

Holley Elementary School

Report Card Parent Guide

Grade 1



This Report Card, aligned with the New York State Learning Standards, is designed to provide you with specific information about your child's performance in each grade and in each subject. It also includes behaviors and work habits that contribute to your child's growth and learning.

We are committed to ensuring that students are well prepared for the future. It is our professional responsibility to provide parents and students with complete and accurate information that reflects your child's performance, and the indicators on the Report Card are designed to reflect achievement. Achievement is measured by student's performance at a single point in time and how well the student performs against a standard.

This Parent Guide was written to assist you in understanding how your child is scored on the Holley Elementary Report Card. Providing a clear and complete communication tool is the main goal of our Standards Based Report Card.

Changes in Our New Report Card

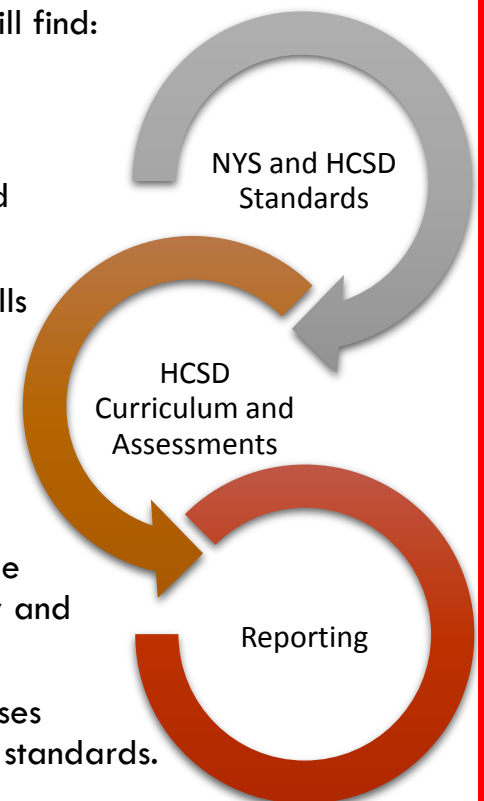
The new report card is aligned to New York State Learning Standards and reflects updates in our instruction, curriculum and assessments. You will find:

1. Category titles and descriptors reflecting skills needed to master NYS and District Standards.
2. Grading keys reflecting student progress toward NYS and District Standards (1-4 scale).
3. Learner Behaviors reflecting expectations for skills necessary to be a successful learner.

Standards-Based Report Cards

There are four essential components to a standards-based system.

1. The subject standards as outlined by NYS and the District that describe what a student should know and be able to do at an identified point in time.
2. The standards-based curriculum that a teacher uses to ensure that classroom instruction targets these standards.
3. The assessments that a teacher uses to measure learning and the extent to which a student has met the standard.
4. The communication tool that allows a teacher to report accurately a student's progress toward meeting standards four times throughout the school year.




Quick View

Academic Areas and Student Performance Levels

These descriptors (1-4) are used to report achievement in the NYS and District grade-level Standards.

These descriptors (A, C, I, N) are used to report student Effort and Learner Behaviors.



**2017-2018
Grade 3 Report Card
Holley Elementary**
Principal: Ms. Karri D. Schiavone
3800 North Main Street
Holley, NY 14470
585-638-6318 x 2405

Student: _____
Teacher: _____

Academic Performance Level Descriptors	Effort and Learner Behavior Descriptors
<ul style="list-style-type: none"> - Exceeding NYS and District Standards - Meeting NYS and District Standards 2 - Working toward NYS and District Standards 1 - Not meeting NYS and District Standards N/A - Not assessed at this time 	<ul style="list-style-type: none"> A - Always Demonstrates C - Consistently Demonstrates I - Inconsistently Demonstrates N - Not Yet Demonstrating <p style="text-align: center; font-size: small;">Fountas and Pinnell Reading Levels KDG - A, B, C, D / 1st Grade - E, F, G, H, I, J 2nd Grade - J, K, L, M / 3rd Grade - N, O, P 4th Grade - Q, R, S / 5th Grade - T, U, V 6th Grade - W, X, Y</p>

Reading Level	Q1	Q2	Q3	Q4
Current Fountas & Pinnell Reading Level	P			
English Language Arts - Reading Literature and Information	Q1	Q2	Q3	
Effort	C			
Asks and answers questions about a text and supports an answer or inference with text details	3			
Determines a main idea or theme and explains how key details support it	3			
Summarizes portions of a text	3			
Describes character traits, motivation and feelings using text details	3			
Describes the relationship between a series of events or ideas	N/A			
Uses context to determine the meanings of unknown words	N/A			
Identifies and uses text features to build comprehension	2			
Reads fluently and accurately to support comprehension	4			
Compares the point of view of the reader with that of the author, narrator or characters	N/A			
English Language Arts - Writing and Language	Q1	Q2	Q3	Q4
Effort	C			
Informational / Explanatory Writing	3			
Development of Ideas	3			
Organization	2			
Narrative Writing	N/A			
Development of Ideas	C			
Organization	N/A			
Opinion Writing	N/A			
Development of Ideas	N/A			
Organization	N/A			
Across All Types of Writing	N/A			
Uses grade-level appropriate conventions (grammar, spelling, punctuation)	N/A			
Uses precise language and content-specific vocabulary	N/A			
Math Literacy	Q1	Q2	Q3	Q4
Effort	A			
Represents and solves problems using multiplication within 100 with fluency	N/A			
Represents and solves problems using division within 100 with fluency	N/A			
Understands properties of multiplication	N/A			
Understands the relationship between multiplication and division	N/A			
Uses place value to do multi-digit arithmetic by rounding numbers to the nearest 10 or 100	N/A			
Adds and subtracts fluently within 1,000	N/A			
Understands that fractions are a part of a whole	N/A			

Current and expected reading levels are reported using a letter level from the Fountas & Pinnell Reading assessment.

