

**READING**

**1. Demonstrates phonological awareness, phonics skills and word recognition**

	1	2	3	4
Mid-Year	Shows awareness of separate <u>words</u> in sentences	Shows awareness of separate <u>syllables</u> in words	Verbally blends and separates onset and rime in one-syllable words	Verbally blends, separates, and adds or substitutes individual sounds in simple, consonant-vowel-consonant (CVC) words; Reads common high-frequency words
End-of-Year	With strong prompting and support, student: applies benchmark level phonics and word analysis skills to decode and encode words; Reads common high-frequency words	With prompting and support, student: applies benchmark level phonics and word analysis skills to decode and encode words; Reads common high-frequency words	Student consistently meets expectation by: applying benchmark level phonics and word analysis skills to decode and encode words; Reads common high-frequency words	Student expands on and exceeds expectations by: applying benchmark level phonics and word analysis skills to decode and encode words; Reads common high-frequency words

**2. Demonstrates knowledge of the alphabet**

	1	2	3	4
Mid-Year	Identifies the sounds of a few letters	Produces the correct sounds for several letters	Produces the correct sounds for 10-20 letters	Produces at least one correct sound for each letter in the alphabet
End-of-Year	Produces the correct sounds for several letters	Produces the correct sounds for 10-20 letters	Produces at least one correct sound for each letter in the alphabet	Produces short and long vowel sounds and most frequent sounds for each consonant

**3. Demonstrates knowledge of print and its uses**

	1	2	3	4
Mid-Year	Indicates where to start reading and the direction to follow	Beginning to show awareness of various features of print: letters, words, spaces, upper- and lowercase letters, some punctuation	Shows awareness of various features of print: letters, words, spaces, upper- and lowercase letters, and some punctuation	Matches a written word with a spoken word; Tracks print from the end of a line of text to the beginning of the next line
End-of-Year	Shows awareness of various features of print: letters, words, spaces, upper- and lowercase letters, and some punctuation	Beginning to match a written word with a spoken word; Beginning to track print from left to right, top to bottom, and page to page	Matches a written word with a spoken word; Tracks print from the end of a line of text to the beginning of the next line	Distinguishes features of a sentence, including capitalization and punctuation

**4. Comprehends and responds to books and other texts**

	1	2	3	4
End-of-Year	Retells familiar stories and recounts details form a nonfiction text using pictures or props as prompts	Beginning to retell a familiar story and recounts an informational text in proper sequence, including major events and characters as appropriate (i.e. asking specific questions and/or providing details to extend responses)	Retells a familiar story and recounts an informational text in proper sequence, including major events and characters as appropriate	Retells stories and recounts informational texts with many details about characters, events, ideas and story lines with support

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**5. Reads with fluency**

*Demonstrates accuracy, appropriate expression, and adequate rate in INDEPENDENT texts*

	1	2	3	4
End-of-Year	Reads word-by-word; does not self-correct any errors; stops at difficulty, relying on support to problem-solve unknown words	Reads word-by-word with some short phrases; self-corrects only some errors; at difficulty, initiates strategies to problem solve a few unknown words	Reads in short phrases most of the time; self-corrects most errors; at difficulty, uses several strategies to problem unknown words	Reads in longer phrases at times; self-corrects errors quickly or reads accurately; at difficulty, uses multiple strategies to problem-solve unknown words

**6. Reads at grade level**

*Independent reading level is determined by the Developmental Reading Assessment*

	1	2	3	4
End-of-year	Reads at an independent level 1 or below	Reads at an independent level 2	Reads at an independent level 3-4	Reads at an independent level 6 or above

**WRITING**

**1. Writes name**

	1	2	3	4
Mid-year	Writes mock letters or letter-like forms	Writes letter strings	Writes partially accurate first name, with some errors in sequence, form and/or orientation of letters	Writes accurate first name with all letters in correct sequence, form and orientation using uppercase or lowercase letters (or a combination of both)
End-of-year	Beginning to writes accurate first name with all letters in correct sequence, form and orientation using uppercase or lowercase letters (or a combination of both)	Writes accurate first name with all letters in correct sequence, form and orientation using uppercase or lowercase letters (or a combination of both)	Writes accurate first name with all letters in correct sequence, form and orientation using uppercase or lowercase letters (or a combination of both); Beginning to write accurate last name	Writes accurate first and last names consistently and independently

**2. Writes to convey ideas and information**

	1	2	3	4
Mid-year	Uses drawing, dictation, and letter strings to convey a message	Beginning to use drawing, dictation, and early invented spelling to convey a message	Uses drawing, dictation, and early invented spelling to convey a message	Produces very simple compositions (narrative, informative/explanatory, and opinion) using writing, drawing and dictation to supply information about a topic and narrate an event, incorporating feedback from others as needed

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<b>End-of-year</b>	Uses drawing, dictation, and early invented spelling to convey a message	Beginning to produce very simple compositions (narrative, informative/ explanatory, and opinion) using writing, drawing and dictation to supply information about a topic and narrate an event, incorporating feedback from others as needed=	Produces very simple compositions (narrative, informative/explanatory, and opinion) using writing, drawing and dictation to supply information about a topic and narrate an event, incorporating feedback from others as needed	With support, produces simple compositions (narrative, information/explanatory, and opinion) to supply information about a topic and narrate a sequence of events that include key components (reasons for opinions, facts, some closure), incorporating feedback from others as needed
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### 3. Writes using conventions

