

Kindergarten Rubric Descriptors

Reading Performance over time provides evidence that the student:	
6	reads with fluency and expression; uses multiple strategies to derive meaning from materials; self-corrects and takes risks as a reader; uses more complex word patterns to unlock new words; reads new and familiar stories with accuracy.
5	is developing fluency; uses context and picture clues, phonics, and knowledge of language to unlock new words and derive meaning; consistently uses one-to-one correspondence and self-corrects; has command of letters and sounds; reads familiar stories with accuracy.
4	<i>reads word by word; begins to use picture clues, phonics, and knowledge of language to unlock new words; uses one-to-one correspondence with words and is developing an awareness to self-correct; knows most letters and sounds; reads words in isolation.</i>
3	“pretend” reads and memorizes oral language patterns; understands “book sense”; begins to use one-to-one correspondence with words; knows some letters and sounds; reads some words in isolation.
2	looks at pictures in books but does not yet make the connection to print; has inexperienced “book sense”; exhibits little interest in independent reading activities; has limited experiences with letters and sounds; may read environmental print.
1	requires frequent teacher direction in order to follow and listen during shared reading; is easily distracted during reading activities; lacks experience with letters and sounds.
Writing – A collection of work reflects a writer who:	
6	writes independently and fluently; writes multiple sentences with complete and connected thoughts; demonstrates secure boundaries; often uses conventions* of print; demonstrates confidence by writing challenging words.
5	writes independently and is developing fluency; writes more than one complete thought; usually uses spacing to define word boundaries; uses some conventions* of print; primarily uses phonetic spelling and begins to correctly spell high-frequency words.
4	<i>writes word by word – sometimes writes independently; writes a complete thought; begins to use spacing to define word boundaries; demonstrates an awareness of capital and lower case letters and ending punctuation; uses beginning, middle, and ending letters to represent words and correctly writes some high-frequency words.</i>
3	writes with guidance; attempts to write a thought; writes word by word but spacing to define word boundaries is not observed; writes with some evidence of text but may be difficult to read; usually represents words by beginning sounds—other letters may appear which demonstrate an understanding of sound/symbol relationships.
2	begins to use familiar letters and words as labels; draws to convey messages; may copy letters, words, or sentences from environment; writes text that may have no meaning to the reader; demonstrates no evidence of sound/symbol relationship.
1	uses scribble writing or letter-like marks but text conveys no meaning to the reader; may dictate sentences.
*conventions = grammar, spelling, and punctuation	
Speaking – Over time, oral presentations and contributions to discussions provide evidence that the student:	
6	expresses thoroughly-developed and organized ideas; makes relevant comments focused on the topic; uses delivery strategies to engage listeners*; demonstrates creative command of vocabulary selection and grammar.
5	expresses well-organized ideas with some elaboration; makes relevant comments focused on the topic; usually uses delivery strategies to engage listeners*; demonstrates strong vocabulary selection and command of grammar.

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4	<i>expresses organized ideas with few details; makes comments usually focused on the topic; uses some delivery strategies to engage listeners*; demonstrates appropriate vocabulary selection and grammar.</i>
3	expresses ideas with some organization and/or detail; may require prompting to remain on-topic; uses few delivery strategies to engage listeners*; demonstrates basic, often repetitive vocabulary selection and inconsistent command of grammar.
2	expresses ideas with limited organization and/or detail; makes comments that often stray off-topic; uses minimal delivery strategies to engage listeners*; demonstrates limited vocabulary selection and grammar.
1	rarely expresses ideas; makes comments that consistently stray off-topic; demonstrates delivery that is difficult to hear and/or understand; requires prompting to demonstrate limited vocabulary selection and grammar.
*delivery strategies – eye contact, volume, tone, and expression	
Math – Performance over time provides evidence that the student:	
6	shows clear understanding of math concepts; demonstrates use of basic skills independently with rare errors; uses multiple strategies to solve problems.
5	communicates understanding of math concepts; demonstrates use of basic skills with few errors; may use more than one appropriate strategy to solve problems.
4	<i>shows proficient understanding of math concepts; demonstrates use of basic skills independently with occasional errors; uses an appropriate strategy to solve problems.</i>
3	shows some understanding of math concepts; demonstrates use of basic skills with some assistance; inconsistently uses an appropriate strategy to solve problems.
2	shows minimal understanding of math concepts; demonstrates use of basic skills with frequent assistance; makes partial attempts to solve problems but little progress is made towards a solution.
1	shows no understanding of math concepts; cannot demonstrate use of basic skills without assistance; is unable to apply strategies to solve problems.
History/Social Science Performance over time provides evidence that the student:	
6	independently provides examples of connections between past, present, and future; independently uses maps and/or globes to demonstrate and apply thorough understanding of geography; uses and compares many historical sources* to gain information; demonstrates thorough understanding of cultures.
5	makes relevant connections between past, present, and future; independently uses a map and/or globe to demonstrate understanding of geography; uses and compares historical sources* to gain information; demonstrates understanding of cultures.
4	<i>makes connections between the past, present, and future; uses a map and/or globe; uses historical sources* to gain information; demonstrates understanding of cultures.</i>
3	makes connections between past, present, and future with assistance; is beginning to use a map or globe without assistance; uses historical sources* to gain information with assistance; demonstrates some understanding of cultures.
2	struggles to make connections between past, present, and future; uses a map or globe with assistance; uses historical sources* to gain information on a limited basis; demonstrates limited understanding of cultures.
1	is unable to make any connections between past, present, and future; is unable to use maps or globes even with assistance; is unable to demonstrate an understanding of cultures.
*historical sources - may include textbooks, reference books, diaries, photos, artifacts, original documents	

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Science-Performance over time provides evidence that the student:	
6	demonstrates thorough understanding of concepts and makes scientific connections; develops questions and gains information using a wide variety of resources; makes accurate predictions and draws conclusions thoroughly supported by evidence; systematically uses a variety of tools to accurately measure, observe, and record results.
5	demonstrates thorough understanding of concepts; gains information using a variety of resources; makes accurate predictions and draws conclusions using some supporting evidence; independently uses tools to accurately measure, observe, and record results with few errors.
4	<i>demonstrates understanding of concepts; gains information from available resources; makes logical predictions and draws conclusions; uses tools to measure, observe, and record results with some errors.</i>
3	demonstrates limited understanding of science concepts; may require assistance to gain information from available resources; requires prompting or re-teaching to make logical predictions and conclusions; may require assistance when using tools to measure, observe, and record results.
2	demonstrates incomplete or inaccurate understanding of concepts; requires assistance to gain information from available resources; requires prompting and re-teaching to make predictions and conclusions; requires assistance when using tool.
1	is unable to demonstrate understanding of concepts; is unable to get information from available resources even with assistance; requires re-teaching to make predictions; is unable to use tools even with assistance.

- *Italics* indicates level 4, the benchmark which demonstrates the student is consistently meeting the standard.

Proficiency Levels:

- 6 Exceptional Proficiency
- 5 Advanced Proficiency
- 4 Proficient
- 3 Developing Proficiency
- 2 Limited Proficiency
- 1 Minimal Proficiency