

STANDARDS BASED REPORT CARD K-2 RUBRICS

KINDERGARTEN RUBRICS

- English Language Arts
- Mathematics
- Science
- Social Studies
- Physical Education
- Instructional Technology
- Health
- Art
- Music

Kindergarten-ELA Standard Based Report Card Rubric

All criteria below will be reflected on the individual student report card:

Independent Reading Levels: AA (Below A) - Z

| Grade Level | Reading Levels |
|-------------|----------------|
| К | AA (Below A) |
| K | Α |
| K | В |
| K | С |
| K | D |
| 1 | E |
| 1 | F |
| 1 | G |
| 1 | Н |
| 1 | 1 |
| 1 | J |

Reading: Foundational Skills

| Identifies introduced upper case letters. Identifies introduced lower case letters. | | | | | | | |
|---|---|---------------------|------------------|------------------|--|--|--|
| Marking | 1= Needs Support | 2= Approaching | 3= Meets | 4= Exceeds | | | |
| Period | | Standard | Standard | Standard | | | |
| 1 st | Identifies 5 or | Identifies 6 to 8 | Identifies 9 to | Identifies 13 or | | | |
| fewer letters. letters. 12 letters. more letters. | | | | | | | |
| 2 nd | Identifies 8 or | Identifies 9 to 12 | Identifies 13 to | Identifies 19 or | | | |
| fewer letters. letters. 18 letters. more lette | | | | | | | |
| 3 rd | Identifies 12 or | Identifies 13 to 18 | Identifies 19 to | Identifies 24 or | | | |
| | fewer letters. letters. 23 letters. more letters. | | | | | | |
| 4 th | Identifies 18 or | Identifies 19 to 23 | Identifies 26 | N/A Exceeds | | | |
| | fewer letters. | letters. | letters. | assessment. | | | |

| | Produces the l | etter sounds of intro | oduced vowel and c | onsonants. |
|-----------------------------------|----------------|-----------------------|--------------------|----------------------|
| Marking | 1= Needs | 2= Approaching | 3= Meets | 4= Exceeds Standard |
| Period | Support | Standard | Standard | |
| 1 st - 2 nd | Student rarely | Student | Student | Student consistently |
| | recognizes | sometimes | consistently | recognizes all vowel |
| | introduced | recognizes | recognizes | and consonant sounds |
| | vowel and | introduced vowel | introduced vowel | and reads them |
| | consonant | and consonant | and consonant | correctly in words. |
| | sounds. | sounds. | sounds. | |
| 3 rd – 4 th | Student rarely | Student | Student | Student consistently |
| | recognizes all | sometimes | consistently | and independently |
| | vowel and | recognizes all | recognizes all | recognizes all vowel |
| | consonant | vowel and | vowel and | and consonant sounds |
| | sounds. | consonant | consonant | and reads them |
| | | sounds. | sounds. | correctly in words. |

| Applies decoding strategies. | | | | | |
|-----------------------------------|-----------------|----------------|-------------------|----------------------|--|
| Marking | 1= Needs | 2= Approaching | 3= Meets Standard | 4= Exceeds Standard | |
| Period | Support | Standard | | | |
| 3 rd – 4 th | Student rarely | Student | Student | Student consistently | |
| | uses introduced | sometimes uses | consistently uses | and independently | |
| | decoding | introduced | introduced | uses introduced | |
| | strategies. | decoding | decoding | decoding strategies. | |
| | | strategies. | strategies with | | |
| | | | support. | | |

| Recognizes rhyming words. | | | | | |
|-----------------------------------|---------------|----------------------------------|---------------------|----------------------|--|
| Marking | 1= Needs | 1= Needs 2= Approaching 3= Meets | | | |
| Period | Support | Standard | Standard | | |
| 1 st - 4 th | Student does | Student | Student | Student consistently | |
| | not recognize | sometimes | consistently | recognizes rhyming | |
| rhyming words. recognizes | | recognizes | words with multiple | | |
| | | rhyming words. | rhyming words. | syllables. | |

| | R | ecognizes grade-lev | el sight words. | |
|-----------------|------------------|---------------------|--------------------|------------------------|
| Marking | 1= Needs Support | 2= Approaching | 3= Meets | 4= Exceeds Standard |
| Period | | Standard | Standard | |
| 1 st | Student | Student | Student | Student recognizes |
| | recognizes few | recognizes some | recognizes most | all kindergarten |
| | pre-primer and | pre-primer and | pre-primer and | sight words. |
| | kindergarten | kindergarten | some | |
| | sight words. | sight words. | kindergarten sight | |
| | | | words. | |
| 2 nd | Student | Student | Student | Student recognizes |
| | recognizes most | recognizes all | recognizes most | all kindergarten |
| | pre-primer and | pre-primer and | kindergarten sight | sight words. |
| | few kindergarten | some | words. | |
| | sight words. | kindergarten | | |
| | | sight words. | | |
| 3 rd | Student | Student | Student | Student recognizes |
| | recognizes few | recognizes some | recognizes most | all kindergarten |
| | kindergarten | kindergarten | kindergarten sight | sight words and |
| | sight words. | sight words. | words. | reads them within |
| | | | | context |
| 4 th | Student | Student | Student | Student recognizes |
| | recognizes some | recognizes most | recognizes all | all kindergarten sight |
| | kindergarten | kindergarten | kindergarten sight | words and reads |
| | sight words. | sight words. | words. | independently above |
| | | | | grade level. |

| Produces rhyming words. | | | | | |
|-----------------------------------|--------------|------------------|------------------|----------------------|--|
| Marking | 1= Needs | 2= Approaching | 3= Meets | 4= Exceeds Standard | |
| Period | Support | Standard | Standard | | |
| 1 st - 4 th | Student does | Student | Student | Student consistently | |
| | not produce | sometimes | consistently | produces rhyming | |
| | rhyming | produces rhyming | produces rhyming | words with multiple | |
| | words. | words. | words. | syllables. | |

| | Blends sounds in words. | | | | | |
|-----------------------------------|--|--|---|---|--|--|
| Marking | 1= Needs | 2= Approaching | 3= Meets | 4= Exceeds Standard | | |
| Period | Support | Standard | Standard | | | |
| 3 rd – 4 th | Student rarely blends sounds in words. | Student sometimes blends sounds in words. | Student consistently blends sounds in words. | Student consistently blends sounds in words and applies skill when reading independently. | | |

Reading: Literature and Informational Text

| | Reads at the appropriate independent reading level. | | | | | | | |
|-----------------|---|---------------------|-------------|-----------------|--|--|--|--|
| Marking | 1= Needs Support | 2= Approaching | 3= Meets | 4= Exceeds | | | | |
| Period | | Standard | Standard | Standard | | | | |
| 1 st | Unable or rarely able to | Student has | Student has | Student has | | | | |
| | demonstrate reading | achieved reading | achieved | achieved | | | | |
| | behaviors. | success at level | reading | reading success | | | | |
| | | AA. | success at | at level B or | | | | |
| | | | level A. | above. | | | | |
| 2 nd | Unable or rarely able to | Student has | Student has | Student has | | | | |
| | demonstrate reading | achieved reading | achieved | achieved | | | | |
| | behaviors and/or student | success at level | reading | reading success | | | | |
| | has achieved reading | A. | success at | at level C or | | | | |
| | success at level AA. | | level B. | above. | | | | |
| 3 rd | Unable or rarely able to | Student has | Student has | Student has | | | | |
| | demonstrate reading | achieved reading | achieved | achieved | | | | |
| | behaviors and/or student | success at level B. | reading | reading success | | | | |
| | has achieved reading | | success at | at level D or | | | | |
| | success at level A. | | level C. | above. | | | | |
| 4 th | Unable or rarely able to | Student has | Student has | Student has | | | | |
| | demonstrate reading | achieved reading | achieved | achieved | | | | |
| | behaviors and/or student | success at level C. | reading | reading success | | | | |
| | has achieved reading | | success at | at level E or | | | | |
| | success at level B. | | level D. | above. | | | | |

| | Demonstrates comprehension of a story read aloud. Asks and answers questions about the texts with support. Identifies characters, setting, main idea/topic with prompting and support. Retells familiar stories or details from a text. | | | | | |
|-----------------------------------|---|---------------------|---------------------------|--------------------------------|--|--|
| Marking | 1= Needs | 2= Approaching | 3= Meets Standard | 4= Exceeds Standard | | |
| Period | Support Standard | | | | | |
| 1 st - 2 nd | Student is | Student is unable | Student retells a story | Student retells a story in | | |
| | unable to retell | to recall events of | in proper sequence, | proper sequence, using | | |
| | a story, even | a story in proper | using character and | character, setting, and | | |
| | with prompting. | sequence. | setting. | inferential understanding. | | |
| 3 rd – 4 th | Student is | Student retells a | Student retells a story | Student retells a story in | | |
| | unable to recall | story in proper | in proper sequence, | proper sequence, using | | |
| | events of a story | sequence, using | using character, setting, | characters and setting while | | |
| | in proper character and and inferential making connections and | | | | | |
| | sequence. | setting. | understanding. | predictions (displaying higher | | |
| | | | | level thinking). | | |

Writing

| Us | Uses pictures, letters, and strings of letters to write and express ideas for different purposes (narrative, informative and opinion) | | | | | |
|-----------------------------------|---|--|---|--|--|--|
| Marking Period | 1= Needs Support | 2= Approaching Standard | 3= Meets Standard | 4= Exceeds Standard | | |
| 1 st | Student is unable to use pictures or symbols to write and express ideas for different purposes. | Student rarely uses pictures or symbols to write and express ideas for different purposes. | Student uses pictures or symbols to write and express ideas for different purposes. | Student consistently uses pictures or symbols to write and express ideas for different purposes. | | |
| 2 nd – 3 rd | Student is unable to use pictures or symbols to write and express ideas for different purposes. | Student uses pictures or symbols to write and express ideas for different purposes. | Student uses pictures, symbols, or letters to write and express ideas for different purposes. | Student consistently uses pictures, symbols, or letters to write and express ideas for different purposes. | | |
| 4 th | Student is unable to use pictures, symbols or letters to write and express ideas for different purposes. | Student consistently uses pictures or symbols to write and express ideas for different purposes. | Student consistently uses pictures, symbols, AND letters to write and express ideas for different purposes. | Student consistently uses letters enhanced by pictures or symbols to write and express ideas for different purposes. | | |

| | Generates writing and ideas | | | | | |
|-----------------------------------|--|---|--|--|--|--|
| Marking | 1= Needs Support | 2= Approaching | 3= Meets Standard | 4= Exceeds Standard | | |
| Period | | Standard | | | | |
| 1 st -2 nd | Student is unable to generate ideas for writing. | Student rarely generates ideas for writing with prompting and support. | Student sometimes generates ideas for writing with prompting and support. | Student consistently generates ideas for writing with prompting and support. | | |
| 3 rd - 4 th | Student is rarely generates ideas for writing even with prompting and support. | Student sometimes generates ideas for writing with prompting and support. | Student consistently generates ideas for writing with prompting and support. | Student consistently and independently generates ideas for writing. | | |

Language

| | Prints letters from left to right using correct spacing. | | | | | |
|-----------------------------------|--|---------------------|----------------------|-----------------------------|--|--|
| Marking | 1= Needs Support | 2= Approaching | 3= Meets Standard | 4= Exceeds Standard | | |
| Period | | Standard | | | | |
| 1 st - 4 th | Student rarely | Student sometimes | Student consistently | Student consistently and | | |
| | prints letters from | prints letters from | prints letters from | independently prints | | |
| | left to right and | left to right and | left to right and | letters from left to right | | |
| | rarely uses | sometimes uses | consistently uses | and consistently and | | |
| | appropriate finger | appropriate finger | appropriate finger | independently uses | | |
| | spacing. | spacing. | spacing. | appropriate finger spacing. | | |

| | | Applies conventions of g | rammar and usage. | |
|-----------------|-----------------|--|--|--|
| Marking | 1= Needs | 2= Approaching Standard | 3= Meets Standard | 4= Exceeds Standard |
| Period | Support | | | |
| 3 rd | Student does | Student is beginning to | Student is beginning to | Student is beginning to |
| | not | demonstrate | demonstrate | demonstrate |
| | demonstrate | understanding of key | understanding of key | understanding of key |
| | understanding | concepts of grammar, | concepts of grammar, | concepts of grammar, |
| | of key concepts | usage, and mechanics, | usage, and mechanics, | usage, and mechanics, |
| | of grammar, | sometimes including: | most of the time | consistently: |
| | usage, and | Capitalizing the first | including: | Capitalizing the first |
| | mechanics. | letter of his/her name. | Capitalizing the first | letter of his/her name. |
| | | Capitalizing the | letter of his/her name. | Capitalizing the |
| | | pronoun "I." | Capitalizing the | pronoun "I." |
| | | | pronoun "I." | |
| 4 th | Student does | Student is beginning to | Student demonstrates | Student consistently |
| | not | demonstrate | an understanding of | demonstrates an |
| | demonstrate | understanding of key | key concepts of | understanding of key |
| | understanding | concepts of grammar, | grammar, usage, and | concepts of grammar, |
| | of key concepts | usage, and mechanics, | mechanics most of the | usage, and mechanics, |
| | of grammar, | sometimes including: | time including: | including: |
| | usage, and | Capitalizing the first | Capitalizing the first | Capitalizing the first |
| | mechanics. | letter of his/her name. | letter of his/her name. | letter of his/her name. |
| | | Capitalizing the | Capitalizing the | Capitalizing the |
| | | pronoun "I." | pronoun "I." | pronoun "I." |
| | | Capitalizing the first | Capitalizing the first | Capitalizing the first |
| | | word in a sentence. | word in a sentence. | word in a sentence. |
| | | Using proper spacing. | Using proper spacing. | Using proper spacing. |

| | Spells simple words phonetically using knowledge of sound-letter relationships. | | | | |
|-----------------------------------|---|--------------------|----------------------|----------------------|--|
| Marking | 1= Needs Support | 2= Approaching | 3= Meets Standard | 4= Exceeds Standard | |
| Period | | Standard | | | |
| 1 st - 4 th | Student does not | Student does not | Student consistently | Student consistently | |
| | spell simple words | spell simple word | spells all sounds in | spells complex words | |
| | phonetically using | phonetically using | simple words | phonetically using | |
| | knowledge of | knowledge of | phonetically using | knowledge of | |
| | sound/symbol | sound/symbol | knowledge of | sound/symbol | |
| | relationships. | relationships. | sound/symbol | relationships. | |
| | | | relationships. | | |

| | Forms letters correctly. | | | | | |
|----------------------------------|--------------------------|------------------------|--------------------|--------------------------|--|--|
| Marking | 1= Needs Support | 2= Approaching | 3= Meets Standard | 4= Exceeds Standard | | |
| Period | | Standard | | | | |
| 1 st -2 nd | Student copies a few | Student copies most | Student copies all | Student writes all upper | | |
| | letters correctly. | letters correctly. | letters that have | and lower case letters | | |
| | | | been presented | correctly. | | |
| | | | correctly. | | | |
| 3 rd | Student copies some | Student copies most | Student writes all | Student writes own name | | |
| | letters that have | letters that have been | letters that have | with capitals and | | |
| | been presented | presented correctly | been presented | lowercase letters. | | |
| | correctly. | | correctly. | | | |
| 4 th | Student writes some | Student writes most | Student writes all | Student writes all upper | | |
| | letters correctly. | letters correctly. | upper and lower | and lower case letters | | |
| | | | case letters | correctly and applies in | | |
| | | | correctly. | all areas of writing. | | |
| | | | | | | |

Listening and Speaking

| Listens to others and takes turns speaking. | | | | |
|---|------------------|----------------------|----------------------|-------------------------|
| Marking | 1= Needs Support | 2= Approaching | 3= Meets Standard | 4= Exceeds Standard |
| Period | | Standard | | |
| 1 st - 4 th | Student rarely | Student occasionally | Student consistently | Student acts as a role |
| | takes turns | takes turns speaking | takes turns speaking | model for others taking |
| | speaking and | and listening. | and listening. | turns and listening to |
| | listening. | | | others. |

| | Actively participates in classroom and group discussions. | | | | | |
|-----------------------------------|---|--|---|---|--|--|
| Marking | 1= Needs Support | 2= Approaching | 3= Meets Standard | 4= Exceeds Standard | | |
| Period | | Standard | | | | |
| 1 st – 4 th | Student rarely participates and makes meaningful contributions to classroom or group discussions. | Student sometimes participates and makes meaningful contributions to classroom or group discussions. | Student consistently participates and makes meaningful contributions to classroom or group discussions. | Student acts as a role model for others participating in and making meaningful contributions to classroom or group discussions. | | |

| | A | sks questions to gai | in information. | |
|-----------------------------------|--|--|---|--|
| Marking | 1= Needs | 2= Approaching | 3= Meets Standard | 4= Exceeds |
| Period | Support | Standard | | Standard |
| 1 st – 4 th | Student rarely asks questions to gain information. | Student occasionally asks questions to gain information. | Student consistently Student rarely asks questions to gain information. | Student acts as a role model for asking questions to gain information. |

Mathematics Kindergarten Standard Based Report Card Rubric

Counting and Cardinality

| | Counts to 30, 50, 70, and 100 by ones and tens | | | | | |
|-----------------|--|--------------------|--------------------|--------------------|--|--|
| Marking | 1= Needs Support | 2= Approaching | 3= Meets Standard | 4= Exceeds | | |
| Period | | Standard | | Standard | | |
| 1 st | Student is unable | Student is able to | Student is able to | Student is able to | | |
| | or rarely able to | rote count | rote count | rote count | | |
| | rote count | numbers 0-30 with | numbers 0-30 | numbers 0-50 | | |
| | numbers 0-30 | some errors. | correctly. | correctly. | | |
| 2 nd | Student is unable | Student is able to | Student is able to | Student is able to | | |
| | or rarely able to | rote count | rote count | rote count | | |
| | rote count | numbers 0-50 with | numbers 0-50 | numbers 0-70 | | |
| | numbers 0-50. | some errors. | correctly. | correctly. | | |
| 3 rd | Student is unable | Student is | Student is able to | Student is able to | | |
| | or rarely able to | sometimes able to | rote count | rote count | | |
| | rote count | rote count | numbers 0-70. | numbers 0-100 | | |
| | numbers 0-70. | numbers 0-70. | | correctly. | | |
| 4 th | Student is unable | Student is | Student is able to | Student is able to | | |
| | or rarely able to | sometimes able to | rote count | rote count | | |
| | rote count | rote count | numbers 0-100. | numbers over 100. | | |
| | numbers 0-100. | numbers 0-100. | | | | |

| Counts forward beginning from a number other than 1 | | | | | |
|---|-------------------|----------------|-------------------|--------------------|--|
| Marking | 1= Needs Support | 2= Approaching | 3= Meets Standard | 4= Exceeds | |
| Period | | Standard | | Standard | |
| 1 st - 4 th | Student is unable | Student | Student | Student | |
| | or rarely | sometimes | consistently | understands and | |
| | understands | understands | understands | applies concept of | |
| | concept of | concept of | concept of | counting on. | |
| | counting on. | counting on. | counting on. | | |

| | Writes numbers from 0-20 | | | | | |
|-----------------------------------|--------------------------|--------------------|--------------------|--------------------|--|--|
| Marking | 1= Needs Support | 2= Approaching | 3= Meets Standard | 4= Exceeds | | |
| Period | | Standard | | Standard | | |
| 1 st & 2 nd | Student is unable | Student is able to | Student is able to | Student is able to | | |
| | to print numerals | print numerals 0- | print numerals 0- | print numerals | | |
| | 0-10. | 10 with some | 10 correctly. | above 10 | | |
| | | errors. | | correctly. | | |
| 3 rd | Student is only | Student is able to | Student is able to | Student is able to | | |
| | able to print | print numerals 0- | print numerals 0- | print numerals | | |
| | numerals 0-10. | 20 with some | 20 correctly. | above 20 | | |
| | | errors. | | correctly. | | |

| | Counts | to tell the number of | f objects within 20 | |
|-----------------------------------|-------------------|-----------------------|---------------------|--------------------|
| Marking | 1= Needs Support | 2= Approaching | 3= Meets Standard | 4= Exceeds |
| Period | | Standard | | Standard |
| 1 st & 2 nd | Student is unable | Student | Student | Student |
| | or rarely | sometimes | demonstrates 1- | demonstrates 1- |
| | demonstrates 1- | demonstrates 1- | to-1 | to-1 |
| | to-1 | to-1 | correspondence | correspondence |
| | correspondence | correspondence | when counting | when counting |
| | when counting | when counting | objects 1-10 | objects 1-20 |
| | objects 1-10. | objects 1-10. | correctly. | correctly. |
| 3 rd & 4 th | Student is unable | Student | Student | Student |
| | or rarely | sometimes | demonstrates 1- | demonstrates 1- |
| | demonstrates 1- | demonstrates 1- | to-1 | to-1 |
| | to-1 | to-1 | correspondence | correspondence |
| | correspondence | correspondence | when counting | when counting |
| | when counting | when counting | objects 1-20 | objects greater |
| | objects 1-20. | objects 1-20. | correctly. | than 20 correctly. |

| Compare | Compares the number of objects in two groups by using matching and counting strategies | | | | | |
|-----------------------------------|--|---------------------|-------------------|----------------------|--|--|
| Marking | 1= Needs Support | 2= Approaching | 3= Meets | 4= Exceeds | | |
| Period | | Standard | Standard | Standard | | |
| 1 st , 2 nd | Student is unable | Student | Student correctly | Student | | |
| & 4 th | or rarely compares | sometimes | compares the | consistently and | | |
| | the number of | compares the | number of objects | independently | | |
| | objects in a group | number of objects | in a group by | compares the | | |
| | by using matching | in a group by using | using matching | number of objects | | |
| | and counting | matching and | and counting | in a group by using | | |
| | strategies. | counting | strategies. | matching and | | |
| | | strategies. | | counting strategies. | | |

| | Compares the value of two written numerals between 1 and 10 | | | | | |
|-----------|---|-------------------|-------------------|-------------------|--|--|
| Marking | 1= Needs Support | 2= Approaching | 3= Meets Standard | 4= Exceeds | | |
| Period | | Standard | | Standard | | |
| 1st & 2nd | Student is unable | Student is | Student correctly | Student correctly | | |
| | to compare two | sometimes able to | compares two | compares two | | |
| | written numerals | compare two | written numerals | written numerals | | |
| | within 10. | written numerals | within 10. | within 20. | | |
| | | within 10. | | | | |

