

**Report Card and Rubrics  
For  
Grades 1 and 2**

**Updated 11/30/09**

**Decodes Continuous Text –  
Developmental Reading Level**

This is assessed using Joetta Beaver’s *Developmental Reading Assessment*. Instructions for administering and scoring the DRA are provided in the kit.

When completed, convert the DRA level to a 1-4 scale, using the conversion chart below.

**Grade 1 Conversion Chart for DRA Levels**  
**All levels are INDEPENDENT**

Level	First	Second	Third
4	14-28	18-28	24-28
3	6-12	14-16	18-20
2	3-4	10-12	14-16
1	≤2	≤8	≤12

**Grade 2 Conversion Chart for DRA Levels**  
**All levels are INDEPENDENT**

Level	First	Second	Third
4	≤24	≤28	>28
3	18-20	24	28
2	16	20	24
1	≤14	≤18	≤20

## Applies Appropriate Decoding Strategies

### Rubric for Grade 1, 2 Applies Appropriate Decoding Strategies

*How to assess this attribute:*

Observe each child during the marking period (when taking running records, or administering the DRA) and note the child's use of graphophonic, syntactic, and semantic cues\* while reading, as well as how the child monitors his/her reading and how miscues are handled.

Using the rubric (*right*), mark the report card with the appropriate level (1-4).

\**Graphophonic cues* mean that the child uses his/her knowledge of phonics, phonemic awareness, and spelling patterns in the language to decode text.

*Syntactic cues* mean that the child uses his/her knowledge of grammar (e.g., prefixes and suffixes, word order in sentences, sentence structure, etc.) to decode text.

*Semantic cues* mean that the child uses his/her knowledge of the meanings of words, or knowledge of the context or overall topic of a text to aid in decoding.

Level	Applies Appropriate Decoding Strategies
4	Exceeds grade-level expectations...
3	Meets grade-level expectations... <ul style="list-style-type: none"><li>• uses all three cue systems* (graphophonic, syntactic, semantic) in reading text</li><li>• recognizes miscues (if any occur) and knows when and how to correct them</li></ul>
2	Falls below grade-level expectations...
1	Falls far below grade-level expectations...

## Identifies Letters Identifies Letter/Sound relationships

*Letter Identification.* Using one of the sheets provided (one sheet contains all upper and lower case letters, the others list upper and lower case separately) ask each student individually to name the letters of the alphabet (start with upper case, then work through lower case, using the same order of letters as are on the scoring sheet). Mark responses on the *Individual Scoring Sheet* with a ✓ for each correct response.

*Letter Sounds.* Next, ask the student to give you each letter's sound, again using the same order of presentation. For letters with more than one sound (A, O, U, C, Y, I, E, G) ask the student for other sounds – you'll see that there's an upper and lower part of the boxes for these letters to mark two responses per letter.

Finally, ask the student to give you a word that starts with this letter.

**Once a student has answered an item correctly, do not test this item again.**

Note: Once a student has mastered this assessment, it is not re-assessed.

If a student has not mastered letters and letter-sounds by the end of 1st grade, continue the assessment, but record results in the comments section.

	Letter ID	Sound
4	53-55	32-34
3	46-52	21-31
2	11-45	6-20
1	0-10	0-5

Letter Identification/Letter-Sound Relationships  
(Upper and lower case)

A	F	K	P	W	Z
B	H	O	J	U	
C	Y	L	Q	M	
D	N	S	X	I	
E	G	R	V	T	
a	f	k	p	w	z
b	h	o	j	u	a
c	y	l	q	m	q
d	n	s	x	i	
e	g	r	v	t	g

8/9/02 Harrison CSD Literacy Assessment

Letter Identification/Letter-Sound Relationships  
Individual Scoring Sheet

Student \_\_\_\_\_ Grade \_\_\_\_\_ School \_\_\_\_\_

Recorder \_\_\_\_\_ Teacher \_\_\_\_\_

Date	1				2				3				4				1				2				3				4			
	Name	Sound	Name	Sound	Name	Sound	Name	Sound	Name	Sound	Name	Sound	Name	Sound	Name	Sound	Name	Sound	Name	Sound	Name	Sound	Name	Sound	Name	Sound	Name	Sound				
A																																
F																																
K																																
P																																
W																																
Z																																
B																																
H																																
O																																
J																																
U																																
C																																
Y																																
L																																
Q																																
M																																
D																																
N																																
S																																
X																																
I																																
E																																
G																																
R																																
V																																
T																																
Totals:																																

