

# Unit I Rubric & Grading Instructions

Name: \_\_\_\_\_ Date: \_\_\_\_\_ {circle one} Pre-test Post-test

	correct	incorrect	total possible
1. List 2 items in each grocery department: Count each department as 2 points. Counts as correct if 2 reasonable items are written in each department. Count one incorrect if only one item is listed and two incorrect if zero items are written in a department or if the items definitively do not belong in that department.			24
2. Match the expiration dates to the products; Count as correct if only one line is drawn between matching product photo and the corresponding expiration date. Count as incorrect if more than one line is drawn to a date or a date has no lines drawn to it.			3
3. Match the product to the price tags: Count as correct if only one line is drawn between matching products and their price tags. Count as incorrect if more than one line is drawn to a price tag or a price tag has no lines drawn to it.			3
4. Complete the sentences: Count each sentence as one point. Count as incorrect if a sentence is left incomplete or an incorrect answer is given.			5
	total correct	total incorrect	
	total possible	percentage *	
	<b>35</b>		* total correct divided by total possible times 100

## Analyzing the Errors:

The pre-test is used as a baseline to see where the student is starting out before any instruction is given. Errors on the pre-test will be addressed through the unit activities. Errors on the post-test indicate that additional instruction or practice is needed. Every student learns at a different rate! Here is where this student needs more work:

Error Numbers	Needs Practice on...	Suggested Activities
many errors on 1	still needs work on categorizing groceries by department	show the student a grocery item and have the student write, say, or point to the department on the anchor chart
many errors on 2	still needs work on identifying an item's expiration date	use real food products to look for and identify the expiration date. discuss if the product is safe or unsafe to eat.
many errors on 3	still needs work on identifying the price of an item	use an online grocery shopping application to "buy groceries" and identify the price of each item
many errors on 4	still needs work on identifying the function of Unit I vocabulary	write the name and definition of Unit I vocabulary index cards to practice matching the names to the function

# Unit 2 Rubric & Grading Instructions

Name: \_\_\_\_\_ Date: \_\_\_\_\_ (circle one) Pre-test Post-test

	correct	incorrect	total possible
1. Copy two items from the menu and write the price: Count 2 points if the student writes 2 items from the menu. Count 2 more points if the student writes the correct price for each item they selected. Count 1 more point if they identify that it is a breakfast menu.			5
2. Use the menu to answer the questions: Count each question as one point. Count as incorrect if the answer is wrong or a question is left blank.			5
3. Match the picture with the words: Count each picture as one point. Count as incorrect if a picture has more than one line or no line to it.			3
4. Circle the correct restaurant type: Count each rectangle as one point. Count as incorrect if no answer is circled or more than one answer is circled.			3
5. Circle the ones that are appropriate restaurant behaviors: Count each correct answer as one point. Do not subtract points for incorrectly circled behaviors.			5

total correct	total incorrect
total possible	percentage *
<b>21</b>	

\* total correct divided by total possible times 100

## Analyzing the Errors:

The pre-test is used as a baseline to see where the student is starting out before any instruction is given. Errors on the pre-test will be addressed through the unit activities. Errors on the post-test indicate that additional instruction or practice is needed. Every student learns at a different rate! Here is where this student needs more work:

Error Numbers	Needs Practice on....	Suggested Activities
many errors on 1 & 2	still needs work on reading a menu, selecting items on a menu, and identifying prices from a menu	Gather menus from local restaurants and put each in a page protector. Have the student use a dry erase marker to practice identifying menu items and their prices.
many errors on 3 & 4	still needs work on identifying the type of restaurant by it's appearance and the procedures for each restaurant	Show the student pictures of the 3 restaurant types. Have them point to the correct type on the anchor chart or write the name on a dry-erase board. Write the procedures for each restaurant type on separate index cards for the student to match to the restaurant and put in sequential order.
many errors on 5	still needs work on identifying appropriate restaurant behaviors	Write a behavior on the board. Have the student give a thumbs up/down if the behavior is appropriate for a restaurant.

# Unit 3 Rubric & Grading Instructions

Name: \_\_\_\_\_ Date: \_\_\_\_\_ (circle one) Pre-test Post-test

	correct	incorrect	total possible
1. Write a number to sequence the steps to doing laundry: Count each line as one point. Count as incorrect if the wrong number is written or a line is left blank.			4
2. Draw a line from each clothing item to "hang up" or "fold": Count each clothing item as one point. Count as correct if only one line is drawn between a clothing item and where it is put away. Count as incorrect if a clothing item has more than one line drawn from it or no lines drawn from it.			8
3. Circle True or False for each statement: Count each statement as one point if correct answer is circled. Count as incorrect if both true and false are circled or neither are circled.			4
4. Match the weather and temperatures: Count each temperature as one point. Count as correct if only one line is drawn between a weather word and the correct temperature range. Count as incorrect if a weather word has more than one line drawn from it or no lines drawn from it.			4
5. Circle the correct time to wear the pictured clothing: Count each clothing item as one point. Count as incorrect if no answer is circled or if both answers are circled.			6

total correct	total incorrect
total possible	percentage *
<b>26</b>	

\* total correct divided by total possible times 100

## Analyzing the Errors:

The pre-test is used as a baseline to see where the student is starting out before any instruction is given. Errors on the pre-test will be addressed through the unit activities. Errors on the post-test indicate that additional instruction or practice is needed. Every student learns at a different rate! Here is where this student needs more work:

