



WOBURN PUBLIC SCHOOLS



Grading Rubrics

Kindergarten

Standards-Based Report Cards

This document is presented to serve as a guide for teachers, students and parents to understand standards-based report card grading. This document:

- presents the standards listed on the report card,
- identifies the Massachusetts Curriculum Frameworks standards associated with that report card standard,
- delineates the term(s) that each standard will be graded, and
- provides a rubric that will be used to determine the specific grade in each area.

We will continue to revisit and revise these documents, based on feedback provided by educators and parents. Please send any feedback or questions to standards@woburnpublicschools.com

Please also take some time to visit our webpage dedicated to the transition to standards-based reporting by viewing the links on the Curriculum and Assessment Office homepage (under district departments) at: <http://www.edline.net/pages/WPS>

Contents

English Language Arts (Literacy) Standards	3
Mathematics Standards	25
History and Social Sciences	33
Science and Technology/Engineering Standards	39
Special Subject Areas	44
Personal Growth Indicators	45

Kindergarten Standards-Based Rubrics

Report Card Standard: <i>Demonstrates an understanding of the organization of the text.</i>			
Strand: <i>English Language Arts</i> <i>Reading Literature and Informational Text</i>			
ELA Frameworks: <ul style="list-style-type: none"> • RL.K.3 - With prompting and support identify characters, setting, and major events in a story. (focus for term 2) • RL.K.6 - With prompting and support name the author and the illustrator of a story and define the role of each in telling the story. (focus for term 2) • RI.K.5 - Identify the front cover, back cover, and title page of a book. (focus for term 2) • RI.K.6 - Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text. (focus for term 2) • RI.K.7 - With prompting and support describe the relationship between illustrations and the story in which they appear. (focus for term 3) • RI.K.4 - With prompting and support ask and answer questions about unknown words in a text. (focus for term 3) 			
Terms Addressed: Terms 2 and 3			
Rubric:			
Not Yet (N)	Beginning (B)	Progressing (P)	Mastery (M)
Not yet able to name the author and the illustrator of a story and define the role of each in telling the story, names character, setting, and major events, identifies front and back cover of a book.	With additional time and support, is beginning to name the author and the illustrator of a story and define the role of each in telling the story, names character, setting, and major events, identifies front and back cover of a book.	With prompting and support, names the author and the illustrator of a story and defines the role of each in telling the story, names character, setting, and major events, identifies front and back cover of a book.	Consistently and independently names the author and the illustrator of a story and defines the role of each in telling the story, names character, setting, and major events, identifies front and back cover of a book.
Not yet able to describe the relationship between illustrations and story, and asks and answers questions about unknown words in text.	With additional time and support, is beginning to describe relationship between illustrations and story, and asks and answers questions about unknown words in text.	With prompting and support, describes relationship between illustrations and story, and asks and answers questions about unknown words in text.	Consistently and independently describes relationship between illustrations and story, and asks and answers questions about unknown words in text.

Kindergarten Standards-Based Rubrics

Report Card Standard: <i>Asks/answers questions about key details in a text with a prompt.</i>			
Strand: <i>English Language Arts</i> <i>Reading Literature and Informational Text</i>			
ELA Frameworks: <i>Focus for Term 1</i> <ul style="list-style-type: none"> • RL.K.1 - With prompting and support, ask and answer questions about key details in text • RL.K.2 - With prompting and support, retell familiar stories including key details • RI.K.1 - With prompting and support ask and answer questions about key details in a text. • RI.K.2 - With prompting and support, identify the main topic and retell key details of a text. <i>Focus for Term 2</i> <ul style="list-style-type: none"> • RL.K.9 - With prompting and support compare and contrast the adventures of characters in familiar stories. • RL.K.7 - With prompting and support describe the relationship between illustrations and the story in which they appear. (Ex: what moment in a story an illustration depicts) • RI.K.3 - With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text. • RI.K.8 - With prompting and support identify the reasons an author gives to support points in a text. <i>Focus for Term 3</i> <ul style="list-style-type: none"> • RI.K.9 - With prompting and support, identify basic similarities in and differences between two texts on the same topic 			
Terms Addressed: Terms 1, 2 and 3			
Rubric:			
Not Yet (N)	Beginning (B)	Progressing (P)	Mastery (M)
Not yet able to ask and answer questions about key details, including the main topic in texts, and retells familiar stories.	With additional time and support, is beginning to ask and answer questions about key details, including the main topic in texts, and retells familiar stories.	With prompting and support asks and answers questions about key details, including the main topic in texts, and retells familiar stories.	Consistently and independently asks and answers questions about key details, including the main topic in texts, and retells familiar stories.

