

Standards Based Report Card Rubric- KINDERGARTEN -3rd Trimester

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

<ul style="list-style-type: none"> Recognizes and produces rhyming words. 	<ul style="list-style-type: none"> Student consistently and independently: <ul style="list-style-type: none"> Recognizes words that rhyme Produces words that rhyme 	<ul style="list-style-type: none"> Student consistently: <ul style="list-style-type: none"> Recognizes words that rhyme Produces words that rhyme 	<ul style="list-style-type: none"> Student sometimes: <ul style="list-style-type: none"> Recognizes words that rhyme Produces words that rhyme. 	<ul style="list-style-type: none"> Student is beginning to: <ul style="list-style-type: none"> Recognize words that rhyme Produce words that rhyme. 	Student does not recognize or produce words that rhyme.
<ul style="list-style-type: none"> Reads common high-frequency words by sight. 	<ul style="list-style-type: none"> Student recognizes 40 high-frequency words (in isolation and in context consistently) 	<ul style="list-style-type: none"> Student recognizes 40-32 (100%-80%; out of 40) high-frequency words (in isolation consistently) 	<ul style="list-style-type: none"> Student recognizes 31-19 (79%-60%; out of 40) high-frequency words (in isolation consistently) 	<ul style="list-style-type: none"> Student recognizes 18-7 (59%-40%; out of 40) high-frequency words (in isolation consistently) 	Student does not recognize most high-frequency words. (39% or less)
<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>	<p>Student consistently and independently tracks print from:</p> <ul style="list-style-type: none"> Left to right Top to bottom Page by page 	<p>Student consistently tracks print from:</p> <ul style="list-style-type: none"> Left to right Top to bottom Page by page 	<p>With prompting and support, the student sometimes tracks print from:</p> <ul style="list-style-type: none"> Left to right Top to bottom Page by page 	<p>With prompting and support, the student is beginning to track print from:</p> <ul style="list-style-type: none"> Left to right Top to bottom Page by page 	Student is not progressing toward the grade level standard.
<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 Setting Major events of a story 	<p>With prompting and support, student consistently identifies:</p> <ul style="list-style-type: none"> Characters Setting Major events of a story 	<p>With prompting and support, student often identifies:</p> <ul style="list-style-type: none"> Characters Setting Major events of a story 	<p>With prompting and support student is beginning to identify:</p> <ul style="list-style-type: none"> Characters Setting Major events of 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 	Student is not progressing toward the grade level standard.

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

	about the topic	<ul style="list-style-type: none"> • Write some information about the topic 			
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. 	<p>Student consistently and independently makes relevant contributions to classroom and group discussions.</p>	<p>Student consistently makes relevant contributions to classroom and group discussions.</p>	<p>Student sometimes makes relevant contributions to classroom and group discussions.</p>	<p>With re-direction and prompting makes relevant contributions to classroom and group discussions.</p>	<p>Student is not progressing toward the grade level standard.</p>

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Math					
Counting and Cardinality					
<ul style="list-style-type: none"> • Counts to 100 by ones 	<p>Consistently and independently counts to 100 and beyond by ones.</p>	<p>Consistently and independently counts to 100 by ones.</p>	<p>Student inconsistently counts to 100 by ones.</p>	<p>With guidance, support and prompts student can count to 100 by ones.</p>	<p>Student is not progressing toward the grade level standard.</p>
<ul style="list-style-type: none"> • Counts to 100 by tens 	<p>Consistently and independently counts to 100 and beyond by tens.</p>	<p>Consistently and independently counts to 100 by tens.</p>	<p>Student inconsistently counts to 100 by tens.</p>	<p>With guidance, support and prompts student can count to 100 by tens.</p>	<p>Student is not progressing toward the grade level standard.</p>
<ul style="list-style-type: none"> • Counts forward from any given number other than one. 	<p>Not Applicable</p>	<p>Consistently and independently counts forward from the given</p>	<p>The student counts forward from the given number but skips or repeats some</p>	<p>With guidance and support the student can count forward from the given</p>	<p>Student is not progressing toward the grade level standard.</p>

		starting number.	numbers.	starting number.	
<ul style="list-style-type: none"> Writes numbers 0-20 	Consistently and independently writes numbers 0-20 and beyond with NO reversals .	Independently and consistently writes numbers from 0-20 with NO reversals .	Independently writes numbers 0-20 and sometimes reverses numbers .	Student uses a model to write numbers 0-20.	Student is not progressing toward the grade level standard.
<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. 	Not Applicable	Independently and consistently identifies a set of objects that is greater than, less than or equal to another set of objects, by using counting strategies.	Inconsistently identifies a set of objects that is greater than, less than or equal to another set of objects, by using counting strategies.	With guidance and support the student identifies a set of objects that is greater than, less than, or equal to another set of objects.	Student is not progressing toward the grade level standard.
<ul style="list-style-type: none"> Compare two numbers between 1 and 10 presented as written numerals. 	Consistently and independently compares <i>pairs</i> of numbers 1-10 and beyond .	Independently and consistently 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 OR The student consistently finds the smallest of the pair but is inconsistent with finding the largest of the pair.	With guidance and support the student compares pairs of numbers 1-10.	Student is not progressing toward the grade level standard.
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 using</i> any objects or drawings.	Independently and consistently solves addition and subtraction stories.	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 <i>miscounts when trying to</i>	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.

