

# Kindergarten Literacy Rubric

<b>Kindergarten Literacy Rubric</b>	<b>1-Limited Understanding of Grade Level Standard</b>	<b>2-Progressing Towards Grade Level Standard</b>	<b>3-Meets Grade Level Standard</b>	<b>E-Exceeds Grade Level Standard</b>
<b>Phonics &amp; Word Recognition</b>				
Recognize and name all upper and lowercase letters of the alphabet	Names less than 26 letters	Names 26-51 letters	Names 52- 54 letters	
Spell simple words phonetically, drawing on knowledge of sound-letter relationships	Writes beginning/ending sounds	Writes CVC words, correctly identifies short vowels	Writes CVC words, correctly identifies short vowels & blends	Writes CVC words, correctly identifies short vowels, blends, digraphs, & CVCe words
Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sounds for each consonant and vowel	Produces less than 13 letter sounds	Produces 13-25 letter sounds	Produces 26 -31 letter sounds using short and long vowel sounds	
<b>Fluency</b>				
Read 50 common high-frequency words by sight	Reads less than 20 sight words	Reads 21-40 sight words	Reads 41-50 sight words	Reads 95 or more sight words and writes first 25
<b>Reading Comprehension</b>				
Read emergent-reader texts with purpose and understanding	Reads at independent levels A-2	Reads at independent levels 3-4	Reads at an independent level 6	Reads at an independent level 12 or higher
<b>Writing</b>				
With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question	Writes informative texts in which they supply 0-1 facts about the topic; sentences include inconsistent use of proper mechanics	Writes informative texts in which they supply 2-3 facts about the topic; sentences include inconsistent use of proper mechanics	Writes informative texts in which they supply 3 or more facts about the topic; sentences include proper mechanics	Writes informative texts in which they supply 6 or more facts about the topic; sentences include proper mechanics
Use a combination of drawing, dictating, and writing to compose opinion pieces (0.6.1.1./0.6.2.2./0.6.3.3.)	Illustrations may support writing; includes 0-1 sentences that may contain the title, opinion with reason and recommendation; sentences include inconsistent use of proper mechanics	Illustrations support writing; includes 2-3 sentences that may contain the title, opinion with reason and recommendation; sentences include inconsistent use of proper mechanics	Illustrations support writing; includes 3 sentences that contain the title, opinion with reason and recommendation; sentences include proper mechanics	Illustrations support writing; includes 5 or more sentences that contain the title, summary, opinion with reason, and a recommendation; sentences include proper mechanics
Use a combination of drawing, dictating, and writing to narrate an event, tell about the events in the order in which they occurred, and provide a reaction to what happened (0.6.3.3)	Illustrations may support writing; includes 0-1 sentences that may contain a who, did what, when, where; sentences include inconsistent use of proper mechanics	Writing may include a clear beginning, middle, and end; illustrations support writing; includes 2-3 sentences that may contain a who, did what, when, where; sentences include inconsistent use of proper mechanics	Writing includes a clear beginning, middle, and end; illustrations support writing; includes 3 or more sentences that contain a who, did what, when, where; sentences include proper mechanics	Writes a clear beginning, middle, and end; illustrations support writing; includes 8 or more sentences that contain a who, did what, when, how, why, where; sentences include proper mechanics

