

## Standards Based Report Card Rubric- KINDERGARTEN -2<sup>st</sup> Trimester

	<u>Exceeds Standard</u> <b>ES</b>	<u>Meets Standard</u> <b>MS</b>	<u>Progressing toward Standard</u> <b>PS</b>	<u>Beginning to Progress toward Standard</u> <b>BP</b>	<u>Insufficient progress toward standard</u> <b>I</b>
<b><u>Language Arts/Literacy</u></b>					
<b><u>Foundational Skills</u></b>					
<ul style="list-style-type: none"> <li>Identifies uppercase letters.</li> </ul>		Student <b>consistently</b> identifies <b>26 (100%; out of 26)</b> uppercase letters.	Student <b>consistently</b> identifies <b>25-21 (99%-80%; out of 26)</b> uppercase letters.	Student <b>consistently</b> identifies <b>20-16 (79%-60%; out of 26)</b> uppercase letters.	Student <b>rarely</b> identifies <b>(59% or less)</b> uppercase letters.
<ul style="list-style-type: none"> <li>Identifies lowercase letters.</li> </ul>		Student <b>consistently</b> identifies <b>26 (100%; out of 26)</b> lowercase letters.	Student <b>consistently</b> identifies <b>25-21 (99%-80%; out of 26)</b> lowercase letters.	Student <b>consistently</b> identifies <b>20-16 (79%-60%; out of 26)</b> lowercase letters.	Student <b>rarely</b> identifies <b>(59% or less)</b> lowercase letters.
<ul style="list-style-type: none"> <li>Identifies letter sounds.</li> </ul> <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>	<ul style="list-style-type: none"> <li>Student <b>consistently and independently</b> identifies <b>26-25 (100%-96%; out of 26)</b> of the letter sounds.</li> </ul>	Student <b>consistently</b> identifies <b>24-21 (95%-80%; out of 26)</b> of the letters sounds.	Student <b>consistently</b> identifies <b>20-16 (79%-60%; out of 26)</b> of the letters sounds.	Student <b>consistently</b> identifies <b>15-10 (59%-40%; out of 26)</b> of the letters sounds.	Student <b>rarely</b> identifies <b>(39% or less)</b> the letter sounds.
<ul style="list-style-type: none"> <li>Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.</li> </ul>	<p>Student <b>consistently and independently</b>:</p> <ul style="list-style-type: none"> <li><b>Isolates</b> the initial, medial and final sounds in CVC words</li> <li><b>Pronounces</b> the initial,</li> </ul>	<p>Student <b>consistently</b>:</p> <ul style="list-style-type: none"> <li><b>Isolates</b> the initial and final sound in CVC words</li> <li><b>Pronounces</b> the initial and final sound in</li> </ul>	<p>Student <b>sometimes</b>:</p> <ul style="list-style-type: none"> <li><b>Isolates</b> the initial and final sound in CVC words</li> <li><b>Pronounces</b> the initial and final</li> </ul>	<p>Student is <b>beginning</b> to:</p> <ul style="list-style-type: none"> <li><b>Isolate</b> the initial and final sound in CVC words</li> <li><b>Pronounces</b> the initial and final</li> </ul>	Student is <b>not</b> progressing toward the grade level standard.

