

**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 |
|---|--|---|--|---|
| Reading and Literature | | | | |
| Instructional reading level (below, at or above) | | | | |
| Identifies rhyming patterns orally and in text | Identifies rhyming words with teacher assistance | Identifies rhyming patterns orally and in text with some teacher assistance | Identifies rhyming patterns orally and in text | Generates rhyming words |
| Recognizes expected high-frequency sight words | Identifies some high frequency sight words by visual memory | Identifies many high-frequency sight words by visual memory | Identifies expected high-frequency sight words both in and out of context | Automatically identifies and uses all high frequency sight words both in and out of context |
| Uses appropriate phonics skills to decode words | Identifies some consonant and some vowel sounds with teacher assistance | Identifies and blends all consonant and some vowel sounds with teacher assistance | Uses appropriate phonics skills to decode words | Applies decoding skills to unfamiliar phonic patterns |
| Uses strategies to identify word meaning | Uses picture clues to identify meaning of unfamiliar words with teacher assistance | Uses picture clues and context clues to identify meaning of unfamiliar words with some teacher assistance | Uses a variety of strategies to identify word meaning | Uses reference materials and other strategies to identify meaning of unfamiliar words |
| Reads orally with fluency and expression | Is developing a word by word approach | Is able to read short phrases and shows awareness of punctuation in reading with some expression | Reads accurately with awareness of punctuation | Reads grade appropriate text fluently and accurately using multiple strategies, expression and voice |
| Uses a variety of strategies to comprehend text | Recalls limited facts and details with teacher assistance | Uses some strategies to recall important facts and details with some teacher assistance | Uses a variety of strategies to recall important facts and details in non-fiction text | Uses a variety of strategies to recall important facts and details and makes real world connections independently |
| Identifies story elements: beginning, middle, end, setting, character | Can identify a story's beginning, middle, and end | Can identify a story's beginning, middle, and end, characters and setting with some teacher assistance | Can identify story elements (beginning, middle, end, setting characters | Can identify all story elements, including problem and solution |
| Oral Language | | | | |
| Contributes to class/group discussions in daily lessons | Contributes to discussions only with teacher assistance | Contributes to discussions with some teacher assistance | Contributes to class/group discussions in daily lessons | Can access prior knowledge to express thoughts and make appropriate connections to topic |

Content Area: English/Language Arts (Cont.)

Rubric for Grade: 1

| Statements from Report Card | Level 1 Achievement | Level 2 Achievement | Level 3 Achievement | Level 4 Achievement |
|---|--|---|---|---|
| Independently organizes and expresses ideas orally | Organizes and expresses ideas orally only with teacher assistance | Organizes and expresses ideas orally with some teacher assistance | Organizes and expresses ideas orally | Can extend ideas orally by making cross-curricular connections |
| Writing and Composition | | | | |
| Prints upper and lower case letters and numbers legibly | Forms and aligns upper and lower case letters and numbers with teacher assistance; may have many reversals | Forms and aligns upper and lower case letters and numbers with some teacher assistance; may have some reversals | Prints upper and lower case letters and numbers legibly; rarely has reversals | Prints upper and lower case letters and numbers legibly with no reversals. Uses appropriate letter size and spacing between words |
| Uses encoding skills to spell words (temporary spelling) | Uses initial sound in words | Uses initial and ending sounds in words | Uses initial, medial, and ending sounds in words | Accurately uses all sounds in a given word |
| Uses correct spelling of grade level high frequency words | Spells few grade level high frequency words correctly | Spells some grade level high frequency words correctly | Spells most grade level high frequency words correctly after appropriate practice | Correctly spells all grade level high frequency words quickly and easily |
| Uses capitalization and punctuation appropriately | Rarely uses capitalization and punctuation correctly | Uses capitalization and punctuation with some teacher assistance | Uses capitalization and punctuation appropriately most of the time | Uses capitalization and punctuation consistently |
| Writes at least three complete sentences on a topic | Writes one sentence on a topic with teacher assistance | Writes two sentences on a topic | Writes three sentences on a topic | Writes more than three sentences on a topic |

**STOUGHTON PUBLIC SCHOOLS
STOUGHTON, MASSACHUSETTS**

Content Area: Math

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 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/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 addition/subtraction facts | Demonstrates mastery of facts with automaticity |
| Identifies and counts coins (pennies, nickels and dimes) | 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, nickel, and dimes |
| Understands and solves word problems involving addition and subtraction | Creates and solves addition and subtraction problems to 6 with teacher assistance and manipulatives | Creates and solves addition and subtraction problems to 10 with manipulatives and some teacher assistance | Creates and solves addition and subtraction problems to 10 | Creates and 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 five-minute intervals |
| Applies basic rules of measurement | Applies basic rules of measurement using non-standard units of measurement with teachers assistance | Applies basic rules of measurement using standard units with some teacher assistance | Applies basic rules of measurement | Can use and apply standards units of measurement independently |
| Demonstrates knowledge of place value to 100 | 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 |

Content Area: Math (Cont.)**Rubric for Grade: 1**

| Statements from Report Card | Level 1 Achievement | Level 2 Achievement | Level 3 Achievement | Level 4 Achievement |
|--|--|---|--|--|
| Identifies two and three dimensional shapes | 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 ($1/2$, $1/3$, $1/4$) | Identifies whole and $1/2$ | Identifies whole, $1/2$, $1/4$ | Identifies whole, $1/2$, $1/3$, $1/4$ | Identify, demonstrate, and applies equivalent fractions (ie. $2/4=1/2$) |
| Communicates mathematics thinking using correct vocabulary, orally and/or in writing | Communicates mathematical thinking using some vocabulary orally and in writing with teacher assistance | Communicates mathematical thinking using correct vocabulary orally and in writing with minimal assistance | Consistently communicates mathematical thinking using correct vocabulary orally and in writing | Explains mathematical thinking, extends response, and makes connections |

**STOUGHTON PUBLIC SCHOOLS
STOUGHTON, MASSACHUSETTS**

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 |

**STOUGHTON PUBLIC SCHOOLS
STOUGHTON, MASSACHUSETTS**

Content Area: Social Studies

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 |

**STOUGHTON PUBLIC SCHOOLS
STOUGHTON, MASSACHUSETTS**

Rubric for: Effort

Grades K-5

| Level 1 Achievement | Level 2 Achievement | Level 3 Achievement | Level 4 Achievement |
|--------------------------------|---|--|--|
| 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

| Level 1 Achievement | Level 2 Achievement | Level 3 Achievement | Level 4 Achievement |
|---|---|--------------------------------|--|
| 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
STOUGHTON, MASSACHUSETTS**

Content Area: Work Habits

Rubric for Grade: 1

| Statements from Report Card | Level 1 Achievement | Level 2 Achievement | Level 3 Achievement | Level 4 Achievement |
|--|--|--|---|--|
| Work Habits | | | | |
| 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; 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 classwork in a reasonable amount of time | Often needs additional time to complete assignments; needs teacher assistance to stay on task | Finishes classwork in a reasonable amount of time with some teacher assistance | Consistently finishes classwork in a reasonable amount of time | Always finishes classwork 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; 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; a role model for others |

**STOUGHTON PUBLIC SCHOOLS
STOUGHTON, MASSACHUSETTS**

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; 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; 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 |