

2009-2010 2nd Trimester Religion Rubric
Power GLE

Standard/Benchmark	Grading Criteria	Assessment
<p>S1. B6. Recognize that Mary is the mother of Jesus and the mother of us all</p>	<p>3-Recognize that Mary is the mother of Jesus... 2-Recognize that Mary is the... with teacher prompt 1-Unable to recognize Mary as the mother of Jesus...</p>	<ul style="list-style-type: none"> • Assessed • Rosary Prayer beads • My Book about Advent and Christmas
<p>S3. B1. State the Great Commandment and the Golden Rule</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 Sign of the Cross</p> <p>Recite the Our Father</p>	<p>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.</p> <p>3-Recite the Our Father independently 2---Recites part of the Our Father independently or with teacher assistance 1---Unable to recite</p>	<ul style="list-style-type: none"> • Assessed • Formal observation-- checklist • I nformal observation-- - Daily prayer, Church participation, holy water, genuflect • Assessed • Formal observation checklist

	the Our Father	<ul style="list-style-type: none"> • Informal observation—Daily prayer, Mass
<p>S5. B1. Name the Bible as a special book about God</p>	<p>3—Name the bible as a special book about God. 2-- Name the bible as a special book about God with teacher assistance. 1—Unable to name the bible as a special book about God.</p>	<ul style="list-style-type: none"> • Assessed • Informal observation • Jesus teaches assessment
<p>S5. B3. I identify Bible stories</p>	<p>3—I identify stories from the bible 2—I identify at least 1 story from the bible 1—Unable to identify bible stories</p>	<ul style="list-style-type: none"> • Assessed • My Book about Advent and Christmas • Jesus teaches assessment

Math

Standard/Benchmark	Grading Scale	Assessment
<p style="text-align: center;">S1.B1</p> I identify numbers 0-31 (if student already received a 4 this was not reassessed)	4- I identify 0-31 plus random #'s to 100 3- I identify 0-31 2- Up to 5 errors 1- Only 1-10	<ul style="list-style-type: none"> • 123 Assessment using # cards
<p style="text-align: center;">S1.B1</p> Counts and creates number of objects in sets up to 20 (if student already received a 4 this was not reassessed)	4- to 50 3- 20 2- Up to 5 errors 1- 6 or more errors	<ul style="list-style-type: none"> • 123 Assessment (verbal)
<p style="text-align: center;">S1.B1</p> Order numbers to 20 (if student already received a 4 this was not reassessed)	4- orders number to 50 3- orders numbers to 20 2- makes up to 5 errors 2- 6 or more errors	<ul style="list-style-type: none"> • 123 Assessment- using # cards
<p style="text-align: center;">S1.B1d</p> Write numbers sequentially 0-9	4- Write numbers sequentially 0-9 using correct form 3- Write numbers sequentially 0-9 2- Attempts to write numbers sequentially 1- unable to write numbers	<ul style="list-style-type: none"> • Portfolio page • Informal assessment
<p style="text-align: center;">S1.B4</p> 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)
<p style="text-align: center;">S1.B4</p> 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)
<p style="text-align: center;">S2.B3</p> I 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	<ul style="list-style-type: none"> • 123 Assessment (verbal)

(if student already received a 4 this was not reassessed)	2- identifies at least four shapes 1- identifies three or less shapes	
S2.B5 I identify penny, nickel, dime AND know value	4- meets benchmark plus was able to count coins (3 pennies, 1 nickel, and 1 dime= 18 cents) 3- identifies all three coins and values correctly 2- able to identify some of the coins and values 1- unable to identify any coins and value	<ul style="list-style-type: none"> • Chapter 6 test • 123 Math assessment • Informal assessment
S3.B2 Use manipulatives to identify, extend and create a variety of patterns beyond AB (if student already received a 4 this was not reassessed)	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
Rubric- 2nd Trimester Progress Report

Standard/Benchmark	Grading Scale	Assessment
<p style="text-align: center;">S1.B2 I identify upper case alphabet</p>	<p>4- meets GLE plus has DI BELS Letter Naming Fluency score of 41 or higher 3- 26 letters 2- 13-25 letters 1- 0-12 letters</p>	<ul style="list-style-type: none"> • ABC assessment (verbal) • DI BELS
<p style="text-align: center;">S1.B2 I identify lower case alphabet</p>	<p>4- meets GLE plus has DI BELS Letter Naming Fluency score of 41 or higher 3- 28 letters (including a & g) 2- 13-27 1- 0-12</p>	<ul style="list-style-type: none"> • ABC assessment (verbal) • DI BELS
<p style="text-align: center;">S1.B2 Produce consonant sounds</p>	<p>4- all consonant sounds plus 5 short vowel sounds 3- 21 consonant sounds 2- 13-20 1- 0-12</p>	<ul style="list-style-type: none"> • ABC assessment (verbal)
<p style="text-align: center;">S1.B2 I 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>	<ul style="list-style-type: none"> • Phonemic Awareness Inventory (verbal)
<p style="text-align: center;">S1.B2 I identify beginning sounds</p>	<p>4- DI BELS Initial Sound Fluency score of 26 or higher 3- DI BELS Initial Sound Fluency score of 25 2- DI BELS Initial Sound Fluency score of 10-24 1- DI BELS Initial Sound Fluency score of 1-9</p>	<ul style="list-style-type: none"> • DI BELS Initial Sound Fluency
<p style="text-align: center;">S1.B2 Segment words into sounds</p>	<p>4- DI BELS Phoneme Segmentation Fluency score of 36 or higher 3- DI BELS Phoneme Segmentation Fluency score of 35 2- DI BELS Phoneme Segmentation Fluency</p>	<ul style="list-style-type: none"> • DI BELS Phoneme Segmentation Fluency

