KINDERGARTEN STANDARDS BASED REPORT CARD RUBRIC

Students receive an overall achievement grade (ES, MS, PS, BP, I, NA) for each proficiency area.

Each domain is graded according to the rubric below:

ES	MS	PS	BP	I	NA
Exceeds Standard	Meets Standard	Progressing Towards Standard	Beginning to Progress Towards Standard	Insufficient Progress Towards Standard	Progress Not Assessed At This Time

Students receive an Outstanding, Satisfactory, Improvement Needed for each sub-skill within a given domain.

Each separate indicator is scored with a: +, =, or - (according to the rubric below):

RUBRIC		
OUTSTANDING **+**	**SATISFACTORY** **=**	**IMPROVEMENT NEEDED** **-**

FOUNDATIONAL SKILLS INDICATORS

SKILL/ STANDARD	OUTSTANDING +	SATISFACTORY =	IMPROVEMENT NEEDED -
Identify uppercase letters	**Consistently (independently)** Recognize and name all uppercase letters	**Sometimes (with some support)** Recognize and name uppercase letters	**Rarely (with full support)** Recognize and name uppercase letters
Identify lowercase letters	**Consistently (independently)** Recognize and name all lowercase letters.	**Sometimes (with some support)** Recognize and name lowercase letters	**Rarely (with full support)** Recognize and name lowercase letters
Identify letter sounds	**Consistently (independently)** Identify ALL letter sounds/digraphs	**Sometimes (with some support)** Identify letter sounds/digraphs	**Rarely (with full support)** Identify letter sounds/digraphs
Isolate and pronounce the initial, medial vowel, and final sounds in CVC words	**Consistently (independently)** T1: NA T2 & T3: Isolate and pronounce the initial, medial, and final sounds in CVC words	**Sometimes (with some support)** T1: NA T2&T3: Isolate and pronounce the initial, medial, and final sounds in CVC words	**Beginning to/rarely or with support: Rarely (with full support)** T1: NA T2&T3: Isolate and pronounce the initial, medial, and final sounds in CVC words
Recognizes and produces rhyming words	**Consistently (independently)** T1: NA T2, T3: Recognize and produce rhyming words	**Sometimes (with some support)** T1: NA T2, T3: Recognize and produce rhyming words	**Rarely (with full support)** T1: NA T2, T3: Recognize and produce rhyming words

Reads sight words with automaticity	**Consistently (independently)** Identify all ARC Power Words 1G & 2G	**Sometimes (with some support)** Identify some 1G and 2G ARC power words	**Rarely (with full support)** Identify very few 1G and 2G power words
Follows words from left to right, top to bottom and page by page	**Consistently (independently)** Track print from left to right, top to bottom and page by page	**Sometimes (with some support)** Track print from left to right, top to bottom and page by page	**Rarely (with full support)** Track print from left to right, top to bottom and page by page

READING/COMPREHENSION SKILLS INDICATORS

SKILL/ STANDARD	OUTSTANDING **+**	SATISFACTORY **=**	IMPROVEMENT NEEDED **-**
Read grade level text for purpose and understanding	Student is reading **above** the following ARC independent reading level(s): **T1:** • 2Y-3Y **T2:** • 1G **T3:** • 2G	Student is reading in **or** within the following ARC independent reading level(s) (With some support): **T1:** • 2Y-3Y **T2:** • 1G **T3:** • 2G	Student is reading **below** the following ARC independent reading level(s): **T1:** • 2Y-3Y **T2:** • 1G **T3:** • 2G

Identify characters, setting, and major events in a story	**Consistently (independently)** Use key details/evidence from the text to identify <u>characters</u>, <u>setting</u> and <u>major events</u> of the story	**Sometimes (with some support)** Use key details/evidence from the text to identify <u>characters</u>, <u>setting</u> and <u>major events</u> of the story	**Rarely (with full support)** Use key details/evidence from the text to identify <u>characters</u>, <u>setting</u> and <u>major events</u> of the story
Recognizes the title page, front cover, and back cover a book	**Consistently (independently)** Recognize the title page, front/back cover of a book	**Sometimes (with some support)** Recognize the title page, front/back cover of a book	**Rarely (with full support)** Recognize the title page, front/back cover of a book
Identifies the role of the author and illustrator	**Consistently (independently)** Identify the role of the author and illustrator	**Sometimes (with some support)** Identify the role of the author and illustrator	**Rarely (with full support)** Identify the role of the author and illustrator

WRITING INDICATORS

SKILL/ STANDARD	OUTSTANDING +	SATISFACTORY =	IMPROVEMENT NEEDED -
Demonstrates the command of conventions of standard English (capitalization, punctuation, and spelling when writing)	**Consistently (independently)** T1: NA T2, T3: ● Recognize and use capitals and punctuation marks correctly ● Understand and apply the knowledge that words are separated by spaces in print	**Sometimes (with some support)** T1: NA T2, T3: ● Recognize and use capitals and punctuation marks correctly ● Understand and apply the knowledge that words are separated by spaces in print	**Rarely (with full support)** T1: NA T2, T3: ● Recognize and use capitals and punctuation marks correctly ● Understand and apply the knowledge that words are separated by spaces in print
Prints upper and lowercase letters	**Consistently (independently)** Prints all upper and lowercase letters	**Sometimes (with some support)** Prints upper and lowercase letters	**Rarely (with full support)** Prints upper and lowercase letters
Use a combination of drawing, dictating and writing to compose narrative and informative pieces in which they name what they are writing about and supply some information about the topic	**Consistently (independently)** Draw, dictate and write some information about given topics	**Sometimes (with some support)** Draw, dictate and write some information about given topics	**Rarely (with full support)** Draw, dictate and write some information about given topics