Quick View

Learner Behaviors, Attendance and Teacher Comments

Student achievement is reported four times a year.

Learner Behaviors	Q1	Q2	Q3	Q4
Respects others' feelings and property	A			
Exercises self-control	A			
Accepts responsibility for own behavior	A			
Displays a positive attitude	A			
Cooperates and works well with others	A			
Listens effectively for information/directions	A			
Maintains appropriate voice level	A			
Stays focused during learning opportunities	A			
Works independently	A			
Seeks help when needed	A			
Uses time effectively to produce his/her best work	C			
Organizes personal and classroom materials	A			
Takes risks in learning	A			
Follows classroom routines	A			

Teacher comments will include more specific information about student progress and content covered.

Learner Behaviors are essential skills for becoming a successful learner.

COMMENTS:
Q1 Comments by:
Q2 Comments by:
Q3 Comments by:
Q4 Comments by:

Attendance area provides a record of the number of days present and days absent for each marking period.

ATTENDANCE	Q1	Q2	Q3	Q4
Days Present	44			
Days Absent	1			

Frequently Asked Questions

Q: Why a Standards-Based Report Card?

A: Standards-based report cards provide:

1. In-depth student assessments
2. Consistent evaluations throughout the year
3. Consistent evaluations between students



Q: How does this help communication with parents?

A: Standards-based report cards enable parents to receive accurate information based on cumulative student progress throughout the marking period. They also:

1. Promote more detailed and meaningful conversations with parents at parent-teacher conferences
2. Allow for careful and precise monitoring of student achievement
3. Reflect grade-level standards, skills and expectations so parents gain a complete idea of student progress

Q: Why are not all standards listed on the report card?

A: Teams of teachers and administrators reviewed the NYS and District standards for each grade level and each subject and chose descriptors which were considered most significant for student learning in each grade level.

Q: Why are there no letter or percentage grades?

A: A standards-based report card's rubric approach (1, 2, 3, 4) provides information about a student's achievement without the need for letter or percentage grades. Letter and percentage grades:

1. Follow a teacher's individual assessment and expectations
2. Do not show a student's performance toward state and district standards or expectations
3. Tell only how a child performed on specific assignments and do not allow for growth and progress and learning over time

Q: Can a student perform at a level 3 and then move to a lower level the next marking period?

A: The expectations change from one quarter to the next as students build skill toward the end of the year grade level expectations. This means:

1. A student may meet the grade level benchmark during the first quarter, but as the expectations increase, the student may not demonstrate the same level of proficiency the next quarter.
2. A student might receive a 3 in the first quarter and then receive a 2 in the second quarter.

Q: Why are some areas on my child's report card not evaluated this quarter and why does the report cards show N/A?

A: Not every standard is taught every quarter, while some are woven throughout instruction all year long.

1. Some standards spiral and can be taught each marking period, so they are assessed more frequently.
2. Some standards are based on a hierarchy, meaning another must be mastered before the skill can progress to something more difficult.
3. Some classes (typically Science and Social Studies) are based on units that alternate by quarter, resulting in an NA for one marking period.

When standards are taught, they are evaluated and will be reported on the report cards.

MATH

Grade 1

Listed below are the clusters emphasized in first grade:

CCLS Major Emphasis Clusters
Operations and Algebraic Thinking <ul style="list-style-type: none">• Represent and solve problems involving addition and subtraction.• Understand and apply properties of operations and the relationship between addition and subtraction.• Add and subtract within 20.• Work with addition and subtraction equations.
Number and Operations in Base Ten <ul style="list-style-type: none">• Extend the counting sequence.• Understand place value.• Use place value understanding and properties of operations to add and subtract.
Measurement and Data <ul style="list-style-type: none">• Measure lengths indirectly and by iterating length units.

Below we have listed some of the **Grade 1** content indicators that are most complex or wordy, and provided explanations and examples that help clarify their meaning.

Standard: Represents and solves word problems involving addition and subtraction

Teachers will be looking for evidence such as:

- Students will be able to make sense of problems and persevere in solving them.
- Students will be able to model with mathematics. They should be represented using objects, drawings, and equations.

Here are some examples of drawings that you may see in first grade:

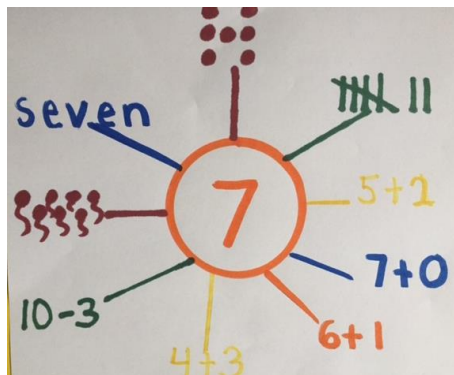
<p>Number Bond</p> <p>A number bond diagram. At the top is a box labeled "total" containing the number 5. Below it are two boxes labeled "part" containing the numbers 2 and 3. Lines connect the total box to the two part boxes.</p>	<p>A ten frame consisting of a 2x5 grid of squares. The first four squares in each row are filled with red dots, totaling 9 dots. Below the grid is the number 9.</p> <p>Ten Frame</p>	<p>A part-part-whole diagram. At the top is a box labeled "Whole" containing the number 10. Below it are two boxes labeled "Part" containing the numbers 2 and 8.</p> <p>Part-Part-Whole</p>
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- Students will attend to precision when solving word problems.

Standard: Composes and decomposes numbers (e.g. ways to make numbers, number bonds)

Teachers will be looking for evidence such as:

- Students will be able to show various ways to make a number using objects, drawings, and equations.