<p>Not yet able to: *compare and contrast the adventures of characters in familiar stories * describe the relationship between illustrations and the story in which they appear *describe the connection between two individuals, events, ideas, or pieces of information in a text * identify the reasons an author gives to support points in a text</p>	<p>With additional time and support: *compare and contrast the adventures of characters in familiar stories * describe the relationship between illustrations and the story in which they appear *describe the connection between two individuals, events, ideas, or pieces of information in a text * identify the reasons an author gives to support points in a text</p>	<p>With prompting and support: *compare and contrast the adventures of characters in familiar stories * describe the relationship between illustrations and the story in which they appear *describe the connection between two individuals, events, ideas, or pieces of information in a text * identify the reasons an author gives to support points in a text</p>	<p>Consistently and independently: *compare and contrast the adventures of characters in familiar stories * describe the relationship between illustrations and the story in which they appear *describe the connection between two individuals, events, ideas, or pieces of information in a text * identify the reasons an author gives to support points in a text</p>
<p>Not yet able to identify basic similarities in and differences between two texts on the same topic</p>	<p>With additional time and support, identify basic similarities in and differences between two texts on the same topic</p>	<p>With prompting and support, identify basic similarities in and differences between two texts on the same topic</p>	<p>Consistently and independently identify basic similarities in and differences between two texts on the same topic</p>

Kindergarten Standards-Based Rubrics

Report Card Standard: <i>Reads and comprehends a variety of genres.</i>			
Strand: <i>English Language Arts</i> <i>Reading Literature and Informational Text</i>			
ELA Frameworks: <ul style="list-style-type: none"> • RL.K.5 Recognizes common types of text (ex: story books, poems) 			
Terms Addressed: Terms 2 and 3			
Rubric:			
Not Yet (N)	Beginning (B)	Progressing (P)	Mastery (M)
Not yet able to recognize common types of text.	With additional time and support recognizes common types of text.	With prompting and support recognizes common types of text.	Consistently and independently recognizes common types of text.

Kindergarten Standards-Based Rubrics

Report Card Standard: <i>Reads grade-level texts with accuracy and fluency to support comprehension.</i>			
Strand: <i>English Language Arts</i> <i>Reading Literature and Informational Text</i>			
ELA Frameworks: <ul style="list-style-type: none"> • RL.K.MA.8.A - Identify and respond to characteristics of traditional poetry for children: rhyme; regular beats; and repetition of sounds, words, and phrases. • RL.K.10 - Actively engages in group reading activities with purpose and understanding. • RI.K.10 - Actively engages in group reading activities with purpose and understanding. • RF.K.4 - Read emergent reader texts with purpose and understanding. 			
Terms Addressed: Term 3			
Rubric:			
Not Yet (N)	Beginning (B)	Progressing (P)	Mastery (M)
Not yet able to identify and respond to characteristics of traditional poetry for children: rhyme; regular beats; and repetition of sounds, words, and phrases.	With additional time and support identifies and responds to characteristics of traditional poetry for children: rhyme; regular beats; and repetition of sounds, words, and phrases.	With prompting and support identifies and responds to characteristics of traditional poetry for children: rhyme; regular beats; and repetition of sounds, words, and phrases.	Consistently and independently identifies and responds to characteristics of traditional poetry for children: rhyme; regular beats; and repetition of sounds, words, and phrases.

