

Kindergarten Standard Based Report Card Rubrics

Secaucus Public School District

Secaucus, NJ



Reading Standards: Foundational Skills

Uses left-to-right progression

| Marking Period | 1 | 2 | 3 | 4 |
|----------------|--|--|--|---|
| 1st-4th | Student rarely uses left-to-right progression. | Student occasionally uses left-to-right progression. | Student consistently uses left-to-right progression. | Student efficiently and independently uses left-to-right progression. |

Recognizes rhyming words

| Marking Period | 1 | 2 | 3 | 4 |
|----------------|--|--|--|---|
| 3rd-4th | Student rarely recognizes rhyming words. | Student occasionally recognizes rhyming words. | Student consistently recognizes rhyming words. | Student efficiently and independently recognizes rhyming words containing multiple syllables. |

Produces rhyming words

| Marking Period | 1 | 2 | 3 | 4 |
|----------------|--|--|--|---|
| 3rd-4th | Student rarely produces rhyming words. | Student occasionally produces rhyming words. | Student consistently produces rhyming words. | Student efficiently and independently produces rhyming words containing multiple syllables. |

Reads introduced high-frequency words

| Marking Period | 1 | 2 | 3 | 4 |
|----------------|--|---|---|---|
| 1st-4th | Student rarely recognizes sight words. | Student occasionally recognizes some sight words. | Student consistently recognizes most sight words. | Student efficiently and independently recognizes all sight words and reads them within context. |

Names upper case letters

| Marking Period | 1 | 2 | 3 | 4 |
|----------------|---|--|---|--|
| 1st-4th | Student rarely recognizes introduced letters. | Student occasionally recognizes some introduced letters. | Student consistently recognizes all introduced letters. | Student efficiently and independently recognizes all 26 letters. |

Names lower case letters

| Marking Period | 1 | 2 | 3 | 4 |
|----------------|---|--|---|--|
| 1st-4th | Student rarely recognizes introduced letters. | Student occasionally recognizes some introduced letters. | Student consistently recognizes all introduced letters. | Student efficiently and independently recognizes all 26 letters. |

Produces letter sound of introduced consonants

| Marking Period | 1 | 2 | 3 | 4 |
|----------------|--|--|--|---|
| 1st-4th | Student rarely recognizes introduced consonant sounds. | Student occasionally recognizes introduced consonant sounds. | Student consistently recognizes introduced consonant sounds. | Student efficiently and independently recognizes 21 consonant sounds. |

Produces letter sound of introduced vowels

| Marking Period | 1 | 2 | 3 | 4 |
|----------------|---|--|--|---|
| 2nd-4th | Student rarely recognize introduced vowel sounds. | Student occasionally recognizes introduced vowel sounds. | Student consistently recognizes introduced vowel sounds. | Student efficiently and independently recognizes all vowel sounds and reads correctly in words. |

Blends sounds in words

| Marking Period | 1 | 2 | 3 | 4 |
|----------------|--|--|--|--|
| 2nd-4th | Student rarely blends sounds in words. | Student occasionally blends sounds in words. | Student consistently blends sounds in words. | Student efficiently and independently blends sounds in words and applies skill when reading independently. |

Applies decoding strategies

| Marking Period | 1 | 2 | 3 | 4 |
|----------------|---|---|---|--|
| 3rd-4th | Student rarely uses introduced decoding strategies. | Student occasionally uses introduced decoding strategies. | Student consistently uses introduced decoding strategies. | Student efficiently and independently uses introduced decoding strategies. |

Reads at grade level

| Marking Period | 1 | 2 | 3 | 4 |
|----------------|--|--|---|--|
| 3rd-4th | Student is rarely able to demonstrate reading behaviors. | Student is occasionally able to demonstrate reading behaviors. | Student is consistently able to demonstrate grade level reading behaviors | Student efficiently and independently is able to demonstrate beyond grade level reading behaviors. |

Reading Standards: Literature and Informational Text

Demonstrates comprehension of a story read aloud (characters, setting, main idea and plot)

| Marking Period | 1 | 2 | 3 | 4 |
|-----------------------|---|---|---|---|
| 1st-4th | Student is rarely able to retell a story even with prompting. | Student is occasionally able to recall some events of a story in proper sequence. | Student is consistently able to retell a story using proper sequence characters, setting, main idea and plot. | Student efficiently and independently is able to retell a story using proper sequence, characters, setting, main idea and plot while making connections and predictions (displaying higher level thinking). |

