

STOUGHTON PUBLIC SCHOOLS  
STOUGHTON, MASSACHUSETTS

Content Area: English/Language Arts

Rubric for Grade: 4

| Statements from Report Card                                                                                                                                 | Level 1 Achievement                                                                         | Level 2 Achievement                                                                                                                              | Level 3 Achievement                                                                                                            | Level 4 Achievement                                                                                                                                               |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Fluency</b>                                                                                                                                              |                                                                                             |                                                                                                                                                  |                                                                                                                                |                                                                                                                                                                   |
| <p>Reads with accuracy, fluency, and expression</p> <p>Term I: 110 WCPM<br/>Term II: 120 WCPM<br/>Term III: 130 WCPM<br/>WCPM: Words Correct Per Minute</p> | Beginning to use the tools of punctuation, word recognition and voice inflection in reading | Developing the use of punctuation, word recognition and voice inflection in oral reading                                                         | Mastered the ability to read with accuracy, fluency, and expression                                                            | Exceeds expectations by reading with exceptional accuracy, fluency and expression using voice inflection in oral reading                                          |
| <b>Comprehension</b>                                                                                                                                        |                                                                                             |                                                                                                                                                  |                                                                                                                                |                                                                                                                                                                   |
| Comprehends literal meaning (recall)                                                                                                                        | Beginning to correctly answer oral and written recall questions about grade level text      | Developing the ability to answer recall questions correctly and locate evidence from the grade level text to support answers to recall questions | Mastered the ability to demonstrate comprehension of literal meaning by locating and citing evidence from the grade level text | Exceeds expectations by extending written responses with relevant details from the grade level text; always able to summarize the basic story elements in writing |
| Comprehends inferential meaning (implied, not stated)                                                                                                       | Beginning to infer meanings by using clues in the grade level text                          | Developing the ability to interpret implied meaning in grade level text                                                                          | Mastered the ability to determine inferences successfully in grade level text                                                  | Exceeds expectations with the use of strategies to determine implied meaning of author's message in grade level text and extend thinking beyond text              |
| <b>Vocabulary</b>                                                                                                                                           |                                                                                             |                                                                                                                                                  |                                                                                                                                |                                                                                                                                                                   |
| Understands and uses new vocabulary                                                                                                                         | Beginning to identify story vocabulary using structural analysis and context clues          | Developing the ability to identify and utilize story vocabulary using structural analysis and context clues                                      | Mastered the ability to understand and use grade appropriate reading vocabulary in the context of reading and writing          | Exceeds expectations of using complex reading vocabulary in the context of reading and writing. Often uses above grade level vocabulary                           |

