

2011-2012 1st Trimester Religion Rubric
Power GLE

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

Language Arts
1st Trimester Rubric
Power GLE

Standard/Benchmark	Grading Scale	Assessment
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<p>S1.B2 Identify upper case alphabet</p>	<p>3- 26 letters 2- 13-25 letters 1- 0-12 letters</p>	<p>ABC assessment (verbal)</p>
<p>S1.B2 Identify lower case alphabet</p>	<p>3- 28 letters (including a & g) 2- 13-27 1- 0-12</p>	<p>ABC assessment (verbal)</p>
<p>S1.B2 Produce consonant sounds</p>	<p>3- 21 consonant sounds 2- 13-20 1- 0-12</p>	<p>ABC assessment (verbal)</p>
<p>S1.B2 Identify rhyming words</p>	<p>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</p>	<p>Phonemic Awareness Inventory (verbal)</p>
<p>S1.B2 Identify beginning sounds</p>	<p>3- Correctly matches and identifies 8 beginning sounds 2- Correctly matches and identifies 4 - 7 beginning sounds 1- Correctly matches and identifies 3 or less beginning sounds</p>	<p>Phonemic Awareness Inventory (verbal)</p>
<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>Big Pumpkin - Beginning, middle, and end <u>The Monster Pet</u> Class book—My Monster Pet eats...-- <u>Pete the Cat</u> - Class book</p>

<p>S3.B1</p> <p>Illustrate a story with a beginning, middle and end</p>	<p>4- child illustrates and writes words on own</p> <p>3- Child consistently illustrates beginning/middle/end</p> <p>2- child can illustrate but unable to see a beginning/middle/end</p> <p>1- child has no concept of story</p>	<p>Writer's Workshop Folders My Story(portfolio)</p>
<p>S4.B1</p> <p>Use inventive spelling with correct beginning and ending sounds</p>	<p>4- Consistently writes using conventional spelling</p> <p>3- Uses correct beginning and ending sounds all 8 words of word writing assessment</p> <p>2- Uses correct beginning and ending 7-3 words</p> <p>1-Uses correct beginning and ending words on 2-1 words</p>	<p>Word Writing assessment (small groups)</p>
<p>S4.B2</p> <p>Dictate or write a simple sentence</p>	<p>4- Able to consistently write a paragraph (3 or more sentences)</p> <p>3- writes a simple sentence consistently and independently</p> <p>2- labels pictures or needs teacher assistance to write a simple sentence</p> <p>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—<u>Pete the Cat</u></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>
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Math

Standard/Benchmark	Grading Scale	Assessment
<p>SI.B1</p> <p>Identify numbers 0-31</p>	<p>4- Identify 0-31 plus random #'s to 100</p> <p>3- Identify 0-31</p> <p>2- Up to 5 errors</p> <p>1- 6 or more errors</p>	<ul style="list-style-type: none"> • 123 Assessment using # cards
<p>SI.B1</p> <p>Counts and creates number of objects in sets up to 20</p>	<p>4- to 50</p> <p>3- 20</p> <p>2- Up to 5 errors</p> <p>1- 6 or more errors</p>	<ul style="list-style-type: none"> • 123 Assessment (verbal)
<p>SI.B1</p> <p>Order numbers to 20</p>	<p>4- orders number to 50</p> <p>3- orders numbers to 20</p> <p>2- makes up to 5 errors</p> <p>1- 6 or more errors</p>	<ul style="list-style-type: none"> • 123 Assessment- using # cards
<p>SI.B4</p> <p>Count cardinal numbers by ones to 31</p>	<p>4- 100 and higher</p> <p>3- 31</p> <p>2- up to 5 errors</p> <p>1- 6 or more errors</p>	<ul style="list-style-type: none"> • 123 Assessment (verbal)
<p>SI.B4</p> <p>Skip count by 10's to 100</p>	<p>4- counts beyond 100 by tens</p> <p>3-Skip count by 10's to 100</p> <p>2- Skip count by 10's to 100 with teacher assistance</p> <p>1- unable to count by 10's</p>	<ul style="list-style-type: none"> • 123 Assessment (verbal)
<p>S2.B3</p> <p>Identify circle, square, triangle, trapezoid, hexagon, and rectangle and count sides and corners</p>	<p>4- identifies all six shapes plus three more (octagon, star and oval)</p> <p>3- identifies all six shapes</p> <p>2- identifies at least four shapes</p> <p>1- identifies three or less shapes</p>	<ul style="list-style-type: none"> • 123 Assessment (verbal)
<p>S3.B2</p> <p>Use manipulatives to</p>	<p>4- Growing patterns on own</p>	<ul style="list-style-type: none"> • Portfolio page

identify, extend and create a variety of patterns beyond AB	3- ABB, AAB, ABC 2- AB pattern only 1- no pattern	<ul style="list-style-type: none"> 123 Assessment
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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