8/9/02 Harrison CSD Literacy Assessment

## Knows Basic Sight Words

*How to assess this attribute:*

Administer the *Sight Words Inventory*. Score the responses on the *Individual Scoring Sheet*, using a “/” to indicate that a word is known. Leave incorrect words blank.

When the assessment is complete, use the conversion table below to translate scores into 1-4, and enter the result on the report card.

Sight Vocabulary (Words 1-25)

can	you	no	the	see
I	a	and	like	said
do	where	is	my	his
not	it	in	are	we
he	on	at	by	she

Knows Basic Sight Words  
Conversion Table for Grade 1

Level	Nov.	March	June
4	60-100	86-100	100
3	45-59	75-85	96-99
2	30-44	45-74	61-95
1	0-29	0-44	0-60

Knows Basic Sight Words  
Conversion Table for Grade 2

Level	Nov.	March	June
4	Beyond Basic	Beyond Basic	Beyond Basic
3	96-100	96-100	96-100
2	61-95	61-95	61-95
1	0-60	0-60	0-60

\* *Beyond Basic*: this means that the student’s knowledge of sight words extends beyond the list of 100 highly frequent sight words.

## Understands What is Read

*How to assess this attribute:*

Evidence comes from:

- Observing individual, small group, and large group discussions of books and other written material, including basal reading series, if used (read aloud, guided/shared, or read independently);
- Analyzing written responses to books and other material, including basal reading series, if used (in language arts, in content areas)

### Grade 1 and Grade 2 Reading Comprehension

Level	Understands Informational Text	Understands Literary Text	Understands big ideas
4	Exceeds grade-level expectations...	Exceeds grade-level expectations...	Exceeds grade-level expectations...
3	Meets grade-level expectations... <ul style="list-style-type: none"> <li>• <b>understands key ideas and concepts</b></li> <li>- can interpret illustrations, charts, etc.</li> <li>- identifies main ideas and supporting details</li> <li>- distinguishes important from unimportant information</li> <li>- accurately retells events</li> <li>- recognizes text patterns and organizational structures of informational text</li> </ul>	Meets grade-level expectations... <ul style="list-style-type: none"> <li>• <b>interprets and critiques literary text</b></li> <li>- makes connections (text-to-self, text-to-text, text-to-world, etc.)</li> <li>- makes predictions, using knowledge of the writer's craft</li> <li>- describes characters, settings, and plots in a story</li> <li>- constructs personal interpretations of literary works</li> <li>- recognizes literary techniques used by authors (repetition, rhymes, story structure, text patterns etc.)</li> </ul>	Meets grade-level expectations... <ul style="list-style-type: none"> <li>• <b>identifies and understands big ideas</b></li> <li>- can explain the relationship between details and big ideas</li> <li>- forms opinions about the big ideas in texts and can support them</li> <li>- recognizes big ideas in and across a wide variety of literature</li> </ul>
2	Falls below grade-level expectations...	Falls below grade-level expectations...	Falls below grade-level expectations...
1	Falls far below grade-level expectations...	Falls far below grade-level expectations...	Falls far below grade-level expectations...

## Has an Extensive Reading Vocabulary

### Rubric for Grade 1, 2 Has an Extensive Reading Vocabulary

*How to assess this attribute:*

Evidence of the strength of a student's reading vocabulary and strategies for figuring out meanings of unknown words comes from a variety of sources:

- Words students understand in their reading
- Observations, quizzes, assignments focused on the meanings of words (in language arts, in content areas), and on vocabulary strategies

Level	Has an Extensive Reading Vocabulary
4	Exceeds grade-level expectations...
3	Meets grade-level expectations... Has a well-developed reading vocabulary <ul style="list-style-type: none"> <li>• has a large bank of known words from texts at grade level</li> <li>• has strategies for figuring out meanings of unknown words</li> <li>• interprets figurative language (e.g., metaphors)</li> <li>• understands multiple meanings of words</li> </ul>
2	Falls below grade-level expectations...
1	Falls far below grade-level expectations...