Operations and Algebraic Thinking

| Solves a | Solves addition and subtraction word problems within 10 by using objects or drawings to represent the problem | | | | |
|-----------------------------------|---|--------------------|---------------------|--------------------|--|
| Marking | 1= Needs Support | 2= Approaching | 3= Meets Standard | 4= Exceeds | |
| Period | | Standard | | Standard | |
| 2 nd & 3 rd | Student is unable | Student is able to | Student is able to | Student is able to | |
| | to solve addition | solve addition and | solve addition and | solve addition and | |
| | and subtraction | subtraction | subtraction | subtraction | |
| | word problems | problems within 5 | problems within | problems greater | |
| | within 10 using | using objects or | 10 using objects or | than 10 using | |
| | objects or | drawings to | drawings to | objects or | |
| | drawings to | represent the | represent the | drawings to | |
| | represent the | problem. | problem. | represent the | |
| | problem. | | | problem. | |

| De | Decomposes numbers less than or equal to 10 into pairs in more than one way | | | | | |
|-----------------|---|--------------------|--------------------|--------------------|--|--|
| Marking | 1= Needs Support | 2= Approaching | 3= Meets Standard | 4= Exceeds | | |
| Period | | Standard | | Standard | | |
| 3 rd | Student is unable | Student is able to | Student is able to | Student is able to | | |
| | to decompose | decompose | decompose | decompose | | |
| | numbers. | numbers within 10 | numbers within 10 | numbers greater | | |
| | | in one way. | in more than one | than 10 in more | | |
| | | | way. | than one way. | | |

| Fi | Finds the number that makes 10 when added to a given number within 1 to 9 | | | | | |
|-----------------|---|-------------------|--------------------|--------------------|--|--|
| Marking | 1= Needs Support | 2= Approaching | 3= Meets Standard | 4= Exceeds | | |
| Period | | Standard | | Standard | | |
| 3 rd | Student is unable | Student is | Student is able to | Student is able to | | |
| | to find the number | sometimes able to | find the number | find the number | | |
| | that makes 10 | find the number | that makes 10 | that makes a | | |
| | when given a | that makes 10 | when given a | number greater | | |
| | number from 1 to | when given a | number from 1 to | than 10 when | | |
| | 9. | number from 1 to | 9. | given a number | | |
| | | 9. | | from 1 to 9. | | |

| | Demonstrates fluency of addition within 5 | | | | |
|-----------------------------------|---|--|--|---|--|
| Marking Period | 1= Needs Support | 2= Approaching Standard | 3= Meets Standard | 4= Exceeds Standard | |
| 2 nd & 3 rd | Student is unable to or rarely demonstrates understanding of addition concepts by: • Using objects, fingers, mental strategies, drawings, sounds, acting out situation, verbal explanations, expressions or equations • Solving word problems • Demonstrating understanding of the relationship between addition and subtraction | Student sometimes demonstrates understanding of addition concepts by: Using objects, fingers, mental strategies, drawings, sounds, acting out situation, verbal explanations, expressions or equations Solving word problems Demonstrating understanding of the relationship between addition and subtraction | Student consistently demonstrates understanding addition concepts by: Using objects, fingers, mental strategies, drawings, sounds, acting out situation, verbal explanations, expressions or equations Solving word problems Demonstrating understanding of the relationship between addition and subtraction | Student applies concepts of addition to numbers up to 10 by: • Using objects, fingers, mental strategies, drawings, sounds, acting out situation, verbal explanations, expressions or equations • Solving word problems • Demonstrating understanding of the relationship between addition and subtraction | |

| | Demor | strates fluency of sul | btraction within 5 | |
|-----------------------------------|------------------------------------|------------------------------------|------------------------------------|------------------------------------|
| Marking | 1= Needs Support | 2= Approaching | 3= Meets Standard | 4= Exceeds |
| Period | | Standard | | Standard |
| 2 nd & 3 rd | Student is unable | Student | Student | Student applies |
| | or rarely | sometimes | consistently | concepts of |
| | demonstrates | demonstrates | demonstrates | subtraction to |
| | understanding of | understanding of | understanding of | numbers up to 10, |
| | subtraction | subtraction | subtraction | such as: |
| | concepts by: | concepts by: | concepts by: | Using objects, |
| | Using objects, | Using objects, | Using objects, | fingers, mental |
| | fingers, mental | fingers, mental | fingers, mental | strategies, |
| | strategies, | strategies, | strategies, | drawings, |
| | drawings, | drawings, | drawings, | sounds, acting |
| | sounds, acting | sounds, acting | sounds, acting | out situation, |
| | out situation, | out situation, | out situation, | verbal |
| | verbal | verbal | verbal | explanations, |
| | explanations, | explanations, | explanations, | expressions or |
| | expressions or | expressions or | expressions or | equations |
| | equations | equations | equations | Solving word |
| | Solving word | Solving word | Solving word | problems |
| | problems | problems | problems | Demonstrating |
| | Demonstrating | Demonstrating | Demonstrating | understanding |
| | understanding | understanding | understanding | of the |
| | of the | of the | of the | relationship |
| | relationship | relationship | relationship | between |
| | between | between | between | addition and |
| | addition and | addition and | addition and | subtraction |
| | subtraction | subtraction | subtraction | |

Number and Operations in Base Ten

| | Composes and decomposes numbers from 11-19 into tens and ones | | | | |
|-----------------|---|--------------------|--------------------|--------------------|--|
| Marking | 1= Needs Support | 2= Approaching | 3= Meets Standard | 4= Exceeds | |
| Period | | Standard | | Standard | |
| 3 rd | Student is unable | Student is | Student is able to | Student is able to | |
| | to compose or | sometimes able to | compose or | consistently | |
| | decompose | compose or | decompose | compose or | |
| | numbers from 11 | decompose | numbers from 11 | decompose | |
| | to 19 into a group | numbers from 11 | to 19 into a group | numbers from 11 | |
| | of ten and one(s). | to 19 into a group | of ten and one(s). | to 19 and greater | |
| | | of ten and one(s). | | into group(s) of | |
| | | | | ten(s) and one(s). | |

Measurements and Data

| | Describes and compares measurable attributes. | | | | | |
|-----------------|---|-------------------|--------------------|--------------------|--|--|
| Marking | 1= Needs Support | 2= Approaching | 3= Meets Standard | 4= Exceeds | | |
| Period | | Standard | | Standard | | |
| 4 th | Student is unable | Student is | Student is able to | Student is able to | | |
| | or rarely able to | sometimes able to | describe and | describe, compare | | |
| | describe and | describe and | compare | and apply | | |
| | compare | compare | measurable | measurable | | |
| | measurable | measurable | attributes using | attributes using | | |
| | attributes using | attributes using | terms such as | terms such as | | |
| | terms such as | terms such as | length, weight, | length, weight, | | |
| | length, weight, | length, weight, | shorter, heavier, | shorter, heavier, | | |
| | shorter, heavier, | shorter, heavier, | etc. | etc. to real life | | |
| | etc. | etc. | | situations. | | |

| Classifies, counts and sorts objects into categories | | | | |
|--|--------------------|--------------------|--------------------|--------------------|
| Marking | 1= Needs Support | 2= Approaching | 3= Meets | 4= Exceeds |
| Period | | Standard | Standard | Standard |
| 2 nd & 4 th | Student is unable | Student is | Student is able to | Student is able to |
| | or rarely able to | sometimes able to | classify, sort and | classify, sort and |
| | classify, sort and | classify, sort and | count up to ten | count up to ten |
| | count up to ten | count up to ten | objects with few | objects |
| | objects. | objects. | errors. | consistently. |

Geometry

| Describe | Describes objects in the environment using names of shapes and positional words such as | | | | |
|-----------------|---|-------------------------|-----------------------|--------------------|--|
| | above, bel | low, beside, in front o | f, behind and next to | | |
| Marking | 1= Needs Support | 2= Approaching | 3= Meets Standard | 4= Exceeds | |
| Period | | Standard | | Standard | |
| 4 th | Student is unable | Student is | Student is able to | Student is | |
| | able to describe | sometimes able to | describe the shape | consistently able | |
| | the shape and | describe the shape | and position of | to describe the | |
| | position of objects | and position of | objects in the | shape and position | |
| | in the | objects in the | environment. | of objects in the | |
| | environment. | environment. | | environment. | |

| | Names and describes basic shapes | | | | |
|-----------------|----------------------------------|---------------------|---------------------|---------------------|--|
| Marking | 1= Needs Support | 2= Approaching | 3= Meets Standard | 4= Exceeds | |
| Period | | Standard | | Standard | |
| 4 th | Student is unable | Student is able to | Student is able to | Student is able to | |
| | to correctly name | correctly name | correctly name | correctly name | |
| | and describe | and describe | and describe | and describe | |
| | shapes when the | shapes when the | shapes when the | shapes when the | |
| | size or orientation | size or orientation | size or orientation | size or orientation | |
| | is different. | is different with | is different. | is different in a | |
| | | some errors. | | real life setting. | |
| | | | | | |

| | Identifies shapes as 2-D or 3-D | | | | | |
|-----------------|---------------------------------|--------------------|--------------------|----------------------|--|--|
| Marking | 1= Needs Support | 2= Approaching | 3= Meets Standard | 4= Exceeds | | |
| Period | | Standard | | Standard | | |
| 4 th | Student is | Student is able to | Student is able to | Student is able to | | |
| | sometimes able | identify 3-D | consistently | consistently | | |
| | identify 3-D | shapes and | identify 3-D | identify 3-D | | |
| | shapes and | distinguish them | shapes and | shapes and | | |
| | distinguish them | from 2-D shapes | distinguish them | distinguish them | | |
| | from 2-D shapes. | with few errors. | from 2-D shapes. | from 2-D shapes in | | |
| | | | | a real life setting. | | |

| | Analyzes, compares, creates and composes shapes | | | | | |
|-----------------|---|--------------------|--------------------|--------------------|--|--|
| Marking | 1= Needs Support | 2= Approaching | 3= Meets Standard | 4= Exceeds | | |
| Period | | Standard | | Standard | | |
| 4 th | Student is unable | Student is able to | Student is able to | Student is able to | | |
| | or rarely able to | compose simple | compose simple | compose simple | | |
| | compose simple | shapes to form | shapes to form | shapes to form | | |
| | shapes to form | larger shapes with | larger shapes. | larger shapes with | | |
| | larger shapes with | few errors. | Student is able to | creativity and | | |
| | few errors. | Student is able to | model shapes seen | detail. | | |
| | Student is unable | model shapes seen | in the world by | Student is able to | | |
| | or rarely able to | in the world by | building or | model shapes seen | | |
| | model shapes seen | building or | drawing. | in the world by | | |
| | in the world by | drawing with few | | building or | | |
| | building or | errors. | | drawing with | | |
| | drawing with few | | | creativity and | | |
| | errors. | | | detail. | | |

Science Kindergarten Standard Based Report Card Rubric

| Science and Engineering Practice 1: Asks and identifies questions that can be answered by an investigation. | 1= Needs support – Students require significant assistance to accomplish all of the following: | 2= Approaching standard – Students can accomplish at least one of the following with limited assistance: | 3= Meets standard – Students can accomplish all of the following: | 4= Exceeds standard – In addition to all aspects of (3), students also can accomplish at least one of the following: |
|---|--|--|--|--|
| | Ask questions based on observations to find more information about the natural and/or designed world(s). Ask and/or identify questions that can be answered by an investigation. Define a simple problem that can be solved through the development of a new or improved object or tool. | Ask questions based on observations to find more information about the natural and/or designed world(s). Ask and/or identify questions that can be answered by an investigation. Define a simple problem that can be solved through the development of a new or improved object or tool. | Ask questions based on observations to find more information about the natural and/or designed world(s). Ask and/or identify questions that can be answered by an investigation. Define a simple problem that can be solved through the development of a new or improved object or tool. | Ask questions about what would happen if a variable is changed. Identify scientific (testable) and non-scientific (nontestable) questions. Ask questions that can be investigated and predict reasonable outcomes based on patterns such as cause and effect relationships. Use prior knowledge to describe problems that can be solved. Define a simple design problem that can be solved through the development of an object, tool, process, or system and includes several criteria for success and constraints on materials, time, or cost. |

| Science and Engineering Practice 2: Uses scientific models to represent relationships, such as size and pattern, in the natural and humanmade world (i.e., diagram, drawing, physical replica, diorama, dramatization, or storyboard). | 1= Needs support – Students require significant assistance to accomplish all of the following: | 2= Approaches the standard - Students can accomplish at least one of the following with limited assistance: | 3= Meets the standard – Students can accomplish all of the following: | 4= Exceeds the standard – In addition to all aspects of (3), students also can accomplish at least one of the following: |
|--|--|--|--|--|
| | Distinguish between a model and the actual object, process, and/or events the model represents. Compare models to identify common features and differences. Develop and/or use a model to represent amounts, relationships, relative scales (bigger, smaller), and/or patterns in the natural and designed world(s). Develop a simple model based on evidence to represent a proposed object or tool. | Distinguish between a model and the actual object, process, and/or events the model represents. Compare models to identify common features and differences. Develop and/or use a model to represent amounts, relationships, relative scales (bigger, smaller), and/or patterns in the natural and designed world(s). Develop a simple model based on evidence to represent a proposed object or tool. | Distinguish between a model and the actual object, process, and/or events the model represents. Compare models to identify common features and differences. Develop and/or use a model to represent amounts, relationships, relative scales (bigger, smaller), and/or patterns in the natural and designed world(s). Develop a simple model based on evidence to represent a proposed object or tool. | Identify limitations of models. Collaboratively develop and/or revise a model based on evidence that shows the relationships among variables for frequent and regular occurring events. Develop a model using an analogy, example, or abstract representation to describe a scientific principle or design solution. Develop and/or use models to describe and/or predict phenomena. Develop a diagram or simple physical prototype to convey a proposed object, tool, or process. Use a model to test cause and effect relationships or interactions concerning the functioning of a natural or designed system. |

| Science and Engineering Practice 3: Plans and conducts investigations collaboratively, and evaluates different ways of collecting data to best answer a question. | 1= Needs support – Students require significant assistance to accomplish all of the following: | 2= Approaches the standard - Students can accomplish at least one of the following with limited assistance: | 3= Meets the standard – Students can accomplish all of the following: | 4= Exceeds the standard – In addition to all aspects of (3), students also can accomplish at least one of the following: |
|---|---|---|---|---|
| | With guidance, plan and conduct an investigation in collaboration with peers (for K). Plan and conduct an investigation collaboratively to produce data to serve as the basis for evidence to answer a question. Evaluate different ways of observing and/or measuring a phenomenon to determine which way can answer a question. Make observations (firsthand or from media) and/or measurements to collect data that can be used to make comparisons. Make observations (firsthand or from media) and/or measurements of a proposed object or tool or solution to determine if it solves a problem or meets a goal. Make predictions based on prior experiences. | With guidance, plan and conduct an investigation in collaboration with peers (for K). Plan and conduct an investigation collaboratively to produce data to serve as the basis for evidence to answer a question. Evaluate different ways of observing and/or measuring a phenomenon to determine which way can answer a question. Make observations (firsthand or from media) and/or measurements to collect data that can be used to make comparisons. Make observations (firsthand or from media) and/or measurements of a proposed object or tool or solution to determine if it solves a problem or meets a goal. Make predictions based on prior experiences. | With guidance, plan and conduct an investigation in collaboration with peers (for K). Plan and conduct an investigation collaboratively to produce data to serve as the basis for evidence to answer a question. Evaluate different ways of observing and/or measuring a phenomenon to determine which way can answer a question. Make observations (firsthand or from media) and/or measurements to collect data that can be used to make comparisons. Make observations (firsthand or from media) and/or measurements of a proposed object or tool or solution to determine if it solves a problem or meets a goal. Make predictions based on prior experiences. | Plan and conduct an investigation collaboratively to produce data to serve as the basis for evidence, using fair tests in which variables are controlled and the number of trials considered. Evaluate appropriate methods and/or tools for collecting data. Make observations and/or measurements to produce data to serve as the basis for evidence for an explanation of a phenomenon or test a design solution. Make predictions about what would happen if a variable changes. Test two different models of the same proposed object, tool, or process to determine which better meets criteria for success. |

| Science and Engineering Practice 6: Designs or builds a device that solves a specific problem and compares multiple solutions to a problem. | 1= Needs support – Students require significant assistance to accomplish all of the following: | 2= Approaches the standard - Students can accomplish at least one of the following with limited assistance: | 3= Meets the standard – Students can accomplish all of the following: | 4= Exceeds the standard – In addition to all aspects of (3), students also can accomplish at least one of the following: |
|---|--|---|--|---|
| | Make observations (firsthand or from media) to construct an evidence- based account for natural phenomena. Use tools and/or materials to design and/or build a device that solves a specific problem or a solution to a specific problem. Generate and/or compare multiple solutions to a problem. | Make observations (firsthand or from media) to construct an evidence-based account for natural phenomena. Use tools and/or materials to design and/or build a device that solves a specific problem or a solution to a specific problem. Generate and/or compare multiple solutions to a problem. | Make observations (firsthand or from media) to construct an evidence- based account for natural phenomena. Use tools and/or materials to design and/or build a device that solves a specific problem or a solution to a specific problem. Generate and/or compare multiple solutions to a problem. | Construct an explanation of observed relationships (e.g., the distribution of plants in the back yard). Use evidence (e.g., measurements, observations, patterns) to construct or support an explanation or design a solution to a problem. Identify the evidence that supports particular points in an explanation. Apply scientific ideas to solve design problems. Generate and compare multiple solutions to a problem based on how well they meet the criteria and constraints of the design solution. |

Social Studies Kindergarten Standard Based Report Card Rubric

| Do | Describe the connections between individuals, events, ideas, or information. | | | | |
|----------------------------------|--|------------------|------------------|----------------------|--|
| Marking | 1= Needs Support | 2= Approaching | 3= Meets | 4= Exceeds Standard | |
| Period | | Standard | Standard | | |
| 1 st -4 th | Student rarely | Student | Student often | Student consistently | |
| | communicates an | sometimes | communicates an | communicates an | |
| | understanding of | communicates an | understanding of | understanding of | |
| | concepts taught | understanding of | concepts taught | concepts taught | |
| | related to | concepts taught | related to | related to | |
| | individuals, | related to | individuals, | individuals, events, | |
| | events, ideas or | individuals, | events, ideas or | ideas or information | |
| | information. | events, ideas or | information. | and is able to | |
| | | information. | | extend key concepts | |
| | | | | to real life | |
| | | | | experiences. | |

| Participates in classroom discussions and activities related to content area. | | | | |
|---|-------------------|-------------------|-------------------|------------------------|
| Marking | 1= Needs | 2= Approaching | 3= Meets | 4= Exceeds |
| Period | Support | Standard | Standard | Standard |
| 1 st - 4 th | Student rarely | Student | Student | Student acts as a |
| | participates in | sometimes | consistently | role model for |
| | class discussions | participates in | participates in | participating in class |
| | and activities. | class discussions | class discussions | discussions and |
| | | and activities. | and activities. | activities. |

Physical Education Kindergarten Standard Based Report Card Rubric

Physical Education

| Demor | nstrates understandi | ng of concepts and ap | plication of skills. | |
|----------------------------------|----------------------|-----------------------|----------------------|---------------------|
| Marking | 1= Needs Support | 2= Approaching | 3= Meets Standard | 4= Exceeds |
| Period | | Standard | | Standard |
| 1 st -4 th | Student rarely | Student is | Student | Student |
| | performs | beginning to | understands how | understands and |
| | movement skills | perform | to perform | consistently |
| | with | movement skills | movement skills | performs |
| | developmentally | with | with | movement skills |
| | appropriate | developmentally | developmentally | with |
| | control in isolated | appropriate | appropriate | developmentally |
| | settings. The | control in isolated | control in isolated | appropriate |
| | student is unable | settings. The | settings. The | control in isolated |
| | to identify body | student is learning | student identifies | settings. The |
| | planes/parts, | how to identify | body planes/parts, | student |
| | differentiate | body planes/parts, | differentiates | consistently |
| | between | differentiate | between | identifies body |
| | competitive and | between | competitive and | planes/parts, |
| | cooperative | competitive and | cooperative | differentiates |
| | strategies. | cooperative | strategies most of | between |
| | | strategies. | the time. | competitive and |
| | | | | cooperative |
| | | | | strategies. |

| Participates in classroom discussions and activities related to content area. | | | | | |
|---|-------------------|-------------------|-------------------|------------------------|--|
| Marking | 1= Needs | 2= Approaching | 3= Meets | 4= Exceeds | |
| Period | Support | Standard | Standard | Standard | |
| 1 st - 4 th | Student rarely | Student | Student | Student acts as a | |
| | participates in | sometimes | consistently | role model for | |
| | class discussions | participates in | participates in | participating in class | |
| | and activities. | class discussions | class discussions | discussions and | |
| | | and activities. | and activities. | activities. | |

Instructional Technology Kindergarten Standard Based Report Card Rubric

| Demon | Demonstrates understanding of concepts and application of skills. | | | | | |
|-----------------|---|---------------------|--------------------|-----------------------|--|--|
| Marking | 1= Needs Support | 2= Approaching | 3= Meets | 4= Exceeds | | |
| Period | | Standard | Standard | Standard | | |
| 1 st | Student rarely | Student is | Student | Student | | |
| | applies the | beginning to apply | understands and | understands and | | |
| | fundamentals of | the fundamentals | applies the | consistently applies | | |
| | Instructional | of Instructional | fundamentals of | the fundamentals | | |
| | Technology. The | Technology. The | Instructional | of Instructional | | |
| | student is unable | student is learning | Technology. The | Technology. The | | |
| | to identify parts of | how to identify | student identifies | student | | |
| | a computer or to | parts of a | parts of a | consistently | | |
| | block code. | computer or to | computer or block | identifies parts of a | | |
| | | block code. | codes. | computer or block | | |
| | | | | codes. | | |

| Demon | Demonstrates understanding of concepts and application of skills. | | | | | |
|-----------------|---|---------------------|-----------------|----------------------|--|--|
| Marking | 1= Needs Support | 2= Approaching | 3= Meets | 4= Exceeds | | |
| Period | | Standard | Standard | Standard | | |
| 2 nd | Student rarely | Student is | Student | Student | | |
| | applies the | beginning to apply | understands and | understands and | | |
| | fundamentals of | the fundamentals | applies the | consistently applies | | |
| | Instructional | of Instructional | fundamentals of | the fundamentals | | |
| | Technology. The | Technology. The | Instructional | of Instructional | | |
| | student is unable | student is learning | Technology. The | Technology. The | | |
| | to use a mouse or | how to use a | student uses a | student | | |
| | to block code. | mouse or to block | mouse or block | consistently uses a | | |
| | | code. | codes. | mouse or block | | |
| | | | | codes. | | |

| Demon | Demonstrates understanding of concepts and application of skills. | | | | |
|-----------------|---|---------------------|-------------------|----------------------|--|
| Marking | 1= Needs Support | 2= Approaching | 3= Meets | 4= Exceeds | |
| Period | | Standard | Standard | Standard | |
| 3 rd | Student rarely | Student is | Student | Student | |
| | applies the | beginning to apply | understands and | understands and | |
| | fundamentals of | the fundamentals | applies the | consistently applies | |
| | Instructional | of Instructional | fundamentals of | the fundamentals | |
| | Technology. The | Technology. The | Instructional | of Instructional | |
| | student is unable | student is learning | Technology. The | Technology. The | |
| | to type words on | how to type words | student types | student | |
| | a keyboard or to | on a keyboard or | words on a | consistently types | |
| | block code. | to block code. | keyboard or block | words on a | |
| | | | codes. | keyboard or block | |
| | | | | codes. | |

| Demon | Demonstrates understanding of concepts and application of skills. | | | | |
|-----------------|---|---------------------|--------------------|----------------------|--|
| Marking | 1= Needs Support | 2= Approaching | 3= Meets | 4= Exceeds | |
| Period | | Standard | Standard | Standard | |
| 4 th | Student rarely | Student is | Student | Student | |
| | applies the | beginning to apply | understands and | understands and | |
| | fundamentals of | the fundamentals | applies the | consistently applies | |
| | Instructional | of Instructional | fundamentals of | the fundamentals | |
| | Technology. The | Technology. The | Instructional | of Instructional | |
| | student is unable | student is learning | Technology. The | Technology. The | |
| | to safely surf the | to safely surf the | student safely | student | |
| | internet on a | internet on a | surfs the internet | consistently and | |
| | computer or to | computer or to | on a computer or | safely surfs the | |
| | block code. | block code. | block codes. | internet on a | |
| | | | | computer or block | |
| | | | | codes. | |

| Participates in classroom discussions and activities related to content area. | | | | | |
|---|-------------------|-------------------|-------------------|------------------------|--|
| Marking | 1= Needs | 2= Approaching | 3= Meets | 4= Exceeds | |
| Period | Support | Standard | Standard | Standard | |
| 1 st - 4 th | Student rarely | Student | Student | Student acts as a | |
| | participates in | sometimes | consistently | role model for | |
| | class discussions | participates in | participates in | participating in class | |
| | and activities. | class discussions | class discussions | discussions and | |
| | | and activities. | and activities. | activities. | |

