details and processes as the student: <ul style="list-style-type: none"> • recognizing the main idea of a text when provided choices. • reading a text, then retelling or dramatizing important ideas in random order. However, the student exhibits major errors or omissions with Level 3.
	Level 1.5 The student demonstrates partial knowledge of Level 2 but major errors or omissions regarding Level 3.
Level 1 (Making little progress)	With help, the student demonstrates partial understanding of some of Level 2 and some of Level 3.
	Level 0.5 With help, the student demonstrates partial understanding some of Level 2 but not Level 3.
Level 0 (No progress)	Even with help, the student demonstrates no understanding or skill.

COMPREHENSION		
1C:GU.DC: Student forms a general understanding of the text: Draws Conclusions		
Grade 1		
Level 4 (Advanced)	In addition to Level 3, the student demonstrates in-depth inferences and applications that go beyond what was taught.	
	Level 3.5	In addition to Level 3, the student demonstrates in-depth inferences and applications with partial success.
Level 3 (Proficient)	Student will: <ol style="list-style-type: none"> a. answer and generate who, what, where, and when questions after listening to or reading a story. b. draw conclusions about stories or information while listening or reading (e.g. compare and contrast, cause and effect, inferences, or summaries). c. differentiate fact from opinion in text (e.g. assess in small group, class discussion, or one on one). The student exhibits no major errors or omissions.	
	Level 2.5	The student exhibits no major errors or omissions regarding Level 2, and partial knowledge of Level 3.
Level 2 (Making progress)	There are no major errors or omissions regarding the simpler details and processes as the student: <ul style="list-style-type: none"> • answers who, what, where, and when questions after listening to or reading a story. • recognizes reasonable conclusions about stories while listening or reading when given choices. • recognizes or recalling facts in text. However, the student exhibits major errors or omissions with Level 3.	
	Level 1.5	The student demonstrates partial knowledge of Level 2 but major errors or omissions regarding Level 3.
Level 1 (Making little progress)	With help, the student demonstrates partial understanding of some of Level 2 and some of Level 3.	
	Level 0.5	With help, the student demonstrates partial understanding some of Level 2 but not Level 3.
Level 0 (No progress)	Even with help, the student demonstrates no understanding or skill.	

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Anchorage School District – Language Arts Standard Based Assessment and Reporting, Grade 1- Reading

COMPREHENSION		
1C:AT.STR: Student analyzes content and structure of text: Story Structure		
Grade 1		
Level 4 (Advanced)	In addition to Level 3, the student demonstrates in-depth inferences and applications that go beyond what was taught.	
	Level 3.5	In addition to Level 3, the student demonstrates in-depth inferences and applications with partial success.
Level 3 (Proficient)	Student will: <ol style="list-style-type: none"> a. describe problem and solution, main characters, and setting (where and when) in fiction (e.g. graphic organizer, story map, or illustrations). b. describe characteristics of fiction, non-fiction, and poetry. The student exhibits no major errors or omissions.	
	Level 2.5	The student exhibits no major errors or omissions regarding Level 2, and partial knowledge of Level 3.
Level 2 (Making progress)	There are no major errors or omissions regarding the simpler details and processes as the student: <ul style="list-style-type: none"> • providing information about main character and setting (where and when) in fiction. • recognizing fiction and non-fiction. However, the student exhibits major errors or omissions with Level 3.	
	Level 1.5	The student demonstrates partial knowledge of Level 2 but major errors or omissions regarding Level 3.
Level 1 (Making little progress)	With help, the student demonstrates partial understanding of some of Level 2 and some of Level 3.	
	Level 0.5	With help, the student demonstrates partial understanding some of Level 2 but not Level 3.
Level 0 (No progress)	Even with help, the student demonstrates no understanding or skill.	

COMPREHENSION		
1C:AT.FEA: Student analyzes content and structure of text: Text Features		
Grade 1		
Level 4 (Advanced)	In addition to Level 3, the student demonstrates in-depth inferences and applications that go beyond what was taught.	
	Level 3.5	In addition to Level 3, the student demonstrates in-depth inferences and applications with partial success.
Level 3 (Proficient)	Student will: <ol style="list-style-type: none"> a. demonstrate understanding of concepts of print (i.e. one-to-one matching, return sweep when reading, meaning of ending punctuation, capital and lower case letters). b. obtain information using text features (e.g. titles, illustrations, table of contents, headings, or speech bubbles). The student exhibits no major errors or omissions.	
	Level 2.5	The student exhibits no major errors or omissions regarding Level 2, and partial knowledge of Level 3.
Level 2 (Making progress)	There are no major errors or omissions regarding the simpler details and processes as the student: <ul style="list-style-type: none"> • demonstrates understanding of concepts of print (i.e. one-to-one matching and return sweep when reading). • locates text features (i.e. title, illustrations, and speech bubbles). However, the student exhibits major errors or omissions with Level 3.	
	Level 1.5	The student demonstrates partial knowledge of Level 2 but major errors or omissions regarding Level 3.
Level 1 (Making little progress)	With help, the student demonstrates partial understanding of some of Level 2 and some of Level 3.	
	Level 0.5	With help, the student demonstrates partial understanding some of Level 2 but not Level 3.
Level 0 (No progress)	Even with help, the student demonstrates no understanding or skill.	

