



3+ = Exceeds the standard – in addition applications and inferences beyond expectations

Standard	3 Meets the Standard Consistently	2 Progressing Toward Meeting the Standard	1 Limited Progress or Does Not Meet the Standard
Counting and Cardinality			
Counts to 100 by ones and by tens. K.CC.1	Accurately and consistently counts to 100 by ones AND by tens	Accurately and consistently counts to a number greater than 50 but less than 100 by ones AND/OR counts to 100 by tens	Counts to numbers less than 50 by ones or by tens, or does not count in sequence, or is not able to count
	3 + = Makes applications and inferences beyond expectations; for example, accurately and consistently counts beyond 100 by ones AND by tens, or counts to 100 by twos or by fives		
Writes numbers from 0 to 20 to represent a number of objects. K.CC.3	Accurately and consistently writes numbers from 0 to 20 to represent a number of objects	Accurately and consistently writes numbers from 0 to 10 to represent a number of objects	Inconsistently writes numbers from 0 to 10 to represent a number of objects
Counts objects in different arrangements. K.CC.5	Accurately and consistently counts up to 20 objects arranged in a variety of patterns (rectangular array, line, AND circle), AND up to 10 objects scattered, AND if given a number from 1 – 20, can count out that many objects	Accurately and consistently counts 10 - 20 objects arranged in at least one pattern (rectangular array, line, OR circle), OR up to 10 objects scattered; AND if given a number from 1 – 10, can count out that many objects	Inconsistently counts objects in a variety of patterns AND/OR inconsistently counts out a given number of objects from 1 - 10
	3 + = Makes applications and inferences beyond expectations; for example, accurately and consistently counts more than 20 objects arranged in a variety of patterns, including scattered, AND if given a number more than 20, can count out that many objects		
Compare groups of objects using “greater than,” “less than,” or “equal to.” K.CC.6	Accurately and consistently compares AND/OR creates sets to show greater than, less than, and equal to	Accurately and consistently compares AND/OR creates sets using two of the three comparisons (greater than, less than, or equal to)	Compares AND/OR creates sets using only one comparison (greater than, less than, or equal to) OR does not compare sets
Operations and Algebraic Thinking			
Represents addition and subtraction with objects, drawings, explanations, or equations. K.OA.1	Accurately and consistently represents addition AND subtraction within 10 using objects, drawings, explanations, or equations	Accurately and consistently represents addition OR subtraction within 10 using objects, drawings, explanations, or equations	Inconsistently represents the concepts of addition AND subtraction, OR does not represent the concepts
Solves addition and subtraction word problems within 10 using objects or drawings. K.OA.2	Accurately and consistently solves addition AND subtraction word problems within 10 using objects or drawings to represent the problem	Accurately and consistently solves addition OR subtraction word problems within 10 using objects or drawings to represent the problem	Inconsistently solves word problem with addition AND subtraction, OR does not solve word problems
Put together and take apart two numbers that equal 10 or less. K.OA.3, 4	Composes and decomposes all numbers up to 10 using objects or drawings, and records their work with drawings and/or equations	Composes and decomposes some but not all numbers up to 10 using objects or drawings, and records their work with drawings and/or equations	Does not demonstrate understanding of the concept of composing and decomposing numbers
Fluently adds and subtracts within 5. K.OA.5	Accurately and consistently demonstrates addition and subtraction of all of the number combinations within 5, using objects, drawings, or mental math strategies	Demonstrates addition and subtraction of some of the number combinations within 5, using objects, drawings, or mental math strategies	Does not demonstrate understanding of addition or subtraction of number combinations within 5



3+ = Exceeds the standard – in addition applications and inferences beyond expectations

		3 + = Makes applications and inferences beyond expectations; for example, accurately and consistently demonstrates addition and subtraction of all of the number combinations within 10, using objects, drawings, or mental math strategies		
Number and Operations in Base Ten				
Composes and decomposes numbers from 11 – 19 into a ten and ones. K.NBT.1	Accurately and consistently composes and decomposes ALL numbers 11 – 19 and records each composition or decomposition by a drawing or an equation	Accurately and consistently composes and decomposes SOME numbers 11 – 19 and begins to record each composition or decomposition by a drawing or an equation	Does not demonstrate understanding of composing and decomposing numbers into a ten and some ones	
	3 + = Makes applications and inferences beyond expectations; for example, accurately and consistently composes and decomposes ALL numbers 11 - 29 and records each composition or decomposition by a drawing or an equation			
Measurement and Data				
Compares two objects with measurable attributes. K.MD.2	Accurately and consistently compares objects using a variety of measurable attributes and describes the comparison (length, height, weight, and capacity)	Accurately and consistently compares objects using some measurable attributes and describes the comparison (length, height, weight, or capacity)	Does not demonstrate understanding of comparing measurable attributes	
Classifies, sorts, and counts objects into given categories. K.MD.3	Accurately and consistently classifies, sorts, and counts 10 or fewer objects into given categories	Inconsistently classifies, sorts, and counts 10 or fewer objects into given categories	Does not demonstrate understanding of classifying, sorting, or counting objects into a given category	
	3 + = Makes applications and inferences beyond expectations; for example, accurately and consistently classifies, sorts, and counts 10 or fewer objects into given categories, AND makes correct observations to compare the quantities of the sets based on the results			
Geometry				
Describes objects using the terms above, below, beside, in front of, behind, and next to. K.G.1	Accurately and consistently describes objects using the names of the shapes and ALL OF the relative positions (above, below, beside, in front of, behind, and next to)			
Correctly names 2-D (flat) and 3-D (solid) shapes. (Shapes include squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres.) K.G.2	Accurately and consistently names ALL nine 2-D and 3-D shapes regardless of their orientation or overall size			
Compares shapes to describe their similarities and differences. K.G.4	Accurately and consistently analyzes and compares 2-D and 3-D shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts, and other attributes	Begins to analyze and compare 2-D and 3-D shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts, and other attributes	Does not analyze or compare 2-D and 3-D shapes	



