

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

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Content Area: Mathematics

Rubric for Grade: Kindergarten

T1	T2	T3	Standard	1-Beginning	2-Developing	3-Secure	4-Exceeds
			<p>Compares numbers</p> <p><i>Topics 1-11</i> Standards K.CC.6, K.CC.7</p>	<p>Beginning to identify whether the number of objects in one group, or a written numeral, is greater than, less than, or equal to the number of objects in another group or written numeral with assistance</p>	<p>Developing the ability to identify whether the number of objects in one group, or a written numeral, is greater than, less than, or equal to the number of objects in another group or written numeral</p>	<p>Independently identifies whether the number of objects in one group, or a written numeral, is greater than, less than, or equal to the number of objects in another group or written numeral between 1 and 10</p>	<p>Independently identifies whether the number of objects in one group, or a written numeral, is greater than, less than, or equal to the number of objects in another group or written numeral beyond 10</p>
			<p>Represents the numbers 0-10 using drawings, counters or objects</p> <p><i>Topics 1-5</i> Standards K.CC.3</p>	<p>Beginning to represent the numbers 0-10 using drawings, counters or objects, with assistance</p>	<p>Developing the ability to represent the numbers 0-10 using drawings, counters or objects</p>	<p>Independently represents the numbers 0-10 using drawings, counters or objects</p>	<p>Independently represents numbers beyond 10 using drawings, counters or objects</p>
			<p>Identifies and describes shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres) of different sizes, orientations, and relative positions (<i>above, below, beside, in front of, behind, and next to</i>) in the environment</p> <p><i>Topics 14, 15</i> Standards K.G.1, K.G.2, K.G.3</p>	<p>Beginning to use informal language to name and describe similarities, differences, parts, and other attributes of shapes in the environment with assistance</p> <p>Term 1: 2-dimensional shapes Term 3: 3-dimensional shapes</p>	<p>Developing the ability to use informal language to name and describe similarities, differences, parts, and other attributes of shapes in the environment</p> <p>Term 1: 2-dimensional shapes Term 3: 3-dimensional shapes</p>	<p>Independently uses informal language to name and describe similarities, differences, parts, and other attributes of shapes in the environment</p> <p>Term 1: 2-dimensional shapes Term 3: 3-dimensional shapes</p>	<p>Independently uses formal language to name and describe similarities, differences, parts, and other attributes of shapes in the environment</p> <p>Term 1: 2-dimensional shapes Term 3: 3-dimensional shapes</p>
			<p>Counts in sequence to 100</p> <p><i>Topic 6</i> Standard K.CC.1</p>	<p>Counts forward to 20 by ones with assistance</p>	<p>Developing the ability to count forward to 100 by ones and tens</p>	<p>Independently counts forward to 100 by ones and tens</p>	<p>Independently counts forward beyond 100 by ones and tens</p>

T1	T2	T3	Standard	1-Beginning	2-Developing	3-Secure	4-Exceeds
			Identifies number names to 100 <i>Topics 1-11</i> Standards <i>K.CC.6, K.CC.7</i>	Beginning to identify numbers to 100, with assistance	Developing the ability to identify numbers to 100	Independently identifies numbers to 100	Independently identifies numbers beyond 100
			Writes numbers from 0-20 <i>Topics 1-5</i> Standard <i>K.CC.3</i>	Beginning to write numbers 0-20 with proper formation with assistance	Developing the ability to write numbers 0-20 with proper formation	Independently writes numbers 0-20 with proper formation and can represent a number of objects with a written numeral	Independently writes numbers beyond 20 with proper formation and can represent a number of objects with a written numeral
			Counts to tell the number of objects <i>Topics 1-5</i> Standards <i>K.CC.4, K.CC.5</i>	Beginning to say number names in standard order, pairing each object with one and only one number name with assistance	Developing the ability to say number names in standard order, pairing each object with one and only one number name to 20	Independently names numbers in standard order, pairing each object with one and only one number name to 20, then tells the total number of objects	Independently names numbers in standard order, pairing each object with one and only one number name beyond 20, then tells the total number of objects
			Represents addition as putting together and adding by using objects, fingers, mental images, drawings, sounds, acting out situations, verbal explanations, expressions, or equations <i>Topics 7, 9</i> Standards <i>K.OA.1, K.OA.2, K.OA.3, K.OA.4.</i>	Beginning to represent addition as joining two groups with assistance	Developing the ability to represent addition as joining two groups	Independently represents addition as joining two groups within 10	Independently represents addition as joining two groups beyond 10
			Represents subtraction as taking apart and taking from, by using objects, fingers, mental images, drawings, sounds, acting out situations, verbal explanations, expressions, or equations <i>Topics 8, 9</i> Standards <i>K.OA.1, K.OA.2, K.OA.3, K.OA.4</i>	Beginning to represent subtraction as taking apart and taking from with assistance	Developing the ability to represent subtraction as taking apart and taking from	Independently represents subtraction as taking apart and taking from within 10	Independently represents subtraction as taking apart and taking from numbers beyond 10

T1	T2	T3	Standard	1-Beginning	2-Developing	3-Secure	4-Exceeds
			Fluently adds and subtracts within 5 <i>Topics 7-9</i> Standard K.OA.5.	Beginning to fluently add and subtract within 5 with assistance	Developing the ability to fluently add and subtract within 5	Independently and fluently adds and subtracts within 5	Independently and fluently adds and subtracts within 10
			Works with numbers 11-19 to gain foundations for place value by using objects, drawings, or equations <i>Topics 10, 11</i> Standard K.NBT.1	Beginning to compose and decompose numbers from 11-19 into tens and ones with assistance	Developing the ability to compose and decompose numbers from 11-19 into tens and ones	Independently composes and decomposes numbers from 11-19 into tens and ones	Independently composes and decomposes numbers greater than 19 into tens and ones
			Describes, compares, and classifies measureable attributes of objects, such as, shape, color, or size <i>Topics 12 , 13</i> Standards K.MD.1, K.MD.2, K.MD.3.	Beginning to describe and compare measureable attributes of objects with assistance	Developing the ability to describe and compare measureable attributes of objects	Independently describes, compares, and classifies measureable attributes of objects into given categories, count the numbers of objects in each category, and sort by count	Independently describes, compares, and classifies by more than three measureable attributes of objects into given categories, count the numbers of objects in each category, and sort by count
			Analyzes, compares, creates, and composes two- and three-dimensional shapes in different sizes and orientations <i>Topic 16</i> Standards K.G.4, K.G.5, K.G.6	Beginning to analyze, compare, create, and compose two- and three-dimensional shapes using informal language and components with assistance	Developing the ability to analyze, compare, create, and compose two- and three-dimensional shapes using informal language and components	Independently analyzes, compares, creates, and composes two- and three-dimensional shapes using informal language (corners) and components	Independently analyzes, compares, creates, and composes two- and three-dimensional shapes using formal (vertices) language and components

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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

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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