# Kindergarten Math Rubric

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<b>Math in Our World</b>			
<u>Recognize numbers and quantities in their world.</u>	Understanding is limited when recognizing numbers and quantities in their world; requires significant teacher support.	Inconsistently recognizes numbers and quantities in their world.	Consistently recognizes numbers and quantities in their world.
<b>Numbers 1 - 10</b>			
<u>Answer "how many" questions, count out, and compare groups within 10.</u>	Understanding is limited when answering "how many" questions, counting out, and comparing groups within 10; requires significant teacher support.	Inconsistently answers "how many" questions, counts out, and compares groups within 10.	Consistently answers "how many" questions, counts out, and compares groups within 10.
<u>Write a number to represent how many.</u>	Understanding is limited when writing a number to represent how many; requires significant teacher support.	Inconsistently writes a number to represent how many	Consistently writes a number to represent how many
<b>Flat Shapes All Around Us</b>			
<u>Identify, describe, analyze, compare, and compose two-dimensional shapes.</u>	Understanding is limited when identifying, describing, analyzing, comparing, and composing two-dimensional shapes; requires significant teacher support.	Inconsistently identifies, describes, analyzes, compares, and composes two-dimensional shapes.	Consistently identifies, describes, analyzes, compares, and composes two-dimensional shapes.
<b>Understanding Addition and Subtraction</b>			
<u>Relate counting to addition and solve addition and subtraction story problems within 10.</u>	Understanding is limited when relating counting to addition and solving addition and subtraction story problems within 10.; requires significant teacher support.	Inconsistently relates counting to addition and solves addition and subtraction story problems within 10.	Consistently relates counting to addition and solves addition and subtraction story problems within 10.
<b>Composing and Decomposing Numbers to 10</b>			
<u>Compose and decompose numbers within 10.</u>	Understanding is limited when composing and decomposing numbers within 10; requires significant teacher support.	Inconsistently composes and decomposes numbers within 10.	Consistently composes and decomposes numbers within 10.

# Kindergarten Math Rubric

Numbers 0-20			
Answer “how many” questions and count out groups within 20. <u>Demonstrates understanding of numbers 11 to 19 and place value.</u>  Minnesota Standard: numbers 1-31	Understanding is limited when answering “how many” questions and counting out groups within 20, numbers 11 to 19, and place value; requires significant teacher support.	Inconsistently answers “how many” questions and counts out groups within 20. Inconsistently demonstrates understanding of numbers 11 to 19 and place value.	Consistently answers “how many” questions and counts out groups within 20. Consistently demonstrates understanding numbers 11 to 19 and place value.
<u>Write numbers within 20.</u>  Minnesota Standard: numbers 1-31	Understanding is limited when writing numbers to 20; requires significant teacher support.	Inconsistently writes numbers within 20.	Consistently writes numbers within 20.
Solid Shapes All Around Us			
<u>Identify, describe, analyze, compare, and compose two- and three- dimensional shapes.</u>	Understanding is limited when identifying, describing, analyzing, comparing, and composing two- and three- dimensional shapes.; requires significant teacher support.	Inconsistently identifies, describes, analyzes, compares, and composes two- and three- dimensional shapes.	Consistently identifies, describes, analyzes, compares, and composes two- and three- dimensional shapes.
<u>Counting, addition, and subtraction in the geometric contexts.</u>	Understanding is limited when counting, adding, and subtracting in geometric contexts; requires significant teacher support.	Inconsistently counts, adds, and subtracts in geometric contexts.	Consistently counts, adds, and subtracts in geometric contexts.