## Applies Effective Comprehension Strategies

### Rubric for Grade 1, 2 Applies Effective Comprehension Strategies

*How to assess this attribute:*

Evidence of the student applying effective reading comprehension strategies comes from a variety of sources:

- Observing students as they read
- Book conferences, quizzes, assignments focused on students' understanding of a variety of texts
- Student explanations of which comprehension strategies they use with specific texts

Using the rubric to the right, fill in the "Applies Effective Comprehension Strategies" on the report card.

Level	Applies Effective Comprehension Strategies
4	Exceeds grade-level expectations...
3	Meets grade-level expectations... <ul style="list-style-type: none"> <li>• applies appropriate reading comprehension strategies while reading (e.g., activating prior knowledge, separating important from peripheral details, asking questions, creating visual images, drawing inferences, synthesizing, using 'fix-up' strategies)*</li> </ul>
2	Falls below grade-level expectations...
1	Falls far below grade-level expectations...

\*examples from Keene & Zimmerman, *Mosaic of Thought* (Heinemann, 1997)

## Reads Widely

- literary genres
- different forms of print
- different purposes
- diversity
- across content areas

*How to assess this attribute:*

Using the rubric to the right, enter the number (1-4) that best describes the amount and width of independent reading (that is, books and other material read by the student on his or her own, at his/her independent reading level). Evidence for the amount and ‘width’ of students’ independent reading comes primarily from reading logs, but oral and written responses to this reading should also be used when appropriate.

Remember that while the amount and width of a student’s reading may be influenced (or in some cases, entirely determined) by what teachers assign, this assessment is concerned with what students read on their own (whether assigned or self-chosen).

### Rubric for Grade 1, 2 Reads Widely

Level	Reads Widely
4	Exceeds grade-level expectations...
3	Meets grade-level expectations... Reading log shows evidence of: <ul style="list-style-type: none"><li>• substantial amount of reading (assigned, self-chosen) of material at independent level</li><li>• substantial contribution to District goal of reading widely (across genres, topics, etc.)</li></ul>
2	Falls below grade-level expectations...
1	Falls far below grade-level expectations...

## LISTENING

- Is a Critical and Responsive Listener

*How to assess this attribute:*

- Observe students as they listen (in small or large groups, individually)
- Analyze students' responses based on listening activities

Use the rubric (*right*) to determine a student's level.

### Rubric for Grade 1, 2 Is a Critical & Responsive Listener

Level	Is a Critical & Responsive Listener
4	Exceeds grade-level expectations...
3	Meets grade-level expectations... <ul style="list-style-type: none"><li>• understands, interprets, evaluates, and responds to what is heard</li><li>• considers the views of others when listening</li></ul>
2	Falls below grade-level expectations...
1	Falls far below grade-level expectations...

## VIEWING

- Is a Critical and Responsive Viewer

*How to assess this attribute:*

- Observe students as they view a demonstration, video, or media presentation (in small or large groups, individually)
- Analyze students' responses based on viewing activities

Use the rubric (*right*) to determine a student's level.

### Rubric for Grade 1, 2 Is a Critical & Responsive Viewer

Level	Is a Critical & Responsive Viewer
4	Exceeds grade-level expectations...
3	Meets grade-level expectations... <ul style="list-style-type: none"><li>• understands, interprets, evaluates, and responds to what is observed</li></ul>
2	Falls below grade-level expectations...
1	Falls far below grade-level expectations...

## Writing Grade 1

*How to assess writing attributes, Grade 1:*

*Analysis of writing samples.* Evidence for all writing attributes – writing effectively for a variety of purposes, organizing and developing writing thoroughly, using effective language/style, and using correct/appropriate mechanics comes primarily from analyzing students’ writing. Teachers should do this by keeping notes on individual pieces of writing, or examining writing folders during and at the end of an assessment period. *Remember that not all writing done by students has to be analyzed with the rubrics on this page. Teachers should decide on how many and which pieces should be scored with the rubric.*

The rubrics on this page are to be used for analyzing all aspects of writing. Using these rubrics, fill in the appropriate boxes on the report card.

