

Kindergarten Report Card Rubric

As per District Policy Regulation 2624, performance levels are used to reflect the pupil's progress towards meeting each Standard. The levels are:

- E - The student is meeting grade level expectations with distinction. Performance is characterized by self-motivation and the ability to apply skills with consistent accuracy and independence, and a high level of quality.
 - 3 - The student is meeting grade level expectations. Performance is characterized by thorough understanding of concepts and skills.
 - 2 - The student is progressing toward grade level expectations. Performance is characterized by the ability to apply skills with increasing success. Performance varies regarding accuracy, quality, and level of support needed.
 - 1 - The students is not meeting grade level expectations. At this time performance does not demonstrate understanding of basic concepts and skills. Performance is inconsistent even with guidance and support.
- NA - Not assessed
- M - The standards for the area indicated have been modified.

Performance in special subject areas (Physical Education and Health, World Language, Art, and Music) will be reported accordingly:

O - Outstanding S+ - Very Good S - Satisfactory N - Needs Improvement

Kindergarten Report Card Rubric

Reading Literature and Informational Text

AREA OF ASSESSMENT: Retells stories using key details with support

RUBRIC	Trimester 1	Trimester 2	Trimester 3
E	Student can independently and consistently retell a <u>familiar story/text</u> using multiple details (including characters and setting).	Student can independently and consistently retell a <u>benchmark text</u> in sequence using multiple details (including characters and setting).	
3	With prompting and support , student can retell <u>2-3</u> details from a <u>familiar story/text</u> .	Student can consistently retell a <u>familiar story/text</u> using <u>multiple</u> details (including characters and setting).	
2	With additional prompting and support , student can retell <u>1-2</u> details from a <u>familiar story/text</u> .	With prompting and support , student can retell 1-2 details from a <u>familiar story/text</u> .	With prompting and support , student can retell <u>2-3</u> details from a <u>benchmark text</u> .
1	With substantial support and prompting student continues to misinterpret a <u>familiar story/text</u> .	With substantial support , student continues to misinterpret a <u>familiar story/text</u> .	With substantial support , student continues to misinterpret a <u>benchmark text</u> .

AREA OF ASSESSMENT: Asks and answers questions about details in a text with support

RUBRIC	Trimester 1	Trimester 2	Trimester 3
E	Student can independently and consistently ask and answer questions about <u>familiar texts</u> read <u>aloud</u> (including the following: who, what, where, when, why, how or main topic, key details).	Student can independently and consistently ask and answer questions about <u>benchmark texts</u> read (including the following: who, what, where, when, why, how or main topic, key details).	
3	With prompting and support , student can consistently <u>answer</u> questions about <u>familiar texts</u> read <u>aloud</u> (including the following: who, what, where, when, why, how or main topic, key details).	With some prompting and support , student can consistently ask and answer questions about <u>familiar texts</u> read <u>aloud</u> (including the following: who, what, where, when, why, how or main topic, key details).	Student can consistently ask and answer questions about <u>benchmark texts</u> read (including the following: who, what, where, when, why, how or main topic, key details).
2	With additional prompting and support , student can <u>answer some</u> questions about <u>familiar texts</u> read <u>aloud</u> .	With prompting and support , student can <u>ask and answer some</u> questions about <u>familiar texts</u> read <u>aloud</u> .	With prompting and support , student can ask and answer some questions about <u>benchmark texts</u> read.
1	With substantial prompting and support student has difficulty answering questions about <u>familiar texts</u> read <u>aloud</u> .	With substantial prompting and support , student can ask and answer some questions about <u>familiar texts</u> read <u>aloud</u> .	With substantial prompting and support , student can ask and answer most questions about <u>familiar texts</u> read <u>aloud</u> .