LISTENING AND SPEAKING INDICATORS

SKILL/ STANDARD	SKILL/ STANDARD	OUTSTANDING +	SATISFACTORY =

Listens to others and takes turns speaking	**Consistently (independently)** Listen to others and responds appropriately, takes turns when speaking and asks meaningful questions	**Sometimes (with some support)** Listen to others and responds appropriately, takes turns when speaking and asks meaningful questions	**Rarely (with full support)** Listen to others and responds appropriately, takes turns when speaking and asks meaningful questions
Makes relevant contributions to classroom and group discussions	**Consistently (independently)** Make relevant contributions to classroom and group discussions	**Sometimes (with some support)** Make relevant contributions to classroom and group discussions	**Rarely (with full support)** Make relevant contributions to classroom and group discussions

MATH: COUNTING AND CARDINALITY INDICATORS

SKILL/ STANDARD	OUTSTANDING +	SATISFACTORY =	IMPROVEMENT NEEDED -
Counts to 100 by ones All Topics	**Consistently (independently)** Count to 100	**Sometimes (with some support)** Count to 100	**Rarely (with full support)** Count to 100
Counts to 100 by tens Topic 11	**Consistently (independently)** T1 & T2: NA T3: Count by tens to 100	**Sometimes (with some support)** T1 & T2: NA T3: Count by tens to 100	**Rarely (with full support)** T1 & T2: NA T3: Count by tens to 100
Counts forward from any given number to 100 Topic 11	**Consistently (independently)** T1 & T2: NA T3: Count to 100	**Sometimes (with some support)** T1 & T2: NA T3: Count to 100	**Rarely (with full support)** T1 & T2: NA T3: Count to 100
Writes numbers 0-20 All Topics	**Consistently (independently)** Write numbers 0-20 without reversals	**Sometimes (with some support)** Write numbers 0-20 with reversals	**Rarely (with full support)** Write numbers 0-20 with a model and reversals
Understand the relationship between numbers and quantities: connecting	**Consistently (independently)** Count objects up to 20 using one-to-one correspondence and also understand that the last number name said tells the number of objects counted	**Sometimes (with some support)** Count objects up to 20 using one-to-one correspondence and also understand that the last number name said tells the number of objects counted	**Rarely (with full support)** Count objects up to 20 using one-to-one correspondence and also understand that the last number name said tells the number of objects counted

counting to cardinality (one-to-one correspondence) Topics 1-5			
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) Topic 4	**Consistently (independently)** Identify a set of objects that is greater than, less than or equal to another set of objects by <u>using counting strategies</u>	**Sometimes (with some support)** Identify a set of objects that is greater than, less than or equal to another set of objects by <u>using counting strategies</u>	**Rarely (with full support)** Identify a set of objects that is greater than, less than or equal to another set of objects by <u>using counting strategies</u>
Compare two numbers between 1 and 10 presented as written numerals Topic 4	**Consistently (independently)** T1: NA T2 & T3: Compare pairs of numbers 1-10	**Sometimes (with some support)** T1: NA T2 & T3: Compare pairs of numbers 1-10	**Rarely (with full support)** T1: NA T2 & T3: Compare pairs of numbers

MATH: OPERATIONS AND ALGEBRAIC THINKING INDICATORS

SKILL/ STANDARD	OUTSTANDING +	SATISFACTORY =	IMPROVEMENT NEEDED -
Uses objects or drawings to represent and solve addition and subtraction stories up to 10 Topics 6,7,8	**Consistently (independently)** T1: NA T2, T3: Use objects, drawings, or a ten frame to solve addition and subtraction problems, up to 10	**Sometimes (with some support)** T1: NA T2, T3: Use objects, drawings, or a ten frame to solve addition and subtraction problems, up to 10	**Rarely (with full support)** T1: NA T2, T3: Use objects, drawings, or a ten frame to solve addition and subtraction problems, up to 10
Represents numbers up to 10 in more than one way. (example: 7=5+2 and 7=3+4) Topic 8	**Consistently (independently)** T1 & T2: NA T3: Decomposes a given number up to 10 in more than one way	**Sometimes (with some support)** T1 & T2: NA T3: Decomposes a given number up to 10 in more than one way	**Rarely (with full support)** T1 & T2: NA T3: Decomposes some numbers in more than one way
Find a number that makes ten for numbers 1-9 Topic 8	**Consistently (independently)** T1 & T2: NA T3: Finds the correct number that makes ten when given a number	**Sometimes (with some support)** T1 & T2: NA T3: Finds the correct number that makes ten when given a number	**Rarely (with full support)** T1 &, T2: NA T3: Finds the correct number that makes ten when given a number
Fluently adds and subtracts within 5	**Consistently (independently)** T1 & T2: NA	**Sometimes (with some support)** T1 & T2: NA	**Rarely (with full support)** T1 &, T2: NA