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<b>Mid-year</b>	** Not reported at this time ** However, if a child is demonstrating strong use of conventions, you may comment on this in the narrative Teacher Comments section.			
<b>End-of-year</b>	With consistent prompting and support, student: Writes upper- and lower-case letters with reference to a model; Writes a letter or combination of letters for most consonants and short vowel sounds	With prompting and support, student: Writes upper- and lower-case letters with reference to a model; Writes a letter or combination of letters for most consonants and short vowel sounds; Uses basic capitalization (first word in a sentence and the pronoun "I")	Student consistently meets expectations by: Writing all upper- and lower-case letters with reference to a model; Writing a letter or combination of letters for most consonants and short vowel sounds; Using basic capitalization (first word in a sentence and the pronoun "I"); Writing simple words phonetically based on knowledge of sound-letter relationships	Student exceeds expectations by: Independently writing all upper- and lowercase letters; Using basic capitalization and punctuation; Using learned spelling, phonemic awareness, and spelling conventions; Making simple edits to drafts

## SPEAKING AND LISTENING

### 1. Demonstrates listening skills for comprehension

	1	2	3	4
<b>Mid-year</b>	Beginning to respond appropriately to specific vocabulary and simple statements, questions, and stories	Responds appropriately to specific vocabulary and simple statements, questions, and stories	Beginning to respond appropriately to complex statements, questions, vocabulary, and stories, asking questions to seek help, get information, or clarify something that is not understood	Responds appropriately to complex statements, questions, vocabulary, and stories, asking questions to seek help, get information, or clarify something that is not understood
<b>End-of-year</b>	Responds appropriately to specific vocabulary and simple statements, questions, and stories	Beginning to respond appropriately to complex statements, questions, vocabulary, and stories, asking questions to seek help, get information, or clarify something that is not understood	Responds appropriately to complex statements, questions, vocabulary, and stories, asking questions to seek help, get information, or clarify something that is not understood	Independently checks for understanding of material presented orally by asking questions and making comments

### 2. Uses language to express ideas clearly

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<b>Mid-year</b>	Tells simple stories about objects, events, and people not present; lacks many details, and a conventional beginning, middle and end	Beginning to tell stories about other times and places that have a logical order and include major details	Tells stories about other times and places that have a logical order and include major details	Describes familiar people, places, things and events; With prompting and support, provides additional detail
<b>End-of-year</b>	Beginning to tell stories about other times and places that have a logical order and include major details	Tells stories about other times and places that have a logical order and include major details	Describes familiar people, places, things and events; With prompting and support, provides additional detail	Tells elaborate stories that refer to other times and places

### 3. Engages in conversations

	1	2	3	4
<b>Mid-year</b>	Beginning to use appropriate eye contact, pauses, and simple verbal prompts when communicating	Uses appropriate eye contact, pauses, and simple verbal prompts when communicating	Beginning to use acceptable language and basic social rules during communication with others (e.g., listening to others with care and taking turns speaking about topics and texts under discussion)	Uses acceptable language and basic social rules during communication with others (e.g., listening to others with care and taking turns speaking about topics and texts under discussion)
<b>End-of-year</b>	Uses appropriate eye contact, pauses, and simple verbal prompts when communicating	Beginning to use acceptable language and basic social rules during communication with others (e.g., listening to others with care and taking turns speaking about topics and texts under discussion)	Uses acceptable language and basic social rules during communication with others (e.g., listening to others with care and taking turns speaking about topics and texts under discussion)	Listens attentively while taking turns in a discussion, using nonverbal signals to show understanding and interest (e.g., nodding, appropriate facial expressions)

## MATHEMATICS

### 1. Counting and Cardinality

	1	2	3	4
<b>Mid-year</b>	<p>With consistent prompting and support, student has difficulty:</p> <ul style="list-style-type: none"> <li>- Counting orally by ones to 19.</li> <li>- Counting forward to 10 starting from numbers other than 1.</li> <li>- Reading and writing numbers from 0 to 10.</li> <li>- Representing up to 10 objects with a written numeral.</li> <li>- Saying the number names when counting objects, pairing each object with one number name, up to 10 objects.</li> <li>- Understanding that the last number name tells the number of objects counted.</li> <li>- Comparing two numbers between 1 and 5 presented as written numerals.</li> </ul>	<p>With prompting and support, student:</p> <ul style="list-style-type: none"> <li>- Counts orally by ones to 50.</li> <li>- Counts forward to 50 starting from numbers other than 1.</li> <li>- Writes numbers from 0 to 20.</li> <li>- Represents a number of objects with a written numeral 0-20.</li> <li>- Says the number names when counting objects, pairing each object with one number name, up to 20 objects.</li> <li>- Understands that the last number name tells the number of objects counted.</li> <li>- Compares two numbers between 1 and 10 presented as written numerals.</li> </ul>	<p>Student consistently meets expectations by:</p> <ul style="list-style-type: none"> <li>- Counting orally by ones to 50.</li> <li>- Counting forward to 50 starting from numbers other than 1.</li> <li>- Writing numbers from 0 to 20.</li> <li>- Representing a number of objects with a written numeral 0-20.</li> <li>- Saying the number names when counting objects, pairing each object with one number name, up to 20 objects.</li> <li>- Understanding that the last number name tells the number of objects counted.</li> <li>- Comparing two numbers between 1 and 10 presented as written numerals.</li> </ul>	<p>Student expands on and exceeds expectations by:</p> <ul style="list-style-type: none"> <li>- Counting orally by ones to 80.</li> <li>- Counting forward to 80 starting from numbers other than 1.</li> <li>- Reading and writing two-digit numbers above 20.</li> <li>- Counting to answer "How many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration.</li> <li>- Given a number from 1-20, counting out that many objects.</li> <li>- Comparing two-digit numbers presented as written numerals.</li> </ul>

