



# 2<sup>nd</sup> Quarter Kindergarten Rubrics

Performance Scale	
4	<b>Exceeds:</b> Work exceeds standards and shows in-depth understanding that goes beyond what was explicitly taught.
3	<b>Proficient:</b> Work at this level meets grade level expectations.
2	<b>Developing:</b> Student work is developing, but is not meeting grade level expectations.
1	<b>Emergent:</b> Student work is beginning to show progress/understanding.
0	<b>Area of Concern:</b> Student does not demonstrate understanding and application of the standard at this time.
N/A	Standard was not assessed during this time period.

Updated 2-14-20

English Language Arts	0	1	2	3	4
<b>Speaking and Listening</b>					
<b>KSL.1.A.a:</b> Following classroom listening rules.	No demonstration of Understanding Needs teacher support to be successful in all areas throughout the day	Demonstration listening and following directions with moderate- maximal redirections/ prompting Student needs teacher support to be successful in 90% of the areas throughout the day.	Demonstration listening and following directions with moderate redirections/ prompting Student needs teacher support to be successful in some areas throughout the day.	Demonstration listening and following directions with minimal redirections/ prompting (1-2)	Demonstrates independently listening, following directions and demonstrating leadership. Goes above expectations
<b>Reading</b>					
<b>Reading Foundation Skills (Pathways to Reading)</b>					
<b>K.RF.1.A.a:</b> Identify all lower case letters. (covered to date)	Recognizes 0-3 letters	Recognizes 4-9 lowercase letters	Recognizes 10-13 lowercase letters	Recognizes 14 lowercase letters	NO EXCEEDS
<b>K.RF.1.A.a:</b> Identify all upper case letters. (covered to date)	Recognizes 0-3 letters	Recognizes 4-9 lowercase letters	Recognizes 10-13 lowercase letters	Recognizes 14 lowercase letters	NO EXCEEDS
<b>K.RF.3.A.a:</b> Develop phonics in the reading process by producing and writing letter(s) for most short vowel and consonants	Recognizes 0-3 letters	Produce 4-9 letter sounds covered to date	Produce 10-13 letter sounds covered to date.	Produce 14 letter sounds covered to date.	NO EXCEEDS
<b>K.RF.3.A.a:</b> Develop phonics in the reading process by producing and writing letter(s) for most short vowel and consonant sounds. (covered to date)	Writes 0-3 letters	Writes 4-9 letter sounds	Writes 10-13 letter sounds	Writes 14 letter sounds covered to date.	NO EXCEEDS
<b>K.RF.3.A.b:</b> Read high frequency words. (covered to date)	Recognizes 0-3 words	Able to read sight words covered to date	Able to read sight words covered to date	Able to read all sight words covered to date.	NO EXCEEDS

		4-8 words	9-11 words	12 words	
<b>K.RF.2.A.g:</b> Isolate the initial, medial, and final sounds in spoken words (segment)	No demonstration of understanding	Can segment 1 sounds	Can segment 2 sound	Can segment all 3 sounds	Can segment more than 3 sounds
<b>K.RF.4.A:</b> Read with support, appropriate texts with purpose and understanding. (fluency)	Student is reading at pre A level or below	Student is reading at A level	Student is able to read level A-8 (guided reading)-independently	Student is able to read level A-8 (guided reading)-independently	Student is able to read level 10 or beyond (guided reading)-independently
<b>Writing</b>					
<b>K.W.2.C.a: Narrative/Literary Writing:</b> with assistance, draw or write fiction or non-fiction narratives and poems that use a combination of drawing and/or writing to narrate a story or experience the student has had or imagined	No demonstration of Understanding	The student includes 1 of the following: <ul style="list-style-type: none"> <li>• Character or personal event</li> <li>• Beginning, Middle, and End</li> <li>• Includes a reaction to the story</li> </ul>	The student includes 2 of the following: <ul style="list-style-type: none"> <li>• Character or personal event</li> <li>• Beginning, Middle, and End</li> <li>• Includes a reaction to the story</li> </ul>	The student includes all 3 of the following: <ul style="list-style-type: none"> <li>• Character or personal event</li> <li>• Beginning, Middle, and End</li> <li>• Includes a reaction to the story</li> </ul>	The student includes all 4 of the following without teacher assistance: <ul style="list-style-type: none"> <li>• Character or personal event</li> <li>• Beginning, Middle, and End</li> <li>• Includes a reaction to the story</li> <li>• Uses transition words appropriately (ie: then, next, last, first)</li> </ul>