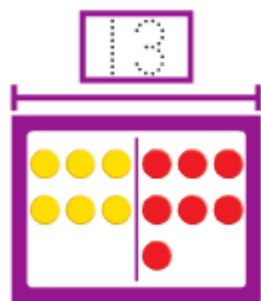


Standard: Understands and applies knowledge of the relationship between addition and subtraction

- Students will understand that number expressions, measures, and objects can be compared or related to other numbers, expressions, measures, and objects in different ways.

e.g.,

- If $8 + 3 = 11$ is known, then $3 + 8 = 11$ is also known. (Commutative property of addition.)
- To add $2 + 6 + 4$, the second two numbers can be added to make a ten, so $2 + 6 + 4 = 2 + 10 = 12$. (Associative property of addition.)
- Students will be able to understand that addition and subtraction have an inverse relationship. The inverse relationship between addition and subtraction can be used to find subtraction facts; every subtraction fact has a related addition fact.



$$6 + 7 = 13$$
$$13 - 7 = 6$$

Standard: Add and subtract fluently to 10

- Students need to have automatic recall on a timed test in order to be considered fluent.
- Computation fluency measures a student's accuracy and speed in completing 'math facts' using the basic number operations of addition and subtraction.
- Computation fluency is a strong predictor of later success in solving addition and subtraction word problems throughout the year.



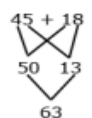
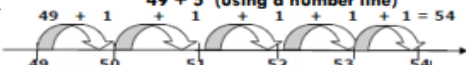
Standard: Understands the tens and one place value.

- Students will understand that the two digits of a two digit number represent amounts of tens and ones.
- Students will understand that ten can be thought of as a bundle of ten ones called a "ten."
- Students will understand that numbers from 11 to 99 refer to groups of tens and ones.

Standard: Uses place value to add and subtract by 10.

- Students will understand they are adding a number that has 10's to a number with 10's, they will have more tens than they started with. The same applies to the ones.
- Students will break apart numbers into tens and ones (for example: 17 is 1 ten and 7 ones).

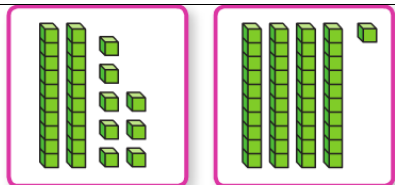
Examples of Place Value Strategies

<p>$43 + 36$</p>  <p>Student counts the 10s (10, 20, 30...70 or 1, 2, 3...7 tens) and then the 1s.</p>	<p>$28 + 34$</p>  <p>Student thinks: 2 tens plus 3 tens is 5 tens or 50. S/he counts the ones and notices there is another 10 plus 2 more. 50 and 10 is 60 plus 2 more or 62.</p>
<p>$45 + 18$</p>  <p>Student thinks: Four 10s and one 10 are 5 tens or 50. Then 5 and 8 is $5 + 5 + 3$ (or $8 + 2 + 3$) or 13. 50 and 13 is 6 tens plus 3 more or 63.</p>	<p>$29 + 14$</p> <p>Student thinks: 29 is almost 30. I added one to 29 to get to 30. 30 and 14 is 44. Since I added one to 29, I have to subtract one so the answer is 43.</p>
<p>There are 37 children on the playground. 23 more children show up. How many children are now on the playground?</p> <p>I used mental math. I started at 37 and counted on 3 to get to 40. Then, I added 20 which is 2 tens, to land on 60. So, there are 60 people on the playground.</p>	
<p>$49 + 5$ (using a number line)</p> 	
<p>Place Value Strategy: I broke both 67 and 25 into tens and ones. 6 tens plus 2 tens equals 8 tens. Then I added the ones. 7 ones plus 5 ones equals 12 ones. I then combined my tens and ones. 8 tens plus 12 ones is the same as 92.</p>	<p>Counting On and Decomposing a Number Leading to a Ten: I wanted to start with 67 and then break 25 apart. I started with 67 and counted on to my next ten. 67 plus 3 gets me to 70. I then added 2 more to get to 72. I then added my 20 and got to 92.</p> <p>Commutative Property: I broke 67 and 25 into tens and ones so I had to add $60 + 7 + 20 + 5$. I added 60 and 20 first to get 80. Then I added 7 to get 87. Then I added 5 more. My answer is 92.</p>
<p>63 - 32</p> <p>Relationship between Addition and Subtraction: I broke apart both 63 and 32 into tens and ones. I know that 2 plus 1 equals 3, so I have 1 left in the ones place. I know that 3 plus 3 equals 6, so I have a 3 in my tens place. My answer has a 1 in the ones place and 3 in the tens place, so my answer is 31.</p>	

Adapted from <http://www.katm.org/baker/pages/common-core-resources.php>

Standard: Compare two digit numbers using greater than (>), less than (<), or equal to (=) symbols

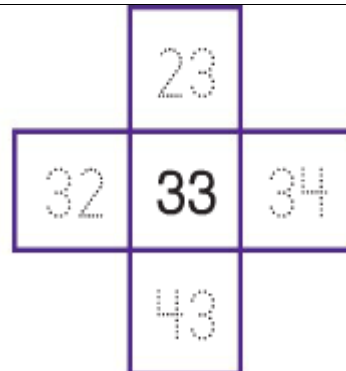
- Students will be able to use place value to compare and order numbers.
- Students will understand 1 more, 1 less, 10 more, 10 less, and express a relationship between the numbers.



28 is less than 41

28 < 41

Greater than, less than, equal to



**1 more, 1 less, 10 more, 10 less
on a hundreds chart**

It is our professional responsibility to provide parents and students with complete and accurate information that reflect your child's performance, and the indicators on the Report Card are designed to reflect achievement. There are 3 practices that we use to help us assess your child's math thinking.