## Rubric for Writing, Grade 1

Level	Communicates Ideas for a Variety of Purposes	Organizes and Develops Ideas
4	Exceeds grade-level expectations...	Exceeds grade-level expectations...
3	Meets grade-level expectations... <ul style="list-style-type: none"> <li>communicates ideas that are significant to the writer/reader, and relevant to task</li> <li>writes effectively across different purposes for writing (creative, informational, persuasive)</li> </ul>	Meets grade-level expectations... <ul style="list-style-type: none"> <li>establishes a clear focus and direction</li> <li>writes coherently; writing is well developed; examples support ideas and opinions</li> </ul>
2	Falls below grade-level expectations...	Falls below grade-level expectations...
1	Falls far below grade-level expectations...	Falls far below grade-level expectations...

## Rubric for Uses Effective Language/Style, Writing Mechanics, Grade 1

Level	Uses Effective Language/Style	Uses Correct/Appropriate Writing Mechanics			
		Spelling	Grammar	Punctuation	Presentation
4	Exceeds grade-level expectations...	Exceeds grade-level expectations...	Exceeds grade-level expectations...	Exceeds grade-level expectations...	Exceeds grade-level expectations...
3	Meets grade-level expectations... <ul style="list-style-type: none"> <li>writes with voice</li> <li>uses appropriate vocabulary</li> <li>attempts to control the language to produce effects on the reader</li> </ul>	Meets grade-level expectations... <ul style="list-style-type: none"> <li>uses appropriate spelling</li> </ul>	Meets grade-level expectations... <ul style="list-style-type: none"> <li>uses appropriate grammar</li> </ul>	Meets grade-level expectations... <ul style="list-style-type: none"> <li>uses appropriate punctuation</li> </ul>	Meets grade-level expectations... <ul style="list-style-type: none"> <li>presents work in an appropriate format</li> <li>handwriting is legible</li> </ul>
2	Falls below grade-level expectations...	Falls below grade-level expectations...	Falls below grade-level expectations...	Falls below grade-level expectations...	Falls below grade-level expectations...
1	Falls far below grade-level expectations...	Falls far below grade-level expectations...	Falls far below grade-level expectations...	Falls far below grade-level expectations...	Falls far below grade-level expectations...

# WRITING

## Grade 2

*How to assess writing attributes, Grade 2:*

*Analysis of writing samples.* Evidence for all writing attributes – writing effectively for a variety of purposes, organizing and developing writing thoroughly, using effective language/style, and using correct/appropriate mechanics comes primarily from analyzing students’ writing. Teachers should do this by keeping notes on individual pieces of writing, or examining writing folders during and at the end of an assessment period. *Remember that not all writing done by students has to be analyzed with the rubrics on this page. Teachers should decide on how many and which pieces should be scored with the rubric.*

The rubrics on this page are to be used for analyzing all aspects of writing. Using these rubrics, fill in the appropriate boxes on the report card.

Rubric for Writes Effectively, Organization/Development Grade 2

Level	Communicates Ideas for a Variety of Purposes		Organizes and Develops Ideas
	in personal/creative writing	in informational writing	
4	Exceeds grade-level expectations...	Exceeds grade-level expectations...	Exceeds grade-level expectations...
3	Meets grade-level expectations... <ul style="list-style-type: none"> <li>communicates ideas that are significant to the writer/reader, and relevant to task</li> <li>considers audience and purpose</li> </ul>	Meets grade-level expectations... <ul style="list-style-type: none"> <li>communicates ideas that are significant to the writer/reader, and relevant to task</li> <li>considers audience and purpose</li> </ul>	Meets grade-level expectations... <ul style="list-style-type: none"> <li>establishes a clear focus and direction</li> <li>writes coherently; writing is well developed; examples support ideas and opinions</li> </ul>
2	Falls below grade-level expectations...	Falls below grade-level expectations...	Falls below grade-level expectations...
1	Falls far below grade-level expectations...	Falls far below grade-level expectations...	Falls far below grade-level expectations...