Health Kindergarten Standard Based Report Card Rubric

| Demonstrates understanding of concepts and application of skills. | | | | | |
|---|-------------------|----------------------|------------------|-------------------|--|
| Marking | 1= Needs Support | 2= Approaching | 3= Meets | 4= Exceeds | |
| Period | | Standard | Standard | Standard | |
| 1 st -4 th | Student rarely | Student is beginning | Student | Student | |
| | communicates an | to communicate an | understands the | understands and | |
| | understanding of | understanding of the | concepts of | applies the | |
| | the concepts of | concepts of health, | health, | concepts of | |
| | health, wellness, | wellness, organs and | wellness, organs | health, wellness, | |
| | organs and | nutrition. | and nutrition. | organs and | |
| | nutrition. | | | nutrition. | |

| Participates in classroom discussions and activities related to content area. | | | | |
|---|-------------------|-------------------|-------------------|------------------------|
| Marking | 1= Needs | 2= Approaching | 3= Meets | 4= Exceeds |
| Period | Support | Standard | Standard | Standard |
| 1 st - 4 th | Student rarely | Student | Student | Student acts as a |
| | participates in | sometimes | consistently | role model for |
| | class discussions | participates in | participates in | participating in class |
| | and activities. | class discussions | class discussions | discussions and |
| | | and activities. | and activities. | activities. |

Art

Kindergarten Standard Based Report Card Rubric

| Demonstrates understanding of concepts and application of skills. | | | | |
|---|-------------------|--------------------|-----------------------|-----------------------|
| Marking | 1= Needs | 2= Approaching | 3= Meets Standard | 4= Exceeds |
| Period | Support | Standard | | Standard |
| 1 st | Student rarely | Student is | Student | Student |
| | creates lines to | beginning to | understands and | understands and |
| | form shapes and | create lines to | uses lines to form | consistently uses |
| | rarely uses tools | form shapes and is | shapes. The | lines to form |
| | appropriate to | learning how to | student uses the | shapes. The |
| | the production | use tools | tools appropriate | student |
| | of work in art in | appropriate to the | to the production | consistently uses |
| | a variety of art | production of | of a work of art in a | tools appropriate |
| | media. | works of art in a | variety of art | to the production |
| | | variety of art | media most of the | of a work of art in a |
| | | media. | time. | variety of art |
| | | | | media. |

| Demon | Demonstrates understanding of concepts and application of skills. | | | | |
|-----------------|---|---|--|--|--|
| Marking | 1= Needs Support | 2= Approaching | 3= Meets | 4= Exceeds | |
| Period | | Standard | Standard | Standard | |
| 2 nd | Student rarely designs lines, shapes and colors in the creation of stamp print and rarely uses tools appropriate to the production of work in art in a variety of art | Student is beginning to designs lines, shapes and colors in the creation of stamp print and is learning how to use tools appropriate to the production of | Student designs lines, shapes and colors in the creation of stamp print. The student uses the tools appropriate to the production of a work of art in a variety of art | Student understands and consistently designs lines, shapes and colors in the creation of stamp print. The student consistently uses tools appropriate to the production of a | |
| | media. | works of art in a | media most of the | work of art in a | |
| | | variety of art | time. | variety of art | |
| | | media. | | media. | |

| Demon | Demonstrates understanding of concepts and application of skills. | | | | |
|-----------------|---|--------------------|---------------------|---------------------|--|
| Marking | 1= Needs Support | 2= Approaching | 3= Meets Standard | 4= Exceeds | |
| Period | | Standard | | Standard | |
| 3 rd | Student rarely | Student is | Student | Student | |
| | manipulates art | beginning to | manipulates art | consistently | |
| | media for the | manipulate art | media for the | manipulates art | |
| | creation of | media for the | creation of | media for the | |
| | sculptures and | creation of | sculptures. The | creation of | |
| | rarely uses tools | sculptures and is | student uses the | sculptures. The | |
| | appropriate to | learning how to | tools appropriate | student | |
| | the production of | use tools | to the production | consistently uses | |
| | work in art in a | appropriate to the | of a work of art in | tools appropriate | |
| | variety of art | production of | a variety of art | to the production | |
| | media. | works of art in a | media most of the | of a work of art in | |
| | | variety of art | time. | a variety of art | |
| | | media. | | media. | |

| Demon | Demonstrates understanding of concepts and application of skills. | | | | |
|-----------------|---|----------------------|---------------------|---------------------|--|
| Marking | 1= Needs Support | 2= Approaching | 3= Meets Standard | 4= Exceeds | |
| Period | | Standard | | Standard | |
| 4 th | Student rarely | Student is | Student | Student | |
| | manipulates art | beginning to | manipulates art | consistently | |
| | media for the | manipulate art | media for the | manipulates art | |
| | creation of | media for the | creation of | media for the | |
| | collages or | creation of collages | collages or | creation of | |
| | paintings and | or paintings and is | paintings. The | collages or | |
| | rarely uses tools | learning how to | student uses the | paintings. The | |
| | appropriate to | use tools | tools appropriate | student | |
| | the production of | appropriate to the | to the production | consistently uses | |
| | work in art in a | production of | of a work of art in | tools appropriate | |
| | variety of art | works of art in a | a variety of art | to the production | |
| | media. | variety of art | media most of the | of a work of art in | |
| | | media. | time. | a variety of art | |
| | | | | media. | |

| P | Participates in classroom discussions and activities related to content area. | | | | |
|-----------------------------------|---|-------------------|-------------------|------------------------|--|
| Marking | 1= Needs | 2= Approaching | 3= Meets | 4= Exceeds | |
| Period | Support | Standard | Standard | Standard | |
| 1 st - 4 th | Student rarely | Student | Student | Student acts as a | |
| | participates in | sometimes | consistently | role model for | |
| | class discussions | participates in | participates in | participating in class | |
| | and activities. | class discussions | class discussions | discussions and | |
| | | and activities. | and activities. | activities. | |

Music Kindergarten Standard Based Report Card Rubric

Music

| Demon | Demonstrates understanding of concepts and application of skills. | | | |
|-----------------|---|--------------------|--------------------|--------------------|
| Marking | 1= Needs | 2= Approaching | 3= Meets Standard | 4= Exceeds |
| Period | Support | Standard | | Standard |
| 1 st | Student rarely | Student is | Student | Student |
| | analyzes the | beginning to | understands and | consistently |
| | structure and | analyze the | analyzes the | analyzes the |
| | context | structure and | structure and | structure and |
| | of varied | context | context | context |
| | musical works | of varied musical | of varied musical | of varied musical |
| | (fast and slow | works (fast and | works (fast and | works (fast and |
| | tempo, steady | slow tempo, steady | slow tempo, steady | slow tempo, |
| | beat, echo, clap, | beat, echo, clap, | beat, echo, clap, | steady beat, echo, |
| | etc.). | etc.). | etc.). | clap, etc.). |

| Demons | Demonstrates understanding of concepts and application of skills. | | | | |
|-----------------|---|----------------------|-----------------|----------------------|--|
| Marking | 1= Needs | 2= Approaching | 3= Meets | 4= Exceeds | |
| Period | Support | Standard | Standard | Standard | |
| 2 nd | Student rarely | Student is beginning | Student | Student consistently | |
| | explores, | to explore, organize | explores, | explores, organizes | |
| | organizes or | or record musical | organizes or | or records musical | |
| | records musical | ideas. | records musical | ideas. | |
| | ideas. | | ideas. | | |
| | | | | | |

| Demo | Demonstrates understanding of concepts and application of skills. | | | | |
|-----------------------------------|--|---|--|---|--|
| Markin g Period | 1= Needs Support | 2= Approaching Standard | 3= Meets Standard | 4= Exceeds Standard | |
| 3 rd - 4 th | Student rarely demonstrate knowledge of musical contrast, expressive qualities or rehearses/perform s music with expression. | Student is beginning to demonstrate knowledge of musical contrast, expressive qualities or is beginning to rehearses/perform s music with expression. | Student demonstrates knowledge of musical contrast, expressive qualities or rehearses/perform s music with expression. | Student consistently student demonstrates knowledge of musical contrast, expressive qualities or rehearses/perform s music with expression. | |

| P | Participates in classroom discussions and activities related to content area. | | | | |
|-----------------------------------|---|-------------------|-------------------|------------------------|--|
| Marking | 1= Needs | 2= Approaching | 3= Meets | 4= Exceeds | |
| Period | Support | Standard | Standard | Standard | |
| 1 st - 4 th | Student rarely | Student | Student | Student acts as a | |
| | participates in | sometimes | consistently | role model for | |
| | class discussions | participates in | participates in | participating in class | |
| | and activities. | class discussions | class discussions | discussions and | |
| | | and activities. | and activities. | activities. | |

FIRST GRADE RUBRICS

- English Language Arts
- Mathematics
- Science
- Social Studies
- Physical Education
- Instructional Technology
- Health
- Art
- Music

First Grade- ELA Standard Based Report Card Rubric

All criteria below will be reflected on the individual student report card:

Independent Reading Levels: AA (Below A) - Z

| Grade Level | Reading Levels |
|-------------|-----------------|
| K | <a< td=""></a<> |
| K | Α |
| K | В |
| K | С |
| K | D |
| 1 | E |
| 1 | F |
| 1 | G |
| 1 | Н |
| 1 | 1 |
| 1 | J |
| 2 | K |
| 2 | L |
| 2 | M |

| | | Reads at grade le | vel. | |
|-------------------|---|--|---|---|
| Marking Period | 1= Needs Support | 2= Approaching Standard | 3= Meets Standard | 4= Exceeds Standard |
| 1 st | Student has achieved reading success at level B or below. | Student has achieved reading success at level C. | Student has achieved reading success at level D. | Student has achieved reading success at level E or above. |
| 2 nd | Student has achieved reading success at level C. | Student has achieved reading success at level D. | Student has achieved reading success at level E. | Student has achieved reading success at level F or above. |
| 3 rd | Student has achieved reading success at level F. | Student has achieved reading success at level G. | Student has achieved reading success at level H. | Student has achieved reading success at level I or above. |
| 4 th | Student has achieved reading success at level H. | Student has achieved reading success at level I. | Student has achieved reading success at level J. | Student has achieved reading success at level K or above. |

| Uses v | Uses various strategies to decode/break apart texts (pictures, context, phonics). | | | | | |
|-----------------------------------|---|---------------------------------|---------------------------------|---------------------------------|--|--|
| Marking | 1= Needs Support | 2= Approaching | 3= Meets | 4= Exceeds | | |
| Period | | Standard | Standard | Standard | | |
| 1 st - 4 th | Student is unable | Student is | Student is | Student is | | |
| | or rarely able to: | sometimes able | consistently able | consistently and | | |
| | Use picture | to: | to: | independently able | | |
| | clues | Use picture | Use picture | to: | | |
| | Read high | clues | clues | Use picture | | |
| | frequency | Read high | Read high | clues | | |
| | words in | frequency | frequency | Read high | | |
| | context | words in | words in | frequency | | |
| | Decode | context | context | words in | | |
| | grade level | Decode | Decode | context | | |
| | words in | grade level | grade level | Decode | | |
| | context | words in | words in | grade level | | |
| | • Self | context | context | words in | | |
| | monitor | • Self | Self | context | | |
| | reading | monitor | monitor | • Self | | |
| | Self correct | reading | reading | monitor | | |
| | using | Self correct | Self correct | reading | | |
| | meaning, | using | using | Self correct | | |
| | visual and | meaning, | meaning, | using | | |
| | syntactical | visual, and | visual, and | meaning, | | |
| | cues. | syntactical | syntactical | visual and | | |
| | | cues. | cues. | syntactical | | |
| | | | | cues while | | |
| | | | | reading an | | |
| | | | | above | | |
| | | | | grade level | | |
| | | | | text. | | |

| | | Recognizes sig | ht words. | |
|-----------------|------------------------|-----------------------|-------------------|------------------------------------|
| Marking | 1= Needs Support | 2= Approaching | 3= Meets | 4= Exceeds Standard |
| Period | | Standard | Standard | |
| 1 st | Student recognizes | Student recognizes | Student | Student recognizes all first grade |
| | few kindergarten and | some kindergarten | recognizes | sight words. |
| | first grade sight | and first grade sight | some first | |
| | words. | words. | grade sight | |
| | | | words. | |
| 2 nd | Student recognizes | Student recognizes | Student | Student recognizes all first grade |
| | some kindergarten | some first grade | recognizes | sight words with automaticity |
| | and first grade sight | sight words. | most first | and within context. |
| | words. | | grade sight | |
| | | | words. | |
| 3 rd | Student recognizes all | Student recognizes | Student | Student recognizes all first grade |
| | kindergarten sight | some first grade | recognizes | sight words and reads them with |
| | words and some first | sight words. | most first | automaticity and within context. |
| | grade sight words. | | grade sight | |
| | | | words. | |
| 4 th | Student recognizes | Student recognizes | Student | Student consistently recognizes |
| | some first grade sight | most first grade | recognizes all | all first grade sight words |
| | words. | sight words. | first grade sight | reading them with automaticity |
| | | | words. | and within context and reads |
| | | | | independently above grade |
| | | | | level. |

| Reads with fluency (expression, phrasing, rate, accuracy). | | | | | |
|--|----------------------|-------------------|----------------------|-----------------------------|--|
| Marking | 1= Needs Support | 2= Approaching | 3= Meets Standard | 4= Exceeds Standard | |
| Period | | Standard | | | |
| 1 st - 4 th | Student is unable or | Student is | Student is | Student is consistently and | |
| | rarely able to read | sometimes able to | consistently able to | independently able to read | |
| | using appropriate | read using | read using | using appropriate rate, | |
| | rate, expression, | appropriate rate, | appropriate rate, | expression, attention to | |
| | attention to | expression, | expression, | punctuation, and phrasing | |
| | punctuation, and | attention to | attention to | while reading an above | |
| | phrasing. | punctuation, and | punctuation, and | grade level text. | |
| | | phrasing. | phrasing. | | |

Reading: Literature and Informational Text

| Reads v | Reads with comprehension (retells stories, identifies main idea, uses illustrations and identifies story elements). | | | | | |
|---|---|---|---|--|--|--|
| Marking Period 1 st -4 th | 1= Needs Support Student is unable or | 2= Approaching Standard Student is sometimes | 3= Meets Standard Student is | 4= Exceeds Standard Student is consistently | | |
| 1 7 | rarely able to: Retell story Identify main idea Identify story elements Make connections Make inferences Make predictions | able to: Retell story Identify main idea Identify story elements Make connections Make inferences Make predictions | consistently able to: Retell story Identify main idea Identify story elements Make connections Make inferences Make predictions | and independently able to: Retell story Identify main idea Identify story elements Make connections Make inferences Make predictions While reading an above grade level text. | | |

| | Asks and answers questions about key details in a text. | | | | |
|-----------------------------------|---|-------------------------|----------------------|-------------------------|--|
| Marking | 1= Needs Support | 2= Approaching | 3= Meets Standard | 4= Exceeds Standard | |
| Period | | Standard | | | |
| 1 st - 4 th | Student rarely asks | Student sometimes | Student asks and | Student consistently | |
| | and answers | asks and answers | answers questions | asks and answers | |
| | questions when | questions when | when reading or | questions when | |
| | reading or listening to | reading or listening to | listening to stories | reading or listening to | |
| | stories and | stories and | and informational | stories and | |
| | informational texts. | informational texts. | texts. | informational texts. | |

| Compares and Contrasts texts on the same topic. | | | | | | | |
|---|-------------------|-------------------------|----------------------------|--------------------------|--|--|--|
| Marking | arking | | | | | | |
| Period | Support | Standard | | | | | |
| 3 rd - 4 th | Student is | Student can identify a | Student can | Student can | | | |
| | unable to | similarity OR a | independently identify a | consistently identify | | | |
| | compare and | difference in a variety | similarity AND a | similarities AND | | | |
| | contrast a | of texts with support. | difference in a variety of | differences in a variety | | | |
| | variety of texts. | | texts. | of texts. | | | |

| | Reads independently for extended periods of time. | | | | |
|-----------------|---|----------------------|-------------------------|-------------------------|--|
| Marking | 1= Needs Support | 2= Approaching | 3= Meets Standard | 4= Exceeds Standard | |
| Period | | Standard | | | |
| 1 st | Student is unable or | Student is sometimes | Student is consistently | Student is consistently | |
| | rarely able to sustain | able to sustain | able to sustain | able to sustain | |
| | independent silent | independent silent | independent silent | independent silent | |
| | reading for 5 minutes. | reading for up to 5 | reading for up to 5 | reading for more than | |
| | | minutes. | minutes. | 5 minutes. | |
| 2 nd | Student is unable or | Student is sometimes | Student is consistently | Student is consistently | |
| | rarely able to sustain | able to sustain | able to sustain | able to sustain | |
| | independent silent | independent silent | independent silent | independent silent | |
| | reading for 10 | reading for up to 10 | reading for up to 10 | reading for more than | |
| | minutes. | minutes. | minutes. | 10 minutes. | |
| 3 rd | Student is unable or | Student is sometimes | Student is consistently | Student is consistently | |
| | rarely able to sustain | able to sustain | able to sustain | able to sustain | |
| | independent silent | independent silent | independent silent | independent silent | |
| | reading for 15 | reading for up to 15 | reading for up to 15 | reading for more than | |
| | minutes. | minutes. | minutes. | 15 minutes. | |
| 4 th | Student is unable or | Student is sometimes | Student is consistently | Student is consistently | |
| | rarely able to sustain | able to sustain | able to sustain | able to sustain | |
| | independent silent | independent silent | independent silent | independent silent | |
| | reading for 20 | reading for up to 20 | reading for up to 20 | reading for more than | |
| | minutes. | minutes. | minutes. | 20 minutes. | |

Writing

| | Writes complete sentences. | | | | |
|-----------------------------------|----------------------------|-----------------------|-------------------------|--------------------------|--|
| Marking | 1= Needs Support | 2= Approaching | 3= Meets Standard | 4= Exceeds Standard | |
| Period | | Standard | | | |
| 1 st - 4 th | Student does not | Student rarely | Student understands | Student consistently | |
| | understand that | understands that | that every sentence | understands that every | |
| | every sentence | every sentence must | must be about | sentence must be about | |
| | must be about | be about something | something (subject) and | something (subject) and | |
| | something (subject) | (subject) and tells | tells something | tells something | |
| | and tells something | something | (predicate) about its | (predicate) about its | |
| | (predicate) about | (predicate) about its | subject. Student | subject and consistently | |
| | its subject. | subject. | stretches ideas from | stretches ideas in | |
| | | | words to complete | complete detailed | |
| | | | sentences. | sentences. | |

| Dev | Develops ideas in an organized manner for different purposes (narrative, informative, opinion) | | | | |
|-----------------------------------|--|-----------------------|---------------------------|---------------------------|--|
| Marking | 1= Needs Support | 2= Approaching | 3= Meets Standard | 4= Exceeds Standard | |
| Period | | Standard | | | |
| 1 st | Student does not | Student generates a | Student generates some | Student generates ideas | |
| | generate ideas or | few ideas and | ideas and sequences | and sequences events | |
| | sequence events. | sequences events | events from experiences | for writing from | |
| | Student thinks, | from experiences or | or imagination. Student | experiences, | |
| | sketches, or writes | imagination. | rehearses ideas with | imagination, or stories | |
| | a few unrelated | Student thinks, | others when prompted. | read together. Student | |
| | ideas for writing. | sketches and writes | Student thinks, sketches, | rehearses ideas with | |
| | | a few ideas. | and writes a few ideas. | others. Student thinks, | |
| | | | | sketches, and writes to | |
| | | | | communicate an idea. | |
| 2 nd – 3 rd | Student generates | Student generates | Student generates ideas | Student generates | |
| | a few ideas from | some ideas from | from experience or | interesting ideas for | |
| | experience or | experience or | imagination or stories | writing from experience, | |
| | imagination. The | imagination. The | read together. Student | imagination, and stories | |
| | topic is partially | topic is evident but | rehearses ideas with | read. Student chooses | |
| | evident. Student | too broad or too | others. Student chooses | and narrows a topic. | |
| | thinks, sketches | broad or too | and narrows the topic | Student thinks, sketches, | |
| | and writes a few | specific. Student | with support. Student | and writes with details | |
| | ideas. | thinks, sketches, and | thinks, sketches and | about the narrowed | |
| | | writes a few ideas. | writes a few ideas. | topic. | |
| 4 th | Student generates | Student generates | Student generates ideas | Student generates | |
| | a few ideas from | some ideas from | from experience, | interesting ideas for | |
| | experience or | experience, | imagination or stories | writing from experience, | |

| imagination. | imagination, or | read together. Student | imagination, and stories |
|---------------------|-----------------------|-------------------------|--------------------------|
| Student chooses a | stories read | rehearses stories with | read. Student rehearses |
| topic that is | together. Student | others. Student chooses | ideas independently. |
| somewhat clear. | chooses a clear | and narrows the topic | Student chooses a |
| Student thinks, | topic. Student | and communicates that | narrow, specific topic, |
| sketches and writes | thinks, sketches, and | through writing. | and communicates that |
| a few ideas. | writes a few ideas. | | through writing. |

| | Writes independently for extended periods of time. | | | | |
|-------------------|---|--|---|---|--|
| Marking Period | 1= Needs Support | 2= Approaching Standard | 3= Meets Standard | 4= Exceeds Standard | |
| 1 st | Student is unable or rarely able to sustain independent writing for 5 minutes. | Student is sometimes able to sustain independent writing for up to 5 minutes. | Student is consistently able to sustain independent writing for up to 5 minutes. | Student is consistently able to sustain independent writing for more than 5 minutes. | |
| 2 nd | Student is unable or rarely able to sustain independent writing for 10 minutes. | Student is sometimes able to sustain independent writing for up to 10 minutes. | Student is consistently able to sustain independent writing for up to 10 minutes. | Student is consistently able to sustain independent writing for more than 10 minutes. | |
| 3 rd | Student is unable or rarely able to sustain independent writing for 20 minutes. | Student is sometimes able to sustain independent writing for up to 20 minutes. | Student is consistently able to sustain independent writing for up to 20 minutes. | Student is consistently able to sustain independent writing for more than 20 minutes. | |
| 4 th | Student is unable or rarely able to sustain independent writing for 25 minutes. | Student is sometimes able to sustain independent writing for up to 25 minutes. | Student is consistently able to sustain independent writing for up to 25 minutes. | Student is consistently able to sustain independent writing for more than 25 minutes. | |