Mathematical Thinking Practices:

1. Make sense of problems and perseveres in solving them.

Teachers will be looking for the following evidence:

- The student explained the problem and showed perseverance by making sense of the problem.
- The student selected and applied an appropriate problem solving strategy that lead to a thorough and accurate solution.
- The student checked their answer using another method.

2. Clearly and precisely communicate mathematically thinking.

Teachers will be looking for the following evidence:

- The student was precise by clearly describing their actions and strategies, while showing understanding and using grade level appropriate vocabulary in their process of finding solutions and can compare their process to peers alternative process.
- The student expressed and justified their opinion using a variety of numbers, pictures, charts, and words.
- The student connects quantities to written symbols and creates a logical representation with precision.

3. Use mathematical strategies, models and tools appropriately.

Teachers will be looking for the following evidence:

- The student selected multiple efficient tools and correctly represented the tools to reason and justify their response.
- The student was able to explain why their tool/model was efficient.

ELA

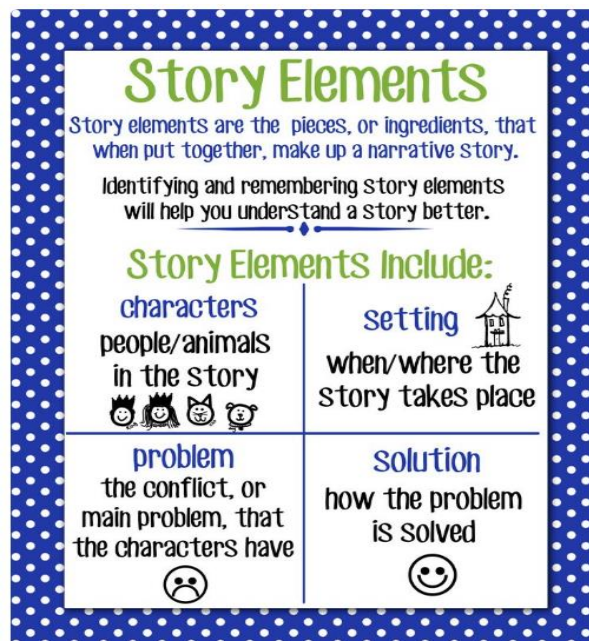
Grade 1 Reading Benchmarks:

Quarters	Fountas & Pinnell Reading Level
1	F
2	H
3	I
4	J

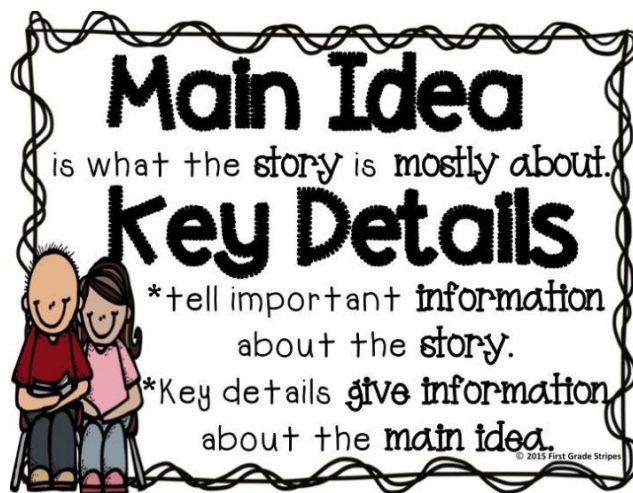
Reading: As first grade students, children continue to build foundational reading, writing, speaking, and listening skills. Our students are engaged in literacy learning through a balanced approach. Students spend time in guided reading practicing strategies that allow them to become efficient readers and writers. For example, our teachers use word study as a context for learning how letters and sounds are combined to create new and more complex words. It is during this time, that your child will explore one syllable words, blending and segmenting, learning digraphs, and vowel teams. In addition, our students become more proficient readers as they are able to analyze and recognize words automatically in a range of texts. Our students are engaged in thinking, talking, and writing about the texts they read with their teachers and independently. First grade is a time for our students to recognize story elements such as setting, character, and plot. Our students also begin to explore the author's message and purpose for writing texts.

Reading can be a complex task for first graders. **Here are some terms you may hear or see this year.**

Story Elements: Story elements provide the basis for your child's understanding of a story. Your child will be expected to retell a story using the following story elements.



Key Details: Your child will be encouraged to carefully read many books and texts. Within these texts, your child will be working to understand what is happening, summarize key events or points and recall details important to the story or topic.



Craft and Structure: Students describe how words and phrases bring meaning to the text. They will be able to explain the difference between fiction and non-fiction books. They will also explore identifying who is telling the story at various parts of the story.

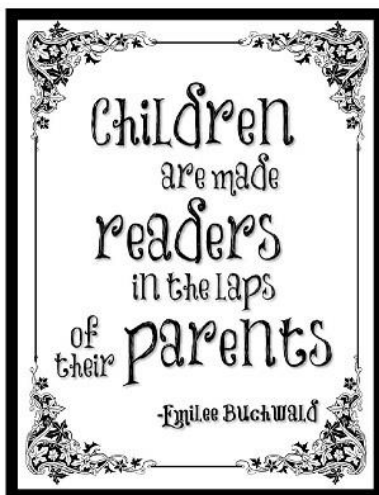


Integration of Knowledge and Ideas: Students will use illustrations and details from a story to describe its characters, setting, and the events. They will compare and contrast the adventures and experiences of characters in stories and begin to make text to self-connections.

