Grade Level: **Kindergarten-ELA & Math Rubric**

Indicators of Performance Based on End-of-Year Expectations Key

B	Beginning to Develop the Standard	The student shows **basic** understanding of concepts/skills and applies them **with guidance and support from adults.**
P	Progressing Toward the Standard	The student shows **increased** understanding of concepts/skills and applies them **with guidance and support from adults.**
A	Approaching the Standard	The student shows **near-complete** understanding of concepts/skills and applies them **with increased accuracy and independence.**
M	Meeting the Standard	The student shows **thorough** understanding of concepts/skills and **consistently applies them with accuracy and independence.**
E	Exceeding the Standard	The student **independently extends** concepts/skills and **consistently works beyond grade–level standards.**
*		Standards not addressed this term.

English Language Arts

Reading

	Standard	Exceeding	Meeting	Approaching	Progressing	Beginning
3	Recognizes common types of text (storybooks, poems, etc.) KE 17	Not applicable	Can explain why a story is fiction/non-fiction using more than one strategy (ie. *the characters are cartoons, the setting is a pretend place…)* Can identify a story vs. a poem	Can explain why a story is fiction/non-fiction using one strategy	Can point to a fictional and a non-fictional story, but needs support to explain the difference between the two.	Limited understanding of this concept Requires adult support to recognize.
2	Defines the role of author and illustrator when listening to stories	Not applicable	Defines the role of author and illustrator	Defines the role of author or illustrator	Confuses the role of author and illustrator	Limited understanding of these concepts

	Standard	Exceeding	Meeting	Approaching	Progressing	Beginning
1	Recognizes and produces rhyming words	Not applicable	Recognizes and produces rhyming words with no errors	Recognizes and produces rhyming words with 1-2 errors	Recognizes and produces rhyming words with 3-4 errors	Limited understanding of the concept Requires adult support to recognize and produce rhyming words
1	Recognizes and names all lowercase letters	Not applicable	Identifies all lowercase letters with automaticity	Identifies all lowercase letters with 1-3 errors	Identifies all lowercase letters with 4-6 errors	Identifies all lowercase letters with more than 6 errors
2	Recognizes and names all uppercase letters	Not applicable	Recognizes and names uppercase letters	Identifies all uppercase letters with 1-3 errors	Identifies all uppercase letters with 4-6 errors	Identifies all uppercase letters with more than 6 errors
1	Recognizes letter-sound matches for consonants	Not applicable	Identifies the sound each consonant letter makes with no errors	Identifies the sound each consonant letter makes with 1-3 errors	Identifies the sound each consonant letter makes with 4-6 errors	Identifies the sound each consonant letter makes with more than 6 errors
2	Recognizes letter-sound match for long and short vowels	Not applicable	Identifies the sound each vowel letter makes with no errors	Identifies the sound each short or long vowel makes with 1-2 errors	Identifies the sound each short or long vowel makes with 3-4 errors	Identifies the sound each short or long vowel makes with more than 4 errors
1	Isolates and produces initial sounds of a word.	Not applicable	Independently isolates and produces initial sounds in one-syllable words with no errors	Isolates and produces initial sounds in words with 1-2 errors	Isolates and produces initial sounds in words with 3-4 errors	Limited understanding of the concept Requires adult support to isolate sound
2	Isolates and produces final sounds of a word.	Not applicable	Independently isolates and produces final sounds in one-syllable words with no errors	Isolates and produces final sounds in words with 1-2 errors	Isolates and produces final sounds in words with 3-4 errors	Limited understanding of the concept Requires adult support to isolate sound
2	Isolates and produces medial sounds of a word	Not applicable	Independently isolates and produces medial sounds with no errors	Isolates and produces medial sounds in words with 1-2 errors	Isolates and produces medial sounds in words with 3-4 errors	Limited understanding of the concept Requires adult support to isolate the sound
2	Segments CVC words	Not applicable	Segments CVC words into three sounds	Segments CVC words into two sounds	Segments words but sounds are inaccurate	Limited understanding of the concept Requires adult support to segment the sounds
3	Blends CVC words	Not applicable	Combines initial, medial and ending sounds to blend a word	Combines 1-2 sounds in an attempt to blend a word	Combines 1-2 sounds, but sounds are inaccurate	Limited understanding of the concept Requires adult support to