## Math

<b>K.NS.A.2:</b> Count forward beginning from a given number between 1 and 20.	No demonstration of Understanding	Able to perform skill with prompting and support from teacher 2 or more cues	Able to perform skill with 1 prompt/cue	Able to perform skills independently	• NO EXCEEDS
<b>K.NS.A.4:</b> Write numerals from 0-20.	• No demonstration of Understanding	Can write numerals 0-10 with assistance	Writes numerals 0-10 with one or two errors	Writes numerals 0-10	NO EXCEEDS
<b>K.NS.A.4:</b> Read and represent a number of objects from 0-20.	• No demonstration of Understanding	Beginning to do both with assistance: <ul style="list-style-type: none"> <li>• Reads 0-10</li> <li>• Represents 0-10 with objects/writing</li> </ul>	Can do one of the two independently: <ul style="list-style-type: none"> <li>• Reads 0-10</li> <li>• Represents 0-10 with objects/writing</li> </ul>	Can do both of the following independently: <ul style="list-style-type: none"> <li>• Reads 0-10</li> <li>• Represents 0-10 with objects/writing</li> </ul>	NO EXCEEDS
<b>K.NS.B.5:</b> Say the number names when counting objects, in the standard order, pairing each object with one and only one number name and each number name with one and only one object.	No demonstration of Understanding	Counting the number of objects in a group from 1-5	Independently able to count the number of objects in a group up to 6- 10	Independently counts to tell the number of objects in a group using one to one correspondence and can show a given number of objects up to 11-20	NO EXCEEDS
<b>K.NS.B.8:</b> Recognize, without counting, the quantity of groups up to 5 objects arranged in common place. (subitizing)	No demonstration of Understanding	Able to recognize 1-2 objects arranged in common place.	Able to recognize 3-4 objects arranged in common place.	Able to recognize 5 objects arranged in common place.	Able to recognize 6-10 objects arranged in common place.
<b>K.NS.C.11:</b> Compare two numerals, between 1 and 10, and determine which is more or less than the other.	No demonstration of Understanding	N/A	With teacher cues/prompting (vocab or resource) compare 2 numbers and explain the answer using math vocabulary: one more, one greater, 2 less	Independently compare 2 numbers and explain the answer using math vocabulary For example: one more, one greater, 2 less	NO EXCEEDS
<b>K.RA.A.1:</b> Represent addition within 10 (word problems, equations using manipulatives, fingers, pictures, etc.)	No demonstration of Understanding	Able to perform skill independently and accurately 25%-69% Students able to use manipulatives, fingers, pictures, etc.	Able to perform skill independently and accurately 70%-89%	Able to perform skill independently and accurately 90% or above	NO EXCEEDS

			Students able to use manipulatives, fingers, pictures, etc.	Students able to use manipulatives, fingers, pictures, etc.	
<b>Science</b>					
		•	•	•	
<b>Social Studies</b>					
<b>R.6.A.K:</b> Name common physical, social and emotional needs.	No demonstration of Understanding	<ul style="list-style-type: none"> <li>Attempts to name common physical, social, and emotional needs. (at least 1)</li> </ul>	<ul style="list-style-type: none"> <li>Names SOME common physical, social, and emotional needs. (at least 2)</li> </ul>	<ul style="list-style-type: none"> <li>Names common physical, social, and emotional needs. (at least 3) <i>Physical needs may include: shelter, food, water, air, clothing, and restroom. Social and Emotional needs may include: Friendship, kindness, commitment, love, ownership, and respect</i></li> </ul>	NO EXCEEDS