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<b>End-of-year</b>	<p>With consistent prompting and support, student has difficulty:</p> <ul style="list-style-type: none"> <li>- Counting to 50 by ones and by tens</li> <li>- Counting forward to 50 starting from numbers other than 1.</li> <li>- Understanding that each successive number name refers to a quantity that is one larger.</li> <li>- Counting arranged sets of up to 20 objects.</li> <li>- Given a number from 1-10, counting out that many objects.</li> <li>- Comparing the number of objects in two groups when provided with the terms <i>more</i>, <i>fewer</i>, and <i>same</i>.</li> </ul>	<p>With prompting and support, student:</p> <ul style="list-style-type: none"> <li>- Counts to 100 by ones and by tens.</li> <li>- Counts forward beginning from a given number within the known sequence (instead of having to begin at 1)</li> <li>- Understands that each successive number name refers to a quantity that is one larger.</li> <li>- Counting to answer “How many?” questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration.</li> <li>- Given a number from 1-20, counting out that many objects.</li> <li>- Compares the number of objects in two groups without being provided the terms <i>more</i>, <i>fewer</i>, and <i>same</i>.</li> </ul>	<p>Student consistently meets expectations by:</p> <ul style="list-style-type: none"> <li>- Counting to 100 by ones and by tens.</li> <li>- Counting forward beginning from a given number within the known sequence (instead of having to begin at 1).</li> <li>- Understanding that each successive number name refers to a quantity that is one larger.</li> <li>- Counting to answer “How many?” questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration.</li> <li>- Given a number from 1-20, counting out that many objects.</li> <li>- Compares the number of objects in two groups without being provided the terms <i>more</i>, <i>fewer</i>, and <i>same</i>.</li> </ul>	<p>Student expands on and exceeds expectations by:</p> <ul style="list-style-type: none"> <li>- Counting beyond 100 by ones and by ten or skip counting to 100 by 2s and 5s.</li> <li>- Counting backwards from a given number within the known sequence.</li> <li>- Understanding that each preceding number name refers to a quantity that is one smaller.</li> <li>- Counting to answer “How many?” questions about more than 20 things.</li> <li>- Given a number larger than 20, counting out that many objects.</li> <li>- Identifying whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group.</li> </ul>
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### 2. Operations, Algebraic Thinking, and Base 10

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<b>Mid-year</b>	<p>With consistent prompting and support, student has difficulty:</p> <ul style="list-style-type: none"> <li>- Representing end-unknown addition and subtraction situations within 5 concretely (using objects, fingers, drawings, or acting out).</li> <li>- Solving end-unknown number stories involving addition and subtraction within 5 using direct modeling with fingers, counters, pictures, or acting out.</li> <li>- Adding and subtracting within 5 using objects, drawings, or other concrete strategies.</li> </ul>	<p>With prompting and support, student:</p> <ul style="list-style-type: none"> <li>- Representing end-unknown addition and subtraction situations within 10 concretely and verbally, but not yet symbolically.</li> <li>- Solves simple number stories involving addition and subtraction within 5 using direct modeling.</li> <li>- Adds and subtracts within 10 using objects, drawings, or other concrete strategies.</li> </ul>	<p>Student consistently meets expectations by:</p> <ul style="list-style-type: none"> <li>- Representing end-unknown addition and subtraction situations within 10 concretely and verbally, but not yet symbolically.</li> <li>- Solving simple number stories involving addition and subtraction within 5 using direct modeling.</li> <li>- Adding and subtracting within 10 using objects, drawings, or other concrete strategies.</li> </ul>	<p>Student expands on and exceeds expectations by:</p> <ul style="list-style-type: none"> <li>- Representing end-unknown addition and subtraction situations within 10 concretely, verbally, symbolically, and with mental images.</li> <li>- Solving addition and subtraction word problems, and adding and subtracting within 10 by using objects or drawings to represent the problem.</li> </ul>

