GRADE K STANDARDS-BASED REPORT CARD RUBRICS

ENGLISH LANGUAGE ARTS

The four learning standards in New York State for English Language Arts require that students read, write, listen, and speak for information and understanding, read, write, listen, and speak for literary response and expression, read, write, listen, and speak for critical analysis and evaluation, and read, write, listen, and speak for social interaction. Embedded within these learning standards are literacy competencies and grade-specific performance indicators. When performance indicators are reinforced across multiple grades, they represent the ongoing development of skills and are repeated with the understanding that this competency will increase in complexity in accordance with grade-level expectations.

READING

Decoding Strategies
 4)   Uses a combination of strategies to read unfamiliar text.
3) Automatically identifies some sight words and uses beginning sounds to read unfamiliar text.
2) Recognizes and identifies a few sight words and uses picture clues to read unfamiliar text.
1) Follows a predictable pattern and uses pictures to read an unfamiliar text.

Letter Identification
4) Identifies all upper and lower case letters automatically, in many contexts.
3) Identifies all upper and lower case letters.
2) Identifies many upper and lowercase letters.
1) Identifies a few letters.

Letter/Sound Correspondence
4) Consistently recognizes and produces all consonant sounds and some long or short vowel sounds.
3) Recognizes and produces most consonant letter sounds.
2) Recognizes and produces some consonant letter sounds.
1) Does not yet recognize or produce letter sounds.

Concepts Of Print
4) Consistently demonstrates concepts of print and can talk about concepts.
 3) Independently demonstrates most concepts of print.

2) Demonstrates a few concepts of print.

1) Does not yet demonstrate concepts of print.

Comprehension

4) Consistently demonstrates comprehension strategies and discusses with others.

3) Independently demonstrates comprehension strategies.

2) Demonstrates 1-2 comprehension strategies.

1) Does not yet demonstrate comprehension strategies.

Phonological & Phonemic Awareness

4) Consistently demonstrates knowledge of the skill.

3) Demonstrate knowledge of the skill.

2) Beginning to demonstrate some knowledge of the skill.

1) Does not yet demonstrate knowledge of the skill

WRITING

Spelling

4) Uses conventional spelling to spell many common or familiar words.

3) Uses developing knowledge of letter-sound correspondences; initial, final; initial, medial, final; random vowels; a few sight words.

2) Consistently uses initial consonant to spell.

1) Uses random letters to spell and a few initial consonants.

Handwriting

4) Writes all uppercase and lowercase letters and numerals legibly and fluently. Uses consistent spacing between words.

3) Writes most uppercase and lowercase letters and numerals legibly. Uses some spacing between words.

2) Writes some uppercase and lowercase letters and numerals legibly; uses mostly uppercase letters in writing. May have some reversals. No spacing between words.

1) Does not yet write legibly. Uses mostly uppercase letters, many reversals, no spacing between words.

Composition

4) Uses words and letters to write, including some sights and vowels in most syllables. Uses some punctuation. Writes more than one sentence with detail.

3)**Uses beginning and end sounds and a few site words to tell a story. May include some vowels, may not be correct letters to match sounds. Writes one or two sentences.**
2) Uses labels, drawings and random or beginning letters to communicate. May use some correct letters to match sounds. Includes little detail.
1) Imitates writing and/or uses a picture to communicate idea.

LISTENING AND SPEAKING

Listening

4) Consistently listens attentively for different purposes throughout the day.
3) Listens with few reminders for different purposes throughout the day.
2) Listens with many reminders for different purposes throughout the day.
1) Does not yet listen throughout the day.

Speaking

4) Consistently communicates ideas freely and with focus for many purposes.
3) Communicates ideas freely for many purposes.
2) Communicates ideas when called upon.
1) Does not yet communicate ideas.

MATHEMATICS

The content strands (Number Sense and Operations, Algebra, Geometry, Measurement, and Statistics and Probability) explicitly describe the content that students should learn. This broad range of content, taught in an integrated fashion, allows students to see how various mathematics knowledge is related, not only within mathematics, but also to other disciplines and the real world as well. Instruction engages students in the construction of this knowledge and integrates conceptual understanding and problem solving. The process strands (Problem Solving, Reasoning and Proof, Communication, Connections, and Representation) highlight ways of acquiring and using content knowledge. These process strands help to give meaning to mathematics and help students to see mathematics as a discipline rather than a set of isolated skills. Student engagement in mathematical content is accomplished through these process strands. Students will gain a better understanding of mathematics and have longer retention of mathematical knowledge as they solve problems, reason mathematically, prove mathematical relationships, participate in mathematical discourse, make mathematical connections, and model and represent mathematical ideas in a variety of ways.