Kindergarten Standards-Based Rubrics

<p>Report Card Standard: <i>Uses a combination of drawing, dictating and writing to narrate an event and provide a reaction to what happened.</i></p>			
<p>Strand: <i>English Language Arts Writing</i></p>			
<p>ELA Frameworks:</p> <ul style="list-style-type: none"> • W.K.3 - Uses a combination of drawing, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened. • W.K.8 - With guidance and support from adults, recall information from experiences or gather information provided sources to answer questions. • W.K.MA.3.A - With prompting and support, write or dictate poems with rhyme and repetition. 			
<p>Terms Addressed: Term 1</p>			
<p>Rubric:</p>			
Not Yet (N)	Beginning (B)	Progressing (P)	Mastery (M)
<p>Not yet able to: *Use a combination of drawing, and writing to narrate events, tell about the events in the order in which they occurred, and provide a reaction to what happened. *With guidance and support, recall or gather information from experiences. *With guidance and support write or dictate poems.</p>	<p>With additional time and support: *Uses a combination of drawing, and writing to narrate events, tell about the events in the order in which they occurred, and provide a reaction to what happened. * Recalls and gathers information from experiences. *Write and dictate poems.</p>	<p>With prompting and support: *Uses a combination of drawing, and writing to narrate events, tell about the events in the order in which they occurred, and provide a reaction to what happened. * Recalls and gathers information from experiences. *Write and dictate poems.</p>	<p>Consistently and independently: *Uses a combination of drawing, and writing to narrate events, tell about the events in the order in which they occurred, and provide a reaction to what happened. * Recalls and gathers information from experiences. *Write and dictate poems.</p>

Kindergarten Standards-Based Rubrics

<p>Report Card Standard: <i>Use a combination of drawing, dictating and writing to convey information about a topic.</i></p>			
<p>Strand: <i>English Language Arts Writing</i></p>			
<p>ELA Frameworks:</p> <ul style="list-style-type: none"> • W.K.2 - Use a combination of drawings, dictating, and writing to compose informative/expository texts in which they name what they are writing about and supply some information about the topic. • W.K.5 - With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed. 			
<p>Terms Addressed: Term 2</p>			
<p>Rubric:</p>			
Not Yet (N)	Beginning (B)	Progressing (P)	Mastery (M)
<p>Not yet able to: *Use a combination of drawing, dictating, and writing to name what they are writing about and supply some information about the topic. *With support, respond to questions and suggestions from peers as well as add details to strengthen their writing.</p>	<p>With additional time and support: *Uses a combination of drawing, dictating, and writing to name what they are writing about and supply some information about the topic. *Respond to questions and suggestions from peers as well as add details to strengthen their writing.</p>	<p>With prompting and support: *Uses a combination of drawing, dictating, and writing to name what they are writing about and supply some information about the topic. *Respond to questions and suggestions from peers as well as add details to strengthen their writing.</p>	<p>Consistently and independently *Uses a combination of drawing, dictating, and writing to name what they are writing about and supply some information about the topic. * Respond to questions and suggestions from peers as well as add details to strengthen their writing.</p>

Kindergarten Standards-Based Rubrics

Report Card Standard: <i>Uses a combination of drawing, dictating and writing to compose opinion pieces about a topic.</i>			
Strand: <i>English Language Arts</i> <i>Writing</i>			
ELA Frameworks: <ul style="list-style-type: none"> • W.K.1 - Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or name of the book they are writing about and state and opinion about the topic or book. • W.K.6 - With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers. • W.K.7 - Participate in shared research and writing projects. (Ex: explore a number of books by a favorite author and express an opinion about them). 			
Terms Addressed: Term 3			
Rubric:			
Not Yet (N)	Beginning (B)	Progressing (P)	Mastery (M)
Not yet able to: *Use a combination of drawing, dictating, and writing to compose opinion pieces *Explore a variety of digital tools to produce/publish writing *Participates in shared research and writing projects	With additional time and support: *Uses a combination of drawing, dictating, and writing to compose opinion pieces *Explores a variety of digital tools to produce/publish writing *Participates in shared research and writing projects	With prompting and support: *Uses a combination of drawing, dictating, and writing to compose opinion pieces *Explores a variety of digital tools to produce/publish writing *Participates in shared research and writing projects	Consistently and independently : *Uses a combination of drawing, dictating, and writing to compose opinion pieces *Explores a variety of digital tools to produce/publish writing *Participates in shared research and writing projects

