

## Elementary Report Card Guide for Kindergarten

The following rubrics are to be used for all trimesters to correspond to the curriculum in reading, English-language arts and mathematics. Use of formative assessments, summative assessments and District trimester benchmark assessments along with the standards based grade book are data points to be utilized for the rubric.

# Reading

### *Foundation Standard- Reads common grade level high frequency words fluently and automatically (Levels A-D)*

4- Exceeding Child	3- Proficient Child	2 Progressing Child	1 Emerging Child
NA	Reads 46-52 of the common grade level high frequency words fluently and automatically.	Reads 36-45 of the common grade level high frequency words fluently and automatically.	Reads 35 or fewer of the common grade level high frequency words fluent and automatically.

### *Foundation Standard- Applies the knowledge of phonics to decode unfamiliar words*

4- Exceeding Child	3- Proficient Child	2 Progressing Child	1 Emerging Child
<p>Reader independently uses effective strategies to read unfamiliar words.</p> <ul style="list-style-type: none"> <li>Knows spelling-sound correspondences for common consonant digraphs</li> <li>Knows final-e</li> <li>Know that every syllable must have a vowel sound</li> </ul> <p>Decodes two-syllable words, including blends and diagraphs</p> <p>Decodes two-syllable words following basic patterns and breaking words into syllables</p>	<p>Reader independently uses a few strategies to solve unfamiliar words and often chooses the same one</p> <ul style="list-style-type: none"> <li>One-to-one letter-sound correspondence</li> <li>Associates the long and short sounds with common spellings for the 5 common vowels</li> </ul> <p>Decodes one-syllable words, which may or may not include blends and diagraphs.</p>	<p>With prompting, can use a strategy, often the same one, to read unfamiliar words.</p> <p>With prompting and support, reader can decode single-syllable words.</p>	<p>Child does not use any strategy or is very limited, even with prompting and support, to read unfamiliar words.</p> <p>Reader is unable to decode single-syllable words even with prompting and support.</p>

**Foundation Standard- With prompting, uses effective strategies to read unfamiliar words**

4- Exceeding Child	3- Proficient Child	2 Progressing Child	1 Emerging Child
<p>Child independently applies a wide range of strategies flexibly to solve unfamiliar words with ease. May be using more advanced strategies independently or with limited prompting such as:</p> <ul style="list-style-type: none"> <li>*Chunking</li> <li>*Using known words (analogies)</li> <li>*Phonics patterns: final -e, syllables, digraphs</li> </ul>	<p>Child independently uses 2-3 strategies to read unfamiliar words successfully with limited or no prompting. Child may still need some prompting to try more advanced strategies such as:</p> <ul style="list-style-type: none"> <li>*Chunking</li> <li>*Using a known word (analogies)</li> <li>*Phonics patterns: long and short vowels</li> </ul>	<p>Child uses 1-2 strategies occasionally to read unfamiliar words but still needs prompting to use them consistently. May focus on one or two strategies more heavily than others.</p> <ul style="list-style-type: none"> <li>*Check the picture</li> <li>*Get your mouth ready</li> <li>*Stretch it out</li> <li>*Does it make sense? Sound right? Look right?</li> </ul>	<p>Child does not independently use strategies or uses only 1 strategy to read unfamiliar words. Child needs extensive prompting to apply strategies.</p>

**Foundation Standard- Reads independent on grade level text with understanding**

4- Exceeding Child	3- Proficient Child	2 Progressing Child	1 Emerging Child
<p>Reads independently at a first grade level text or above with understanding (I or above).</p>	<p>Reads independent on grade level or slightly above level text with understanding (C-H).</p>	<p>Reads below independent grade level text with understanding (B).</p>	<p>Reads far below independent grade level text with understanding (A).</p>

**Foundation Standard- Recognizes letters and sounds they represent**

4- Exceeding Child	3- Proficient Child	2 Progressing Child	1 Emerging Child
<p>Produce all corresponding sounds for letters, letter combo (digraphs and blends) and short and long vowels.</p>	<p>Recognizes all upper and lower case letters and 20 or more corresponding sounds.</p> <p>May not consistently identify short vowels.</p>	<p>Recognizes 30 upper and lower case letters and at least 18 sounds.</p>	<p>Recognizes 20 or less of the upper and lower case letters and less than 18 sounds.</p> <p>(Share specific information with parents)</p>

**Foundation Standard- Creates rhymes**

4- Exceeding Child	3- Proficient Child	2 Progressing Child	1 Emerging Child
NA	Child is able to independently create rhymes.	With prompting and support, child is able to identify a rhyme and attempts to create one.	With prompting and support, child is able to identify a rhyme.

