



STANDARDS BASED REPORT CARD KINDERGARTEN RUBRICS

KINDERGARTEN RUBRICS

English Language Arts

Mathematics

Science

Social Studies

Physical Education

Instructional Technology

Health

Art

Music

Kindergarten-ELA Standard Based Report Card Rubric

Language Domain Foundational Skills: Reading Language

Identifies introduced lower case letters Identified introduced upper case letters				
Marking Period	1= Needs Support	2= Approaching Standard	3= Meets Standards	4=Exceeds Standard
1 st	Identifies 6 or fewer lowercase letters	Identifies 7 to 14 lowercase letters	Identifies 15 lowercase letters	Identifies 16 or more lowercase letters
2 nd -3 rd	Identifies 14 or fewer lower AND 14 or fewer upper case letters	Identifies 15-25 lower AND 15-25 upper case letters	Identifies 26 lower- AND upper-cse letters	Identifies 26 lower AND 26 upper case letters with automaticity
4 th	Identifies 25 or fewer lower AND 25 or fewer upper-case letters	Identifies 26 lower AND upper-case letters with some hesitancy	Identifies 26 lower AND upper-case letters with automaticity	Identifies 26 lower AND upper-case letters with automaticity and recognizes identify consonant graphemes and diagraphs

Produces the letter sounds of introduced vowels and consonants				
Marking Period	1= Needs Support	2= Approaching Standard	3= Meets Standards	4=Exceeds Standard
1 st -2 nd	Rarely produces the introduced vowel and consonant sounds	Produces introduced vowel and consonant sounds with partial accuracy and inconsistency	Consistently produces introduced vowel and consonant sounds	Consistently produces all vowel and consonant sounds and isolates initial, final and medial sounds
3 rd -4 th	Produces introduced vowel and consonant sounds with partial accuracy and inconsistency	Consistently produces introduced vowel and consonant sounds	Consistently produces all vowel and consonant sounds and isolates initial, final and medial sounds	Can produce and blend sounds including consonant blends

Applies grade-level phonics and word analysis skills in decoding words				
Marking Period	1= Needs Support	2= Approaching Standard	3= Meets Standards	4=Exceeds Standard
1st				
2nd	Rarely able to decode single syllable words (vc and cvc words)	Inconsistently decodes single syllable words (vc and cvc words) but does so with partial accuracy and inconsistency	Consistently decodes single syllable words (vc and cvc words) correctly	Consistently decodes single syllable words (vc and cvc words) and reads emergent reader text with sufficient decoding accuracy to support comprehension
3rd – 4th	Inconsistently decodes single syllable words (vc and cvc words) but does so with partial accuracy and inconsistency	Consistently decodes single syllable words (vc and cvc words) correctly	Consistently decodes single syllable words (vc and cvc words) and reads emergent-reader text with sufficient decoding accuracy to support comprehension	Decodes two syllables words and reads with sufficient accuracy to support comprehension

Reads introduced high frequency and grade level irregular words				
Marking Period	1= Needs Support	2= Approaching Standard	3= Meets Standards	4=Exceeds Standard
1 st -2 nd				
3 rd	Accurately reads a few introduced high frequency and irregular spelled words	Accurately reads most introduced high frequency and irregular spelled words	Accurately reads all introduced high frequency and irregular spelled words	Accurately reads all introduced high frequency and irregular spelled words within emergent text with sufficient accuracy to support comprehension
4 th	Accurately reads some introduced high frequency and irregular spelled words	Accurately reads most introduced high frequency and irregular spelled words	Accurately reads all introduced high frequency and irregular spelled words and reads them within context	Accurately reads high frequency words and irregular spelled words from text above grade level with sufficient accuracy to support comprehension

