



STANDARDS BASED REPORT CARD KINDERGARTEN RUBRICS

DIVISION OF ACADEMIC SERVICES/SPECIAL PROGRAMS

KINDERGARTEN RUBRICS

- English Language Arts
- Mathematics
- Science
- Social Studies
- Physical Education
- Instructional Technology
- Health
- Art
- Music

A minimum of two assessments per marking period, inclusive of Unit Assessments, to determine growth in each of the skills.

Kindergarten-ELA

Standard Based Report Card

Rubric

All criteria below will be reflected on the individual student report card:

Independent Reading Levels: AA (Below A) – Z

Grade Level	Reading Levels
K	AA (Below A)
K	A
K	B
K	C
K	D
1	E
1	F
1	G
1	H
1	I
1	J

A minimum of two assessments per marking period, inclusive of Unit Assessments, to determine growth in each of the skills.

Reading: Foundational Skills

Identifies introduced upper case letters. Identifies introduced lower case letters.				
Marking Period	1= Needs Support	2= Approaching Standard	3= Meets Standard	4= Exceeds Standard
1 st	Identifies 5 or fewer letters.	Identifies 6 to 8 letters.	Identifies 9 to 12 letters.	Identifies 13 or more letters.
2 nd	Identifies 8 or fewer letters.	Identifies 9 to 12 letters.	Identifies 13 to 18 letters.	Identifies 19 or more letters.
3 rd	Identifies 12 or fewer letters.	Identifies 13 to 18 letters.	Identifies 19 to 23 letters.	Identifies 24 or more letters.
4 th	Identifies 18 or fewer letters.	Identifies 19 to 23 letters.	Identifies 26 letters.	N/A Exceeds assessment.

Produces the letter sounds of introduced vowel and consonants.				
Marking Period	1= Needs Support	2= Approaching Standard	3= Meets Standard	4= Exceeds Standard
1 st – 2 nd	Student rarely recognizes introduced vowel and consonant sounds.	Student sometimes recognizes introduced vowel and consonant sounds.	Student consistently recognizes introduced vowel and consonant sounds.	Student consistently recognizes all vowel and consonant sounds and reads them correctly in words.
3 rd – 4 th	Student rarely recognizes all vowel and consonant sounds.	Student sometimes recognizes all vowel and consonant sounds.	Student consistently recognizes all vowel and consonant sounds.	Student consistently and independently recognizes all vowel and consonant sounds and reads them correctly in words.

Applies decoding strategies.				
Marking Period	1= Needs Support	2= Approaching Standard	3= Meets Standard	4= Exceeds Standard
3 rd – 4 th	Student rarely uses introduced decoding strategies.	Student sometimes uses introduced decoding strategies.	Student consistently uses introduced decoding strategies with support.	Student consistently and independently uses introduced decoding strategies.

A minimum of two assessments per marking period, inclusive of Unit Assessments, to determine growth in each of the skills.

Recognizes rhyming words.				
Marking Period	1= Needs Support	2= Approaching Standard	3= Meets Standard	4= Exceeds Standard
1 st – 4 th	Student does not recognize rhyming words.	Student sometimes recognizes rhyming words.	Student consistently recognizes rhyming words.	Student consistently recognizes rhyming words with multiple syllables.

Recognizes grade-level sight words.				
Marking Period	1= Needs Support	2= Approaching Standard	3= Meets Standard	4= Exceeds Standard
1 st	Student recognizes few pre-primer and kindergarten sight words.	Student recognizes some pre-primer and kindergarten sight words.	Student recognizes most pre-primer and some kindergarten sight words.	Student recognizes all kindergarten sight words.
2 nd	Student recognizes most pre-primer and few kindergarten sight words.	Student recognizes all pre-primer and some kindergarten sight words.	Student recognizes most kindergarten sight words.	Student recognizes all kindergarten sight words.
3 rd	Student recognizes few kindergarten sight words.	Student recognizes some kindergarten sight words.	Student recognizes most kindergarten sight words.	Student recognizes all kindergarten sight words and reads them within context
4 th	Student recognizes some kindergarten sight words.	Student recognizes most kindergarten sight words.	Student recognizes all kindergarten sight words.	Student recognizes all kindergarten sight words and reads independently above grade level.

A minimum of two assessments per marking period, inclusive of Unit Assessments, to determine growth in each of the skills.

Produces rhyming words.				
Marking Period	1= Needs Support	2= Approaching Standard	3= Meets Standard	4= Exceeds Standard
1 st – 4 th	Student does not produce rhyming words.	Student sometimes produces rhyming words.	Student consistently produces rhyming words.	Student consistently produces rhyming words with multiple syllables.

Blends sounds in words.				
Marking Period	1= Needs Support	2= Approaching Standard	3= Meets Standard	4= Exceeds Standard
3 rd – 4 th	Student rarely blends sounds in words.	Student sometimes blends sounds in words.	Student consistently blends sounds in words.	Student consistently blends sounds in words and applies skill when reading independently.

Reading: Literature and Informational Text

Reads at the appropriate independent reading level.				
Marking Period	1= Needs Support	2= Approaching Standard	3= Meets Standard	4= Exceeds Standard
1 st	Unable or rarely able to demonstrate reading behaviors.	Student has achieved reading success at level AA.	Student has achieved reading success at level A.	Student has achieved reading success at level B or above.
2 nd	Unable or rarely able to demonstrate reading behaviors and/or student has achieved reading success at level AA.	Student has achieved reading success at level A.	Student has achieved reading success at level B.	Student has achieved reading success at level C or above.
3 rd	Unable or rarely able to demonstrate reading behaviors and/or student has achieved reading success at level A.	Student has achieved reading success at level B.	Student has achieved reading success at level C.	Student has achieved reading success at level D or above.
4 th	Unable or rarely able to demonstrate reading behaviors and/or student has achieved reading success at level B.	Student has achieved reading success at level C.	Student has achieved reading success at level D.	Student has achieved reading success at level E or above.

A minimum of two assessments per marking period, inclusive of Unit Assessments, to determine growth in each of the skills.