			add or subtract.		
<ul style="list-style-type: none"> Represents numbers up to 10 in more than one way. (Example: $7=5+2$ and $7=3+4$) 	Not Applicable	The student consistently and accurately decomposes a given number up to 10 in more than one way	The student sometimes decomposes a given number up to 10 in more than one way.	With guidance and support the student decomposes a given number up to 10 in more than one way.	Student is not progressing toward the grade level standard.
<ul style="list-style-type: none"> Finds the number that makes ten for numbers 1-9. 	Not Applicable	The student consistently and accurately finds the correct number that makes ten when given a number.	The student sometimes finds the correct number that makes ten when given a number.	With guidance and support the student finds the correct number that makes ten when given a number.	Student is not progressing toward the grade level standard.
<ul style="list-style-type: none"> Fluently adds and subtracts within 5. 	Not Applicable	Independently and consistently uses memorized facts to add and subtract within 5 quickly and accurately.	The student adds and subtracts within 5, but sometimes relies on counting strategies rather than memorized facts. OR The student adds within 5 using memorized facts, but makes 1-2 errors.	The student adds and subtracts within 5, but consistently relies on counting strategies rather than memorized facts. OR The student guesses the answer.	Student is not progressing toward the grade level standard.
<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 	Not Applicable	The student consistently and correctly composes and decomposes numbers 11-19 into groups of tens and ones.	The student correctly composes numbers 11-19 but cannot correctly decompose the numbers. OR The student correctly decomposes numbers 11-19, but cannot compose the numbers. OR The student sometimes correctly composes and decomposes numbers 11-19 into groups of tens and ones.	With guidance and support the student correctly composes and decomposes numbers 11-19 into groups of tens and ones.	Student is not progressing toward the grade level standard.

Measurement and Data					
<ul style="list-style-type: none"> Describe measurable attributes of objects. (e.g.: length and weight) 	Not Applicable	The student consistently and correctly describes differences in objects based on their length and weight.	The student is able to describe differences in length, but not on weight. OR The student is able to describe differences in weight, but not of length.	The student does not describe any measurable differences in the objects.	Student is not progressing toward the grade level standard.
<ul style="list-style-type: none"> Classify objects into given categories; count the numbers of objects in each category. 	The student consistently and independently sorts objects based on multiple attributes (such as color and shape) and counts the objects in each category correctly.	The student consistently and independently sorts objects based on a given attribute and counts the objects in each category correctly.	The student can sort the objects appropriately using the given attribute, but makes 1 to 2 errors in counting the objects OR The student can correctly count the object in each category, but is unable to sort the objects completely using the attribute.	The student randomly separates the objects without using an attribute and the student makes more than 2 errors in counting the objects in each category.	Student is not progressing toward the grade level standard.
Geometry					
<ul style="list-style-type: none"> Names 2d and 3d shapes (square, circle, triangle, rectangle, hexagon, cube, cone, cylinder and sphere) 	The student consistently and independently names all the required shapes plus additional shapes regardless of orientation and overall size. (i.e. rhombus, oval, pentagon, octagon etc.)	The student consistently and independently names all the shapes regardless of their overall orientation and size.	The student sometimes names all the shapes regardless of their overall orientation and size. OR Student can name all the shapes but is inconsistent naming them when the orientation and size has been changed. OR The student can name only 2d shapes and not 3d shapes or vice versa.	With guidance and support the student names all the shapes regardless of orientation and size.	Student is not progressing toward grade level standard.

<ul style="list-style-type: none"> Identifies shapes as 2d (flat) and 3d (solid) 	Not Applicable	The student consistently and independently identifies flat and solid shapes.	The student correctly identifies flat shapes, but not solid shapes. OR The student correctly identifies solid shapes, but not flat shapes.	With guidance and support the student can identify flat and solid shapes.	Student is not progressing toward grade level standard.
<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>	Not Applicable	The student consistently and independently uses simple shapes to create a new shape.	The student sometimes uses simple shapes to create a new shape.	With guidance and support the student uses simple shapes to create a new shape.	Student is not progressing toward grade level standard.
<ul style="list-style-type: none"> Describes the relative positions of objects. (above, below, next to etc.) 	Not Applicable	The student consistently and independently describes the relative positions of objects.	The student sometimes describes the relative position of objects.	With guidance and support the student describes the relative position of objects.	Student is not progressing toward grade level standard.

<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) 2nd Trimester- First name only (with capital at the beginning followed by lowercase) 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 					

• 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					
<u>Social Skills</u>					
• Follows classroom rules					
• Demonstrates self-control					
• Accepts responsibility for own actions					
• Plays cooperatively					