	medial and final sound in CVC words	CVC words	sound in CVC words	sound in CVC words	
<ul style="list-style-type: none"> <li>Recognizes and produces rhyming words.</li> </ul>	<ul style="list-style-type: none"> <li>Student <b>consistently</b>: <ul style="list-style-type: none"> <li><b>Recognizes</b> words that rhyme</li> <li><b>Produces</b> words that rhyme</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Student <b>consistently recognizes</b> words that rhyme.</li> </ul>	<ul style="list-style-type: none"> <li>Student <b>sometimes recognizes</b> words that rhyme.</li> </ul>	<ul style="list-style-type: none"> <li>Student is <b>beginning to recognize</b> words that rhyme.</li> </ul>	Student <b>does not</b> recognize words that rhyme.
<ul style="list-style-type: none"> <li>Reads common high-frequency words by sight.</li> </ul>	<ul style="list-style-type: none"> <li>Student <b>recognizes 21</b> high-frequency words (in isolation and in context consistently)</li> </ul>	<ul style="list-style-type: none"> <li>Student <b>recognizes 21-17 (100%-80%; out of 21)</b> high-frequency words (in isolation consistently)</li> </ul>	<ul style="list-style-type: none"> <li>Student <b>recognizes 16-13 (79%-60%; out of 21)</b> high-frequency words (in isolation consistently)</li> </ul>	<ul style="list-style-type: none"> <li>Student <b>recognizes 13-9 (59%-40%; out of 21)</b> high-frequency words (in isolation consistently)</li> </ul>	Student <b>does not</b> recognize most high-frequency words. <b>(39% or less)</b>
<b><u>Reading/Comprehension Proficiencies</u></b>					
<ul style="list-style-type: none"> <li>Follows words from left to right, top to bottom, and page by page.</li> </ul> <p>Demonstrate understanding of the organization and basic features of print.</p>	<p>Student <b>consistently and independently</b> tracks print from:</p> <ul style="list-style-type: none"> <li>Left to right</li> <li>Top to bottom</li> <li>Page by page</li> </ul>	<p>Student <b>consistently</b> tracks print from:</p> <ul style="list-style-type: none"> <li>Left to right</li> <li>Top to bottom</li> <li>Page by page</li> </ul>	<p><b>With prompting and support</b>, the student <b>sometimes</b> tracks print from:</p> <ul style="list-style-type: none"> <li>Left to right</li> <li>Top to bottom</li> <li>Page by page</li> </ul>	<p><b>With prompting and support</b>, the student is <b>beginning</b> to track print from:</p> <ul style="list-style-type: none"> <li>Left to right</li> <li>Top to bottom</li> <li>Page by page</li> </ul>	Student is <b>not</b> progressing toward the grade level standard.
<ul style="list-style-type: none"> <li>Identify characters, settings, and major events in a story.</li> </ul>	<p>Student <b>consistently</b> uses <b>key details</b> and <b>evidence</b> from the text to describe:</p> <ul style="list-style-type: none"> <li>Characters</li> <li>Setting of a story</li> </ul>	<p><b>With prompting and support</b>, student <b>consistently identifies</b>:</p> <ul style="list-style-type: none"> <li>Characters</li> <li>Setting of a story</li> </ul>	<p><b>With prompting and support</b>, student <b>often identifies</b>:</p> <ul style="list-style-type: none"> <li>Characters</li> <li>Setting of a story</li> </ul>	<p><b>With prompting and support</b> student is <b>beginning to identify</b>:</p> <ul style="list-style-type: none"> <li>Characters</li> <li>Setting of a story</li> </ul>	Student is <b>not</b> progressing toward the grade level standard.
<ul style="list-style-type: none"> <li>Recognize the title page, front and back cover of a book.</li> </ul>		<p>Student <b>consistently recognizes</b>:</p> <ul style="list-style-type: none"> <li>Title page of a book</li> <li>Front cover of a book</li> </ul>	<p>Student <b>sometimes recognizes</b>:</p> <ul style="list-style-type: none"> <li>Title page of a book</li> <li>Front cover of a</li> </ul>	<p><b>With prompting and support</b> student is <b>beginning to recognize</b>:</p> <ul style="list-style-type: none"> <li>Title page of a</li> </ul>	Student is <b>not</b> progressing toward the grade level standard.

