

On this page you will be able to find how your child will be graded throughout the year for each subject. Students receive grades on the following.

"I am not just focused on molding your child into the perfect scholar.

My goal as your child's teacher is to shape them into valuable and hard working citizens in the community. Students will not only be graded on the work they produce, in class and home, but how they conduct themselves, work with others, work independently, and follow directions. If we work together we can have many great adventures."

- Ms. Bento

→In all subject areas students will be graded on class participation, classwork, individual work/ exit tickets, quizzes, and tests. Each subject area has different criteria per assignment. Below you can find a breakdown per subject and general rubrics I will use. ←

ENGLISH LANGUAGE ARTS (ELA)

[*WEIGHT OF GRADES ARE RECOMMENDED PER THE ELA DEPARTMENT*](#)

Class participation- Students are actively engaged in their learning. They are listening to the teacher or to classmates when they are speaking. They are participating in the discussion at hand and staying engaged in the lesson. Lastly, they are speaking up when confused or do not understand something so I can clarify or identify during small group instruction

Classwork - Students have written their name and date. They are following directions and completing ALL of the work that is expected in the time allotted. They are speaking up when confused or do not understand something. Students are responsible for self assessing themselves on assignments. This gives me a better understanding from their point of view of how they are understanding the material. We use a basic smile system. 😊 means they know it by heart. They are comfortable and confident enough they could teach it themselves, to friends, and are ready to be tested on the material that moment. 😐 if they feel somewhat ok with the material but need *and* want more practice to feel comfortable. So, they are requesting more practice. ☹ If Ms. Bento was making no sense at all and needs to be shown in a different way.

Individual work/ exit tickets- This is the opportunity for students to show me what they took away from the lesson. This gives me a better idea of exactly what your child understands or more help with.

Homework- All homework is aligned with the state common core standards. This is an opportunity for your child to practice what they are learning in school. It is VERY IMPORTANT you let your child do their OWN work. I ENCOURAGE you to guide and assist if they are having trouble or struggling, but if you are doing the work I do not get a clear understanding of what they know and therefore won't be able to address your child's specific needs.

Culminating Tasks- This is counted as a test grade that focuses on the essential question of the story we are focusing on. The question is tied into and focuses on specific common core state standards. I will be looking for students to have answered all parts of the prompt. Name and date are on the paper. Students are composing 5-star sentences. Students are using text evidence to support their reasoning and thinking. Students are implementing writing from left to right,

starting a sentence with a capital letter, proper grammar and punctuation. Lastly, students attempt to make a personal connection.

Benchmarks- One culminating task per marking period is picked by the ELA department in which students demonstrate what they have learned and know. The expectations are the exact same as the culminating task, however, students will have the opportunity after taking the benchmark to meet with myself to discuss feedback on how to make their writing stronger. Students will then use the feedback, as well as practice either in whole group or small group prior to, and have the opportunity to re-write their response.



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Quizzes/ Tests- Each quiz and test will have their own grading rubric that will be outlined in a manner students and parents will understand. Students are expected to show basic understanding of following directions, completing all steps of a problem, and showing their reasoning through picture, drawing, and words. These are a few general things I will be looking for.

ECR (Time Constructed Response)- These tasks are designed to address our students' ability to solve problems abstractly and quantitatively in support of the Standards for Mathematical Practice. Reasoning and Modeling, as assessed on the NJSLA in Grades 3 - High School, engages students in problem solving experiences that call for the judging of reasonableness of numerical results, developing number sense and an understanding or numerical operations, communicating

mathematical ideas and procedures, exploring the meaning and role of mathematical concepts, and applying mathematics in contexts outside of mathematics. These are kept in students portfolios but are accessible on the [curriculum website](#)

Interim Assessments- Are assigned per the math department. This is to gauge students' understanding of state common core standards practiced throughout the marking period. This demonstrates their understanding of knowledge, following directions, and demonstrating first grade expectations.

Social Studies/ Science

Class participation- Students are actively engaged in their learning. They are listening to the teacher or to classmates when they are speaking. They are participating in the discussion at hand and staying engaged in the lesson. Lastly, they are speaking up when confused or do not understand something so I can clarify or identify during small group instruction.