|                                                                                                                 |                                                                                                                                     |                                                                                                                                                 |                                                                                                                                                |                                                                                                                                                                                  |
|-----------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Grammar</b>                                                                                                  |                                                                                                                                     |                                                                                                                                                 |                                                                                                                                                |                                                                                                                                                                                  |
| Understands and correctly uses grammar concepts                                                                 | Beginning to understand and use grade level grammar skills in formal lessons and tests                                              | Developing an understanding and applies grammar skills in formal lessons and tests                                                              | Mastered the ability to use grade level grammar skills in formal lessons and tests                                                             | Exceeds the understanding of grade level grammar concepts in formal lessons and tests and applies this knowledge in writing                                                      |
| <b>Spelling</b>                                                                                                 |                                                                                                                                     |                                                                                                                                                 |                                                                                                                                                |                                                                                                                                                                                  |
| Uses correct spelling of grade level words                                                                      | Beginning to spell grade level words correctly in formal lessons and tests                                                          | Developing the ability to spell grade level words correctly in formal lessons and tests                                                         | Mastered the ability to use correct spelling of grade level words                                                                              | Exceeds the ability to spell grade level words quickly, easily and correctly                                                                                                     |
| <b>Writing</b>                                                                                                  |                                                                                                                                     |                                                                                                                                                 |                                                                                                                                                |                                                                                                                                                                                  |
| Writes an organized piece that portrays clear ideas, uses grade level vocabulary, and includes specific details | Beginning to write an organized piece with purpose, clarity, many details, specified number of paragraphs, and descriptive language | Developing an ability to write an organized piece with purpose, clarity, many details, specified number of paragraphs, and descriptive language | Mastered the ability to write an organized piece with purpose, clarity, many details, specified number of paragraphs, and descriptive language | Exceeds expectations and always writes an organized piece with purpose, clarity, and many specific details; a specified number of paragraphs essay incorporating rich vocabulary |
| Uses correct grammar, capitalization, and punctuation in written work                                           | Beginning to identify and apply capitalization, punctuation skills, and grammar skills in written work                              | Developing the identification and application of capitalization, punctuation skills, and grammar skills in written work                         | Mastered the ability to identify, apply and use capitalization, punctuation skills, and grammar skills in written work                         | Exceeds expectations and always identifies, applies and uses capitalization, punctuation, and grammar skills in written work                                                     |
| Applies knowledge of spelling rules and patterns to daily writing                                               | Beginning to use spelling rules and patterns in daily writing                                                                       | Developing spelling rules and patterns in daily writing                                                                                         | Mastered the ability to apply knowledge of spelling rules and patterns to daily writing                                                        | Exceeds expectations and uses correct spelling in a variety of academic requirements including home, class, and independent work                                                 |
| <b>Oral Language</b>                                                                                            |                                                                                                                                     |                                                                                                                                                 |                                                                                                                                                |                                                                                                                                                                                  |
| Communicates effectively in oral presentations and class discussions                                            | Beginning to speak clearly during oral presentations at an understandable rate with prompting                                       | Developing the ability to present information orally using volume, voice, intonation and fluency                                                | Mastered the ability to communicate effectively in oral presentations and class discussions using appropriate volume, intonation and fluency   | Exceeds expectations to present information orally using appropriate volume, voice, intonation, and fluency combined with nonverbal communication skills                         |

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| Standard                                                                                                                                      | 1-Beginning                                                                                    | 2-Developing                                                                                                | 3-Secure                                                                                                            | 4-Exceeds                                                                                                                               |
|-----------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------|
| Demonstrates mastery of basic multiplication and division facts through 12<br><br>Standards<br>4.NBT, M.5a                                    | Demonstrates knowledge of some basic facts                                                     | Demonstrates knowledge of basic facts                                                                       | Demonstrates mastery of basic multiplication* facts through 12<br><br>*Term 3:<br>... and division facts through 12 | Demonstrates mastery of all basic math operations                                                                                       |
| Uses appropriate strategies to solve word problems using all four operations<br><br>Standards<br>4.OA.1, 4.OA.2, 4.OA.3                       | Uses some strategies to solve word problems                                                    | Uses and applies most strategies to solve word problems                                                     | Uses appropriate strategies to solve word problems using all four operations                                        | Applies and communicates mathematical thinking to independently solve problems using a variety of strategies                            |
| Uses place value to understand and compute addition and subtraction of multi-digit whole numbers<br><br>Standards<br>4.NBT.3, 4.NBT.4, 4.OA.3 | Understands and computes few addition and subtraction problems using multi-digit whole numbers | Understands place value and computes most addition and subtraction problems using multi-digit whole numbers | Uses place value to understand and compute addition and subtraction of multi-digit whole numbers                    | Demonstrates knowledge of place value to accurately compute addition and subtraction of multi-digit whole numbers larger than 1,000,000 |
| Understands and accurately multiplies a multi-digit whole number<br><br>Standards<br>4.OA.2, 4.OA.3, 4.NBT.3, 4.NBT.5                         | Understands how to multiply a multi-digit whole number by a one digit number                   | Understands how to multiply a multi-digit whole number by one and two digit whole numbers                   | Understands and accurately multiplies a multi-digit whole number by one and two digit whole numbers                 | Accurately multiplies multi-digit whole numbers by other multi-digit whole numbers                                                      |