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<b>End-of-year</b>	<p>With consistent prompting and support, student has difficulty:</p> <ul style="list-style-type: none"> <li>- Representing addition and subtraction concretely, verbally, and symbolically.</li> <li>- Solving simple number stories involving addition and subtraction using direct modeling.</li> <li>- Decomposing numbers less than 10 into pairs in more than one way in the context of manipulatives.</li> <li>- Finding complements of 10.</li> <li>- Developing strategies for addition and subtraction within 5.</li> <li>- Understanding, composing, and decomposing numbers 11-19 as ten ones and some more ones concretely.</li> </ul>	<p>With prompting and support, student:</p> <ul style="list-style-type: none"> <li>- Represents addition and subtraction concretely, verbally, and symbolically.</li> <li>- Solves addition and subtraction word problems using numbers within 10 with objects or drawings to represent the problem.</li> <li>- Decomposes numbers less than or equal to 10 into pairs in more than one way by using objects or drawings, and recording each decomposition with a drawing or equation.</li> <li>- Finding complements of 10.</li> <li>- Fluently add and subtract within 5.</li> <li>- Compose and decompose numbers from 11 to 19 into ten ones and some more ones.</li> </ul>	<p>Student consistently meets expectations by:</p> <ul style="list-style-type: none"> <li>- Representing addition and subtraction concretely, verbally, and symbolically.</li> <li>- Solving addition and subtraction word problems using numbers within 10 with objects or drawings to represent the problem.</li> <li>- Decomposing numbers less than or equal to 10 into pairs in more than one way by using objects or drawings, and recording each decomposition with a drawing or equation.</li> <li>- Finding complements of 10.</li> <li>- Fluently adding and subtracting within 5.</li> <li>- Composing and decomposing numbers from 11 to 19 into ten ones and some more ones.</li> </ul>	<p>Student expands on and exceeds expectations by:</p> <ul style="list-style-type: none"> <li>- Representing word problems that call for addition of three whole numbers whose sum is less than or equal to 20 by using objects, drawings, or equations.</li> <li>- Solving addition and subtraction word problems using numbers within 20 with objects or drawings to represent the problem.</li> <li>- Decomposing numbers greater than 10 into pairs in more than one way by using objects or drawings, and recording each decomposition with a drawing or equation.</li> <li>- Understand subtraction as an unknown-addend problem (i.e., subtract <math>10 - 8</math> by finding the number that makes 10 when added to 8)</li> <li>- Fluently adding and subtracting within 10.</li> <li>- Composing and decomposing numbers 20 to 100.</li> </ul>
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### 3. Measurement and Data Literacy

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<b>Mid-year</b>	<p>With consistent prompting and support, student has difficulty:</p> <ul style="list-style-type: none"> <li>- Describing the length and weight of one or more objects using terms such as long, tall, short, heavy, and light.</li> <li>- Directly comparing two or more objects by length and describing the comparisons using the terms longer and shorter.</li> <li>- Sorting objects into categories using obvious attributes, such as color or shape.</li> <li>- Understanding that certain objects are coins and that coins represent money.</li> </ul>	<p>With prompting and support, student:</p> <ul style="list-style-type: none"> <li>- Describing the length and weight of one or more objects using terms such as long, tall, short, heavy, and light.</li> <li>- Directly compares two or more objects by length and weight and describes the comparisons using terms such as longer, taller, shorter, heavier, and lighter.</li> <li>- Classifies objects into given categories.</li> <li>- Understand that certain objects are coins and that coins represent money.</li> </ul>	<p>Student consistently meets expectations by:</p> <ul style="list-style-type: none"> <li>- Describing the length and weight of objects using terms such as long, tall, short, heavy, and light.</li> <li>- Directly comparing two or more objects by length and weight and describing the comparisons using terms such as longer, taller, shorter, heavier, and lighter.</li> <li>- Classifying objects into given categories.</li> <li>- Sorting coins based on attributes.</li> <li>- Understanding that certain objects are coins and that coins represent money.</li> </ul>	<p>Student expands on and exceeds expectations by:</p> <ul style="list-style-type: none"> <li>- Describing several measurable attributes of a single object.</li> <li>- Directly comparing two objects with a measurable attribute in common to see which object has “more of” / “less of” the attribute and describe the difference.</li> <li>- Creating categories based on less obvious attributes and sorting objects.</li> </ul>

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<b>End-of-year</b>	<p>With consistent prompting and support, student has difficulty:</p> <ul style="list-style-type: none"> <li>- Describing the length and weight of objects using terms such as long, tall, short, heavy, and light.</li> <li>- Directly comparing two objects by length and weight and describing the comparison.</li> <li>- Understanding that certain objects are coins and dollar bills, and that coins and dollar bills represent money.</li> <li>- Identifying the values of all U.S. coins and the one-dollar bill.</li> </ul>	<p>With prompting and support, student:</p> <ul style="list-style-type: none"> <li>- Describes several measurable attributes of a single object.</li> <li>- Directly compares two objects with a measurable attribute in common, to see which object has “more of” / “less of” the attribute and describe the difference.</li> <li>- Understands that certain objects are coins and dollar bills, and that coins and dollar bills represent money.</li> <li>- Identifies the values of all U.S. coins and the one-dollar bill.</li> </ul>	<p>Student consistently meets expectations by:</p> <ul style="list-style-type: none"> <li>- Describing several measurable attributes of a single object.</li> <li>- Directly comparing two objects with a measurable attribute in common, to see which object has “more of” / “less of” the attribute and describe the difference.</li> <li>- Understanding that certain objects are coins and dollar bills, and that coins and dollar bills represent money.</li> <li>- Identifying the values of all U.S. coins and the one-dollar bill.</li> </ul>	<p>Student expands on and exceeds expectations by:</p> <ul style="list-style-type: none"> <li>- Describing several measurable attributes of two or more objects.</li> <li>- Comparing more than two objects with a measurable attribute in common, to see which object has “more of” / “less of” the attribute and describe the difference.</li> </ul>
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### 4. Geometry