Classwork- Students have written their name and date. They are following directions and completing ALL of the work that is expected in the time allotted. They are speaking up when confused or do not understand something. Students are responsible for self assessing themselves on assignments. This gives me a better understanding from their point of view of how they are understanding the material. We use a basic smile system. 😊 means they know it by heart. They are comfortable and confident enough they could teach it themselves to friends, and are ready to be tested on the material that moment. 😐 if they feel somewhat ok with the material but need *and* want more practice to feel comfortable so they are requesting more practice. ☹ If Ms. Bento was making no sense at all and needs to be shown in a different way.

Individual work/ exit tickets- This is the opportunity for students to show me what they took away from the lesson. This gives me a better idea of exactly what your child understands or more help with.

Homework- All homework is aligned with the state common core standards. This is an opportunity for your child to practice what they are learning. It is VERY IMPORTANT you let your child do their OWN work. I ENCOURAGE you to guide and assist if they are having trouble or struggling, but if you are doing the work I do not get a clear understanding on what they know and therefore won't be able to address your child's specific needs.

Quizzes/ Tests- Each quiz and test will have their own grading rubric that will be outlined in a manner students and parents will understand. Students are expected to show basic understanding of following directions, completing all steps of a problem, and showing their reasoning through picture, drawing, and words. These are a few general things I will be looking for.

★ *See below for teacher and district and rubrics* ★

Homework rubric

| HOMework RUBRIC | | | | |
|--|----------|----------|----------|----------|
| | 1 | 2 | 3 | 4 |
| Handed in on time | | | | |
| Each day, all questions are complete. | | | | |
| Answers make sense and student is making | | | | |

Five Star Sentence

- 5 Star Sentences**
- I used a capital letter to start my sentence.
 - I used punctuation at the end of my sentence.
 - I used spaces between my words.
 - I used my best handwriting.
 - My sentences make

More complete breakdown of each category:

| BASIC HOMEWORK RUBRIC | | | | |
|-----------------------|--|--|--|---|
| | 4 | 3 | 2 | 1 |
| Neatness | <i>Homework is in an orderly packet and is incredibly neat, with no smudges or tears</i> | <i>Homework is in an orderly packet and is neat, with a few smudges or tears</i> | <i>Homework is in a packet with several smudges or tears</i> | <i>Homework is disorderly, with many smudges or tears</i> |
| Completion | <i>All of the assigned work is complete</i> | <i>Most of the assigned work is complete</i> | <i>Some of the assigned work is complete</i> | <i>Student did not turn in assignment</i> |
| Timeliness | <i>Homework was received on the due date</i> | <i>Homework was 1 day late</i> | <i>Homework was 2 days late</i> | <i>Homework was 3 or more days late</i> |
| Accuracy | <i>All of the answers are correct</i> | <i>Most of the answers are correct</i> | <i>Some of the answers are correct</i> | <i>Little to none of the answers are correct</i> |
| Work Shown | <i>All work is meticulously shown</i> | <i>Most work is meticulously shown</i> | <i>Some steps for problem solving are missing</i> | <i>Student did not show any work</i> |

1st Grade Scoring Rubric for Narrative Tasks

| Scoring Elements | Below | Approaches | Meets | Exceeds |
|---|---|---|--|--|
| | 1 | 2 | 3 | 4 |
| Focus/Content Understanding (Do they address the prompt?) | Attempts to address prompt, but lacks focus or is off-task. | Addresses prompt appropriately, but with a weak and uneven focus. | Addresses prompt appropriately and maintain a clear, steady focus. | Addresses all aspects of prompt appropriately and maintains a strongly developed focus. |
| W.1.3- Write narratives, in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure. | Attempts to recount an event but lacks focus with no details and little or no use of temporal words. | Establishes a sequence of events that has few details with inconsistent use of temporal words and some sense of closure. | Establishes a sequence of events with some details using temporal words and some sense of closure. | Establishes a sequence of events with thoroughly developed details using temporal words and a strong closure. |
| RF.1.1a- Demonstrate understanding of the organization and basic features of print. | Demonstrates lack of understanding of the organization and basic features of print and spacing. | Demonstrates uneven understanding of the organization and basic features of print. | Demonstrates consistent understanding of the organization and basic features of print. | Demonstrates a strong understanding of the organization and basic features of print. |
| L.1.1a- j - Demonstrate command of the conventions of standard English grammar and usage when writing | Attempts to demonstrate command of the conventions of standard English grammar, lacks spacing, and prints few | Demonstrates an uneven command of the conventions of standard English grammar with inconsistent use of capitalization, punctuation, and | Demonstrates and maintains command of the conventions of standard English grammar, capitalization, punctuation, and spelling with few errors | Demonstrates and maintains a strong command of the conventions of standard English grammar, capitalization, punctuation, and |