Foundational Skills: Writing Language Center

Forms letters correctly				
Marking Period	1= Needs Support	2= Approaching Standard	3= Meets Standards	4=Exceeds Standard
1 st	Writes 6 or fewer lowercase letters correctly with reference to a model	Writes 7 to 14 lowercase letters correctly with reference to a model	Writes 15 lowercase letters correctly with reference to a model	Writes 16 or more lowercase letters correctly with reference to a model
2 nd -4 th	Writes 14 or fewer lower AND 14 or fewer upper case letters correctly with reference to a model	Writes 15-25 lower AND 15-25 upper case letters correctly with reference to a model	Writes 26 lower AND 26 upper case letters with reference to a model	Writes 26 lower AND upper case letters from memory

Demonstrates command of the conventions of encoding and spelling common, regular, and single-syllable words				
Marking Period	1= Needs Support	2= Approaching Standard	3= Meets Standards	4=Exceeds Standard
1 st – 2 nd				
3 rd -4 th	Rarely spells vc and cvc words with short vowel sounds accurately	Inconsistently spells vc and cvc words with short vowel sounds accurately	Consistently spells vc and cvc words with short vowel sounds accurately	Consistently spells vc and cvc words with short vowel sounds accurately and is able to spell words using digraphs and double letters

Applies conventions of sentence composition				
Marking Period	1= Needs Support	2= Approaching Standard	3= Meets Standards	4=Exceeds Standard
1 st -3 rd				
4 th	Rarely able to write simple sentences using correct capitalization and end punctuation	Inconsistent in the ability to write simple sentences using correct capitalization and end punctuation	Consistently able to write simple sentences using correct capitalization and end punctuation	Accurately writes sentences with increasing complexity

Reading Domain

Asks and answers questions about the texts with support				
Marking Period	1= Needs Support	2= Approaching Standard	3= Meets Standards	4=Exceeds Standard
1 st -4 th	With prompting and support, is unable to ask and answer questions about key details in a literary and informational text	With prompting and support, inconsistently asks and answer questions about key details in a literary and informational text but does so with partial accuracy	With prompting and support, consistently asks and answer questions about key details in a literary and informational text	Without prompting and support, asks and answer questions about key details in a literary and informational text

Identifies characters, setting, main idea/topic with prompting and support				
Marking Period	1= Needs Support	2= Approaching Standard	3= Meets Standards	4=Exceeds Standard
1 st – 2 nd				
3 rd -4 th	With prompting and support, student are unable identify the central message and main topic of literary and informational text	With prompting and support, student occasionally identify the central message and main topic of literary and informational text but do so with partial accuracy or inconsistency	With prompting and support, student can identify the central message and main topic of literary and informational text	Without prompting and support, student can identify the central message and main topic of literary and informational text

Writing Domain

Applies conventions of sentence composition				
Marking Period	1= Needs Support	2= Approaching Standard	3= Meets Standards	4=Exceeds Standard
1 st -4 th	Unable to use a combination of drawing, dictating, and writing to express ideas for different purposes	With prompting and support, can occasionally use a combination of drawing, dictating, and writing to express ideas for different purposes but does so with partial accuracy	With prompting and support consistently uses a combination of drawing, dictating, and writing to express ideas for different purposes	With prompting and support, student is able to introduce, develop and provide a conclusion for a topic

Speaking and Listening Domain

Participates in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups				
Marking Period	1= Needs Support	2= Approaching Standard	3= Meets Standards	4=Exceeds Standard
1 st -4 th	Rarely participates or does not make meaningful contributions to the classroom or group discussions	Occasionally participates and occasionally makes meaningful contributions to classroom or group discussions	Consistently participates and consistently makes meaningful contributions to classroom or group discussion by following agreed upon norms for discussions (e.g., listening to others and taking turns speaking)	Consistently participates and consistently makes meaningful contributions to classroom or group discussion by following agreed upon norms for discussions (e.g., listening to others and taking turns speaking and asking questions to clear up any confusion)

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 able to rote count numbers 0-70 with some errors.	Student is able to rote count numbers 0-70 correctly.	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 able to rote count numbers 0-100 with some errors.	Student is able to rote count numbers 0-100 correctly.	Student is able to rote count numbers over 100 correctly.