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<b>Mid-year</b>	<p>With consistent prompting and support, student has difficulty:</p> <ul style="list-style-type: none"> <li>- Understanding some positional terms (i.e. above, below, beside, in front of, behind, next to).</li> <li>- Identifying 2-dimensional shapes in the environment.</li> <li>- Identifying and naming some triangles, circles, and rectangles (including squares) in different sizes and orientations.</li> <li>- Describing the number of sides and vertices of triangles, circles, and rectangles (including squares) in different sizes and orientations.</li> <li>- Drawing recognizable circles and triangles.</li> </ul>	<p>With prompting and support, student:</p> <ul style="list-style-type: none"> <li>- Understands many positional terms (i.e. above, below, beside, in front of, behind, next to).</li> <li>- Identifies 2-dimensional shapes in the environment.</li> <li>- Identifies and names triangles, circles, and rectangles (including squares) in different sizes and orientations.</li> <li>- Analyzes and describes attributes of triangles, circles, and rectangles (including squares) in different sizes and orientations.</li> <li>- Draws recognizable circles, triangles, and rectangles.</li> </ul>	<p>Student consistently meets expectations by:</p> <ul style="list-style-type: none"> <li>- Understands many positional terms (i.e. above, below, beside, in front of, behind, next to).</li> <li>- Identifying 2-dimensional shapes in the environment.</li> <li>- Identifies and names triangles, circles, and rectangles (including squares) in different sizes and orientations.</li> <li>- Analyzing and describing attributes of triangles, circles, and rectangles (including squares) in different sizes and orientations.</li> <li>- Drawing recognizable circles, triangles, and rectangles.</li> </ul>	<p>Student expands on and exceeds expectations by:</p> <ul style="list-style-type: none"> <li>- Describing the relative positions of objects in the environment using terms such as above, below, beside, in front of, behind, next to.</li> <li>- Identifying some 3-dimensional shapes in the environment.</li> <li>- Correctly naming shapes regardless of their orientations or overall size.</li> <li>- Analyzing and comparing two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts, and other attributes.</li> <li>- Drawing recognizable circles, triangles, and rectangles (including squares).</li> </ul>

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<b>End-of-year</b>	<p>With consistent prompting and support, student has difficulty:</p> <ul style="list-style-type: none"> <li>- Understanding many position terms such as above, below, beside, in front of, behind, next to.</li> <li>- Identifying shapes as two-dimensional (lying in a plane, “flat”) or three-dimensional (“solid”).</li> <li>- Identifying 2-dimensional shapes in the environment.</li> <li>- Identifying and naming triangles, circles, and rectangles (including squares) in different sizes and orientations.</li> <li>- Analyzing and describing attributes of triangles, circles, and rectangles (including squares) in different sizes and orientations.</li> <li>- Drawing recognizable circles, triangles, and rectangles (including squares).</li> <li>- Composing simple shapes to form larger shapes.</li> </ul>	<p>With prompting and support, student:</p> <ul style="list-style-type: none"> <li>- Describes the relative positions of objects in the environment using terms such as above, below, beside, in front of, behind, next to.</li> <li>- Identifies shapes as two-dimensional (lying in a plane, “flat”) or three-dimensional (“solid”).</li> <li>- Identifies some 2-dimensional and 3-dimensional shapes in the environment.</li> <li>- Correctly names shapes regardless of their orientations or overall size.</li> <li>- Analyzes and compares two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts, and other attributes.</li> <li>- Models shapes in the world by building shapes from components (i.e. sticks and clay balls) and drawing shapes.</li> <li>- Composes simple shapes to form larger shapes.</li> </ul>	<p>Student consistently meets expectations by:</p> <ul style="list-style-type: none"> <li>- Describing the relative positions of objects in the environment using terms such as above, below, beside, in front of, behind, next to.</li> <li>- Identifying shapes as two-dimensional (lying in a plane, “flat”) or three-dimensional (“solid”).</li> <li>- Identifying 2-dimensional and some 3-dimensional shapes in the environment.</li> <li>- Correctly naming shapes regardless of their orientations or overall size.</li> <li>- Analyzing and comparing two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts, and other attributes.</li> <li>- Modeling shapes in the world by building shapes from components (i.e. sticks and clay balls) and drawing shapes.</li> <li>- Composing simple shapes to form larger shapes.</li> </ul>	<p>Student expands on and exceeds expectations by:</p> <ul style="list-style-type: none"> <li>- Distinguish between defining attributes (i.e. triangles are three-sided) versus non-defining attributes (i.e. color, orientation, overall size).</li> <li>- Compose three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, or compose new two-dimensional shapes from existing composite two-dimensional shapes.</li> <li>- Decomposing two-dimensional shapes into halves or fourths.</li> </ul>
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### 5. Mathematical Practices

