

**STOUGHTON PUBLIC SCHOOLS
STOUGHTON, MASSACHUSETTS**

Content Area: English/Language Arts

Rubric for Grade: Kindergarten

Statements from Report Card	Level 1 Achievement	Level 2 Achievement	Level 3 Achievement	Level 4 Achievement
Letter Naming				
Identifies uppercase and lowercase letters of the alphabet	Beginning to develop the ability to identify uppercase and lowercase letters of the alphabet	Developing the ability to identify uppercase and lowercase letters of the alphabet	Mastered the ability to identify uppercase and lowercase letters of the alphabet	Exceeds expectations when rapidly naming uppercase and lowercase letters of the alphabet
Phonological Awareness				
Identifies and produces rhyming words	Beginning to develop the ability to identify rhyming words	Developing the ability to identify rhyming words	Mastered the ability to identify and produce rhyming words	Exceeds expectations when independently identifying and producing several rhyming words
Phonemic Awareness				
Isolates and blends separate sounds in words	Beginning to develop the ability to isolate or blend separate sounds in words	Developing the ability to isolate or blend separate sounds in words	Mastered the ability to isolate and blend separate sounds in words	Exceeds expectations when isolating and blending separate sounds in words
Phonics				
Produces appropriate sound for letters introduced	Beginning to develop the ability to produce the appropriate sound for letters introduced	Developing the ability to produce the appropriate sound for letters introduced	Mastered the ability to produce the appropriate sound for letters introduced	Exceeds expectations when producing the appropriate sound for letters
Word Knowledge				
Identifies expected high frequency/sight words	Beginning to develop the ability to identify high frequency words introduced	Developing the ability to identify high frequency words introduced	Mastered the ability to identify high frequency words introduced	Exceeds expectations when identifying high frequency words introduced
Listening Comprehension				
Retells a story including important story elements from stories heard	Beginning to retell a story	Developing the ability to retell a story and identify some story elements	Mastered the ability to retell a story in sequential order and identify many story elements	Exceeds expectations when retelling a story in sequential order and can identify all story elements

Statements from Report Card	Level 1 Achievement	Level 2 Achievement	Level 3 Achievement	Level 4 Achievement
Word Reading				
Uses appropriate phonics skills to decode words	Beginning to develop the ability to read CVC words	Developing the ability to read CVC words	Mastered the ability to read CVC words	Exceeds expectations when reading CVC, CCVC, and CVCC words
Oral Language				
Listens and contributes to stories/discussions and makes realistic predictions	Beginning to listen to stories and discussions	Developing the ability to listen and to share ideas and thoughts	Mastered the ability to listen and contribute to stories/discussions and make realistic predictions	Exceeds expectations when extending thoughts, making realistic predictions and contributing to the discussion
Expresses ideas clearly in complete sentences	Beginning to express ideas with one word	Developing the ability to express ideas with phrases	Mastered the ability to express ideas clearly in complete sentences	Exceeds expectations when clearly expressing ideas in complete sentences and with vivid vocabulary
Writing				
Prints name appropriately from memory (first, last)	Beginning to print first name with a model	Developing the ability to print first and last name with a model	Mastered the ability to accurately write first and last name from memory most of the time (using uppercase and lowercase letters appropriately)	Exceeds expectations when accurately and consistently writing first and last name from memory
Prints uppercase and lowercase letters legibly and with proper formation	Beginning to print letters with a model	Developing the ability to print letters with a model	Mastered the ability to print uppercase and lowercase letters legibly and with proper formation	Exceeds expectations when printing all uppercase and lowercase letters (no reversals)
Copies letters/words from a model	Beginning to copy letters and words from a model	Developing the ability to copy letters and words from a model	Mastered the ability to copy letters and words from a model	Exceeds expectations when copying a sentence correctly (appropriate spacing and punctuation)
Communicates ideas through writing (pictures, letters, words)	Beginning to communicate ideas using pictures	Developing the ability to communicate ideas using pictures and letters	Mastered the ability to communicate ideas using pictures, letters, and words	Exceeds expectations when communicating ideas using complete sentences