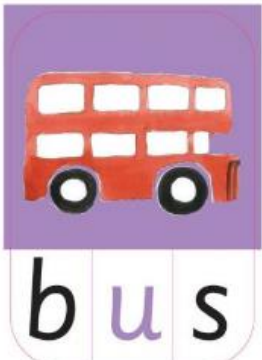


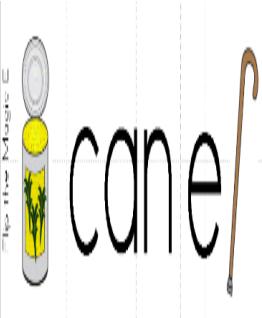
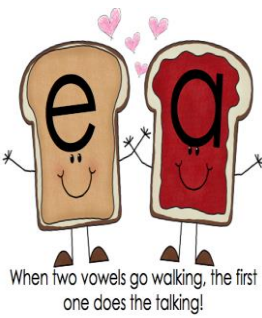


Reading Fluency: Reading fluency is more or less a skill that enables the reader to read *quickly, accurately, and with expression*.

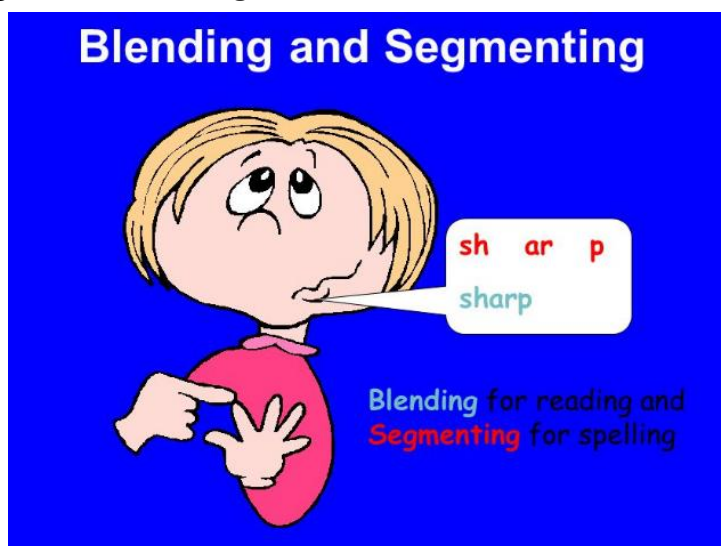
Ways you can help: model fluent reading, reread familiar texts, read with a timer



Word Study: "Word study" is an alternative to traditional spelling instruction. It is based on learning word patterns rather than memorizing unconnected words.

CVC Words	One Syllable Words	Digraphs	Magic "e"	Vowel Teams
				

Blending/Segmenting: Children are taught individual sounds and then how to link them together to form words.



Writing: In first grade, the students will continue to build on their skills from Kindergarten using Lucy Calkins' *Units of Study*. They will be practicing narrative, opinion, and informational writing with increasing complexity throughout the year. It will help foster greater independence and fluency in their writing as they progress through elementary school.

Narrative Writing:

- **Overview of Unit:** In this unit students take the everyday events of their young lives and make them into focused, well-structured stories. We call them Small Moment stories. Then they learn to breathe life into the characters by making them talk, think, and interact. We spend a lot of time brainstorming things that have happened to them, so that they can make a personal connection to everything that they write.

Name: _____ Date: _____

Rubric for Narrative Writing—First Grade								
	Pre-Kindergarten (1 POINT)	1.5 PTS	Kindergarten (2 POINTS)	2.5 PTS	Grade 1 (3 POINTS)	3.5 PTS	Grade 2 (4 POINTS)	SCORE
STRUCTURE								
Overall	The writer told a story with pictures and some "writing."	Mid-level	The writer told, drew, and wrote a whole story.	Mid-level	The writer wrote about when she did something.	Mid-level	The writer wrote about <i>one time</i> when he did something.	
Lead	The writer started by drawing or saying something.	Mid-level	The writer had a page that showed what happened first.	Mid-level	The writer tried to make a beginning for his story.	Mid-level	The writer thought about how to write a good beginning and chose a way to start her story. She chose the action, talk, or setting that would make a good beginning.	
Transitions	The writer kept on working.	Mid-level	The writer put his pages in order.	Mid-level	The writer put her pages in order. She used words such as <i>and</i> and <i>then, so</i> .	Mid-level	The writer told the story in order by using words such as <i>when, then, and after</i> .	
Ending	The writer's story ended.	Mid-level	The writer had a page that showed what happened last in her story.	Mid-level	The writer found a way to end his story.	Mid-level	The writer chose the action, talk, or feeling that would make a good ending.	
Organization	On the writer's paper, there was a place for drawing and a place where she tried to write words.	Mid-level	The writer's story had a page for the beginning, a page for the middle, and a page for the end.	Mid-level	The writer wrote her story across three or more pages.	Mid-level	The writer wrote a lot of lines on a page and wrote across a lot of pages.	
								TOTAL
DEVELOPMENT								
Elaboration*	The writer put more and then more on the page.	Mid-level	The writer's story indicated who was there, what they did, and how the characters felt.	Mid-level	The writer put the picture from his mind onto the page. He had details in pictures and words.	Mid-level	The writer tried to bring her characters to life with details, talk, and actions.	(X 2)
Craft*	In the writer's story, she told and showed what happened.	Mid-level	The writer drew and wrote some details about what happened.	Mid-level	The writer used labels and words to give details.	Mid-level	The writer chose strong words that would help readers picture his story.	(X 2)
								TOTAL

* Elaboration and Craft are double-weighted categories: Whatever score a student would get in these categories is worth double the amount of points. For example, if a student exceeds expectations in Elaboration, then that student would receive 8 points instead of 4 points. If a student meets standards in Elaboration, then that student would receive 6 points instead of 3 points.

May be photocopied for classroom use. © 2013 by Lucy Calkins and Colleagues from the Teachers College Reading and Writing Project from Units of Study in Opinion, Information, and Narrative Writing (firsthand: Portsmouth, NH).

