3rd Quarter Kindergarten Rubrics

Performance Scale		
4	**Exceeds:** Work exceeds standards and shows in-depth understanding that goes beyond what was explicitly taught.
3	**Proficient:** Work at this level meets grade level expectations.
2	**Developing:** Student work is developing, but is not meeting grade level expectations.
1	**Emergent:** Student work is beginning to show progress/understanding.
0	**Area of Concern:** 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
Speaking and Listening					
KSL.1.A.a: 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
Reading					
K.R.1.A.c: Develop and apply skills to the reading process retelling main ideas or important facts from a read aloud or familiar story.	No demonstration of Understanding	Can retell main ideas or 1 important facts from a read aloud	Can retell main ideas and 2 important facts from a read aloud	Can retell main ideas and 3 important facts from a read aloud	Can retell main ideas and 4 or more important facts from a read aloud • Rich details • Sequence • Vocabulary • Characters • Setting
K.R.3.A.c: With assistance, read, infer, and draw conclusions to identify text features.	No demonstration of Understanding	Can identify 1 out of 4 nonfiction text features • Map • Photo • Table of Contents • Title	Can identify 2 out of 4 nonfiction text features • Map • Photo • Table of Contents • Title	Can identify 3 out of 4 nonfiction text features • Map • Photo • Table of Contents • Title	NO EXCEEDS
Reading Foundation Skills (Pathways to Reading)					
K.RF.1.A.a: Identify all lower case letters.	Recognizes 0-10	Recognizes 11-16 lowercase letters	Recognizes 17-20 lowercase letters	Recognizes 21 lowercase letters	NO EXCEEDS
K.RF.1.A.a: Identify all upper case letters.	Recognizes 0-10	Recognizes 11-16 lowercase letters	Recognizes 17-20 lowercase letters	Recognizes 21 lowercase letters	NO EXCEEDS

K.RF.2.A.g: Isolate the initial, medial, and final sounds in spoken words.	No demonstration of understanding	Can segment 1 sound	Can segment 2 sounds	Can segment all 3 sounds	Can segment more than 3 sounds
K.RF.3.A.a: Develop phonics in the reading process by producing and writing letter(s) for most short vowel and consonant.	Recognizes 0-10 sounds	Produces 11-16 letter sounds	Produce 17-20 letter sounds	Produces 21 letter sounds	NO EXCEEDS
K.RF.3.A.a: Develop phonics in the reading process by producing and writing letter(s) for most short vowel and consonant sounds.	Writes 0-10 sounds	Writes 11-16 sounds	Writes 17-20 sounds	Writes 21 sounds	NO EXCEEDS
K.RF.3.A.b: Read high frequency words. (covered to date)	Recognizes 0-8	Able to read sight words covered to date 9-14 words	Able to read sight words covered to date 15-16 words	Able to read all sight words covered to date. 17-18 words	NO EXCEEDS
Writing					
K.W.2.B.a: Informative and/or Explanatory Writing: with assistance, draw or write informative and/or explanatory texts that use a combination of drawing and/or writing to name and inform about a topic or a text being studied.	No demonstration of understanding	Dictates and illustrates, with assistance, a fact/step about the topic.	Writes 1-2, with assistance, facts/steps about the topic.	- Uses drawings and writes sentences, with assistance, to create informative pieces. - Writes 3 facts/steps, with assistance, about the topic.	Independently: - Uses drawings and writes sentences to create informative pieces. - Writes 4 or more detailed facts/steps about the topic.
Language					
K.L.1.B.g: Use inventive spelling with beginning, medial and final sounds.	No demonstration of understanding	Accurately represents 1 sound	Accurately represents 2 sounds	Accurately represents 3 sounds	Accurately represents 4 or more sounds
K.L.1.B: Communicate using conventions of English Language in written text: b: Recognize that a sentence ends with punctuation marks. d. capitalize the first word in a sentence. e. capitalize the pronoun "I".	No demonstration of understanding	Demonstrates 1 of the following: - Correct spacing between words - Capitalize the first word in a sentence - Ending punctuation - Spells simple words phonetically by writing a letter for most consonant and vowel sounds.	Demonstrates 2 of the following: - Correct spacing between words - Capitalize the first word in a sentence - Ending punctuation - Spells simple words phonetically by writing a letter for most consonant and vowel sounds.	Demonstrates 3 of the following: - Correct spacing between words - Capitalize the first word in a sentence - Ending punctuation - Spells simple words phonetically by writing a letter for most consonant and vowel sounds.	NO EXCEEDS

