



Elementary Report Card Grading Benchmarks – Grade 1

Language Arts – Reading

1. Reading: Reads fluently and accurately to support comprehension.

1	2	3	4
The student is unable or rarely able to read fluently and accurately to support comprehension in an independent book.	The student can sometimes, but is not consistently able to, read fluently and accurately to support comprehension in an independent book.	The student consistently meets grade-level expectations when reading fluently and accurately to support comprehension in an independent book.	The student consistently exceeds grade-level expectations when reading fluently and accurately to support comprehension in an independent book.

2. Reading: Asks and answers questions about key details in a text.

1	2	3	4
The student is unable or rarely able to ask and answer questions about key details in text.	The student can sometimes, but is not consistently able to, ask and answer questions about key details in text. OR The student consistently asks and answers questions about key	The student meets grade-level expectations by consistently asking and answering questions about key details in text.	The student exceeds grade-level expectations by consistently asking and answering a wide-range of questions about key details in text.

	details in a text, with prompting and support.		
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3. Reading: Retells stories, including key details, and demonstrates understanding of their central message or lesson

1	2	3	4
The student is unable or rarely able to retell stories, including key details, and demonstrate understanding of the central message or lesson.	The student can sometimes, but is not consistently able to, retell stories, including key details, and demonstrate understanding of the central message or lesson.	The student meets grade-level expectations by consistently retelling stories, including key details, and demonstrating understanding of the central message or lesson.	The student exceeds grade-level expectations by consistently retelling stories, including key details, and uncovering and/or inferring the central message or lesson.

4. Reading: Uses illustrations and details in a story to describe its characters, setting, or events.

1	2	3	4
The student is unable or rarely able to use illustrations and details in a story to describe its characters, setting, or events.	The student can sometimes, but is not consistently able to, use illustrations and details in a story to describe its characters, setting, or events.	The student meets grade-level expectations by consistently using illustrations and details in a story to describe its characters, setting, or events.	The student exceeds grade-level expectations by consistently using information gained from the illustrations and words in a text to demonstrate a detailed understanding of its characters, setting, or plot.

5. Reading: Identifies who is telling the story at various points of the text.

1	2	3	4

The student is unable or rarely able to identify who is telling a story at various points within a text.	The student can sometimes, but is not consistently able to, identify who is telling a story at various points within a text.	The student meets grade-level expectations by consistently identifying who is telling a story at various points within a text.	The student exceeds grade-level expectations, by consistently identifying who is telling a story at various points within at text, as well as acknowledging the different points of view of the characters.
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6. Reading: Explains differences between books that tell stories and books that give information.

1	2	3	4
The student is unable or rarely able to explaining the differences between books that tell stories and books that give information.	The student can sometimes, but is not consistently able to, explain the differences between books that tell stories and books that give information.	The student meets grade-level expectations by consistently explaining the differences between books that tell stories and books that give information.	Not applicable.

7. Reading: Identifies the main topic and retells using key details.

1	2	3	4
The student is unable or rarely able to identify the main topic and retell using key details.	The student can sometimes, but is not consistently able to, identify the main topic and retell using key details.	The student meets grade-level expectations by consistently identifying the main topic and retelling using key details.	The student exceeds grade-level expectations by consistently identifying the main topic of a multi-paragraph text, pinpointing the focus of each specific paragraph, and then retelling using key details.

8. Reading: Knows and uses various text features to locate key facts or information.

1	2	3	4
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The student is unable or rarely able to know and use various text features to locate key facts or information.	The student can sometimes, but is not consistently able to, know and use various text features to locate key facts or information.	The student meets grade-level expectations by consistently knowing and using various text features to locate key facts or information.	The student exceeds grade-level expectations by consistently knowing and efficiently using various text features to locate key facts or information.
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9. Reading: Compares and contrasts information and experiences in various texts and text types.