	Pre-Kindergarten (1 POINT)	1.5 PTS	Kindergarten (2 POINTS)	2.5 PTS	Grade 1 (3 POINTS)	3.5 PTS	Grade 2 (4 POINTS)	SCORE
LANGUAGE CONVENTIONS								
Spelling	The writer could read his pictures and some of his words. The writer tried to make words.	Mid-level	The writer could read her writing. The writer wrote a letter for the sounds she heard. The writer used the word wall to help her spell.	Mid-level	The writer used all he knew about words and chunks of words (at, op, it, etc.) to help him spell. The writer spelled all the word wall words right and used the word wall to help him spell other words.	Mid-level	To spell a word, the writer used what she knew about spelling patterns (tion, er, ly, etc.). The writer spelled all of the word wall words correctly and used the word wall to help him figure out how to spell other words.	
Punctuation	The writer could label pictures. The writer could write her name.	Mid-level	The writer put spaces between words. The writer used lowercase letters unless capitals were needed. The writer wrote capital letters to start every sentence.	Mid-level	The writer ended sentences with punctuation. The writer used a capital letter for names. The writer used commas in dates and lists.	Mid-level	The writer used quotation marks to show what characters said. When the writer used words such as can't and don't, he used the apostrophe.	
								TOTAL

Teachers, we created these rubrics so you will have your own place to pull together scores of student work. You can use these assessments immediately after giving the on-demands and also for self-assessment and setting goals.

If you want to translate this score into a grade, you can use the provided table to score each student on a scale of 0-4.

Scoring Guide

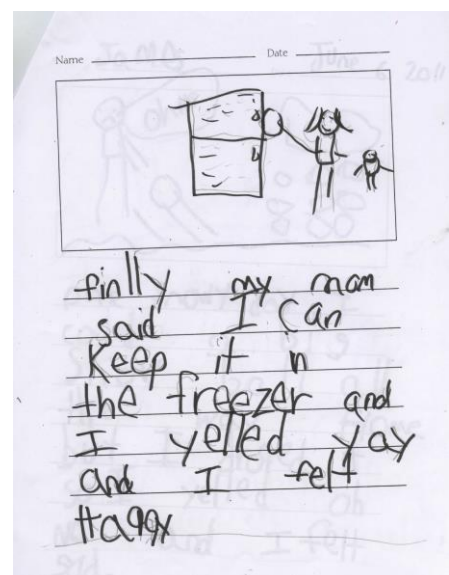
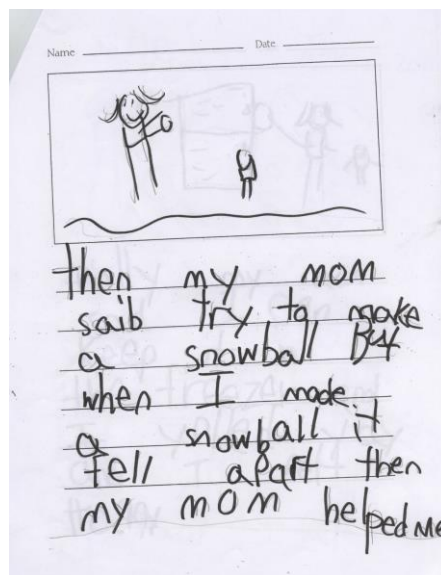
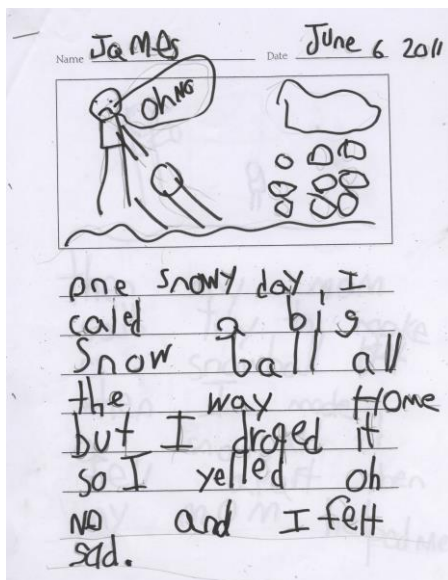
In each row, circle the descriptor in the column that matches the student work. Scores in the categories of Elaboration and Craft are worth double the point value (2, 3, 4, 5, 6, 7, or 8 instead of 1, 1.5, 2, 2.5, 3, 3.5, or 4).

Total the number of points and then track students' progress by seeing when the total points increase.

Total score: _____

Number of Points	Scaled Score
1-11	1
11.5-16.5	1.5
17-22	2
22.5-27.5	2.5
28-33	3
33.5-38.5	3.5
39-44	4

Here is an example of what a typical first grade narrative piece would look like.



Informational Writing:

- Overview of Unit:** In this unit, students enter the world of informational writing as they combine pictures and charts with domain-specific vocabulary and craft moves to create engaging teaching texts. They dig deeply into a variety of research sources to teach their peers about things that they are interested in (or know a lot about). The students will explore how to write non-fiction texts using various text features (e.g. table of contents, glossary, chapter titles, etc.).