Kindergarten Report Card Rubric

Foundational Skills: Phonics and Sight Words

AREA OF ASSESSMENT: Recognizes and produces rhyming words

RUBRIC	Trimester 1	Trimester 2	Trimester 3
E	Student can recognize rhyming words orally and within a text. Student can generate multiple words that rhyme.	Student consistently recognizes rhyming words orally and within a text. Student can generate multiple words that rhyme.	Student can independently and consistently recognize rhyming words orally and within a text. Student can generate multiple words that rhyme.
3	Student can recognize a pair of rhyming words and produce an additional word that rhymes.	Student can consistently recognize a pair of rhyming words and produce additional words that rhymes.	
2	With prompting and support , student can recognize a pair of rhyming words and is able to produce an additional word that rhymes.	With support , student can recognize a pair of rhyming words and is able to produce an additional word that rhymes.	Student can recognize a pair of rhyming words and produce an additional word that rhymes.
1	With oral prompting and support , when given three words, student has difficulty identifying the two words that rhyme.	With support , when given three words, student has difficulty identifying the two words that rhyme.	When given three words, student has difficulty identifying the two words that rhyme.

AREA OF ASSESSMENT: Recognizes and names all uppercase and lowercase letters

RUBRIC	Trimester 1	Trimester 2	Trimester 3
E	Student can recognize and name all uppercase and lowercase letters.	Student can consistently recognize and name all uppercase and lowercase letters.	Student can independently and consistently recognize and name all uppercase and lowercase letters.
3	Student can recognize and name uppercase and lowercase letters taught to date .	Student can consistently recognize and name uppercase and lowercase letters taught to date .	Student can consistently recognize and name all uppercase and lowercase letters.
2	Student can recognize and name more than half of the uppercase and lowercase letters taught to date .		Student can recognize and name more than half of all uppercase and lowercase letters.
1	Student can recognize and name less than half of the upper and lower case taught to date .		Student can recognize and name less than half of all uppercase and lowercase letters.

Kindergarten Report Card Rubric

Foundational Skills: Phonics and Sight Words

AREA OF ASSESSMENT: Produces the primary sound for each consonant

RUBRIC	Trimester 1	Trimester 2	Trimester 3
E	Student can identify the primary sound for all consonants. (b,c,d,f,g,h,j,k,l,m,n,p,q,r,s,t,v,w,x,y,z)		Student can independently and consistently identify the primary sound for all consonants. (b,c,d,f,g,h,j,k,l,m,n,p,q,r,s,t,v,w,x,y,z)
3	Student can identify the primary sound of the consonants taught to date .		Student can consistently identify the primary sound for all consonants .
2	Student can identify the primary sound of more than half of the consonants taught to date .		Student can identify the primary sound of more than half of all consonants.
1	Student can identify the primary sound of less than half of the consonants taught to date .		

AREA OF ASSESSMENT: Reads sight words and high-frequency words

RUBRIC	Trimester 1	Trimester 2	Trimester 3
E	Student can recognize all kindergarten sight words and high-frequency words and reads them consistently within text and with automaticity.		Student can recognize all kindergarten sight words and high-frequency words and reads them consistently within text and with automaticity. <u>Student also consistently transfers all sight words correctly into writing.</u>
3	Student can recognize all sight words and high-frequency words taught to date with automaticity.	Student can recognize all sight words and high-frequency words taught to date and reads them within text and with automaticity.	Student can recognize all kindergarten sight words and high-frequency words and reads them consistently within text and with automaticity.
2	Student can recognize more than half of sight words and high-frequency words taught to date with automaticity.		Student can recognize more than half of all kindergarten sight words and high-frequency words with automaticity.
1	Student can recognize less than half of sight words and high-frequency words taught to date with automaticity.		Student can recognize less than half of all kindergarten sight words and high-frequency words with automaticity.