Kindergarten Standards-Based Rubrics

Report Card Standard: <i>Participates in discussions by listening actively and contributing knowledge and ideas.</i>			
Strand: <i>English Language Arts Speaking and Listening</i>			
ELA Frameworks: <ul style="list-style-type: none"> • SL.K.1a - Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). • SL.K.1b - Continue a conversation through multiple exchanges. • SL.K.3 - Ask and answer questions in order to seek help, get information or clarify something that is not understood. • SL.K.6 - Speak audibly and express thoughts, feelings, and ideas clearly. 			
Terms Addressed: Terms 1, 2 and 3			
Rubric:			
Not Yet (N)	Beginning (B)	Progressing (P)	Mastery (M)
Not yet able to: Speak audibly, follow agreed-upon rules for discussions, continue conversations through multiple exchanges, and ask and answer information seeking questions.	With additional time and support: Speaks audibly, follows agreed-upon rules for discussions, continue conversations through multiple exchanges, and ask and answer information seeking questions.	With prompting and support: Speaks audibly, follows agreed-upon rules for discussions, continue conversations through multiple exchanges, and ask and answer information seeking questions.	Consistently and independently : Speaks audibly, follows agreed-upon rules for discussions, continue conversations through multiple exchanges, and ask and answer information seeking questions.

Kindergarten Standards-Based Rubrics

Report Card Standard: <i>Asks and answers questions to seek help, get information, or deepen understanding.</i>			
Strand: <i>English Language Arts</i> <i>Speaking and Listening</i>			
ELA Frameworks: <ul style="list-style-type: none"> • SL.K.3 - Ask and answer questions in order to seek help, get information or clarify something that is not understood. • SL.K.6 - Speak audibly and express thoughts, feelings, and ideas clearly 			
Terms Addressed: Terms 1, 2 and 3			
Rubric:			
Not Yet (N)	Beginning (B)	Progressing (P)	Mastery (M)
Not yet able to speak audibly to ask and answer question in order to seek help, get information, or clarify something that is not understood.	With additional time and support speaks audibly to ask and answer question in order to seek help, get information, or clarify something that is not understood.	With prompting and support speaks audibly to ask and answer question in order to seek help, get information, or clarify something that is not understood.	Consistently and independently speaks audibly to ask and answer question in order to seek help, get information, or clarify something that is not understood.

Kindergarten Standards-Based Rubrics

Report Card Standard: <i>Demonstrates understanding of a text read aloud or information presented orally.</i>			
Strand: <i>English Language Arts</i> <i>Speaking and Listening</i>			
ELA Frameworks: <ul style="list-style-type: none"> • SL.K.2 - Confirm understanding of a text read aloud or information presented orally through other media by asking and answering questions about key details and requesting clarification if something is not understood. • SL.K.5 - Add drawing or other visuals displays to descriptions as desired to provide additional detail. • SL.K.6 - Speak audibly and express thoughts, feelings, and ideas clearly. 			
Terms Addressed: Terms 1, 2 and 3			
Rubric:			
Not Yet (N)	Beginning (B)	Progressing (P)	Mastery (M)
Not yet able to speaks audibly to demonstrate understanding of written material or add additional details verbally or in drawings.	With additional time and support, speaks audibly to demonstrate understanding of written material or adds additional details verbally or in drawings.	With prompting and support, speaks audibly to demonstrate understanding of written material or adds additional details verbally or in drawings.	Consistently and independently speaks audibly to demonstrate understanding of written material or adds additional details verbally or in drawings.

Kindergarten Standards-Based Rubrics

Report Card Standard: <i>Describes people, places, things, and events with relevant details.</i>			
Strand: <i>English Language Arts</i> <i>Speaking and Listening</i>			
ELA Frameworks: <ul style="list-style-type: none"> • SL.K.4 - Describe familiar people, places, things, and events and, with prompting and support provide additional detail. • SL.K.6 - Speak audibly and express thoughts, feelings, and ideas clearly. 			
Terms Addressed: Terms 1, 2 and 3			
Rubric:			
Not Yet (N)	Beginning (B)	Progressing (P)	Mastery (M)
Not yet able to speak audibly to describe people, places, things and events.	With additional time and support speaks audibly to describe people, places, things and events.	With prompting and support speaks audibly to describe people, places, things and events.	Consistently and independently speaks audibly to describe people, places, things and events.