Name: _____ Date: _____

Rubric for Information Writing—First Grade								
	Pre-Kindergarten (1 POINT)	1.5 PTS	Kindergarten (2 POINTS)	2.5 PTS	Grade 1 (3 POINTS)	3.5 PTS	Grade 2 (4 POINTS)	SCORE
STRUCTURE								
Overall	The writer told and drew pictures about a topic she knew.	Mid-level	The writer told, drew, and wrote about a topic.	Mid-level	The writer taught her readers about a topic.	Mid-level	The writer taught readers some important points about a subject.	
Lead	The writer started by drawing or saying something.	Mid-level	The writer told what her topic was.	Mid-level	The writer named his topic in the beginning and got the readers' attention.	Mid-level	The writer wrote a beginning in which he named a subject and tried to interest readers.	
Transitions	The writer kept on working.	Mid-level	The writer put different things he knew about the topic on his pages.	Mid-level	The writer told different parts about her topic on different pages.	Mid-level	The writer used words such as <i>and</i> and <i>also</i> to show he had more to say.	
Ending	After the writer said, drew, and "wrote" all he could about his topic, he ended it.	Mid-level	The writer had a last part or page.	Mid-level	The writer wrote an ending.	Mid-level	The writer wrote some sentences or a section at the end to wrap up her piece.	
Organization	On the writer's paper, there was a place for the drawing and a place where she tried to write words.	Mid-level	The writer told, drew, and wrote information across pages.	Mid-level	The writer told about her topic part by part.	Mid-level	The writer's writing had different parts. Each part told different information about the topic.	
								TOTAL
DEVELOPMENT								
Elaboration*	The writer put more and then more on the page.	Mid-level	The writer drew and wrote some important things about the topic.	Mid-level	The writer put facts in his writing to teach about his topic.	Mid-level	The writer used different kinds of information in her writing such as facts, definitions, details, steps, and tips.	(x2)
Craft*	The writer said, drew, and "wrote" things she knew about the topic.	Mid-level	The writer told, drew, and wrote some details about the topic.	Mid-level	The writer used labels and words to give facts.	Mid-level	The writer tried to include the words that showed he was an expert on the subject.	(x2)
								TOTAL

* Elaboration and Craft are double-weighted categories: Whatever score a student would get in these categories is worth double the amount of points. For example, if a student exceeds expectations in Elaboration, then that student would receive 8 points instead of 4 points. If a student meets standards in Elaboration, then that student would receive 6 points instead of 3 points.

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	Pre-Kindergarten (1 POINT)	1.5 PTS	Kindergarten (2 POINTS)	2.5 PTS	Grade 1 (3 POINTS)	3.5 PTS	Grade 2 (4 POINTS)	SCORE
LANGUAGE CONVENTIONS								
Spelling	The writer could read his pictures and some of his words. The writer tried to make words.	Mid-level	The writer could read her writing. The writer wrote a letter for the sounds she heard. The writer used the word wall to help her spell.	Mid-level	The writer used all he knew about words and chunks (at, op, it, etc.) to help him spell. The writer spelled the word wall words right and used the word wall to help him spell other words.	Mid-level	The writer used what she knew about spelling patterns (tion, er, ly, etc.) to spell a word. The writer spelled all of the word wall words correctly and used the word wall to help her figure out how to spell other words.	
Punctuation	The writer could label pictures. The writer could write her name.	Mid-level	The writer wrote spaces between words. The writer used lowercase letters unless capitals were needed. The writer wrote capital letters to start every sentence.	Mid-level	The writer ended sentences with punctuation. The writer used a capital letter for names. The writer used commas in dates and lists.	Mid-level	The writer used quotation marks to show what characters said. When the writer used words such as <i>can't</i> and <i>don't</i> , he put in the apostrophe.	
								TOTAL

Teachers, we created these rubrics so you will have your own place to pull together scores of student work. You can use these assessments immediately after giving the on-demands and also for self-assessment and setting goals.

Scoring Guide

In each row, circle the descriptor in the column that matches the student work. Scores in the categories of Elaboration and Craft are worth double the point value (2, 3, 4, 5, 6, 7, or 8 instead of 1, 1.5, 2, 2.5, 3, 3.5, or 4).

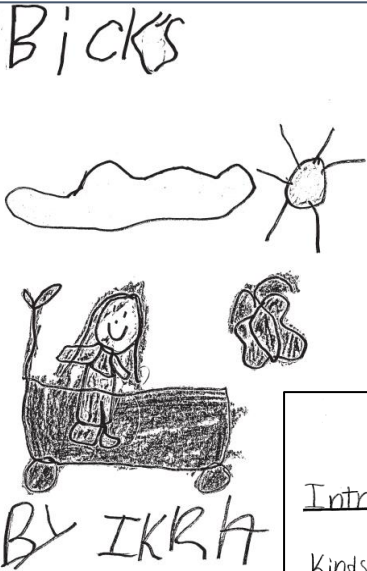
Total the number of points and then track students' progress by seeing when the total points increase.

Total score: _____

If you want to translate this score into a grade, you can use the provided table to score each student on a scale of 0-4.


Number of Points	Scaled Score
1-11	1
11.5-16.5	1.5
17-22	2
22.5-27.5	2.5
28-33	3
33.5-38.5	3.5
39-44	4

Here is an example of what a typical first grade informational piece would look like.



Name: IKRA Ali Date: Jan 10/2012

Kinds of Bicks 2



There are so moneey
cinds of Bicks in the
work. There are
prancs Bicks per
and borkey too.
are a 100

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Zoom in 10

Name: IKRA Ali Date: Jan 10/2012

Safteey things 3



You need a helmet
neepads and elbopads.
First, the helmet helps
You stay safe if
You get hurt on your
head and if you had

Opinion Writing:

Overview of Unit: In this unit, students create persuasive reviews of all sorts—pizza restaurant reviews, TV show reviews, ice cream flavor reviews, and finally book reviews that hook the reader. These pieces clearly express the writer’s opinion and bolster their argument in convincing ways. The students will engage in an author study which helps build their vocabulary and confidence in stating their own opinion.