Language

| Uses punctuation appropriately. | | | | |
|-----------------------------------|-------------------|----------------------|----------------------|---------------------------|
| Marking | 1= Needs Support | 2= Approaching | 3= Meets Standard | 4= Exceeds Standard |
| Period | | Standard | | |
| 1 st - 4 th | The student does | The student | The student | The student consistently |
| | not apply correct | sometimes applies | consistently applies | and independently applies |
| | punctuation. | correct punctuation. | correct punctuation. | correct punctuation. |
| | | | | |

| | Uses capitalization appropriately. | | | | | |
|-----------------------------------|------------------------------------|-----------------------|--------------------|----------------------------|--|--|
| Marking | 1= Needs Support | 2= Approaching | 3= Meets Standard | 4= Exceeds Standard | | |
| Period | | Standard | | | | |
| 1 st - 4 th | The student does | The student | The student | The student consistently | | |
| | not capitalize | sometimes capitalizes | consistently | and independently | | |
| | names, places, | names, places, dates, | capitalizes names, | capitalizes names, places, | | |
| | dates, the | the beginning of | places, dates, the | dates, the beginning of | | |
| | beginning of | sentences and the | beginning of | sentences and the | | |
| | sentences and the | pronoun I. | sentences and the | pronoun I. | | |
| | pronoun I. | | pronoun I. | | | |

| | Applies conventions of grammar and usage. | | | | | |
|-------------------|---|---|---|--|--|--|
| Marking Period | 1= Needs Support | 2= Approaching Standard | 3= Meets Standard | 4= Exceeds Standard | | |
| 1st | Student rarely applies grade-level grammar and usage, including: • Produce simple sentences. • Irregular plural nouns Student rarely applies grade-level grammar and usage, as listed in the first marking period, plus: • Expanding simple sentences. • Adjectives. | Student is beginning to apply grade-level grammar and usage, including: • Produce simple sentences. • Irregular plural nouns Student is beginning to apply grade-level grammar and usage, as listed in the first marking period, plus: • Expanding simple sentences. • Adjectives. | Student applies grade-level grammar and usage, including: • Produce simple sentences. • Irregular plural nouns Student applies grade-level grammar and usage, as listed in the first marking period, plus: • Expanding simple sentences. • Adjectives. | Student consistently applies above grade-level conventions of grammar and usage. Student consistently applies above grade-level conventions of grammar and usage. | | |
| 4 th | Student rarely applies grade-level grammar | Student is beginning to apply grade-level | Student applies grade- level grammar and | Student consistently applies | | |

| and usage, as listed in the first through third marking periods, plus: | grammar and usage, as listed in the first through third marking | usage, as listed in the first through third marking periods, plus: | above grade-level conventions of grammar and |
|---|---|---|--|
| Compound sentences Apostrophes Reflexive pronouns Adverbs and pronouns | periods, plus: | Compound sentences Apostrophes Reflexive pronouns Adverbs and pronouns | usage. |

| | Learns and applies spelling patterns. | | | | |
|----------------------------------|---------------------------------------|----------------------------------|---------------------------------|---------------------------------|--|
| Marking | 1= Needs Support | 2= Approaching | 3= Meets Standard | 4= Exceeds Standard | |
| Period | | Standard | | | |
| 1 st | Student is in the | Student is in the | Student is in the | Student is in the | |
| | instructional stage of | instructional stage of | instructional stage of | instructional stage of | |
| | one of the following | one of the following | one of the following | one of the following | |
| | spelling patterns: | spelling patterns: | spelling patterns: | spelling patterns: | |
| | Beginning | Short vowels | Digraphs | Other vowel | |
| | consonant | | Blends | patterns or | |
| | Final consonant | | Long vowels | above | |
| 2 nd | Student is in the | Student is in the | Student is in the | Student is in the | |
| | instructional stage of | instructional stage of | instructional stage of | instructional stage of | |
| | one of the following | one of the following | one of the following | one of the following | |
| | spelling patterns: | spelling patterns: | spelling patterns: | spelling patterns: | |
| | Beginning | Short vowels | Blends | Other vowel | |
| | consonant | Digraphs | Long vowels | patterns or | |
| | Final consonant | | | above | |
| 3 rd -4 th | Student is in the | Student is in the | Student is in the | Student is in the | |
| | instructional stage of | instructional stage of | instructional stage of | instructional stage of | |
| | one of the following | one of the following | one of the following | one of the following | |
| | spelling patterns: | spelling patterns: | spelling patterns: | spelling patterns: | |
| | Beginning | Digraphs | Long vowels | Other vowel | |
| | consonant | Blends | | patterns or | |
| | Final consonant | | | above | |
| | Short vowels | | | | |

| Forms letters and numerals correctly. | | | | | |
|---------------------------------------|-------------------|---------------------|-------------------|-----------------------------|--|
| Marking | 1= Needs Support | 2= Approaching | 3= Meets | 4= Exceeds Standard | |
| Period | | Standard | Standard | | |
| 1 st -4 th | The student forms | The student forms | The student forms | The student consistently | |
| | most letters and | some letters and | most letters and | and independently forms all | |
| | numerals | numerals correctly. | numerals | letters and numerals | |
| | incorrectly. | | correctly. | correctly. | |

| | Spaces letters and words correctly. | | | | |
|----------------------------------|---|---|--|--|--|
| Marking Period | 1= Needs Support | 2= Approaching Standard | 3= Meets Standard | 4= Exceeds Standard | |
| 1 st -4 th | The student does not space letters and words correctly. | The student sometimes spaces letters and words correctly. | The student consistently spaces letters and words correctly. | The student consistently and independently spaces letters and words correctly. | |

| | Applies knowledge of sight words. | | | | | |
|----------------------------------|-----------------------------------|------------------------|------------------------|----------------------------|--|--|
| Marking | 1= Needs Support | 2= Approaching | 3= Meets Standard | 4= Exceeds Standard | | |
| Period | | Standard | | | | |
| 1 st -4 th | Student is able to | Student is able to | Student is able to | Student is able to | | |
| | correctly spell | correctly spell | correctly spell | correctly spell introduced | | |
| | introduced grade | introduced grade level | introduced grade | grade level high | | |
| | level high frequency | high frequency words | level high frequency | frequency words and | | |
| | words and/or rarely | and/or sometimes | words and/or | consistently and | | |
| | applies them to his | applies them to his or | usually applies them | independently applies | | |
| | or her writing. | her writing. | to his or her writing. | them to his or her | | |
| | | | | writing. | | |

Listening and Speaking

| Clearly expresses ideas orally. | | | | |
|-----------------------------------|--|--|---|---|
| Marking | 1= Needs | 2= Approaching | 3= Meets Standard | 4= Exceeds |
| Period | Support | Standard | | Standard |
| 1 st - 4 th | Student rarely takes turns speaking and listening. | Student occasionally takes turns speaking and listening. | Student consistently takes turns speaking and listening. | Student acts as a role model for others taking turns and listening to others. |

| | Asks questions to gain information. | | | | |
|-----------------------------------|--|--|---|--|--|
| Marking | 1= Needs | 2= Approaching | 3= Meets Standard | 4= Exceeds | |
| Period | Support | Standard | | Standard | |
| 1 st – 4 th | Student rarely asks questions to gain information. | Student occasionally asks questions to gain information. | Student consistently Student rarely asks questions to gain information. | Student acts as a role model for asking questions to gain information. | |

| | Participates in group discussions actively and appropriately. | | | | | |
|-----------------------------------|---|--------------------|--------------------|----------------------|--|--|
| Marking | 1= Needs Support | 2= Approaching | 3= Meets | 4= Exceeds | | |
| Period | | Standard | Standard | Standard | | |
| 1 st - 4 th | Student rarely | Student | Student | Student acts as a | | |
| | participates and | sometimes | consistently | role model for | | |
| | makes meaningful | participates and | participates and | others participating | | |
| | contributions to | makes meaningful | makes meaningful | in and making | | |
| | classroom or | contributions to | contributions to | meaningful | | |
| | group discussions. | classroom or | classroom or | contributions to | | |
| | | group discussions. | group discussions. | classroom or group | | |
| | | | | discussions. | | |

Mathematics Grade 1 Standard Based Report Card Rubric

Operations and Algebraic Thinking

| | Uses addition within 20 to solve word problems | | | | |
|-----------|--|---------------------|---------------------|--------------------|--|
| Marking | 1= Needs Support | 2= Approaching | 3= Meets Standard | 4= Exceeds | |
| Period | | Standard | | Standard | |
| 1st & 2nd | Student is unable | Student is | Student is able to | Student is able to | |
| | or rarely able to | sometimes able to | solve addition | solve addition | |
| | solve addition | solve addition | problems within | problems greater | |
| | problems within | problems within | 20 using objects or | than 20 using | |
| | 20 using objects or | 20 using objects or | drawings to | objects or | |
| | drawings to | drawings to | represent the | drawings to | |
| | represent the | represent the | problem. | represent the | |
| | problem. | problem. | | problem. | |

| | Uses subtraction within 20 to solve word problems | | | | |
|-----------|---|---------------------|---------------------|--------------------|--|
| Marking | 1= Needs Support | 2= Approaching | 3= Meets Standard | 4= Exceeds | |
| Period | | Standard | | Standard | |
| 1st & 2nd | Student is unable | Student is | Student is able to | Student is able to | |
| | or rarely able to | sometimes able to | solve subtraction | solve subtraction | |
| | solve subtraction | solve subtraction | problems within | problems greater | |
| | problems within | problems within | 20 using objects or | than 20 using | |
| | 20 using objects or | 20 using objects or | drawings to | objects or | |
| | drawings to | drawings to | represent the | drawings to | |
| | represent the | represent the | problem. | represent the | |
| | problem. | problem. | | problem. | |

| | Solves addition word problems within 20 using three addends | | | | | |
|--|---|--|--|--|--|--|
| Marking Period | 1= Needs Support | 2= Approaching Standard | 3= Meets Standard | 4= Exceeds Standard | | |
| 1 st , 2 nd & 4 th | Student is unable or rarely able to solve addition problems within 20 with three addends. | Student is sometimes able to solve addition problems within 20 with three addends. | Student is able to solve addition problems within 20 with three addends. | Student is able to solve addition problems greater than 20 with three addends. | | |

| | Applies properties of operations as strategies to add and subtract | | | | | |
|-----------------------------------|--|---------------------|---------------------|---------------------|--|--|
| Marking | 1= Needs Support | 2= Approaching | 3= Meets Standard | 4= Exceeds | | |
| Period | | Standard | | Standard | | |
| 1 st & 2 nd | Student is unable | Student is | Student is able to | Student is able to | | |
| | or rarely able to | sometimes able to | apply properties of | apply properties of | | |
| | apply properties of | apply properties of | operations to | operations to | | |
| | operations to | operations to | solve addition and | solve addition and | | |
| | solve addition and | solve addition and | subtractions | subtractions | | |
| | subtractions | subtractions | problems within | problems greater | | |
| | problems within | problems within | 20. | than 20. | | |
| | 20. | 20. | | | | |

| | Understands subtraction as an unknown addend problem | | | | | |
|-----------|--|-------------------|--------------------|--------------------|--|--|
| Marking | 1= Needs Support | 2= Approaching | 3= Meets Standard | 4= Exceeds | | |
| Period | | Standard | | Standard | | |
| 1st & 2nd | Student is unable | Student is | Student is able to | Student is able to | | |
| | or rarely able to | sometimes able to | find the missing | find the missing | | |
| | find the missing | find the missing | addend within 10 | addend within 20 | | |
| | addend within 10 | addend within 10 | to solve | to solve | | |
| | to solve | to solve | subtraction | subtraction | | |
| | subtraction | subtraction | problems. | problems. | | |
| | problems. | problems. | | | | |

| | Relates counting to addition and subtraction | | | | |
|-----------------------------------|--|--------------------|--------------------|--------------------|--|
| Marking | 1= Needs Support | 2= Approaching | 3= Meets Standard | 4= Exceeds | |
| Period | | Standard | | Standard | |
| 1 st , 2 nd | Student is unable | Student is | Student is able to | Student is able to | |
| & 4 th | or rarely able to | sometimes able to | relate counting on | relate counting on | |
| | relate counting on | relate counting on | and counting | and counting | |
| | and counting | and counting | backward to | backward to | |
| | backward to | backward to | addition and | addition and | |
| | addition and | addition and | subtraction within | subtraction with | |
| | subtraction within | subtraction within | 20. | numbers greater | |
| | 20. | 20. | | than 20. | |

| | Fluently adds within 10 | | | | |
|-----------|-------------------------|---------------------|---------------------|--------------------|--|
| Marking | 1= Needs Support | 2= Approaching | 3= Meets Standard | 4= Exceeds | |
| Period | | Standard | | Standard | |
| 1st & 2nd | Student is unable | Student is | Student is able to | Student is able to | |
| | or rarely able to | sometimes able to | add fluently within | add fluently | |
| | add fluently within | add fluently within | 10. | numbers greater | |
| | 10. | 10. | | than 10. | |

| | Fluently subtracts within 10 | | | | |
|-----------|------------------------------|-------------------|--------------------|--------------------|--|
| Marking | 1= Needs Support | 2= Approaching | 3= Meets Standard | 4= Exceeds | |
| Period | | Standard | | Standard | |
| 1st & 2nd | Student is unable | Student is | Student is able to | Student is able to | |
| | or rarely able to | sometimes able to | subtract fluently | subtract fluently | |
| | subtract fluently | subtract fluently | within 10. | from a number | |
| | within 10. | within 10. | | greater than 10. | |

| | Adds within 20 utilizing strategies | | | | |
|-----------------------------------|-------------------------------------|-------------------|--------------------|--------------------|--|
| Marking | 1= Needs Support | 2= Approaching | 3= Meets Standard | 4= Exceeds | |
| Period | | Standard | | Standard | |
| 1 st & 2 nd | Student is unable | Student is | Student is able to | Student is able to | |
| | or rarely able to | sometimes able to | add sums to 20 | add sums greater | |
| | add sums to 20 | add sums to 20 | using strategies | than 20 using | |
| | using strategies | using strategies | such as making | strategies such as | |
| | such as making | such as making | ten, counting on, | making ten, | |
| | ten, counting on, | ten, counting on, | composing and | counting on, | |
| | composing and | composing and | decomposing. | composing and | |
| | decomposing. | decomposing. | | decomposing. | |

| | Subtracts within 20 utilizing strategies | | | | | |
|-----------|--|-------------------|--------------------|--------------------|--|--|
| Marking | 1= Needs Support | 2= Approaching | 3= Meets Standard | 4= Exceeds | | |
| Period | | Standard | | Standard | | |
| 1st & 2nd | Student is unable | Student is | Student is able to | Student is able to | | |
| | or rarely able to | sometimes able to | subtract with a | subtract with a | | |
| | subtract with a | subtract with a | minuend of 20 | minuend greater | | |
| | minuend of 20 | minuend of 20 | using strategies | than 20 using | | |
| | using strategies | using strategies | such as making | strategies such as | | |
| | such as making | such as making | ten, counting on, | making ten, | | |
| | ten, counting on, | ten, counting on, | composing and | counting on, | | |
| | composing and | composing and | decomposing. | composing and | | |
| | decomposing. | decomposing. | | decomposing. | | |

| D | Determines if addition and subtraction equations within 20 are true or false | | | | | |
|-----------|--|-------------------|--------------------|---------------------|--|--|
| Marking | 1= Needs Support | 2= Approaching | 3= Meets Standard | 4= Exceeds | | |
| Period | | Standard | | Standard | | |
| 1st & 2nd | Student is unable | Student is | Student is able to | Student is able to | | |
| | or rarely able to | sometimes able to | determine if | determine if | | |
| | determine if | determine if | addition and | addition and | | |
| | addition and | addition and | subtraction | subtraction | | |
| | subtraction | subtraction | equations within | equations greater | | |
| | equations within | equations within | 20 are true or | than 20 are true or | | |
| | 20 are true or | 20 are true or | false. | false. | | |
| | false. | false. | | | | |

| | Determines the unknown whole number in an equation in any position | | | | | |
|-----------------|--|-------------------|--------------------|-------------------|--|--|
| Marking | 1= Needs Support | 2= Approaching | 3= Meets | 4= Exceeds | | |
| Period | | Standard | Standard | Standard | | |
| 2 nd | Student is unable or | Student is | Student is able to | Student is able | | |
| | rarely able to | sometimes able to | determine the | to determine the | | |
| | determine the | determine the | unknown whole | unknown whole | | |
| | unknown whole | unknown whole | number in any | number in any | | |
| | number in any | number in any | position to solve | position to solve | | |
| | position to solve | position to solve | addition and | addition and | | |
| | addition and | addition and | subtraction | subtraction | | |
| | subtraction | subtraction | equations within | equations | | |
| | equations within 20. | equations within | 20. | greater than 20. | | |
| | | 20. | | | | |

Number and Operations in Base Ten

| | Counts, sequences, reads, writes and represents numbers correctly to 120 | | | | |
|-----------------------------------|--|-------------------|--------------------|--------------------|--|
| Marking | 1= Needs Support | 2= Approaching | 3= Meets Standard | 4= Exceeds | |
| Period | | Standard | | Standard | |
| 2 nd , 3 rd | Student is unable | Student is | Student is able to | Student is able to | |
| & 4 th | or rarely able to | sometimes able to | count, sequence, | count, sequence, | |
| | count, sequence, | count, sequence, | read, write and | read, write and | |
| | read, write and | read, write and | represent | represent | |
| | represent | represent | numbers correctly | numbers correctly | |
| | numbers correctly | numbers correctly | to 120. | greater than 120. | |
| | to 120. | to 120. | | | |

| | Understands place value using tens and ones | | | | |
|-----------------------------------|---|--------------------|--------------------|---------------------|--|
| Marking | 1= Needs Support | 2= Approaching | 3= Meets Standard | 4= Exceeds | |
| Period | | Standard | | Standard | |
| 2 nd , 3 rd | Student is able to | Student is able to | Student is able to | Student is able to | |
| & 4 th | compose and | compose and | compose and | compose and | |
| | decompose | decompose | decompose | decompose | |
| | numbers to 99 in | numbers to 99 in | numbers to 99 in | numbers greater | |
| | order to identify | order to identify | order to identify | than 99 in order to | |
| | the value of the | the value of the | the value of the | identify the value | |
| | number in the tens | number in the tens | number in the tens | of the number in | |
| | and ones place | and ones place | and ones place | the tens and ones | |
| | with some errors. | with few errors. | consistently. | place consistently. | |
| | | | | | |

| | Uses place value to compare numbers | | | | |
|-----------------|-------------------------------------|-------------------|--------------------|--------------------|--|
| Marking | 1= Needs Support | 2= Approaching | 3= Meets Standard | 4= Exceeds | |
| Period | | Standard | | Standard | |
| 3 rd | Student is unable | Student is | Student is able to | Student is able to | |
| | or rarely able to | sometimes able to | record | record | |
| | record | record | comparisons of 2 | comparisons of 2 | |
| | comparisons of 2 | comparisons of 2 | digit numbers | or more digit | |
| | digit numbers | digit numbers | using >, =, <. | numbers using >, | |
| | using >, =, <. | using >, =, <. | | =, <. | |

| | Uses place value strategies to add within 100 | | | | |
|-----------------|---|---------------------|--------------------|---------------------|--|
| Marking | 1= Needs Support | 2= Approaching | 3= Meets Standard | 4= Exceeds | |
| Period | | Standard | | Standard | |
| 3 rd | Student is | Student is able to | Student is | Student able to | |
| | sometimes able to | add a 2 digit | consistently able | add a 2 digit | |
| | add a 2 digit | number and 1 digit | to add a 2 digit | number and 1 digit | |
| | number and 1 digit | number and a 2 | number and 1 digit | number and a 2 | |
| | number or a 2 | digit number and a | number and a 2 | digit number and a | |
| | digit number and a | multiple of 10 | digit number and a | multiple of 10 with | |
| | multiple of 10 | within 100 using | multiple of 10 | sums greater than | |
| | within 100 using | place value | within 100 using | 100 using place | |
| | place value | strategies with few | place value | value strategies. | |
| | strategies. | errors. | strategies. | | |

| | Subtracts multiples of 10 | | | | |
|-----------------|---------------------------|--------------------|--------------------|--------------------|--|
| Marking | 1= Needs Support | 2= Approaching | 3= Meets Standard | 4= Exceeds | |
| Period | | Standard | | Standard | |
| 3 rd | Student is unable | Student is | Student is able to | Student is able to | |
| | or rarely able to | sometimes able to | use place value | use place value | |
| | use place value | use place value | strategy and | strategy and | |
| | strategy and | strategy and | concrete models | concrete models | |
| | concrete models | concrete models | to subtract 10 | to subtract 10 | |
| | to subtract 10 | to subtract 10 | from a multiple of | from a multiple of | |
| | from a multiple of | from a multiple of | 10 within 100. | 10 with numbers | |
| | 10 within 100. | 10 within 100. | | greater than 100. | |

Measurements and Data

| | Orders three objects by length | | | | | |
|-----------------|--------------------------------|-------------------|--------------------|--------------------|--|--|
| Marking | 1= Needs Support | 2= Approaching | 3= Meets Standard | 4= Exceeds | | |
| Period | | Standard | | Standard | | |
| 4 th | Student is unable | Student is | Student is able to | Student is able to | | |
| | or rarely able to | sometimes able to | order three | order more than | | |
| | order three | order three | objects by length | three objects by | | |
| | objects by length | objects by length | and use | length and use | | |
| | and use | and use | comparative | comparative | | |
| | comparative | comparative | language to | language to | | |
| | language to | language to | describe | describe | | |
| | describe | describe | relationships. | relationships. | | |
| | relationships. | relationships. | | | | |

| | Measures length using non-standard units | | | | | |
|-----------------|--|---------------------|---------------------|---------------------|--|--|
| Marking | 1= Needs Support | 2= Approaching | 3= Meets Standard | 4= Exceeds | | |
| Period | | Standard | | Standard | | |
| 4 th | Student is unable | Student is | Student is able to | Student is able to | | |
| | or rarely able to | sometimes able to | use multiple | compare and | | |
| | use multiple | use multiple | copies of an object | describe the | | |
| | copies of an object | copies of an object | to measure the | relationship of the | | |
| | to measure the | to measure the | length of another | unit and the larger | | |
| | length of another | length of another | object. | object using | | |
| | object. | object. | | descriptive | | |
| | | | | language to | | |
| | | | | illustrate the | | |
| | | | | model. | | |

| | Tells and writes time to the hour and half hour | | | | | |
|-----------------|---|--------------------|--------------------|---------------------|--|--|
| Marking | 1= Needs Support | 2= Approaching | 3= Meets Standard | 4= Exceeds | | |
| Period | | Standard | | Standard | | |
| 4 th | Student is unable | Student is | Student is able to | Student is able to | | |
| | or rarely able to | sometimes able to | tell time to the | tell time to the | | |
| | tell time to the | tell time to the | hour and half hour | nearest 10 minute | | |
| | hour and half hour | hour and half hour | on both an analog | interval on both an | | |
| | on both an analog | on both an analog | and digital clock | analog and digital | | |
| | and digital clock. | and digital clock. | consistently. | clock. | | |

| | Organizes, represents and interprets data | | | | | |
|-----------------|---|---------------------|---------------------|---------------------|--|--|
| Marking | 1= Needs Support | 2= Approaching | 3= Meets Standard | 4= Exceeds | | |
| Period | | Standard | | Standard | | |
| 2 nd | Student is unable | Student is | Student is able to | Student is able to | | |
| | or rarely able to | sometimes able to | organize, | organize, | | |
| | organize, | organize, | represent and | represent and | | |
| | represent and | represent and | interpret data with | interpret data with | | |
| | interpret data with | interpret data with | up to three | more than three | | |
| | up to three | up to three | categories. | categories. | | |
| | categories. | categories. | | | | |