Demonstrates comprehension of a story read aloud. Asks and answers questions about the texts with support. Identifies characters, setting, main idea/topic with prompting and support. Retells familiar stories or details from a text.				
Marking Period	1= Needs Support	2= Approaching Standard	3= Meets Standard	4= Exceeds Standard
1 st – 2 nd	Student is unable to retell a story, even with prompting.	Student is unable to recall events of a story in proper sequence.	Student retells a story in proper sequence, using character and setting.	Student retells a story in proper sequence, using character, setting, and inferential understanding.
3 rd – 4 th	Student is unable to recall events of a story in proper sequence.	Student retells a story in proper sequence, using character and setting.	Student retells a story in proper sequence, using character, setting, and inferential understanding.	Student retells a story in proper sequence, using characters and setting while making connections and predictions (displaying higher level thinking).

Writing

Uses pictures, letters, and strings of letters to write and express ideas for different purposes (narrative, informative and opinion)				
Marking Period	1= Needs Support	2= Approaching Standard	3= Meets Standard	4= Exceeds Standard
1 st	Student is unable to use pictures or symbols to write and express ideas for different purposes.	Student rarely uses pictures or symbols to write and express ideas for different purposes.	Student uses pictures or symbols to write and express ideas for different purposes.	Student consistently uses pictures or symbols to write and express ideas for different purposes.
2 nd – 3 rd	Student is unable to use pictures or symbols to write and express ideas for different purposes.	Student uses pictures or symbols to write and express ideas for different purposes.	Student uses pictures, symbols, or letters to write and express ideas for different purposes.	Student consistently uses pictures, symbols, or letters to write and express ideas for different purposes.
4 th	Student is unable to use pictures, symbols or letters to write and express ideas for different purposes.	Student consistently uses pictures or symbols to write and express ideas for different purposes.	Student consistently uses pictures, symbols, AND letters to write and express ideas for different purposes.	Student consistently uses letters enhanced by pictures or symbols to write and express ideas for different purposes.

A minimum of two assessments per marking period, inclusive of Unit Assessments, to determine growth in each of the skills.

Generates writing and ideas				
Marking Period	1= Needs Support	2= Approaching Standard	3= Meets Standard	4= Exceeds Standard
1 st -2 nd	Student is unable to generate ideas for writing.	Student rarely generates ideas for writing with prompting and support.	Student sometimes generates ideas for writing with prompting and support.	Student consistently generates ideas for writing with prompting and support.
3 rd - 4 th	Student is rarely generates ideas for writing even with prompting and support.	Student sometimes generates ideas for writing with prompting and support.	Student consistently generates ideas for writing with prompting and support.	Student consistently and independently generates ideas for writing.

Language

Prints letters from left to right using correct spacing.				
Marking Period	1= Needs Support	2= Approaching Standard	3= Meets Standard	4= Exceeds Standard
1 st – 4 th	Student rarely prints letters from left to right and rarely uses appropriate finger spacing.	Student sometimes prints letters from left to right and sometimes uses appropriate finger spacing.	Student consistently prints letters from left to right and consistently uses appropriate finger spacing.	Student consistently and independently prints letters from left to right and consistently and independently uses appropriate finger spacing.

A minimum of two assessments per marking period, inclusive of Unit Assessments, to determine growth in each of the skills.

Applies conventions of grammar and usage.				
Marking Period	1= Needs Support	2= Approaching Standard	3= Meets Standard	4= Exceeds Standard
3 rd	Student does not demonstrate understanding of key concepts of grammar, usage, and mechanics.	Student is beginning to demonstrate understanding of key concepts of grammar, usage, and mechanics, sometimes including: <ul style="list-style-type: none"> ● Capitalizing the first letter of his/her name. ● Capitalizing the pronoun "I." 	Student is beginning to demonstrate understanding of key concepts of grammar, usage, and mechanics, most of the time including: <ul style="list-style-type: none"> ● Capitalizing the first letter of his/her name. ● Capitalizing the pronoun "I." 	Student is beginning to demonstrate understanding of key concepts of grammar, usage, and mechanics, consistently: <ul style="list-style-type: none"> ● Capitalizing the first letter of his/her name. ● Capitalizing the pronoun "I."
4 th	Student does not demonstrate understanding of key concepts of grammar, usage, and mechanics.	Student is beginning to demonstrate understanding of key concepts of grammar, usage, and mechanics, sometimes including: <ul style="list-style-type: none"> ● Capitalizing the first letter of his/her name. ● Capitalizing the pronoun "I." ● Capitalizing the first word in a sentence. ● Using proper spacing. 	Student demonstrates an understanding of key concepts of grammar, usage, and mechanics most of the time including: <ul style="list-style-type: none"> ● Capitalizing the first letter of his/her name. ● Capitalizing the pronoun "I." ● Capitalizing the first word in a sentence. ● Using proper spacing. 	Student consistently demonstrates an understanding of key concepts of grammar, usage, and mechanics, including: <ul style="list-style-type: none"> ● Capitalizing the first letter of his/her name. ● Capitalizing the pronoun "I." ● Capitalizing the first word in a sentence. ● Using proper spacing.

Spells simple words phonetically using knowledge of sound-letter relationships.				
Marking Period	1= Needs Support	2= Approaching Standard	3= Meets Standard	4= Exceeds Standard
1 st – 4 th	Student does not spell simple words phonetically using knowledge of sound/symbol relationships.	Student does not spell simple word phonetically using knowledge of sound/symbol relationships.	Student consistently spells all sounds in simple words phonetically using knowledge of sound/symbol relationships.	Student consistently spells complex words phonetically using knowledge of sound/symbol relationships.

A minimum of two assessments per marking period, inclusive of Unit Assessments, to determine growth in each of the skills.

