

**STOUGHTON PUBLIC SCHOOLS
STOUGHTON, MASSACHUSETTS**

Content Area: English/Language Arts

Rubric for Grade: 1

Statements from Report Card	Level 1 Achievement	Level 2 Achievement	Level 3 Achievement	Level 4 Achievement
Fluency				
Reads with accuracy, fluency and expression Term II: 30 WCPM Term III: 60 WCPM WCPM: Words Correct Per Minute on grade level text	Beginning to read word by word	Developing reading below the expected WCPM	Mastered expected WCPM	Exceeds the expected WCPM
Comprehension				
Uses a variety of strategies to comprehend grade level text	Beginning to use a variety of strategies to comprehend text	Developing a variety of strategies to comprehend text	Mastered the ability to use a variety of strategies to comprehend text	Exceeds expectations by using a variety of strategies to comprehend text beyond the literal level
Retells a story and identifies story elements	Beginning to retell a story and identify story elements with prompting	Developing the ability to include some details when retelling a story and identifies some story elements	Mastered the ability to retell a story and identify many story elements	Exceeds expectations by retelling text with all details and all story elements
Vocabulary				
Recognizes high frequency words	Beginning to identify less than 70% of the high frequency words taught to date	Developing the ability to identify 70-90% high frequency words taught to date	Mastered 90-100% of high frequency words taught to date	Exceeds expectations by identifying all high frequency words including words not taught yet
Phonics				
Uses appropriate phonics skills to decode words	Beginning to use taught phonics skills to decode words	Developing phonics skills to decode words	Mastered the ability to use appropriate phonics skills to decode words	Exceeds expectations by applying decoding skills to identify unfamiliar words with ease

Statements from Report Card	Level 1 Achievement	Level 2 Achievement	Level 3 Achievement	Level 4 Achievement
Spelling				
Applies taught spelling patterns to daily work	Beginning to apply taught spelling patterns to daily work	Developing the ability to apply taught spelling patterns to daily work	Mastered the ability to apply taught spelling patterns to daily work	Exceeds expectations and applies unfamiliar spelling patterns to daily work
Writing				
Prints and forms letters and numbers properly and legibly	Beginning to form letters and numbers properly	Developing proper letter and number formation	Mastered the ability to print letters and numbers properly and legibly	Exceeds expectations by printing letters and numbers properly and legibly. Uses appropriate sizing and spacing
Expresses ideas in writing	Beginning to write single words or phrases	Developing the ability to write simple sentences on a topic	Mastered the ability to write detailed sentences on a topic	Exceeds expectations and is able to write an organized paragraph
Uses capitalization and punctuation	Beginning to use capitalization and punctuation	Developing the ability to use capitalization and punctuation some of the time	Mastered the ability to use capitalization and punctuation most of the time	Exceeds expectations and uses capitalization and punctuation in all writing
Oral Language				
Organizes and expresses ideas orally in class	Beginning to organize and express ideas orally in class with many prompts	Developing the ability to organize and express ideas orally in class with minimal prompting	Mastered the ability to organize and express ideas orally in class	Exceeds expectations organizing and orally contributing in class by making curriculum connections

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Content Area: Mathematics

Rubric for Grade: 1

Statements from Report Card	Level 1 Achievement	Level 2 Achievement	Level 3 Achievement	Level 4 Achievement
Demonstrates skills in number sense	Writes, counts, and understands numbers up to 25	Writes, counts and understands numbers up to 50	Writes, counts, and understands numbers up to 99	Can demonstrate accurate number sense beyond 100
Demonstrates knowledge of place value to 100 Term II Term III	Identifies the value of a single digit number	Identifies one, tens, in a two-digit number	Identifies ones, tens, hundreds, in a three-digit number	Identifies ones, tens, hundreds, and thousands, in a four-digit number
Demonstrates knowledge of repeating patterns	Can copy and extend patterns using letters and pattern blocks	Can create patterns using shapes, symbols and numbers	Identifies, extends and creates repeating patterns	Can recognize and extend patterns in numbers and skip counting (2's, 5's, 10's) beyond 100
Demonstrates knowledge of addition facts up to 10	Demonstrates knowledge of facts to 6	Demonstrates knowledge of facts to 10	Demonstrates knowledge of facts to 10 and shows evidence of internalizing addition facts	Demonstrates mastery of facts with automaticity
Demonstrates knowledge of subtraction facts up to 10	Demonstrates knowledge of facts to 6	Demonstrates knowledge of facts to 10	Demonstrates knowledge of facts to 10 and shows evidence of internalizing subtraction facts	Demonstrates mastery of facts with automaticity
Identifies and counts coins	Identifies penny, nickel, dime and tells the value of each with teacher assistance	Identifies, tells the value of, and counts coins with some teacher assistance	Identifies and counts coins (pennies, nickels and dimes)	Makes equivalent amounts of money using pennies, nickels, dimes and quarters
Understands and solves word problems involving addition and subtraction Term II Term III	Solves addition and subtraction problems to 6 with teacher assistance and manipulatives	Solves addition and subtraction problems to 10 with manipulatives and some teacher assistance	Solves addition and subtraction problems to 10	Solves addition and subtraction problems beyond 10 independently
Tells time to the hour and half-hour	Tells time to the hour with teacher assistance	Tells time to the hour	Tells time to the hour and half-hour	Can tell time at fifteen-minute (quarter hour) intervals

