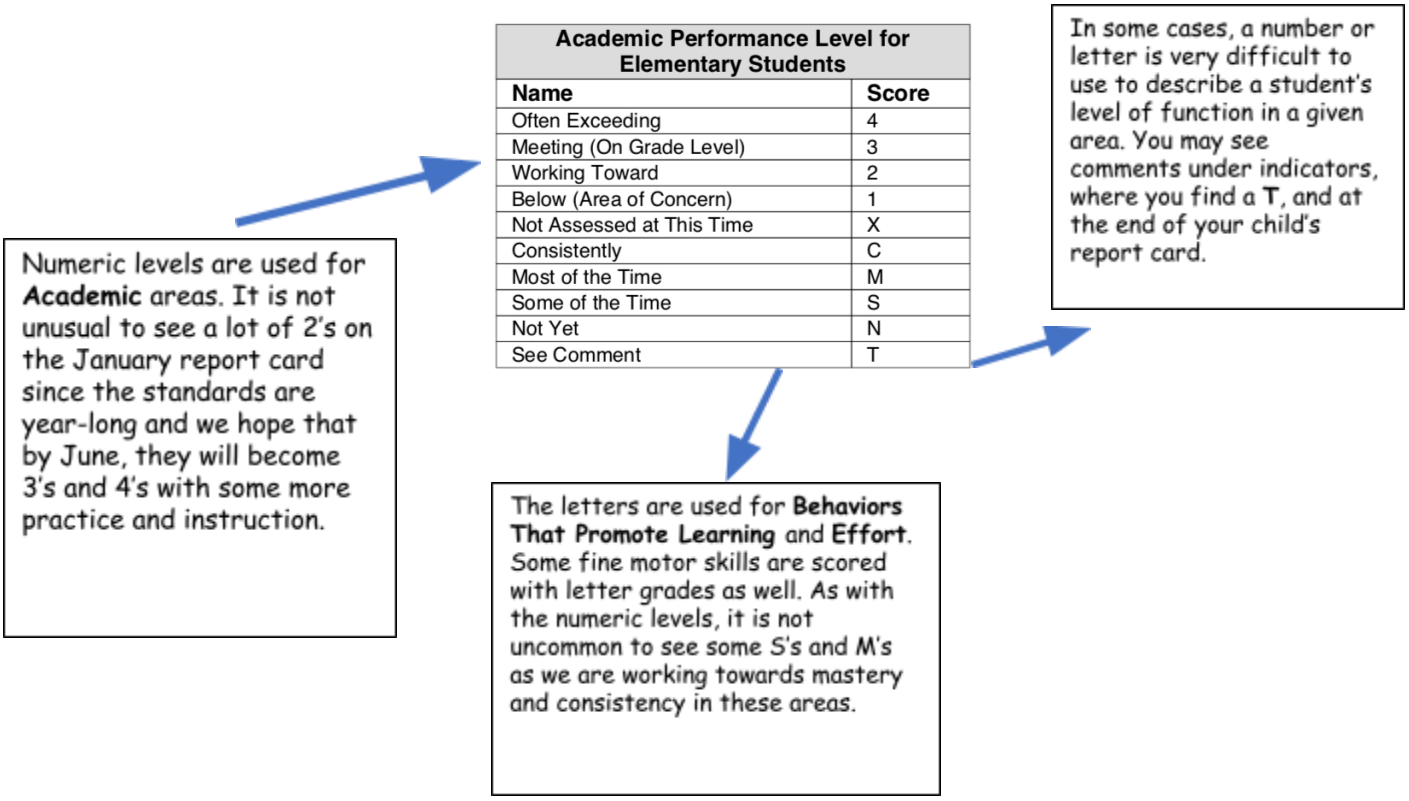
Rubrics for Measuring Performance

We felt it important to keep consistency and alignment K-5 within these descriptors. You will see this rating scale in every grade. In Kindergarten and Grade 1, there are additional rubrics that assess progress with Reading Readiness skills - letters, sounds, rhymes, etc.

