

Trumbull Public Schools

Assured Elementary Assessments

Trimester 1

[Directions how to navigate the Parent Portal to see assessments](#)

[Literacy](#)

[Kindergarten](#)

[Grade 1](#)

[Grade 2](#)

[Grade 3](#)

[Grade 4](#)

[Grade 5](#)

[Math](#)

[Kindergarten](#)

[Grade 1](#)

[Grade 2](#)

[Grade 3](#)

[Grade 4](#)

[Grade 5](#)

[Science](#)

[Kindergarten](#)

[Grade 1](#)

[Grade 2](#)

[Grade 3](#)

[Grade 4](#)

[Grade 5](#)

Literacy

Kindergarten

A kindergarten student's attainment of literacy learning is reflected in several ways. In Reading during Trimester 1, your child is in a developmental stage, learning to apply the skills being taught to become a reader. Students have been building their foundational reading skills, including print and phonemic awareness, letters, and sounds. In November, each kindergarten student is assessed to determine his/her foundational reading skills in six domains. The chart below indicates the benchmarks for Trimester 1.

Assessment	Trimester 1 Benchmarks
Upper-Case Letter Identification	18 letters
Lower-Case Letter Identification	18 letters
Consonant Sound Identification	15 sounds
Short Vowel Sound Identification	5 sounds
Long Vowel Sound Identification	0 sounds
Kindergarten List of Words	17 words

Grade 1

Grade 1 students' literacy learning is reflected in several ways. In Writing Workshop, writing happens every day; each unit culminates in a process piece (composed over time and with teacher guidance over several days) and an On-Demand piece (composed independently in one sitting). During Trimester 1, grade 1 students participated in a narrative writing unit. Students are scored on a rubric containing three elements; structure, development, and conventions. The category of "Structure" can generate between 0-20 points; "grade-level expectations," *by the end of the year*, would be 15 points. The category of "Development" can generate between 0-16 points, since each rubric category in Development is weighted double; "grade-level expectations," *by the end of the year*, would be 12 points. The category of "Language Conventions" can generate between 0-8 points; "grade-level expectations," *by the end of the year*, would be 6 points.

Below is a link to the rubric used to score each of these three elements.

[Grade 1 - Rubric for Narrative Writing](#)

Grade 2

Grade 2 students' literacy learning is reflected in several ways. In Writing Workshop, writing happens every day; each unit culminates in a process piece (composed over time and with teacher guidance over several days) and an On-Demand piece (composed independently in one sitting). During Trimester 1, grade 2 students participated in a narrative writing unit. Students are scored on a rubric containing three elements; structure, development, and conventions. The category of "Structure" can generate between 0-20 points; "grade-level expectations," *by the end of the year*, would be 15 points. The category of "Development" can generate between 0-16 points, since each rubric category in Development is weighted double; "grade-level expectations," *by the end of the year*, would be 12 points. The category of "Language Conventions" can generate between 0-8 points; "grade-level expectations," *by the end of the year*, would be 6 points.

Below is a link to the rubric used to score each of these three elements.

[Grade 2 - Rubric for Narrative Writing](#)

Grade 3

Grade 3 students' literacy learning is reflected in several ways. In Writing Workshop, writing happens every day; each unit culminates in a process piece (composed over time and with teacher guidance over several days) and an On-Demand piece (composed independently in one sitting). During Trimester 1, grade 3 students participated in a narrative writing unit. Students are scored on a rubric containing three elements; structure, development, and conventions. The category of "Structure" can generate between 0-20 points; "grade-level expectations," *by the end of the year*, would be 15 points. The category of "Development" can generate between 0-16 points, since each rubric category in Development is weighted double; "grade-level expectations," *by the end of the year*, would be 12 points. The category of "Language Conventions" can generate between 0-8 points; "grade-level expectations," *by the end of the year*, would be 6 points.

Below is a link to the rubric used to score each of these three elements.

[Rubric for Narrative Writing – Grade 3](#)

Grade 4

Grade 4 students' literacy learning is reflected in several ways. In Writing Workshop, writing happens every day; each unit culminates in a process piece (composed over time and with teacher guidance over several days) and an On-Demand piece (composed independently in one sitting). During Trimester 1, grade 4 students participated in a narrative writing unit. Students are scored on a rubric containing three elements; structure, development, and conventions. The category of "Structure" can generate between 0-20 points; "grade-level expectations," *by the end of the year*, would be 15 points. The category of "Development" can generate between 0-16 points, since each rubric category in Development is weighted double; "grade-level expectations," *by the end of the year*, would be 12 points. The category of "Language Conventions" can generate between 0-8 points; "grade-level expectations," *by the end of the year*, would be 6 points.

Below is a link to the rubric used to score each of these three elements.

[Rubric for Narrative Writing – Grade 4](#)

Grade 5

Grade 5 students' literacy learning is reflected in several ways. In Writing Workshop, writing happens every day; each unit culminates in a process piece (composed over time and with teacher guidance over several days) and an On-Demand piece (composed independently in one sitting). During Trimester 1, grade 5 students participated in a narrative writing unit. Students are scored on a rubric containing three elements; structure, development, and conventions. The category of "Structure" can generate between 0-20 points; "grade-level expectations," *by the end of the year*, would be 15 points. The category of "Development" can generate between 0-16 points, since each rubric category in Development is weighted double; "grade-level expectations," *by the end of the year*, would be 12 points. The category of "Language Conventions" can generate between 0-8 points; "grade-level expectations," *by the end of the year*, would be 6 points.