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| Standard                                                                                                                                                                                  | 1-Beginning                                                                                                | 2-Developing                                                                                                   | 3-Secure                                                                                                                             | 4-Exceeds                                                                                                                           |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------|
| <p>Generates and analyzes patterns that follow a given rule</p> <p>Standards<br/>4.OA.3, 4.OA.5</p>                                                                                       | <p>Generates and analyzes few patterns following a given rule</p>                                          | <p>Generate and analyzes most patterns following a given rule</p>                                              | <p>Generates and analyzes patterns that follow a given rule</p>                                                                      | <p>Generates, analyzes, and describes knowledge of patterns</p>                                                                     |
| <p>Uses place value to read and write multi-digit whole numbers by comparing, ordering, and rounding</p> <p>Standards<br/>4.NBT.1, 4.NBT.2, 4.NBT.3</p>                                   | <p>Uses place value to read multi-digit whole numbers</p>                                                  | <p>Uses place value to read and write multi-digit whole numbers</p>                                            | <p>Uses place value to read and write multi-digit whole numbers by comparing, ordering, and rounding</p>                             | <p>Reads and writes place value of multi-digit whole numbers by comparing, ordering, and rounding numbers larger than 1,000,000</p> |
| <p>Understands and solves whole-number quotients and remainders with up to four-digit dividends and one-digit divisors</p> <p>Standards<br/>4.NBT.1, 4.NBT.6, 4.NBT.5, 4.OA.2, 4.OA.3</p> | <p>Understands and solves whole number quotients with up to two digit dividends and one digit divisors</p> | <p>Understands and solves whole number quotients with up to three digit dividends and one digit divisors</p>   | <p>Understands and solves whole-number quotients and remainders with up to four-digit dividends and one-digit divisors</p>           | <p>Understands and solves whole-number quotients and remainders with up to four-digit dividends and two-digit divisors</p>          |
| <p>Understands the difference between factors and multiples while determining whether a given whole number is prime or composite from 1-100</p> <p>Standards<br/>4.OA.4, 4.OA.5</p>       | <p>Identifies most factors and multiples</p>                                                               | <p>Identifies factors and multiples; begins to identify whether a given whole number is prime or composite</p> | <p>Understands the difference between factors and multiples while determining whether a given whole number is prime or composite</p> | <p>Understands and explains the difference between factors, multiples, primes, and composites of all whole numbers</p>              |

| Standard                                                                                                                        | 1-Beginning                                                                                      | 2-Developing                                                                                            | 3-Secure                                                                  | 4-Exceeds                                                                                                              |
|---------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------|
| Writes equivalent fractions, orders fractions, and compares fractions<br><br>Standards<br>4.OA.4, 4.OA.5, 4.NF.1, 4.NF.2        | Uses visual models to understand equivalent fractions, ordering fractions, and compare fractions | Uses visual models to understand and write equivalent fractions, order fractions, and compare fractions | Writes equivalent fractions, orders fractions, and compares fractions     | Extends and uses the principles of equivalent fractions, ordering fractions, and comparing fractions                   |
| Adds and subtracts fractions, improper fractions, and mixed numbers<br><br>Standard<br>4.NF.3                                   | Uses visual models to add and subtract fractions                                                 | Uses visual models to add and subtract fractions, improper fractions, and mixed numbers                 | Adds and subtracts fractions, improper fractions, and mixed numbers       | Adds and subtracts fractions, improper fractions, and mixed numbers with unlike denominators                           |
| Multiplies fractions by a whole number<br><br>Standard<br>4.NF.4                                                                | Uses visual models and reference sheets to multiply fractions by a whole number                  | Uses visual models to multiply fractions by a whole number                                              | Multiplies fractions by a whole number                                    | Understands and explains how to multiply fractions by a whole number using a visual model                              |
| Understands and writes decimal notation for fractions and compares decimal fractions<br><br>Standards<br>4.NF.5, 4.NF.6, 4.NF.7 | Recognizes the relationship between decimals and fractions with denominators of 10 and 100       | Writes and recognizes the relationship between decimals and fractions with denominators of 10 and 100   | Understands decimal notation for fractions and compares decimal fractions | Understands and explains decimal notation for fractions and compares decimal fractions                                 |
| Constructs, measures, and recognizes angles as a geometric shape<br><br>Standards<br>4.MD.5, 4.MD.6, 4.MD.7                     | Recognizes angles as geometric shapes formed by two rays                                         | Measures an angle using a protractor, and recognizes angles as geometric shapes                         | Constructs, measures, and recognizes angles as a geometric shape          | Constructs, measures, and recognizes angles as a geometric shape and can apply these strategies to real-world problems |

