

**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
Fluency				
<p>Reads with accuracy, fluency, and expression</p> <p>Term I: 110 WCPM Term II: 120 WCPM Term III: 130 WCPM WCPM: Words Correct Per Minute</p>	<p>Beginning to use the tools of punctuation, word recognition and voice inflection in reading</p>	<p>Developing the use of punctuation, word recognition and voice inflection in oral reading</p>	<p>Mastered the ability to read with accuracy, fluency, and expression</p>	<p>Exceeds expectations by reading with exceptional accuracy, fluency and expression using voice inflection in oral reading</p>
Comprehension				
<p>Comprehends literal (recall) and inferential meaning (implied) of grade level text</p>	<p>Beginning to answer oral and written questions. Not yet able to identify main idea, inferred meanings and story elements</p>	<p>Developing the ability to comprehend literal meaning and inferred meaning by locating and citing evidence from the text</p>	<p>Mastered the ability to comprehend literal meaning and inferred meaning by locating and citing evidence from the text</p>	<p>Exceeds expectations by writing an extended written response with relevant details and able to determine implied meaning of author's message</p>
Vocabulary				
<p>Understands and uses new vocabulary</p>	<p>Beginning to identify story vocabulary using structural analysis and context clues</p>	<p>Developing the ability to identify and utilize story vocabulary using structural analysis and context clues</p>	<p>Mastered the ability to understand and use grade appropriate reading vocabulary in the context of reading and writing</p>	<p>Exceeds expectations of using complex reading vocabulary in the context of reading and writing. Often uses above grade level vocabulary</p>
Grammar				
<p>Understands and correctly uses grammar concepts</p>	<p>Beginning to understand and use grade level grammar skills in formal lessons and tests</p>	<p>Developing an understanding and applies grammar skills in formal lessons and tests</p>	<p>Mastered the ability to use grade level grammar skills in formal lessons and tests</p>	<p>Exceeds the understanding of grade level grammar concepts in formal lessons and tests and applies this knowledge in writing</p>

Statements from Report Card	Level 1 Achievement	Level 2 Achievement	Level 3 Achievement	Level 4 Achievement
Spelling				
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
Writing 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
Oral Language				
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

**STOUGHTON PUBLIC SCHOOLS
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Content Area: Mathematics

Rubric for Grade: 4

Statements from Report Card	Level 1 Achievement	Level 2 Achievement	Level 3 Achievement	Level 4 Achievement
Demonstrates mastery of basic facts (+, -, x, :-) Benchmarks: Term I: +, - Term II: +, -, x, :-	Demonstrates partial knowledge of basic facts	Progressing toward mastery of basic facts	Consistently demonstrates mastery of all basic facts (+, -, x, :-)	Demonstrates mastery with automaticity of all basic facts and applies knowledge to solve related problems
Demonstrates knowledge of geometric concepts Term I Term III	Identifies two/three dimensional shapes according to attributes (e.g. lines and angles, number of sides and faces) with teacher assistance	Identifies two/three dimensional shapes according to attributes such (e.g. lines and angles, number of sides and faces) with minimal teacher assistance	Compares and classifies features of geometric shapes consistently	Investigates, analyzes and applies key concepts about attributes and features in geometry
Organizes, constructs and makes predictions about data sets Term I Term III	Makes simple predictions when collecting, organizing, displaying, and analyzing data with teacher assistance (e.g. bar, line, circle and pictograph line plots and tallies)	Organizes data using one method of display; draws conclusions and makes predictions about a given set of data with minimal teacher assistance	Consistently collects, organizes, displays, and analyzes data to solve problems (e.g. mode, median, minimum, maximum, range, probability)	Generates independent projects through observations, surveys, measurements, or experiments, and identifies a variety of ways to display the data, including the mean
Names, rounds and writes numbers (standard, expanded and word form) Term I only	Reads and writes numbers, gives value of digits from 1 – 100	Reads and writes numbers, gives value of digits from 100 – 1,000	Reads and writes numbers, gives value of whole numbers to 100,000 and decimals to hundredths	Reads and writes numbers, gives value of whole numbers to 1,000,000 and decimals to thousandths
Estimates, adds, subtracts, multiplies & divides multidigit numbers Benchmarks: Term I: +, - Term II: +, -, x, :-	Demonstrates partial knowledge of estimating, and computing multidigit numbers with teacher assistance	Demonstrates knowledge of estimating, and computing multidigit numbers with some teacher assistance	Demonstrates knowledge of estimating and computing multidigit numbers independently	Demonstrates mastery of estimating, and computing multidigit numbers with a 2-digit divisor