Geometry

| Underst | Understands and applies knowledge of shapes to compare and create 2-D and 3-D shapes | | | | | |
|-----------------|--|---------------------|---------------------|-----------------------|--|--|
| Marking | 1= Needs Support | 2= Approaching | 3= Meets Standard | 4= Exceeds | | |
| Period | | Standard | | Standard | | |
| 4 th | Student is unable | Student is | Student is able to | Student is able to | | |
| | or rarely able to | sometimes able to | apply knowledge | apply | | |
| | apply knowledge | apply knowledge | of shapes and | knowledge of | | |
| | of shapes and | of shapes and | their attributes to | shapes and their | | |
| | their attributes to | their attributes to | compare and | attributes to | | |
| | compare and | compare and | create 2-D and 3-D | compare and | | |
| | create 2-D and 3-D | create 2-D and 3-D | shapes. | create 2-D and 3-D | | |
| | shapes. | shapes. | | shapes in a real life | | |
| | | | | setting. | | |

| | Understands and applies knowledge of fractions | | | | | |
|-----------------|--|----------------------|----------------------|----------------------|--|--|
| Marking | 1= Needs Support | 2= Approaching | 3= Meets Standard | 4= Exceeds | | |
| Period | | Standard | | Standard | | |
| 4 th | Student is unable | Student is | Student is able to | Student is able to | | |
| | or rarely able to | sometimes able to | apply and | apply and | | |
| | apply and | apply and | verbalize | verbalize | | |
| | verbalize | verbalize | knowledge of | knowledge of | | |
| | knowledge of | knowledge of | fractions when | fractions when | | |
| | fractions when | fractions when | partitioning circles | partitioning circles | | |
| | partitioning circles | partitioning circles | and rectangles | and rectangles | | |
| | and rectangles | and rectangles | into halves, | into halves, | | |
| | into halves, | into halves, | fourths and | fourths and | | |
| | fourths and | fourths and | quarters. | quarters in a real | | |
| | quarters. | quarters. | | life setting. | | |

Science First Grade Standard Based Report Card Rubric

| Science and Engineering Practice 1: Asks and identifies questions that can be answered by an investigation. | 1= Needs support – Students require significant assistance to accomplish all of the following: | 2= Approaching standard – Students can accomplish at least one of the following with limited assistance: | 3= Meets standard – Students can accomplish all of the following: | 4= Exceeds standard – In addition to all aspects of (3), students also can accomplish at least one of the following: |
|---|--|--|--|--|
| | Ask questions based on observations to find more information about the natural and/or designed world(s). Ask and/or identify questions that can be answered by an investigation. Define a simple problem that can be solved through the development of a new or improved object or tool. | Ask questions based on observations to find more information about the natural and/or designed world(s). Ask and/or identify questions that can be answered by an investigation. Define a simple problem that can be solved through the development of a new or improved object or tool. | Ask questions based on observations to find more information about the natural and/or designed world(s). Ask and/or identify questions that can be answered by an investigation. Define a simple problem that can be solved through the development of a new or improved object or tool. | Ask questions about what would happen if a variable is changed. Identify scientific (testable) and non-scientific (nontestable) questions. Ask questions that can be investigated and predict reasonable outcomes based on patterns such as cause and effect relationships. Use prior knowledge to describe problems that can be solved. Define a simple design problem that can be solved through the development of an object, tool, process, or system and includes several criteria for success and constraints on materials, time, or cost. |

| Science and Engineering Practice 2: Uses scientific models to represent relationships, such as size and pattern, in the natural and humanmade world (i.e., diagram, drawing, physical replica, diorama, dramatization, or storyboard). | 1= Needs support – Students require significant assistance to accomplish all of the following: | 2= Approaches the standard - Students can accomplish at least one of the following with limited assistance: | 3= Meets the standard – Students can accomplish all of the following: | 4= Exceeds the standard – In addition to all aspects of (3), students also can accomplish at least one of the following: |
|--|--|--|--|--|
| | Distinguish between a model and the actual object, process, and/or events the model represents. Compare models to identify common features and differences. Develop and/or use a model to represent amounts, relationships, relative scales (bigger, smaller), and/or patterns in the natural and designed world(s). Develop a simple model based on evidence to represent a proposed object or tool. | Distinguish between a model and the actual object, process, and/or events the model represents. Compare models to identify common features and differences. Develop and/or use a model to represent amounts, relationships, relative scales (bigger, smaller), and/or patterns in the natural and designed world(s). Develop a simple model based on evidence to represent a proposed object or tool. | Distinguish between a model and the actual object, process, and/or events the model represents. Compare models to identify common features and differences. Develop and/or use a model to represent amounts, relationships, relative scales (bigger, smaller), and/or patterns in the natural and designed world(s). Develop a simple model based on evidence to represent a proposed object or tool. | Identify limitations of models. Collaboratively develop and/or revise a model based on evidence that shows the relationships among variables for frequent and regular occurring events. Develop a model using an analogy, example, or abstract representation to describe a scientific principle or design solution. Develop and/or use models to describe and/or predict phenomena. Develop a diagram or simple physical prototype to convey a proposed object, tool, or process. Use a model to test cause and effect relationships or interactions concerning the functioning of a natural or designed system. |

| Science and Engineering Practice 3: Plans and conducts investigations collaboratively, and evaluates different ways of collecting data to best answer a question. | 1= Needs support – Students require significant assistance to accomplish all of the following: | 2= Approaches the standard - Students can accomplish at least one of the following with limited assistance: | 3= Meets the standard – Students can accomplish all of the following: | 4= Exceeds the standard – In addition to all aspects of (3), students also can accomplish at least one of the following: |
|---|---|---|---|---|
| | With guidance, plan and conduct an investigation in collaboration with peers (for K). Plan and conduct an investigation collaboratively to produce data to serve as the basis for evidence to answer a question. Evaluate different ways of observing and/or measuring a phenomenon to determine which way can answer a question. Make observations (firsthand or from media) and/or measurements to collect data that can be used to make comparisons. Make observations (firsthand or from media) and/or measurements of a proposed object or tool or solution to determine if it solves a problem or meets a goal. Make predictions based on prior experiences. | With guidance, plan and conduct an investigation in collaboration with peers (for K). Plan and conduct an investigation collaboratively to produce data to serve as the basis for evidence to answer a question. Evaluate different ways of observing and/or measuring a phenomenon to determine which way can answer a question. Make observations (firsthand or from media) and/or measurements to collect data that can be used to make comparisons. Make observations (firsthand or from media) and/or measurements of a proposed object or tool or solution to determine if it solves a problem or meets a goal. Make predictions based on prior experiences. | With guidance, plan and conduct an investigation in collaboration with peers (for K). Plan and conduct an investigation collaboratively to produce data to serve as the basis for evidence to answer a question. Evaluate different ways of observing and/or measuring a phenomenon to determine which way can answer a question. Make observations (firsthand or from media) and/or measurements to collect data that can be used to make comparisons. Make observations (firsthand or from media) and/or measurements of a proposed object or tool or solution to determine if it solves a problem or meets a goal. Make predictions based on prior experiences. | Plan and conduct an investigation collaboratively to produce data to serve as the basis for evidence, using fair tests in which variables are controlled and the number of trials considered. Evaluate appropriate methods and/or tools for collecting data. Make observations and/or measurements to produce data to serve as the basis for evidence for an explanation of a phenomenon or test a design solution. Make predictions about what would happen if a variable changes. Test two different models of the same proposed object, tool, or process to determine which better meets criteria for success. |

| Science and Engineering Practice 6: Designs or builds a device that solves a specific problem and compares multiple solutions to a problem. | 1= Needs support – Students require significant assistance to accomplish all of the following: | 2= Approaches the standard - Students can accomplish at least one of the following with limited assistance: | 3= Meets the standard – Students can accomplish all of the following: | 4= Exceeds the standard – In addition to all aspects of (3), students also can accomplish at least one of the following: |
|---|--|---|--|---|
| | Make observations (firsthand or from media) to construct an evidence- based account for natural phenomena. Use tools and/or materials to design and/or build a device that solves a specific problem or a solution to a specific problem. Generate and/or compare multiple solutions to a problem. | Make observations (firsthand or from media) to construct an evidence-based account for natural phenomena. Use tools and/or materials to design and/or build a device that solves a specific problem or a solution to a specific problem. Generate and/or compare multiple solutions to a problem. | Make observations (firsthand or from media) to construct an evidence- based account for natural phenomena. Use tools and/or materials to design and/or build a device that solves a specific problem or a solution to a specific problem. Generate and/or compare multiple solutions to a problem. | Construct an explanation of observed relationships (e.g., the distribution of plants in the back yard). Use evidence (e.g., measurements, observations, patterns) to construct or support an explanation or design a solution to a problem. Identify the evidence that supports particular points in an explanation. Apply scientific ideas to solve design problems. Generate and compare multiple solutions to a problem based on how well they meet the criteria and constraints of the design solution. |

Social Studies Grade 1 Standard Based Report Card Rubric

| De | Describe the connections between individuals, events, ideas, or information. | | | | | |
|----------------------------------|--|------------------|------------------|----------------------|--|--|
| Marking | 1= Needs Support | 2= Approaching | 3= Meets | 4= Exceeds Standard | | |
| Period | | Standard | Standard | | | |
| 1 st -4 th | Student rarely | Student | Student often | Student consistently | | |
| | communicates an | sometimes | communicates an | communicates an | | |
| | understanding of | communicates an | understanding of | understanding of | | |
| | concepts taught | understanding of | concepts taught | concepts taught | | |
| | related to | concepts taught | related to | related to | | |
| | individuals, | related to | individuals, | individuals, events, | | |
| | events, ideas or | individuals, | events, ideas or | ideas or information | | |
| | information. | events, ideas or | information. | and is able to | | |
| | | information. | | extend key concepts | | |
| | | | | to real life | | |
| | | | | experiences. | | |

| Participates in classroom discussions and activities related to content area. | | | | | |
|---|--|---|--|---|--|
| Marking | 1= Needs | 2= Approaching | 3= Meets | 4= Exceeds | |
| Period | Support | Standard | Standard | Standard | |
| 1 st – 4 th | Student rarely participates in class discussions and activities. | Student sometimes participates in class discussions and activities. | Student consistently participates in class discussions and activities. | Student acts as a role model for participating in class discussions and activities. | |

Physical Education Grade 1 Standard Based Report Card Rubric

| Demonstrates understanding of concepts and application of skills. | | | | | | |
|---|---|---|---|--|--|--|
| Marking Period | 1= Needs Support | 2= Approaching Standard | 3= Meets Standard | 4= Exceeds Standard | | |
| 1 st -4 th | Student rarely demonstrate smooth transitions between sequential movement skills and rarely explains how changes in directions/pathways/le vels can alter movement. Student is unable to recognize player placement, prearranged movement patterns and is unable to identify body responses related to physical activity. | Student is beginning to demonstrate smooth transitions between sequential movement skills and sometimes explains how changes in directions/pathways/level s can alter movement. Student is learning how to recognize player placement, prearranged movement patterns and is learning to identify body responses related to physical activity. | Student understands and applies smooth transitions between sequential movement skills and explains how changes in directions/pathways/le vels can alter movement. Student recognizes player placement, prearranged movement patterns and is able to identify body responses related to physical activity. | Student understands and consistently applies smooth transitions between sequential movement skills and explains how changes in directions/pathways/ levels can alter movement. Student consistently recognizes player placement, prearranged movement patterns and always is able to identify body responses related to physical activity. | | |

| Participates in classroom discussions and activities related to content area. | | | | | | |
|---|-------------------|-------------------|-------------------|------------------------|--|--|
| Marking | 1= Needs | 2= Approaching | 3= Meets | 4= Exceeds | | |
| Period | Support | Standard | Standard | Standard | | |
| 1 st - 4 th | Student rarely | Student | Student | Student acts as a | | |
| | participates in | sometimes | consistently | role model for | | |
| | class discussions | participates in | participates in | participating in class | | |
| | and activities. | class discussions | class discussions | discussions and | | |
| | | and activities. | and activities. | activities. | | |

Instructional Technology Grade 1 Standard Based Report Card Rubric

| Demon | Demonstrates understanding of concepts and application of skills. | | | | | |
|-----------------|---|---------------------|-----------------|----------------------|--|--|
| Marking | 1= Needs Support | 2= Approaching | 3= Meets | 4= Exceeds | | |
| Period | | Standard | Standard | Standard | | |
| 1 st | Student rarely | Student is | Student | Student | | |
| | applies the | beginning to apply | understands and | understands and | | |
| | fundamentals of | the fundamentals | applies the | consistently applies | | |
| | Instructional | of Instructional | fundamentals of | the fundamentals | | |
| | Technology. The | Technology. The | Instructional | of Instructional | | |
| | student is unable | student is learning | Technology. The | Technology. The | | |
| | to use a mouse or | how to use a | student uses a | student | | |
| | to block code. | mouse or to block | mouse or block | consistently uses a | | |
| | | code. | codes. | mouse or block | | |
| | | | | codes. | | |

| Demon | Demonstrates understanding of concepts and application of skills. | | | | |
|-----------------|---|---------------------|-------------------|----------------------|--|
| Marking | 1= Needs Support | 2= Approaching | 3= Meets | 4= Exceeds | |
| Period | | Standard | Standard | Standard | |
| 2 nd | Student rarely | Student is | Student | Student | |
| | applies the | beginning to apply | understands and | understands and | |
| | fundamentals of | the fundamentals | applies the | consistently applies | |
| | Instructional | of Instructional | fundamentals of | the fundamentals | |
| | Technology. The | Technology. The | Instructional | of Instructional | |
| | student is unable | student is learning | Technology. The | Technology. The | |
| | to maintain a safe | to maintain a safe | student maintains | student | |
| | online experience | online experience | a safe online | consistently | |
| | or to block code. | or to block code. | experience or | maintains a safe | |
| | | | block codes. | online experience | |
| | | | | or block codes. | |

| Demon | Demonstrates understanding of concepts and application of skills. | | | | | |
|-----------------|---|---------------------|-------------------|----------------------|--|--|
| Marking | 1= Needs Support | 2= Approaching | 3= Meets | 4= Exceeds | | |
| Period | | Standard | Standard | Standard | | |
| 3 rd | Student rarely | Student is | Student | Student | | |
| | applies the | beginning to apply | understands and | understands and | | |
| | fundamentals of | the fundamentals | applies the | consistently applies | | |
| | Instructional | of Instructional | fundamentals of | the fundamentals | | |
| | Technology. The | Technology. The | Instructional | of Instructional | | |
| | student is unable | student is learning | Technology. The | Technology. The | | |
| | to type sentences | to type sentences | student types | student | | |
| | on a computer or | on a computer or | sentences on a | consistently types | | |
| | to block code. | to block code. | computer or block | sentences on a | | |
| | | | codes. | computer or block | | |
| | | | | codes. | | |

| Demor | Demonstrates understanding of concepts and application of skills. | | | | | |
|-----------------|---|---------------------|--------------------|----------------------|--|--|
| Marking | 1= Needs Support | 2= Approaching | 3= Meets | 4= Exceeds | | |
| Period | | Standard | Standard | Standard | | |
| 4 th | Student rarely | Student is | Student | Student | | |
| | applies the | beginning to apply | understands and | understands and | | |
| | fundamentals of | the fundamentals | applies the | consistently applies | | |
| | Instructional | of Instructional | fundamentals of | the fundamentals | | |
| | Technology. The | Technology. The | Instructional | of Instructional | | |
| | student is unable | student is learning | Technology. The | Technology. The | | |
| | to use computer | to use computer | student uses | student | | |
| | images to express | images to express | computer images | consistently uses | | |
| | an idea or to block | an idea or to block | to express an idea | computer images | | |
| | code. | code. | or block codes. | to express an idea | | |
| | | | | or block codes. | | |

| Participates in classroom discussions and activities related to content area. | | | | |
|---|-------------------|-------------------|-------------------|------------------------|
| Marking | 1= Needs | 2= Approaching | 3= Meets | 4= Exceeds |
| Period | Support | Standard | Standard | Standard |
| 1 st - 4 th | Student rarely | Student | Student | Student acts as a |
| | participates in | sometimes | consistently | role model for |
| | class discussions | participates in | participates in | participating in class |
| | and activities. | class discussions | class discussions | discussions and |
| | | and activities. | and activities. | activities. |

Health Grade 1 Standard Based Report Card Rubric

Health

| | Demonstrates understanding of concepts and application of skills. | | | | |
|----------------------------------|---|---------------------------|-----------------------|-----------------------|--|
| Marking | 1= Needs Support | 2= Approaching Standard | 3= Meets Standard | 4= Exceeds Standard | |
| Period | | | | | |
| 1 st -4 th | Student rarely | Student is beginning to | Student understands | Student understands | |
| | communicates an | communicate an | the concepts of self- | and applies the | |
| | understanding of the | understanding of the | care, gender, | concepts of self- | |
| | concepts of self-care, | concepts of self-care, | wellness, values, and | care, gender, | |
| | gender, wellness, | gender, wellness, values, | nutrition. | wellness, values, and | |
| | values, and nutrition. | and nutrition. | | nutrition. | |

| | Participates in classroom discussions and activities related to content area. | | | | | |
|-----------------------------------|---|---|--|---|--|--|
| Marking Period | 1= Needs Support | 2= Approaching Standard | 3= Meets Standard | 4= Exceeds Standard | | |
| 1 st – 4 th | Student rarely participates in class discussions and activities. | Student sometimes participates in class discussions and activities. | Student consistently participates in class discussions and activities. | Student acts as a role model for participating in class discussions and activities. | | |

Art Grade 1 Standard Based Report Card Rubric

Art

| Demon | Demonstrates understanding of concepts and application of skills. | | | | |
|-----------------|---|---------------------|--------------------|---------------------|--|
| Marking | 1= Needs | 2= Approaching | 3= Meets Standard | 4= Exceeds | |
| Period | Support | Standard | | Standard | |
| 1 st | Student rarely | Student is | Student | Student | |
| | creates lines or | beginning to create | understands and | understands and | |
| | shapes and rarely | lines or shapes and | creates lines or | consistently | |
| | applies them to | beginning to apply | shapes and applies | creates lines or | |
| | everyday life. | them to everyday | them to everyday | shapes and applies | |
| | Student rarely | life. Student is | life. The student | them to everyday | |
| | uses tools | learning how to | uses the tools | life. The student | |
| | appropriate to | use tools | appropriate to the | consistently uses | |
| | the production of | appropriate to the | production of a | tools appropriate | |
| | work in art in a | production of | work of art in a | to the production | |
| | variety of art | works of art in a | variety of art | of a work of art in | |
| | media. | variety of art | media most of the | a variety of art | |
| | | media. | time. | media. | |

| Demor | nstrates understandir | ng of concepts and ap | plication of skills. | |
|-----------------|-----------------------|-----------------------|----------------------|---------------------|
| Marking | 1= Needs Support | 2= Approaching | 3= Meets Standard | 4= Exceeds |
| Period | | Standard | | Standard |
| 2 nd | Student rarely | Student is | Student | Student |
| | understands that | beginning to | understands that | consistently |
| | there are | understand that | there are | understands that |
| | primary/secondary | there are | primary/secondary | there are |
| | colors and they | primary/secondary | colors and they | primary/secondary |
| | can be used to | colors and they | can be used to | colors and they |
| | create other | can be used to | create other | can be used to |
| | colors. Student | create other | colors. The | create other |
| | rarely uses tools | colors. Student is | student uses the | colors. The |
| | appropriate to the | learning how to | tools appropriate | student |
| | production of | use tools | to the production | consistently uses |
| | work in art in a | appropriate to the | of a work of art in | tools appropriate |
| | variety of art | production of | a variety of art | to the production |
| | media. | works of art in a | media most of the | of a work of art in |
| | | variety of art | time. | a variety of art |
| | | media. | | media. |

| Demon | Demonstrates understanding of concepts and application of skills. | | | | | |
|-----------------|---|----------------------|---------------------|---------------------|--|--|
| Marking | 1= Needs Support | 2= Approaching | 3= Meets | 4= Exceeds | | |
| Period | | Standard | Standard | Standard | | |
| 3 rd | Student rarely | Student is | Student assembles | Student | | |
| | assembles or | beginning to | or creates a | consistently | | |
| | creates a textured | assemble or create | textured sculpture | assembles or | | |
| | sculpture or gives | a textured | or gives the | creates a textured | | |
| | the appearance of | sculpture or gives | appearance of a | sculpture or gives | | |
| | a textured | the appearance of | textured sculpture | the appearance of | | |
| | sculpture by using | a textured | by using lines. The | a textured | | |
| | lines. Student | sculpture by using | student uses the | sculpture by using | | |
| | rarely uses tools | lines. Student is | tools appropriate | lines. The student | | |
| | appropriate to | learning how to use | to the production | consistently uses | | |
| | the production of | tools appropriate | of a work of art in | tools appropriate | | |
| | work in art in a | to the production | a variety of art | to the production | | |
| | variety of art | of works of art in a | media most of the | of a work of art in | | |
| | media. | variety of art | time. | a variety of art | | |
| | | media. | | media. | | |

| Demon | Demonstrates understanding of concepts and application of skills. | | | | | |
|-----------------|---|---------------------|--------------------|---------------------|--|--|
| Marking | 1= Needs Support | 2= Approaching | 3= Meets Standard | 4= Exceeds | | |
| Period | | Standard | | Standard | | |
| 4 th | Student rarely | Student is | Student | Student | | |
| | understands art | beginning to | understands art | consistently | | |
| | forms or values. | understand art | forms or values. | understands art | | |
| | Student rarely | forms or values. | The student uses | forms or values. | | |
| | uses tools | Student is learning | the tools | The student | | |
| | appropriate to | how to use tools | appropriate to the | consistently uses | | |
| | the production of | appropriate to the | production of a | tools appropriate | | |
| | work in art in a | production of | work of art in a | to the production | | |
| | variety of art | works of art in a | variety of art | of a work of art in | | |
| | media. | variety of art | media most of the | a variety of art | | |
| | | media. | time. | media. | | |

| Participates in classroom discussions and activities related to content area. | | | | | |
|---|-------------------|-------------------|-------------------|------------------------|--|
| Marking | 1= Needs | 2= Approaching | 3= Meets | 4= Exceeds | |
| Period | Support | Standard | Standard | Standard | |
| 1 st - 4 th | Student rarely | Student | Student | Student acts as a | |
| | participates in | sometimes | consistently | role model for | |
| | class discussions | participates in | participates in | participating in class | |
| | and activities. | class discussions | class discussions | discussions and | |
| | | and activities. | and activities. | activities. | |