Kindergarten Standards-Based Rubrics

Report Card Standard: <i>Writes legibly and forms upper and lower case letters accurately.</i>
Strand: <i>English Language Arts Language</i>
ELA Frameworks: <ul style="list-style-type: none"> • L.K.1a: Print many upper and lower case letters.
Terms Addressed: Terms 2 and 3

Rubric:			
Not Yet (N)	Beginning (B)	Progressing (P)	Mastery (M)
Not yet able to print most upper and lower case letters.	With additional time and support prints some upper and lowercase letters.	With prompting and support prints many upper and lowercase letters.	Consistently and independently prints many upper and lowercase letters.

Kindergarten Standards-Based Rubrics

Report Card Standard: <i>Demonstrates command of capitalization & punctuation in writing.</i>			
Strand: <i>English Language Arts Language</i>			
ELA Frameworks: <ul style="list-style-type: none"> • L.K.2a - Capitalize the first words in a sentence and the pronoun I. • L.K.2b - Recognize and name end punctuation. 			
Terms Addressed: Term 3			
Rubric:			
Not Yet (N)	Beginning (B)	Progressing (P)	Mastery (M)
Not yet able to capitalize the first word in a sentence, the word I, and recognize or name punctuation.	With additional time and support attempts to capitalize the first word in a sentence, the word I, and recognizes or names punctuation.	With prompting and support capitalizes the first word in a sentence, the word I, and recognizes or names punctuation.	Consistently and independently capitalizes the first word in a sentence, the word I, and recognizes or names punctuation.

Kindergarten Standards-Based Rubrics

Report Card Standard: <i>Recognizes all upper and lower case letters.</i>			
Strand: <i>English Language Arts</i> <i>Foundational Skills</i>			
ELA Frameworks: <ul style="list-style-type: none"> • RF.K.1.d: Recognize and name all upper and lowercase letters of the alphabet. 			
Terms Addressed: Terms 2 and 3			
Rubric:			
Not Yet (N)	Beginning (B)	Progressing (P)	Mastery (M)
Not yet able to recognize and name upper and lowercase letters of the alphabet.	With additional time and support recognizes and names upper and lowercase letters of the alphabet.	With prompting and support recognizes and name upper and lowercase letters of the alphabet.	Consistently and independently recognizes and name all upper and lowercase letters of the alphabet.

Kindergarten Standards-Based Rubrics

Report Card Standard: <i>Knows all letter sounds.</i>			
Strand: <i>English Language Arts</i> <i>Foundational Skills</i>			
ELA Frameworks: <ul style="list-style-type: none"> • RF.K.3a - Demonstrate basic knowledge of one-to-one letter sound correspondences by producing the primary sound for many of the most frequent sounds for each constant. 			
Terms Addressed: Term 3			
Rubric:			
Not Yet (N)	Beginning (B)	Progressing (P)	Mastery (M)
Not yet able to produce letter sounds.	With additional time and support produces some letter sounds.	With prompting and support produces most letter sounds.	Consistently and independently produces all letter sounds.

Kindergarten Standards-Based Rubrics

Report Card Standard: <i>Uses vocabulary words and phrases acquired through conversations, reading and being read to, and responding to texts.</i>			
Strand: <i>English Language Arts Language</i>			
ELA Frameworks: <ul style="list-style-type: none"> • L.K.1b: Use frequently occurring nouns and verbs. • L.K.1d: Understand and use questions words. • L.K.1f: Produce and expand complete sentences in shared language activities. • L.K.1e: Use the most frequently occurring (to, from, in, out, on, off, for, of, by with), prepositions. • L.K.K.5c: Identify real-life connections between words and their use. For example, note places at school that are colorful. • L.K.K.6: Use words and phrase acquired through conversations, reading and being read to, and responding to text. 			
Terms Addressed: Terms 1, 2 and 3			
Rubric:			
Not Yet (N)	Beginning (B)	Progressing (P)	Mastery (M)
Not yet able to use conversational (not explicitly taught) words and phrases.	With additional time and support uses conversational words and phrases.	With prompting and support uses conversational words and phrases.	Consistently and independently uses conversational words and phrases.