Math

K.NS.A.1: Count to 100 by ones.	No demonstration of understanding (counts 0-25)	With two or more prompts counts to 100 by ones (counts 26-50)	With one prompt counts to 100 by ones (counts 51-99)	Independently counts to 100 by ones	NO EXCEEDS
K.NS.A.1: Count to 100 by tens.	No demonstration of understanding	With two or more prompts counts to 100 by tens	With one prompt counts to 100 by tens	Independently counts to 100 by tens	NO EXCEEDS
K.RA.A.1: Represent subtraction 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% Students able to use manipulatives, fingers, pictures, etc.	Able to perform skill independently and accurately 90% or above Students able to use manipulatives, fingers, pictures, etc.	NO EXCEEDS
K.RA.A.3: Decompose numbers less than or equal to 10 in more than one way.	No demonstration of understanding	With two or more prompts decomposes numbers less than or equal to 10 into pairs in more than one way (e.g. 5=2+3 and 5= 4+1)	With one prompt decomposes numbers less than or equal to 10 into pairs	Independently decomposes numbers less than or equal to 10 into pairs in more than one way (e.g. 5=2+3 and 5= 4+1)	NO EXCEEDS

			in more than one way (e.g. 5=2+3 and 5= 4+1)		
K.RA.A.4: Make 10 for any number from 1 to 9.	No demonstration of understanding	For any number from 1 to 9, with two or more errors finds the number that makes 10 when added to the given number by using objects or drawings and records with a drawing or equation.	For any number from 1 to 9, with one error finds the number that makes 10 when added to the given number by using objects or drawings and records with a drawing or equation.	For any number from 1 to 9, independently finds the number that makes 10 when added to the given number by using objects or drawings and records with a drawing or equation.	NO EXCEEDS
K.RA.A.2: Demonstrate "fluency" for **addition** within 5.	No demonstration of understanding	Able to perform skill independently and accurately 25%-69%	Able to perform skill independently and accurately 70-89% or above	Able to perform skill independently and accurately 90% or above	NO EXCEEDS
K.NBT.A.1: Compose and decompose numbers from 11-19 into sets of tens with additional ones.	No demonstration of understanding	With two or more prompts, composes and decomposes numbers from 11 to 19 into ten ones and more ones, using objects or drawings, and records results by a drawing or equation (e.g., 18=10+8);	With one prompt, composes and decomposes numbers from 11 to 19 into ten ones and more ones, using objects or drawings, and records results by a drawing or equation (e.g., 18=10+8);	Independently composes and decomposes numbers from 11 to 19, using objects or drawings, and records results by a drawing or equation (e.g., 18=10+8)	NO EXCEEDS

Science

K.PS2.A.2: Describe ways to change the motion of an object.	• No demonstration of understanding	• Attempts to describe ways to change the motion of an object without success.	• Describes one ways to change the motion of an object. (push, pull)	• Describes at least two ways to change the motion of an object. (push, pull)	NO EXCEEDS
K.ETS1.A: Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool. *I can identify the problem.	No demonstration of understanding	Student answer/response required 2 or more prompts, but was correct (or partially correct).	Student answer/response required one prompt, but was correct.	Student answer/response is correct and did not require prompting.	NO EXCEEDS

Social Studies

G.5.A.K: Identify maps and Globes as Geographical Tools.	• No demonstration of Understanding	• Attempts to identify a map or globe with limited understanding.	• Identifies a map and globe.	• Identifies a map and globe AND tells you they are used to locate places.	NO EXCEEDS