Music Grade 1 Standard Based Report Card Rubric

Music

| Demonstrates understanding of concepts and application of skills. | | | | | |
|---|------------------|------------------|-------------------|-------------------|--|
| Marking | 1= Needs | 2= Approaching | 3= Meets Standard | 4= Exceeds | |
| Period | Support | Standard | | Standard | |
| 1 st | Student rarely | Student is | Student | Student | |
| | analyzes | beginning to | understands and | consistently | |
| | selected music, | analyze selected | analyzes selected | analyzes selected | |
| | reads or | music, read or | music, reads or | music, reads or | |
| | performs | perform rhythmic | performs rhythmic | performs rhythmic | |
| | rhythmic | patterns using | patterns using | patterns using | |
| | patterns using | iconic notation. | iconic notation. | iconic notation. | |
| | iconic notation. | | | | |

| Demon | Demonstrates understanding of concepts and application of skills. | | | | | |
|-----------------|---|--|---|---|--|--|
| Marking | 1= Needs | 2= Approaching | 3= Meets | 4= Exceeds | | |
| Period | Support | Standard | Standard | Standard | | |
| 2 nd | Student rarely | Student is beginning | Student | Student | | |
| | generates musical patterns and ideas within the context of a given tonality and meter. | to generate musical patterns and ideas within the context of a given tonality and meter. | generates musical patterns and ideas within the context of a given tonality and meter. | consistently generates musical patterns and ideas within the context of a given tonality and meter. | | |

| Demo | Demonstrates understanding of concepts and application of skills. | | | | | |
|-----------------------------------|---|-------------------|-------------------|-------------------|--|--|
| Markin | 1= Needs Support | 2= Approaching | 3= Meets Standard | 4= Exceeds | | |
| g | | Standard | | Standard | | |
| Period | | | | | | |
| 3 rd - 4 th | Student rarely | Student is | Student | Student | | |
| | demonstrate | beginning to | demonstrates | consistently | | |
| | knowledge of | demonstrate | knowledge of | student | | |
| | musical contrast, | knowledge of | musical contrast, | demonstrates | | |
| | expressive | musical contrast, | expressive | knowledge of | | |
| | qualities or | expressive | qualities or | musical contrast, | | |
| | rehearses/perform | qualities or is | rehearses/perform | expressive | | |
| | s music with | beginning to | s music with | qualities or | | |
| | expression. | rehearses/perform | expression. | rehearses/perform | | |
| | | s music with | | s music with | | |
| | | expression. | | expression. | | |

| Pa | Participates in classroom discussions and activities related to content area. | | | | | |
|-----------------------------------|---|-------------------|-------------------|------------------------|--|--|
| Marking | 1= Needs | 2= Approaching | 3= Meets | 4= Exceeds | | |
| Period | Support | Standard | Standard | Standard | | |
| 1 st - 4 th | Student rarely | Student | Student | Student acts as a | | |
| | participates in | sometimes | consistently | role model for | | |
| | class discussions | participates in | participates in | participating in class | | |
| | and activities. | class discussions | class discussions | discussions and | | |
| | | and activities. | and activities. | activities. | | |

SECOND GRADE RUBRICS

- English Language Arts
- Mathematics
- Science
- Social Studies
- Physical Education
- Instructional Technology
- Health
- Art
- Music

Second Grade ELA Standard Based Report Card Rubric

All criteria below will be reflected on the individual student report card:

Independent Reading Levels: AA (Below A) - Z

| Grade Levels | Reading Levels |
|--------------|----------------|
| 1 | E |
| 1 | F |
| 1 | G |
| 1 | H |
| 1 | |
| 1 | J |
| 2 | K |
| 2 | L |
| 2 | M |
| 3 | N |
| 3 | 0 |
| 3 | Р |

Reading: Foundational Skills

| | Reads at grade level. | | | | | |
|-----------------|-----------------------|---------------------|------------------|--------------------|--|--|
| Marking | 1= Needs Support | 2= Approaching | 3= Meets | 4= Exceeds | | |
| Period | | Standard | Standard | Standard | | |
| 1 st | Student has | Student has | Student has | Student has | | |
| | achieved reading | achieved reading | achieved reading | achieved reading | | |
| | success at level H | success at level I. | success at level | success at level K | | |
| | or below. | | J. | or above. | | |
| 2 nd | Student has | Student has | Student has | Student has | | |
| | achieved reading | achieved reading | achieved reading | achieved reading | | |
| | success at level I | success at level J. | success at level | success at level L | | |
| | or below. | | K. | or above. | | |
| 3 rd | Student has | Student has | Student has | Student has | | |
| | achieved reading | achieved reading | achieved reading | achieved reading | | |
| | success at level J | success at level K. | success at level | success at level M | | |
| | or below. | | L. | or above. | | |
| 4 th | Student has | Student has | Student has | Student has | | |
| | achieved reading | achieved reading | achieved reading | achieved reading | | |
| | success at level K | success at level L. | success at level | success at level N | | |
| | or below. | | M. | or above. | | |

| Use | Uses various strategies to decode/break apart texts (pictures, context, phonics). | | | | | |
|-----------------------------------|---|---------------------|-----------------|----------------------|--|--|
| Marking | 1= Needs | 2= Approaching | 3= Meets | 4= Exceeds | | |
| Period | Support | Standard | Standard | Standard | | |
| 1 st - 4 th | Student rarely | Student sometimes | Student applies | Student | | |
| | applies phonics | applies phonics and | phonics and | consistently applies | | |
| | and words | words analysis | words analysis | phonics and words | | |
| | analysis | strategies in | strategies in | analysis strategies | | |
| | strategies in | decoding words. | decoding words. | in decoding words. | | |
| | decoding words. | | | | | |

| Reads with fluency (expression, phrasing, rate, accuracy). | | | | racy). |
|--|---|---|---|---|
| Marking | 1= Needs Support | 2= Approaching | 3= Meets Standard | 4= Exceeds Standard |
| Period | | Standard | | |
| 1 st - 4 th | Student does not demonstrate fluency when reading target high frequency and decodable words. Lack of fluent reading is evident during independent reading tasks. Reading of texts is very choppy and slow. Student does not attend to spaces between words or to ending punctuation. | Student reads some target high frequency and decodable words accurately. Student may read words very quickly and inaccurately or very slowly and inaccurately. Reading is somewhat fluent when independently reading texts Student reads leveled texts either too slowly or too quickly. Reading is choppy some of the time. Student does not consistently attend to ending punctuation. Student uses very little or no expression. | Student consistently reads target high frequency and decodable words accurately with appropriate pacing. Student uses and recognizes word patterns when reading words fluently. Student demonstrates fluent reading of on-level texts. Student reads accurately. Student pauses briefly between words. Student attends to ending punctuation. Student uses expression matched to meaning and punctuation. | Student consistently reads above- level high frequency and decodable words accurately and with appropriate pacing Student demonstrates fluent reading of above-level texts when reading independently. Student attends to internal and ending punctuation. Reading is fluid and accurate. Student uses phrasing to group words that go together. Expression is matched to the mood, character's feelings, or actions in the text. |

| | Reads independently for extended periods of time. | | | | |
|-----------------|---|--------------------|--------------------|--------------------|--|
| Marking | 1= Needs Support | 2= Approaching | 3= Meets | 4= Exceeds | |
| Period | | Standard | Standard | Standard | |
| 1 st | Student is unable | Student is | Student is | Student is | |
| | or rarely able to | sometimes able to | consistently able | consistently able | |
| | sustain | sustain | to sustain | to sustain | |
| | independent | independent silent | independent silent | independent silent | |
| | silent reading for | reading for up to | reading for up to | reading for more | |
| | 5 minutes. | 10 minutes. | 10 minutes. | than 10 minutes. | |
| 2 nd | Student is unable | Student is | Student is | Student is | |
| | or rarely able to | sometimes able to | consistently able | consistently able | |
| | sustain | sustain | to sustain | to sustain | |
| | independent | independent silent | independent silent | independent silent | |
| | silent reading for | reading for up to | reading for up to | reading for more | |
| | 10 minutes. | 15 minutes. | 15 minutes. | than 15 minutes. | |
| 3 rd | Student is unable | Student is | Student is | Student is | |
| | or rarely able to | sometimes able to | consistently able | consistently able | |
| | sustain | sustain | to sustain | to sustain | |
| | independent | independent silent | independent silent | independent silent | |
| | silent reading for | reading for up to | reading for up to | reading for more | |
| | 15 minutes. | 20 minutes. | 20 minutes. | than 20 minutes. | |
| 4 th | Student is unable | Student is | Student is | Student is | |
| | or rarely able to | sometimes able to | consistently able | consistently able | |
| | sustain | sustain | to sustain | to sustain | |
| | independent | independent silent | independent silent | independent silent | |
| | silent reading for | reading for up to | reading for up to | reading for more | |
| | 20 minutes. | 25 minutes. | 25 minutes. | than 25 minutes. | |

Reading: Literature and Informational Text

| | Asks and answers questions about key details in fiction and informational text. | | | | | |
|-----------------------------------|---|-------------------------|----------------------|-------------------------|--|--|
| Marking | 1= Needs Support | 2= Approaching | 3= Meets Standard | 4= Exceeds Standard | | |
| Period | | Standard | | | | |
| 1 st - 4 th | Student rarely asks | Student sometimes | Student asks and | Student consistently | | |
| | and answers | asks and answers | answers questions | asks and answers | | |
| | questions when | questions when | when reading or | questions when | | |
| | reading or listening to | reading or listening to | listening to stories | reading or listening to | | |
| | stories and | stories and | and informational | stories and | | |
| | informational texts. | informational texts. | texts. | informational texts. | | |

| | Retells stories including key details; demonstrates understanding of central message. | | | | |
|-----------------------------------|---|---|--|--|--|
| Marking Period | 1= Needs Support | 2= Approaching Standard | 3= Meets Standard | 4= Exceeds Standard | |
| 1 st – 4 th | Student rarely demonstrates literal understanding of stories and informational texts. Retellings are simple, demonstrating little understanding of the text. | Student sometimes demonstrates literal understanding of stories and informational texts. Retellings demonstrate a partial understanding of the text. | Student demonstrates literal understanding of stories and informational texts. Retellings demonstrate an understanding of the text. | Student consistently demonstrates a strong literal understanding of stories and informational texts. Retellings demonstrate a thorough understanding of the text. | |

| Iden | Identifies the main topic of a multi-paragraph text as well as the focus for a specific paragraph. | | | | | |
|-----------------------------------|--|------------------------|-----------------------|-------------------------|--|--|
| Marking | 1= Needs Support | 2= Approaching | 3= Meets Standard | 4= Exceeds Standard | | |
| Period | | Standard | | | | |
| 1 st - 4 th | Student is rarely able | Student is sometimes | Student is able to | Student is consistently | | |
| | to identify the main | able to identify the | identify the main | identifies the main | | |
| | topic of a multi- | main topic of a multi- | topic of a multi- | topic of a multi- | | |
| | paragraph text or the | paragraph text or the | paragraph text or the | paragraph text or the | | |
| | focus of specific | focus of specific | focus of specific | focus of specific | | |
| | paragraphs. | paragraphs. | paragraphs. | paragraphs. | | |

| | Describes how characters respond to major events. | | | | |
|-----------------------------------|---|--------------------------|----------------------|--------------------------|--|
| Marking | 1= Needs Support | 2= Approaching | 3= Meets Standard | 4= Exceeds Standard | |
| Period | | Standard | | | |
| 3 rd - 4 th | Student is rarely able | Student is sometimes | Student is able to | Student is consistently | |
| | to describe how | able to describe how | describe how | able to describe how | |
| | characters respond | characters respond to | characters respond | characters respond to | |
| | to major events in a | major events in a story. | to major events in a | major events in a story. | |
| | story. | | story. | | |

| | Uses illustrations to make predictions. | | | | |
|-----------------------------------|---|---------------------------|--------------------------|-------------------------|--|
| Marking | 1= Needs Support | 2= Approaching | 3= Meets Standard | 4= Exceeds Standard | |
| Period | | Standard | | | |
| 1 st - 4 th | Student is rarely able | Student sometimes is | Student is able to use | Student consistently | |
| | to use illustrations in | able to use illustrations | illustrations in a story | uses illustrations in a | |
| | a story to make | in a story to make | to make predictions | story to make | |
| | predictions about the | predictions about the | about the characters, | predictions about the | |
| | characters, setting or | characters, setting or | setting or plot. | characters, setting | |
| | plot. | plot. | | and plot. | |

| | Compares and Contrasts texts on the same topic or two versions of the same story. | | | | | |
|-----------------------------------|---|-------------------------|----------------------------|--------------------------|--|--|
| Marking | 1= Needs | 2= Approaching | 3= Meets Standard | 4= Exceeds Standard | | |
| Period | Support | Standard | | | | |
| 3 rd - 4 th | Student is | Student can identify a | Student can | Student can | | |
| | unable to | similarity OR a | independently identify a | consistently identify | | |
| | compare and | difference in a variety | similarity AND a | similarities AND | | |
| | contrast a | of texts with support. | difference in a variety of | differences in a variety | | |
| | variety of texts. | | texts. | of texts. | | |

| | Describes the overall structure of the story. | | | | | |
|-----------------------------------|---|---|---|---|--|--|
| Marking Period | 1= Needs Support | 2= Approaching Standard | 3= Meets Standard | 4= Exceeds Standard | | |
| 3 rd - 4 th | Student is unable to describe the overall structure of the story. Student is unable to retell what happened in the beginning, middle and end of a story. | Student can describe the overall structure of the story with help and guidance. Student can retell what happened in the beginning, middle and end of a story with help and guidance. | Student can independently describe the overall structure of the story. Student can independently retell what happened in the beginning, middle and end of a story. | Student can consistently describe the overall structure of the story. Student can consistently retell what happened in the beginning, middle and end of a story. | | |

| Knows and uses various text features (eg. captions, bold print, and glossaries). | | | | | | |
|--|-------------------|----------------------|-------------------|-----------------------------|--|--|
| Marking | 1= Needs Support | 2= Approaching | 3= Meets Standard | 4= Exceeds Standard | | |
| Period | | Standard | | | | |
| 1 st - 4 th | Student is unable | Student is | Student | In above-grade level texts: | | |
| | or rarely able to | sometimes able to | consistently uses | Student consistently and | | |
| | use non-fiction | use non-fiction text | non-fiction text | independently uses non- | | |
| | text features. | features. | features. | fiction text features. | | |

| Understands and uses vocabulary appropriately. | | | | | |
|--|----------------------|-------------------|-------------------|-----------------------------|--|
| Marking | 1= Needs Support | 2= Approaching | 3= Meets Standard | 4= Exceeds Standard | |
| Period | | Standard | | | |
| 1 st - 4 th | Student is unable or | Student is | Student | In above-grade level texts: | |
| | rarely able to use | sometimes able to | consistently uses | Student consistently and | |
| | vocabulary | use vocabulary | vocabulary | independently uses | |
| | appropriately. | appropriately. | appropriately. | vocabulary appropriately. | |

Writing

| Dev | elops ideas in an orga | anized manner for diffe | rent purposes (narrative, in | formative, opinion) |
|----------------------------------|---|---|---|--|
| Marking | 1= Needs Support | 2= Approaching | 3= Meets Standard | 4= Exceeds Standard |
| Period | | Standard | | |
| 1 st -4 th | Student generates very few ideas. Student does not use prewriting strategies taught. There is a beginning with one or two unrelated details. Student uses many sentence fragments or run-ons. Student uses few basic text features. | Student generates a few ideas from experience. Student uses a few prewriting strategies taught in units of study. Student's writing is partially organized with some ideas relevant to the topic. There is a beginning and end with a few details. Student uses some simple text features. Some sentences are incomplete or run –on. | Student generates, supports and elaborates on ideas for writing from own experiences, stories read, informational text or imagination. Student uses some pre-writing strategies to identify and narrow topic and to plan parts of the writing. Student's writing is organized; most ideas are relevant to the topic. There is a clear beginning, middle and end with related details in each part. Student uses target text features (title, pictures, captions, author, page numbers). | Student generates and tries out ideas from experience, stories read, informational texts, or imagination. Student uses pre-writing strategies taught in units of study to narrow a topic and to thoroughly plan writing. Student's writing is organized with ideas that are relevant to and support the topic and purpose. There is a well-developed beginning, middle and end with many relevant details. Student uses above-level text features. Student writes |

| Student writes | complex |
|----------------|------------|
| complete | sentences. |
| sentences. | |

| | Writes independently for extended periods of time. | | | | |
|-----------------------------------|--|-----------------------|----------------------|-------------------------|--|
| Marking | 1= Needs Support | 2= Approaching | 3= Meets Standard | 4= Exceeds Standard | |
| Period | | Standard | | | |
| 1 st | Student is unable or | Student is sometimes | Student is | Student is consistently | |
| | rarely able to sustain | able to sustain | consistently able to | able to sustain | |
| | independent writing | independent writing | sustain independent | independent writing | |
| | for 10 minutes. | for up to 15 minutes. | writing for up to 15 | for more than 15 | |
| | | | minutes. | minutes. | |
| 2 nd | Student is unable or | Student is sometimes | Student is | Student is consistently | |
| | rarely able to sustain | able to sustain | consistently able to | able to sustain | |
| | independent writing | independent writing | sustain independent | independent writing | |
| | for 15 minutes. | for up to 20 minutes. | writing for up to 20 | for more than 20 | |
| | | | minutes. | minutes. | |
| 3 rd – 4 th | Student is unable or | Student is sometimes | Student is | Student is consistently | |
| | rarely able to sustain | able to sustain | consistently able to | able to sustain | |
| | independent writing | independent writing | sustain independent | independent writing | |
| | for 20 minutes. | for up to 25 minutes. | writing for up to 25 | for more than 25 | |
| | | | minutes. | minutes. | |

| | Applies revision and editing strategies. | | | | |
|-------------------|---|--|--|---|--|
| Marking Period | 1= Needs Support | 2= Approaching Standard | 3= Meets Standard | 4= Exceeds Standard | |
| 1st -4th | The student is unable or rarely able to reread writing and: • Edit for capitalization • Edit for punctuation • Edit for proper spacing • Edit for neat handwriting • Edit spelling of sight words • Apply spelling strategies • Revise to ensure a clear beginning, middle and end • Revise grammatical errors • Include craft techniques • Add, remove, more and substitute words | The student is sometimes able to reread writing and: | The student is consistently able to reread writing and: • Edit for capitalization • Edit for punctuation • Edit for proper spacing • Edit for neat handwriting • Edit spelling of sight words • Apply spelling strategies • Revise to ensure a clear beginning, middle and end • Revise grammatical errors • Include craft techniques • Add, remove, more and substitute words | The student is consistently and independently able to reread writing and: | |

Language

| | Use | s capitalization and punct | uation correctly. | |
|-----------------------------------|--|---|---|--|
| Marking | 1= Needs Support | 2= Approaching | 3= Meets Standard | 4= Exceeds Standard |
| Period | | Standard | | |
| 1 st - 2 nd | Student rarely applies grade-level mechanics of capitalization and punctuation including: • Proper names, months, holidays, words in a title, "I". • Question marks, periods, exclamation points, • Commas to separate day from year in dates | Student is beginning to apply grade-level mechanics of capitalization and punctuation including: • Proper names, months, holidays, words in a title, "I". • Question marks, periods, exclamation points, • Commas to separate day from year in dates | Student applies grade-level mechanics of capitalization and punctuation including: • Proper names, months, holidays, words in a title, "I". • Question marks, periods, exclamation points, • Commas to separate day from year in dates | Student consistently applies grade-level mechanics of capitalization and punctuation including: • Proper names, months, holidays, words in a title, "I". • Question marks, periods, exclamation points, • Commas to separate day from year in dates |
| 3 rd -4 th | student rarely applies grade-level mechanics of capitalization and punctuation including those listed in marking periods 1 & 2, plus: • Product names • Geographic names • Capitalization within a friendly letter | Student is beginning to apply grade-level mechanics of capitalization and punctuation including those listed in marking periods 1 & 2, plus: Product names Geographic names Capitalization within a friendly letter | Student applies grade- level mechanics of capitalization and punctuation including those listed in marking periods 1 & 2, plus: • Product names • Geographic names • Capitalization within a friendly letter | Student consistently applies above grade-level conventions of grammar and usage. |

| | Applies conventions of grammar and usage. | | | | |
|----------------------------------|---|--|--------------------------------------|----------------------|--|
| Marking | 1= Needs Support | 2= Approaching | 3= Meets Standard | 4= Exceeds | |
| Period | | Standard | | Standard | |
| 1st | Student rarely applies | Student is beginning to | Student applies grade- | Student | |
| | grade-level grammar | apply grade-level | level grammar and | consistently applies | |
| | and usage, including: | grammar and usage, | usage, including: | above grade-level | |
| | Produce simple | including: | Produce simple | conventions of | |
| | sentences | Produce simple | sentences. | grammar and | |
| | Irregular plural | sentences | Irregular plural | usage. | |
| | nouns | Irregular plural | nouns | | |
| | Collective | nouns | Collective | | |
| | nouns to | Collective nouns | nouns to | | |
| | describe groups | to describe | describe groups | | |
| | Reflexive | groups | Reflexive | | |
| | pronouns | Reflexive | pronouns | | |
| | | pronouns | | | |
| 2 nd -3 rd | Student rarely applies | Student is beginning to | Student applies grade- | Student | |
| | grade-level grammar | apply grade-level | level grammar and | consistently applies | |
| | and usage, as listed in | grammar and usage, as | usage, as listed in the | above grade-level | |
| | the first marking | listed in the first | first marking period, | conventions of | |
| | period, plus: | marking period, plus: | plus: | grammar and | |
| | Expanding | Expanding | Expanding | usage. | |
| | simple | simple | simple | | |
| | sentences. | sentences. | sentences. | | |
| | Adjectives, | Adjectives, | Adjectives, | | |
| | adverbs and | adverbs and | adverbs and | | |
| | pronouns. | pronouns. | pronouns. | | |
| | Irregular verbs | Irregular verbs in | Irregular verbs | | |
| | in past tense | past tense | in past tense | | |
| 4 th | Student rarely applies | Student is beginning to | Student applies grade- | Student | |
| | grade-level grammar | apply grade-level | level grammar and | consistently applies | |
| | and usage, as listed in | grammar and usage, as | usage, as listed in the | above grade-level | |
| | the first through third | listed in the first | first through third | conventions of | |
| | marking periods, plus: | through third marking | marking periods, plus: | grammar and | |
| | Compound | periods, plus: | Compound | usage. | |
| | sentences | Compound | sentences | | |
| | Apostrophes | sentences | Apostrophes | | |
| | | Apostrophes | | | |
| | | | | | |

| | Learns and applies spelling patterns. | | | | |
|-----------------------------------|---|--|--|---|--|
| Marking Period | 1= Needs Support | 2= Approaching Standard | 3= Meets Standard | 4= Exceeds Standard | |
| 1 st - 4 th | Student rarely applies spelling patterns in writing such as: • Beginning/final consonants • Short and long vowels • Consonant digraphs | Student is applying spelling patterns in writing such as: • Beginning/final consonants • Short and long vowels • Consonant digraphs | Student consistently applies spelling patterns in writing such as: | Student consistently applies spelling patterns in writing such as: • Inflected endings • Affixes • Suffixes • Compound words • syllables | |

