

Reading Progress Rubrics: First Grade

About these Rubrics

Each rubric represents a continuum of skills, leading to grade-level proficiency. Grade-level proficiency represents information from a variety of states' content standards, including the Common Core standards. You might not find a one-to-one correspondence with your particular standards or curriculum. However, if students can perform the actions represented here as "grade level expectations," they will become strong, proficient readers over time.

How to Use the Rubrics

These rubrics help you understand "next steps" learning. They ensure that your students have the foundation skill necessary to learn more complex skills. In this way, these rubrics will help you with lesson planning. The indicators for each are skill-based, not knowledge based (e.g., "the student will learn/know...") or conceptual (e.g., "the student will understand..."). The indicators are specific actions that you can observe.

As you work with students, pay attention to what you see them do. Then, decide which level they can perform all the behaviors. Does the student demonstrate all the skills for level 1? If so, look at level 2. Does the student demonstrate all the skills for level 2? If so, look at level 3. The student's reading level is the highest level at which he or she can consistently perform *all* the listed skills.

When you determine what level a student has mastered, your role is to develop instructional opportunities that will help students perform the skills in the *next* level. For example, if a student can consistently perform all the actions in level 2 but not level 3, you will provide instruction to help the student perform the skills in level 3.

How Not to Use the Rubrics

Of course we want every student to read on or above grade level. Unfortunately, many students are not ready to begin learning grade-level skills. They do not have the background knowledge or foundational skills to learn grade-level skills.

As you look at these rubrics, do not focus on the grade-level skills (level 4) and provide instruction of those skills. If the students are not ready for them, they cannot learn them or will not be able to demonstrate them consistently in the long term. You have to pay attention to the developmental stages (levels 0 – 3).

The Reading Levels

Each grade level and each reading component has 6 levels in these rubrics: level 0 through level 6.

Level 0: the student has no ability in that reading component or is significantly behind reading ability.

Levels 1–3: the student is making progress towards grade-level proficiency

Level 4: the student is on grade level; the specific items in bold face are the essential grade-level skills for that reading component

Level 5: the student has exceeded grade-level expectations for that reading component; use the next higher rubrics to determine next steps for learning

Reading Progress Rubrics

Indicators in level 4 are the grade-level skills. Indicators in level 4 that are depicted in bold face type are the essential skills for a particular grade level. Any student who can demonstrate all level 4 skills is on grade level for that reading component area.

A Few FAQs

1. What If a Student is Below Level 0 for a grade level or specific reading component?

For kindergarten, level 0 means “no ability,” so there is nothing below level 0. For students in grades 1–8, however, it is possible to be below level 0. If you have a student in this situation, get a copy of the rubrics for the next grade group down. For example, if a 4th grade student cannot perform level 0 for a certain reading component, use the rubrics for grades 2–3. But keep the “correct” grade-level rubrics on hand: students will eventually be ready to perform the skills described by that rubric.

2. What If a Student is Above Level 5 for a grade level or specific reading component?

First, that’s great! Second, that does not mean that you no longer need to provide instruction in that reading component. If the student can learn more, your job is to help him or her do it. Take a look at the rubrics for the next higher grade group and find the next level for learning.

3. Are the rubrics sequential across grade levels? Does level 5 for one grade level correspond to level 0 for the next grade level?

No. Instead, they are overlapping. This reflects the fact that students in a grade level may be far behind (or above) expectations. Because they are overlapping, the rubrics will provide anticipated development for students in various grade levels. The rubrics are organized like this:

Level 0	Kindergarten	Level 5	
	Level 0	First Grade	Level 5

As a result, a student who can perform the grade-level skills for one rubric will not be at level 0 for the next higher rubric, though he or she might also not be ready to learn the grade-level skills represented on the next higher level rubric. As noted before, observe the student and determine what level the student has mastered, and then provide instruction to help the student master the next level.

Rubric for Phonemic Awareness

level:	0	1	2	3	4	5
1	Student is able to identify the beginning sounds of common, simple words.	Student is able to identify the beginning and end sounds of common, simple words.	<p>Student is able to identify beginning, end, and middle sounds of common, simple words.</p> <p>Student is able to blend and segment the phonemes of one syllable words.</p> <p>Student is able to identify one syllable rhyming words.</p>	<p>Student is able to blend and segment the phonemes of one syllable words.</p> <p>Student is able to identify two syllable rhyming words.</p>	<p>Student is able to blend and segment the phonemes of one syllable words.</p> <p>Student is able to identify two syllable rhyming words.</p> <p>Student is able to change beginning and ending sounds in words to produce new words.</p>	<p>Student is able to blend and segment the phonemes of 2 syllable words.</p> <p>Student is able to identify words with common beginning, or middle, or ending sounds.</p>

Rubric for Phonics

level:	0	1	2	3	4	5
1	Student is unable to decode any sounds within any given words.	<p>Student is able to name the letters of the alphabet.</p> <p>Student is able to recognize letters by name when presented in writing.</p> <p>Student is able to read own name.</p>	<p>Student is able to identify common sounds associated with letters of the alphabet.</p> <p>Student is able to recognize common one-syllable words.</p>	Student is able to decode new one-syllable words using knowledge of phonics.	<p>Student is able to demonstrate decoding and word recognition of regular one-syllable words; recognize high-frequency and common irregularly spelled words.</p> <p>Student is able to use phonetic knowledge and basic patterns to spell 3- and 4-letter words.</p> <p>Student is able to use phonics knowledge to write independently using emergent or conventional spelling.</p>	<p>Student is able to decode new one and two syllable words.</p> <p>Student is able to recognize and spell high-frequency one and two syllable words using conventional spelling.</p>