Forms letters correctly.				
Marking Period	1= Needs Support	2= Approaching Standard	3= Meets Standard	4= Exceeds Standard
1 st -2 nd	Student copies a few letters correctly.	Student copies most letters correctly.	Student copies all letters that have been presented correctly.	Student writes all upper and lower case letters correctly.
3 rd	Student copies some letters that have been presented correctly.	Student copies most letters that have been presented correctly	Student writes all letters that have been presented correctly.	Student writes own name with capitals and lowercase letters.
4 th	Student writes some letters correctly.	Student writes most letters correctly.	Student writes all upper and lower case letters correctly.	Student writes all upper and lower case letters correctly and applies in all areas of writing.

Listening and Speaking

Listens to others and takes turns speaking.				
Marking Period	1= Needs Support	2= Approaching Standard	3= Meets Standard	4= Exceeds Standard
1 st – 4 th	Student rarely takes turns speaking and listening.	Student occasionally takes turns speaking and listening.	Student consistently takes turns speaking and listening.	Student acts as a role model for others taking turns and listening to others.

Actively participates in classroom and group discussions.				
Marking Period	1= Needs Support	2= Approaching Standard	3= Meets Standard	4= Exceeds Standard
1 st – 4 th	Student rarely participates and makes meaningful contributions to classroom or group discussions.	Student sometimes participates and makes meaningful contributions to classroom or group discussions.	Student consistently participates and makes meaningful contributions to classroom or group discussions.	Student acts as a role model for others participating in and making meaningful contributions to classroom or group discussions.

A minimum of two assessments per marking period, inclusive of Unit Assessments, to determine growth in each of the skills.

Asks questions to gain information.				
Marking Period	1= Needs Support	2= Approaching Standard	3= Meets Standard	4= Exceeds Standard
1 st – 4 th	Student rarely asks questions to gain information.	Student occasionally asks questions to gain information.	Student consistently asks questions to gain information. Student rarely asks questions to gain information.	Student acts as a role model for asking questions to gain information.

Mathematics

Kindergarten Standard Based Report Card Rubric

A minimum of two assessments per marking period, inclusive of Unit Assessments, to determine growth in each of the skills.

Counting and Cardinality

Counts to 30, 50, 70, and 100 by ones and tens				
Marking Period	1= Needs Support	2= Approaching Standard	3= Meets Standard	4= Exceeds Standard
1 st	Student is unable or rarely able to rote count numbers 0-30	Student is able to rote count numbers 0-30 with some errors.	Student is able to rote count numbers 0-30 correctly.	Student is able to rote count numbers 0-50 correctly.
2 nd	Student is unable or rarely able to rote count numbers 0-50.	Student is able to rote count numbers 0-50 with some errors.	Student is able to rote count numbers 0-50 correctly.	Student is able to rote count numbers 0-70 correctly.
3 rd	Student is unable or rarely able to rote count numbers 0-70.	Student is sometimes able to rote count numbers 0-70.	Student is able to rote count numbers 0-70.	Student is able to rote count numbers 0-100 correctly.
4 th	Student is unable or rarely able to rote count numbers 0-100.	Student is sometimes able to rote count numbers 0-100.	Student is able to rote count numbers 0-100.	Student is able to rote count numbers over 100.

Demonstrates ability to count on beginning from a number other than 1				
Marking Period	1= Needs Support	2= Approaching Standard	3= Meets Standard	4= Exceeds Standard
1 st & 2 nd	Student is unable or rarely understands concept of counting on.	Student sometimes understands concept of counting on.	Student consistently understands concept of counting on.	Student understands and applies concept of counting on.

A minimum of two assessments per marking period, inclusive of Unit Assessments, to determine growth in each of the skills.

Writes numbers from 0-20				
Marking Period	1= Needs Support	2= Approaching Standard	3= Meets Standard	4= Exceeds Standard
1 st	Student is unable to print numerals 0-10.	Student is able to print numerals 0-10 with some errors.	Student is able to print numerals 0-10 correctly.	Student is able to print numerals above 10 correctly.
2 nd	Student is only able to print numerals 0-10.	Student is able to print numerals 0-20 with some errors.	Student is able to print numerals 0-20 correctly.	Student is able to print numerals above 20 correctly.

Counts to tell number of objects within 20				
Marking Period	1= Needs Support	2= Approaching Standard	3= Meets Standard	4= Exceeds Standard
1 st	Student is unable or rarely demonstrates 1-to-1 correspondence when counting objects 1-10.	Student sometimes demonstrates 1-to-1 correspondence when counting objects 1-10.	Student demonstrates 1-to-1 correspondence when counting objects 1-10 correctly.	Student demonstrates 1-to-1 correspondence when counting objects 1-20 correctly.
2 nd	Student is unable or rarely demonstrates 1-to-1 correspondence when counting objects 1-20.	Student sometimes demonstrates 1-to-1 correspondence when counting objects 1-20.	Student demonstrates 1-to-1 correspondence when counting objects 1-20 correctly.	Student demonstrates 1-to-1 correspondence when counting objects greater than 20 correctly.

A minimum of two assessments per marking period, inclusive of Unit Assessments, to determine growth in each of the skills.

Compares the number of objects in a group by using matching and counting strategies				
Marking Period	1= Needs Support	2= Approaching Standard	3= Meets Standard	4= Exceeds Standard
2 nd	Student is unable or rarely compares the number of objects in a group by using matching and counting strategies.	Student sometimes compares the number of objects in a group by using matching and counting strategies.	Student correctly compares the number of objects in a group by using matching and counting strategies.	Student consistently and independently compares the number of objects in a group by using matching and counting strategies.

Compares the value of two written numerals between 1 and 10				
Marking Period	1= Needs Support	2= Approaching Standard	3= Meets Standard	4= Exceeds Standard
2 nd	Student is unable to compare two written numerals within 10.	Student is sometimes able to compare two written numerals within 10.	Student correctly compares two written numerals within 10.	Student correctly compares two written numerals within 20.

A minimum of two assessments per marking period, inclusive of Unit Assessments, to determine growth in each of the skills.