**Standard- With support (verbal or pictorial) retells a story including key details such as characters, settings and major events.**

4- Exceeding Child	3- Proficient Child	2 Progressing Child	1 Emerging Child
Retells key details based on illustrations and descriptions in the story. They may repeat exact words of the text in the retelling, may exclude an event.  When asked to talk about the characters, child generates single word adjectives to describe the main character.	With prompting and support, retells stories but may not identify the characters, setting and main events.  Retells story with events that may be less important to the overall story, using text and/or pictures.	When asked to retell stories or to talk about the setting, characters, or events with prompting and support, the child can make simple statements. They rely heavily on picture cues.	Child uses illustrations to identify the general subject but may not be able to discern a more focused topic. At times the student may name details based on prior knowledge.

**Standard- With prompting, answers questions about key text details**

4- Exceeding Child	3- Proficient Child	2 Progressing Child	1 Emerging Child
Without prompting or support, answers questions about key text details.  Child might repeat exact words of the text for details and it may include details based on prior knowledge.	With prompting and support, child can answer questions about the key text details. Answers are usually based on what the student noticed in illustrations or by repeating the words of the text.	With additional prompting and support, child can answer questions about the main topic of the text, but may not identify a detail.	Even with prompting and support, the child may answer questions with parts of the text that may or may not be relevant. Usually the reader uses evidence from outside of the text (e.g. "I have a dog, his name is Barky!").

# Language Arts

## *Speaking and Listening Standard- Actively engages in group reading activities with purpose and understanding*

4- Exceeding Child	3- Proficient Child	2 Progressing Child	1 Emerging Child
<p>The child is not only actively engaging but is supporting thinking with evidence and text interpretation.</p> <p>With prompting and support, the child can name the lesson the character has learned and may generate a more generalized lesson (“Treat others as you want to be treated.”). They can support their ideas from the text.</p>	<p>Actively engages in group reading activities (mentor text, read alouds, shared writing) with purpose and understanding.</p> <p>With prompting and support, child can draw on basic lessons or provide evidence from the text to support their ideas (in picture or text).</p>	<p>Child may or may not be attentively listening or participating in group reading activities.</p> <p>With prompting and support, the child may draw on some basic lessons but may or may not provide evidence from the text to support their ideas. Children may not be consistently able to understand or related to text purpose.</p> <p>The child may support text ideas with not relevant examples.</p>	<p>Child is not actively listening or participating in group reading activities.</p> <p>When nudged to talk about the story, the child does not discuss the lesson or idea, but instead may retell the story or connect it to themselves. The child will probably use evidence from outside the book to support their ideas.</p>

## *Writing Standard- Uses a combination of drawing and writing to compose text (narrative, informative and opinion)*

4- Exceeding Child	3- Proficient Child	2 Progressing Child	1 Emerging Child
<p>Score is to be determined based on overall CCSS aligned district rubric and assessment(s).</p> <p>(May change based on curriculum planning)</p> <p>Trimester 1- Writes a narrative text.</p> <p>Trimester 2- Writes an informative text.</p> <p>Trimester 3- Writes an opinion text.</p>			

*Writing Standard- Composes text with knowledge of sound-letter relationships; illustrates with recognizable pictures related to text*

<b>4- Exceeding Child</b>	<b>3- Proficient Child</b>	<b>2 Progressing Child</b>	<b>1 Emerging Child</b>
<p>Most spelling is phonetically correct and the illustrations are detailed and match the topic.</p> <p>Writes a more complex message with three or more sentences that communicate the writer's purpose.</p>	<p>Uses mostly semi-phonetic spellings and some phonetic spellings. Illustrations match the topic written.</p> <p>Writes a simple message of two to three sentences that communicate the writer's purpose.</p>	<p>Hears and records most consonant letter sounds and some easy to hear vowels may appear in sequential order. Illustration may or may not match topic.</p> <p>Writes one sentence that communicates the writer's purpose.</p>	<p>May use labels or simple drawings, along with random letters to communicate a written message.</p> <p>With teacher support, writes one or more sentences to communicate the writer's purpose.</p>

*Writing Standard- Independently uses resources (ABC chart, letter books, etc.) and concepts of print to support writing*

