

Standards Based Report Card Rubric - KINDERGARTEN - 1st Trimester

	<u>Exceeds Standard</u> <u>ES</u>	<u>Meets Standard</u> <u>MS</u>	<u>Progressing</u> <u>toward Standard</u> <u>PS</u>	<u>Beginning to</u> <u>Progress toward</u> <u>Standard</u> <u>BP</u>	<u>Insufficient</u> <u>progress toward</u> <u>standard</u> <u>I</u>
<u>Language Arts/Literacy</u>					
<u>Foundational Skills</u>					
<ul style="list-style-type: none"> Identifies uppercase letters. 					
<ul style="list-style-type: none"> Identifies lowercase letters. 	Student consistently identifies 18+ lowercase letters.	Student consistently identifies 18 (100%; out of 18) lowercase letters.	Student consistently identifies 17-14 (99%-80%; out of 18) lowercase letters.	Student consistently identifies 14-11 (79%-60%; out of 18) lowercase letters.	Student rarely identifies (59% or less) lowercase letters.
<ul style="list-style-type: none"> Identifies letter sounds. <p>Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant.</p>	Student consistently and independently identifies 18 (100%; out of 18) of the following letters sounds: <ul style="list-style-type: none"> t, b, f, m, n, c, a, i, r, o, g, d, s, e, u, l, h, k 	Student consistently and independently identifies 17-14 (99%-80%; out of 18) of the following letters sounds: <ul style="list-style-type: none"> t, b, f, m, n, c, a, i, r, o, g, d, s, e, u, l, h, k 	Student sometimes identifies the following letters sounds: <ul style="list-style-type: none"> t, b, f, m, n, c, a, i, r, o, g, d, s, e, u, l, h, k 	With prompting and support student is beginning to identify the following letters sounds: <ul style="list-style-type: none"> t, b, f, m, n, c, a, i, r, o, g, d, s, e, u, l, h, k 	Student rarely identifies the following letter sounds. <ul style="list-style-type: none"> t, b, f, m, n, c, a, i, r, o, g, d, s, e, u, l, h, k
<ul style="list-style-type: none"> Isolate and pronounce the initial, medial vowel, and final sounds in CVC words <p>Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.</p>					

<ul style="list-style-type: none"> Recognizes and produces rhyming words. 					
<ul style="list-style-type: none"> Reads common high-frequency words by sight. 	<ul style="list-style-type: none"> Student recognizes 6 or more high-frequency words (in isolation and in context consistently) 	<ul style="list-style-type: none"> Student recognizes 6-5 (100-80%; out of 6) high-frequency words (in isolation consistently) 	<ul style="list-style-type: none"> Student recognizes 4-3 (79-60%; out of 6) high-frequency words (in isolation consistently) 	<ul style="list-style-type: none"> Student recognizes 2 or less (59%; out of 6) high-frequency words (in isolation consistently) 	Student does not recognize most high-frequency words.
<u>Reading/Comprehension Proficiencies</u>					
<ul style="list-style-type: none"> Follows words from left to right, top to bottom, and page by page. <p>Demonstrate understanding of the organization and basic features of print.</p>					
<ul style="list-style-type: none"> Identify characters, settings, and major events in a story. 	<p>Student consistently uses key details and evidence from the text to describe:</p> <ul style="list-style-type: none"> Characters from a story 	<p>With prompting and support, student consistently identifies:</p> <ul style="list-style-type: none"> Characters from a story 	<p>With prompting and support, student often identifies:</p> <ul style="list-style-type: none"> Characters from a story 	<p>With prompting and support student is beginning to identify:</p> <ul style="list-style-type: none"> Characters from a story 	Student is not progressing toward the grade level standard.
<ul style="list-style-type: none"> Recognize the title page, front and back cover of a book. 		<p>Student consistently recognizes</p> <ul style="list-style-type: none"> Title page of a book Front cover of a book Back cover of a book 	<p>Student sometimes recognizes</p> <ul style="list-style-type: none"> Title page of a book Front cover of a book Back cover of a book 	<p>With prompting and support student is beginning to recognize</p> <ul style="list-style-type: none"> Title page of a book Front cover of a book Back cover of a book 	Student is not progressing toward the grade level standard.