Statements from Report Card	Level 1 Achievement	Level 2 Achievement	Level 3 Achievement	Level 4 Achievement
<p>Understands and uses appropriate strategies to solve problems using correct vocabulary</p> <p>Benchmarks: Term I: whole numbers and number sentences with variables Term II: fractions and decimals</p>	Uses appropriate strategies to solve problems with teacher assistance	Uses appropriate strategies to solve problems related to whole numbers with minimal teacher assistance	Consistently applies and uses appropriate strategies to solve problems using the correct vocabulary	<p>Uses a variety of independent strategies to solve problems in a number of ways</p> <p>Extends and applies mathematical thinking</p>
<p>Understands angles and use of coordinates on a grid</p> <p>Term II</p>	Demonstrates partial knowledge of acute, right, and obtuse angles, and ordered pairs with teacher assistance	Demonstrates partial knowledge of acute, right, and obtuse angles, and ordered pairs with some teacher assistance	Identifies angles and uses ordered pairs to locate and identify points and paths on a grid	Identifies, constructs various angles and describes paths in a coordinate grid
<p>Identifies and uses standard and metric units of measurement in perimeter, area and volume</p> <p>Term II and Term III</p>	Identifies and uses standard and metric units of measurement to solve problems with teacher assistance	Selects and uses diagrams and appropriate units and tools of measurement to solve problems with minimal assistance	Consistently identifies and uses standard and metric units of measurement to solve problems involving perimeter and area	Always identifies and uses measurement skills to explore, research, and create independent projects
<p>Identifies and orders fractions and generates equivalent fractions</p> <p>Benchmark: Term II: fractions Term III: decimals</p>	Identifies common fractions as part of a unit whole, collection and location on a number line with teacher assistance	Identifies common fractions as part of a unit whole, collection and location on a number line with some teacher assistance	Demonstrates an understanding of fractions: consistently names, orders and finds equivalent fractions	Always models and expresses equivalent fractions, mixed numbers and explains the relationship of fractions to decimals to percents
<p>Uses probability to determine expected results</p> <p>Term II</p>	Represents the possible outcomes for a simple probability situation with teacher assistance	Represents the possible outcomes for a probability situation (e.g. spinner, counters) with some teacher assistance	Classifies outcomes as certain, likely, unlikely or impossible	Designs and conducts probability experiments independently and explores situations of equally likely events
<p>Uses reflections, rotations, and translations of shapes; identifies symmetry</p> <p>Term III</p>	Identifies lines of symmetry and congruency with teacher assistance	Identifies lines of symmetry and congruency with some teacher assistance	Describes and applies reflections, rotations and translations and determines if shapes are congruent	Predicts the results of transformations on two-dimensional shapes

Statements from Report Card	Level 1 Achievement	Level 2 Achievement	Level 3 Achievement	Level 4 Achievement
<p>Able to construct and name geometric solids and find the volume of a rectangular prism</p> <p>Term III</p>	<p>Constructs geometric solids and finds the volume of a solid with teacher assistance</p>	<p>Constructs geometric solids and finds the volume of a solid with some teacher assistance</p>	<p>Predicts the results of combining two-dimensional shapes to form a solid and measures the volume of a rectangular prism</p>	<p>Solves problems independently involving weight, volume and capacity</p>
<p>Tells how change in one variable relates to a change in a second variable and solves problems involving proportional relationships</p> <p>Benchmarks: Term I: input-output tables Term III: rates</p>	<p>Creates, describes and extends numeric patterns with teacher assistance</p>	<p>Creates, describes and extends numeric patterns with some teacher assistance</p>	<p>Independently creates, describes and extends numeric patterns</p>	<p>Solves algebraic problems involving variables, generates extensions of patterns, determines rules of tables and solves proportional unit pricing and scales independently</p>

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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

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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