Operations and Algebraic Thinking

Solves addition and subtraction word problems within 10 by using objects or drawings to represent the problem				
Marking Period	1= Needs Support	2= Approaching Standard	3= Meets Standard	4= Exceeds Standard
1 st & 2 nd	Student is unable to solve addition and subtraction word problems within 10 using objects or drawings to represent the problem.	Student is able to solve addition and subtraction problems within 5 using objects or drawings to represent the problem.	Student is able to solve addition and subtraction problems within 10 using objects or drawings to represent the problem.	Student is able to solve addition and subtraction problems greater than 10 using objects or drawings to represent the problem.

Decomposes numbers less than or equal to 10 into pairs in more than one way				
Marking Period	1= Needs Support	2= Approaching Standard	3= Meets Standard	4= Exceeds Standard
3 rd	Student is unable to decompose numbers.	Student is able to decompose numbers within 10 in one way.	Student is able to decompose numbers within 10 in more than one way.	Student is able to decompose numbers greater than 10 in more than one way.

A minimum of two assessments per marking period, inclusive of Unit Assessments, to determine growth in each of the skills.

Demonstrates fluency of addition within 5				
Marking Period	1= Needs Support	2= Approaching Standard	3= Meets Standard	4= Exceeds Standard
2 nd - 4 th	<p>Student is unable to or rarely demonstrates understanding of addition concepts by:</p> <ul style="list-style-type: none"> Using objects, fingers, mental strategies, drawings, sounds, acting out situation, verbal explanations, expressions or equations Solving word problems Demonstrating understanding of the relationship between addition and subtraction 	<p>Student sometimes demonstrates understanding of addition concepts by:</p> <ul style="list-style-type: none"> Using objects, fingers, mental strategies, drawings, sounds, acting out situation, verbal explanations, expressions or equations Solving word problems Demonstrating understanding of the relationship between addition and subtraction 	<p>Student consistently demonstrates understanding of addition concepts by:</p> <ul style="list-style-type: none"> Using objects, fingers, mental strategies, drawings, sounds, acting out situation, verbal explanations, expressions or equations Solving word problems Demonstrating understanding of the relationship between addition and subtraction 	<p>Student applies concepts of addition to numbers up to 10 by:</p> <ul style="list-style-type: none"> Using objects, fingers, mental strategies, drawings, sounds, acting out situation, verbal explanations, expressions or equations Solving word problems Demonstrating understanding of the relationship between addition and subtraction

A minimum of two assessments per marking period, inclusive of Unit Assessments, to determine growth in each of the skills.

Demonstrates fluency of subtraction within 5				
Marking Period	1= Needs Support	2= Approaching Standard	3= Meets Standard	4= Exceeds Standard
3 rd & 4 th	<p>Student is unable or rarely demonstrates understanding of subtraction concepts by:</p> <ul style="list-style-type: none"> Using objects, fingers, mental strategies, drawings, sounds, acting out situation, verbal explanations, expressions or equations Solving word problems Demonstrating understanding of the relationship between addition and subtraction 	<p>Student sometimes demonstrates understanding of subtraction concepts by:</p> <ul style="list-style-type: none"> Using objects, fingers, mental strategies, drawings, sounds, acting out situation, verbal explanations, expressions or equations Solving word problems Demonstrating understanding of the relationship between addition and subtraction 	<p>Student consistently demonstrates understanding of subtraction concepts by:</p> <ul style="list-style-type: none"> Using objects, fingers, mental strategies, drawings, sounds, acting out situation, verbal explanations, expressions or equations Solving word problems Demonstrating understanding of the relationship between addition and subtraction 	<p>Student applies concepts of subtraction to numbers up to 10, such as:</p> <ul style="list-style-type: none"> Using objects, fingers, mental strategies, drawings, sounds, acting out situation, verbal explanations, expressions or equations Solving word problems Demonstrating understanding of the relationship between addition and subtraction

A minimum of two assessments per marking period, inclusive of Unit Assessments, to determine growth in each of the skills.

Finds the number that makes 10 when added to a given number within 1 to 9				
Marking Period	1= Needs Support	2= Approaching Standard	3= Meets Standard	4= Exceeds Standard
3 rd	Student is unable to find the number that makes 10 when given a number from 1 to 9.	Student is sometimes able to find the number that makes 10 when given a number from 1 to 9.	Student is able to find the number that makes 10 when given a number from 1 to 9.	Student is able to find the number that makes a number greater than 10 when given a number from 1 to 9.

Number and Operations in Base Ten

Composes and decomposes numbers from 11-19 into tens and ones				
Marking Period	1= Needs Support	2= Approaching Standard	3= Meets Standard	4= Exceeds Standard
3 rd	Student is unable to compose or decompose numbers from 11 to 19 into a group of ten and one(s).	Student is sometimes able to compose or decompose numbers from 11 to 19 into a group of ten and one(s).	Student is able to compose or decompose numbers from 11 to 19 into a group of ten and one(s).	Student is able to consistently compose or decompose numbers from 11 to 19 and greater into group(s) of ten(s) and one(s).
4 th	Student is sometimes able to compose or decompose numbers from 11 to 19 into a group of ten and one(s).	Student is able to compose or decompose numbers from 11 to 19 into a group of ten and one(s) with occasional errors.	Student is able to consistently compose or decompose numbers from 11 to 19 into a group of ten and one(s).	Student is able to compose or decompose numbers greater than 19 into groups of tens and one(s).

A minimum of two assessments per marking period, inclusive of Unit Assessments, to determine growth in each of the skills.

Measurements and Data

Describes and compares measurable attributes.				
Marking Period	1= Needs Support	2= Approaching Standard	3= Meets Standard	4= Exceeds Standard
3 rd	Student is unable or rarely able to describe and compare measurable attributes using terms such as length, weight, shorter, heavier, etc.	Student is sometimes able to describe and compare measurable attributes using terms such as length, weight, shorter, heavier, etc.	Student is able to describe and compare measurable attributes using terms such as length, weight, shorter, heavier, etc.	Student is able to describe, compare and apply measurable attributes using terms such as length, weight, shorter, heavier, etc. to real life situations.