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<b>Mid-year &amp; End-of-Year</b>	<p>With consistent prompting and support, student has difficulty:</p> <ul style="list-style-type: none"> <li>- Making sense of problems and persevering in solving them.</li> <li>- Reasoning abstractly and quantitatively.</li> <li>- Constructing viable arguments and critiquing The reasoning of others.</li> <li>- Modeling with mathematics.</li> <li>- Using appropriate tools strategically.</li> <li>- Attending to precision.</li> <li>- Looking for and making use of structure.</li> <li>- Looking for and expressing regularity in repeated reasoning.</li> </ul>	<p>With prompting and support, student:</p> <ul style="list-style-type: none"> <li>- Makes sense of problems and perseveres in solving them.</li> <li>- Reasons abstractly and quantitatively.</li> <li>- Constructs viable arguments and critiques the reasoning of others.</li> <li>- Models with mathematics.</li> <li>- Uses appropriate tools strategically.</li> <li>- Attends to precision.</li> <li>- Looks for and makes use of structure.</li> <li>- Looks for and expresses regularity in repeated reasoning.</li> </ul>	<p>Student consistently meets expectations by:</p> <ul style="list-style-type: none"> <li>- Reasoning abstractly and quantitatively.</li> <li>- Constructing viable arguments and critiquing The reasoning of others.</li> <li>- Modeling with mathematics.</li> <li>- Using appropriate tools strategically.</li> <li>- Attending to precision.</li> <li>- Looking for and making use of structure.</li> <li>- Looking for and expressing regularity in repeated reasoning.</li> </ul>	<p>Student expands on and exceeds expectations by:</p> <ul style="list-style-type: none"> <li>- Identifying multiple entry points to solutions and planning a solution pathway</li> <li>- Regularly considering units, attending to the meaning of quantities, and flexibly using different operations.</li> <li>- Generalizing and making formal arguments and critiquing the reasoning of others.</li> <li>- Comfortably making approximations to simplify a complicated situation and mapping relationships using multiple tools.</li> <li>- Detecting possible errors strategically, using technology to visualize results, and identifying relevant mathematical resources.</li> <li>- Attending to precision by examining claims and calculating efficiently.</li> <li>- Looking for and making use of structure in multiple ways and by shifting perspectives.</li> <li>- Looking for and expressing regularity in repeated reasoning while continually evaluating the reasonableness of their results.</li> </ul>

**SCIENCE**

**1. Demonstrates knowledge of facts and understanding of concepts either orally or in writing**

		1	2	3	4
		<u>Modules: Trees &amp; Weather; Materials &amp; Motion</u>			
Mid-year		Rarely demonstrates understanding of vocabulary and key concepts related to the following topics: - trees as living organisms - characteristics of different trees - characteristics of weather and weather changes - properties and uses of wood	Beginning to demonstrate understanding of vocabulary and key concepts related to the following topics: - trees as living organisms - characteristics of different trees - characteristics of weather and weather changes - properties and uses of wood	Demonstrates understanding of vocabulary and key concepts related to the following topics: - trees as living organisms - characteristics of different trees - characteristics of weather and weather changes - properties and uses of wood	Independently extends understanding of vocabulary and key concepts, including: - trees as living organisms - characteristics of different trees - characteristics of weather and weather changes - properties and uses of wood
	<u>Modules: Trees &amp; Weather; Materials &amp; Motion; Animals Two-by-Two</u>				
End-of-year		Rarely demonstrates understanding of vocabulary and key concepts related to the following topics: - properties & uses of paper - properties & uses of fabric - motion of objects - trees through the seasons - animals as living organisms - comparing and contrasting living organisms - needs and habitats of living organisms	Beginning to demonstrate understanding of vocabulary and key concepts related to the following topics: - properties & uses of paper - properties & uses of fabric - motion of objects - trees through the seasons - animals as living organisms - comparing and contrasting living organisms - needs and habitats of living organisms	Demonstrates understanding of vocabulary and key concepts related to the following topics: - properties & uses of paper - properties & uses of fabric - motion of objects - trees through the seasons - animals as living organisms - comparing and contrasting living organisms - needs and habitats of living organisms	Independently extends understanding of vocabulary and key concepts, including: - properties & uses of paper - properties & uses of fabric - motion of objects - trees through the seasons - animals as living organisms - comparing and contrasting living organisms - needs and habitats of living organisms
			<u>Modules: Trees &amp; Weather; Materials &amp; Motion</u>		
Mid-year		Unable or rarely able to learn through discovery; unable or rarely able to use scientific process to conduct investigations and communicate observations (e.g., verbally and/or writing/drawing, science journals/investigations)	Beginning to learn through discovery; sometimes uses scientific process to conduct investigations and to communicate observations (e.g., verbally and/or writing/drawing, science journals/investigations)	Learns through discovery; uses scientific responses to conduct investigations and communicate observations (e.g. verbally and or writing /drawing, science journals/investigations)	Extends scientific understanding to problem-solving situations and/or applications to real-life situations

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<b>End-of-year</b>	Unable or rarely able to learn through discovery; unable or rarely able to use scientific process to conduct investigations and communicate observations (e.g., verbally and/or writing/drawing, science journals/investigations)	Beginning to learn through discovery; sometimes uses scientific process to conduct investigations and to communicate observations (e.g., verbally and/or writing/drawing, science journals/investigations)	Learns through discovery; uses scientific responses to conduct investigations and communicate observations (e.g. verbally and or writing /drawing, science journals/investigations)	Extends scientific understanding to problem-solving situations and/or applications to real-life situations
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### **SOCIAL STUDIES**

#### **1. Demonstrates understanding of concepts either orally or in writing, and through social interactions**

		1	2	3	4
<b>Mid-year</b>		Demonstrates little understanding of concepts, consistently requiring teacher support to describe key social studies concepts and apply those concepts to daily interactions in the classroom	Demonstrates some understanding of key concepts, sometimes requiring teacher support and additional scaffolding to describe key social studies concepts and apply those concepts to daily interactions in the classroom	Demonstrates an understanding of key concepts in social studies by: - describing ways individuals are unique yet share similarities w/ others - explaining a process for resolving a conflict or solving a problem in the classroom community - identifying important classroom rules - applying an understanding of these concepts to daily interactions in the classroom	Demonstrates an advanced understanding of key concepts in social studies by consistently and independently applying social studies concepts to daily interactions in the classroom
<b>End-of-year</b>		Demonstrates little understanding of concepts, consistently requiring teacher support to describe key social studies concepts and apply those concepts to daily interactions in the classroom	Demonstrates some understanding of key concepts, sometimes requiring teacher support and additional scaffolding to describe key social studies concepts and apply those concepts to daily interactions in the classroom	Demonstrates understanding of key concepts by: - describing some ways families in our community and around the world are similar and different - discussing individual and cultural differences in a manner that expresses respect and appreciation for diversity	Demonstrates an advanced understanding of key concepts in social studies by consistently and independently applying social studies concepts to daily interactions in the classroom