**STOUGHTON PUBLIC SCHOOLS
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Content Area: Mathematics

Rubric for Grade: Kindergarten

Statements from Report Card	Level 1 Achievement	Level 2 Achievement	Level 3 Achievement	Level 4 Achievement
Names and describes two-dimensional shapes (circle, square, rectangle, rhombus and triangle)	Identifies and/or describes one or two shapes	Identifies and describes 3-4 shapes	Identifies and describes at least 5 two-dimensional shapes	Identifies and describes more than 5 shapes and names other 3-dimensional solids (trapezoid, rhombus, pentagon, hexagon, octagon, oval, cube, sphere etc.)
Sorts and classifies objects (color, shape, size)	Sorts given one attribute with teacher assistance	Sorts given two attributes with teacher assistance	Sorts and classifies objects with color, shape and size independently	Independently sorts and classifies by more than three attributes
Counts to 100 by ones	Counts 0-20 with or without assistance	Counts to 50	Counts to 100 by ones	Counts to 100 and beyond
Counts objects accurately (1:1) to 50	Counts objects 1:1 to 10	Counts objects 1:1 to 20	Counts objects 1:1 to 50	Counts objects 1:1 greater than 50
Recognizes numbers to 50	Recognizes numbers to 10 with or without assistance	Recognizes numbers to 20	Recognizes numbers to 50	Recognizes numbers beyond 50 with automaticity
Prints numerals 0-50	Prints numerals to 10 with or without a model	Prints numerals to 20	Prints numerals to 50	Prints numerals beyond 50
Forms realistic estimates	Estimates with teacher assistance only	Makes realistic estimates with some teacher assistance	Makes reasonable estimates independently	Understands and independently employs estimation in problem solving
Applies problem solving strategies (pictures, numbers, verbal explanations) Term II Term III	Attempts to solve problems using one strategy with teacher assistance	Solves number stories with teacher assistance	Explains mathematical problem solving with pictures, numbers, or words	Makes up a number story and accurately solves problems independently without manipulatives
Interprets a simple graph and shares observations Term II Term III	Participates in interpreting a simple graph with teacher assistance	Participates in reading graphs and shares observations with some teacher assistance	Interprets a simple graph and shares observations	Extends and interprets information from the graph and makes connections

Statements from Report Card	Level 1 Achievement	Level 2 Achievement	Level 3 Achievement	Level 4 Achievement
Recognizes, creates, and extends repeating patterns Term II Term III	Recognizes patterns with teacher assistance	Recognizes and extends patterns with some teacher assistance ABABAB	Recognizes, creates, and extends repeating patterns ABCABC	Recognizes, extends and creates a variety of more complex patterns; e.g. color, shape, movement patterns AABAAB or ABBC
Skip counts by 10's up to 50, by 5's up to 50 Term II Term III	Attempts to skip count with teacher assistance using a number grid	Counts by 10's to 50	Counts by 5's and 10's to 50 independently	Skip counts by 2's to 50
Recognizes coins (penny, nickel, dime, quarter) and their values	Identifies one coin and its value	Identifies two-three coins and their values	Identifies all four coins and their values (penny, nickel, dime, quarter)	Identifies the four named coins, their values and equivalence; e.g. 5 pennies = 1 nickel
Understands the concepts of whole and half Term II Term III	Identifies the whole and half with concrete objects and teacher guidance	Identifies the whole and half with concrete objects and some teacher guidance	Uses manipulatives to model half of a whole shape or half of a collection independently	Identifies equal parts of groups
Demonstrates knowledge of addition Term II Term III	Partial understanding of addition as "putting together" or combining sets with models and teacher assistance	Demonstrates knowledge of addition (sums to 5) using manipulatives with some teacher assistance	Demonstrates knowledge of addition (sums to 10)	Demonstrates knowledge of addition (sums greater than 10)
Demonstrates knowledge of subtraction Term III only	Partial understanding of subtraction as "taking away" or counting back with models and teacher assistance	Demonstrates knowledge of subtraction with minuends to 5 using manipulatives	Demonstrates knowledge of subtraction with minuends to 10 using manipulatives	Demonstrates knowledge of subtraction with minuends greater than 10
Identifies standard measuring tools Term II Term III	Names measuring tools; e.g. ruler, clock, thermometer, pan balance	Names measuring tools and tells purpose of each tool	Reads measurement tool accurately with teacher direction; e.g. What time does this clock say?	Measures accurately using standard units; e.g. time to the hour, temperature and length
Measures objects accurately using non-standard units Term II Term III	Measures objects with teacher modeling and assistance	Measures objects with some teacher assistance	Measures objects accurately using non-standard units	Independently measures with accuracy; e.g. correct length of an object