<ul style="list-style-type: none"> Identifies the role of the author and illustrator. 	<p>Students consistently and independently identify:</p> <ul style="list-style-type: none"> Role of the author Role of the illustrator 	<p>With prompting and support, students can identify:</p> <ul style="list-style-type: none"> Role of the author Role of the illustrator 	<p>With prompting and support student sometimes identifies:</p> <ul style="list-style-type: none"> Role of the author Role of the illustrator 	<p>With prompting and support student is beginning to identify:</p> <ul style="list-style-type: none"> Role of the author Role of the illustrator 	<p>Student is not progressing toward the grade level standard.</p>
Writing					
<ul style="list-style-type: none"> Prints many upper and lowercase letters. 	<p>Student consistently prints 18-17 of the lowercase letters taught. (100%-96%)</p>	<p>Student consistently prints 16-14 of the lowercase letters taught. (95%-80%)</p>	<p>Student sometimes prints 13-11 of the lowercase letters taught. (79%-60%)</p>	<p>With prompting and support, student prints 10 or less of the lowercase letters taught. (59% or less)</p>	<p>Student is rarely able to write the lowercase letters that were taught.</p>
<ul style="list-style-type: none"> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. 					
<ul style="list-style-type: none"> Uses a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. 	<p>With prompting and support, the student can:</p> <ul style="list-style-type: none"> Draw a picture about a topic Dictate what they are writing about Write some information about the topic 	<p>With prompting and support, student can:</p> <ul style="list-style-type: none"> Draw a picture about a topic Dictate what they are writing about 	<p>With prompting and support, student can:</p> <ul style="list-style-type: none"> Draw a picture about a topic Dictate what they are writing about 	<p>With prompting and support, student can:</p> <ul style="list-style-type: none"> Draw a picture about a topic. 	<p>Student is unable draw a picture about a topic even with prompting and support.</p>
Listening and Speaking					
<ul style="list-style-type: none"> Listens to others and takes turns speaking. 	<p>Student consistently and independently:</p> <ul style="list-style-type: none"> Listens to others and responds appropriately Takes turns when speaking Asks meaningful questions 	<p>Student consistently:</p> <ul style="list-style-type: none"> Listens to others Takes turns when speaking 	<p>Student sometimes:</p> <ul style="list-style-type: none"> Listens to others Takes turns when speaking 	<p>With re-direction and prompting, student is beginning to:</p> <ul style="list-style-type: none"> Listen to others Take turns when speaking 	<p>Student is not progressing toward the grade level standard.</p>

<ul style="list-style-type: none"> Makes relevant contributions to classroom and group discussions. 	Student consistently and independently makes relevant contributions to classroom and group discussions.	Student consistently makes relevant contributions to classroom and group discussions.	Student sometimes makes relevant contributions to classroom and group discussions.	With re-direction and prompting makes relevant contributions to classroom and group discussions.	Student is not progressing toward the grade level standard.
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<u>Math</u>					
<u>Counting and Cardinality</u>					
<ul style="list-style-type: none"> Counts to 100 by ones 	Consistently and independently counts to 20 and beyond by ones.	Consistently and independently counts to 20 by ones.	Student inconsistently counts to 20 by ones.	With guidance, support and prompts student can count to 20 by ones.	Student is not progressing toward the grade level standard.
<ul style="list-style-type: none"> Counts to 100 by tens 					
<ul style="list-style-type: none"> Counts forward from any given number other than one. 					
<ul style="list-style-type: none"> Writes numbers 0-20 	Consistently and independently writes numbers 0-10 and beyond with NO reversals .	Independently and consistently writes numbers from 0-10 (reversals are acceptable for 1 st trimester ONLY)	Student sometimes writes numbers 0-10.	Student uses a model to write numbers 0-10.	Student is not progressing toward the grade level standard.
<ul style="list-style-type: none"> Understand the relationship between numbers and quantities; connecting counting to cardinality (one-to-one correspondence) 	Not Applicable	Independently and consistently: <ul style="list-style-type: none"> says the numbers names in the standard order, pairing each object with one and only one number name and each number name with one and only one 	Student sometimes: <ul style="list-style-type: none"> says the numbers names in the standard order, pairing each object with one and only one number name and each number name with one and only one object 	With prompting and support , the student: <ul style="list-style-type: none"> says the numbers names in the standard order, pairing each object with one and only one number name and each number name with one and 	Student is not progressing toward the grade level standards.