Statements from Report Card	Level 1 Achievement	Level 2 Achievement	Level 3 Achievement	Level 4 Achievement
Applies basic rules of measurement	Applies basic rules of measurement using non-standard units of measurement with teacher assistance	Applies basic rules of measurement using standard units with some teacher assistance	Applies basic rules of measurement	Can use and apply standard units of measurement independently
Identifies two and three dimensional shapes Term II Term III	Names basic two-dimensional geometric shapes (circle, square, rectangle, triangle)	Names and describes one attribute for most two-dimensional geometric shapes and some three-dimensional shapes	Describes attributes of two and three dimensional shapes	Identifies, sorts, and explains attributes of two and three dimensional shapes
Identifies common fractions as parts of wholes ($1/2$, $1/3$, $1/4$) Term III only	Identifies whole and $1/2$	Identifies whole, $1/2$, $1/4$	Identifies whole, $1/2$, $1/3$, $1/4$	Identifies, demonstrates, and applies equivalent fractions (e.g. $2/4 = 1/2$)
Communicates mathematics thinking using correct vocabulary, orally and/or in writing	Communicates mathematical thinking using some vocabulary orally and/or in writing with teacher assistance	Communicates mathematical thinking using correct vocabulary orally and/or in writing with minimal assistance	Consistently communicates mathematical thinking using correct vocabulary orally and in writing	Explains mathematical thinking, extends response, and makes connections

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Content Area: Science

Rubric for Grade: 1

Statements from Report Card	Level 1 Achievement	Level 2 Achievement	Level 3 Achievement	Level 4 Achievement
Demonstrates understanding of science concepts, content, and vocabulary	Has limited knowledge of science concepts and content	Has some knowledge of science concepts and content	Demonstrates understanding of science concepts and content in context	Demonstrates understanding of science concepts and content and applies it appropriately

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Content Area: Social Science

Rubric for Grade: 1

Statements from Report Card	Level 1 Achievement	Level 2 Achievement	Level 3 Achievement	Level 4 Achievement
Demonstrates understanding of social studies concepts, content, and vocabulary	Demonstrates understanding of social studies concepts, content, and vocabulary with teacher assistance	Demonstrates understanding of social studies concepts, content, and vocabulary with some teacher assistance	Demonstrates understanding of social studies concepts, content, and vocabulary independently	Extends understanding of social studies concepts and makes connections independently

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Rubric for Effort

Grades: K-5

Statements from Report Card	Level 1 Achievement	Level 2 Achievement	Level 3 Achievement	Level 4 Achievement
Effort	Puts forth minimal effort	Puts forth some effort; needs teacher assistance	Consistently puts forth good effort	Completes all tasks with outstanding effort and is a role model for others

Rubric for Conduct

Grades: K-5

Statements from Report Card	Level 1 Achievement	Level 2 Achievement	Level 3 Achievement	Level 4 Achievement
Conduct	Has difficulty following rules; frequent teacher intervention is needed	Follows rules most of the time, but requires some reminders	Consistently follows rules	Demonstrates exemplary behavior and is a role model for others

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Content Area: Work Habits

Rubric for Grade: 1

Statements from Report Card	Level 1 Achievement	Level 2 Achievement	Level 3 Achievement	Level 4 Achievement
Follows directions and listens attentively	Often has difficulty following oral/written directions; requires restating/repeating of directions and rarely listens when someone is speaking	Follows directions and listens with some teacher assistance	Consistently follows oral/written directions and listens attentively	Consistently follows directions the first time they are given and always listens attentively and is a role model for others
Works well independently	Focuses on task only with teacher assistance	Focuses on task with some teacher assistance	Works well independently	Consistently works well independently and extends assignments
Demonstrates consistent effort in all areas	Demonstrates inconsistent effort; needs teacher assistance and encouragement	Maintains effort in all areas with some teacher assistance	Demonstrates consistent effort in all areas	Demonstrates consistent effort in all areas and extends effort by seeking and completing extra assignments
Finishes class work in a reasonable amount of time	Often needs additional time to complete assignments; needs teacher assistance to stay on task	Finishes class work in a reasonable amount of time with some teacher assistance	Consistently finishes class work in a reasonable amount of time	Always finishes class work in a reasonable amount of time; seeks and completes extra assignments
Completes and returns homework assignments on time	Homework assignments are frequently incomplete and not returned on time	Completes and returns homework assignments on time with some parental and teacher assistance	Consistently completes and returns homework assignments on time	Always completes and returns homework assignments on time; extends the assignment
Organizes work space and materials	Organizes work space and materials with teacher assistance	Organizes work space and materials with some teacher assistance	Consistently organizes work space and materials	Always organizes and maintains work space and materials and is a role model for others
Works neatly and carefully	Often does not produce neat or carefully planned work	Presents work neatly and carefully some of the time	Consistently works neatly and carefully	Always works neatly and carefully with attention to detail and a role model for others

**STOUGHTON PUBLIC SCHOOLS
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Content Area: Social Development

Rubric for Grade: 1

Statements from Report Card	Level 1 Achievement	Level 2 Achievement	Level 3 Achievement	Level 4 Achievement
Accepts responsibility for own actions	Rarely accepts responsibility for own actions	Accepts responsibility for own actions some of the time	Consistently accepts responsibility for own actions	Consistently sets an example of responsible behaviors and is a role model for others
Exhibits self control in voice and manner	Rarely exhibits self control in voice and manner	Exhibits self control in voice and manner some of the time	Consistently exhibits self control in voice and manner	Exhibits exemplary behavior; never needs a reminder to control voice and manner and is a role model for others
Interacts and works cooperatively with peers and adults	Rarely interacts or works cooperatively with peers and/or adults in the classroom environment	Interacts and works cooperatively with peers and adults in all school settings some of the time	Consistently interacts and works cooperatively with peers and adults in all school settings	Consistently demonstrates leadership qualities when interacting with peers and adults in all school settings and sets a positive example for others
Respects rights and property of others	Rarely respects the rights and property of others	Respects rights and property of others some of the time	Consistently respects rights and property of others	Consistently respects rights and property of others and is a role model for peers