CONTENT STRANDS

Numerals

4) Identifies and orders numerals beyond 20 in a variety of settings.
3) Identifies all numerals 0-20 in a variety of settings.
2) Identifies many numerals to 20.
1) Identifies few numerals to 20.

Numerical Collections
4) Accurately represents a collection of more than 20 objects in a variety of ways.

3) Accurately represents a collection of up to 20 objects.

2) Accurately represents a collection of up to 10 objects.

1) Does not yet accurately represent a collection of objects.

1:1 Counting
4) Uses 1:1 counting to count more than 20 objects arranged in a variety of ways.

3) Uses 1:1 correspondence to count up to 20 items arranged in a variety of ways.

2) Uses 1:1 counting to count 10 or fewer objects.

1) Does not yet use 1:1 counting consistently.

Measurement
4) Measures accurately and compares a variety of objects using non-standard units.

3) Measures accurately and compares two objects using non-standard units.

2) Measures an object accurately using non-standard units.

1) Does not yet measure objects accurately using non-standard units.

More Than, Fewer Than & Equal To
4) Understands and makes connections using more than, fewer than, and equal to when comparing two or more groups.

3) Uses more than, fewer than, and equal to when comparing two groups.

2) Begins to make some comparisons using more than, fewer than, and equal to.

1) Does not yet understand more than, fewer than, and equal to.

Sums & Differences
4) Uses a variety of strategies for solving addition and subtraction problems.

3) Uses a strategy to solve addition and subtraction problems.

2) Begins to develop a strategy to solve addition and subtraction problems.

1) Does not yet solve addition and subtraction problems.

Patterns
4) Creates, names, and extends complex patterns.

3) Creates, names, and extends simple patterns.

2) Creates simple patterns.

1) Does not yet create simple patterns.

Pictographs & Bar Graphs
4) Interprets and makes connections about the data on the graph.
3) Interprets the data on a graph.
2) Tells one thing about the data on a graph.
1) Does not yet interpret the data on a graph.

Sorting
4) Sorts by two or more attributes at the same time.
3) Sorts by one attribute and can come up with another attribute for sorting the same objects.
2) Sorts by only one attribute.
1) Sorts randomly.

Shapes
4) Identifies, describes characteristics, and compares 2D geometric shapes.
3) Identifies and describes characteristics of all 2-D shapes.
2) Identifies and describes characteristics of a few 2-D shapes.
1) Does not yet identify and describe characteristics of shapes.

PROCESS STRANDS

Problem Solving

4) Uses a variety of strategies to solve problems.
3) Uses one strategy to solve a problem to completion.
2) Begins to use a strategy to solve a problem.
1) Does not yet begin to solve problems.

Communication
4) Consistently uses math language to explain mathematical thinking as well as discusses strategies used by others.
3) Uses math language to explain mathematical thinking.
2) Begins to use math language to explain mathematical thinking.
1) Does not yet explain work.

Representation
4) Represents and labels work with numbers and/or words.
3) Draws a picture to show work.
2) Begins to represent some of work.
1) Does not yet represent work.

SCIENCE & SOCIAL STUDIES

The elementary science program emphasizes a hands-on and minds-on approach to learning. Students learn effectively when they are actively engaged in the discovery process, often working in small groups. Experiences provide students with opportunities to interact as directly as possible with the natural world in order to construct explanations about their world. This approach allows students to practice problem-solving skills, develop positive science attitudes, learn new science content, and increase their scientific literacy. They are provided opportunities to have direct experience with common objects, materials, and living things in their environments. Instruction focuses on understanding important relationships, processes, mechanisms, and applications of concepts. This prepares our students to apply scientific concepts, principles, and theories pertaining to the physical setting living environment.

The social studies program at the kindergarten level focuses on helping students develop awareness of themselves as growing individuals. Children's unique qualities as well as similarities to others are stressed. Children learn about values, ideas, customs, and traditions through folktales, legends, music, and oral histories. In addition, children's relationships with others in the classroom and the school become sources for social studies learning. Social interaction skills are integral to the kindergarten program. Emphasis is placed on using content that is relevant and personally meaningful. A wide range of interdisciplinary activities can help children grow and develop and gain knowledge and skills. Children also begin to learn about their role as citizens by accepting rights and responsibilities in the classroom and by learning about rules and laws.