<b>4- Exceeding Child</b>	<b>3- Proficient Child</b>	<b>2 Progressing Child</b>	<b>1 Emerging Child</b>
<p>Child independently seeks out additional resources for their spelling knowledge (word walls, books, digital resources) to integrate in their writing.</p>	<p>Uses supplied resources independently to support sound-letter match, or spelling of words within their writing.</p> <p>Consistently demonstrates understanding of concepts of print within their writing.</p>	<p>Demonstrates understanding of where to begin writing and directional movement.</p> <p>With or without teacher assistance, uses supplied resources to support sound-letter match, or spelling of words within writing.</p>	<p>May or may not demonstrate awareness of where to begin writing and directional movement.</p>

*Language Standard- Prints first and last name appropriately*

<b>4- Exceeding Child</b>	<b>3- Proficient Child</b>	<b>2 Progressing Child</b>	<b>1 Emerging Child</b>
<p>NA</p>	<p>Writes first and last name with correct formation using correct upper and lower case letters.</p>	<p>May print either only their first OR last name appropriately. Child may also print both incorrectly.</p>	<p>Child is not able to print first or last name appropriately. Child may only print first name incorrectly.</p>

*Language Standard- Recognizes and begins to utilize appropriate end punctuation*

4- Exceeding Child	3- Proficient Child	2 Progressing Child	1 Emerging Child
Consistently uses end punctuation with appropriate placement.	Demonstrates increased awareness of end punctuation (placement occurs at end of one sentence text and is misused when text contains more than one sentence).	Demonstrates some awareness of end punctuation (overgeneralizes placement).	Does not have awareness of end punctuation or needs teacher support or guidance.

*Language Standard- Writes a few high frequency words with accuracy*

4- Exceeding Child	3- Proficient Child	2 Progressing Child	1 Emerging Child
NA	Writes 36-40 high-frequency words accurately in isolation that reflect attention to print.	Writes 28-35 high-frequency words accurately in isolation that reflect attention to print.	Writes 27 or fewer simple high-frequency words in isolation accurately that reflect attention to print.

*Language Standard- Legibly prints lower and upper case letters*

4- Exceeding Child	3- Proficient Child	2 Progressing Child	1 Emerging Child
NA	Legibly writes all upper and lower case letters.	Legibly writes some upper and lower case letters.	Legibly write some letters, mostly upper case letters.

*Language Standard- Leaves spaces between words*

4- Exceeding Child	3- Proficient Child	2 Progressing Child	1 Emerging Child
NA	Independently uses spaces between words consistently.	Uses spaces between words most or some of the time.	Records strings of letters with little or no concept of space.

# Mathematics

## *Counting and Cardinality Standard- Reads and write numbers 0-20*

4- Exceeding Child	3- Proficient Child	2 Progressing Child	1 Emerging Child
Child can consistently and independently read and write numbers beyond 50.	Can read and write numerals to express quantities 0-20	They can write or draw to represent 1-10.	With prompting and support, child can write numerals 1-6 (reversals are acceptable).

## *Counting and Cardinality Standard- Counts forward from a given number within 0-100*

4- Exceeding Child	3- Proficient Child	2 Progressing Child	1 Emerging Child
At this level, child counts accurately to 120 and beyond, recognizing the patterns of ones, tens and hundreds.	Child can count by ones through 100, including the decade transitions from 30 to 40, 49 to 50, and so on, starting at any number.	Sometimes requires scaffolding, child counts to 100, may struggle especially through the decade transitions.  Independently, they may count only within 0-30.	Routinely requires scaffolding to count to 100, and struggles when they cross decades or in the teens.  Independently, they may count 0-10.

## *Counting and Cardinality Standard- Identifies and compares number of objects in a group as greater, less, or equal to in another group 1-10*

4- Exceeding Child	3- Proficient Child	2 Progressing Child	1 Emerging Child
Compares number with place value understanding and symbols. For example, a child at this level can explain that 63 is more than 59 because six tens is more than five tens even if there are more ones.	They can keep track of objects that have and have not been counted, even in arrangements.  At this level, a child can compare by counting, even when the larger collection's objects are smaller. For example, a child can accurately count two collections and say they have the same	Child is not always accurate when larger collections objects are smaller in size than the objects in the smaller collection. For example, a child may accurately count two equal collections, but when asked, says the collection of larger blocks has more. They usually understand they need to count to compare. With some	Child may match small, equal collections of dissimilar items, such as dots, and show that they are the same number. They require routine scaffolding to count the collections to compare.  At an early level, a child may only nonverbally recognize parts and wholes. When shown four red

	number even if one has larger objects. They can identify which has more or less.	scaffolding, they may compare by matching or to identify which group has more or less.	blocks and 2 blue blocks a child may appreciate that “all the blocks” include red and blue, but when asked the quantity they may say 1.
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***Counting and Cardinality Standard- Counts to tell the number of objects in a quantity.***