Speaking and Listening

Follows rules for discussions (taking turns and staying on topic)

| Marking Period | 1 | 2 | 3 | 4 |
|-----------------------|---|---|---|--|
| 1st-4th | Student rarely takes turns speaking and staying on topic. | Student occasionally takes turns speaking and staying on topic. | Student consistently takes turns speaking and staying on topic. | Student efficiently and independently acts as a role model for taking turns and speaking and staying on topic. |

Speaks clearly with correct volume

| Marking Period | 1 | 2 | 3 | 4 |
|-----------------------|--|--|--|--|
| 1st-4th | Student rarely speaks clearly with correct volume. | Student occasionally speaks clearly with correct volume. | Student consistently speaks clearly with correct volume. | Student efficiently and independently acts as a role model for speaking clearly with correct volume. |

Makes meaningful contributions to group discussions

| Marking Period | 1 | 2 | 3 | 4 |
|----------------|---|---|---|--|
| 1st-4th | Student rarely makes meaningful contributions to class discussions. | Student occasionally makes meaningful contributions to class discussions. | Student consistently makes meaningful contributions to class discussions. | Student efficiently and independently acts as a role model for making meaningful contributions to class discussions. |

Asks questions to gain information

| Marking Period | 1 | 2 | 3 | 4 |
|----------------|--|--|--|--|
| 1st-4th | Student rarely asks questions to gain information. | Student occasionally asks questions to gain information. | Student consistently asks questions to gain information. | Student independently acts as a role model for asking questions to gain information. |

Writing

Uses introduced high-frequency words in writing

| Marking Period | 1 | 2 | 3 | 4 |
|----------------|---|---|---|---|
| 2nd-4th | Student rarely uses introduced high-frequency words in writing. | Student occasionally uses introduced high-frequency words in writing. | Student consistently uses introduced high-frequency words in writing. | Student efficiently and independently uses above grade-level high-frequency words in writing. |

Uses letters, pictures and symbols to write for different purposes (narrative, informational, opinion)

| Marking Period | 1 | 2 | 3 | 4 |
|----------------|--|---|---|--|
| 1st-4th | Student is rarely uses pictures, symbols or letters to write for different purposes. | Student occasionally uses pictures, symbols or letters to write for different purposes. | Student consistently Uses pictures, symbols or letters to write for different purposes. | Student efficiently and independently Uses pictures, symbols or letters to write for different purposes. |

Writes/draws about learned vocabulary

| Marking Period | 1 | 2 | 3 | 4 |
|----------------|--|--|--|---|
| 1st-4th | Student is rarely able to draw about learned vocabulary. | Student occasionally draws about learned vocabulary. | Student consistently draws about learned vocabulary. | Student efficiently and independently draws or writes about learned vocabulary. |

Language

Prints lowercase letters

| Marking Period | 1 | 2 | 3 | 4 |
|----------------|--|---|--|--|
| 1st-4th | Student rarely able to print introduced letters. | Student occasionally able to print some introduced letters. | Student consistently able to print all introduced letters. | Student can efficiently and independently be able to print all 26 letters. |

Prints uppercase letters

| Marking Period | 1 | 2 | 3 | 4 |
|----------------|--|---|--|--|
| 1st-4th | Student rarely able to print introduced letters. | Student occasionally able to print some introduced letters. | Student consistently able to print all introduced letters. | Student can efficiently and independently be able to print all 26 letters. |

Utilizes writing conventions such as: Capitalization and Punctuation

| Marking Period | 1 | 2 | 3 | 4 |
|----------------|--|--|--|---|
| 3rd-4th | Student rarely utilizes capitalization and punctuation in writing. | Student occasionally utilizes capitalization and punctuation in writing. | Student consistently utilizes capitalization and punctuation in writing. | Student efficiently and independently utilizes writing conventions such as capitalization in proper nouns, capitalization in pronoun "I" and the use of all end marks in punctuation. |