Kindergarten Standards-Based Rubrics

Report Card Standard: <i>Demonstrates an understanding of spoken word, syllables, and sounds.</i>			
Strand: <i>English Language Arts</i> <i>Foundational Skills</i>			
ELA Frameworks: <ul style="list-style-type: none"> • RF.K.2e - Add or substitute individual sounds in simple, one-syllable words to make new words. • RF.K.2a - Recognize and produce rhyming words. 			
Terms Addressed: Terms 1, 2 and 3			
Rubric:			
Not Yet (N)	Beginning (B)	Progressing (P)	Mastery (M)
Not yet able to: *Add or substitute individual sounds to make new words. *Recognize and produce rhyming words.	With additional time and support: *Adds or substitutes individual sounds to make new words. *Recognizes and produces rhyming words.	With prompting and support: *Adds or substitutes individual sounds to make new words. *Recognizes and produces rhyming words.	Consistently and independently: *Adds or substitutes individual sounds to make new words. *Recognizes and produces rhyming words.

Kindergarten Standards-Based Rubrics

<p>Report Card Standard: <i>Applies grade level phonics and word analysis skills.</i></p>			
<p>Strand: <i>English Language Arts</i> <i>Language and Foundational Skills</i></p>			
<p>ELA Frameworks:</p> <ul style="list-style-type: none"> • RF.K.3b - Associates the long and short sounds with common spellings (graphemes) for the five major vowels. • RF.K.2c - Blend and segment onset and rimes of single-syllable spoken words. • RF.K.3d - Distinguish between similarly spelled words by identifying the sounds of the letters that differ. • RF.K.2d - Isolate and pronounce the initial, medial vowel, and final sounds (CVC words). • L.K.2c - Write a letter or letters for most consonant and short vowel-sounds (phonemes). • L.K.2d - Spell simple words phonetically, drawing on knowledge of sound-letter relationships. • RF.K.2b - Count, produce, blend, and segment syllables and spoken words. 			
<p>Terms Addressed: Terms 1, 2 and 3</p>			
<p>Rubric:</p>			
Not Yet (N)	Beginning (B)	Progressing (P)	Mastery (M)
Not yet able to apply grade level phonics and word analysis skills.	With additional time and support apply grade level phonics and word analysis skills.	With prompting and support apply grade level phonics and word analysis skills.	Consistently and independently apply grade level phonics and word analysis skills.

Kindergarten Standards-Based Rubrics

Report Card Standard: <i>Reads common high-frequency words.</i>			
Strand: <i>English Language Arts</i> <i>Language and Foundational Skills</i>			
ELA Frameworks: <ul style="list-style-type: none"> • RF.K.3c: Read common high frequency words by sight. • L5.K.b: Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms). 			
Terms Addressed: Terms 1, 2 and 3			
Rubric:			
Not Yet (N)	Beginning (B)	Progressing (P)	Mastery (M)
Not yet able to read and understand high frequency words including verbs and adjectives.	With additional time and support reads and understands high frequency words including verbs and adjectives.	With prompting and support reads and understands high frequency words including verbs and adjectives.	Consistently and independently reads and understands high frequency words including verbs and adjectives.

Kindergarten Standards-Based Rubrics

Report Card Standard: <i>Demonstrates understanding of and determines meaning of unknown words and word relationships.</i>			
Strand: <i>English Language Arts Language</i>			
ELA Frameworks: <ul style="list-style-type: none"> • L.K.5.a Sort common objects into categories (ex shapes, foods) to gain a sense of the concepts and categories that they represent. • L.K.5.c Identify real-life connections between words and their use (Ex note places at school that are colorful) • L.K.4.a Identify new meanings for familiar words and apply them accurately. • L.K.5.d Distinguish shades of meaning among verbs describing the general action by acting out the meaning. • L.K.4.b Use the most frequently occurring inflections and affixes (Ex; ed, s, re, un, pre, ful, less) as a clue to the meaning of an unknown word. 			
Terms Addressed: Terms 2 and 3			
Rubric:			
Not Yet (N)	Beginning (B)	Progressing (P)	Mastery (M)
Not yet able to work to understand and create meaning for new words and word connections	With additional time and support works to understand and create meaning for new words and word connections	With prompting and support works to understand and create meaning for new words and word connections	Consistently and independently works to understand and create meaning for new words and word connections