<b>4- Exceeding Child</b>	<b>3- Proficient Child</b>	<b>2 Progressing Child</b>	<b>1 Emerging Child</b>
Can count to answer "how many?" questions about more than 20 things arranged in a line, a rectangular array, or a circle, or more than 10 things in a scattered configuration; given a number from 1-50, a child can count out that many objects.	Can count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1-20, a child can count out that many objects.	Can count to answer "how many?" questions about as many as 10 things arranged in a line, a rectangular array, or a circle; given a number from 1-10, a child can count out that many objects.	Can count to answer "how many?" questions about as many as 5 things arranged in a line; given a number from 1-5, a child can count out that many objects.

***Algebra Standard- Understands and applies (through drawings, explanations or equations) addition as putting together and adding to the numbers 0-10***

<b>4- Exceeding Child</b>	<b>3- Proficient Child</b>	<b>2 Progressing Child</b>	<b>1 Emerging Child</b>
They can solve problems starting from the unknown ( $\_\_ + 5=9$ ) with counting strategies. Child can explain answers to questions, such as “does this answer makes sense?”  Models problem solving situations that involve addition problems using objects, diagrams and symbols.	Child has part-whole understanding. Child can solve problem types using flexible strategies (composing / decomposing, numbers, diagrams, using objects, arrays, number lines and some derived facts. For example $4 +4=8$ so $4+5=9$ .	With some scaffolding, child may understand that addition is joining especially in problems in direct modeling, counting all, with objects. This occurs with numbers 0-10.	With routine scaffolding, child can find sums for joining problems, but still relies on counting all with objects. Usually this is within the numbers 0-5.



**Algebra Standard- Understands and applies (through drawings, explanations or equations) subtraction as taking apart and taking from with numbers 0-10**

4- Exceeding Child	3- Proficient Child	2 Progressing Child	1 Emerging Child
They can solve problems starting from the unknown ( $\_\_\_ - 5 = 5$ ) with counting strategies. Child can explain answers to questions, such as “does this answer makes sense?”	Child has part-whole understanding. Child can solve problem types using flexible strategies (composing / decomposing, numbers, diagrams, using objects, arrays, number lines) and some derived facts. For example $10 - 5 = 5$ so $10 - 6 = 4$ .	With some scaffolding, child may understand that subtraction is take-away problems by separating with objects.	With routine scaffolding, child can find differences for taking apart problems, but still relies on counting all with objects. Usually this occurs with numbers 0-5.

**Number and Operations Standard- Fluently add and subtract within 5**

4- Exceeding Child	3- Proficient Child	2 Progressing Child	1 Emerging Child
Conceptual fluency to add and subtract within 10. They understand multiple strategies to solve addition and subtraction facts, and does so with ease and precision.	Conceptual fluency to add and subtract within 5 with precision.  A child at this level quickly names parts of any whole, or the whole given the parts. For example, when shown 4, then one is secretly hidden, and then is shown the three remaining, quickly says “1” is hidden.	Child is not fluent with addition and subtraction within 5. They may still need manipulatives or objects. Often they don’t count on or from or utilize any strategies. They need some scaffolding to utilize strategies.	With routine scaffolding, child can find sums for joining problems, but still relies on counting all with objects.

**Number and Operations Standard- Composing number combinations to make ten**

4- Exceeding Child	3- Proficient Child	2 Progressing Child	1 Emerging Child
Child knows all combinations within 10. A child at this level can quickly name parts of any whole, or the whole given parts and can do this to 10.	Child knows some number combinations within 10. For example 9 and 1 make 10; 4 and 6 make ten, etc...	Sometimes requires scaffolding to name number combinations to 10. Independently, students may be able to make number combinations within 5.	Still working on the prerequisite core skills of cardinality and constancy

**Number and Operations Standard- Demonstrates understanding of simple patterns**

4- Exceeding Child	3- Proficient Child	2 Progressing Child	1 Emerging Child
Recognizes, describes, and extends growing (A+1, A+2, A+3) patterns.	Recognizes, describes and extends simple repeating (ABAB; ABCABC, ABBABB) patterns. Includes colors, shapes numeric counting. They can fill in the missing element in the pattern.	Child can duplicate a simple ABABAB pattern, but may need some scaffolding to extent or describe the pattern.	Child does not recognize the pattern and requires routine scaffolding to identify, duplicate or extend.