Below is a link to the rubric used to score each of these three elements.

[Rubric for Narrative Writing – Grade 5](#)

Math

Kindergarten

In Trimester 1, teachers interview students to determine if they can read and write numbers from 0-10 and demonstrate their ability to create sets of specifically numbered objects. Teachers observe students in a variety of learning settings, whole group learning, and small group games and activity sessions called WorkPlaces. Students received a score ranging from 0-8 points on this assessment. A score of 6-8 points indicates mastery of content. A score of 5 points represents partial mastery of standards assessed, and a score below 5 is not yet meeting the standard.

Grade 1

In Trimester 1, grade 1 students focussed on solving addition and subtraction word problems and basic facts within 10. Teachers observed students during whole group instruction, and in small group settings where they worked independently. Students received a score ranging from 0-30 points on this assessment. A score of 22-30 points indicates mastery of content. A score of 16-21 points represents partial mastery of standards assessed, and a score below 16 is not yet meeting the standard.

Grade 2

In Trimester 1, grade 2 students focused on addition and subtraction facts within 100. Students also wrote equations to represent the action in word problems. Students were assessed on a three point rubric. Students received a score ranging from 0-12 points on this assessment. A score of 9-12 points indicates mastery of content. A score of 7-8 points represents partial mastery of standards assessed, and a score below 7 is not yet meeting the standard. Grade 2 students continue to practice fact fluency to become more confident with mental computation within 100.

Grade 3

In Trimester 1, grade 3 students worked to represent and solve problems involving multiplication and division. Students received a score ranging from 0-16 points on this assessment. A score of 12-16 points indicates mastery of content. A score of 9-11 points represents partial mastery of standards assessed, and a score below 9 is not yet meeting the standard. Students continue to practice all operations throughout their grade 3 experience.

Grade 4

In Trimester 1, grade 4 students worked on place value understanding for multi-digit whole numbers. Students used place value to read, write, compare and round numbers as well as recognize that in a multi-digit number a digit in one place represents ten times what it represents in the place to its right. Students received a score ranging from 0-12 points on this assessment. A score of 9-12 points indicates mastery of content. A score of 7-8 points represents partial mastery of standards assessed, and a score below 7 is not yet meeting the standard.

Grade 5

In Trimester 1, grade 5 students worked on performing all operations with multi-digit whole numbers and decimals to thousandths. Students also applied their understanding of the place value system to recognize that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right, and $1/10$ of what it represents in the place to its left. Students received a score ranging from 0-18 points on this assessment. A score of 13-18 points indicates mastery of content. A score of 9-12 points represents partial mastery of standards assessed, and a score below 9 is not yet meeting the standard.

Science

Kindergarten

During Trimester One, Kindergarten students participated in an assessment entitled “Cool Tools.” In this assessment students were asked to draw an example of a science tool and orally tell the teacher the name of the tool. A rubric score of 3 indicates mastery of standard. A score of 2 is partial mastery of standards assessed, and a score of 1 is not yet meeting the standard.

Grade 1

During Trimester One, First Grade students participated in an assessment entitled “Earth’s Rotation.” In this assessment students explained how Earth’s rotation causes the repeating pattern of day and night. Students were assessed using a three point rubric: 3- Meeting the standard as described by the grade level expectation, 2 - Progressing toward meeting the standard as described by the grade level expectations and 1 - Making limited progress toward meeting the standard as described by the grade level expectations

Grade 2

During Trimester One, Grade Two students participated in an assessment entitled “Matter.” In this assessment students were asked to explain distinctions between each state of matter through diagrams representing particle movement and arrangement. Students were assessed using a three point rubric: 3- Meeting the standard as described by the grade level expectation, 2 - Progressing toward meeting the standard as described by the grade level expectations and 1 - Making limited progress toward meeting the standard as described by the grade level expectations

Grade 3

During Trimester One, Grade three students participated in an assessment entitled “Weather.” In this assessment students were asked to identify three types of clouds and some weather instruments to explain how they are used to predict weather. Students were assessed using a three point rubric: 3- Meeting the standard as described by the grade level expectation, 2 - Progressing toward meeting the standard as described by the grade level expectations and 1 - Making limited progress toward meeting the standard as described by the grade level expectations

Grade 4

During Trimester One, Grade Four students participated in an assessment entitled “Rock Formations and Patterns.” In this assessment students were asked to identify patterns in different types of rocks and make connections between their characteristics and where they are located. Students were assessed using a four point rubric: 4- Exceeding the standard, 3- Meeting the standard as described by the grade level expectation, 2 - Progressing toward meeting the standard as described by the grade level expectations and 1 - Making limited progress toward meeting the standard as described by the grade level expectations

Grade 5

During Trimester One, Grade Five students participated in an assessment entitled “Stars.” In this assessment students were asked to construct an argument to compare the apparent brightness of stars. Students were assessed using a four point rubric: 4- Exceeds the standard, 3- Meeting the standard as described by the grade level expectation, 2 - Progressing toward meeting the standard as described by the grade level expectations and 1 - Making limited progress toward meeting the standard as described by the grade level expectations.