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Anchorage School District – Language Arts Standard Based Assessment and Reporting, Grade 1- Reading

COMPREHENSION		
1C:AT.CONN: Student analyzes content and structure of text: Connections		
Grade 1		
Level 4 (Advanced)	In addition to Level 3, the student demonstrates in-depth inferences and applications that go beyond what was taught.	
	Level 3.5	In addition to Level 3, the student demonstrates in-depth inferences and applications with partial success.
Level 3 (Proficient)	Student will: <ol style="list-style-type: none"> a. make and explain relevant connections between self and text, text to text, and text and the world with logical reasoning (e.g. assess with sticky notes, conferences, class discussion, or reading response). b. identify cultural characteristics of stories or characters in various multicultural text (e.g. <i>HM - Caribbean Dream</i>). The student exhibits no major errors or omissions.	
	Level 2.5	The student exhibits no major errors or omissions regarding Level 2, and partial knowledge of Level 3.
Level 2 (Making progress)	There are no major errors or omissions regarding the simpler details and processes as the student: <ul style="list-style-type: none"> • makes connections between self and text. • recognizes that stories originate in other cultures. However, the student exhibits major errors or omissions with Level 3.	
	Level 1.5	The student demonstrates partial knowledge of Level 2 but major errors or omissions regarding Level 3.
Level 1 (Making little progress)	With help, the student demonstrates partial understanding of some of Level 2 and some of Level 3.	
	Level 0.5	With help, the student demonstrates partial understanding some of Level 2 but not Level 3.
Level 0 (No progress)	Even with help, the student demonstrates no understanding or skill.	

FLUENCY		
1FLUENCY: Student uses punctuation and print conventions to read aloud fluently.		
Grade 1		
Level 4 (Advanced)	In addition to Level 3, the student demonstrates in-depth inferences and applications that go beyond what was taught.	
	Level 3.5	In addition to Level 3, the student demonstrates in-depth inferences and applications with partial success.
Level 3 (Proficient)	Student will: <ol style="list-style-type: none"> a. read orally with rhythm, flow, and expression (e.g. assess with HM rubric in teacher assessment manual, DRA). b. show understanding of punctuation (i.e. periods, question marks, exclamation marks, quotation marks, and commas) and other conventions of print (e.g. bold, italics, and/or size of print). c. read 60 WPM The student exhibits no major errors or omissions.	
	Level 2.5	The student exhibits no major errors or omissions regarding Level 2, and partial knowledge of Level 3.
Level 2 (Making progress)	There are no major errors or omissions regarding the simpler details and processes as the student: <ul style="list-style-type: none"> • reads two-word phrases and word-by-word • recognizes or recalling examples of basic punctuation in isolation. • reads less than 60 WPM. However, the student exhibits major errors or omissions with Level 3.	
	Level 1.5	The student demonstrates partial knowledge of Level 2 but major errors or omissions regarding Level 3.
Level 1 (Making little progress)	With help, the student demonstrates partial understanding of some of Level 2 and some of Level 3.	
	Level 0.5	With help, the student demonstrates partial understanding some of Level 2 but not Level 3.
Level 0 (No progress)	Even with help, the student demonstrates no understanding or skill.	

POSITIVE ATTITUDES AND BEHAVIORS TOWARD READING		
1POSATTD: Student chooses to read a variety of print formats for a sustained time.		
Grade 1		
Level 4 (Advanced)	In addition to Level 3, the student demonstrates in-depth inferences and applications that go beyond what was taught.	
	Level 3.5	In addition to Level 3, the student demonstrates in-depth inferences and applications with partial success.
Level 3 (Proficient)	Student will: <ol style="list-style-type: none"> a. read independently for at least 20 minutes. b. read self-selected and assigned texts c. share and recommend books to others (e.g. assess with book talks, literacy circles and/or reading buddies). d. listen attentively and respond appropriately during read-aloud. The student exhibits no major errors or omissions.	
	Level 2.5	The student exhibits no major errors or omissions regarding Level 2, and partial knowledge of Level 3.
Level 2 (Making progress)	There are no major errors or omissions regarding the simpler details and processes as the student: <ul style="list-style-type: none"> • reads independently for less than 20 minutes. • reads assigned text. • shares books with others. • listens during read-aloud. However, the student exhibits major errors or omissions with Level 3.	
	Level 1.5	The student demonstrates partial knowledge of Level 2 but major errors or omissions regarding Level 3.
Level 1 (Making little progress)	With help, the student demonstrates partial understanding of some of Level 2 and some of Level 3.	
	Level 0.5	With help, the student demonstrates partial understanding some of Level 2 but not Level 3.
Level 0 (No progress)	Even with help, the student demonstrates no understanding or skill.	