1	2	3	4
The student is unable or rarely able to compare and contrast information and experiences in various texts and text types.	The student can sometimes, but is not consistently able to, compare and contrast information and experiences in various texts and text types.	The student consistently meets grade-level expectations when comparing and contrasting information and experiences in various texts and text types.	The student exceeds grade-level expectations by consistently comparing and contrasting the most important points and ideas presented in various texts and text types.

10. Reading: Identifies the features of a sentence.

1	2	3	4
The student is unable or rarely able to identify the features of a sentence including the first word, appropriate capitalization, and ending punctuation.	The student can sometimes, but is not consistently able to, identify the features of a sentence including the first word, appropriate capitalization, and ending punctuation.	The student meets grade-level expectations by consistently identifying the features of a sentence including the first word, appropriate capitalization, and ending punctuation.	Not applicable.

11. Reading: Identifies sight words.

1	2	3	4

The student is unable or rarely able to identify sight words when reading independently.	The student can sometimes, but is not consistently able to, identify sight words when reading independently.	The student meets grade-level expectations by is able to consistently identifying sight words when reading independently.	The student exceeds above grade-level expectations by consistently identifying complex sight words when reading independently.
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12. Reading: Knows and applies grade level phonics and word analysis skills in decoding words.

1	2	3	4
The student is unable or rarely able to decode using phonics and word analysis skills.	The student can sometimes, but is not consistently able to, decode using phonics and word analysis skills.	The student consistently meets grade-level expectations when decoding using phonics and word analysis skills.	The student exceeds grade-level expectations when decoding using phonics and word analysis skills.

Language Arts – Writing

1. Writing: Generates ideas for writing.

1	2	3	4
The student is unable or rarely able to generate ideas for writing, even with guidance and support.	The student can sometimes, but is not consistently able to, generate ideas for writing with guidance and support.	The student consistently generates ideas for writing, with guidance and support.	The student consistently generates ideas for writing, without guidance and support.

2. Writing: Recalls or gathers information from experiences or sources.

1	2	3	4
The student is unable or rarely able to recall or gather information from experiences or sources, even with guidance and support.	The student can sometimes, but is not consistently able to, recall and/or gather information from experiences or sources, with guidance and support	The student consistently recalls and/or gathers information from experiences or sources, with guidance and support.	The student consistently recalls and/or gathers information from experiences or sources, without guidance and support.

3. Writing: Uses structure and sequence when organizing writing.

1	2	3	4
The student is unable or rarely able to organize writing with appropriate structure and sequence.	The student can sometimes, but is not consistently able to, organize writing with appropriate structure and sequence.	The student consistently meets grade-level expectations when using structure and sequence to organize writing.	The student exceeds grade-level expectations when using structure and sequence to organize writing.

4. Writing: Applies spelling patterns and uses phonetic spelling in authentic written work.

1	2	3	4
The student is unable or rarely able to learn and apply spelling patterns and use phonetic spelling in authentic written work.	The student can sometimes, but is not consistently able to, apply spelling patterns and use phonetic spelling in authentic written work.	The student consistently meets grade-level expectations when applying spelling patterns and using phonetic spelling in authentic written work.	The student exceeds grade-level expectations when applying spelling patterns and using phonetic spelling in authentic written work.

5. Writing: Demonstrates command of grammar and usage.

1	2	3	4
The student is unable or rarely able to demonstrate command of grammar, usage, capitalization, and punctuation.	The student can sometimes, but is not consistently able to, demonstrate command of grammar and usage in writing.	The student consistently meets grade-level expectations when demonstrating command of grammar and usage.	The student consistently exceeds grade-level expectations when demonstrating command of grammar and usage.

6. Writing: Demonstrates command of capitalization and punctuation.

1	2	3	4
The student is unable or rarely able to demonstrate command of capitalization and punctuation.	The student can sometimes, but is not consistently able to, demonstrate command of capitalization and punctuation.	The student consistently meets grade-level expectations when demonstrating command of capitalization and punctuation.	The student consistently exceeds grade-level expectations when demonstrating command of capitalization and punctuation.