ELA

1st Grade Scoring Rubric for Informational/Explanatory Tasks

| Scoring Elements | Below | Approaches | Meets | Exceeds |
|--|--|---|--|--|
| | 1 | 2 | 3 | 4 |
| Focus/Content Understanding (Do they address the prompt?) | Attempts to address prompt, but lacks focus or is off-task. | Addresses prompt appropriately, but with a weak and uneven focus. | Addresses prompt appropriately and maintain a clear, steady focus. | Addresses all aspects of prompt appropriately and maintains a strongly developed focus. |
| W.1.2- Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. | Attempts to introduce a topic but lacks a clear purpose. | Introduces a topic, uses facts and definitions with a concluding statement. | Introduces a topic, uses facts and definitions to develop points clearly with a concluding statement. | Introduces a topic, uses some facts and definitions to develop points clearly and thoroughly with a strong concluding statement. |
| RL.1.1 & RI.1.1- Ask and answer questions about key details in a text. | Attempts to present information from reading materials in response to the prompt, but does not demonstrate | Presents information from reading materials relevant to the prompt with reference to some of the key details from the text. | Presents information from reading materials relevant to the prompt with reference to sufficient details from the text. | Presents information relevant to all parts of the prompt with effective selection of sources and details from |

1st Grade Scoring Rubric for Opinion Tasks

| Scoring Elements | Below | Approaches | Meets | Exceeds |
|--|--|---|---|--|
| | 1 | 2 | 3 | 4 |
| Focus/Content Understanding (Do they address the prompt?) | Attempts to address prompt, but lacks focus or is off-task. | Addresses prompt appropriately, but with a weak and uneven focus. | Addresses prompt appropriately and maintain a clear, steady focus. | Addresses all aspects of prompt appropriately and maintains a strongly developed focus. |
| W.1.1- Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure. | Attempts to establish an opinion but lacks a clear purpose. | Establishes an opinion with a reason with minor lapses and a concluding statement. | Establishes an opinion that is supported by a reason and a concluding statement. | Establishes an opinion supported by a strong reason and a concluding statement. |
| RL.1.1 & RI.1.1- Ask and answer questions about key details in a text. | Attempts to present information from reading materials in response to the prompt, but does not demonstrate comprehension of the major details in the text. | Presents information from reading materials relevant to the prompt with reference to some of the major details from the text. | Accurately presents information from reading materials relevant to the prompt with reference to specific details from the text. | Accurately presents information relevant to all parts of the prompt cohesively with effective selection of sources and details from reading materials. |
| L.1.1a-j - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L.1.2a-e-Demonstrate command of conventions of standard English capitalization, punctuation, and spelling when writing. | Attempts to demonstrate command of the conventions of standard English grammar, lacks spacing, and prints few upper and lower case letters correctly. | Demonstrates an uneven command of the conventions of standard English grammar with inconsistent use of capitalization, punctuation, and spelling. | Demonstrates and maintains command of the conventions of standard English grammar, capitalization, punctuation, and spelling with few errors. | Demonstrates and maintains a strong command of the conventions of standard English grammar, capitalization, punctuation, and spelling with minor errors. Response consistently includes language appropriate to the prompt |

MATH

Application problem/ Exit Ticket

Application Problem Rubric

| 1 | 2 | 3 |
|--|---|--|
| Problem is missing 3 or more of the following: <ul style="list-style-type: none"> • Drawing • Number sentence • Number statement • Label | Problem is missing 1 or 2 of the following: <ul style="list-style-type: none"> • Drawing • Number sentence • Number statement • Label | Problem solving includes correct components: <ul style="list-style-type: none"> • Drawing • Number sentence • Number statement • Label |
| Problem is blank or does not make any sense. | Problem is not completely easy to read or understand. | Problem is organized and easy to understand. |
| No effort has gone into problem solving. | Some effort has gone into problem solving. | A lot of effort has gone into problem solving. |