Listening and Speaking

| | Expresses ideas clearly and effectively. | | | | |
|-----------------------------------|--|--|--|---|--|
| Marking | 1= Needs | 2= Approaching | 3= Meets Standard | 4= Exceeds | |
| Period | Support | Standard | | Standard | |
| 1 st – 4 th | Student rarely takes turns speaking and listening. | Student occasionally takes turns speaking and listening. | Student consistently takes turns speaking and listening. | Student acts as a role model for others taking turns and listening to others. | |

| | Demonstrate | s listening skills for info | rmation and understand | ling. |
|-----------------------------------|--|---|---|--|
| | | | ctively and appropriatel | |
| Marking Period | 1= Needs Support | 2= Approaching Standard | 3= Meets Standard | 4= Exceeds Standard |
| 1 st - 4 th | Student rarely engages in group discussions. Student rarely stays on topic by linking his/her own additions to the conversation to the previous remarks of others. Student rarely asks for clarification and further explanation as needed. Student rarely extends his/her ideas and understanding in light of the discussion | Student occasionally engages in group discussions. Student occasionally stays on topic by linking his/her own additions to the conversation to the previous remarks of others. Student occasionally asks for clarification and further explanation as needed. Student occasionally extends his/her ideas and | Student consistently engages in group discussions. Student consistently stays on topic by linking his/her own additions to the conversation to the previous remarks of others. Student consistently asks for clarification and further explanation as needed. Student consistently extends his/her ideas and | Student consistently engages and extends group discussions. Student consistently stays on topic by linking his/her own additions to the conversation to the previous remarks of others. Student consistently asks for clarification and further explanation as needed. Student consistently extends his/her ideas and |

| | 1 | |
|------------------------------------|--|--|
| understanding | understanding | understanding |
| in light of the | in light of the | in light of the |
| discussion | discussion | discussion |
| Inconsistently | Consistently | Student |
| follows | follows | consistently |
| discussion | discussion | acknowledges |
| rules. | rules. | new |
| | | information |
| | | provided by |
| | | others and |
| | | incorporates it |
| | | into his/her |
| | | own thinking |
| | | as |
| | | appropriate. |
| | | Consistently |
| | | and effectively |
| | | follows |
| | | discussion |
| | | rules. |
| | in light of the discussionInconsistently follows discussion | in light of the discussion Inconsistently follows discussion in light of the discussion Consistently follows discussion |

Mathematics Grade 2 Standard Based Report Card Rubric

Operations and Algebraic Thinking

| | Uses addition within 100 to solve word problems | | | | | |
|--|--|---|---|---|--|--|
| Marking Period | 1= Needs Support | 2= Approaching Standard | 3= Meets Standard | 4= Exceeds Standard | | |
| 1 st , 2 nd & 4 th | Student is unable or rarely able to solve addition word problems within 100 using drawings and equations to represent the problem. | Student is sometimes able to solve addition word problems within 100 using drawings and equations to represent the problem. | Student is able to solve addition word problems within 100 using drawings and equations to represent the problem. | Student is able to solve addition word problems greater than 100 using drawings and equations to represent the problem. | | |

| | Uses subtraction within 100 to solve word problems | | | | |
|-------------------------------------|--|-------------------|--------------------|--------------------|--|
| Marking | 1= Needs Support | 2= Approaching | 3= Meets Standard | 4= Exceeds | |
| Period | | Standard | | Standard | |
| 1 st , 2 nd & | Student is unable | Student is | Student is able to | Student is able to | |
| 4 th | or rarely able to | sometimes able to | solve subtraction | solve subtraction | |
| | solve subtraction | solve subtraction | word problems | word problems | |
| | word problems | word problems | within 100 using | greater than 100 | |
| | within 100 using | within 100 using | drawings and | using drawings | |
| | drawings and | drawings and | equations to | and equations to | |
| | equations to | equations to | represent the | represent the | |
| | represent the | represent the | problem. | problem. | |
| | problem. | problem. | | | |

| | Fluently adds within 20 using mental strategies | | | | |
|--|---|--|--|---|--|
| Marking Period | 1= Needs Support | 2= Approaching Standard | 3= Meets Standard | 4= Exceeds Standard | |
| 1 st , 2 nd & 4 th | Student is unable or rarely able to fluently add within 20 using mental strategies. | Student is sometimes able to fluently add within 20 using mental strategies. | Student is able to fluently add within 20 using mental strategies. | Student is able to fluently add number with sums greater than 20 using mental strategies. | |

| | Fluently subtracts within 20 using mental strategies | | | | |
|--|--|---|---|---|--|
| Marking Period | 1= Needs Support | 2= Approaching Standard | 3= Meets Standard | 4= Exceeds Standard | |
| 1 st , 2 nd & 4 th | Student is unable or rarely able to fluently subtract within 20 using mental strategies. | Student is sometimes able to fluently subtract within 20 using mental strategies. | Student is able to fluently subtract within 20 using mental strategies. | Student is able to fluently subtract from a number greater than 20 using mental strategies. | |

| | Works with equal groups of objects to gain foundations of multiplication | | | | |
|-----------------------------------|--|--|--|--|--|
| Marking Period | 1= Needs Support | 2= Approaching Standard | 3= Meets Standard | 4= Exceeds Standard | |
| 1 st & 4 th | Student is unable or rarely able to determine if a group of objects is even or odd and use addition to find the total number of objects in arrays with up to 5 rows and 5 columns. | Student is sometimes able to determine if a group of objects shows an even or odd number and use addition to find the total number of objects in arrays with up to 5 rows and 5 columns. | Student is able to determine if a group of objects shows an even or odd number and use addition to find the total number of objects in arrays with up to 5 rows and 5 columns. | Student is able to determine if a group of objects shows an even or odd number and use addition to find the total number of objects in arrays with more than 5 rows and 5 columns. | |

Number and Operations in Base Ten

| Recogn | Recognizes that the 3-digits of a 3-digit number represent amounts on hundreds, tens and | | | | |
|-----------------|--|--------------------|--------------------|---------------------|--|
| | | ones | | | |
| Marking | 1= Needs Support | 2= Approaching | 3= Meets Standard | 4= Exceeds Standard | |
| Period | | Standard | | | |
| 3 rd | Student is unable | Student is | Student is able to | Student is able to | |
| | or rarely able to | sometimes able to | demonstrate | demonstrate | |
| | demonstrate | demonstrate | understanding of | understanding of | |
| | understanding of | understanding of | place value of 3 | place value given | |
| | place value of 3 | place value of 3 | digit numbers | numbers greater | |
| | digit numbers | digit numbers | using models/ | than 3 digits using | |
| | using models/ | using models/ | manipulatives, | models/ | |
| | manipulatives, | manipulatives, | place value charts | manipulatives, | |
| | place value charts | place value charts | and verbal | place value charts | |
| | and verbal | and verbal | description. | and verbal | |
| | description. | description. | | description. | |

| | Counts within 1000; skip counts by 5s, 10s and 100s | | | | |
|-----------------------------------|---|--------------------|--------------------|---------------------|--|
| Marking | 1= Needs Support | 2= Approaching | 3= Meets Standard | 4= Exceeds | |
| Period | | Standard | | Standard | |
| 2 nd & 3 rd | Student is unable | Student is | Student is able to | Student is | |
| | or rarely able to | sometimes able to | count by 1s, 5s, | consistently able | |
| | count by 1s, 5s, | count by 1s, 5s, | 10s and 100s to | to count by 1s, 5s, | |
| | 10s and 100s to | 10s and 100s to | 1000 beginning at | 10s and 100s to | |
| | 1000 beginning at | 1000 beginning at | any multiple of 1, | 1000 beginning at | |
| | any multiple of 1, | any multiple of 1, | 5, 10, or 100 with | any multiple of 1, | |
| | 5, 10, or 100. | 5, 10, or 100. | few errors. | 5, 10, or 100. | |

| | Reads and writes numbers within 1000 | | | | |
|-----------------|--------------------------------------|--------------------|--------------------|--------------------|--|
| Marking | 1= Needs Support | 2= Approaching | 3= Meets Standard | 4= Exceeds | |
| Period | | Standard | | Standard | |
| 3 rd | Student is unable | Student is | Student is able to | Student is able to | |
| | or rarely able to | sometimes able to | read and write | read and write | |
| | read and write | read and write | numbers correctly | numbers correctly | |
| | numbers correctly | numbers correctly | to 1000 using | beyond 1000 using | |
| | to 1000 using | to 1000 using | base-ten numerals, | base-ten numerals, | |
| | base-ten numerals, | base-ten numerals, | number names | number names | |
| | number names | number names | and expanded | and expanded | |
| | and expanded | and expanded | form. | form. | |
| | form. | form. | | | |

| | Compares 2 three digit numbers using >, < and = symbols | | | | |
|-----------------|---|---|---|---|--|
| Marking | 1= Needs Support | 2= Approaching | 3= Meets Standard | 4= Exceeds | |
| Period | | Standard | | Standard | |
| 3 rd | Student is unable | Student is | Student is able to | Student is able to | |
| | or rarely able to compare three-digit numbers using >, < and = symbols. | sometimes able to compare three-digit numbers using >, < and = symbols. | compare three- digit numbers using >, < and = symbols. | compare numbers greater than three-digits using >, < and = symbols. | |

| Uses understanding of place value and properties to fluently add and subtract within 100 | | | | |
|--|-------------------|-------------------|---------------------|--------------------|
| Marking | 1= Needs Support | 2= Approaching | 3= Meets Standard | 4= Exceeds |
| Period | | Standard | | Standard |
| 1 st & 2 nd | Student is unable | Student is | Student is able to | Student is able to |
| | or rarely able to | sometimes able to | fluently add and | fluently add and |
| | fluently add or | fluently add and | subtract within | subtract within |
| | subtract within | subtract within | 100 using | 100 using |
| | 100 using | 100 using | strategies with few | strategies. |
| | strategies. | strategies. | errors. | |

| Adds u | Adds up to 4 two-digit numbers using strategies based on place value and properties of | | | | |
|-----------------|---|--|---|---|--|
| | | operations | S | | |
| Marking | 1= Needs Support | 2= Approaching | 3= Meets Standard | 4= Exceeds | |
| Period | | Standard | | Standard | |
| 1 st | Student is unable or rarely able to use strategies based on place value and properties of operations to add up to 4 two-digit | Student is sometimes able to use strategies based on place value and properties of operations to add up to 4 two-digit | Student is able to use strategies based on place value and properties of operations to add up to 4 two-digit numbers. | Student is sometimes able to use strategies based on place value and properties of operations to add more than 4 two- | |
| | numbers. | numbers. | | digit numbers. | |

| Adds within 1000 using concrete models, drawing or strategies | | | | |
|---|-------------------|-------------------|--------------------|--------------------|
| Marking | 1= Needs Support | 2= Approaching | 3= Meets Standard | 4= Exceeds |
| Period | | Standard | | Standard |
| 3 rd | Student is unable | Student is | Student is able to | Student is |
| | or rarely able to | sometimes able to | add within 1000 | consistently able |
| | add within 1000 | add within 1000 | using concrete | to add within 1000 |
| | using concrete | using concrete | models, drawings | using concrete |
| | models, drawings | models, drawings | or strategies with | models, drawings |
| | or strategies. | or strategies. | few errors. | or strategies. |

| | Subtracts within 1000 using concrete models, drawing or strategies | | | | |
|-----------------|--|-------------------|---------------------|--------------------|--|
| Marking | 1= Needs Support | 2= Approaching | 3= Meets Standard | 4= Exceeds | |
| Period | | Standard | | Standard | |
| 3 rd | Student is unable | Student is | Student is able to | Student is | |
| | or rarely able to | sometimes able to | subtract within | consistently able | |
| | subtract within | subtract within | 1000 using | to subtract within | |
| | 1000 using | 1000 using | concrete models, | 1000 using | |
| | concrete models, | concrete models, | drawings or | concrete models, | |
| | drawings or | drawings or | strategies with few | drawings or | |
| | strategies. | strategies. | errors. | strategies. | |

| Mentally adds 10 or 100 to a given number from 100 – 900 | | | | |
|--|--------------------|--------------------|--------------------|--------------------|
| Marking | 1= Needs Support | 2= Approaching | 3= Meets Standard | 4= Exceeds |
| Period | | Standard | | Standard |
| 3 rd | Student is unable | Student is | Student is able to | Student is able to |
| | or rarely able to | sometimes able to | add 10 or 100 to a | add 10 or 100 to a |
| | add 10 or 100 to a | add 10 or 100 to a | given number from | given number |
| | given number from | given number from | 100 - 900. | greater than 900 |
| | 100 - 900. | 100 - 900. | | |

| | Mentally subtracts 10 or 100 to a given number from 100 – 900 | | | | |
|-----------------|---|--------------------|--------------------|--------------------|--|
| Marking | 1= Needs Support | 2= Approaching | 3= Meets Standard | 4= Exceeds | |
| Period | | Standard | | Standard | |
| 3 rd | Student is unable | Student is | Student is able to | Student is able to | |
| | or rarely able to | sometimes able to | subtract 10 or 100 | subtract 10 or 100 | |
| | subtract 10 or 100 | subtract 10 or 100 | to a given number | to a given number | |
| | to a given number | to a given number | from 100 - 900. | greater than 900 | |
| | from 100 - 900. | from 100 - 900. | | | |

| Expla | Explains why addition strategies work using place value and properties of operations | | | | |
|--|---|--|--|--|--|
| Marking Period | 1= Needs Support | 2= Approaching Standard | 3= Meets Standard | 4= Exceeds Standard | |
| 1 st , 2 nd & 3 rd | Student is unable or rarely able to explain why addition strategies work using understanding of place value, properties of operations and patterns. | Student is sometimes able to explain why addition strategies work using understanding of place value, properties of operations and patterns. | Student is able to explain why addition strategies work using understanding of place value, properties of operations and patterns. | Student is able to explain why addition strategies work using understanding of place value, properties of operations and patterns in novel or sophisticated ways beyond the strategies taught. | |

| Explair | Explains why subtraction strategies work using place value and properties of operations | | | | |
|-----------------------------------|---|--|---|---|--|
| Marking | 1= Needs Support | 2= Approaching | 3= Meets Standard | 4= Exceeds | |
| Period | | Standard | | Standard | |
| 2 nd & 3 rd | Student is unable or rarely able to explain why subtraction strategies work using | Student is sometimes able to explain why subtraction strategies work using | Student is able to explain why subtraction strategies work using understanding of | Student is able to explain why subtraction strategies work using understanding of | |
| | understanding of place value, properties of operations and patterns. | understanding of place value, properties of operations and patterns. | place value, properties of operations and patterns. | place value, properties of operations and patterns in novel or sophisticated ways beyond the strategies taught. | |

Measurement and Data

| Measure | Measures and estimates length in standard units including inches, feet, centimeters, meters using appropriate tools | | | | |
|-----------------|---|--------------------|--------------------|---------------------|--|
| Marking | 1= Needs Support | 2= Approaching | 3= Meets Standard | 4= Exceeds | |
| Period | | Standard | | Standard | |
| 4 th | Student is unable | Student is | Student is | Student is | |
| | or rarely able to | sometimes able to | able to use | consistently able | |
| | use standard and | use standard and | standard and | to use standard | |
| | metric units to | metric units to | metric units to | and metric units to | |
| | measure and | measure and | measure and | measure and | |
| | estimate length in | estimate length in | estimate length in | estimate length in | |
| | inches, feet, | inches, feet, | inches, feet, | inches, feet, | |
| | centimeters, and | centimeters, and | centimeters, and | centimeters, and | |
| | meters. | meters. | meters. | meters. | |
| | Student is unable | Student is | Student is | Student is | |
| | or rarely able to | sometimes able to | able to choose the | consistently | |
| | choose the | choose the | appropriate tool | able to choose the | |
| | appropriate tool to | appropriate tool | to measure | appropriate tool to | |
| | measure lengths. | to measure | lengths. | measure | |
| | | lengths. | | lengths. | |

| Measures to determine how much longer one object is than another | | | | |
|--|-------------------|-------------------|--------------------|-------------------|
| Marking | 1= Needs Support | 2= Approaching | 3= Meets | 4= Exceeds |
| Period | | Standard | Standard | Standard |
| 4 th | Student is unable | Student is | Student is able to | Student is |
| | or rarely able to | sometimes able to | determine how | consistently able |
| | determine how | determine how | much longer one | to determine how |
| | much longer one | much longer one | object is than | much longer one |
| | object is than | object is than | another. | object is than |
| | another. | another. | | another. |

| | Represents whole numbers as lengths on a number line diagram | | | | |
|-----------------|--|--------------------|--------------------|-------------------|--|
| Marking | 1= Needs Support | 2= Approaching | 3= Meets | 4= Exceeds | |
| Period | | Standard | Standard | Standard | |
| 4 th | Student is unable | Student is | Student is able to | Student is | |
| | or rarely able to | sometimes able to | represent whole | consistently able | |
| | represent whole | represent whole | numbers as | to represent | |
| | numbers as | numbers as | lengths on a | whole numbers as | |
| | lengths on a | lengths on a | number line and | lengths on a | |
| | number line and | number line and | represent whole | number line and | |
| | represent whole | represent whole | number sums and | represent whole | |
| | number sums and | number sums and | differences within | number sums and | |
| | differences within | differences within | 100 on a number | differences | |
| | 100 on a number | 100 on a number | line diagram. | greater than 100 | |
| | line diagram. | line diagram. | | on a number line | |
| | | | | diagram. | |

| Tells and writes time from analog and digital clocks to the nearest 5 minutes using A.M. and | | | | |
|--|---------------------|-------------------|---|---|
| | | P.M. | | |
| Marking | 1= Needs Support | 2= Approaching | 3= Meets | 4= Exceeds |
| Period | | Standard | Standard* | Standard* |
| | | | *Student must be able to do all of the skills to achieve this rating. | *Student must be able to do all of the skills to achieve this rating. |
| 3 rd | Student is unable | Student is | Student is able to | Student is |
| | or rarely able to | sometimes able to | accurately draw | consistently able |
| | accurately draw | accurately draw | the hour and | to accurately draw |
| | the hour and | the hour and | minute hand to | the hour and |
| | minute hand to | minute hand to | show a given time | minute hand to |
| | show a given time | show a given time | on an analog | show a given time |
| | on an analog | on an analog | clock. | on an analog clock |
| | clock. | clock. | and | to the nearest |
| | or | and | Student is able to | minute. |
| | Student is unable | Student is | tell time to the | and |
| | or rarely able to | sometimes able to | nearest 5 | Student is able to |
| | tell time to the | tell time to the | minutes on analog | tell time to the |
| | nearest 5 | nearest 5 minutes | and digital clocks. | nearest minute on |
| | minutes on analog | on analog and | and | analog and digital |
| | and digital clocks. | digital clocks. | Student is able to | clocks. |
| | or | and | distinguish | and |
| | Student is unable | Student is | between A.M. and | Student is |
| | or rarely able to | sometimes able to | P.M. | consistently able |
| | distinguish | distinguish | | to distinguish |
| | between | between A.M. and | | between A.M. and |
| | A.M. and P.M. | P.M. | | P.M. |

| Solv | Solves word problems involving dollar bills, quarters, dimes, nickels and pennies | | | | |
|-----------------------------------|---|---------------------|---------------------|---------------------|--|
| Marking | 1= Needs Support | 2= Approaching | 3= Meets | 4= Exceeds | |
| Period | | Standard | Standard | Standard | |
| 2 nd & 3 rd | Student is unable | Student can | Student can solve | Student can | |
| | or rarely able to | sometimes solve | word problems | consistently solves | |
| | solve word | word problems | involving dollar | word problems | |
| | problems | involving dollar | bills, quarters, | involving dollar | |
| | involving dollar | bills, quarters, | dimes, nickels, and | bills, quarters, | |
| | bills, quarters, | dimes, nickels, and | pennies. | dimes, nickels, and | |
| | dimes, nickels, and | pennies. | | pennies. | |
| | pennies. | | | | |

| Creates I | Creates line plots to represent measurement data where horizontal scale is marked off in | | | | |
|-----------------|--|---------------------|---------------------|---------------------|--|
| | | whole number (| units | | |
| Marking | 1= Needs Support | 2= Approaching | 3= Meets Standard | 4= Exceeds | |
| Period | | Standard | | Standard | |
| 4 th | Student is unable | Student can | Student can | Student can | |
| | or rarely able to | sometimes | organize, | consistently | |
| | organize, | organize, | represent and | organize, | |
| | represent and | represent and | interpret | represent and | |
| | interpret | interpret | measurement | interpret | |
| | measurement | measurement | data on a line plot | measurement | |
| | data on a line plot | data on a line plot | with whole | data on a line plot | |
| | with whole | with whole | number units on | with whole | |
| | number units on | number units on | the horizontal | number units on | |
| | the horizontal | the horizontal | scale. | the horizontal | |
| | scale. | scale. | | scale. | |

| Draws an | Draws and interprets picture graphs and bar graphs that represent a data set with up to 4 categories | | | | |
|-----------------|--|--------------------|--------------------|--------------------|--|
| Marking | 1= Needs Support | 2= Approaching | 3= Meets | 4= Exceeds | |
| Period | | Standard | Standard | Standard | |
| 4 th | Student is unable | Student is | Student is able to | Student is | |
| | or rarely able to | sometimes able to | organize, | consistently able | |
| | organize, | organize, | represent, | to organize, | |
| | represent, | represent, | and interpret data | represent, | |
| | and interpret data | and interpret data | from a picture or | and interpret data | |
| | from a picture or | from a picture or | bar graph. | from a picture or | |
| | bar graph. | bar graph. | and | bar graph. | |
| | or | and | Student is able to | and | |
| | Student is unable | Student is | use the | Student is | |
| | or rarely able to | sometimes able to | information in a | consistently able | |
| | use the | use the | picture or bar | to use the | |
| | information in a | information in a | graph to solve a | information in a | |
| | picture or bar | picture or bar | problem. | picture or bar | |
| | graph to solve a | graph to solve a | | graph to solve a | |
| | problem. | problem. | | problem. | |

Geometry

| Recogni | Recognizes and draws shapes having specified attributes such as a given number of angles | | | | |
|-----------------|--|---------------------|---------------------|------------------|--|
| | | and faces | | | |
| Marking | 1= Needs Support | 2= Approaching | 3= Meets Standard | 4= Exceeds | |
| Period | | Standard | | Standard | |
| 4 th | Student is unable | Student can | Student can draw, | Student can | |
| | or rarely | sometimes draw, | describe, classify, | consistently | |
| | able to draw, | describe, classify, | and analyze | draw, describe, | |
| | describe, classify, | and analyze | 2-D and 3-D | classify, and | |
| | and analyze | 2-D and 3-D | objects based on | analyze | |
| | 2-D and 3-D | objects based on | the attributes with | 2-D and 3-D | |
| | objects based on | the attributes. | few errors. | objects based on | |
| | the attributes. | | | the attributes. | |

| | Identifies triangles, quadrilaterals, pentagons, hexagons and cubes | | | | | |
|-----------------|---|---------------------|---------------------|-----------------------|--|--|
| Marking | 1= Needs Support | 2= Approaching | 3= Meets Standard | 4= Exceeds | | |
| Period | | Standard | | Standard | | |
| 4 th | Student is unable | Student can | Student can | Student | | |
| | or rarely able to | sometimes | identify triangles, | consistently | | |
| | identify triangles, | identify triangles, | quadrilaterals, | identifies triangles, | | |
| | quadrilaterals, | quadrilaterals, | pentagons, | quadrilaterals, | | |
| | pentagons, | pentagons, | hexagons, and | pentagons, | | |
| | hexagons, and | hexagons, and | cubes with few | hexagons, and | | |
| | cubes. | cubes. | errors. | cubes. | | |

| Partition | Partitions a rectangle into rows and columns of the same size squares and counts to find the | | | | |
|-----------------|--|---------------------|---------------------|---------------------|--|
| | | total number | er | | |
| Marking | 1= Needs Support | 2= Approaching | 3= Meets Standard | 4= Exceeds | |
| Period | | Standard | | Standard | |
| 4 th | Student is unable | Student is | Student can | Student is able to | |
| | or rarely able to | sometimes able to | partition a | consistently | |
| | partition a | partition a | rectangle into rows | partition a | |
| | rectangle into rows | rectangle into rows | and columns of the | rectangle into rows | |
| | and columns of the | and columns of the | same size squares | and columns of the | |
| | same size squares | same size squares | and count the total | same size squares | |
| | and count the total | and count the total | number of squares | and count the total | |
| | number of | number of | with few errors. | number of | |
| | squares. | squares. | | squares. | |

| Partiti | Partitions circles or rectangles into 2, 3 or 4 equal shares; Uses words halves, thirds and fourths | | | | |
|-----------------|---|--|---|---|--|
| Marking | 1= Needs Support | 2= Approaching | 3= Meets Standard | 4= Exceeds | |
| Period | | Standard | | Standard | |
| 4 th | Student is unable or rarely able to partition circles or rectangles into 2, 3, or 4 equal shares. | Student sometimes partitions circles or rectangles into 2, 3, or 4 equal shares. | Student can partition circles or rectangles into 2, 3, or 4 equal shares with few errors. | Student is able to consistently partition circles or rectangles into 2, 3, or 4 equal shares. | |
| | or | and | and | and | |
| | Student is unable | Student | Student uses | Student can | |
| | or rarely able to | sometimes uses | words halves, | consistently use | |
| | use words halves, | words halves, | thirds, and fourths | words halves, | |
| | thirds, and fourths. | thirds, and fourths. | with few errors. | thirds, and fourths. | |