Classifies, counts and sorts objects into categories				
Marking Period	1= Needs Support	2= Approaching Standard	3= Meets Standard	4= Exceeds Standard
1 st	Student is unable to classify, sort and count up to ten objects.	Student is sometimes able to classify, sort and count up to ten objects.	Student is able to classify, sort and count up to ten objects with few errors.	Student is able to classify, sort and count up to ten objects consistently.
3 rd	Student is sometimes able to classify, sort and count up to ten objects.	Student is able to classify, sort and count up to ten objects with few errors.	Student is able to classify, sort and count up to ten objects consistently.	Student is able to classify, sort and count more than ten objects consistently.

A minimum of two assessments per marking period, inclusive of Unit Assessments, to determine growth in each of the skills.

Geometry

Names and describes basic shapes				
Marking Period	1= Needs Support	2= Approaching Standard	3= Meets Standard	4= Exceeds Standard
1 st	Student is unable to name shapes and describe objects in the environment using shapes.	Student is able to name shapes and describe objects in the environment using shapes with some errors.	Student is able to name shapes and describe objects in the environment using shapes.	Student is able to name shapes and describe objects in the environment using shapes with creativity and detail.
3 rd	Student is unable to correctly name and describe shapes when the size or orientation is different.	Student is able to correctly name and describe shapes when the size or orientation is different with some errors.	Student is able to correctly name and describe shapes when the size or orientation is different.	Student is able to correctly name and describe shapes when the size or orientation is different in a real life setting.

A minimum of two assessments per marking period, inclusive of Unit Assessments, to determine growth in each of the skills.

Names and describes 3-D shapes				
Marking Period	1= Needs Support	2= Approaching Standard	3= Meets Standard	4= Exceeds Standard
3 rd	Student is unable to identify 3-D shapes and distinguish them from 2-D shapes.	Student is sometimes able to identify 3-D shapes and distinguish them from 2-D shapes using informal description.	Student is able to identify 3-D shapes and distinguish them from 2-D shapes using informal description with few errors.	Student is able to consistently identify 3-D shapes and distinguish them from 2-D shapes using informal description.
4 th	Student is sometimes able identify 3-D shapes distinguish them from 2-D shapes using informal description.	Student is able to identify 3-D shapes and distinguish them from 2-D shapes using informal description with few errors.	Student is able to consistently identify 3-D shapes and distinguish them from 2-D shapes using informal description.	Student is able to consistently identify 3-D shapes and distinguish them from 2-D shapes using informal description in a real life setting.

Describes position of objects in the environment using positional words such as above, below, beside, in front of, behind and next to				
Marking Period	1= Needs Support	2= Approaching Standard	3= Meets Standard	4= Exceeds Standard
1 st	Student is unable to describe the position of objects.	Student is sometimes able to describe the position of objects.	Student is able to describe the position of objects.	Student is able to describe the position of objects in a real life setting.

A minimum of two assessments per marking period, inclusive of Unit Assessments, to determine growth in each of the skills.

Analyzes, compares, creates and composes shapes				
Marking Period	1= Needs Support	2= Approaching Standard	3= Meets Standard	4= Exceeds Standard
4 th	Student is unable or rarely able to compose simple shapes to form larger shapes with few errors. Student is unable or rarely able to model shapes seen in the world by building or drawing with few errors.	Student is able to compose simple shapes to form larger shapes with few errors. Student is able to model shapes seen in the world by building or drawing with few errors.	Student is able to compose simple shapes to form larger shapes. Student is able to model shapes seen in the world by building or drawing.	Student is able to compose simple shapes to form larger shapes with creativity and detail. Student is able to model shapes seen in the world by building or drawing with creativity and detail.

A minimum of two assessments per marking period, inclusive of Unit Assessments, to determine growth in each of the skills.

Science

Kindergarten Standard Based Report Card Rubric

A minimum of two assessments per marking period, inclusive of Unit Assessments, to determine growth in each of the skills.

Science and Engineering Practice 1: Asks and identifies questions that can be answered by an investigation.	1= Needs support – Students require significant assistance to accomplish all of the following:	2= Approaching standard – Students can accomplish at least one of the following with limited assistance:	3= Meets standard – Students can accomplish all of the following:	4= Exceeds standard – In addition to all aspects of (3), students also can accomplish at least one of the following:
	<ul style="list-style-type: none"> • Ask questions based on observations to find more information about the natural and/or designed world(s). • Ask and/or identify questions that can be answered by an investigation. • Define a simple problem that can be solved through the development of a new or improved object or tool. 	<ul style="list-style-type: none"> • Ask questions based on observations to find more information about the natural and/or designed world(s). • Ask and/or identify questions that can be answered by an investigation. • Define a simple problem that can be solved through the development of a new or improved object or tool. 	<ul style="list-style-type: none"> • Ask questions based on observations to find more information about the natural and/or designed world(s). • Ask and/or identify questions that can be answered by an investigation. • Define a simple problem that can be solved through the development of a new or improved object or tool. 	<ul style="list-style-type: none"> • Ask questions about what would happen if a variable is changed. • Identify scientific (testable) and non-scientific (non-testable) questions. • Ask questions that can be investigated and predict reasonable outcomes based on patterns such as cause and effect relationships. • Use prior knowledge to describe problems that can be solved. • Define a simple design problem that can be solved through the development of an object, tool, process, or system and includes several criteria for success and constraints on materials, time, or cost.