Error Numbers	Needs Practice on...	Suggested Activities
many errors on 1 & 3	still needs work on identifying the steps to doing laundry	Write each of the four major steps on an index card. Practice putting the steps in order. Add in additional steps such as add detergent, choose a setting, hang up fold, etc.
many errors on 2	still needs work on identifying clothes that you hang up and clothes you fold	Paste pictures of individual clothing items on index cards to have the students sort by "hang up" and "fold".
many errors on 4 & 5	still needs work on identifying weather descriptions and temperature range and appropriate clothes for each	Paste pictures of individual clothing items or entire outfits on index cards to have the students sort by temperature range or weather description.

# Unit 4 Rubric & Grading Instructions

Name: \_\_\_\_\_ Date: \_\_\_\_\_ {circle one} Pre-test Post-test

	correct	incorrect	total possible
1. List all the steps to cleaning the bedroom: Count each step as one point. Steps can be written in any order. Count as incorrect if an incorrect task is written or a line is left blank.			4
2. Explain how to clean each area of the kitchen: Count each line as one point. Count as correct if the student writes the appropriate action on each line (e.g., wash dishes, empty trash, mop floor wipe counter, wipe stove). Count as incorrect if a line is left blank.			5
3. Highlight the actions that are part of cleaning a bathroom: Count each correctly highlighted action as one point. If the student highlights every action, count the section as 0 points.			7
4. Highlight the actions that are part of cleaning a living room: Count each correctly highlighted action as one point. If the student highlights every action, count the section as 0 points.			4
5. Circle True or False for each statement: Count each statement as one point. Count as incorrect if both true and false are circled or neither are circled.			6
	total correct	total incorrect	
	total possible	percentage *	
	<b>26</b>		

\* total correct divided by total possible times 100

## Analyzing the Errors:

The pre-test is used as a baseline to see where the student is starting out before any instruction is given. Errors on the pre-test will be addressed through the unit activities. Errors on the post-test indicate that additional instruction or practice is needed. Every student learns at different rates! Here is where this student needs more work:

Error Numbers	Needs Practice on....	Suggested Activities
many errors on 1, 2, 3 & 4	still needs work on identifying the steps and procedures to cleaning all four rooms	give the student four index cards with a room name written on each. show, write, or say a cleaning action and have the student point to the room(s) that match that action. write cleaning actions on index cards and have the student sort the actions by the appropriate room(s). practice listing the steps for each room.
many errors on 5	still needs work on understanding the function of specific cleaning products and general "rules" about cleaning the house	use questions from all of the true/false in the unit or develop your own cleaning-related statements. have the students give a thumbs up/down if your statement is accurate. practice using actual cleaning supplies appropriately.

# Unit 5 Rubric & Grading Instructions

Name: \_\_\_\_\_ Date: \_\_\_\_\_ {circle one} Pre-test Post-test

	correct	incorrect	total possible
1. Answer the questions about the recipe: Count each question as one point. Count as incorrect if a question is left blank.			4
2. List the kitchen safety rules: Count each rule as one point. Rules can be written in any order. Count as incorrect if a rule is missing.			4
3. Write the function of each appliance: Count each appliance as one point. Count as incorrect if an answer is left blank or written incorrectly.			3
4. Circle True or False for each statement: Count each question as one point. Count as incorrect if both true/false are circled or neither are circled.			10
	total correct	total incorrect	
	<b>21</b>	percentage *	

\* total correct divided by total possible times 100

## Analyzing the Errors:

The pre-test is used as a baseline to see where the student is starting out before any instruction is given. Errors on the pre-test will be addressed through the unit activities. Errors on the post-test indicate that additional instruction or practice is needed. Every student learns at a different rate! Here is where this student needs more work:

Error Numbers	Needs Practice on....	Suggested Activities
many errors on 1	still needs work on recipe comprehension	Print real recipes from the internet to practice identifying ingredients, sequence steps, and answer comprehension questions.
many errors on 2	still needs work on understanding and identifying kitchen safety rules	Show the students pictures of people practicing kitchen safety rules to have the students write sentences about the pictures or answer questions about what they are doing and why.
many errors on 3	still needs work on identifying the function of appliances	Show the students an appliance and say a function. Have the students given a thumbs up/down if the function you say matches the appliance you show. Practice identifying foods that can be cooked.
many errors on 4	still needs work on understanding fundamental unit concepts	Review the errors to determine which type of content they center on (recipes, appliance function, safety) and review those concepts.