	Standard	Exceeding	Meeting	Approaching	Progressing	Beginning
						blend the sounds
2	Counts, blends and segments syllables in spoken words	Not applicable	Counts, blends and segments syllables in spoken words with no errors	Counts, blends and segments syllables in spoken words with 1-2 errors	Counts, blends and segments syllables in spoken words with 3-4 errors	Counts, blends and segments syllables in spoken words with 4 or more errors
3	Reads common high-frequency words by sight	Not applicable	Reads all common high-frequency words by sight with no errors	Reads common high-frequency words by sight with 1-5 errors	Reads common high-frequency words by sight with 6-12 errors	Reads common high-frequency words by sight with 13 or more errors
1	Demonstrates understanding of organization and basic features of print/books	Not applicable	Demonstrates that we read books from front to back, left-to-right, top to bottom; identifies front cover, back cover, title page and knows the difference between a letter/ word/sentence	Demonstrates that we read books from front to back, left-to-right, top to bottom; identifies front cover, back cover, title page and knows the difference between a letter/ word/sentence with 1-2 errors	Demonstrates that we read books from front to back, left-to-right, top to bottom; identifies front cover, back cover, title page and knows the difference between a letter/ word/sentence with 3-4 errors	Demonstrates that we read books from front to back, left-to-right, top to bottom; identifies front cover, back cover, title page and knows the difference between a letter/ word/sentence with 4 or more errors.

Writing

	Standard	Exceeding	Meeting	Approaching	Progressing	Beginning
1-drawing 2-dictating 3-writing	Uses a combination of drawing, dictating and writing to express ideas in narrative, informative/explanatory and opinion pieces (Writing)	Not applicable	Uses a combination of drawing, dictating and writing to express ideas in all 3 text types; narrative, informative/explanatory and opinion pieces	Uses a combination of drawing, dictating and writing to express ideas in 2 text types; narrative, informative/explanatory and opinion pieces	Uses a combination of drawing, dictating and writing to express ideas in 1 text type; narrative, informative/explanatory and opinion pieces	Needs consistent support for drawing, dictating and writing to express his/her ideas in all types of writing assignments.

Speaking and Listening

	Standard	Exceeding	Meeting	Approaching	Progressing	Beginning
1	Contributes to class discussions using agreed-upon rules (raising one's hand, waiting one's turn, speaking one at a	Contributes regularly to class discussions and can make connections across the curriculum. Child consistently follows agreed-upon	Contributes regularly to class discussions and the answers are related to the topic. Child follows agreed-	Contributes regularly to class discussions and the answers are related to the topic. Child sometimes follows	Occasionally contributes to class discussions. Answers are sometimes related to topic. Child sometimes follows agreed-upon rules	Not yet able to or unwilling to participate in class discussions

	time).	rules	upon rules when participating	agreed-upon rules when participating		
1	Shares ideas orally	Shares in-depth ideas. Ideas make connections across to the curriculum	Regularly shares ideas and ideas are appropriate and related to the topic	Regularly shares ideas and ideas are appropriate, but not always related to the topic	Occasionally shares ideas. Ideas are sometimes related to topic	Not yet able or unwilling to share ideas

