

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

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	Α
K	В
K	С
K	D
1	Е
1	F
1	G
1	Н
1	I
1	J

Reading: Foundational Skills

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

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

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

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

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

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

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

	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	1= Needs	2= Approaching	3= Meets Standard	4= Exceeds Standard	
Period	Support	Standard			
1 st - 2 nd	Student is	Student is unable	Student retells a story	Student retells a story in	
	unable to retell	to recall events of	in proper sequence,	proper sequence, using	
	a story, even	a story in proper	using character and	character, setting, and	
	with prompting.	sequence.	setting.	inferential understanding.	
3 rd – 4 th	Student is	Student retells a	Student retells a story	Student retells a story in	
	unable to recall	story in proper	in proper sequence,	proper sequence, using	
	events of a story	sequence, using	using character, setting,	characters and setting while	
	in proper	character and	and inferential	making connections and	
	sequence.	setting.	understanding.	predictions (displaying higher	
				level thinking).	

Writing

Us	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.	

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

	Applies conventions of grammar and usage.				
Marking	1= Needs	2= Approaching Standard	3= Meets Standard	4= Exceeds Standard	
Period	Support				
3 rd	Student does	Student is beginning to	Student is beginning to	Student is beginning to	
	not	demonstrate	demonstrate	demonstrate	
	demonstrate	understanding of key	understanding of key	understanding of key	
	understanding	concepts of grammar,	concepts of grammar,	concepts of grammar,	
	of key concepts	usage, and mechanics,	usage, and mechanics,	usage, and mechanics,	
	of grammar,	sometimes including:	most of the time	consistently:	
	usage, and	 Capitalizing the first 	including:	Capitalizing the first	
	mechanics.	letter of his/her name.	 Capitalizing the first 	letter of his/her name.	
		Capitalizing the	letter of his/her name.	Capitalizing the	
		pronoun "I."	 Capitalizing the 	pronoun "I."	
			pronoun "I."		
4 th	Student does	Student is beginning to	Student demonstrates	Student consistently	
	not	demonstrate	an understanding of	demonstrates an	
	demonstrate	understanding of key	key concepts of	understanding of key	
	understanding	concepts of grammar,	grammar, usage, and	concepts of grammar,	
	of key concepts	usage, and mechanics,	mechanics most of the	usage, and mechanics,	
	of grammar,	sometimes including:	time including:	including:	
	usage, and	 Capitalizing the first 	 Capitalizing the first 	 Capitalizing the first 	
	mechanics.	letter of his/her name.	letter of his/her name.	letter of his/her name.	
		Capitalizing the	 Capitalizing the 	Capitalizing the	
		pronoun "I."	pronoun "I."	pronoun "I."	
		 Capitalizing the first 	 Capitalizing the first 	Capitalizing the first	
		word in a sentence.	word in a sentence.	word in a sentence.	
		 Using proper spacing. 	 Using proper spacing. 	 Using proper spacing. 	

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

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

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

Asks questions to gain information.				
Marking	1= Needs	2= Approaching	3= Meets Standard	4= Exceeds
Period	Support	Standard		Standard
1 st – 4 th	Student rarely asks questions to gain information.	Student occasionally asks questions to gain information.	Student consistently 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

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	1= Needs Support	2= Approaching	3= Meets	4= Exceeds		
Period		Standard	Standard	Standard		
1 st & 2 nd	Student is unable or	Student sometimes	Student	Student		
	rarely understands	understands concept of	consistently	understands		
	concept of counting	counting on.	understands	and applies		
	on.		concept of	concept of		
			counting on.	counting		
				on.		

	Writes numbers from 0-20				
Marking	1= Needs	2= Approaching	3= Meets	4= Exceeds	
Period	Support	Standard	Standard	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	1= Needs Support	2= Approaching	3= Meets Standard	4= Exceeds	
Period		Standard		Standard	
1 st	Student is unable	Student sometimes	Student	Student	
	or rarely	demonstrates 1-to-	demonstrates 1-	demonstrates 1-	
	demonstrates 1-	1 correspondence	to-1	to-1	
	to-1	when counting	correspondence	correspondence	
	correspondence	objects 1-10.	when counting	when counting	
	when counting		objects 1-10	objects 1-20	
	objects 1-10.		correctly.	correctly.	
2 nd	Student is unable	Student sometimes	Student	Student	
	or rarely	demonstrates 1-to-	demonstrates 1-	demonstrates 1-	
	demonstrates 1-	1 correspondence	to-1	to-1	
	to-1	when counting	correspondence	correspondence	
	correspondence	objects 1-20.	when counting	when counting	
	when counting		objects 1-20	objects greater	
	objects 1-20.		correctly.	than 20 correctly.	

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

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

Operations and Algebraic Thinking

Solves	Solves addition and subtraction word problems within 10 by using objects or drawings to represent the problem					
Marking	1= Needs Support	2= Approaching	3= Meets Standard	4= Exceeds		
Period		Standard		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.		

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

	Demo	onstrates fluency of a	ddition within 5	
Marking	1= Needs Support	2= Approaching	3= Meets Standard	4= Exceeds
Period		Standard		Standard
2 nd - 4 th	Student is unable to or rarely demonstrates understanding of addition concepts by: • 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	Student sometimes demonstrates understanding of addition concepts by: • 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	Student consistently demonstrates understanding addition concepts by: 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	Student applies concepts of addition to numbers up to 10 by: • 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

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

Measurements and Data

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

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

Geometry

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

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

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

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

Science Kindergarten Standard Based Report Card Rubric

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:
	 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. 	 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. 	 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. 	 Ask questions about what would happen if a variable is changed. Identify scientific (testable) and non-scientific (nontestable) 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.

Science and Engineering Practice 2: Uses scientific models to represent relationships, such as size and pattern, in the natural and humanmade world (i.e., diagram, drawing, physical replica, diorama, dramatization, or storyboard).	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:
	 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. 	 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. 	 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. 	 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.

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:
	 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. 	 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. 	 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. 	 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.

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:
	 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. 	 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. 	 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. 	 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.

Social Studies Kindergarten Standard Based Report Card Rubric

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

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

Physical Education Kindergarten Standard Based Report Card Rubric

Physical Education

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

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

Instructional Technology Kindergarten Standard Based Report Card Rubric

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

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

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

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

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

Health Kindergarten Standard Based Report Card Rubric

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

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

Art

Kindergarten Standard Based Report Card Rubric

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

Demon	Demonstrates understanding of concepts and application of skills.					
Marking	1= Needs Support	2= Approaching	3= Meets	4= Exceeds		
Period		Standard	Standard	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	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	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	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		
	media.	works of art in a	media most of the	work of art in a		
		variety of art	time.	variety of art		
		media.		media.		

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

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

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

Music Kindergarten Standard Based Report Card Rubric

Music

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

Demonstrates understanding of concepts and application of skills.				
Marking	1= Needs	2= Approaching	3= Meets	4= Exceeds
Period	Support	Standard	Standard	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.

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

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