# Unit 6 Rubric & Grading Instructions

Name: \_\_\_\_\_ Date: \_\_\_\_\_ (circle one) Pre-test Post-test

	correct	incorrect	total possible
1. Sequence the steps to each type of transportation: Count each step as one point. Count as incorrect if a step is left blank.			16
2. List 4 bicycle safety rules: Count each rule as one point. Count as incorrect if a non-rule is written or a line is left blank.			4
3. Answer the questions: Count each question as one point. Count as incorrect if a question is left blank.			5

total correct	total incorrect
total possible	percentage *
<b>25</b>	

\* total correct divided by total possible times 100

## Analyzing the Errors:

The pre-test is used as a baseline to see where the student is starting out before any instruction is given. Errors on the pre-test will be addressed through the unit activities. Errors on the post-test indicate that additional instruction or practice is needed. Every student learns at a different rate! Here is where this student needs more work:

Error Numbers	Needs Practice on....	Suggested Activities
many errors on 1	still needs work on understanding and demonstrating the steps to take different forms of public transportation	Write the steps for each form of transportation on separate index cards to practice sequencing the steps. Practice acting out each event with a partner.
many errors on 2	still needs work on identifying bicycle safety rules	Show the students pictures of people riding bikes and identify what rule they are following/breaking. Use the true/false questions verbally and have the students give a thumbs up/down if what you say about bike safety is correct.
many errors on 3	still needs work on answering comprehension questions and problem solving related to public transportation	Use the internet to look up routes between two local places. Practice identifying the different travel times and options you could use.

# Unit 7 Rubric & Grading Instructions

Name: \_\_\_\_\_ Date: \_\_\_\_\_ (circle one) Pre-test Post-test

	correct	incorrect	total possible
1. Match the problem to a tool to fix the problem: Count each problem as one point. Count as incorrect if a problem has no lines or more than one line drawn from it.			4
2. Circle the best way to solve the problem: Count each question as one point. Count as incorrect if no answer is circled or more than one answer is circled.			2
3. Answer the questions: Count both questions as 1 point and all 8 battery ends as one point each. Count as incorrect if a question or battery end is left blank.			10
4. Circle True or False for each statement: Count each question as one point. Count as incorrect if both true/false are circled or neither are circled.			10
	total correct	total incorrect	* total correct divided by total possible times 100
	total possible	percentage *	
	<b>26</b>		

## Analyzing the Errors:

The pre-test is used as a baseline to see where the student is starting out before any instruction is given. Errors on the pre-test will be addressed through the unit activities. Errors on the post-test indicate that additional instruction or practice is needed. Every student learns at a different rate! Here is where this student needs more work:

Error Numbers	Needs Practice on....	Suggested Activities
many errors on 1 & 2	still needs work on identifying the best tools/methods to use to fix common household problems	Show the students a tool or a picture of a tool. Have the students point to the household problem(s) that that tool would fix using the anchor chart. Identify a household problem. Give a possible solution and have the students give a thumbs up/down if your solution makes sense for that problem.
many errors on 3	still needs work on identifying parts of a battery and how to install them	Practice installing batteries in electronics using real items. Practice pointing to the parts of batteries using real batteries and photos.
many errors on 4	still needs work on identifying common tools and applying their use to every-day problems and uses	Identify a household problem. Give a possible solution/tool name and have the students give a thumbs up/down if your solution makes sense for that problem. Have students make a list of tools to solve a particular problem. Identify a function and have the student point to the tool on the anchor chart.

# Unit 8 Rubric & Grading Instructions

Name: \_\_\_\_\_ Date: \_\_\_\_\_ (circle one) Pre-test Post-test

	correct	incorrect	total possible
1. List examples of personal and non-personal information: Count each line as one point. Count as incorrect if a line is left blank.			4
2. If you go to a website that is not approved or unsafe, the website might be blocked. Circle the symbols that mean the website is blocked: Count each correct symbol as one point. Subtract one point for each incorrect symbol that is circled.			2
3. Match the words to the definitions: Count each word as one point. Count as incorrect if a word has no lines or more than one line drawn from it.			3
4. Circle True or False for each statement: Count each question as one point. Count as incorrect if both true/false are circled or neither are circled.			10
	total correct	total incorrect	* total correct divided by total possible times 100
	total possible	percentage *	
	<b>19</b>		

## Analyzing the Errors:

The pre-test is used as a baseline to see where the student is starting out before any instruction is given. Errors on the pre-test will be addressed through the unit activities. Errors on the post-test indicate that additional instruction or practice is needed. Every student learns at a different rate! Here is where this student needs more work:

Error Numbers	Needs Practice on....	Suggested Activities
many errors on 1 & 2	still needs work on identifying safe and unsafe internet behaviors	Say a piece of personal or non-personal information and have the students give a thumbs up/down if it is information they could share online. Using the same activity, share a safe or unsafe internet behavior.
many errors on 3	still needs work on identifying unit 8 vocabulary	Write the three words on a piece of paper. Say a definition and have the students point to the word that matches. Practice applying the words to everyday school situations.
many errors on 4	still needs work on understanding and applying concepts related to making/answering phone calls and sending text messages	Verbally present true/false questions or yes/no questions related to the unit content for the students to answer using gestures. Have the students engage in mock phone calls or text exchanges.