

Franklin Township Public Schools

Standards-Based Report Card Rubric -- Grade Kindergarten

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Literacy Grade Level Units Rubric Kindergarten

Literacy Arts - Literacy	1: Limited progress toward meeting end of year grade level standards.	2: Basic progress toward meeting end of year grade level standards.	3: Progress toward meeting end of year grade level standards.	4: Meeting end of year grade level standards and may be ready to work at greater depth.
Notices and discriminates rhyme	Joins in rhyming songs and games	Fills in the missing rhyming words: generates rhyming words spontaneously	Decides whether two words rhyme	Generates a group of rhyming words when given a word
Notices and discriminates alliteration	Sings songs and recites rhymes and refrains with repeating initial sounds	Shows awareness that some words begin the same way	Matches beginning sounds of some words	Isolates and identifies the beginning sound of a word
Notices and discriminates smaller and smaller units of sound	Hears and shows awareness of separate words in sentences	Hears and shows awareness of separate syllables in words	Verbally separates and blends onset and rime	Verbally separates and blends individual phonemes in words
Identifies and names letters	Recognizes and names a few letters in own name	Recognizes and names as many as ten letters, especially those in own name	Identifies and names 11-20 upper and 11-20 lowercase letters when presented in random order	Identifies and names all upper and lowercase letters when presented in random order
Uses letter/sound knowledge	Identifies the sounds of a few letters	Produces the correct sounds for 10-20 letters	Shows understanding that a sequence of letters represents a sequence of spoken sounds	Applies letter sound correspondence when attempting to read and write

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Uses and appreciates books	Shows interest in books	Orients book correctly; turns pages from the front of the book to the back, recognizes familiar books by their covers	Knows some features of a book (title, author, illustrators); connects specific books to authors	Uses various types of books for their intended purposes.
Uses print concepts	Shows understanding that text is meaningful and can be read	Indicates where to start reading and the direction to follow	Shows awareness of various features of print: letters, words, spaces, and upper and lowercase letters, some punctuation	Matches a written word with a spoken word, but it may not be the actual written word. Tracks print from the end of a line of text to the beginning of the next line
Interacts during read-alouds and book conversations	Contributes particular language from the book at the appropriate time	Asks and answers questions about the text: refers to pictures	Identifies story-related problems, events, and resolutions during conversations with an adult	Reconstructs story, using pictures, text, and props; begins to make inferences and draw conclusions
Uses emergent reading skills	Pretends to read a familiar book, treating each page as a separate unit; Names and describes what is on each page, using pictures as clues	Pretends to read, using some of the language from the text; describes the action across pages, using pictures to order the events; many need prompts from adults	Pretends to read, reciting language that closely matches the text on each page and using reading-like intonation	Tries to match oral language to words on page; points to words as reads; uses different strategies (e.g. sounding out words, known words, and patterns in text) to make meaning from print
Retells stories	Retells some events from a familiar story with close adult prompting	Retells familiar stories using pictures or props as prompts	Retells a familiar story in proper sequence, including major events and characters	Retells stories with many details about characters, events, and storylines

Language Arts - Writing	1: Limited progress toward meeting end of year grade level standards.	2: Basic progress toward meeting end of year grade level standards.	3: Progress toward meeting end of year grade level standards.	4: Meeting end of year grade level standards and may be ready to work at greater depth.
Writes name	Mock letters or letter-like forms	Letter strings	Partially accurate name	Accurate name
Writes to convey meaning	Mock letters or letter-like forms	Letter strings	Early invented spelling	Late invented spelling

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Math Grade Level Units Rubric Kindergarten