# Kindergarten Science Rubric

Kindergarten Science Rubric	1-Limited Understanding of Grade Level Standard	2-Progressing Towards Grade Level Standard	3-Meets Grade Level Standard
<b>Earth Science: Sunlight and Weather</b>			
<u>Collect and organize observational data.</u>	<p>Inaccurately records weather conditions and temperatures of surfaces.</p> <p>Limited understanding of how to organize data.</p>	<p>Records data with inconsistent accuracy about weather conditions or temperatures from both surfaces.</p> <p>Organizes data without a reasonable explanation.</p>	<p>Accurately records data about weather conditions and temperatures of both surfaces.</p> <p>Organizes observational data and is able to explain why it is organized in that way.</p>
<b>Life Science: Structure and Function</b>			
<u>Design or improve a solution</u> to a problem	Limited understanding of how to design or improve a solution to a problem.	Designs or improves a solution with inconsistent connections to the problem.	Designs a solution to a problem OR Describes changes that could be made to an already created solution.
<b>Physical Science: Pushes and Pulls</b>			
<u>Construct an argument supported by evidence for whether a design solution works</u> as intended to change the speed or direction of an object with a push or a pull.	Limited understanding of how their design will successfully move a rock.	Partially explains why their design will be successful in moving a rock.	Explains why their design will be successful in moving a rock using evidence.
<b>Life Science: Needs of Plants and Animals</b>			
<u>Develop a simple model</u> to represent the relationship between the needs of different plants and animals (including humans) and the places they live.	<p>Creates an incomplete model.</p> <p>Explanation is limited or inaccurate.</p>	<p>Creates a model that contains plants for humans OR animals.</p> <p>Explanation contains inconsistent reasoning about how the plant has an impact on humans or animals in that environment.</p>	<p>Creates a model that contains plants for both humans and animals.</p> <p>Explains why they selected the plant, and how that plant has an impact on humans and animals in that environment.</p>

# Kindergarten Other Subjects Rubric

<b>Kindergarten Other Subjects Rubric</b>	<b>1-Limited Understanding of Grade Level Standard</b>	<b>2-Progressing Towards Grade Level Standard</b>	<b>3-Meets Grade Level Standard</b>	<b>E-Exceeds Grade Level Standard</b>
<b>Social Studies</b>				
Economic Reasoning Skills	Needs teacher guidance and support to identify needs and wants and goods and services.	Identifies needs and wants and goods and services.	Identify goods and services that could satisfy a specific need or want.	
Citizenship and Government	With guidance and support, identifies symbols, songs and traditions that identify our nation and state.	Identify symbols, songs and traditions that identify our nation and state.	Explain symbols, songs and traditions that identify our nation and state.	
<b>Art – assess quarters 2 and 4</b>				
Identify fundamentals of art including color, line, shape, texture, form	Student needs significant teacher guidance to understand or identify the fundamentals of visual art or does not participate	Student is developing the ability to understand and identify the fundamentals of visual art	Student is able to understand and identify the fundamentals of visual art	Student demonstrates mastery of the fundamentals of visual art
Identify and use tools and materials: drawing, painting, mixed media (scissors, glue, paint, paint brush, crayon, and marker)	Student needs significant teacher guidance when using tools for two and three-dimensional mediums of art	Student is developing the ability to identify and use two and three-dimensional tools	Student is able to identify and use two and three-dimensional tools	Student is able to demonstrate mastery of the two and three-dimensional tools
<b>Music - assess quarters 2 and 4</b>				
Demonstrates how rhythm is used in music	Student needs significant teacher guidance	Student is developing ability to perform rhythm patterns correctly with guidance	Student performs rhythm patterns correctly with guidance	
Demonstrates how vocal pitches/melodies are used in music	Student needs significant teacher guidance	Student is developing ability to perform vocal pitches/melodies correctly with guidance	Student performs vocal pitches/melodies correctly with guidance	
Performs appropriately	Student needs significant teacher guidance to perform appropriately for the audience and purpose	Student is developing appropriate performance skills	Student performs appropriately for audience and purpose	
<b>Physical Education</b>				
Demonstrate motor skills and movement patterns needed to perform activities	Student does not attempt skill or movement pattern	Student attempts skill or movement pattern	Student independently completes skill or movement pattern	
Exhibits responsible personal and social behavior in physical education settings	Student does not exhibit sportsmanship, cooperation, or direction following behavior	Student exhibits sportsmanship, cooperation, or direction following behavior in class, with occasional teacher reminders	Student consistently exhibits sportsmanship, cooperation, or direction following behavior	



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Physical Education				
Actively participates in physical education class	Student participates inconsistently during skills and/or activity assigned	Student participates in skills and activities with occasional reminders	Student participates fully in all skills and activities	
Media is NOT graded. Student progress will be documented in SeeSaw.				