Science Second Grade Standard Based Report Card Rubric

| Science and Engineering Practice 1: Asks and identifies questions that can be answered by an investigation. | 1= Needs support – Students require significant assistance to accomplish all of the following: | 2= Approaching standard – Students can accomplish at least one of the following with limited assistance: | 3= Meets standard – Students can accomplish all of the following: | 4= Exceeds standard – In addition to all aspects of (3), students also can accomplish at least one of the following: |
|---|--|--|--|--|
| | Ask questions based on observations to find more information about the natural and/or designed world(s). Ask and/or identify questions that can be answered by an investigation. Define a simple problem that can be solved through the development of a new or improved object or tool. | Ask questions based on observations to find more information about the natural and/or designed world(s). Ask and/or identify questions that can be answered by an investigation. Define a simple problem that can be solved through the development of a new or improved object or tool. | Ask questions based on observations to find more information about the natural and/or designed world(s). Ask and/or identify questions that can be answered by an investigation. Define a simple problem that can be solved through the development of a new or improved object or tool. | Ask questions about what would happen if a variable is changed. Identify scientific (testable) and non-scientific (nontestable) questions. Ask questions that can be investigated and predict reasonable outcomes based on patterns such as cause and effect relationships. Use prior knowledge to describe problems that can be solved. Define a simple design problem that can be solved through the development of an object, tool, process, or system and includes several criteria for success and constraints on materials, time, or cost. |

| Science and Engineering Practice 2: Uses scientific models to represent relationships, such as size and pattern, in the natural and human- made world (i.e., diagram, drawing, physical replica, diorama, dramatization, or storyboard). | 1= Needs support – Students require significant assistance to accomplish all of the following: | 2= Approaches the standard - Students can accomplish at least one of the following with limited assistance: | 3= Meets the standard – Students can accomplish all of the following: | 4= Exceeds the standard – In addition to all aspects of (3), students also can accomplish at least one of the following: |
|--|--|--|--|--|
| | Distinguish between a model and the actual object, process, and/or events the model represents. Compare models to identify common features and differences. Develop and/or use a model to represent amounts, relationships, relative scales (bigger, smaller), and/or patterns in the natural and designed world(s). Develop a simple model based on evidence to represent a proposed object or tool. | Distinguish between a model and the actual object, process, and/or events the model represents. Compare models to identify common features and differences. Develop and/or use a model to represent amounts, relationships, relative scales (bigger, smaller), and/or patterns in the natural and designed world(s). Develop a simple model based on evidence to represent a proposed object or tool. | Distinguish between a model and the actual object, process, and/or events the model represents. Compare models to identify common features and differences. Develop and/or use a model to represent amounts, relationships, relative scales (bigger, smaller), and/or patterns in the natural and designed world(s). Develop a simple model based on evidence to represent a proposed object or tool. | Identify limitations of models. Collaboratively develop and/or revise a model based on evidence that shows the relationships among variables for frequent and regular occurring events. Develop a model using an analogy, example, or abstract representation to describe a scientific principle or design solution. Develop and/or use models to describe and/or predict phenomena. Develop a diagram or simple physical prototype to convey a proposed object, tool, or process. Use a model to test cause and effect relationships or interactions concerning the functioning of a natural or designed system. |

| Science and Engineering Practice 3: Plans and conducts investigations collaboratively, and evaluates different ways of collecting data to best answer a question. | 1= Needs support – Students require significant assistance to accomplish all of the following: | 2= Approaches the standard - Students can accomplish at least one of the following with limited assistance: | 3= Meets the standard – Students can accomplish all of the following: | 4= Exceeds the standard – In addition to all aspects of (3), students also can accomplish at least one of the following: |
|---|---|---|---|---|
| | With guidance, plan and conduct an investigation in collaboration with peers (for K). Plan and conduct an investigation collaboratively to produce data to serve as the basis for evidence to answer a question. Evaluate different ways of observing and/or measuring a phenomenon to determine which way can answer a question. Make observations (firsthand or from media) and/or measurements to collect data that can be used to make comparisons. Make observations (firsthand or from media) and/or measurements of a proposed object or tool or solution to determine if it solves a problem or meets a goal. Make predictions based on prior experiences. | With guidance, plan and conduct an investigation in collaboration with peers (for K). Plan and conduct an investigation collaboratively to produce data to serve as the basis for evidence to answer a question. Evaluate different ways of observing and/or measuring a phenomenon to determine which way can answer a question. Make observations (firsthand or from media) and/or measurements to collect data that can be used to make comparisons. Make observations (firsthand or from media) and/or measurements of a proposed object or tool or solution to determine if it solves a problem or meets a goal. Make predictions based on prior experiences. | With guidance, plan and conduct an investigation in collaboration with peers (for K). Plan and conduct an investigation collaboratively to produce data to serve as the basis for evidence to answer a question. Evaluate different ways of observing and/or measuring a phenomenon to determine which way can answer a question. Make observations (firsthand or from media) and/or measurements to collect data that can be used to make comparisons. Make observations (firsthand or from media) and/or measurements of a proposed object or tool or solution to determine if it solves a problem or meets a goal. Make predictions based on prior experiences. | Plan and conduct an investigation collaboratively to produce data to serve as the basis for evidence, using fair tests in which variables are controlled and the number of trials considered. Evaluate appropriate methods and/or tools for collecting data. Make observations and/or measurements to produce data to serve as the basis for evidence for an explanation of a phenomenon or test a design solution. Make predictions about what would happen if a variable changes. Test two different models of the same proposed object, tool, or process to determine which better meets criteria for success. |

| Science and Engineering Practice 6: Designs or builds a device that solves a specific problem and compares multiple solutions to a problem. | 1= Needs support – Students require significant assistance to accomplish all of the following: | 2= Approaches the standard - Students can accomplish at least one of the following with limited assistance: | 3= Meets the standard – Students can accomplish all of the following: | 4= Exceeds the standard – In addition to all aspects of (3), students also can accomplish at least one of the following: |
|---|--|---|--|---|
| | Make observations (firsthand or from media) to construct an evidence- based account for natural phenomena. Use tools and/or materials to design and/or build a device that solves a specific problem or a solution to a specific problem. Generate and/or compare multiple solutions to a problem. | Make observations (firsthand or from media) to construct an evidence-based account for natural phenomena. Use tools and/or materials to design and/or build a device that solves a specific problem or a solution to a specific problem. Generate and/or compare multiple solutions to a problem. | Make observations (firsthand or from media) to construct an evidence- based account for natural phenomena. Use tools and/or materials to design and/or build a device that solves a specific problem or a solution to a specific problem. Generate and/or compare multiple solutions to a problem. | Construct an explanation of observed relationships (e.g., the distribution of plants in the back yard). Use evidence (e.g., measurements, observations, patterns) to construct or support an explanation or design a solution to a problem. Identify the evidence that supports particular points in an explanation. Apply scientific ideas to solve design problems. Generate and compare multiple solutions to a problem based on how well they meet the criteria and constraints of the design solution. |

Social Studies Grade 2 Standard Based Report Card Rubric

| De | Describe the connections between individuals, events, ideas, or information. | | | | | |
|----------------------------------|---|--|--|--|--|--|
| Marking | 1= Needs Support | 2= Approaching | 3= Meets | 4= Exceeds Standard | | |
| Period | | Standard | Standard | | | |
| 1 st -4 th | Student rarely communicates an understanding of concepts taught related to individuals, events, ideas or information. | Student sometimes communicates an understanding of concepts taught related to individuals, events, ideas or information. | Student often communicates an understanding of concepts taught related to individuals, events, ideas or information. | Student consistently communicates an understanding of concepts taught related to individuals, events, ideas or information and is able to extend key concepts to real life | | |
| | | | | experiences. | | |

| Participates in classroom discussions and activities related to content area. | | | | |
|---|-------------------|-------------------|-------------------|------------------------|
| Marking | 1= Needs | 2= Approaching | 3= Meets | 4= Exceeds |
| Period | Support | Standard | Standard | Standard |
| 1 st - 4 th | Student rarely | Student | Student | Student acts as a |
| | participates in | sometimes | consistently | role model for |
| | class discussions | participates in | participates in | participating in class |
| | and activities. | class discussions | class discussions | discussions and |
| | | and activities. | and activities. | activities. |

Physical Education Grade 2 Standard Based Report Card Rubric

| Demo | Demonstrates understanding of concepts and application of skills. | | | | |
|----------------------------------|--|---|---|---|--|
| Marking | 1= Needs Support | 2= Approaching | 3= Meets Standard | 4= Exceeds | |
| Period | | Standard | | Standard | |
| 1 st -4 th | Student rarely demonstrate control in traveling, weight bearing, and balance activities. Student is unable to recognize changes in rhythm, tempo/beat and player placement. Student is unable to identify body responses related to physical activity. | Student is beginning to demonstrate control in traveling, weight bearing, and balance activities. Student is learning to recognize changes in rhythm, tempo/beat and player placement. Student is learning to identify body responses related to physical activity. | Student understands and applies control in traveling, weight bearing, and balance activities. Student recognizes changes in rhythm, tempo/beat and player placement. Student is able to identify body responses related to physical activity. | Student understands and consistently applies control in traveling, weight bearing, and balance activities. Student consistently recognizes changes in rhythm, tempo/beat and player placement. Student consistently identify body responses related to physical activity. | |

| Р | Participates in classroom discussions and activities related to content area. | | | | |
|-----------------------------------|---|-------------------|-------------------|------------------------|--|
| Marking | 1= Needs | 2= Approaching | 3= Meets | 4= Exceeds | |
| Period | Support | Standard | Standard | Standard | |
| 1 st - 4 th | Student rarely | Student | Student | Student acts as a | |
| | participates in | sometimes | consistently | role model for | |
| | class discussions | participates in | participates in | participating in class | |
| | and activities. | class discussions | class discussions | discussions and | |
| | | and activities. | and activities. | activities. | |

Instructional Technology Grade 2 Standard Based Report Card Rubric

| Demor | Demonstrates understanding of concepts and application of skills. | | | | | |
|---------------------------|---|--|--|--|--|--|
| Marking | 1= Needs Support | 2= Approaching | 3= Meets | 4= Exceeds | | |
| Period | | Standard | Standard | Standard | | |
| Period 1 st | Student rarely applies the fundamentals of Instructional Technology. The student is unable to identify what parts of a computer are not working properly, | Standard Student is beginning to understand and apply the fundamentals of Instructional Technology. The student is learning how to identify what parts of a | Standard Student understands and applies the fundamentals of Instructional Technology. The student identifies what parts of a computer are not working properly, | Standard Student understands and consistently applies the fundamentals of Instructional Technology. The student consistently identifies what | | |
| | cannot insert a USB device or script block code. | computer are not working properly cannot insert a USB device or script block code. | can insert a USB device or script block code. | parts of a computer are not working properly, can insert a USB device or script block code. | | |

| Demon | Demonstrates understanding of concepts and application of skills. | | | | | |
|-----------------|---|---------------------|--------------------|---------------------|--|--|
| Marking | 1= Needs Support | 2= Approaching | 3= Meets Standard | 4= Exceeds | | |
| Period | | Standard | | Standard | | |
| 2 nd | Student rarely | Student is | Student | Student | | |
| | applies the | beginning to | understands and | understands and | | |
| | fundamentals of | understand and | applies the | consistently | | |
| | Instructional | apply the | fundamentals of | applies the | | |
| | Technology. The | fundamentals of | Instructional | fundamentals of | | |
| | student is unable | Instructional | Technology. The | Instructional | | |
| | to type a | Technology. The | student | Technology. The | | |
| | paragraph on a | student is | understands how | student | | |
| | keyboard using a | beginning to type a | to type a | consistently | | |
| | word processor or | paragraph on a | paragraph on a | types a paragraph | | |
| | script block code. | keyboard using a | keyboard using a | on a keyboard | | |
| | | word processor or | word processor or | using a word | | |
| | | script block code. | script block code. | processor or script | | |
| | | | | block code. | | |
| | | | | | | |

| Demon | Demonstrates understanding of concepts and application of skills. | | | | | |
|-----------------|---|--------------------|--------------------|---------------------|--|--|
| Marking | 1= Needs Support | 2= Approaching | 3= Meets Standard | 4= Exceeds | | |
| Period | | Standard | | Standard | | |
| 3 rd | Student rarely | Student is | Student | Student | | |
| | applies the | beginning to | understands and | understands and | | |
| | fundamentals of | understand and | applies the | consistently | | |
| | Instructional | apply the | fundamentals of | applies the | | |
| | Technology. The | fundamentals of | Instructional | fundamentals of | | |
| | student is unable | Instructional | Technology. The | Instructional | | |
| | to create a basic | Technology. The | student | Technology. The | | |
| | two column | student is | understands how | student | | |
| | spreadsheet or | beginning to | to create a basic | consistently | | |
| | script block code. | create a basic two | two column | creates a basic two | | |
| | | column | spreadsheet or | column | | |
| | | spreadsheet or | script block code. | spreadsheet or | | |
| | | script block code. | | script block code. | | |
| | | | | | | |

| Demon | Demonstrates understanding of concepts and application of skills. | | | | | |
|-----------------|---|---------------------|--------------------|--------------------|--|--|
| Marking | 1= Needs Support | 2= Approaching | 3= Meets | 4= Exceeds | | |
| Period | | Standard | Standard | Standard | | |
| 4 th | Student rarely | Student is | Student | Student | | |
| | applies the | beginning to | understands and | understands and | | |
| | fundamentals of | understand and | applies the | consistently | | |
| | Instructional | apply the | fundamentals of | applies the | | |
| | Technology. The | fundamentals of | Instructional | fundamentals of | | |
| | student is unable | Instructional | Technology. The | Instructional | | |
| | to create a basic 5 | Technology. The | student is able to | Technology. The | | |
| | slide presentation | student is | create a basic 5 | student | | |
| | or script block | beginning to create | slide presentation | consistently | | |
| | code. | a basic 5 slide | or script block | creates a basic 5 | | |
| | | presentation or | code. | slide presentation | | |
| | | script block code. | | or script block | | |
| | | | | code. | | |
| | | | | | | |

| P | Participates in classroom discussions and activities related to content area. | | | | |
|-----------------------------------|---|-------------------|-------------------|------------------------|--|
| Marking | 1= Needs | 2= Approaching | 3= Meets | 4= Exceeds | |
| Period | Support | Standard | Standard | Standard | |
| 1 st - 4 th | Student rarely | Student | Student | Student acts as a | |
| | participates in | sometimes | consistently | role model for | |
| | class discussions | participates in | participates in | participating in class | |
| | and activities. | class discussions | class discussions | discussions and | |
| | | and activities. | and activities. | activities. | |

Health Grade 2 Standard Based Report Card Rubric

| Demor | Demonstrates understanding of concepts and application of skills. | | | | | |
|----------------------------------|---|-----------------------|-------------------|-------------------|--|--|
| Markin | 1= Needs Support | 2= Approaching | 3= Meets | 4= Exceeds | | |
| g | | Standard | Standard | Standard | | |
| Period | | | | | | |
| 1 st -4 th | Student rarely | Student is beginning | Student | Student | | |
| | communicates an | to communicate an | understands the | understands and | | |
| | understanding of | understanding of the | concepts of self- | applies the | | |
| | the concepts of | concepts of self- | care, gender, | concepts of self- | | |
| | self-care, gender, | care, gender, | anatomy, | care, gender, | | |
| | anatomy, | anatomy, wellness, | wellness, values, | anatomy, | | |
| | wellness, values, | values, nutrition, | nutrition, family | wellness, values, | | |
| | nutrition, family | family roles and drug | roles and drug | nutrition, family | | |
| | roles and drug | abuse. | abuse. | roles and drug | | |
| | abuse. | | | abuse. | | |

| P | Participates in classroom discussions and activities related to content area. | | | | |
|-----------------------------------|---|-------------------|-------------------|------------------------|--|
| Marking | 1= Needs | 2= Approaching | 3= Meets | 4= Exceeds | |
| Period | Support | Standard | Standard | Standard | |
| 1 st - 4 th | Student rarely | Student | Student | Student acts as a | |
| | participates in | sometimes | consistently | role model for | |
| | class discussions | participates in | participates in | participating in class | |
| | and activities. | class discussions | class discussions | discussions and | |
| | | and activities. | and activities. | activities. | |

Art Grade 2 Standard Based Report Card Rubric

| Demon | Demonstrates understanding of concepts and application of skills. | | | | | |
|----------------------------------|---|----------------------|---------------------|---------------------|--|--|
| Marking | 1= Needs Support | 2= Approaching | 3= Meets | 4= Exceeds | | |
| Period | | Standard | Standard | Standard | | |
| 1 st -2 nd | Student rarely | Student is | Student utilizes | Student | | |
| | utilizes art | beginning to utilize | art | consistently | | |
| | tools/resources | art tools/resources | tools/resources | utilizes art | | |
| | for the creation of | for the creation of | for the creation of | tools/resources for | | |
| | an art work. | an art work. | an art work. | the creation of an | | |
| | | | | art work. | | |

| Demonstrates understanding of concepts and application of skills. | | | | | |
|---|-------------------|--------------------|---------------------|---------------------|--|
| Marking | 1= Needs Support | 2= Approaching | 3= Meets | 4= Exceeds | |
| Period | | Standard | Standard | Standard | |
| 3 rd | Student rarely | Student is | Student | Student | |
| | manipulates | beginning | manipulates | consistently | |
| | sculpture | manipulate | sculpture | manipulates | |
| | materials and | sculpture | materials and | sculpture | |
| | rarely creates an | materials and | creates an original | materials and | |
| | original art | create an original | art | creates an original | |
| | multidimensional | art | multidimensional | art | |
| | work. | multidimensional | work. | multidimensional | |
| | | work. | | work. | |

| Demonstrates understanding of concepts and application of skills. | | | | | |
|---|--------------------|---------------------|--------------------|--------------------|--|
| Marking | 1= Needs Support | 2= Approaching | 3= Meets | 4= Exceeds | |
| Period | | Standard | Standard | Standard | |
| 4 th | Student rarely | Student is | Student | Student | |
| | understands or | beginning to | understands and | consistently | |
| | creates | understand or | creates | understands and | |
| | characteristics of | create | characteristics of | creates | |
| | tunnel books or | characteristics of | tunnel books or | characteristics of | |
| | rarely creates a | tunnel books or is | creates a collage | tunnel books or | |
| | collage using | beginning to create | using mixed | creates a collage | |
| | mixed paper. | a collage using | paper. | using mixed paper. | |
| | | mixed paper. | | | |

| Participates in classroom discussions and activities related to content area. | | | | | |
|---|-------------------|-------------------|-------------------|------------------------|--|
| Marking | 1= Needs | 2= Approaching | 3= Meets | 4= Exceeds | |
| Period | Support | Standard | Standard | Standard | |
| 1 st - 4 th | Student rarely | Student | Student | Student acts as a | |
| | participates in | sometimes | consistently | role model for | |
| | class discussions | participates in | participates in | participating in class | |
| | and activities. | class discussions | class discussions | discussions and | |
| | | and activities. | and activities. | activities. | |

Music Grade 2 Standard Based Report Card Rubric

Music

| Demonstrates understanding of concepts and application of skills. | | | | | |
|---|------------------|------------------|-------------------|-------------------|--|
| Marking | 1= Needs | 2= Approaching | 3= Meets Standard | 4= Exceeds | |
| Period | Support | Standard | | Standard | |
| 1 st | Student rarely | Student is | Student | Student | |
| | analyzes | beginning to | understands and | consistently | |
| | selected music, | analyze selected | analyzes selected | analyzes selected | |
| | reads or | music, read or | music, reads or | music, reads or | |
| | performs | perform rhythmic | performs rhythmic | performs rhythmic | |
| | rhythmic | patterns using | patterns using | patterns using | |
| | patterns using | iconic notation. | iconic notation. | iconic notation. | |
| | iconic notation. | | | | |

| Demon | Demonstrates understanding of concepts and application of skills. | | | | |
|-----------------|---|------------------|--------------------|--------------------|--|
| Marking | 1= Needs Support | 2= Approaching | 3= Meets Standard | 4= Exceeds | |
| Period | | Standard | | Standard | |
| 2 nd | Student rarely | Student is | Student | Student | |
| | generates/records | beginning to | generates/records | consistently | |
| | musical patterns | generate/record | musical patterns | generates/records | |
| | and ideas within | musical patterns | and ideas within | musical patterns | |
| | the context of a | and ideas within | the context of a | and ideas within | |
| | given tonality and | the context of a | given tonality and | the context of a | |
| | meter. | given tonality | meter. | given tonality and | |
| | | and meter. | | meter. | |
| | | | | | |

| Demo | Demonstrates understanding of concepts and application of skills. | | | | |
|-----------------------------------|--|---|--|---|--|
| Markin g Period | 1= Needs Support | 2= Approaching Standard | 3= Meets Standard | 4= Exceeds Standard | |
| 3 rd - 4 th | Student rarely demonstrate knowledge of musical contrast, expressive qualities or rehearses/perform s music with expression. | Student is beginning to demonstrate knowledge of musical contrast, expressive qualities or is beginning to rehearses/perform s music with expression. | Student demonstrates knowledge of musical contrast, expressive qualities or rehearses/perform s music with expression. | Student consistently demonstrates knowledge of musical contrast, expressive qualities or rehearses/perform s music with expression. | |

| Participates in classroom discussions and activities related to content area. | | | | | |
|---|-------------------|-------------------|-------------------|------------------------|--|
| Marking | 1= Needs | 2= Approaching | 3= Meets | 4= Exceeds | |
| Period | Support | Standard | Standard | Standard | |
| 1 st - 4 th | Student rarely | Student | Student | Student acts as a | |
| | participates in | sometimes | consistently | role model for | |
| | class discussions | participates in | participates in | participating in class | |
| | and activities. | class discussions | class discussions | discussions and | |
| | | and activities. | and activities. | activities. | |