Spells simple words phonetically using knowledge of sound / symbol relationships

| Marking Period | 1 | 2 | 3 | 4 |
|----------------|---|--|---|---|
| 1st-4th | Student rarely spells simple words phonetically using knowledge of sound/ symbol relationships. | Student occasionally spells some sounds in simple words phonetically using knowledge of sound/ symbol relationships. | Student consistently spells all sounds in simple words phonetically using knowledge of sound/ symbol relationships. | Student efficiently and independently spells complex words phonetically using knowledge of sound/ symbol relationships. |

Prints letters from left to right using correct spacing

| Marking Period | 1 | 2 | 3 | 4 |
|----------------|--|--|--|---|
| 1st-4th | Student rarely prints letters from left to right and rarely uses appropriate finger spacing. | Student occasionally prints letters from left to right and occasionally uses appropriate finger spacing. | Student consistently prints letters from left to right and consistently uses appropriate finger spacing. | Student efficiently and independently prints letters from left to right and consistently and independently uses appropriate finger spacing. |

Mathematics: Counting and Cardinality

Able to count/identify 0-10

| Marking Period | 1 | 2 | 3 | 4 |
|----------------|---|---|---|---|
| 1st-4th | Student rarely able to count/identify 0-10. | Student occasionally able to count/identify 0-10. | Student consistently able to count/identify 0-10. | Student efficiently and independently is able to count/identify 0-10. |

Able to write 0-10

| Marking Period | 1 | 2 | 3 | 4 |
|----------------|------------------------------------|--|--|--|
| 1st-4th | Student rarely able to write 0-10. | Student occasionally able to write 0-10. | Student consistently able to write 0-10. | Student efficiently and independently is able to write 0-10. |

Able to count/identify 0-20

| Marking Period | 1 | 2 | 3 | 4 |
|----------------|---|---|---|--|
| 3rd-4th | Student rarely able to count/identify 0-20. | Student occasionally able to count/identify 0-20. | Student consistently able to count/identify 0-20. | Student efficiently and independently is able to count/identify 0-20 and beyond. |

Able to write 0-20

| Marking Period | 1 | 2 | 3 | 4 |
|----------------|------------------------------------|--|--|---|
| 3rd-4th | Student rarely able to write 0-20. | Student occasionally able to write 0-20. | Student consistently able to write 0-20. | Student efficiently and independently is able to write 0-20 and beyond. |

Able to count 0-100 by ones and tens

| Marking Period | 1 | 2 | 3 | 4 |
|----------------|--|--|--|--|
| 3rd-4th | Student rarely able to count 0-100 by ones and tens. | Student occasionally able to count 0-100 by ones and tens. | Student consistently able to count 0-100 by ones and tens. | Student efficiently and independently is able to count 0-100 by ones and tens. |

Able to tell the number of objects

| Marking Period | 1 | 2 | 3 | 4 |
|----------------|---|---|---|---|
| 1st-4th | Student rarely demonstrates one to one correspondence in counting objects 1-10. | Student occasionally demonstrates one to one correspondence in counting objects 1-10. | Student consistently demonstrates one to one correspondence in counting objects 1-10. | Student efficiently and independently demonstrates one to one correspondence in counting objects 1-20 and beyond. |

Compares the number of objects in a group by using matching and counting strategies

| Marking Period | 1 | 2 | 3 | 4 |
|----------------|---|---|---|--|
| 1st-2nd | Student rarely compares a number of objects in a group by using matching and counting strategies. | Student occasionally compares a number of objects in a group by using matching and counting strategies. | Student consistently compares a number of objects in a group by using matching and counting strategies. | Student efficiently and independently compares a number of objects in a group by using matching and counting strategies. |

Mathematics: Operations and Algebraic Thinking

Understands and demonstrates the concept of addition

| Marking Period | 1 | 2 | 3 | 4 |
|----------------|--|--|--|--|
| 2nd-4th | Student rarely able to understand and demonstrate that addition is the concept of joining together objects/ numbers and recording an equation. | Student occasionally able to understand and demonstrate that addition is the concept of joining together objects/ numbers and recording an equation. | Student consistently able to understand and demonstrate that addition is the concept of joining together objects/ numbers and recording an equation. | Student efficiently and independently is able to understand and demonstrate that addition is the concept of joining together objects/ numbers and recording an equation. |