Kindergarten Report Card Rubric

Language and Writing

AREA OF ASSESSMENT: Uses a combination of drawing, dictating, and writing to compose opinion, informative, and narrative pieces

RUBRIC	Trimester 1	Trimester 2	Trimester 3
E	Student can draw a detailed picture and uses letters to represent the beginning and ending sounds in words when writing narrative pieces.	Student can draw a detailed picture and consistently uses the correct letters to represent the beginning, middle and ending sounds in words. Student can write a complete sentence. Student is able to reread back all written work. (narrative and informational pieces)	Student can draw a detailed picture and consistently uses the correct letters to represent the beginning, middle and ending sounds in words. Student can consistently write multiple sentences on the same topic. Student can reread back all written work. (narrative, informational, and opinion pieces)
3	Student can draw a recognizable picture and uses letters to represent the beginning sounds in words when writing narrative pieces.	Student can draw a recognizable picture and uses letters to represent the beginning and ending sounds in words. Student can construct a simple sentence. Student can reread back all written work. (narrative and informational pieces)	Student can draw a detailed picture and consistently use the correct letters to represent the beginning, middle and ending sounds in words. Student can consistently write a complete sentence. Student can reread back all written work. (narrative, informational, and opinion pieces)
2	Student can draw a recognizable picture with labels when writing narrative pieces.	Student can draw a recognizable picture and use letters to represent the beginning sounds in words. (narrative and informational pieces)	Student can draw a recognizable picture and use letters to represent the beginning and ending sounds in words. Student can construct a simple sentence. (narrative, informational, and opinion pieces)
1	Student can create a picture and verbally describe it. Picture may or may not be recognizable to others. Student has difficulty labelling when writing narrative pieces.	Student can draw a recognizable picture, label, and use letter strings. (narrative and informational pieces)	Student can draw a recognizable picture and use letters to represent the beginning sounds in words. (narrative, informational, and opinion pieces)

Conventions of Standard English

AREA OF ASSESSMENT: Prints upper and lowercase letters

RUBRIC	Trimester 1	Trimester 2	Trimester 3
E	Student can neatly and legibly write all uppercase and lowercase letters of the alphabet.	Student can neatly and legibly write all uppercase and lowercase letters of the alphabet. Student consistently applies correct letter formation in independent writing.	Student can write all upper and lowercase letters of the alphabet. Student has difficulty applying correct letter formation in independent writing.
3	Student can write uppercase and lowercase letters of the alphabet taught to date .	Student can write uppercase and lowercase letters of the alphabet taught to date .	Student can write all upper and lowercase letters of the alphabet. Student has difficulty applying correct letter formation in independent writing.
2	Student can copy uppercase and lowercase letters taught to date .	Student can copy uppercase and lowercase letters taught to date .	Student can copy all uppercase and lowercase letters of the alphabet.
1	Student can trace uppercase and lowercase letters taught to date .	Student can trace uppercase and lowercase letters taught to date .	Student can trace all uppercase and lowercase letters of the alphabet.

Kindergarten Report Card Rubric

Conventions of Standard English

AREA OF ASSESSMENT: Capitalizes the first word in a sentence and the pronoun "I"

RUBRIC	Trimester 1	Trimester 2	Trimester 3
E			Student can capitalize consistently in writing.
3			Student can capitalize frequently in writing
2			Student can capitalize occasionally in writing.
1			With prompting and support , student can capitalize in writing.

AREA OF ASSESSMENT: Spells simple words phonetically

* CVC Words - consonant, vowel, consonant - (c-a-t, d-o-g, r-a-n)

RUBRIC	Trimester 1	Trimester 2	Trimester 3
E		Student can write words consistently using the correct letters to represent the beginning, middle, and ending sounds (CVC words*).	Student can write words consistently using the correct letters to represent the beginning, middle, and ending sounds (CVC words) and attempts to write multi-syllabic words.
3		Student can to write words using letters to represent the beginning and ending sounds.	Student can write words consistently using the correct letters to represent the beginning, middle, and ending sounds (CVC words) and has difficulty to writing multi-syllabic words
2		Student can write words using letters to represent the beginning sound.	Student can write words using letters to represent the beginning and ending sounds.
1		Student can use random letters or symbols to write words. Letters may or may not include the sounds heard in the words.	Student can write words using letters to represent the beginning sound.