See the information below to better understand how your child's performance is assessed in academics and behaviors that support learning…



The rubric and language below will further help you understand the numerical assessment of your child's academic performance…

K-5 RUBRICS FOR READING - WRITING - MATH SCIENCE and SOCIAL STUDIES

	4 Often Exceeding	3 Meeting (On Grade Level)	2 Working Toward	1 Below (Area of Concern)
Jan/ June	**Student works above grade level expectation, consistently and independently without support.**	**Student works independently on grade level tasks with minimal prompting/ support.**	**Student works with prompting and support, working towards demonstrating an understanding of grade level tasks.**	**Student does not demonstrate understanding of grade level task.**

If you are a Kindergarten or First Grade parent, the Reading Readiness Skills are further broken down to show progress through the school year in pursuit of the grade level expectations. The numerical assessment of your child's academic performance in the Reading Readiness Skills is detailed here…

KINDERGARTEN READING READINESS - *QUANTIFIABLE SKILLS*

Demonstrates concepts of print (front/back of a book, title page, reading left to right, return sweep, etc.) (out of 22)				
	4 Exceeds the Learning Std	**3 Meets the Learning Std**	**2 Working Toward the Learning Std**	**1 Does Not Meet the Learning Std**
Jan	-	18-22	10-17	<10
June	-	18-22	10-17	<10

Recognizes and names uppercase and lowercase letters				
	4 Exceeds the Learning Std	**3 Meets the Learning Std**	**2 Working Toward the Learning Std**	**1 Does Not Meet the Learning Std**
Jan	-	26 Letters U/C and L/C	15-25 U/C and L/C	<15 U/C and L/C
June	-	26 Letters U/C and L/C	15-25 U/C and L/C	<15 U/C and L/C

Produces sounds to match letters of the alphabet (out of 31)				
	4 Exceeds the Learning Std	**3 Meets the Learning Std**	**2 Working Toward the Learning Std**	**1 Does Not Meet the Learning Std**
Jan	31 Sounds Long/Short Vowels & 5 Digraphs	26 Letters U/C and L/C	15-25 U/C and L/C	<15 U/C and L/C
June	31 Sounds Long/Short Vowels & 5 Digraphs	26 Letters U/C and L/C	15-25 U/C and L/C	<15 U/C and L/C

FIRST GRADE READING READINESS - *QUANTIFIABLE SKILLS*

Reads grade level high frequency words (out of 81)				
	4 Exceeds the Learning Std	**3 Meets the Learning Std**	**2 Working Toward the Learning Std**	**1 Does Not Meet the Learning Std**
Jan	All 81 G1 Words	28-40	18-27	<18
June	81 G1 words + 2nd grade words	70-81	60-69	<60

You can see from the explanations shared in this document that progress towards a grade level expectation is measured across the year. Very few students, if any, will have accomplished the year end expectations in the first marking period.

Some ways to help your child with school work at home…

Reading -

- Read to them, Read with them, Talk about the book/story
- Talk with your child about his/her day or about what's going on in your family or community. These discussions stimulate language development.
- Encourage your child to use the library to find new and interesting books.

Writing -

- Encourage them to write a different ending to the book you shared
- Buy them a notebook or journal to keep notes about each day, places you visit, their favorite things/friends, etc.
- Have them help write the grocery list or the note for the babysitter

Math - depending on their age/grade…

- Count objects, sort objects
- Notice shapes in your home / back yard
- Talk about 'how many more' you might need of something
- Bake or cook with your child and allow him/her to measure the ingredients. Cooking also focuses on following directions, using fractions (¼, ⅓, etc.)

In Summary…

Ask questions, advocate for your child, be sure they come to school every day and on time so as to not miss any learning opportunities with their teacher and their peers. Then, partner with us to look for and use the opportunities you have available at home to work with your child. Use the Hendrick Hudson Free Library - they are also partners in your child's learning journey. We are an important 'team' working together for the benefit of your child's academic progress and their progress with those behaviors that support learning.

We hope this information has helped you to better understand the Elementary Report Card process and the goals we are working toward with your child each year!