<p>Science and Engineering Practice 2: Uses scientific models to represent relationships, such as size and pattern, in the natural and human-made world (i.e., diagram, drawing, physical replica, diorama, dramatization, or storyboard).</p>	<p>1= Needs support – Students require significant assistance to accomplish all of the following:</p>	<p>2= Approaches the standard – Students can accomplish at least one of the following with limited assistance:</p>	<p>3= Meets the standard – Students can accomplish all of the following:</p>	<p>4= Exceeds the standard – In addition to all aspects of (3), students also can accomplish at least one of the following:</p>
	<ul style="list-style-type: none"> • Distinguish between a model and the actual object, process, and/or events the model represents. • Compare models to identify common features and differences. • Develop and/or use a model to represent amounts, relationships, relative scales (bigger, smaller), and/or patterns in the natural and designed world(s). • Develop a simple model based on evidence to represent a proposed object or tool. 	<ul style="list-style-type: none"> • Distinguish between a model and the actual object, process, and/or events the model represents. • Compare models to identify common features and differences. • Develop and/or use a model to represent amounts, relationships, relative scales (bigger, smaller), and/or patterns in the natural and designed world(s). • Develop a simple model based on evidence to represent a proposed object or tool. 	<ul style="list-style-type: none"> • Distinguish between a model and the actual object, process, and/or events the model represents. • Compare models to identify common features and differences. • Develop and/or use a model to represent amounts, relationships, relative scales (bigger, smaller), and/or patterns in the natural and designed world(s). • Develop a simple model based on evidence to represent a proposed object or tool. 	<ul style="list-style-type: none"> • Identify limitations of models. • Collaboratively develop and/or revise a model based on evidence that shows the relationships among variables for frequent and regular occurring events. • Develop a model using an analogy, example, or abstract representation to describe a scientific principle or design solution. • Develop and/or use models to describe and/or predict phenomena. • Develop a diagram or simple physical prototype to convey a proposed object, tool, or process. • Use a model to test cause and effect relationships or interactions concerning the functioning of a natural or designed system.

A minimum of two assessments per marking period, inclusive of Unit Assessments, to determine growth in each of the skills.

Science and Engineering Practice 3: Plans and conducts investigations collaboratively, and evaluates different ways of collecting data to best answer a question.	1= Needs support – Students require significant assistance to accomplish all of the following:	2= Approaches the standard – Students can accomplish at least one of the following with limited assistance:	3= Meets the standard – Students can accomplish all of the following:	4= Exceeds the standard – In addition to all aspects of (3), students also can accomplish at least one of the following:
	<ul style="list-style-type: none"> • With guidance, plan and conduct an investigation in collaboration with peers (for K). • Plan and conduct an investigation collaboratively to produce data to serve as the basis for evidence to answer a question. • Evaluate different ways of observing and/or measuring a phenomenon to determine which way can answer a question. • Make observations (firsthand or from media) and/or measurements to collect data that can be used to make comparisons. • Make observations (firsthand or from media) and/or measurements of a proposed object or tool or solution to determine if it solves a problem or meets a goal. • Make predictions based on prior experiences. 	<ul style="list-style-type: none"> • With guidance, plan and conduct an investigation in collaboration with peers (for K). • Plan and conduct an investigation collaboratively to produce data to serve as the basis for evidence to answer a question. • Evaluate different ways of observing and/or measuring a phenomenon to determine which way can answer a question. • Make observations (firsthand or from media) and/or measurements to collect data that can be used to make comparisons. • Make observations (firsthand or from media) and/or measurements of a proposed object or tool or solution to determine if it solves a problem or meets a goal. • Make predictions based on prior experiences. 	<ul style="list-style-type: none"> • With guidance, plan and conduct an investigation in collaboration with peers (for K). • Plan and conduct an investigation collaboratively to produce data to serve as the basis for evidence to answer a question. • Evaluate different ways of observing and/or measuring a phenomenon to determine which way can answer a question. • Make observations (firsthand or from media) and/or measurements to collect data that can be used to make comparisons. • Make observations (firsthand or from media) and/or measurements of a proposed object or tool or solution to determine if it solves a problem or meets a goal. • Make predictions based on prior experiences. 	<ul style="list-style-type: none"> • Plan and conduct an investigation collaboratively to produce data to serve as the basis for evidence, using fair tests in which variables are controlled and the number of trials considered. • Evaluate appropriate methods and/or tools for collecting data. • Make observations and/or measurements to produce data to serve as the basis for evidence for an explanation of a phenomenon or test a design solution. • Make predictions about what would happen if a variable changes. • Test two different models of the same proposed object, tool, or process to determine which better meets criteria for success.

A minimum of two assessments per marking period, inclusive of Unit Assessments, to determine growth in each of the skills.

Science and Engineering Practice 6: Designs or builds a device that solves a specific problem and compares multiple solutions to a problem.	1= Needs support – Students require significant assistance to accomplish all of the following:	2= Approaches the standard – Students can accomplish at least one of the following with limited assistance:	3= Meets the standard – Students can accomplish all of the following:	4= Exceeds the standard – In addition to all aspects of (3), students also can accomplish at least one of the following:
	<ul style="list-style-type: none"> • Make observations (firsthand or from media) to construct an evidence-based account for natural phenomena. • Use tools and/or materials to design and/or build a device that solves a specific problem or a solution to a specific problem. • Generate and/or compare multiple solutions to a problem. 	<ul style="list-style-type: none"> • Make observations (firsthand or from media) to construct an evidence-based account for natural phenomena. • Use tools and/or materials to design and/or build a device that solves a specific problem or a solution to a specific problem. • Generate and/or compare multiple solutions to a problem. 	<ul style="list-style-type: none"> • Make observations (firsthand or from media) to construct an evidence-based account for natural phenomena. • Use tools and/or materials to design and/or build a device that solves a specific problem or a solution to a specific problem. • Generate and/or compare multiple solutions to a problem. 	<ul style="list-style-type: none"> • Construct an explanation of observed relationships (e.g., the distribution of plants in the back yard). • Use evidence (e.g., measurements, observations, patterns) to construct or support an explanation or design a solution to a problem. • Identify the evidence that supports particular points in an explanation. • Apply scientific ideas to solve design problems. • Generate and compare multiple solutions to a problem based on how well they meet the criteria and constraints of the design solution.

A minimum of two assessments per marking period, inclusive of Unit Assessments, to determine growth in each of the skills.

Social Studies
Kindergarten Standard Based
Report Card Rubric

Describe the connections between individuals, events, ideas, or information.				
Marking Period	1= Needs Support	2= Approaching Standard	3= Meets Standard	4= Exceeds Standard
1 st -4 th	Student rarely communicates an understanding of concepts taught related to individuals, events, ideas or information.	Student sometimes communicates an understanding of concepts taught related to individuals, events, ideas or information.	Student often communicates an understanding of concepts taught related to individuals, events, ideas or information.	Student consistently communicates an understanding of concepts taught related to individuals, events, ideas or information and is able to extend key concepts to real life experiences.