Mathematics -	1: Limited progress toward meeting end of year grade level standards.	2: Basic progress toward meeting end of year grade level standards.	3: Progress toward meeting end of year grade level standards.	4: Meeting end of year grade level standards and may be ready to work at greater depth.
Counting	<p>A kindergarten student at this level requires extensive support to:</p> <ul style="list-style-type: none"> Counts to 20 by ones Counts forward to 10 starting with numbers other than 10 Write numerals 0 - 10 Counts sets of objects accurately in the range of 1-10 Tells "how many" objects in the range of 1–10 without moving the objects Compares sets of objects in the range of 1–10 	<p>A kindergarten student at this level:</p> <ul style="list-style-type: none"> Counts to 20 by ones Counts forward to 10 starting with numbers other than 10 Write numerals 0 - 10 Counts sets of objects accurately in the range of 1-10 Tells "how many" objects in the range of 1–10 without moving the objects Compares sets of objects in the range of 1–10 	<p>A kindergarten student at this level:</p> <ul style="list-style-type: none"> Counts to 40 or more by ones Count forward to 32 starting with numbers other than 1 Write numerals 0-10 to represent a number of objects Count sets of object accurately in the range of 1 - 20 Tell " how many" objects in the range of 1 - 20 without moving the objects Compares sets of objects in the range of 1–10, and tells which set has more and which has less 	<p>A kindergarten student at this level:</p> <ul style="list-style-type: none"> Counts to 100 by ones Counts to 100 by tens Count forward beginning from a given number within the known sequence (instead of having to begin at 1) Write numbers from 0 to 20 Counts sets of objects accurately in the range of 1–20 Tell the number of objects counted in the range of 1–20 Compare two numbers between 1 and 10 presented as written numerals
Number Concepts and Operations	<p>A kindergarten student at this level requires extensive support to:</p> <ul style="list-style-type: none"> Show addition or subtraction using objects, fingers, or drawing Solves addition or subtraction story problems within ten using objects, fingers, or drawings For any number 1 to 9, find as many numbers of the other numbers to make 10 Add or subtract to 5 	<p>A kindergarten student at this level:</p> <ul style="list-style-type: none"> Show addition or subtraction using objects, fingers, or drawing Solves addition or subtraction story problems within ten using objects, fingers, or drawings For any number 1 to 9, find as many numbers of the other numbers to make 10 Add or subtract to 5 	<p>A kindergarten student at this level:</p> <ul style="list-style-type: none"> Show addition and subtraction using objects, fingers, drawing, or numbers Solves addition and subtraction story problems within ten using objects, fingers, or drawings For any number 1 - 9, find all the other number needed to make 10 Add and subtract to 5 	<p>A kindergarten student at this level:</p> <ul style="list-style-type: none"> Shows addition and subtraction using objects, fingers, drawings, numbers, or equations Solves addition and subtraction story problems within 10 For any number to 10, finds different pairs of numbers that combine to make that number, and records them (e.g., $8 = 5 + 3$, $4 + 4$, $6 + 2$, $7 + 1$, and so on) Add and subtract quickly and easily to 5 Compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g., $18 = 10 + 8$)

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Understand Shapes	<p>A kindergarten student at this level requires extensive support to:</p> <ul style="list-style-type: none"> Describe two-dimensional shapes (triangle, squares, rectangle, circle, hexagon) by attributes Name two-dimensional shapes (triangle, squares, rectangle, circle, hexagon) in the environment Sort two-dimensional shapes by attributes Draw two-dimensional shapes (circle, square, triangle) 	<p>A kindergarten student at this level:</p> <ul style="list-style-type: none"> Describe two-dimensional shapes (triangle, squares, rectangle, circle, hexagon) by attributes Name two-dimensional shapes (triangle, squares, rectangle, circle, hexagon) in the environment Sort two-dimensional shapes by attributes Draw two-dimensional shapes (circle, square, triangle) 	<p>A kindergarten student at this level:</p> <ul style="list-style-type: none"> Identifies two- and three-dimensional shapes by name (Note: shapes include squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres.. Sorts three-dimensional shapes by attributes Tell whether shapes are two-dimensional (Flat) or three-dimensional (Solid) Compose simple shapes to form larger shapes 	<p>A kindergarten student at this level:</p> <ul style="list-style-type: none"> Describes the location of objects using words like above, below, besides, in front of, behind, and next to Describe two- and three-dimensional shapes and objects Sort two- and three-dimensional shapes in various ways Builds and draws two- and three-dimensional shapes and objects Put smaller shapes together to make larger shapes
Concepts of Measurement	<p>A kindergarten student at this level requires extensive support to:</p> <ul style="list-style-type: none"> Compares the lengths of two objects and describes the difference using words like shorter or longer Sorts objects into groups and counts how many in each group 	<p>A kindergarten student at this level:</p> <ul style="list-style-type: none"> Compares the lengths of two objects and describes the difference using words like shorter or longer Sorts objects into groups and counts how many in each group 	<p>A kindergarten student at this level:</p> <ul style="list-style-type: none"> Understands length as something that can be measured Compares the lengths of two objects and describes the difference using words like shorter and longer Sorts objects into groups, counts how many in each group, and puts the groups in order from least to most 	<p>A kindergarten student at this level:</p> <ul style="list-style-type: none"> Understands length as something that can be measured Understands weight as something that can be measured Compares the lengths of two objects and describes the difference using words like shorter and longer Compares the weight of two objects and describes the difference using words like lighter and heavier Classify objects into given categories; count the number of objects in each category and sort the categories by count.