### **ART**

#### **1. Demonstrates understanding of skills and concepts**

\*Participates with effort, cooperates, follows directions

		1	2	3	4
<b>Elements and Principles of Art</b>					
<b>ALL</b>		Student is unable to create 2- and 3-dimensional works of art while exploring color, line, shape, form and texture	Student is developing the skills needed to create 2- and 3-dimensional works of art while exploring color, line, shape, form and texture	Student is able to create 2- and 3-dimensional works of art while exploring color, line, shape, form and texture	Student is consistently able to create 2- and 3-dimensional works of art while exploring color, line, shape, form and texture

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<b>Art History / Art Appreciation</b>			
<b>ALL</b>	<ul style="list-style-type: none"> <li>- Student rarely uses basic art vocabulary</li> <li>- Student rarely identifies basic characteristics of artists' styles</li> </ul>	<ul style="list-style-type: none"> <li>- Student is beginning to use basic basic art vocabulary</li> <li>- Student is beginning to identify basic characteristics of artists' styles</li> </ul>	<ul style="list-style-type: none"> <li>- Student is able to use basic art vocabulary</li> <li>- Student is able to identify basic characteristics of artists' styles</li> </ul>
<b>Creative Process</b>			
<b>ALL</b>	<ul style="list-style-type: none"> <li>- Student rarely applies use of elements of art (ie. color, line, shape, form, texture) in his/her artwork.</li> <li>- Student lacks control of the media being used</li> <li>- Student does not demonstrate safe and appropriate use of art materials and tools</li> <li>- Student rarely creates works of art based on observation of culturally diverse works of art and the world around them</li> <li>- Student rarely develops ideas in artwork</li> </ul>	<ul style="list-style-type: none"> <li>- Student is beginning to apply use of elements of art (ie. color, line, shape, form, texture) in his/her artwork</li> <li>- Student is beginning to gain control of media being used</li> <li>- Student is beginning demonstrate safe and appropriate use of art materials and tools</li> <li>- Student is beginning to create works of art based on observation of culturally diverse works of art and the world around them</li> <li>- Student is beginning to develop ideas in artwork through problem solving, independent thinking and imagination</li> </ul>	<ul style="list-style-type: none"> <li>- Student is able to apply use of elements of art (ie. color, line, shape, form, texture) in his/her artwork.</li> <li>- Student is able to gain control of the media being used</li> <li>- Student demonstrates safe and appropriate use of art materials and tools</li> <li>- Student is able to create works of art based on observation of culturally diverse works of art and the world around them</li> <li>- Student is able to develop ideas in artwork through problem solving, independent thinking and imagination</li> </ul>

## **MUSIC**

### **1. Demonstrates understanding of skills and concepts**

\*Participates with effort, cooperates, follows directions

		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>Mid-Year</b>	<ul style="list-style-type: none"> <li>- Student is unable to keep the steady beat through movement, clapping, and performing on rhythm instruments.</li> <li>- Student is unable to differentiate between music that is loud/soft, and fast/slow.</li> </ul>	<ul style="list-style-type: none"> <li>* Student is developing the ability to keep the steady beat through movement, clapping, and performing on rhythm instruments.</li> <li>- Student is developing the ability to differentiate between music that is loud/soft, and fast/slow.</li> </ul>	<ul style="list-style-type: none"> <li>* Student is able to keep the steady beat through movement, clapping, and performing on rhythm instruments.</li> <li>- Student is able to differentiate between music that is loud/soft, and fast/slow.</li> </ul>	<ul style="list-style-type: none"> <li>* Student is consistently able to keep the steady beat through movement, clapping, and performing on rhythm instruments.</li> <li>- Student is consistently able to differentiate between music that is loud/soft, and fast/slow</li> </ul>	
<b>End of year</b>	<ul style="list-style-type: none"> <li>- Student is unable to match pitch when singing with the class, echoing the teacher, or singing with recordings. - Student is unable to create rhythmic and melodic patterns on instruments, demonstrating an understanding of loud/soft and fast/slow. Student is unable to sing music of a variety of styles and cultures, alone and with others.</li> </ul>	<ul style="list-style-type: none"> <li>- Student is developing the ability to match pitch when singing with the class, echoing the teacher, or singing with recordings. - Student is developing the ability to create rhythmic and melodic patterns on instruments, demonstrating an understanding of loud/soft and fast/slow. Student is developing the ability to sing music of a variety of styles and cultures, alone and with others.</li> </ul>	<ul style="list-style-type: none"> <li>- Student is able to match pitch when singing with the class, echoing the teacher, or singing with recordings. - Student is able to create rhythmic and melodic patterns on instruments, demonstrating an understanding of loud/soft and fast/slow Student is able to sing music of a variety of styles and cultures, alone and with others.</li> </ul>	<ul style="list-style-type: none"> <li>- Student is consistently able to match pitch when singing with the class, echoing the teacher, or singing with recordings. - Student is consistently able to create rhythmic and melodic patterns on instruments, demonstrating an understanding of loud/soft and fast/slow. Student is consistently able to sing music of a variety of styles and cultures, alone and with others.</li> </ul>	