| Standard                                                                                                                                                           | 1-Beginning                                                                                                      | 2-Developing                                                                                     | 3-Secure                                                                                                                  | 4-Exceeds                                                                                                                                         |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Draws and identifies lines and angles, classifies shapes by these properties, and identifies any lines of symmetry</p> <p>Standards<br/>4.G.1, 4.G.2, 4.G.3</p> | <p>Draws and identifies lines and angles</p>                                                                     | <p>Draws and identifies lines and angles and recognizes shapes with common properties</p>        | <p>Draws and identifies lines and angles, classifies shapes by these properties, and identifies any lines of symmetry</p> | <p>Draws and identifies several common properties of geometric shapes using specific vocabulary</p>                                               |
| <p>Solves problems involving money and measurement using area and perimeter of rectangles</p> <p>Standards<br/>4.MD.2, 4.MD.3</p>                                  | <p>Requires visuals and the use of reference sheets to solve problems identifying area, perimeter, and money</p> | <p>Requires use of reference sheets to solve problems identifying area, perimeter, and money</p> | <p>Solves problems involving money and measurement using area and perimeter of rectangles</p>                             | <p>Solves and explains problems involving money and measurement using area and perimeter of various shapes</p>                                    |
| <p>Constructs and interprets line plots to display a data set of measurement in fractions of a unit</p> <p>Standard<br/>4.MD.4</p>                                 | <p>Constructs line plots to display a data set in whole units</p>                                                | <p>Constructs line plots to display a data set of measurement in fractions of a unit</p>         | <p>Constructs and interprets line plots to display a data set of measurement in fractions of a unit</p>                   | <p>Constructs and interprets line plots to display a data set of measurement in fractions of a unit and uses it to solve problems</p>             |
| <p>Solves problems involving measurement and conversion of measurements from a larger unit to a smaller unit</p> <p>Standards<br/>4.MD.1, 4.MD.2</p>               | <p>Converts few measurements from larger units to smaller units and solves simple problems</p>                   | <p>Converts most measurements from larger units to smaller units and solves simple problems</p>  | <p>Solves problems involving measurement and conversion of measurements and generates conversion tables</p>               | <p>Solves and explains problems involving measurement and conversion of measurements using a variety of units and generates conversion tables</p> |

Content Area: Science

Rubric for Grade: 4

| Statements from Report Card                                                     | Level 1 Achievement                                                                            | Level 2 Achievement                                                                                                            | Level 3 Achievement                                                                                                        | Level 4 Achievement                                                                                                |
|---------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------|
| Demonstrates understanding of science concepts and content                      | Organizes notes and follow discussions in the content area of the text with teacher assistance | Locates evidence in the text to support oral and written communication in the content area with minimal teacher assistance     | Consistently uses and applies pertinent vocabulary to explain science concepts when responding to a written or oral prompt | Extends knowledge of content area through independent posters, reports, or projects connected to the topic         |
| Communicates scientific thinking using correct vocabulary orally and in writing | Uses some appropriate vocabulary orally and in writing with teacher assistance                 | Uses some vocabulary appropriately and communicates scientific thinking to explain given concepts with some teacher assistance | Consistently communicates scientific thinking using correct vocabulary and concepts orally and in writing                  | Effectively communicates key concepts using science related terms, extends thinking through independent activities |

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Content Area: Social Studies