		<ul style="list-style-type: none"> <li>Back cover of a book</li> </ul>	<p>book</p> <ul style="list-style-type: none"> <li>Back cover of a book</li> </ul>	<p>book</p> <ul style="list-style-type: none"> <li>Front cover of a book</li> <li>Back cover of a book</li> </ul>	
<ul style="list-style-type: none"> <li>Identifies the role of the author and illustrator.</li> </ul>	<p>Students <b>consistently and independently identify</b>:</p> <ul style="list-style-type: none"> <li>Role of the author</li> <li>Role of the illustrator</li> </ul>	<p><b>With prompting and support</b>, students can <b>identify</b>:</p> <ul style="list-style-type: none"> <li>Role of the author</li> <li>Role of the illustrator</li> </ul>	<p><b>With prompting and support</b> student <b>sometimes identifies</b>:</p> <ul style="list-style-type: none"> <li>Role of the author</li> <li>Role of the illustrator</li> </ul>	<p><b>With prompting and support</b> student is <b>beginning to identify</b>:</p> <ul style="list-style-type: none"> <li>Role of the author</li> <li>Role of the illustrator</li> </ul>	<p>Student is <b>not</b> progressing toward the grade level standard.</p>
<b>Writing</b>					
<ul style="list-style-type: none"> <li>Prints many upper and lowercase letters.</li> </ul>	<p>Student <b>consistently</b> prints <b>52-50 upper and lowercase</b> letters. (100%-96%)</p>	<p>Student <b>consistently</b> prints <b>49-42 upper and lowercase</b> letters. (95%-80%)</p>	<p>Student <b>sometimes</b> prints <b>41-31 upper and lowercase</b> letters. (79%-60%)</p>	<p><b>With prompting and support</b>, student prints <b>30-21 upper and lowercase</b> letters. (59%-40%)</p>	<p>Student is <b>rarely (39% or less)</b> able to write upper and lowercase letters even with prompting and support.</p>
<ul style="list-style-type: none"> <li>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</li> </ul>	<p>Student <b>consistently and independently</b>:</p> <ul style="list-style-type: none"> <li><b>Recognizes and uses</b> a capital in the first word of the sentence</li> <li><b>Recognizes and uses</b> a punctuation mark at the end of a sentence</li> <li><b>Understands and applies</b> the knowledge that words are separated by spaces in print</li> </ul>	<p>Student <b>consistently</b>:</p> <ul style="list-style-type: none"> <li><b>Recognizes</b> the capital in the first word of the sentence</li> <li><b>Recognizes</b> that there is a punctuation mark at the end of a sentence</li> <li><b>Understands</b> that words are separated by spaces in print</li> </ul>	<p>Student <b>sometimes</b>:</p> <ul style="list-style-type: none"> <li><b>Recognizes</b> the capital in the first word of the sentence</li> <li><b>Recognizes</b> that there is a punctuation mark at the end of a sentence</li> <li><b>Understands</b> that words are separated by spaces in print</li> </ul>	<p><b>With prompting and support</b>, the student is <b>beginning to</b>:</p> <ul style="list-style-type: none"> <li><b>Recognize</b> the capital in the first word of the sentence</li> <li><b>Recognize</b> that there is a punctuation mark at the end of a sentence</li> <li><b>Understand</b> that words are separated by spaces in print</li> </ul>	<p>Student is <b>unable</b> to recognize these skills even with prompting and support.</p>
<ul style="list-style-type: none"> <li>Uses a combination of drawing, dictating, and writing to compose informative/explanatory texts in</li> </ul>	<p>Student can <b>independently</b>:</p> <ul style="list-style-type: none"> <li><b>Draw</b> a picture about a topic</li> </ul>	<p><b>With prompting and support</b>, student can:</p> <ul style="list-style-type: none"> <li><b>Draw</b> a picture about</li> </ul>	<p><b>With prompting and support</b>, student can:</p> <ul style="list-style-type: none"> <li><b>Draw</b> a picture</li> </ul>	<p><b>With prompting and support</b>, student can:</p> <ul style="list-style-type: none"> <li><b>Draw</b> a picture</li> </ul>	<p>Student is <b>unable</b> to draw a picture about a topic even with prompting and support.</p>