Understands and demonstrates the concept of subtraction

| Marking Period | 1 | 2 | 3 | 4 |
|----------------|--|--|--|--|
| 3rd-4th | Student rarely able to understand and demonstrate that subtraction is the concept of separating objects from a group/ numbers and recording an equation. | Student occasionally able to understand and demonstrate that subtraction is the concept of separating objects from a group/ numbers and recording an equation. | Student consistently able to understand and demonstrate that subtraction is the concept of separating objects from a group/ numbers and recording an equation. | Student efficiently and independently is able to understand and demonstrate that subtraction is the concept of separating objects from a group/ numbers and recording an equation. |

Mathematics: Numbers and Operations in Base Ten

Performs concepts using a ten frame

| Marking Period | 1 | 2 | 3 | 4 |
|----------------|--|---|---|---|
| 3rd-4th | Student rarely able to perform concepts using a ten frame to represent 1-20. | Student occasionally able to perform concepts using a ten frame 1-20. | Student consistently able to perform concepts using a ten frame 1-20. | Student efficiently and independently is able to perform concepts using multiple ten frames to represent 20 and beyond. |

Mathematics: Geometry

Identify and describe two-dimensional shapes

| Marking Period | 1 | 2 | 3 | 4 |
|----------------|---|---|---|--|
| 4th | Student rarely identifies and describes two-dimensional shapes. | Student occasionally identifies and describes two-dimensional shapes. | Student consistently identifies and describes two-dimensional shapes. | Student efficiently and independently identifies and describes two-dimensional shapes. |

Identify and describe three-dimensional shapes

| Marking Period | 1 | 2 | 3 | 4 |
|----------------|---|---|---|--|
| 4th | Student rarely identifies and describes three-dimensional shapes. | Student occasionally identifies and describes three-dimensional shapes. | Student consistently identifies and describes three-dimensional shapes. | Student efficiently and independently identifies and describes three-dimensional shapes. |

Mathematics: Measurement and Data

Describes and compares measureable attributes (length, capacity and height)

| Marking Period | 1 | 2 | 3 | 4 |
|----------------|---|---|---|---|
| 4th | Student rarely able to describe and compare measureable attributes. | Student occasionally able to describe and compare measureable attributes. | Student consistently able to describe and compare measureable attributes. | Student efficiently and independently is able to describe and compare measureable attributes. |

Classify objects into categories

| Marking Period | 1 | 2 | 3 | 4 |
|----------------|--|--|--|--|
| 4th | Student rarely able to identify objects into categories. | Student occasionally able to identify objects into categories. | Student consistently able to identify objects into categories. | Student efficiently and independently is able to identify objects into categories. |

Science

Demonstrates an understanding of vocabulary and concepts

| Marking Period | 1 | 2 | 3 | 4 |
|----------------|--|--|--|--|
| 1st-4th | Student rarely demonstrates and understands vocabulary and concepts. | Student occasionally demonstrates and understands vocabulary and concepts. | Student consistently demonstrates and understands vocabulary and concepts. | Student efficiently and independently demonstrates and understands vocabulary and is able to extend concepts to real-life experiences. |

Applies knowledge to classroom discussion and activities

| Marking Period | 1 | 2 | 3 | 4 |
|----------------|--|--|--|--|
| 1st-4th | Student rarely applies knowledge to classroom discussion and activities. | Student occasionally applies knowledge to classroom discussion and activities. | Student consistently applies knowledge to classroom discussion and activities. | Student efficiently and independently applies knowledge to classroom discussion and activities and is able to extend knowledge to real-life experiences. |

Social Studies

Demonstrates an understanding of vocabulary and concepts

| Marking Period | 1 | 2 | 3 | 4 |
|----------------|--|--|--|--|
| 1st-4th | Student rarely demonstrates and understands vocabulary and concepts. | Student occasionally demonstrates and understands vocabulary and concepts. | Student consistently demonstrates and understands vocabulary and concepts. | Student efficiently and independently demonstrates and understands vocabulary and is able to extend concepts to real-life experiences. |

Applies knowledge to classroom discussion and activities

| Marking Period | 1 | 2 | 3 | 4 |
|----------------|--|--|--|--|
| 1st-4th | Student rarely applies knowledge to classroom discussion and activities. | Student occasionally applies knowledge to classroom discussion and activities. | Student consistently applies knowledge to classroom discussion and activities. | Student efficiently and independently applies knowledge to classroom discussion and activities and is able to extend knowledge to real-life experiences. |