Kindergarten Standards-Based Rubrics

Report Card Standard: <i>Understands concepts of print.</i>			
Strand: <i>English Language Arts</i> <i>Language and Foundational Skills</i>			
ELA Frameworks: <ul style="list-style-type: none"> • RF.K.1a - Follow words from left to right, top to bottom and page by page. • RF.K.1.b - Recognize that spoken words are represented in written language by specific sequences of letters. • RF.K.1.c - Understand that words are separated by spaces • L.K.2.a - Capitalize the first word in a sentence and the pronoun I. • L.K.2.b - Recognize and name end punctuation. 			
Terms Addressed: Terms 1, 2 and 3			
Rubric:			
Not Yet (N)	Beginning (B)	Progressing (P)	Mastery (M)
Not yet able to *follow words from left to right, top to bottom, page to page *explain that words are created by letters *use correct spacing *capitalize the beginning of sentences and I *recognize and name sentence ending punctuation	With additional time and support *follows words from left to right, top to bottom, page to page *explain that words are created by letters *use correct spacing *capitalize the beginning of sentences and I *recognize and name sentence ending punctuation	With prompting and support *follows words from left to right, top to bottom, page to page * explain that words are created by letters *use correct spacing *capitalize the beginning of sentences and I *recognize and name sentence ending punctuation	Consistently and independently *follows words from left to right, top to bottom, page to page *explain that words are created by letters *use correct spacing *capitalize the beginning of sentences and I *recognize and name sentence ending punctuation

Kindergarten Standards-Based Rubrics

Report Card Standard: <i>Count to 100 by ones and by tens.</i>
Strand: <i>Mathematics</i> <i>Counting and Cardinality</i>
MATHEMATICS Frameworks: <ul style="list-style-type: none">• K.CC.1 - Count to 100 by ones and by tens.
Terms Addressed: Terms 1, 2 and 3
Rubric: All Math standards will be evaluated according to the math rubric presented on page 31. See the supplemental Math Rubric document for more detailed information regarding the use of this rubric.

Report Card Standard: <i>Writes numbers from 0 to 20. Represent a number of objects with a written numeral 0-20.</i>
Strand: <i>Mathematics</i> <i>Counting and Cardinality</i>
MATHEMATICS Frameworks: <ul style="list-style-type: none">• K.CC.3 - Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).
Terms Addressed: Terms 1, 2 and 3
Rubric: All Math standards will be evaluated according to the math rubric presented on page 31. See the supplemental Math Rubric document for more detailed information regarding the use of this rubric.

Kindergarten Standards-Based Rubrics

Report Card Standard: <i>Understands the relationship between numbers and quantities; connect counting to cardinality.</i>
Strand: <i>Mathematics</i> <i>Counting and Cardinality</i>
MATHEMATICS Frameworks: <ul style="list-style-type: none">• K.CC.4 - Understand the relationship between numbers and quantities; connect counting to cardinality.<ul style="list-style-type: none">a. When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.b. Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.c. Understand that each successive number name refers to a quantity that is one larger.• K.CC.5 - 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, count out that many objects.
Terms Addressed: Terms 1, 2 and 3
Rubric: All Math standards will be evaluated according to the math rubric presented on page 31. See the supplemental Math Rubric document for more detailed information regarding the use of this rubric.

Report Card Standard: <i>Identifies whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group.</i>
Strand: <i>Mathematics</i> <i>Counting and Cardinality</i>
MATHEMATICS Frameworks: <ul style="list-style-type: none">• K.CC.6 - Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies.• K.CC.7 - Compare two numbers between 1 and 10 presented as written numerals.
Terms Addressed: Terms 1, 2 and 3
Rubric: All Math standards will be evaluated according to the math rubric presented on page 31. See the supplemental Math Rubric document for more detailed information regarding the use of this rubric.

Kindergarten Standards-Based Rubrics

Report Card Standard: <i>Represents addition and subtraction with objects, fingers, mental images, drawings.</i>
Strand: <i>Mathematics</i> <i>Operations and Algebraic Thinking</i>
MATHEMATICS Frameworks: <ul style="list-style-type: none">• K.OA.1 - Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.
Terms Addressed: Terms 1, 2 and 3
Rubric: All Math standards will be evaluated according to the math rubric presented on page 31. See the supplemental Math Rubric document for more detailed information regarding the use of this rubric.