Kindergarten Report Card Rubric

Speaking and Listening

AREA OF ASSESSMENT: Expresses thoughts, feelings, and ideas clearly

RUBRIC	Trimester 1	Trimester 2	Trimester 3
E	Student can express information about familiar persons, places, and objects, or experiences to answer a question clearly. Student can communicate personal experiences with details and in sequential order. Student can describe his/her feelings as well as peers effectively.		
3	Student can express information about familiar persons, places, and objects, or experiences to answer a question clearly. Student can communicate some personal experiences with details. Student can describe his /her feelings.		
2	Student can express information about familiar persons, places and objects, or experiences to answer a question with some misinterpretation . Student can communicate some personal experiences with teacher support . Student requires modeling and support to describe his/her feelings.		
1	Students requires teacher/parent support to express information about familiar persons, places and objects, or experiences to answer a question. Student requires modeling and support to communicate personal experiences.. Student requires modeling and visual aids to describe his/her feelings.		

AREA OF ASSESSMENT: Follows classroom rules for discussion

RUBRIC	Trimester 1	Trimester 2	Trimester 3
E	Student is an active participant . Student offers/shares insightful and reflective ideas. Student initiates conversations and demonstrates higher level thinking . Student listens to peers while they are speaking. Student acts as a role model for making meaningful contributions to discussions.		
3	Student can express his/herself clearly. Student contributes information that is relevant and stays on topic with supporting details / evidence. Student can generate questions for peers/teachers. Student listens to peers while they are speaking.		
2	Student can express him/herself when called upon by the teacher. Student contributes information that is somewhat relevant to the discussion and tends to go “off” topic.		
1	Student is reluctant to express him/herself. Student requires teacher support and modeling to contribute information and stay “on” topic.		

Kindergarten Report Card Rubric

Counting and Cardinality

AREA OF ASSESSMENT: Writes numbers from 0 to 20

RUBRIC		Trimester 1	Trimester 2	Trimester 3
E	Student can consistently and independently write numbers . . .	. . . beyond 10.	. . . beyond 20.	. . . beyond 20.
3	Student can consistently and independently write numbers . . .	. . . from 0 to 10.	. . . from 0 to 20.	. . . from 0 to 20.
2	Student can copy numbers . . .	. . . from 0 to 10.	. . . from 0 to 20.	. . . from 0 to 20.
1	Student can trace numbers . . .	. . . from 0 to 10.	. . . from 0 to 20.	. . . from 0 to 20.

AREA OF ASSESSMENT: Count to tell the number of objects

RUBRIC		Trimester 1	Trimester 2	Trimester 3
E	When given a collection of ____ or more objects, student can consistently demonstrate one to one correspondence in counting objects and identify the correct number of objects.	15	25	25
3	When given a collection of up to ____ objects, student can consistently count objects with one to one correspondence and identify the correct number of objects.	10	20	20
2	With support and prompting , student can count a collection of up to ____ objects with one to one correspondence and may/may not identify the correct number of objects.	10	20	20
1	With support and prompting , student can count a collection of less than ____ objects and may/may not identify the correct number of objects.	10	20	20