**Number and Operations Standard- Works with numbers from 11-19 to understand as ten and some ones**

4- Exceeding Child	3- Proficient Child	2 Progressing Child	1 Emerging Child
Uses number with place value understanding. For example, a child at this level can explain that 63 is more than 59 because six tens is more than five tens even if there are more ones.	Applies place value understanding that two-digit numbers are tens and ones. Child is able to construct arguments using concrete referents such as objects, diagrams, tables, actions and estimating to explain their thinking.	With some scaffolding, child understands numbers 11-19 is broken into 1 ten and some ones. They often continue to need manipulatives or objects.	Still working on the prerequisite core skills of cardinality and constancy. Child requires routine scaffolding when working with numbers above or below 10.

**Measurement and Data Standard- Describes and compares objects by a common attribute (length and weight)**

4- Exceeding Child	3- Proficient Child	2 Progressing Child	1 Emerging Child
Child can consistently use a ruler to measure and they see the need for identical units.	Child can lay units end-to-end seeing the need for equal-length units. They are able to identify which objects are longer, shorter or the same length. Applies non-standard units to compare.  When comparing weights, child is able to identify which weighs more, less or the same with obvious objects (pumpkin & seed).	Child may be able to compare two objects by representing them with a third object. For example, a child might compare length of two objects with a piece of string. They may require scaffolding to see the need for equal length units.  Child at this level may need scaffolding around more or less, heavier or light.	Child identifies length and/or weight as attributes. For example, "I am tall, see!" They require significant scaffolding to determine which is longer, shorter, heavy or light.

***Geometry Standard- Identifies and compares 3D and 2D shapes***

<b>4- Exceeding Child</b>	<b>3- Proficient Child</b>	<b>2 Progressing Child</b>	<b>1 Emerging Child</b>
<p>Additionally recognizes rhombi and ellipses knowing they are not a circle. They implicitly recognizes right angles (understands they are a separate geometric object), so distinguishes between a rectangle and a parallelogram without right angles.</p> <p>Child at this level are able to also able to completely correct construction of shapes in 2D and 3D based on knowledge of components and relationships.</p>	<p>Recognizes and compare basic shapes in and out of different orientations (square, triangle, rectangle, circle) and prototypical examples of other shapes, such as hexagon, rhombus (diamonds), and trapezoid.</p> <p>They are able to identify and compare cubes, prisms, cones, and cylinders) and can compose them using concrete models/materials.</p>	<p>With some scaffolding, child can compare 2D and 3D shapes. They may or may not be able to identify a few of them independently.</p>	<p>With routine scaffolding, child may or may not identify or compare 2D or 3D shapes. Child is not consistently independent and they don't know many of the shapes.</p>

***Geometry Standard- Creates and composes simple shapes to form larger shapes***

<b>4- Exceeding Child</b>	<b>3- Proficient Child</b>	<b>2 Progressing Child</b>	<b>1 Emerging Child</b>
<p>Child is able to construct and duplicate units of units (shapes from other shapes) intentionally, and understands each as being both multiple small shapes and one larger shape. They are able to decompose shapes flexibly by using independently generated imagery.</p>	<p>Child composes shapes with anticipation ("I know what will fit!") A child chooses shapes using angles as well as side lengths. Rotation and flipping are used intentionally. They are able to make new shapes out of smaller shapes. Using trial and error, to substitute groups of shapes for other shapes to create new shapes in different ways.</p>	<p>Child at this level uses trial and error and does not anticipate creation of new geometric shape. They are able to put several shapes together to make a one part of a picture. With some scaffolding, they may be able to rotate or flip shapes. They usually do not substitute shapes to create new shapes or other shapes. They can fill simple outline puzzles with trial and error.</p>	<p>Child usually can decompose shapes, but only by trial and error. For example, given a hexagon, they can break it apart to make a simple picture, but not with multiple shapes. With routine scaffolding, they may begin to make pictures with multiple different shapes.</p>

*Resources:*

The Reading and Writing Project (2012) K-8 Literature Reading Continuum

The Reading and Writing Project (2012) K-8 Informational Reading Continuum

Jennifer Savillio , Independent Reading Assessment: Fiction (2013) Scholastic Education

CCSSO: Common Core State Standards (2010) English Language Arts and Mathematics

Linda Dorn & C. Saffos, Interventions at Work: Assisted Writing (2012) Boston, MA: Person

Karin Hess, Learning Progressions Framework Designed for Use with the Common Core State Standards in Mathematics K-12: University of Kentucky (2010)

Sharon Griffin, Learning Trajectories: Number Worlds (2009)