Counts forward beginning from a number other than 1				
Marking Period	1= Needs Support	2= Approaching Standard	3= Meets Standard	4= Exceeds Standard
1 st - 4 th	Student is unable to understand the concept of counting on.	Student sometimes understands the concept of counting on.	Student understands the concept of counting on.	Student consistently understands and applies the concept of counting on.

Writes numbers from 0-20				
Marking Period	1= Needs Support	2= Approaching Standard	3= Meets Standard	4= Exceeds Standard
1 st & 2 nd	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.
3 rd	Student is unable to print numerals 0-20.	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 the number of objects within 20				
Marking Period	1= Needs Support	2= Approaching Standard	3= Meets Standard	4= Exceeds Standard
1 st & 2 nd	Student is unable to demonstrate 1-to-1 correspondence when counting objects 1-10.	Student is sometimes able to demonstrate 1-to-1 correspondence when counting objects 1-10.	Student is able to correctly demonstrate 1-to-1 correspondence when counting objects 1-10.	Student is able to correctly demonstrate 1-to-1 correspondence when counting objects greater than 10.
3 rd & 4 th	Student is unable to demonstrate 1-to-1 correspondence when counting objects 1-20.	Student is sometimes able to demonstrate 1-to-1 correspondence when counting objects 1-20.	Student is able to correctly demonstrate 1-to-1 correspondence when counting objects 1-20.	Student is able to correctly demonstrate 1-to-1 correspondence when counting objects greater than 20.

Compares the number of objects in two groups by using matching and counting strategies				
Marking Period	1= Needs Support	2= Approaching Standard	3= Meets Standard	4= Exceeds Standard
1 st , 2 nd & 4 th	Student is unable to compare the number of objects in a group by using matching and counting strategies.	Student is sometimes able to compare the number of objects in a group by using matching and counting strategies.	Student correctly compares the number of objects in a group by using matching and counting strategies.	Student consistently and independently compares the number of objects in a group by using matching and counting strategies.

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

Operations and Algebraic Thinking

Solves addition and subtraction word problems within 10 by using objects or drawings to represent the problem				
Marking Period	1= Needs Support	2= Approaching Standard	3= Meets Standard	4= Exceeds Standard
2 nd & 3 rd	Student is unable to solve addition and subtraction word problems within 10 using objects or drawings to represent the problem.	Student is sometimes 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 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.

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

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

Demonstrates accuracy and efficiency for addition within 5				
Marking Period	1= Needs Support	2= Approaching Standard	3= Meets Standard	4= Exceeds Standard
2 nd & 3 rd	Student is unable to demonstrate 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 greater than 5 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

Demonstrates accuracy and efficiency for subtraction within 5				
Marking Period	1= Needs Support	2= Approaching Standard	3= Meets Standard	4= Exceeds Standard
2 nd & 3 rd	<p>Student is unable to demonstrate understanding of subtraction concepts by:</p> <p>Using objects, fingers, mental strategies, drawings, sounds, acting out situation, verbal explanations, expressions or equations</p> <p>Solving word problems</p> <p>Demonstrating understanding of the relationship between addition and subtraction</p>	<p>Student sometimes demonstrates understanding of subtraction concepts by:</p> <p>Using objects, fingers, mental strategies, drawings, sounds, acting out situation, verbal explanations, expressions or equations</p> <p>Solving word problems</p> <p>Demonstrating understanding of the relationship between addition and subtraction</p>	<p>Student consistently demonstrates understanding of subtraction concepts by:</p> <p>Using objects, fingers, mental strategies, drawings, sounds, acting out situation, verbal explanations, expressions or equations</p> <p>Solving word problems</p> <p>Demonstrating understanding of the relationship between addition and subtraction</p>	<p>Student applies concepts of subtraction from numbers greater than 5, such as:</p> <p>Using objects, fingers, mental strategies, drawings, sounds, acting out situation, verbal explanations, expressions or equations</p> <p>Solving word problems</p> <p>Demonstrating understanding of the relationship between addition and subtraction</p>

Number and Operations in Base Ten

Composes and decomposes numbers 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).