		object when counting objects <ul style="list-style-type: none"> Understands that the last number name said tells the number of objects counted 	when counting objects <ul style="list-style-type: none"> Understands that the last number name said tells the number of objects counted 	only one object when counting objects <ul style="list-style-type: none"> Understands that the last number name said tells the number of objects counted 	
<ul style="list-style-type: none"> Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies. 					
<ul style="list-style-type: none"> Compare two numbers between 1 and 10 presented as written numerals. 					
Operations and Algebraic Thinking					
<ul style="list-style-type: none"> Uses objects or drawings to represent and solve addition and subtraction stories, up to 10. 	The student solves the addition and subtraction stories mentally , <i>without</i> using any objects or drawings.	Independently and consistently solves addition and subtraction stories using objects, drawings or manipulatives.	The student uses objects, drawings, or a ten frame to solve the problem, but uses the wrong operation to solve the problem (for example; adds instead of subtracts. OR The student uses the correct operation, but miscounts when trying to add or subtract.	With guidance and support , the student uses objects or drawings to represent and solve addition and subtraction stories.	Student is not progressing toward the grade level standard.
<ul style="list-style-type: none"> Represents numbers up to 10 in more than one way. (Example: $7=5+2$ and $7=3+4$) 					
<ul style="list-style-type: none"> Finds the number that makes ten 					

for numbers 1-9.					
<ul style="list-style-type: none"> Fluently adds and subtracts within 5. 					
<u>Numbers and Operations in Base Ten</u>					
<ul style="list-style-type: none"> Compose and decompose 11-19 in groups of tens and ones 					
<u>Measurement and Data</u>					
<ul style="list-style-type: none"> Describe measurable attributes of objects. (e.g.; length and weight) 					
<ul style="list-style-type: none"> Classify objects into given categories; count the numbers of objects in each category. 					
<u>Geometry</u>					
<ul style="list-style-type: none"> Names 2d and 3d shapes (square, circle, triangle, rectangle, hexagon, cube, cone, cylinder and sphere) 					
<ul style="list-style-type: none"> Identifies shapes as 2d (flat) and 3d (solid) 					
<ul style="list-style-type: none"> Compose simple shapes to form larger (different) shapes. <i>For example, "Can you join these two triangles with full sides touching to make a rectangle?"</i> <p>Compares/Creates and Composes shapes</p>					
<ul style="list-style-type: none"> Describes the relative positions of objects. (above, below, next to etc.) 					

<u>Work Skills</u>					
<ul style="list-style-type: none"> Says the alphabet 					

<ul style="list-style-type: none"> Prints name correctly <p>1st Trimester - First name only (all lowercase acceptable)</p> <p>2nd Trimester- First name only (with capital at the beginning followed by lowercase)</p> <p>3rd Trimester - First and last name (with capital at the beginning followed by lowercase)</p>					
<ul style="list-style-type: none"> Performs fine motor skills 					
<ul style="list-style-type: none"> Stays on task 					
<ul style="list-style-type: none"> Participates confidently 					
<ul style="list-style-type: none"> Assumes responsibility for personal belongings. 					
<ul style="list-style-type: none"> Completes tasks in a timely manner 					
<ul style="list-style-type: none"> Maintains attention in whole group 					
<ul style="list-style-type: none"> Maintains attention in small group 					
<ul style="list-style-type: none"> Follows directions 					
<ul style="list-style-type: none"> Works independently 					
<ul style="list-style-type: none"> Works cooperatively 					
<p><u>Social Skills</u></p>					
<ul style="list-style-type: none"> Follows classroom rules 					
<ul style="list-style-type: none"> Demonstrates self-control 					
<ul style="list-style-type: none"> Accepts responsibility for own actions 					
<ul style="list-style-type: none"> Plays cooperatively 					