



4th 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 2-24-20

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.3.C.c: With assistance, read, infer, and draw conclusions to name the main topic and recall key details of the text.	No demonstration of Understanding	Can state the main idea and 2 key details, teacher may re-read text	Can state the main idea and 3 key details, Student can re-read the text	Can state the main idea and 4 key details; student may re-read the text	Independently states the main idea and 4 key details; student may re-read the text
Reading Foundation Skills (Pathways to Reading)					
K.RF.1.A.a: Identify all lower case letters. (covered to date)	Recognizes 0-15 letters	Recognizes lowercase letters covered to date 16-21 letters	Recognizes lowercase letters covered to date. 22-25 letters	Recognizes all lowercase letters covered to date. 26 letters	NO EXCEEDS
K.RF.1.A.a: Identify all upper case letters. (covered to date)	Recognizes 0-10 letters	Recognizes uppercase letters covered to date 16-21 letters	Recognizes uppercase letters covered to date. 22-25 letters	Recognizes all uppercase letters covered to date. 26 letters	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	Recognizes 0-14 letters	Produce letter sounds covered to date 15-20 letters	Produce letter sounds covered to date. 21-23 letters	Produce all letter sounds covered to date. 24 letters	NO EXCEEDS
K.RF.3.A.a: Develop phonics in the reading process by producing and writing letter(s) for most short vowel	Spell 0-14 letter sounds	Spell letter sounds covered to date 15-20 letter sounds	Spell letter sounds covered to date. 21-23 letter sounds	Spell all letter sounds covered to date. 24 letter sounds	NO EXCEEDS

and consonant sounds. (covered to date)					
K.RF.3.A.b: Read high frequency words. (covered to date)	Recognizes 0-14 words	Able to read sight words covered to date 15-20 words	Able to read sight words covered to date 21-22 words	Able to read all sight words covered to date. 23-24 words	NO EXCEEDS
K.RF.4.A: Read with support, appropriate texts with purpose and understanding. (fluency)	Student is mastered A	Student is able to read level 1 (guided reading)- independently	Student is able to read level 2(guided reading)- independently	Student is able to read level 3-8 (guided reading)- independently	Student is able to read level 10 or above (guided reading)- independently
Writing					
K.W.2.A.a: Opinion Writing: with assistance, draw/write opinion texts that use a combination of drawing and/or writing to tell an opinion about a topic or text being studied.	No demonstration of Understanding	Dictates and illustrates to represent an opinion.	Is able to write his/her opinion.	Uses drawings <u>and</u> writes sentences to create opinion pieces. Writes 1-2 supportive details/reasons to express his/her opinion. (uses the word because)	Independently: Uses drawings <u>and</u> writes sentences to create opinion pieces. Writes 3 or more supportive details/reasons to express his/her opinion.
Language					
K.L.1.B.i: Use correct spelling of own first and last names.	No demonstration of Understanding	Write first name accurately Begins with capital letter followed by all lowercase letter Spelled correctly	Write first name accurately 1-2 Errors in last name Begins with capital letter followed by all lowercase letter with model.	Writes first and last name accurately with a model if needed for their last name.	No model provided the student can write their first and last name correctly.
K.L.1.B.g: Use inventive spelling with beginning, medial and final sounds.	No demonstration of Understanding	Accurately represent 1 sound	Accurately represent 2 sound	Accurately represent 3 sound	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: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> 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.GM.A.1 and 2: Describe several measurable attributes of objects and compare the measurable attributes of two objects and describe the difference.	No demonstration of Understanding	With two or more prompts, describes and compares measurable attributes of two objects using "more of" or "less of" (e.g., taller, shorter)	With one prompt, describes and compares measurable attributes of two objects using "more of" or "less of" (e.g., taller, shorter)	Independently describes and compares measurable attributes of two objects using "more of" or "less of" (e.g., taller, shorter)	NO EXCEEDS
K.GM.C.6: Identify shapes and describe objects in the environment using names of shapes, recognizing the name stays the same regardless of orientation or size. 2-D (circle, square, rectangle, triangle, hexagon) 3-D (cone, cube, sphere, cylinder)	No demonstration of Understanding	Can do one of the following: <ul style="list-style-type: none"> Identify 2-D shapes Identify 3-D shapes Differentiate between 2-D and 3-D shapes	Can do all two of the following: <ul style="list-style-type: none"> Identify 2-D shapes Identify 3-D shapes Differentiate between 2-D and 3-D shapes 	Can do all three of the following: <ul style="list-style-type: none"> Identify 2-D shapes Identify 3-D shapes Differentiate between 2-D and 3-D shapes 	NO EXCEEDS
K.GM.B.3: Demonstrate an understanding of concepts of time and devices that measure time.	No demonstration of Understanding	Can independently do 1 of the 3 skills: <ul style="list-style-type: none"> Identify a clock (analog and digital) Identify calendar 	Can independently do 2 of the 3 skills <ul style="list-style-type: none"> Identify a clock (analog and digital) 	Can independently: <ul style="list-style-type: none"> Identify a clock (analog and digital) Identify calendar 	NO EXCEEDS

		<ul style="list-style-type: none"> Uses words such as day, night, evening, morning, etc. 	<ul style="list-style-type: none"> Identify calendar Uses words such as day, night, evening, morning, etc. 	<ul style="list-style-type: none"> Uses words such as day, night, evening, morning, etc. 	
K.GM.B.4: Name the days of the week.	Able to name 0-2 Days	Able to name 3-4 Days	Able to name 5-6 Days	Able to name 7 days in order	NO EXCEEDS
K.GM.B.5: Identify pennies, nickels, dimes and quarters.	Able to identify 0-1 Coin: Penny Nickel Dime Quarter	Able to identify 2 Coins: Penny Nickel Dime Quarter	Able to identify 3 Coins Penny Nickel Dime Quarter	Able to identify 4 Coins Penny Nickel Dime Quarter	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.RA.A.2: Demonstrate “fluency” for subtraction 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

Science

K.PS3.A.1: Make observations to determine the effect of sunlight on Earth's surface.	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
K.ESS2.D.1: Use and share observations of local weather conditions to describe patterns over time.	No demonstration of Understanding	With 3-4 prompts is able to identify the patterns of weather over time using the patterns of local weather.	With 1-2 prompts is able to identify the patterns of weather over time using the patterns of local weather.	Independently be able to identify the patterns of weather over time using the patterns of local weather.	NO EXCEEDS
K.ETS1.B: Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem. *I can create a simple solution to 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
K.ETS1.C: Analyze data from tests of two objects designed to solve the same problem to compare the strengths and weaknesses of how each performs.	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
TS.7.A.K.3: Identify library and media resources (videos, electronic resources, periodicals, and books).	<ul style="list-style-type: none"> No demonstration of Understanding 	<ul style="list-style-type: none"> Attempts to identify library and media resources with limited understanding. 	<ul style="list-style-type: none"> Identifies library and media resources with verbal prompts and cues. 	<ul style="list-style-type: none"> Consistently, identifies library and media resources independently 	NO EXCEEDS