Kindergarten Standards Based Parent Report Card Rubric

QUARTER 3
ELA
pg. 3

3+ = Exceeds the standard – in addition applications and inferences beyond expectations

Standard	3 Meets the Standard Consistently	2 Progressing Toward Meeting the Standard	1 Limited Progress or Does Not Meet the Standard
Reading Foundational			
Recognizes and names all upper and lowercase letters. RF1d	Recognizes and names all 52 upper and lowercase letters.	Recognizes and names a combination of 26-51 upper and lowercase letters.	Recognizes and names a combination of 0-25 upper and lowercase letters.
Demonstrates understanding of basic features of print. RF1	Consistently demonstrates tracking text from left to right, top to bottom, and page by page (e.g. by pointing, touching each word, sweeping hand across and down the page, or turning to the next page).	Tracks text from left to right OR top to bottom, but not both.	Does not track text from left to right or top to bottom.
Recognizes and produces rhyming words. RF2a	Consistently recognizes rhyming words AND produces rhyming words in response to an oral prompt.	Recognizes some rhyming words OR produces some rhyming words in response to oral prompts.	Does not recognize or produce rhyming words in response to an oral prompt.
Blends and segments onsets (beginning sound) and rimes (chunks) of single-syllable spoken words. (examples: b-ed, h-ot, p-it, c-ut) RF2c	Consistently blends and segments onsets and rimes of single syllable spoken words.	Inconsistently blends or segments onsets and rimes of single syllable spoken words.	Does not blend or segment onsets and rimes of single syllable spoken words.
Isolates and pronounces all sounds in CVC words. RF2d	Consistently pronounces beginning, medial, and final phonemes in three-phoneme words.	Identifies initial and ending sounds in spoken words.	Does not identify sounds in spoken words OR identifies some initial sounds in spoken words.
Produces sounds for letters. RF3 a, b	Consistently produces one sound for each of the taught consonants and short vowels.	Inconsistently produces one sound for each of the taught consonants and short vowels.	Limited production of sounds for the taught consonants and vowels.
Reads kindergarten sight words. RF4	Reads the Next Steps in Guided Reading sight words accurately: *30 sight words	Reads the Next Steps in Guided Reading sight words accurately: *20-29 sight words	Reads the Next Steps in Guided Reading sight words accurately: *1-28 sight words
Reads emergent-reader texts with purpose and understanding. RF4	Reads an instructional level C or higher.	Reads an instructional level B.	Reads a Level pre-A or A.
3+ (exceeds) = Reads a Level E or higher.			



Kindergarten Standards Based Parent Report Card Rubric

QUARTER 3

ELA

pg. 4

3+ = Exceeds the standard – in addition applications and inferences beyond expectations

Standard	3 Meets the Standard Consistently	2 Progressing Toward Meeting the Standard	1 Limited Progress or Does Not Meet the Standard
Reading Literary and Informational			
Identifies characters, settings, and major events in a story. RL3	With prompting and support, consistently identifies characters, settings, and major events in a story.	With prompting and support, inconsistently identifies characters, settings, and major events in a story.	With prompting and support, does not identify characters, settings, and major events in a story.
Retells familiar stories including key details. RL2	With prompting and support, consistently can retell the story.	With prompting and support, inconsistently retells the story.	Cannot put the pictures in order and cannot retell the story.
Identifies the main topic and retells key details of an informational text. RI3	With prompting and support, consistently identifies the main topic and retells key details of a text.	With prompting and support, is able to identify the main topic OR retells the details of the text.	With prompting and support, does not identify the main topic or retell details of a text.
Speaking and Listening			
Ask and answer questions in order to seek help, get information, or clarify something that is not understood. (SL3)	Consistently asks <u>and</u> answers questions to seek help, get information, and clarify misunderstandings.	Sometimes asks <u>and</u> answers questions to seek help, get information, and clarify misunderstandings.	Rarely asks <u>and</u> answers questions to seek help, get information, and clarify misunderstandings.
Speak audibly and express thoughts, feelings, and ideas clearly. (SL6)	Consistently uses language to orally express thoughts, feeling and ideas <u>clearly</u> .	Sometimes uses language to orally express thoughts, feeling and ideas <u>clearly</u> .	Rarely uses language to orally express thoughts, feeling and ideas <u>clearly</u> .
Writing			
W2: Draws, dictates, and writes to compose informative/explanatory pieces.	Consistently uses a combination of drawing, dictating, and writing to compose an informative/explanatory piece.	Uses drawing and dictating to compose an informative/explanatory piece.	Draws a picture to compose an informative/explanatory piece.
Prints upper- and lowercase letters. L1a	Consistently prints ALL upper- and lowercase letters.	Inconsistently prints a combination of upper and lowercase letters.	Does not print a combination of upper and lowercase letters.
Spells simple words phonetically, drawing on knowledge of sound-letter relationships. L2d	Consistently spells CVC words using the taught consonants and vowels.	Inconsistently spells CVC words using the taught consonants and vowels.	Limited spelling of CVC words using the taught consonant and vowels.