

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   |
|--|--|--|---|---|
| <b>Fluency</b>   |  |  |   |   |
| Reads with accuracy, fluency and expression<br>Term II: 30 WCPM<br>Term III: 60 WCPM<br>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   |
| <b>Comprehension</b>   |  |  |   |   |
| 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                    |
| <b>Vocabulary</b>  |  |  |   |   |
| 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       |
| <b>Phonics</b>   |  |  |   |   |
| 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  |
|---|---|---|---|--|
| <b>Spelling</b>   |   |   |   |  |
| 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                                    |
| <b>Writing</b>  |   |   |   |  |
| 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                                    |
| <b>Oral Language</b>                                      |   |   |   |  |
| 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              |

STOUGHTON PUBLIC SCHOOLS  
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Content Area: Mathematics

Rubric for Grade: 1

| Standard  | 1-Beginning  | 2-Developing   | 3-Secure   | 4-Exceeds   |
|---|--|--|--|---|
| <p>Adds within 20</p> <p>Standards<br/>1.OA.1.;1.OA.3;<br/>1.OA.4;1.OA.5;1.OA.6;<br/>1.OA.7; 1.OA.8</p>   | Demonstrates knowledge of addition facts with assistance                     | Demonstrates knowledge of addition facts within 12   | Demonstrates knowledge of addition facts within 20   | Demonstrates knowledge of addition facts within 20 with fluency                 |
| <p>Subtracts within 20</p> <p>Standards<br/>1.OA.1.;1.OA.3;<br/>1.OA.4;1.OA.5;1.OA.6;<br/>1.OA.7; 1.OA.8</p>  | Demonstrates knowledge of subtraction facts with assistance                  | Demonstrates knowledge of subtraction facts within 12  | Demonstrates knowledge of subtraction facts within 20  | Demonstrates knowledge of subtraction facts within 20 with fluency              |
| <p>Understands and applies properties of operations and the relationship between addition and subtraction</p> <p>Standards<br/>1.OA.1; 1.OA.3; 1.OA.4;<br/>1.OA.5; 1.OA.6; 1.OA.7;<br/>1.OA.8</p> | Demonstrates knowledge of the properties of operations with assistance       | Demonstrates knowledge of the properties of operations   | Understands and applies properties of operations and the relationship between addition and subtraction | Applies and explains mathematical strategies involving properties of operations |
| <p>Represents and solves addition and subtraction word problems within 20</p> <p>Standards<br/>1.OA.1; 1.OA.2; 1.OA.3;<br/>1.OA.4; 1.OA.5; 1.OA.6;<br/>1.OA.7; 1.OA.8</p>                         | Solves addition and subtraction word problems using pictures with assistance | Represents and solves addition and subtraction word problems using pictures and equations with a model | Represents and solves addition and subtraction word problems within 20                                 | Creates and solves addition and subtraction word problems within 20             |
| <p>Counts, reads, and writes numbers to 120</p> <p>Standard<br/>1.NBT.1, 1.NBT.2,<br/>1.NBT.2a, 1.NBT.2b,<br/>1.NBT.2c</p>  | Counts numbers orally to 120 with assistance                                 | Counts, reads, and writes numbers to 120 with assistance   | Counts, reads, and writes numbers to 120   | Counts, reads, and writes numbers beyond 120                                    |

| Standard   | 1-Beginning   | 2-Developing   | 3-Secure   | 4-Exceeds   |
|--|---|--|--|---|
| Estimates and measures length using nonstandard units<br><br>Standards<br>1.MD.1; 1.MD.2               | Measures length using nonstandard units with assistance                       | Measures and estimates length using nonstandard units with assistance                  | Measures and estimates length using nonstandard units                              | Uses standard units of measurement  |
| Tells and writes time<br><br>Standard<br>1.MD.3  | Shows and tells time to the hour with assistance                              | Shows and tells time to the hour and half hour   | Tells and writes time to the hour and half hour                                    | Tells and writes time to 15 minute intervals                                      |
| Works with money<br><br>Standard MA.5  | Identifies all U.S. coins and their values with assistance                    | Understands the comparative values of all U.S. coins                                   | Identifies and compares coins and their values using notation                      | Correctly counts coins of various values  |
| Understands place value<br><br>Standards<br>1.NBT.2; 1.NBT.2.a;<br>1.NBT.2.b; 1.NBT.2.c;<br>1.NBT.3    | Makes a one or two digit number using base 10 blocks with assistance          | Identifies a digit's value of one and two digit numbers with assistance                | Understands place value of one and two digit numbers in standard and expanded form | Understands place value of three digit numbers and/or beyond                      |
| Uses place value properties to add and subtract<br><br>Standards<br>1.NBT.4; 1.NBT.5;<br>1.NBT.6       | Adds or subtracts a 1 digit number to/from a two digit number with assistance | Adds or subtracts a multiple of 10 to/from a two digit number                          | Adds or subtracts tens and ones without regrouping                                 | Adds or subtracts tens and ones with regrouping                                   |
| Reads and interprets data from graphs, tallies and charts<br><br>Standard<br>1.MD.4                    | Reads data on a picture graph with assistance                                 | Reads and interprets data on a picture graph   | Reads and interprets data from graphs, tallies and charts                          | Creates a graph using collected data  |
| Identifies attributes of two dimensional and three dimensional shapes<br><br>Standards<br>1.G.1, 1.G.2 | Names two dimensional shapes  | Names two and three dimensional shapes with assistance                                 | Identifies attributes of two dimensional and three dimensional shapes              | Identifies and draws two and three dimensional shapes having specified attributes |
| Identifies fractions<br><br>Standards<br>1.G.3   | Determines whether a shape is divided into equal or unequal parts             | Identifies the equal shares in circles and rectangles using vocabulary with assistance | Identifies and makes equal shares in circles and rectangles using vocabulary       | Identifies and labels the fractions $\frac{1}{2}$ and $\frac{1}{4}$               |

\*Lesson plans for topic on money are being developed and are in Grade 1 folder

STOUGHTON PUBLIC SCHOOLS  
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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 |

STOUGHTON PUBLIC SCHOOLS  
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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  
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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: 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   |