

Kindergarten Literacy Rubric

Kindergarten Literacy Rubric	1-Limited Understanding of Grade Level Standard	2-Progressing Towards Grade Level Standard	3-Meets Grade Level Standard	E-Exceeds Grade Level Standard
Phonics & Word Recognition				
Recognize and name all upper and lowercase letters of the alphabet	Names less than 26 letters	Names 26-51 letters	Names 52 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	
Fluency				
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
Reading Comprehension				
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
Writing				
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 Science Rubric

Kindergarten Science Rubric	1-Limited Understanding of Grade Level Standard	2-Progressing Towards Grade Level Standard	3-Meets Grade Level Standard
Physical Science: Structure and Function			
<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.
Physical Science: Pushes and Pulls			
<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 explanation of their design to move rocks.	Partially explains their design to move rocks using some evidence.	Explains their design to move rocks using evidence.
Life Science: Needs of Plants and Animals			
<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.	Creates an incomplete model and/or incomplete explanation.	Model contains plants for humans OR animals, and may or may not explain why it was chosen.	Creates a model that contains plants for both humans AND animals, and explains why each was chosen.
Earth Science: Sunlight and Weather			
<u>Design and build a structure</u> to reduce the warming effect of sunlight on Earth's surface.	The design structure does not block sunlight.	The design includes a limited understanding of a shade structure that blocks sunlight.	The design includes a shade structure that blocks sunlight and uses appropriate materials.

Kindergarten Math Rubric

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Number & Operations				
Add whole numbers up to 10	Has not demonstrated the ability to add two numbers	Add two numbers up to 5 with manipulatives	Add two numbers to 10 using manipulatives	Add two numbers up to 20 using manipulatives
Subtract whole numbers up to 10	Has not demonstrated ability to subtract two numbers	Subtract two numbers from 5 with manipulatives	Subtract two numbers from 10 with manipulatives	Subtract two numbers up to 20 using manipulatives
Compare and order whole numbers	Compares and orders numbers from 0-10	Compares and orders whole numbers from 11-20	Compares and orders whole numbers from 20-31	
Count forward to 100	Rote counts 1 to 31	Counts forward to 50 from any given number	Counts forward to 100 from any given number	
Count backward from 20	Counts backwards from 3	Counts backwards from 10	Counts backwards from 20 from any given number	
Find a number that is one more or one less than a given number for numbers between 0-31	Has not demonstrated the ability to find one more or one less	Demonstrates the ability to identify a number one more or one less from 0-10	Demonstrates the ability to identify a number one more or one less from 11-31	Demonstrates the ability to identify a number one more or one less from 31-100
Recognizes whole numbers to 31	Recognizes numbers to 0-10	Recognizes numbers 11-21	Recognizes numbers 20-31	Recognizes numbers 31-100
Writes whole numbers to 31	Writes numbers to 0-10	Writes numbers 11-21	Writes numbers 20-31	Writes numbers 100
Compose and decompose whole numbers up to 10	Has not demonstrated ability to display finger patterns Has not demonstrated the ability to recognize spatial patterns	Display finger patterns up to 10 by counting sequential Recognize regular spatial patterns	Display finger patterns up to 10 simultaneously in more than one way Recognize irregular dot patterns	Combines and partitions numbers up to 10 with materials
Algebra				
Identifies, creates and extends a pattern	Extends patterns	Extends and identifies patterns	Extends, identifies and creates patterns	

Kindergarten Other Subjects Rubric

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Social Studies				
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.	
Art – assess quarters 2 and 4				
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
Music - assess quarters 2 and 4				
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	
Physical Education				
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.				