which they name what they are writing about and supply some information about the topic.	<ul style="list-style-type: none"> <li>• <b>Dictate</b> what they are writing about</li> <li>• <b>Write</b> some information about the topic</li> </ul>	<p>a topic</p> <ul style="list-style-type: none"> <li>• <b>Dictate</b> what they are writing about</li> <li>• <b>Write</b> some information about the topic</li> </ul>	<p>about a topic</p> <ul style="list-style-type: none"> <li>• <b>Dictate</b> what they are writing about</li> </ul>	<p>about a topic.</p>	
<b><u>Listening and Speaking</u></b>					
<ul style="list-style-type: none"> <li>• Listens to others and takes turns speaking.</li> </ul>	<p>Student <b>consistently and independently</b>:</p> <ul style="list-style-type: none"> <li>• Listens to others and responds appropriately</li> <li>• Takes turns when speaking</li> <li>• Asks meaningful questions</li> </ul>	<p>Student <b>consistently</b>:</p> <ul style="list-style-type: none"> <li>• Listens to others</li> <li>• Takes turns when speaking</li> </ul>	<p>Student <b>sometimes</b>:</p> <ul style="list-style-type: none"> <li>• Listens to others</li> <li>• Takes turns when speaking</li> </ul>	<p><b>With re-direction and prompting</b>, student is beginning to:</p> <ul style="list-style-type: none"> <li>• Listen to others</li> <li>• Take turns when speaking</li> </ul>	<p>Student is <b>not</b> progressing toward the grade level standard.</p>
<ul style="list-style-type: none"> <li>• Makes relevant contributions to classroom and group discussions.</li> </ul>	<p>Student <b>consistently and independently</b> makes relevant contributions to classroom and group discussions.</p>	<p>Student <b>consistently</b> makes relevant contributions to classroom and group discussions.</p>	<p>Student <b>sometimes</b> makes relevant contributions to classroom and group discussions.</p>	<p><b>With re-direction and prompting</b> makes relevant contributions to classroom and group discussions.</p>	<p>Student is <b>not</b> progressing toward the grade level standard.</p>
	<b><u>Exceeds Standard</u></b> <b><u>ES</u></b>	<b><u>Meets Standard</u></b> <b><u>MS</u></b>	<b><u>Progressing toward Standard</u></b> <b><u>PS</u></b>	<b><u>Beginning to Progress toward Standard</u></b> <b><u>BP</u></b>	<b><u>Insufficient progress toward standard</u></b> <b><u>I</u></b>
<b><u>Math</u></b>					
<b><u>Counting and Cardinality</u></b>					
<ul style="list-style-type: none"> <li>• Counts to 100 by ones</li> </ul>	<p><b>Consistently and independently</b> counts to 50 and <b>beyond</b> by ones.</p>	<p><b>Consistently and independently</b> counts to 50 by ones.</p>	<p>Student <b>inconsistently</b> counts to 50 by ones.</p>	<p>With <b>guidance, support</b> and <b>prompts</b> student can count to 50 by ones.</p>	<p>Student is <b>not</b> progressing toward the grade level standard.</p>
<ul style="list-style-type: none"> <li>• Counts to 100 by tens</li> </ul>	<p><b>Consistently and independently</b> counts to 50 and <b>beyond</b> by tens.</p>	<p><b>Consistently and independently</b> counts to 50 by tens.</p>	<p>Student <b>inconsistently</b> counts to 50 by tens.</p>	<p>With <b>guidance, support</b> and <b>prompts</b> student can count to 50 by tens.</p>	<p>Student is <b>not</b> progressing toward the grade level standard.</p>

<ul style="list-style-type: none"> <li>Counts forward from any given number, other than one, up to 50.</li> </ul>	<b>Consistently and independently</b> counts beyond 50, from the given starting number.	<b>Consistently and independently</b> counts forward from the given starting number, up to 50.	The student counts forward from the given number but skips or repeats some numbers when counting to 50.	With <b>guidance and support</b> the student can count forward from the given starting number, up to 50.	Student is <b>not</b> progressing toward the grade level standard.
<ul style="list-style-type: none"> <li>Writes numbers 0-20</li> </ul>	<b>Consistently and independently</b> writes numbers 0-20 and beyond with <b>NO reversals</b> .	<b>Independently and consistently</b> writes numbers from 0-20 with <b>NO reversals</b> .	<b>Independently</b> writes numbers 0-20 and <b>sometimes reverses numbers</b> .	Student <b>uses a model</b> to write numbers 0-20.	Student is <b>not</b> progressing toward the grade level standard.
<ul style="list-style-type: none"> <li>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.</li> </ul> <p>Compares groups of objects (1-10).</p>	Not Applicable	<b>Independently and consistently</b> identifies a set of objects that is greater than, less than or equal to another set of objects, by using counting strategies.	<b>Inconsistently</b> identifies a set of objects that is greater than, less than or equal to another set of objects, by using counting strategies.	With <b>guidance and support</b> the student identifies a set of objects that is greater than, less than, or equal to another set of objects.	Student is <b>not</b> progressing toward the grade level standard.
<ul style="list-style-type: none"> <li>Compare two numbers between 1 and 10 presented as written numerals.</li> </ul>	<b>Consistently and independently</b> compares <i>pairs</i> of numbers 1-10 and <b>beyond</b> .	<b>Independently and consistently</b> compares <i>pairs</i> of numbers 1-10.	The student consistently finds the larger of the number pairs but it inconsistent with finding the smaller of the pair <b>OR</b> The student consistently finds the smaller of the pair but is inconsistent with finding the larger of the pair.	With <b>guidance and support</b> the student compares pairs of numbers 1-10.	Student is <b>not</b> progressing toward the grade level standard.
<b>Operations and Algebraic Thinking</b>					
<ul style="list-style-type: none"> <li>Uses objects or drawings to represent and solve addition and subtraction stories, up to 10.</li> </ul>	The student solves the addition and subtraction stories, up to 10, <b>mentally</b> <i>without</i> using any objects or drawings.	<b>Independently and consistently</b> solves addition and subtraction stories, up to 10 using objects, drawings and 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).	With <b>guidance and support</b> , the student uses objects or drawings to represent and solve addition and subtraction stories, up to 10.	Student is <b>not</b> progressing toward the grade level standard.