AREA OF ASSESSMENT: Compares numbers

RUBRIC	Trimester 1	Trimester 2	Trimester 3
E	Student can identify whether the number of objects in a group is greater than/less than, or equal to the number of objects in another group (group size more than 10).	Student can identify whether the number of objects in a group is greater than/less than the number of objects in another group and by how many (group size more than 20).	Student can identify whether the number of objects in a group is greater than/less than the number of objects in another group and by how many (group size more than 20).
3	Student can identify whether the number of objects in a group is greater than/less than, or equal to the number of objects in another group (group size to 10).	Student can identify whether the number of objects in a group is greater than/less than, or equal to the number of objects in another group (group size to 20).	Student can identify whether the number of objects in a group is greater than/less than, or equal to the number of objects in another group (group size to 20).
2	With prompting and support , student can compare the number of objects in two groups, identify equal quantities, but has difficulty identifying greater/less than (group size to 10).	With prompting and support student can compare the number of objects in two groups, identify some equal quantities, & some quantities that are greater/less than (group size to 15).	With prompting and support student can compare the number of objects in two groups, identify some equal quantities, & some quantities that are greater/less than (group size to 15).
1	With consistent prompting and support , student has difficulty comparing the number of objects in two groups, identifying equal quantities, and identifying greater/less than.	With consistent prompting & support , student has difficulty comparing the number of objects in 2 groups, identifying equal quantities, and identifying greater/less than.	With consistent prompting & support , student has difficulty comparing the number of objects in 2 groups, identifying equal quantities, and identifying greater/less than.

Kindergarten Report Card Rubric

Counting and Cardinality

AREA OF ASSESSMENT: Counts by ones and tens to 100

RUBRIC	Trimester 1	Trimester 2	Trimester 3
E			Student can consistently and independently count beyond 100 by tens and ones.
3			Student can consistently count to 100 by tens and ones.
2			With prompting and support , student can count to 100 by tens and ones.
1			With teacher assistance , student can practice counting to 100 by tens and ones.

Operations and Algebraic Thinking

AREA OF ASSESSMENT: Understand addition as putting together and adding to & subtraction as taking apart and taking from

RUBRIC	Trimester 1	Trimester 2	Trimester 3
E		Student can consistently represent addition/subtraction with objects, fingers, mental images, drawings, sounds (e.g. claps), acting out situations, verbal expressions, or equations beyond 10 or fluently without objects, etc. to 10 .	Student can consistently represent addition/subtraction with objects, fingers, mental images, drawings, sounds (e.g. claps), acting out situations, verbal expressions, or equations beyond 15 or fluently without objects, etc. to 15 .
3		Student can consistently represent addition/subtraction with objects, fingers, mental images, drawings, sounds (e.g. claps), acting out situations, verbal expressions, or equations to 5 .	Student can consistently represent addition /subtraction with objects, fingers, mental images, drawings, sounds (e.g. claps), acting out situations, verbal expressions, or equations to 10 and fluently without objects, etc. to 5 .
2		Student begins to represent addition/subtraction with objects, fingers, mental images, drawings, sounds (e.g. claps), acting out situations, verbal expressions, or equations to 5 .	Student begins to represent addition/subtraction with objects, fingers, mental images, drawings, sounds (e.g. claps), acting out situations, verbal expressions, or equations to 10 .

Kindergarten Report Card Rubric

1		Student requires teacher support to represent addition/subtraction with objects, fingers, mental images, drawings, sounds (e.g. claps), acting out situations, verbal expressions, or equations.
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Numbers and Operations in Base Ten

AREA OF ASSESSMENT: Composes and decomposes numbers from 11 to 19 into tens and ones

RUBRIC	Trimester 1	Trimester 2	Trimester 3
E			Student can consistently compose and decompose numbers above 19 using more than one approach, i.e. using objects, drawings, and equations.
3			Student can consistently compose and decompose numbers from 11 to 19 using objects, drawings, or equations.
2			With support , student begins to use objects or drawings to compose and decompose numbers up to 11 , using objects, drawings, or equations.
1			Student requires teacher support to demonstrate some understanding and needs prompting to compose and decompose numbers below 11 .

Measurement and Data

AREA OF ASSESSMENT: Describe and compare measurable attributes (shorter, longer, taller, heavier, lighter)

RUBRIC	Trimester 1	Trimester 2	Trimester 3
E	Student can consistently and independently describe and compare measurable attributes (using shorter, longer, taller, heavier, lighter), for more than 2 objects.		
3	Student can consistently describe and compare measurable attributes (using shorter, longer, taller, heavier, lighter) between 2 objects.		