Rubric for Grade: 4

| Statements from Report Card                                                                           | Level 1 Achievement                                                                                                                             | Level 2 Achievement                                                                                                        | Level 3 Achievement                                                                                                   | Level 4 Achievement                                                                                                                                  |
|-------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------|
| Demonstrates understanding of social studies concepts and content                                     | Follows class discussions and locates information in the content area of the text with teacher assistance                                       | Locates evidence in the text to support oral and written communication in the content area with some teacher assistance    | Consistently demonstrates understanding of social studies concepts and content in response to oral or written prompts | Uses the text and other primary sources to extend responses with relevant completed products                                                         |
| Interprets and constructs data from maps, charts and tables                                           | Follows class discussions and interprets maps, charts and tables with teacher assistance                                                        | Constructs data using maps, charts and tables with minimal teacher assistance                                              | Consistently and accurately interprets maps, charts, and tables; clearly constructs data                              | Independently extends data and makes connections using maps, charts, and tables                                                                      |
| Communicates understanding of social studies concepts using correct vocabulary, orally and in writing | Uses some appropriate vocabulary to communicate an understanding of social studies concepts, both orally and in writing with teacher assistance | Explains social studies concepts, and correctly uses vocabulary both orally and in writing with minimal teacher assistance | Clearly and consistently explains social studies concepts with correct vocabulary both orally and in writing          | Effectively communicates social studies concepts by using a variety of appropriate vocabulary terms. Extends thinking through independent activities |

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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 |

Content Area: Work Habits/Social Development

Rubric for Grade: 4

| Statements from Report Card                                 | Level 1 Achievement                                                                                                               | Level 2 Achievement                                                                                            | Level 3 Achievement                                                                                         | Level 4 Achievement                                                                                             |
|-------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------|
| Demonstrates consistent effort in all areas                 | Effort is not consistent in all areas and requires redirection to the task                                                        | Minimal assistance needed to be consistent in both class and homework assignments                              | Demonstrates consistent effort in all areas                                                                 | Goes beyond requirements and completes all assignments thoroughly and with fine detail                          |
| Follows classroom rules and routines                        | Has difficulty following classroom rules. Behavior is inconsistent and continual intervention is needed                           | Follows most rules of the classroom, but still working on self-monitoring of behavior; requires some reminders | Consistently follows classroom rules and routines without reminders                                         | Follows rules of classroom, takes pride in good behavior and is a role model for others                         |
| Uses time efficiently and completes work in a timely manner | Requires teacher assistance to stay on task and complete assignments on time; numerous redirections needed to refocus             | Works more independently to complete assignments on time; working toward efficient use of time                 | Consistently uses time efficiently and completes all assignments without redirection                        | All assignments are completed with attention to detail and passed in on time                                    |
| Completes and returns homework assignments on time          | Completes and returns homework assignments late or infrequently                                                                   | Needs reminders to write homework in an Agenda or return written homework on time                              | Consistently completes and returns assignments to school on time                                            | Demonstrates responsibility and independence so daily and long-term homework assignments are returned on time   |
| Interacts and works cooperatively with peers and adults     | Often does not work or play cooperatively with peers and/or adults in the classroom environment or during unstructured activities | Sometimes has difficulty working with peers and/or adults; needs assistance in making good choices             | Consistently interacts, works cooperatively, and plays well with peers and/or adults in all school settings | Demonstrates leadership qualities consistently when interacting with peers and/or adults in all school settings |
| Presents neat and careful work                              | Homework or class work often not planned nor organized neatly or carefully                                                        | Demonstrates inconsistent quality when completing class work                                                   | Consistently presents neat and careful work                                                                 | Homework and class work consistently reflect attention to detail, and organization; often exceeds expectations  |
| Follows oral and/or written directions                      | Follows oral or written directions with teacher assistance                                                                        | Follows oral and written directions with minimal teacher assistance                                            | Consistently follows oral and written directions                                                            | Independently restates, rereads, edits, and revises oral or written directions to ensure success                |