Understands Science Content
4) Independently demonstrates knowledge of content and makes connections.

3) Demonstrates knowledge of content.

2) Demonstrates some knowledge of content.

1) Does not yet demonstrate knowledge of content.

Applies Science Skills
4) Independently applies science skills to generate further understanding.

3) Demonstrates science skills taught.

2) Demonstrates some science skills taught.

1) Does not yet demonstrate science skills.

Understands Social Studies Content
4) Independently demonstrates knowledge of content and makes connections.

3) Demonstrates knowledge of content.

2) Demonstrates some knowledge of content.

1) Does not yet demonstrate knowledge of content.

TECHNOLOGY

Students receive technology grades each trimester based on the *Pelham Elementary Technology Standards* (Benchmarks). Classroom teachers determine when and how to integrate the grade level technology skills throughout the school year. Parents are encouraged to download a copy of The *Pelham Elementary Technology Benchmark Standards.*

Basic Computer Skills
4) Meets grade-level Basic Computer Skills benchmark standards with distinction.
3) Meets grade-level Basic Computer Skills benchmark standards.
2) Partially meets grade-level Basic Computer Skills benchmark standards.
1) Does not meet grade-level Basic Computer Skills benchmark standards.

Publishing Skills
4) Meets grade-level Publishing Computer Skills benchmark standards with distinction.
3) Meets grade-level Publishing Computer Skills benchmark standards.
2) Partially meets grade-level Publishing Computer Skills benchmark standards.
1) Does not meet grade-level Publishing Computer Skills benchmark standards.

LEARNING BEHAVIORS

The following learning behaviors are indicators that support both academic and character development. They are attributes that promote this development both in and out of the classroom as well as among peers or educators.

Engagement
4) Is involved (i.e. attends to instruction, actively listens, questions, etc.) in the learning process with distinction.
3) Is involved (i.e. attends to instruction, actively listens, questions, etc.) in the learning process.
2) Is partially involved (i.e. attends to instruction, actively listens, questions, etc.) in the learning process.
1) Is not involved (i.e. attends to instruction, listens, questions, etc.) in the learning process.

Respect
4) Meets class and school expectations in showing consideration for oneself, others, and learning with distinction.

3) Meets class and school expectations in showing consideration for oneself, others, and learning.

2) Partially meets class and school expectations in showing consideration for oneself, others, and learning.

1) Does not meet class or school expectations in showing consideration for oneself, others, or learning.

Responsibility
4) Demonstrates a willingness to follow through with learning and behavioral expectations with distinction.

3) Demonstrates a willingness to follow through with learning and behavioral expectations.

2) Partially demonstrates a willingness to follow through with learning and behavioral expectations.

1) Does not demonstrate a willingness to follow through with learning or behavioral expectations.

Organization
4) Maintains materials independently and is able to transition efficiently with distinction.

3) Maintains materials independently and is able to transition efficiently.

2) Partially maintains materials independently and is able to transition efficiently.

1) Does not maintain materials independently or is able to transition efficiently.

Shares & Take Turns
4) Displays thoughtfulness by exchanging ideas and materials with others as well as the self-restraint to give others a chance to share with distinction.

3) Displays thoughtfulness by exchanging ideas and materials with others as well as the self-restraint to give others a chance to share.

2) Partially displays thoughtfulness by exchanging ideas and materials with others as well as the self-restraint to give others a chance to share.

1) Does not display thoughtfulness by exchanging ideas or materials with others or the self-restraint to give others a chance to share.

Adjusts To Transitions
4) Shows the self-control and maturity necessary to change from one activity to another with distinction.

3) Shows the self-control and maturity necessary to change from one activity to another.

2) Partially shows the self-control and maturity necessary to change from one activity to another.

1) Does not show the self-control or maturity necessary to change from one activity to another.

SMALL MUSCLE CONTROL

Muscle control is an individual's ability to control and direct their muscle movements. Therefore, small muscle control is an individual's ability to control and direct their small muscle movements. Small muscle control corresponds to fine motor skills such as the ability to control a scissor and grip a pencil.

Scissor Control
4) Cuts complex shapes accurately with scissors independently.
3) Cuts simple shapes accurately with scissors independently.
2) Cuts with scissors, not on lines.
1) Does not yet cut with scissors.