Rubric for Opinion Writing—Grade 1								
	Pre-Kindergarten (1 POINT)	1.5 PTS	Kindergarten (2 POINTS)	2.5 PTS	Grade 1 (3 POINTS)	3.5 PTS	Grade 2 (4 POINTS)	SCORE
STRUCTURE								
Overall	The writer told about something she liked or disliked with pictures and some “writing.”	Mid-level	The writer told, drew, and wrote his opinion or likes and dislikes about a topic or book.	Mid-level	The writer wrote her opinion or her likes and dislikes and said why.	Mid-level	The writer wrote his opinion or his likes and dislikes and gave reasons for his opinion.	
Lead	The writer started by drawing or saying something.	Mid-level	The writer wrote her opinion in the beginning.	Mid-level	The writer wrote a beginning in which he got readers’ attention. He named the topic or text he was writing about and gave his opinion.	Mid-level	The writer wrote a beginning in which she not only gave her opinion, but also set readers up to expect that her writing would try to convince them of it.	
Transitions	The writer kept on working.	Mid-level	The writer wrote his idea and then said more. He used words such as <i>because</i> .	Mid-level	The writer said more about her opinion and used words such as <i>and</i> and <i>because</i> .	Mid-level	The writer connected parts of his piece using words such as <i>also</i> , <i>another</i> , and <i>because</i> .	
Ending	The writer ended working when he had said, drawn, and “written” all he could about his opinion.	Mid-level	The writer had a last part or page.	Mid-level	The writer wrote an ending for his piece.	Mid-level	The writer wrote an ending in which she reminded readers of her opinion.	
Organization	On the writer’s paper, there was a place for the drawing and a place where she tried to write words.	Mid-level	The writer told his opinion in one place and in another place he said why.	Mid-level	The writer wrote a part where she got readers’ attention and a part where she said more.	Mid-level	The writer’s piece had different parts; he wrote a lot of lines for each part.	
								TOTAL
Elaboration*	The writer put more and then more on the page.	Mid-level	The writer put everything she thought about the topic (or book) on the page.	Mid-level	The writer wrote at least one reason for his opinion.	Mid-level	The writer wrote at least two reasons and wrote at least a few sentences about each one.	(X2)

* Elaboration and Description are double-weighted categories: Whatever score a student would get in these categories is worth double the amount of points. For example, if a student exceeds expectations in Elaboration, then that student would receive 8 points instead of 4 points. If a student meets standards in Elaboration, then that student would receive 6 points instead of 3 points.

	Pre-Kindergarten (1 POINT)	1.5 PTS	Kindergarten (2 POINTS)	2.5 PTS	Grade 1 (3 POINTS)	3.5 PTS	Grade 2 (4 POINTS)	SCORE
DEVELOPMENT								
Description*	The writer said, drew, and "wrote" some things about what she liked and did not like.	Mid-level	The writer had details in pictures and words.	Mid-level	The writer used labels and words to give details.	Mid-level	The writer chose words that would make readers agree with his opinion.	(X2)
								TOTAL
LANGUAGE CONVENTIONS								
Spelling	The writer could read his pictures and some of his words. The writer tried to make words.	Mid-level	The writer could read her writing. The writer wrote a letter for the sounds she heard. The writer used the word wall to help her spell.	Mid-level	The writer used all he knew about words and chunks of words (at, op, it, etc.) to help him spell. The writer spelled all the word wall words right and used the word wall to help him spell other words.	Mid-level	To spell a word, the writer used what she knew about spelling patterns (tion, er, ly, etc.). The writer spelled all of the word wall words correctly and used the word wall to help her figure out how to spell other words.	
Punctuation	The writer could label pictures. The writer could write her name.	Mid-level	The writer put spaces between words. The writer used lowercase letters unless capitals were needed. The writer wrote capital letters to start every sentence.	Mid-level	The writer ended sentences with punctuation. The writer used a capital letter for names. The writer used commas in dates and lists.	Mid-level	The writer used quotation marks to show what characters said. When the writer used words such as <i>can't</i> and <i>don't</i> , he put in the apostrophe.	
								TOTAL

* Elaboration and Description are double-weighted categories: Whatever score a student would get in these categories is worth double the amount of points. For example, if a student exceeds expectations in Elaboration, then that student would receive 8 points instead of 4 points. If a student meets standards in Elaboration, then that student would receive 6 points instead of 3 points.

Scoring Guide

In each row, circle the descriptor in the column that matches the student work. Scores in the categories of Elaboration and Description are worth double the point value (2, 3, 4, 5, 6, 7, or 8 instead of 1, 1.5, 2, 2.5, 3, 3.5, or 4).

Total the number of points and then track students' progress by seeing when the total points increase.

Total score: _____

If you want to translate this score into a grade, you can use the provided table to score each student on a scale from 1-4.

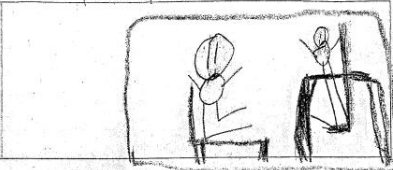
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28-33	3
33.5-38.5	3.5
39-44	4

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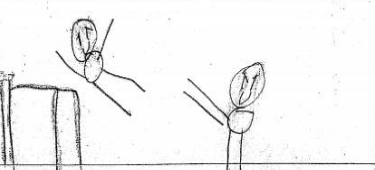
Here is an example of what a typical first grade opinion piece would look like.

Dear principal

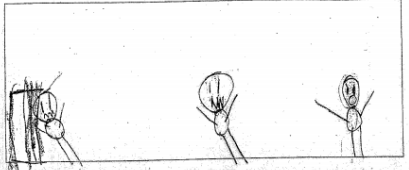
Jan 8 2013



I think bullying shud stop. Kids can get heart wen they get bullyd. Don't you agree? You can chaj it by talking to them. say to them don't bully if you stop then you will make the



erth a beter plays to live. because the erth needs to be safe so pepd can live there wen kids get bullyd they get up set but they don't tell one one they just sit in the



Kome is krix they shud fel sum one but I think they are so up set that they just do not want to talk. I howp you will stop bullying Justin