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SEL Grade Level Units Rubric Kindergarten

Social/Emotional Learning				
Regulates own emotions and behaviors	1: SEL Competencies <u>Emerging</u>	2: SEL Competencies <u>Developing With Support/Reminders</u>	3: SEL Competencies <u>Progressing</u>	4: SEL Competencies <u>Demonstrated Consistently Without Support</u>
Manages feelings	1: A student at this level needs consistent support to demonstrate the behavior.	2: A student at this level needs support to demonstrate the behavior.	3: A student at this level can demonstrate the behavior.	4: A student at this level can consistently demonstrate the behavior.
Follows limits and expectations	1: A student at this level needs consistent support to demonstrate the behavior.	2: A student at this level needs support to demonstrate the behavior.	3: A student at this level can demonstrate the behavior.	4: A student at this level can consistently demonstrate the behavior.
Takes care of own needs appropriately	1: A student at this level needs consistent support to demonstrate the behavior.	2: A student at this level needs support to demonstrate the behavior.	3: A student at this level can demonstrate the behavior.	4: A student at this level can consistently demonstrate the behavior.
Establishes and sustains positive relationships	1: SEL Competencies <u>Emerging</u>	2: SEL Competencies <u>Developing With Support/Reminders</u>	3: SEL Competencies <u>Progressing</u>	4: SEL Competencies <u>Demonstrated Consistently Without Support</u>
Forms relationships with adults	1: A student at this level needs consistent support to demonstrate the behavior.	2: A student at this level needs support to demonstrate the behavior.	3: A student at this level can demonstrate the behavior.	4: A student at this level can consistently demonstrate the behavior.
Responds to emotional cues	1: A student at this level needs consistent support to demonstrate the behavior.	2: A student at this level needs support to demonstrate the behavior.	3: A student at this level can demonstrate the behavior.	4: A student at this level can consistently demonstrate the behavior.
Interacts with peers	1: A student at this level needs consistent support to demonstrate the behavior.	2: A student at this level needs support to demonstrate the behavior.	3: A student at this level can demonstrate the behavior.	4: A student at this level can consistently demonstrate the behavior.
Makes friends	1: A student at this level needs consistent support to demonstrate the behavior.	2: A student at this level needs support to demonstrate the behavior.	3: A student at this level can demonstrate the behavior.	4: A student at this level can consistently demonstrate the behavior.

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Participates cooperatively and constructively in group situations	1: SEL Competencies <u>Emerging</u>	2: SEL Competencies <u>Developing With Support/Reminders</u>	3: SEL Competencies <u>Progressing</u>	4: SEL Competencies <u>Demonstrated Consistently Without Support</u>
Balances needs and rights of self and others	1: A student at this level needs consistent support to demonstrate the behavior.	2: A student at this level needs support to demonstrate the behavior.	3: A student at this level can demonstrate the behavior.	4: A student at this level can consistently demonstrate the behavior.
Solves social problems	1: A student at this level needs consistent support to demonstrate the behavior.	2: A student at this level needs support to demonstrate the behavior.	3: A student at this level can demonstrate the behavior.	4: A student at this level can consistently demonstrate the behavior.

Work Habits				
Work Habits	1: SEL Competencies <u>Emerging</u>	2: SEL Competencies <u>Developing With Support/Reminders</u>	3: SEL Competencies <u>Progressing</u>	4: SEL Competencies <u>Demonstrated Consistently Without Support</u>
Listens attentively and follows directions	1: A student at this level needs consistent support to demonstrate the behavior.	2: A student at this level needs support to demonstrate the behavior.	3: A student at this level can demonstrate the behavior.	4: A student at this level can consistently demonstrate the behavior.
Is prepared for class	1: A student at this level needs consistent support to demonstrate the behavior.	2: A student at this level needs support to demonstrate the behavior.	3: A student at this level can demonstrate the behavior.	4: A student at this level can consistently demonstrate the behavior.
Shows independence in tasks & routines	1: A student at this level needs consistent support to demonstrate the behavior.	2: A student at this level needs support to demonstrate the behavior.	3: A student at this level can demonstrate the behavior.	4: A student at this level can consistently demonstrate the behavior.
Completes tasks in a timely manner	1: A student at this level needs consistent support to demonstrate the behavior.	2: A student at this level needs support to demonstrate the behavior.	3: A student at this level can demonstrate the behavior.	4: A student at this level can consistently demonstrate the behavior.

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Participates in discussions	1: A student at this level needs consistent support to demonstrate the behavior.	2: A student at this level needs support to demonstrate the behavior.	3: A student at this level can demonstrate the behavior.	4: A student at this level can consistently demonstrate the behavior.
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