**STOUGHTON PUBLIC SCHOOLS
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Content Area: Science/Social Studies

Rubric for Grade: Kindergarten

Statements from Report Card	Level 1 Achievement	Level 2 Achievement	Level 3 Achievement	Level 4 Achievement
Participates in experiments and activities	Demonstrates minimal participation; much teacher modeling and assistance needed	Participates in experiments and activities with some teacher modeling and assistance	Actively participates in science experiments and activities	Participates in experiments and activities and extends the science concepts independently
Shows understanding of family, community and other cultures	Demonstrates a beginning understanding of family	Demonstrates some understanding of family and community	Shows understanding of family, community and other cultures	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

**STOUGHTON PUBLIC SCHOOLS
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Content Area: Social/Personal Growth and Work Habits

Rubric for Grade: Kindergarten

Statements from Report Card	Level 1 Achievement	Level 2 Achievement	Level 3 Achievement	Level 4 Achievement
Plays/works cooperatively with others	Requires much teacher assistance to play/work cooperatively with peers	Interacts and works cooperatively with others but needs assistance in choosing problem solving strategies	Plays and works cooperatively with others	Interacts and works with others in all school settings and is a role model for others
Displays self-control in voice and manner	Rarely exhibits self-control in voice and manner	Beginning to develop self-control in voice and manner; requires some teacher assistance	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
Manages transitions and adapts to changes in routine	Manages transitions and adapts to changes in routine with much difficulty	Manages transitions and adapts to changes in routines inconsistently	Consistently manages transitions and adapts to changes in routine	Always manages transitions and adapts to changes in routine without difficulty and is a role model for others
Demonstrates age-appropriate attention span	Frequently needs to be redirected or refocused on activities; easily distracted	Demonstrates age appropriate attention span with some teacher assistance	Demonstrates age-appropriate attention span	Always demonstrates age-appropriate attention span and is a role model for others
Seeks help when needed	Reluctant to ask for help	Sometimes asks for help when needed	Seeks help when needed	Always seeks help when needed; offers help to others
Shows eagerness and curiosity as a learner	Often does not approach work with enthusiasm; requires much teacher assistance to be engaged in learning	Demonstrates curiosity and eagerness as a learner some of the time	Consistently shows eagerness and curiosity as a learner	Always shows eagerness and curiosity as a learner and is a role model for others
Presents neat and careful work	Often does not present neat and careful work	Presents neat and careful work some of the time	Consistently presents neat and careful work	Always presents neat and careful work and is a role model for others

Statements from Report Card	Level 1 Achievement	Level 2 Achievement	Level 3 Achievement	Level 4 Achievement
Listens to and follows directions	Often has difficulty following directions; requires restating/repeating directions	Follows directions with some teacher assistance	Consistently listens to and follows directions	Always follows directions and is a role model for others
Works independently when expected	Has difficulty working independently; often needs teacher assistance	Works independently with some teacher assistance	Consistently works independently when expected	Always works independently when expected and remains engaged in independent activities
Organizes and accepts responsibility for materials and belongings	Has difficulty organizing workspace and accepting responsibility for materials; requires much teacher assistance	Organizes workspace and accepts responsibility for materials with some teacher assistance	Consistently organizes workspace and accepts responsibility for materials and belongings	Always organizes, manages and maintains workspace and materials independently and efficiently and is a role model for others
Follows classroom rules and routines	Has difficulty following classroom rules and routines; teacher intervention is often needed	Follows most of the classroom rules but needs to improve self-monitoring of behavior; requires reminders	Consistently follows classroom rules and routines	Always follows rules; takes pride in good behavior