

Math

Standard/Benchmark	Grading Scale	Assessment
S1.B1 Identify numbers 0-31	4- Identify 0-31 plus random #'s to 100 3- Identify 0-31 2- Up to 5 errors 1- 6 or more errors	<ul style="list-style-type: none"> • 123 Assessment using # cards
S1.B1 Counts and creates number of objects in sets up to 20	4- to 50 3- 20 2- Up to 5 errors 1- 6 or more errors	<ul style="list-style-type: none"> • 123 Assessment (verbal)
S1.B1 Order numbers to 20	4- orders number to 50 3- orders numbers to 20 2- makes up to 5 errors 1- 6 or more errors	<ul style="list-style-type: none"> • 123 Assessment- using # cards
S1.B4 Count cardinal numbers by ones to 31	4- 100 and higher 3- 31 2- up to 5 errors 1- 6 or more errors	<ul style="list-style-type: none"> • 123 Assessment (verbal)
S1.B4 Skip count by 10's to 100	4- counts beyond 100 by tens 3- Skip count by 10's to 100 2- Skip count by 10's to 100 with teacher assistance 1- unable to count by 10's	<ul style="list-style-type: none"> • 123 Assessment (verbal)
S2.B3 Identify circle, square, triangle, trapezoid, hexagon, and rectangle and count sides and corners	4- identifies all six shapes plus three more (octagon, star and oval) 3- identifies all six shapes 2- identifies at least four shapes 1- identifies three or less shapes	<ul style="list-style-type: none"> • 123 Assessment (verbal)
S3.B2 Use manipulatives to identify, extend and create a variety of patterns beyond AB	4- Growing patterns on own 3- ABB, AAB, ABC 2- AB pattern only 1- no pattern	<ul style="list-style-type: none"> • Portfolio page • 123 Assessment

Language Arts
1st Trimester Rubric
Power GLE

Standard/Benchmark	Grading Scale	Assessment
S1.B2 Identify upper case alphabet	3- 26 letters 2- 13-25 letters 1- 0-12 letters	ABC assessment (verbal) DIBELS
S1.B2 Identify lower case alphabet	3- 28 letters (including a & g) 2- 13-27 1- 0-12	ABC assessment (verbal) DIBELS
S1.B2 Produce consonant sounds	3- 21 consonant sounds 2- 13-20 1- 0-12	ABC assessment (verbal)
S1.B2 Identify rhyming words	4- Rhyming recognition (all 6 correct) + Produce rhyming words (all 9 correct) 3- Rhyming recognition (all 6 correct) 2- one - five correct 1- zero correct	Phonemic Awareness Inventory (verbal)
S1.B2 Identify beginning sounds	3- DIBELS Initial Sound Fluency score of 30 2- DIBELS Initial Sound Fluency score of 10-29 1- DIBELS Initial Sound Fluency score of 1-9	DIBELS Initial Sound Fluency

<p>S2.B5 Illustrate a response to text</p>	<p>4- Student illustrates a response to text using detail to print 3- Student illustrates a response to text using many details 2- Student is beginning to illustrate a response to text 1- Student is unable to illustrate a response to text</p>	<p>Class book—My Monster Pet eats...--<u>The Monster Pet</u> Responding with details- <u>A Plump and Perky Turkey</u></p>
<p>S3.B1 Illustrate a story with a beginning, middle and end</p>	<p>4- child illustrates and writes words on own 3- Child consistently illustrates beginning/middle/end 2- child can illustrate but unable to see a beginning/middle/end 1- child has no concept of story</p>	<p>Writer's Workshop Folders My Story(portfolio)</p>
<p>S4.B1 Use inventive spelling with correct beginning and ending sounds</p>	<p>4- Consistently writes using conventional spelling 3- Uses correct beginning and ending sounds all 8 words of word writing assessment 2- Uses correct beginning and ending 7-3 words 1-Uses correct beginning and ending words on 2-1 words</p>	<p>Word Writing assessment (small groups)</p>
<p>S4.B2 Dictate or write a simple sentence</p>	<p>4- Able to consistently write a paragraph (3 or more sentences) 3- writes a simple sentence consistently and independently 2- labels pictures or needs teacher assistance to write a simple sentence 1- pictures but no words</p>	<p>Writer's Workshop Folders Informal observation My Story(portfolio)</p>

<p>S5.B1</p> <p>Use sentence starters or one-sentence journaling</p>	<p>4- Uses starter and continues with multiple sentence</p> <p>3-Consistently uses sentence starter or one sentence journaling correctly</p> <p>2- child attempts to finish sentence but doesn't make sense</p> <p>1- no attempt</p>	<p>Class books—We are thankful for...</p> <p>Writing Center—The itsy bitsy spider...</p>
<p>S6.B2</p> <p>Speak clearly and use appropriate volume in classroom setting</p>	<p>4- Uses appropriate volume and helps other do the same</p> <p>3- Uses appropriate volume</p> <p>2- Needs reminders</p> <p>1-Needs many reminders</p>	<p>Informal observation</p>

2009-2010 1st Trimester Religion Rubric
Power GLE

Standard/Benchmark	Grading Criteria	Assessment
<p>S3. B1. State the <i>Great Commandment</i> and the <i>Golden Rule</i></p>	<p>3—State both without teacher prompt/assistance 2—State both with teacher prompt/assistance 1—unable to state either</p>	<ul style="list-style-type: none"> • Assessed • Verbal Response— Checklist
<p>S4. B1. Establish prayer as a way to talk and listen to God</p>	<p>3—Shows reverent behavior during prayer opportunities 2—Needs reminders to show reverent behavior during prayer opportunities 1—Needs many reminders to show reverent behavior during prayer opportunities</p>	<ul style="list-style-type: none"> • Assessed • Rosary services • Daily prayer/special intentions • Mass • Meditation reflection sheet
<p>S4. B4. Demonstrate and recite the <i>Sign of the Cross</i></p> <p>Recite the <i>Our Father</i></p>	<p>3—Demonstrate and recite <i>Sign of the Cross</i> 2— Demonstrate and recite <i>Sign of the Cross</i> with teacher assistance 1—Unable to demo and recite.</p> <p>3—Recite the <i>Our Father</i> independently 2---Recites part of the <i>Our Father</i> independently or with teacher assistance 1---Unable to recite the <i>Our Father</i></p>	<ul style="list-style-type: none"> • Assessed • Formal observation— checklist • Informal observation--Daily prayer, Church participation, holy water, genuflect <ul style="list-style-type: none"> • Assessed • Formal observation checklist • Informal observation—Daily prayer, Mass

Science – First Trimester

Standard/Benchmark	Grading Scale	Assessment
Sci.S3.B1 Identify living things and non-living things and some changes among them.	3 – Able to identify independently 2 – Identifies with assistance 1 – Not able to identify	- Seasons of an Apple Tree - Fall Tree - Johnny Appleseed sequencing
Sci.S6.B2 Name natural events that have repeated patterns.	3 – Independently 2 – With assistance 1- Not able to name natural events that have repeated patterns	- Lifecycle Assessment

Social Studies – First Trimester

Standard/Benchmark	Grading Scale	Assessment
SS.S1.B2 Identify classroom and school rules, and why they are necessary	3 – Independently identifies 2 – Identifies with teacher prompt 1 – Not able to identify	- Community Assessment - I Can Follow Rule Activity