Language Standards

	Standard	**Exceeding**	**Meeting**	**Approaching**	**Progressing**	**Beginning**
2	Prints many upper and lowercase letters with correct motor pattern (KE 25)	Prints all 52 upper and lowercase letters with correct motor pattern	Prints 21-25 uppercase letters with correct motor pattern and prints 21-25 lowercase letters with correct motor pattern	Prints 15-20 uppercase letters with correct motor pattern and prints 15-20 lowercase letters with correct motor pattern	Prints 10-14 uppercase letters with correct motor pattern and prints 10-14 lowercase letters with correct motor pattern	Less than 10 printed with correct motor pattern.
2	Recognizes and names end punctuation (KE 26)	Not applicable	Recognizes and names end punctuation; question mark, exclamation point and period	Recognizes and names 2 out of 3 end punctuation marks; question mark, exclamation point and period	Recognizes and names 1 out of 3 end punctuation marks; question mark, exclamation point and period	Limited understanding of the concept of punctuation
3	Writes simple sentences beginning with a capital and ending with a period and using the pronoun I (KE 27)	Not applicable	Writes simple sentences beginning with a capital and ending with a period and using the pronoun I	Writes simple sentences beginning with a capital and ending with a period and using the pronoun I with a visual model	Writes simple sentences beginning with a capital and ending with a period and using the pronoun I with a visual model and guided support	Not yet writing sentences
2	Writes a letter or letters for most consonant and short-vowel sounds (KE 35)	Writes a letter or letters for all consonant and short-vowel sounds	Writes a letter or letters for most (20-25) consonant and short-vowel sounds	Writes a letter or letters for some (15-19) consonant and short-vowel sounds	Writes a letter or letters for half of (10-14) consonant and short-vowel sounds	Writes a letter or letters for few (9 or less) consonant and short-vowel sounds
3	Spells simple words phonetically, drawing on knowledge of letter-sound relationships (KE 22)	Not applicable	Spells simple words phonetically, drawing on knowledge of letter-sound relationships with no errors	Spells simple words phonetically, drawing on knowledge of letter-sound relationships with 1-2 errors	Spells simple words phonetically, drawing on knowledge of letter-sound relationships with 3-4 errors	Spells simple words phonetically, drawing on knowledge of letter-sound relationships with 4 or more errors

Grade Level: **Kindergarten – Math**

	Standard	Exceeding	Meeting	Approaching	Progressing	Beginning
Counting and Cardinality						
1	Counts to 100 by ones starting with 1 and numbers other than 1 (K.CC.1 and K.CC.2)	Counts higher than 100 by ones starting with 1 and numbers other than 1	Counts to 100 by ones starting with 1 and numbers other than 1	Counts to 100 with 1-2 errors and/or requires transitional number support (ie. 30, 40, 50)	Counts to 100 with 3-5 errors and/or requires transitional number support (ie. 30, 40, 50) or teen number support (ie. 13, 14, 15)	Difficulty counting sequentially
1	Counts to 100 by tens (K.CC.1)	Counts higher than 100 by tens	Counts to 100 by tens	Counts to 100 by tens with 1-2 errors.	Counts to 100 by tens with 3-4 errors.	Limited understanding of this concept; counts to 100 by tens with more than 5 errors.
1	Writes numbers 0-9 using correct motor pattern (K.CC.3)	Not applicable	Writes numbers 0-9 using correct motor pattern	Writes numbers 0-9 using correct motor pattern with 1-2 errors (including reversals) and/or requires a visual model to write numbers.	Writes numbers 0-9 using correct motor pattern with 3-4 errors (including reversals) and/or requires a visual model to write numbers.	Writes numbers 0-9 using correct motor pattern with more than 5 errors (including reversals).
2	Write numbers 10-20 (K.CC.3)	Not applicable	Write numbers 10-20	Writes numbers 10-20 with 1-2 errors (including reversals) and/or requires a visual model to write numbers.	Writes numbers 10-20 with 3-4 errors (including reversals) and/or requires a visual model to write numbers.	Writes numbers 10-20 with more than 3 errors (including reversals).
2	Represents a number of objects with a written numeral 0-20 (K.CC.4)	Not applicable	Represents a number of objects with a written numeral 0-20	Represents a number of objects with a written numeral 0-20 with 1-2 errors.	Represents a number of objects with a written numeral 0-20 with 3-4 errors.	Represents a number of objects with a written numeral 0-20 with 5 or more errors.
1	Counts objects 0-20 in any configuration with one-to-one correspondence (K.CC.5)	Not applicable	Counts objects 0-20 in any configuration with one-to-one correspondence	Counts objects 0-20 in any configuration with one-to-one correspondence with 1-2 errors	Counts objects 0-20 in any configuration with one-to-one correspondence with 3-4 errors	Counts objects 0-20 in any configuration with one-to-one correspondence with more than 5 errors.
1	Identifies whether the number of objects in one group is greater than, less than or equal to, when comparing groups of objects	Not applicable	Identifies whether the number of objects in one group is greater than, less than or equal to, when comparing groups of	Identifies whether the number of objects in one group is greater than, less than or equal to, when comparing groups of	Identifies whether the number of objects in one group is greater than, less than or equal to, when comparing groups of	Identifies whether the number of objects in one group is greater than, less than or equal to when comparing groups of