Rubric for Fluency

level:	0	1	2	3	4	5
1	Student is unable to read any words aloud.	Student is able to identify and read aloud simple, common words after teacher reads same words.	Student is able to read aloud simple, common words.	Student is able to read aloud simple sentences after teacher reads same sentences.	Student is able to read aloud simple sentences using one syllable words with comprehension.	Student is able to read aloud with comprehension grade-level text. Student is able to use phonics knowledge to confirm accurate decoding and to self-correct errors.

Rubric for Vocabulary

level:	0	1	2	3	4	5
1	Student is unable to discover meaning of any words not in oral vocabulary.	Student is able to classify known words by categories. Student is able to use words to describe people and things.	Student is able to use words to describe people and things. Student is able to ask for clarification of words not understood. Student is able to classify words by categories.	Student is able to use and understand vocabulary of grade level text. Student is able to use words to describe actions, people, and things. Student is able to ask or clarification of words not understood. Student is able to classify words by categories (e.g., colors, numbers, food) and determine which words are misclassified.	Student is able to use and understand vocabulary of grade level text. Student is able to use and understand compound words. Student is able to ask for clarification of words not understood. Student is able to use a variety of descriptive words with related meanings (e.g., large, big, huge, great).	Student is able to use context clues to gain sense of meanings of unknown words. Student is able to use and understand compound words. Student is able to seek assistance in understanding new words. Student is able to use abstract words to describe feelings and concepts. Student is able to identify common words used incorrectly.

Rubric for Comprehension

level:	0	1	2	3	4	5
1	Student displays no comprehension of any text.	<p>Student is able to identify some events from a story.</p> <p>Student is able to identify the main character of a story.</p>	<p>Student is able to describe main characters of a story.</p> <p>Student is able to describe main events of a story.</p> <p>Student is able to relate events in a story to own life.</p>	<p>Student is able to sequence a story to include beginning, middle, and end.</p> <p>Student is able to answer simple who, what, when, where questions.</p> <p>Student is able to identify the characters, setting, and important events in a story.</p>	<p>Student is able to listen to and retell short stories.</p> <p>Student is able to respond and elaborate in answering who, what, when, where questions.</p> <p>Student is able to identify main elements of plot in a short story.</p>	<p>Student is able to independently recall facts and details of a story.</p> <p>Student is able to recognize own difficulty in comprehending text.</p>

Rubric for Oral Language Development

level:	0	1	2	3	4	5
1	<p>Student is able to pronounce words needed to communicate.</p> <p>Student responds to and understands common words.</p> <p>Student uses incomplete sentence structures.</p> <p>Student uses non-verbal expressions to communicate.</p> <p>Student can listen attentively for short periods of time.</p>	<p>Student is able to pronounce and use simple common words.</p> <p>Student is able to use simple common words according to their dialectic definitions.</p> <p>Student is able to associate actions with subjects.</p> <p>Student will seek and share information.</p>	<p>Student is able to pronounce most words in oral vocabulary</p> <p>Student is able to use new words according to their dialectic definitions.</p> <p>Student is able to use modeled grammatical constructions.</p> <p>Student can distinguish among statements, commands, and questions.</p> <p>Student will share information on a topic.</p>	<p>Student is able to pronounce and use common words.</p> <p>The student is able to use appropriate nouns to name objects.</p> <p>Student is able use and descriptive words for objects.</p> <p>Student is able to recognize nonsense words.</p> <p>Student is able to speak in complete sentences.</p> <p>Student demonstrates turn-taking in</p>	<p>Student is able to understand, recognize, and use irregular consonant combinations.</p> <p>Student is able to use irregular noun forms.</p> <p>Student will use words that describe color, size, location.</p> <p>Student is able to apply common affixes to words correctly (e.g., -ed, -s. -ing, re-).</p> <p>Student is able to speak in complete sentences.</p>	<p>Student is able to understand, recognize, and use irregular verb forms and vowel combinations.</p> <p>Student will differentiate among various verbs used to describe similar actions (e.g., trip-stumble, drive-speed, clean-scrub)</p> <p>Student clearly identifies pronouns with their subjects.</p> <p>Student can correctly use verb forms to maintain tense.</p>

				<p>conversations.</p> <p>Student will share information as relevant to a conversation.</p> <p>Student is able to make questions and needs clear.</p>	<p>Student is able to speak using compound sentences.</p> <p>Student is able to use simple verb forms correctly (e.g., present, past, progressive, future)</p> <p>Student is able to follow conventions for asking questions.</p> <p>Student demonstrates turn-taking in conversations.</p> <p>Student is able to follow simple oral instructions.</p>	<p>Student applies correctly suffixes to irregularly conjugated verb forms.</p> <p>Student is able to follow two and three step instructions.</p> <p>Student is able to determine an appropriate time for entering a conversation.</p>
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