Participates in classroom discussions and activities related to content area.				
Marking Period	1= Needs Support	2= Approaching Standard	3= Meets Standard	4= Exceeds Standard
1 st – 4 th	Student rarely participates in class discussions and activities.	Student sometimes participates in class discussions and activities.	Student consistently participates in class discussions and activities.	Student acts as a role model for participating in class discussions and activities.

A minimum of two assessments per marking period, inclusive of Unit Assessments, to determine growth in each of the skills.

Physical Education Kindergarten Standard Based Report Card Rubric

A minimum of two assessments per marking period, inclusive of Unit Assessments, to determine growth in each of the skills.

Physical Education

Demonstrates understanding of concepts and application of skills.				
Marking Period	1= Needs Support	2= Approaching Standard	3= Meets Standard	4= Exceeds Standard
1 st -4 th	Student rarely performs movement skills with developmentally appropriate control in isolated settings. The student is unable to identify body planes/parts, differentiate between competitive and cooperative strategies.	Student is beginning to perform movement skills with developmentally appropriate control in isolated settings. The student is learning how to identify body planes/parts, differentiate between competitive and cooperative strategies.	Student understands how to perform movement skills with developmentally appropriate control in isolated settings. The student identifies body planes/parts, differentiates between competitive and cooperative strategies most of the time.	Student understands and consistently performs movement skills with developmentally appropriate control in isolated settings. The student consistently identifies body planes/parts, differentiates between competitive and cooperative strategies.

Participates in classroom discussions and activities related to content area.				
Marking Period	1= Needs Support	2= Approaching Standard	3= Meets Standard	4= Exceeds Standard
1 st – 4 th	Student rarely participates in class discussions and activities.	Student sometimes participates in class discussions and activities.	Student consistently participates in class discussions and activities.	Student acts as a role model for participating in class discussions and activities.

A minimum of two assessments per marking period, inclusive of Unit Assessments, to determine growth in each of the skills.

Instructional Technology Kindergarten Standard Based Report Card Rubric

A minimum of two assessments per marking period, inclusive of Unit Assessments, to determine growth in each of the skills.

Demonstrates understanding of concepts and application of skills.				
Marking Period	1= Needs Support	2= Approaching Standard	3= Meets Standard	4= Exceeds Standard
1 st	Student rarely applies the fundamentals of Instructional Technology. The student is unable to identify parts of a computer or to block code.	Student is beginning to apply the fundamentals of Instructional Technology. The student is learning how to identify parts of a computer or to block code.	Student understands and applies the fundamentals of Instructional Technology. The student identifies parts of a computer or block codes.	Student understands and consistently applies the fundamentals of Instructional Technology. The student consistently identifies parts of a computer or block codes.

Demonstrates understanding of concepts and application of skills.				
Marking Period	1= Needs Support	2= Approaching Standard	3= Meets Standard	4= Exceeds Standard
2 nd	Student rarely applies the fundamentals of Instructional Technology. The student is unable to use a mouse or to block code.	Student is beginning to apply the fundamentals of Instructional Technology. The student is learning how to use a mouse or to block code.	Student understands and applies the fundamentals of Instructional Technology. The student uses a mouse or block codes.	Student understands and consistently applies the fundamentals of Instructional Technology. The student consistently uses a mouse or block codes.

Demonstrates understanding of concepts and application of skills.				
Marking Period	1= Needs Support	2= Approaching Standard	3= Meets Standard	4= Exceeds Standard
3 rd	Student rarely applies the fundamentals of Instructional Technology. The student is unable to type words on a keyboard or to block code.	Student is beginning to apply the fundamentals of Instructional Technology. The student is learning how to type words on a keyboard or to block code.	Student understands and applies the fundamentals of Instructional Technology. The student types words on a keyboard or block codes.	Student understands and consistently applies the fundamentals of Instructional Technology. The student consistently types words on a keyboard or block codes.

A minimum of two assessments per marking period, inclusive of Unit Assessments, to determine growth in each of the skills.

Demonstrates understanding of concepts and application of skills.				
Marking Period	1= Needs Support	2= Approaching Standard	3= Meets Standard	4= Exceeds Standard
4 th	Student rarely applies the fundamentals of Instructional Technology. The student is unable to safely surf the internet on a computer or to block code.	Student is beginning to apply the fundamentals of Instructional Technology. The student is learning to safely surf the internet on a computer or to block code.	Student understands and applies the fundamentals of Instructional Technology. The student safely surfs the internet on a computer or block codes.	Student understands and consistently applies the fundamentals of Instructional Technology. The student consistently and safely surfs the internet on a computer or block codes.

Participates in classroom discussions and activities related to content area.				
Marking Period	1= Needs Support	2= Approaching Standard	3= Meets Standard	4= Exceeds Standard
1 st – 4 th	Student rarely participates in class discussions and activities.	Student sometimes participates in class discussions and activities.	Student consistently participates in class discussions and activities.	Student acts as a role model for participating in class discussions and activities.

A minimum of two assessments per marking period, inclusive of Unit Assessments, to determine growth in each of the skills.

Health

Kindergarten Standard Based Report Card Rubric

A minimum of two assessments per marking period, inclusive of Unit Assessments, to determine growth in each of the skills.

Demonstrates understanding of concepts and application of skills.				
Marking Period	1= Needs Support	2= Approaching Standard	3= Meets Standard	4= Exceeds Standard
1 st -4 th	Student rarely communicates an understanding of the concepts of health, wellness, organs and nutrition.	Student is beginning to communicate an understanding of the concepts of health, wellness, organs and nutrition.	Student understands the concepts of health, wellness, organs and nutrition.	Student understands and applies the concepts of health, wellness, organs and nutrition.

Participates in classroom discussions and activities related to content area.				
Marking Period	1= Needs Support	2= Approaching Standard	3= Meets Standard	4= Exceeds Standard
1 st – 4 th	Student rarely participates in class discussions and activities.	Student sometimes participates in class discussions and activities.	Student consistently participates in class discussions and activities.	Student acts as a role model for participating in class discussions and activities.