(K.CC.6)		objects	objects with 1-2 errors.	objects with 3-4 errors.	objects with 5 or more errors.
2	Compares two numbers between one and ten presented as written numerals (K.CC.7)	Not applicable	Compares two numbers between one and ten presented as written numerals	Compares two numbers between one and ten presented as written numerals with 1-2 errors	Compares two numbers between one and ten presented as written numerals with 3-4 errors	Limited understanding of this concept

Operations and Algebraic Thinking

2	Uses manipulatives, drawings, movements, equations, and/or verbal explanations to solve simple addition and subtraction stories up to 10 (K.OA.1 and K.OA.2)	Uses manipulatives, drawings, movements, equations, and/or verbal explanations to solve simple addition and subtraction stories greater than 10	Uses manipulatives, drawings, movements, equations, and/or verbal explanations to solve simple addition and subtraction stories up to 10	Uses manipulatives, drawings, movements, equations, and/or verbal explanations to solve simple addition and subtraction stories up to 10 with 1-2 errors	Uses manipulatives, drawings, movements, equations, and/or verbal explanations to solve simple addition and subtraction stories up to 10 with 3-4 errors	Uses manipulatives, drawings, movements, equations, and/or verbal explanations to solve simple addition and subtraction stories up to 10 with more than 5 errors
3	Uses objects or drawings to separate numbers less than or equal to 10 into parts that equal the given number (ie. 5 = 2 + 3 and 5 = 4 + 1) (K.OA.3)	Uses objects or drawings to separate numbers greater than 10 into parts that equal the given number	Uses objects or drawings to separate numbers less than or equal to 10 into parts that equal the given number	Uses objects or drawings to separate numbers less than or equal to 10 into parts that equal the given number with 1-2 errors	Uses objects or drawings to separate numbers less than or equal to 10 into parts that equal the given number with 3-4 errors	Uses objects or drawings to separate numbers less than or equal to 10 into parts that equal the given number with more than 5 errors; limited understanding of this concept.

	Standard	Exceeding	Meeting	Approaching	Progressing	Beginning
3	Uses objects or drawings to find the missing number for sums of ten (K.OA.4)	Uses objects or drawings to find the missing number for sums greater than 10	Uses objects or drawings to find the missing number for sums of ten	Uses objects or drawings to find the missing number for sums of ten with 1-2 errors	Uses objects or drawings to find the missing number for sums of ten with 3-4 errors	Uses objects or drawings to find the missing number for sums of ten with more than 5 errors; limited understanding of this concept
3	Fluently adds within 5 (K.OA.5)	Fluently adds within numbers greater than 5	Fluently adds within 5	Adds within 5 with extended time	Adds within 5 with manipulatives and extended time	Adds within 5 with significant support or limited understanding of this concept
3	Fluently subtracts within 5 (K.OA.5)	Fluently subtracts within numbers greater than 5	Fluently subtracts within 5	Subtracts within 5 with extended time	Subtracts within 5 with manipulatives and extended time	Subtracts within 5 with significant support or limited understanding of this concept