Measurement

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

Identifies the value of U.S. coins and one-dollar bill				
Marking Period	1= Needs Support	2= Approaching Standard	3= Meets Standard	4= Exceeds Standard
4 th	Student is unable to identify the value of most U.S. coins and the one-dollar bill.	Student identifies the value of some U.S. coins and the one-dollar bill with some errors.	Student is able to correctly identify the value of all U.S. coins and the one-dollar bill.	Student is able to correctly identify the value of all U.S. coins and the one-dollar bill and uses appropriate notation (e.g. 69¢, \$1).

Data Literacy

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

Geometry

Describes objects in the environment using names of shapes and positional words such as <i>above, below, beside, in front of, behind</i> and <i>next to</i>				
Marking Period	1= Needs Support	2= Approaching Standard	3= Meets Standard	4= Exceeds Standard
4 th	Student is unable to describe the shape and position of objects in the environment.	Student is sometimes able to describe the shape and position of objects in the environment.	Student is able to describe the shape and position of objects in the environment.	Student is consistently able to describe the shape and position of objects in the environment.

Names and describes basic shapes				
Marking Period	1= Needs Support	2= Approaching Standard	3= Meets Standard	4= Exceeds Standard
4 th	Student is unable to correctly name and describe shapes when the size or orientation is different.	Student is sometimes able to correctly name and describe shapes when the size or orientation is different.	Student is able to correctly name and describe shapes when the size or orientation is different.	Student is able to correctly name and describe shapes when the size or orientation is different in a real life setting.

Identifies shapes as 2-D or 3-D				
Marking Period	1= Needs Support	2= Approaching Standard	3= Meets Standard	4= Exceeds Standard
4 th	Student is unable to correctly identify 3-D shapes and distinguish them from 2-D shapes.	Student is sometimes able to identify 3-D shapes and distinguish them from 2-D shapes.	Student is able to correctly identify 3-D shapes and distinguish them from 2-D shapes.	Student is able to consistently identify 3-D shapes and distinguish them from 2-D shapes in a real life setting.

Analyzes, compares, creates and composes shapes				
Marking Period	1= Needs Support	2= Approaching Standard	3= Meets Standard	4= Exceeds Standard
4 th	Student is unable to compose simple shapes to form larger shapes. or Student is unable to model shapes seen in the world by building or drawing.	Student is sometimes able to compose simple shapes to form larger shapes. and Student is sometimes able to model shapes seen in the world by building or drawing.	Student is able to correctly compose simple shapes to form larger shapes. and Student is able to correctly model shapes seen in the world by building or drawing.	Student is able to compose simple shapes to form larger shapes with creativity and detail. and 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:
	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>Ask questions about what would happen if a variable is changed. Identify scientific (testable) and non-scientific (non- testable) 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.</p>

<p>Science and Engineering Practice 2: Uses scientific models to represent relationships, such as size and pattern, in the natural and human-made world (i.e., diagram, drawing, physical replica, diorama, dramatization, or storyboard).</p>	<p>1= Needs support – Students require significant assistance to accomplish all of the following:</p>	<p>2= Approaches the standard – Students can accomplish at least one of the following with limited assistance:</p>	<p>3= Meets the standard – Students can accomplish all of the following:</p>	<p>4= Exceeds the standard – In addition to all aspects of (3), students also can accomplish at least one of the following:</p>
	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>