Rubric for Uses Effective Language/Style, Writing Mechanics, Grade 2

Level	Uses Effective Language/Style	Uses Correct/Appropriate Writing Mechanics			
		Spelling	Grammar	Punctuation	Presentation
4	Exceeds grade-level expectations...	Exceeds grade-level expectations...	Exceeds grade-level expectations...	Exceeds grade-level expectations...	Exceeds grade-level expectations...
3	Meets grade- level expectations... <ul style="list-style-type: none"> <li>writes with voice</li> <li>uses appropriate vocabulary</li> <li>attempts to control the language to produce effects on the reader</li> </ul>	Meets grade- level expectations... <ul style="list-style-type: none"> <li>uses appropriate spelling</li> </ul>	Meets grade- level expectations... <ul style="list-style-type: none"> <li>uses appropriate grammar</li> </ul>	Meets grade- level expectations... <ul style="list-style-type: none"> <li>uses appropriate punctuation</li> </ul>	Meets grade- level expectations... <ul style="list-style-type: none"> <li>presents work in an appropriate format</li> <li>handwriting is legible</li> </ul>
2	Falls below grade-level expectations...	Falls below grade-level expectations...	Falls below grade-level expectations...	Falls below grade-level expectations...	Falls below grade-level expectations...
1	Falls far below grade-level expectations...	Falls far below grade-level expectations...	Falls far below grade-level expectations...	Falls far below grade-level expectations...	Falls far below grade-level expectations...

## SPEAKING

- Communicates Ideas Effectively, Uses Appropriate Techniques, Reads Expressively

Rubric for Grades 1-2

Communicates Ideas Effectively, Uses Appropriate Techniques,  
Reads Expressively

*How to assess this attribute:*

Observe students as they speak (in small or large groups, individually). Use the rubric (*right*) to determine a student's level.

Level	Communicates Ideas	Uses Appropriate Techniques	Reads Expressively
4	Exceeds grade-level expectations...	Exceeds grade-level expectations...	Exceeds grade-level expectations...
3	Meets grade-level expectations... <ul style="list-style-type: none"> <li>expresses ideas that are significant to the speaker, to the listener, and relevant to the task</li> </ul>	Meets grade-level expectations... <ul style="list-style-type: none"> <li>uses effective speaking techniques (language, audience awareness, audibility, intonation, etc.)</li> </ul>	Meets grade-level expectations... <ul style="list-style-type: none"> <li>reads smoothly</li> <li>reads with expression</li> <li>observes punctuation</li> <li>adjusts reading rate to text</li> <li>enunciates clearly</li> <li>is audible</li> </ul>
2	Falls below grade-level expectations...	Falls below grade-level expectations...	Falls below grade-level expectations...
1	Falls far below grade-level expectations...	Falls far below grade-level expectations...	Falls far below grade-level expectations...

## REPRESENTING

- Represents Ideas Through Appropriate Media

Rubric for Grades 1-2

Represents Ideas Through Appropriate Media

*How to assess this attribute:*

Observe students as they create representations across the curriculum (e.g., graphs, diagrams, models, drawings, role-play, etc.). Using the rubric (*right*), score students in the two areas (representing ideas effectively, using appropriate media and techniques).

Level	Represents Ideas Through Appropriate Media
4	Exceeds grade-level expectations...
3	Meets grade-level expectations... <ul style="list-style-type: none"> <li>demonstrates ideas effectively</li> <li>uses techniques appropriate to selected media</li> </ul>
2	Falls below grade-level expectations...
1	Falls far below grade-level expectations...

## EFFORT

*How to assess this attribute:*

In each of the attribute areas (e.g., Reading, Writing, etc.), evidence of effort comes from observation of, conversation about, and analysis of student work.

### Rubric for Effort, Grades 1-2

Level	Effort
4	Exceeds expectations...
3	Meets expectations... <ul style="list-style-type: none"><li>• works on tasks until completed, even when difficulties are encountered</li><li>• works to potential</li></ul>
2	Falls below expectations...
1	Falls far below expectations...