ECRs (change per month)

Each rubric can be found on the district website as well as the ECR. I have uploaded examples of what it may look like.

| Rubric Part A | |
|---------------|--|
| Score | Description |
| 2 | Student response includes the following components: <ul style="list-style-type: none"> • Computation component Correct answer, 16 • Reasoning Component I see one ten and 6 ones in 16. |
| 1 | Student response contains 1 correct component |
| 0 | Student response is incorrect or irrelevant. |
| Rubric Part B | |
| Score | Description |
| 3 | Student response includes the following components: <ul style="list-style-type: none"> • Computation component <ul style="list-style-type: none"> ○ Correct answers for all 4 comparisons: <ul style="list-style-type: none"> ▪ 19 < 40 ▪ 12 = 12 ▪ 17 > 14 ▪ 13 < 33 |
| 2 | Student response contains 3 correct comparisons. |
| 1 | Student response contains 1 or 2 correct comparisons. |
| 0 | Student response contains 0 correct comparisons or irrelevant. |





SCIENCE

| Investigations | | | | |
|---|---|---|---|---|
| 4 | | 3 | 2 | 1 |
| ★★ | ★ | ✓+ | ✓ | ✓- |
| All parts of the investigation are complete and thoroughly written. | | Most parts of the investigation are complete. Some parts are unclear. | Some parts of the investigation are missing or incomplete. Details are left out or unclear. | Documentation of the investigation is incomplete. |

| Notes & Sketching | | | | |
|---|---|--|---|--|
| 4 | | 3 | 2 | 1 |
| ★★ | ★ | ✓+ | ✓ | ✓- |
| Notes and/or sketches are complete and student shows accurate learning of the science concept(s). | | Notes and/or sketches are written but some parts are unclear. Student shows some learning of the science concept(s). | Notes and/or sketches are incomplete and messy. It is unclear whether the student learned the science concept(s). | Notes and/or sketches are incomplete and not understandable. The student shows a misunderstanding of the science concept(s). |

| Reflections | | | | |
|---|---|--|--|---|
| 4 | | 3 | 2 | 1 |
| ★★ | ★ | ✓+ | ✓ | ✓- |
| Questions are answered in complete sentences and student explains his/her thinking clearly with details. It is clear that the student understands the science concept(s). | | Questions are simply answered, but not explained entirely. The student shows some understanding of the science concept(s). | Answers are incomplete and the student shows little understanding of the science concept(s). | Questions are not all answered and the student does not show understanding of the science concept(s). |

SOCIAL STUDIES

| | 1  | 2  | 3  | 4  |
|----------------------------|--|--|--|--|
| Vocabulary | Demonstrates little or no understanding of the meaning of key vocabulary and terms related to this topic. | Demonstrates some understanding of the meaning of key vocabulary and terms related to this topic. | Demonstrates understanding of the meaning of key vocabulary and terms related to this topic. | Demonstrates a deep understanding of the meaning of key vocabulary and terms related to this topic. |
| Content | Covers little of the topic with few or no details and examples. Subject knowledge appears to be minimal. | Covers some of the topic with some details and examples. Subject knowledge appears to be lacking. | Covers the topic with details and examples. Subject knowledge appears to be good. | Covers the topic in depth with many details and examples. Subject knowledge appears to be excellent. |
| Using Sources | Few sources were analyzed, and justification was not provided for any viewpoints. | Some sources were analyzed, and justification was provided for some viewpoints. | Several sources were analyzed, and justification was provided for most viewpoints. | Many sources were analyzed, and detailed justification was provided for each viewpoint. |
| Graphics and Illustrations | Graphics and illustrations appear to be careless or haphazard, are not labeled, and/or do not relate to the topic. | Some graphics and illustrations are clear, related to topic, labeled, and help to explain the topic. | Most graphics and illustrations are clear, related to topic, labeled, and help to explain the topic. | All graphics and illustrations are clear, related to topic, labeled properly, and help to explain the topic. |