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:
	<p>With guidance, plan and conduct an investigation in collaboration with peers (for K).</p> <p>Plan and conduct an investigation collaboratively to produce data to serve as the basis for evidence to answer a question.</p> <p>Evaluate different ways of observing and/or measuring a phenomenon to determine which way can answer a question.</p> <p>Make observations (firsthand or from media) and/or measurements to collect data that can be used to make comparisons.</p> <p>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.</p> <p>Make predictions based on prior experiences.</p>	<p>With guidance, plan and conduct an investigation in collaboration with peers (for K).</p> <p>Plan and conduct an investigation collaboratively to produce data to serve as the basis for evidence to answer a question.</p> <p>Evaluate different ways of observing and/or measuring a phenomenon to determine which way can answer a question.</p> <p>Make observations (firsthand or from media) and/or measurements to collect data that can be used to make comparisons.</p> <p>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.</p> <p>Make predictions based on prior experiences.</p>	<p>With guidance, plan and conduct an investigation in collaboration with peers (for K).</p> <p>Plan and conduct an investigation collaboratively to produce data to serve as the basis for evidence to answer a question.</p> <p>Evaluate different ways of observing and/or measuring a phenomenon to determine which way can answer a question.</p> <p>Make observations (firsthand or from media) and/or measurements to collect data that can be used to make comparisons.</p> <p>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.</p> <p>Make predictions based on prior experiences.</p>	<p>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.</p> <p>Evaluate appropriate methods and/or tools for collecting data.</p> <p>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.</p> <p>Make predictions about what would happen if a variable changes.</p> <p>Test two different models of the same proposed object, tool, or process to determine which better meets criteria for success.</p>

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:
	<p>Make observations (firsthand or from media) to construct an evidence-based account for natural phenomena.</p> <p>Use tools and/or materials to design and/or build a device that solves a specific problem or a solution to a specific problem.</p> <p>Generate and/or compare multiple solutions to a problem.</p>	<p>Make observations (firsthand or from media) to construct an evidence-based account for natural phenomena.</p> <p>Use tools and/or materials to design and/or build a device that solves a specific problem or a solution to a specific problem.</p> <p>Generate and/or compare multiple solutions to a problem.</p>	<p>Make observations (firsthand or from media) to construct an evidence-based account for natural phenomena.</p> <p>Use tools and/or materials to design and/or build a device that solves a specific problem or a solution to a specific problem.</p> <p>Generate and/or compare multiple solutions to a problem.</p>	<p>Construct an explanation of observed relationships (e.g., the distribution of plants in the back yard).</p> <p>Use evidence (e.g., measurements, observations, patterns) to construct or support an explanation or design a solution to a problem.</p> <p>Identify the evidence that supports particular points in an explanation.</p> <p>Apply scientific ideas to solve design problems.</p> <p>Generate and compare multiple solutions to a problem based on how well they meet the criteria and constraints of the design solution.</p>

Social Studies Kindergarten Standard Based
Report
Card Rubric

Describe the connections between individuals, events, ideas, or information				
Marking Period	1= Needs Support	2= Approaching Standard	3= Meets Standard	4= Exceeds Standard
1 st -4 th	Rarely communicates an understanding of concepts taught related to individuals, events, ideas, or information	Inconsistently communicates an understanding of concepts taught related to individuals, events, ideas, or information	Consistently communicates An understanding of concepts taught related to individuals, events, ideas, or information	Consistently communicates an understanding of concepts taught related to individuals, events, ideas, or information and is able to extend key concepts to real life experiences

Participates in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups				
Marking Period	1= Needs Support	2= Approaching Standard	3= Meets Standards	4=Exceeds Standard
1 st -4 th	Rarely participates or does not make meaningful contributions to the classroom or group discussions	Inconsistently participates and occasionally makes meaningful contributions to classroom or group discussions	Consistently participates and consistently makes meaningful contributions to classroom or group discussion by following agreed upon norms for discussions (e.g., listening to others and taking turns speaking)	Consistently participates and consistently makes meaningful contributions to classroom or group discussion by Following agreed upon norms for discussions (e.g., listening to others and taking turns speaking and asking questions to clear up any confusion)

Physical Education Kindergarten Standard
Based Report
Card Rubric

Physical Education

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

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

Instructional Technology
Kindergarten Standard Based Report Card
Rubric

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

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

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

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

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

Health
Kindergarten Standard Based Report Card
Rubric

Health

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

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

Art
Kindergarten Standard Based Report Card
Rubric

Art

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

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

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

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

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

Music
Kindergarten Standard Based Report Card
Rubric

Music

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

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

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

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