KINDERGARTEN Report Card Companion Rubric

**PHYSICAL EDUCATION**

**1. Demonstrates understanding of skills and concepts**

\*Participates with effort, cooperates, follows directions

	1	2	3	4
	<b>Movement Education/Rhythm</b>			
<b>Mid-year</b>	<ul style="list-style-type: none"> <li>- Unable to display basic refined movement skills.</li> <li>- Unable to display understanding of basic movement through various pathways</li> <li>- Displays little or no understanding of directional movement</li> <li>- Displays little or no understanding of ranges in relation to basic movement</li> <li>- Displays little or no spatial or coordination skills through movement and manipulative activities</li> <li>- Displays little or no ability to perform various movement and manipulative skills with developmentally appropriate control during skill practice</li> <li>- displays little or no ability to identify body parts that may be used to control different objects during various manipulative activities</li> </ul>	<ul style="list-style-type: none"> <li>- Inconsistently displays refined basic movement skills</li> <li>- Inconsistently displays basic movement through various pathways in different settings</li> <li>- Inconsistently demonstrates basic movement through various directions in different settings</li> <li>- Inconsistently demonstrates understanding of near and far ranges in different settings</li> <li>- Inconsistently demonstrates basic movement through various levels</li> <li>- Develops spatial and coordination skills through movement and manipulative activities</li> <li>- Inconsistently performs various movement and manipulative skills with developmentally appropriate control during skill practice</li> <li>- Inconsistently identifies body parts that may be used to control different objects during various manipulative activities</li> </ul>	<ul style="list-style-type: none"> <li>- Demonstrates refined basic movement skills (walking, jogging, jumping) in a variety of settings</li> <li>- Demonstrates movement pathways (straight, curved, zig-zag) in various settings</li> <li>- Demonstrates basic movement through various directions (forward, backward, sideways, up and down, diagonal) in different settings</li> <li>- Consistently demonstrates understanding of near and far ranges in different settings (in relationship to others and/or objects)</li> <li>- Demonstrates basic movement through various levels (high, medium, low) in different settings</li> <li>- Demonstrates the spatial and coordination skills through movement and manipulative activities such as walking on a balance beam, twirling a hula hoop, or buttoning and unbuttoning</li> <li>- Performs various movement and manipulative skills (kicking, striking) with developmentally appropriate control during skill practice</li> <li>- Identifies body parts (hands, feet, knees, head) that may be used to control different objects during various manipulative activities</li> </ul>	<ul style="list-style-type: none"> <li>- Consistently demonstrates refined movement skills in various settings</li> <li>- Consistently demonstrates movement pathways in various settings</li> <li>- Consistently demonstrates directional movement in various settings</li> <li>- Consistently demonstrates understanding of ranges in relation to basic movement in various settings</li> <li>- Consistently demonstrates levels during basic movement in various settings</li> <li>- Consistently demonstrates the spatial and coordination skills through movement and manipulative activities</li> <li>- Consistently performs various movement and manipulative skills with developmentally appropriate control during skill practice</li> <li>- Consistently identifies body parts that may be used to control different objects during various manipulative activities</li> </ul>
	<b>Movement / Locomoto / Non-locomotor Skills / Cooperative Activities</b>			
<b>End of Year</b>	<ul style="list-style-type: none"> <li>- Displays little or no ability to develop and refine fine and stationary gross motor skills while in self-space</li> <li>- Displays little or no ability to demonstrate basic activity and safety rules when refining nonlocomotor skills</li> <li>- Displays little or no ability to distinguish between an offensive and defensive player during game play</li> <li>- Displays little or no ability to explain what it means to display good sportsmanship</li> <li>- Displays little or no ability to demonstrate cooperative and competitive strategies in movement activities and modified games</li> </ul>	<ul style="list-style-type: none"> <li>- Inconsistently develops and refines fine and stationary gross motor skills while in self-space</li> <li>- Inconsistently demonstrates basic activity and safety rules when refining nonlocomotor skills</li> <li>- Inconsistently distinguishes between an offensive and defensive player during game play</li> <li>- Inconsistently explains what it means to display good sportsmanship</li> <li>- Inconsistently demonstrates cooperative and competitive strategies in movement activities and modified games</li> </ul>	<ul style="list-style-type: none"> <li>- Develops and refines fine and stationary gross motor skills while in self-space (e.g. twisting, bending)</li> <li>- Demonstrates basic activity and safety rules when refining nonlocomotor skills (twisting, bending, stretching, curling)</li> <li>- Distinguishes between an offensive and defensive player during game play</li> <li>- Explains what it means to display good sportsmanship</li> <li>- Demonstrates cooperative and competitive strategies in movement activities and modified games</li> </ul>	<ul style="list-style-type: none"> <li>- Consistently displays the ability to refine various fine and stationary gross motor skills while in self-space</li> <li>- Consistently demonstrates basic activity and safety rules when refining nonlocomotor skills</li> <li>- Consistently distinguishes between an offensive and defensive player during various games</li> <li>- Consistently and comprehensively explains what it means to display good sportsmanship in a variety of games and activities</li> <li>- Consistently displays the ability to demonstrate a variety of cooperative and</li> </ul>