Kindergarten Report Card Rubric

2	With prompting and support , student can describe and compare measurable attributes (using shorter, longer, taller, heavier, lighter) between 2 objects.
1	With prompting and support , student can describe <u>or</u> compare measurable attributes (using shorter, longer, taller, heavier, lighter), between 2 objects.

Geometry

AREA OF ASSESSMENT: Identify & describe shapes: circle, square, rectangle, hexagon, triangle, sphere, cone, cube, sphere

RUBRIC	Trimester 1	Trimester 2	Trimester 3
E		Student can consistently identify all shapes listed above, describe the shape's relative position using terms such as above, below, beside, in front of, behind, and next to; describe all the distinguishing characteristics of the shape, and apply concepts to trapezoids, rhombuses, prisms, pyramids, and additional shapes not previously learned in class.	
3		Student can consistently identify all shapes listed above, describe all of the distinguishing characteristics of the shape, and describe the shape's relative position using terms such as above, below, beside, in front of, behind, and next to.	
2		Student can consistently identify 4 to 8 of the shapes listed above, can describe some of the distinguishing characteristics of the shape, and the shape's relative position using some of the terms such as above, below, beside, in front of, behind, and next to.	
1		Student can identify fewer than 4 of the shapes listed above, describe some of the distinguishing characteristics, and inconsistently describe the shape's relative position.	

AREA OF ASSESSMENT: Analyze (explain) and compare the similarities and differences between 2D and 3D shapes

RUBRIC	Trimester 1	Trimester 2	Trimester 3
E		Student can consistently and independently analyze and compare/contrast two- and three-dimensional shapes using more formal language to describe their similarities, differences, and other attributes.	

Kindergarten Report Card Rubric

3		Student can consistently analyze and compare two- and three-dimensional shapes using informal language to describe their similarities, differences, and other attributes.
2		With prompting and support , student can analyze and compare two- and three-dimensional shapes using informal language to describe their similarities, differences, and other attributes.
1		Student has a limited understanding of attributes and relationships of two- and three-dimensional shapes.

Science

With 2017-2018 being the first year of implementation of the NJ Student Learning Standards for Science/Next Generation Science Standards at the elementary level, the report card indicators for science have been written with more detail already provided in them and with the majority of content indicators being taught during one or two trimesters. Based on teacher experience implementing and assessing student progress toward accomplishing these standards this year, rubrics to further outline expectations in science may be established for 2018-2019 as appropriate.

Social Studies

AREA OF ASSESSMENT: Explains that a responsibility is something you must or should do

RUBRIC	Trimester 1	Trimester 2	Trimester 3
E	Student can explain that a responsibility is something you must or should do and provides multiple examples.		
3	Student can explain that a responsibility is something you must or should do.		
2	With prompting and support , student can explain that a responsibility is something you must or should do.		
1	With prompting and support , student has difficulty explaining that a responsibility is something you must or should do.		

AREA OF ASSESSMENT: Identifies the difference between needs and wants

RUBRIC	Trimester 1	Trimester 2	Trimester 3
E		Student can identify the difference between needs and wants and provides multiple examples.	
3		Student can identify the difference between needs and wants.	
2		With prompting and support , student can identify the difference between needs and wants.	
1		With prompting and support , student has difficulty identifying the difference between needs and wants.	

AREA OF ASSESSMENT: Demonstrates knowledge of where one lives

Kindergarten Report Card Rubric

RUBRIC	Trimester 1	Trimester 2	Trimester 3
E			Student can demonstrate knowledge of where one lives by country, state, town and street address.
3			Student can demonstrate knowledge of where one lives by country, state, and town.
2			With prompting and support , student can demonstrate knowledge of at least 2 of the following: country, state, or town.
1			With prompting and support , student can demonstrate knowledge of at least 1 of of the following: country, state, or town.