Number and Operations in Base Ten

	Standard	Exceeding	Meeting	Approaching	Progressing	Beginning
3	Represents numbers 11-19 using objects or drawings to show a group of ten and a group of one(s) (K.NBT.1)	Not applicable	Represents numbers 11-19 using objects or drawings to show a group of ten and a group of one(s)	Represents numbers 11-19 using objects or drawings to show a group of ten and a group of one(s) with support and/or 1-2 errors	Represents numbers 11-19 using objects or drawings to show a group of ten and a group of one(s) with support and/or 3-4 errors	Represents numbers 11-19 using objects or drawings to show a group of ten and a group of one(s) with support and/or more than 5 errors

Measurement and Data

	Standard	Exceeding	Meeting	Approaching	Progressing	Beginning
2	Compares measureable attributes of objects using the terms taller/shorter, heavier/lighter, more of/less than (K.MD.1 and K.MD.2)	Not applicable	Compares measureable attributes of objects using the terms taller/shorter, heavier/lighter, more of/less than (3/3)	Compares measureable attributes of objects using the terms taller/shorter, heavier/lighter, more of/less than (2/3)	Compares measureable attributes of objects using the terms taller/shorter, heavier/lighter, more of/less than with prompting and support	Receptively compares measureable attributes of objects using the terms taller/shorter, heavier/lighter, more of/less than (ie. "point to the longer one", "show me the shorter one")
1	Sorts and classifies objects into categories; arranges categories by amount (K.MD.3)	Not applicable	Sorts and classifies objects into categories; arranges categories by amount	Sorts and classifies objects into categories or arranges presorted categories by amount	Sorts and classifies objects into categories or arranges categories by amount with 1-2 errors	Sorts and classifies objects into categories or arranges categories by amount with more than 3 errors; limited understanding of these concepts

Geometry

	Standard	Exceeding	Meeting	Approaching	Progressing	Beginning
1	Describes objects in the environment using names of shapes and positional terms such as above, below, beside, in front of, behind, and next to (K.G.1)	Not applicable	Describes objects in the environment using names of shapes and positional terms such as above, below, beside, in front of, behind, and next to	Describes objects in the environment using names of shapes or positional terms such as above, below, beside, in front of, behind, and next to with 1-2 errors	Describes objects in the environment using names of shapes or positional terms such as above, below, beside, in front of, behind, and next to with 3-4 errors	Receptively finds or points to objects in the environment when given the names of shapes and positional terms such as above, below, beside, in front of, behind, and next to; Limited understanding of positional concepts

	Standard	Exceeding	Meeting	Approaching	Progressing	Beginning
1	Names and describes two-dimensional and three-dimensional shapes regardless of their orientations or overall size (K.G.2)	Not applicable	Names and describes two-dimensional and three-dimensional shapes regardless of their orientations or overall size	Names and describes two-dimensional shapes and/or three-dimensional shapes regardless of their orientations or overall size with 1-2 errors	Names and describes two-dimensional shapes and/or three-dimensional shapes regardless of their orientations or overall size with 3-4 errors	Names and describes some two-dimensional shapes and/or some three-dimensional shapes regardless of their orientations or overall size with more than 5 errors
2	Analyzes and compares 2D and 3D shapes to describe similarities and differences (K.G.4)	Not applicable	Analyzes and compares 2D and 3D shapes to describe similarities and differences	Analyzes and compares 2D and/or 3D shapes to describe similarities or differences	Analyzes and compares 2D and/or 3D shapes to describe similarities and/or differences with prompting and support	Limited understanding of this concept
2	Draws or builds models of shapes in the environment (K.G.5)	Not applicable	Draws or builds models of shapes in the environment	Draws or builds models of shapes in the environment with a visual model	Draws or builds models of shapes in the environment using a visual model and with step-by-step instructions	Limited understanding for building or drawing models of shapes

Standards for Mathematical Practice

Makes sense of problems and perseveres in solving them	Consistently, accurately, and independently makes sense of problems by explaining the meaning of the problem to themselves and looking for entry points to it's solution.				
Reasons and explains using appropriate words, illustrations, tools, and models					
Attends to precision					