Pencil Grip
4) Consistently grips pencil correctly.
3) Independently grips pencil correctly most of the time.
2) Grips pencil correctly with reminders.
1) Does not yet use correct pencil grip.

ART

Students make works of art that explore different kinds of subject matter, topics, themes, and metaphors. Students will understand and use sensory elements, organizational principles, and expressive images to communicate their own ideas in works of art. Students will use a variety of art materials, processes, mediums, and techniques, and use appropriate technologies for creating and exhibiting visual art works.

Art Concepts
4) Understands art concepts and uses appropriate materials and techniques to solve assigned art problems.
3) Able to recognize art concepts and use them to express an idea.
2) Developing an understanding of art concepts and how to apply them.
1) Beginning to recognize basic art concepts. Requires assistance by teacher.

Art Skills
4) Controls art materials and art tools and uses them in appropriate and creative ways. Confidently experiments with a variety of techniques and art processes.
3) Can identify different materials, manipulate art tools and use some

techniques and processes with developmentally appropriate skills.
 2) Developing appropriate skills and techniques.
 1) Beginning to control materials and recognize art tools and techniques.

Demonstrates Appropriate Behavior
 4) Consistently respects the ideas, abilities and needs of others. Uses tools and materials in a safe and responsible manner. Cooperates and follows directions. Uses time efficiently. Manages impulsivity. Persistent when problem solving. Participates enthusiastically and demonstrates best effort.
 3) Respects the ideas, abilities, and needs of others. Uses tools and materials in a safe and responsible manner, cooperates and follows direction, participates and shows effort.
 2) Sometimes respects the ideas, abilities and needs of others. Uses tools and materials in a safe and responsible manner, cooperates and follows directions, stays on task and manages impulsivity, and needs reminding to clean up appropriately.
 1) Has difficulty following directions and staying on task, needs constant reminding to clean up appropriately, limited effort and disruptive behavior.

MUSIC

Students compose original music and perform music written by others. They will understand and use the basic elements of music in their performances and compositions. Students will engage in individual and group musical and music-related tasks, and will describe the various roles and means of creating, performing, recording, and producing music.

Musical Concepts
4) Has developed a thorough understanding of beat, rhythm, pitch, melodic direction and tempo with expression and accuracy, to a level of distinction.
3) Is continuing to develop and is maintaining an understanding of the elements of music with expression and accuracy, consistent with this course of study.
2) Is beginning to develop an understanding of the elements of music, consistent with this course of study.
1) Is not yet developing an understanding of the elements of music.

Demonstrates Appropriate Behavior
4) Always respects the ideas, abilities and needs of others. Uses instruments and classroom materials in a safe and responsible manner. Cooperative, Follows directions, Manages impulsivity, participates enthusiastically.
 3) Consistently respects the ideas, abilities and needs of others. Uses instruments and classroom materials in a safe and responsible manner. Cooperative, Follows directions, Manages impulsivity.

2) Occasionally respects the ideas, abilities and needs of others.
Uses instruments and classroom materials in a safe and responsible manner.
Cooperative.
 1) Has difficulty following directions and staying on task. Displays disruptive
 behavior.

PHYSICAL EDUCATION

Students will have the necessary knowledge and skills to establish and maintain physical fitness, participate in physical activity, and maintain personal health. Students will acquire the knowledge and ability necessary to create and maintain a safe and healthy environment. Students will understand and be able to manage their personal and community resources.

Basic Movement Skills
4) Always able to effectively demonstrate all locomotor and manipulative skills
   with fluidity and ease
3) Consistently demonstrates basic locomotor and manipulative skills
2) Occasionally demonstrates basic locomotor and manipulative skills
1) Not yet able to demonstrate basic movement skills

Developmentally Appropriate Participation
4) Always demonstrates self-control and respect for the positive experience for
   others while participating safely
**3) Consistently demonstrates self-control and respect for the positive
   experience for others while participating safely**
2) Occasionally demonstrates self-control and respect for the positive
   experience for others while participating safely
1) Not yet able to demonstrate self-control and/or participate safely

Movement Vocabulary
4) Always able to recall or describe or make connections between movements
   by using movement vocabulary
**3) Consistently recalls and describes movements using movement
   vocabulary**
2) Occasionally recalls and describes movements using movement vocabulary
1) Not yet able to describe movements using movement vocabulary