A minimum of two assessments per marking period, inclusive of Unit Assessments, to determine growth in each of the skills.

Art

Kindergarten Standard Based Report Card Rubric

A minimum of two assessments per marking period, inclusive of Unit Assessments, to determine growth in each of the skills.

Art

Demonstrates understanding of concepts and application of skills.				
Marking Period	1= Needs Support	2= Approaching Standard	3= Meets Standard	4= Exceeds Standard
1 st	Student rarely creates lines to form shapes and rarely uses tools appropriate to the production of work in art in a variety of art media.	Student is beginning to create lines to form shapes and is learning how to use tools appropriate to the production of works of art in a variety of art media.	Student understands and uses lines to form shapes. The student uses the tools appropriate to the production of a work of art in a variety of art media most of the time.	Student understands and consistently uses lines to form shapes. The student consistently uses tools appropriate to the production of a work of art in a variety of art media.

Demonstrates understanding of concepts and application of skills.				
Marking Period	1= Needs Support	2= Approaching Standard	3= Meets Standard	4= Exceeds Standard
2 nd	Student rarely designs lines, shapes and colors in the creation of stamp print and rarely uses tools appropriate to the production of work in art in a variety of art media.	Student is beginning to designs lines, shapes and colors in the creation of stamp print and is learning how to use tools appropriate to the production of works of art in a variety of art media.	Student designs lines, shapes and colors in the creation of stamp print. The student uses the tools appropriate to the production of a work of art in a variety of art media most of the time.	Student understands and consistently designs lines, shapes and colors in the creation of stamp print. The student consistently uses tools appropriate to the production of a work of art in a variety of art media.

A minimum of two assessments per marking period, inclusive of Unit Assessments, to determine growth in each of the skills.

Demonstrates understanding of concepts and application of skills.				
Marking Period	1= Needs Support	2= Approaching Standard	3= Meets Standard	4= Exceeds Standard
3 rd	Student rarely manipulates art media for the creation of sculptures and rarely uses tools appropriate to the production of work in art in a variety of art media.	Student is beginning to manipulate art media for the creation of sculptures and is learning how to use tools appropriate to the production of works of art in a variety of art media.	Student manipulates art media for the creation of sculptures. The student uses the tools appropriate to the production of a work of art in a variety of art media most of the time.	Student consistently manipulates art media for the creation of sculptures. The student consistently uses tools appropriate to the production of a work of art in a variety of art media.

Demonstrates understanding of concepts and application of skills.				
Marking Period	1= Needs Support	2= Approaching Standard	3= Meets Standard	4= Exceeds Standard
4 th	Student rarely manipulates art media for the creation of collages or paintings and rarely uses tools appropriate to the production of work in art in a variety of art media.	Student is beginning to manipulate art media for the creation of collages or paintings and is learning how to use tools appropriate to the production of works of art in a variety of art media.	Student manipulates art media for the creation of collages or paintings. The student uses the tools appropriate to the production of a work of art in a variety of art media most of the time.	Student consistently manipulates art media for the creation of collages or paintings. The student consistently uses tools appropriate to the production of a work of art in a variety of art media.

Participates in classroom discussions and activities related to content area.				
Marking Period	1= Needs Support	2= Approaching Standard	3= Meets Standard	4= Exceeds Standard
1 st – 4 th	Student rarely participates in class discussions and activities.	Student sometimes participates in class discussions and activities.	Student consistently participates in class discussions and activities.	Student acts as a role model for participating in class discussions and activities.

A minimum of two assessments per marking period, inclusive of Unit Assessments, to determine growth in each of the skills.

Music

Kindergarten Standard Based Report Card Rubric

A minimum of two assessments per marking period, inclusive of Unit Assessments, to determine growth in each of the skills.

Music

Demonstrates understanding of concepts and application of skills.				
Marking Period	1= Needs Support	2= Approaching Standard	3= Meets Standard	4= Exceeds Standard
1 st	Student rarely analyzes the structure and context of varied musical works (fast and slow tempo, steady beat, echo, clap, etc.).	Student is beginning to analyze the structure and context of varied musical works (fast and slow tempo, steady beat, echo, clap, etc.).	Student understands and analyzes the structure and context of varied musical works (fast and slow tempo, steady beat, echo, clap, etc.).	Student consistently analyzes the structure and context of varied musical works (fast and slow tempo, steady beat, echo, clap, etc.).

Demonstrates understanding of concepts and application of skills.				
Marking Period	1= Needs Support	2= Approaching Standard	3= Meets Standard	4= Exceeds Standard
2 nd	Student rarely explores, organizes or records musical ideas.	Student is beginning to explore, organize or record musical ideas.	Student explores, organizes or records musical ideas.	Student consistently explores, organizes or records musical ideas.

Demonstrates understanding of concepts and application of skills.				
Marking Period	1= Needs Support	2= Approaching Standard	3= Meets Standard	4= Exceeds Standard
3 rd - 4 th	Student rarely demonstrate knowledge of musical contrast, expressive qualities or rehearses/performs music with expression.	Student is beginning to demonstrate knowledge of musical contrast, expressive qualities or is beginning to rehearses/performs music with expression.	Student demonstrates knowledge of musical contrast, expressive qualities or rehearses/performs music with expression.	Student consistently demonstrates knowledge of musical contrast, expressive qualities or rehearses/performs music with expression.

A minimum of two assessments per marking period, inclusive of Unit Assessments, to determine growth in each of the skills.

Participates in classroom discussions and activities related to content area.				
Marking Period	1= Needs Support	2= Approaching Standard	3= Meets Standard	4= Exceeds Standard
1 st – 4 th	Student rarely participates in class discussions and activities.	Student sometimes participates in class discussions and activities.	Student consistently participates in class discussions and activities.	Student acts as a role model for participating in class discussions and activities.

A minimum of two assessments per marking period, inclusive of Unit Assessments, to determine growth in each of the skills.