	score of 10-34 1- DI BELS Phoneme Segmentation Fluency score of 0-9	
S1.B2 Blend sounds into words	3- Oral synthesis- score 15 2- Oral synthesis- score 9-14 1- Oral synthesis- score 0-8	<ul style="list-style-type: none"> • Phonemic-Awareness Inventory Level 2 Oral synthesis
S2.B3 Retell a familiar story and sequence beginning, middle and end	4- student is able to retell story drawing pictures and adding words using correct writing mechanics 3- student can retell a familiar story and sequence beginning, middle and end 2- with teacher assistance the student can retell a familiar story and sequence beginning, middle and end 1- student unable to retell story	<ul style="list-style-type: none"> • Animal Story • ABC Sequencing Activity • <u>The Snowman</u> sequencing activity
S2.B5 I illustrate a response to text	4- Student illustrates a response to text using detail to print 3- Student illustrates a response to text 2- Student is beginning to illustrate a response to text 1- Student is unable to illustrate a response to text	<ul style="list-style-type: none"> • <u>The Mitten</u> • <u>I Looked Through the Window</u> • <u>You Noisy Monkey</u>
S3.B1 I illustrate a story with a beginning, middle and end	4- child illustrates and writes words on own 3- Child illustrates beginning/middle/end 2- child can illustrate but unable to see a beginning/middle/end 1- child has no concept of story	<ul style="list-style-type: none"> • Writer's Workshop Folders • My Story(portfolio)
S4.B1 Use inventive spelling with correct beginning and ending sounds	4- The student will use inventive spelling with additional correct sounds- conventional	<ul style="list-style-type: none"> • Writer's workshop • Response to <u>You</u>

	spelling 3- Student uses inventive spelling with correct beginning and ending sounds 2- Uses inventive spelling with correct beginning sound 1- Student uses random letters to attempt inventive spelling	<u>Noisy Monkey</u> <ul style="list-style-type: none"> • <u>I Looked Out My Window</u> writing response • "Winter I s When..." response • <u>The Mitten</u>
S4.B2 Dictate or write a simple sentence	4- Able to write a paragraph (3 or more sentences) 3- writes a simple sentence 2- labels pictures 1- pictures but no words	<ul style="list-style-type: none"> • Writer's Workshop Folders • <u>I Looked Through My Window</u> response • I nformal observation • My Story(portfolio)
S4.B4 I identify a period, question mark and exclamation point in a sentence	4- Uses a period, question mark and exclamation point in writing 3- I identify a period, question mark and exclamation point in a sentence 2- Can identify ending punctuation with teacher assistance 1- Unable to identify ending punctuation with teacher assistance	<ul style="list-style-type: none"> • Written Assessment
S5.B1 Use sentence starters or one-sentence journaling	4- Uses starter and continues with another sentence 3- Uses sentence starter or one sentence journaling 2- child attempts to finish sentence but doesn't make sense 1- no attempt	<ul style="list-style-type: none"> • Monster Pet • Our pumpkin • Class books (Thanksgiving dinner, I Can) • <u>I Looked Through My Window</u> • "Winter I s When" response • "I Wish I Had 100.."
S6.B2	4- Uses appropriate	<ul style="list-style-type: none"> • I nformal

Speak clearly and use appropriate volume in classroom setting	volume and helps other do the same 3- Uses appropriate volume 2- Needs reminders 1-Needs many reminders	observation
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Science and Social Studies 2nd Trimester

Standard/Benchmark		Assessment
SS.S3.B2 Identify traditions, customs and celebrations within families	3- Able to identify traditions, customs and celebrations within families independently 2- Able to identify traditions, customs and celebrations within families with teacher assistance 1- Unable to identify traditions, customs and celebrations within families	- Family Traditions web - Menorah activity - Kwanzaa activity

Other benchmarks taught but not assessed this trimester:

Science:

K-2.Sci.S1.B2: Predict, collect, compare and contrast data from observations.

Grade K: State data collected from observations as a whole class and small groups.
(Force/Movement Unit)

K-2.Sci.S2.B2: Describe different types of forces

Grade K: Recognize that a force is needed to move something.
(Force/Movement Unit)

K-2.Sci.S6.B1: Express science as a human endeavor throughout history.

Grade K: Name things scientist do.
(Force/Movement Unit)

K-2.Sci.S7.B1: Identify and use the appropriate technology in scientific activities.

Grade K: Use teacher-selected equipment for activity.
(Force/Movement Unit)

Social Studies:

K-2.SS.S8.B1: Describe how the group to which a person belongs influences how one acts.

Grade K: Identify groups to which people belong.
(Holiday Traditions Around the World)