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Begins Topic 6	T3: Uses memorized facts to add and subtract within 5 quickly and accurately	T3: Uses memorized facts to add and subtract within 5 quickly and accurately	T3: Uses memorized facts to add and subtract within 5 quickly and accurately

MATH: NUMBER AND OPERATIONS IN BASE TEN INDICATORS

SKILL/ STANDARD	OUTSTANDING +	SATISFACTORY =	IMPROVEMENT NEEDED -
Compose and decompose numbers 11-19 Topic 10	**Consistently (independently)** T1: NA T2 & T3: Compose and/or decompose numbers 11-19 into groups of tens and ones	**Sometimes (with some support)** T1: NA T2 & T3: Compose and/or decompose numbers 11-19 into groups of tens and ones	**Rarely (with full support)** T1: NA T2 & T3: Compose and/or decompose numbers 11-19 into groups of tens and ones

MATH: MEASUREMENT AND DATA INDICATORS

SKILL/ STANDARD	OUTSTANDING +	SATISFACTORY =	IMPROVEMENT NEEDED -
Classifies objects and counts the number of objects in each category Topic 5	**Consistently (independently)** T1: NA T2 & T3: Sorts objects based on multiple as (such as color and shape) and counts the objects in each category	**Sometimes (with some support)** T1: NA T2 & T3: Sorts objects based on multiple as (such as color and shape) and counts the objects in each category	**Rarely (with full support)** T1: NA T2 & T3: Sorts objects based on multiple as (such as color and shape) and counts the objects in each category
Describes measurable attributes of objects such as length/weight Topic 14	**Consistently (independently)** T1 & T2: NA T3: Describes differences in objects based on their length and/or weight	**Sometimes (with some support)** T1 & T2 : NA T3: Describes differences in objects by length and/or weight	**Rarely (with full support)** T1 & T2: NA T3: Describes differences in objects by length and/or weight
Directly compare 2 objects with measurable attributes in common Topic 14	**Consistently (independently)** T1 & T2: NA T3: Compare two objects with common measurable attributes	**Sometimes (with some support)** T1 & T2 : NA T3: Compare two objects with common measurable attributes	**Rarely (with full support)** T1 & T2: NA T3: Has difficulties comparing two objects with common measurable attributes

MATH: GEOMETRY INDICATORS

SKILL/ STANDARD	OUTSTANDING +	SATISFACTORY =	IMPROVEMENT NEEDED -
Identify and describe 2D shapes Topic 12	**Consistently (independently)** T1 & T2: NA T3: Names the required 2D shapes regardless of orientation and overall size	**Sometimes (with some support)** T1 & T2 : NA T3: Names the required 2D shapes regardless of orientation and overall size	**Rarely (with full support)** T1 & T2: NA T3: Names the required 2D shapes regardless of orientation and overall size
Identify and describe 3D shapes Topic 12	**Consistently (independently)** T1 & T2: NA T3: names the required 3D shapes regardless of orientation and overall size	**Sometimes (with some support)** T1 & T2 : NA T3: Names the required 3D shapes regardless of orientation and overall size	**Rarely (with full support)** T1 & T2: NA T3: names the required 3D shapes regardless of orientation and overall size
Compare, create and composes shapes Topic 13	**Consistently (independently)** T1 & T2: NA T3: Uses simple shapes to create new shapes	**Sometimes (with some support)** T1 & T2 : NA T3: Uses simple shapes to create new shapes	**Rarely (with full support)** T1 & T2: NA T3: Uses simple shapes to create new shapes
Describes the relative positions	**Consistently (independently)**	**Sometimes(with some support)**	**Rarely (with full support)**

of objects (above, below, next to, etc.) Topic 12	T1 & T2: NA T3: Describes the relative positions of objects	T1 & T2 : NA T3: Describes the relative positions of objects	T1 & T2: NA T3: Describes the relative positions of objects

SCIENCE INDICATORS

SKILL/ STANDARD	OUTSTANDING +	SATISFACTORY =	IMPROVEMENT NEEDED -
Demonstrates Content Knowledge	**Consistently (independently)** Understands, writes and discusses key basic concepts using appropriate and correct vocabulary	**Sometimes (with some support)** Understands, writes and discusses key basic concepts using appropriate and correct vocabulary	**Rarely (with full support)** Understands, writes and discusses key basic concepts using appropriate and correct vocabulary
Collects, Analyzes & Shares Data	**Consistently (independently)** Collect, analyze and share data	**Sometimes (with some support)** Collect, analyze and share data	**Rarely (with full support)** Collect, analyze and share data
Plans and Conducts Investigations	**Consistently (independently)** Plan and conduct investigations	**Sometimes (with some support)** Plan and conduct investigations	**Rarely (with full support)** Plan and conduct investigations