Report Card Standard: <i>Decomposes numbers less than or equal to 10 into pairs in more than one way.</i>
Strand: <i>Mathematics</i> <i>Operations and Algebraic Thinking</i>
MATHEMATICS Frameworks: <ul style="list-style-type: none">• K.OA.3 - Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., $5 = 2 + 3$ and $5 = 4 + 1$).• K.OA.4 - For any number from 1 to 9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings, and record the answer with a drawing or equation.
Terms Addressed: Terms 2 and 3
Rubric: All Math standards will be evaluated according to the math rubric presented on page 31. See the supplemental Math Rubric document for more detailed information regarding the use of this rubric.

Kindergarten Standards-Based Rubrics

Report Card Standard: <i>Fluently adds and subtracts within 5.</i>
Strand: <i>Mathematics</i> <i>Operations and Algebraic Thinking</i>
MATHEMATICS Frameworks: <ul style="list-style-type: none">• K.OA.5 - Fluently add and subtract within 5.
Terms Addressed: Terms 2 and 3
Rubric: All Math standards will be evaluated according to the math rubric presented on page 31. See the supplemental Math Rubric document for more detailed information regarding the use of this rubric.

Report Card Standard: Composes and decomposes numbers from 11 to 19 into ten ones and some further ones
Strand: <i>Mathematics</i> <i>Numbers and Operations Base Ten</i>
MATHEMATICS Frameworks: <ul style="list-style-type: none">• K.NBT.1 - Compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g., by using objects or drawings, and record each composition or decomposition by a drawing or equation (e.g., $18 = 10 + 8$); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.
Terms Addressed: Terms 2 & 3
Rubric: All Math standards will be evaluated according to the math rubric presented on page 31. See the supplemental Math Rubric document for more detailed information regarding the use of this rubric.

Kindergarten Standards-Based Rubrics

Report Card Standard: <i>Directly compares two objects with a measurable attribute in common, to see which object has “more of”/“less of” the attribute, and describe the difference.</i>
Strand: <i>Mathematics</i> <i>Measurement and Data</i>
MATHEMATICS Frameworks: <ul style="list-style-type: none">• K.MD.1 - Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.• K.MD.2 - Directly compare two objects with a measurable attribute in common, to see which object has “more of”/“less of” the attribute, and describe the difference. <i>For example, directly compare the heights of two children and describe one child as taller/shorter.</i>
Terms Addressed: Term 3
Rubric: All Math standards will be evaluated according to the math rubric presented on page 31. See the supplemental Math Rubric document for more detailed information regarding the use of this rubric.

Report Card Standard: <i>Describes objects in the environment using names of shapes, and describes the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to.</i>
Strand: <i>Mathematics</i> <i>Geometry</i>
MATHEMATICS Frameworks: <ul style="list-style-type: none">• K.G.1 - Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as <i>above, below, beside, in front of, behind, and next to.</i>• K.G.2 - Correctly name shapes regardless of their orientations or overall size.• K.G.3 - Identify shapes as two-dimensional (lying in a plane, “flat”) or three-dimensional (“solid”).
Terms Addressed: Terms 2 & 3
Rubric: All Math standards will be evaluated according to the math rubric presented on page 31. See the supplemental Math Rubric document for more detailed information regarding the use of this rubric.

Kindergarten Standards-Based Rubrics

Report Card Standard: <i>Analyzes and compares two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts and other attributes.</i>
Strand: <i>Mathematics</i> <i>Geometry</i>
MATHEMATICS Frameworks: <ul style="list-style-type: none">• K.G.4 - Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/"corners") and other attributes (e.g., having sides of equal length).
Terms Addressed: Terms 2 & 3
Rubric: All Math standards will be evaluated according to the math rubric presented on page 31. See the supplemental Math Rubric document for more detailed information regarding the use of this rubric.

Report Card Standard: <i>Models shapes in the world by building shapes from components and drawing shapes.</i>
Strand: <i>Mathematics</i> <i>Geometry</i>
MATHEMATICS Frameworks: <ul style="list-style-type: none">• K.G.5 - Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.• K.G.6 - Compose simple shapes to form larger shapes. <i>For example, "Can you join these two triangles with full sides touching to make a rectangle?"</i>
Terms Addressed: Terms 2 & 3
Rubric: All Math standards will be evaluated according to the math rubric presented on page 31. See the supplemental Math Rubric document for more detailed information regarding the use of this rubric.