			<p><b>OR</b></p> <p>The student uses the correct operation, but <i>miscounts</i> when trying to add or subtract.</p>		
<ul style="list-style-type: none"> <li>Represents numbers up to 10 in more than one way. (Example: <math>7=5+2</math> and <math>7=3+4</math>)</li> </ul>					
<ul style="list-style-type: none"> <li>Finds the number that makes ten for numbers 1-9.</li> </ul>					
<ul style="list-style-type: none"> <li>Fluently adds and subtracts within 5.</li> </ul>	<p><b>Independently and consistently</b> uses memorized facts to <b>add and subtract</b> within 5 quickly and accurately.</p>	<p><b>Independently and consistently</b> uses memorized facts to <b>add</b> within 5 quickly and accurately.</p>	<p>The student adds within 5, but <b>sometimes</b> relies on counting strategies rather than memorized facts.</p> <p><b>OR</b></p> <p>The student adds within 5 using memorized facts, but makes 1-2 errors.</p>	<p>The student adds within 5, but <b>consistently</b> relies on counting strategies rather than memorized facts.</p> <p><b>OR</b></p> <p>The student guesses the answer.</p>	<p>Student is <b>not</b> progressing toward the grade level standard.</p>
<b><u>Numbers and Operations in Base Ten</u></b>					
<ul style="list-style-type: none"> <li>Compose and decompose 11-19 in groups of tens and ones</li> </ul>					
<b><u>Measurement and Data</u></b>					
<ul style="list-style-type: none"> <li>Describe measurable attributes of objects. (e.g.; length and weight)</li> </ul>	<p>Not Applicable</p>	<p>The student <b>consistently and correctly</b> describes differences in objects based on their length and weight.</p>	<p>The student is able to describe differences in length, but not on weight.</p> <p><b>OR</b></p> <p>The student is able to describe differences in weight, but not of length.</p>	<p>The student does not describe any <b>measurable</b> differences in the objects.</p>	<p>Student is <b>not</b> progressing toward the grade level standard.</p>
<ul style="list-style-type: none"> <li>Classify objects into given categories; count the numbers of objects in each category.</li> </ul>	<p><b>Consistently and independently</b> sorts objects based on multiple attributes (such as color and shape) and counts the objects in each category correctly.</p>	<p><b>Consistently and independently</b> sorts objects based on a given attribute and counts the objects in each category correctly.</p>	<p>The student can sort the objects appropriately using the given attribute, but makes 1 to 2 errors in counting the objects</p>	<p>The student randomly separates the objects without using an attribute and the student makes more than 2 errors in</p>	<p>Student is <b>not</b> progressing toward the grade level standard.</p>

			<p><b>OR</b></p> <p>The student can correctly count the object in each category, but is unable to sort the objects completely using the attribute.</p>	counting the objects in each category.	
<b><u>Geometry</u></b>					
<ul style="list-style-type: none"> <li>Names 2d and 3d shapes (square, circle, triangle, rectangle, hexagon, cube, cone, cylinder and sphere)</li> </ul>					
<ul style="list-style-type: none"> <li>Identifies shapes as 2d (flat) and 3d (solid)</li> </ul>					
<ul style="list-style-type: none"> <li>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></li> </ul> <p>Compares/Creates and Composes shapes</p>					
<ul style="list-style-type: none"> <li>Describes the relative positions of objects. (above, below, next to etc.)</li> </ul>					
<b><u>Work Skills</u></b>					
<ul style="list-style-type: none"> <li>Says the alphabet</li> <li>Prints name correctly</li> </ul> <p>1<sup>st</sup> Trimester - First name only (all lowercase acceptable)</p> <p>2<sup>nd</sup> Trimester- First name only (with capital at the beginning followed by lowercase)</p> <p>3<sup>rd</sup> Trimester - First and last name (with capital at the beginning followed by</p>					

lowercase)					
• Performs fine motor skills					
• Stays on task					
• Participates confidently					
• Assumes responsibility for personal belongings.					
• Completes tasks in a timely manner					
• Maintains attention in whole group					
• Maintains attention in small group					
• Follows directions					
• Works independently					
• Works cooperatively					
<b><u>Social Skills</u></b>					
• Follows classroom rules					
• Demonstrates self-control					
• Accepts responsibility for own actions					
• Plays cooperatively					