

# Woodland Park School District

## *Building the Road to Success*

### Kindergarten Grade Report Card Rubric

4- Exceeding Expectations – Student consistently and independently demonstrates and applies knowledge that exceeds grade level expectations.

**3- Meeting Expectations – GRADE LEVEL EXPECTATIONS – Student independently meets grade level expectations (refer to rubric below for clarification)**

2 – Approaching Expectations – Student demonstrates partial knowledge of grade level expectations

1 – Not Meeting Expectations – Student does not meet grade level expectations

<b>3</b> <b>Meeting Expectations</b> (The following are grade level expectations; contact teacher for expectations taught in a particular marking period.)
<b>Language Arts</b>
<b>Reading Readiness/Foundational Skills</b> <ul style="list-style-type: none"><li>• Identifies upper and lowercase letters introduced to date</li><li>• Identifies letter sounds introduced to date</li><li>• Recognizes common high-frequency words by sight<ul style="list-style-type: none"><li>○ Identifies and reads trick words</li></ul></li><li>• Knows and applies phonics skills in decoding and encoding words<ul style="list-style-type: none"><li>○ Isolate and pronounce the initial, medial and final sounds</li><li>○ Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words</li><li>○ Recognize the difference in syllables, sounds and phonemes (cat, bat, fat)</li></ul></li><li>• Knows and applies various reading strategies (Basic Features of Print)<ul style="list-style-type: none"><li>○ Follow words left to right, top to bottom and page by page</li><li>○ Understand that words are separated by spaces in print</li><li>○ Recognizes that spoken words are represented in written language by specific sequences of letters</li><li>○ Use picture clues</li><li>○ Match one spoken word to one written word while reading</li></ul></li><li>• Recognizes and produces rhyming words</li><li>• Identifies main topic and retells key story details- with prompting and support<ul style="list-style-type: none"><li>○ Provide a description of characters in a story using key details</li><li>○ Provide a description of the setting of a story using key details</li><li>○ Provide a description of the major events in a story using key details</li><li>○ Ask and answer questions about key details when prompting with who, what, where when, why and how</li></ul></li><li>• Asks and answers questions about unknown words in a text</li><li>• Names the author and illustrator of a story and define roles- with prompting and support<ul style="list-style-type: none"><li>○ define what the role of author and illustrator is in telling the story</li></ul></li><li>• Identifies parts of a book<ul style="list-style-type: none"><li>○ Front cover, back cover, and title page</li></ul></li><li>• Describe the connection between two individuals, events, ideas or pieces of information in a text- with prompting and support</li><li>• Describes the relationship between illustrations and the story in which they appear- with prompting and support<ul style="list-style-type: none"><li>○ Describe what moment in a story an illustration depicts with prompting and support (Literature Text)</li><li>○ What person, place or thing, or idea an illustration depicts (Informational Text)</li></ul></li></ul>

**Writing**

- Follow structure of genre using a combination of drawing, dictating, and writing
  - Opinion pieces – tell the topic or name of the book and state an opinion or preference
  - Informative/Explanatory texts – name what they are writing about and supply some information about the topic
  - Narrate events in order, tell about the events in which they occurred, and provide a reaction to what happened
- Generate ideas with independence
- Uses pictures and words to express ideas
- Adds details to strengthen writing- with guidance and support
- Demonstrates stamina during independent writing

**Language**

- Demonstrate command of the conventions of grammar and usage when speaking or writing
  - Print a variety upper- and lowercase letters
  - Use frequently occurring nouns
  - Form regular plural nouns by adding /s/ or /es/
  - Understand and use question words ( who, what, where, when, why and how)
  - Use most frequently occurring prepositions (to, from, in, out, on, off, for, of, by, with)
  - Produce and expand complete sentences
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing
  - Capitalize first word in a sentence and the pronoun I
  - Recognize and name end punctuation
  - Write a letter or letters for most consonant and short- vowel sounds
  - Spell simple words phonetically, drawing on knowledge of sound letter-relationships
- Determine or clarify the meaning of unknown words and multiple-meaning words and phrases
  - Identify new meanings for familiar words and apply them accurately
  - Use the most frequently occurring affixes as a clue to the meaning of an unknown word (-ed,-s, -ing)
- With guidance and support, explore word relationships and nuances in word meanings
  - Sort common objects into categories
- Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites

**Speaking and Listening**

- Expresses ideas clearly and effectively
  - Express thoughts and feelings and ideas
  - Speak audibly to naturally express ideas
- Demonstrates listening skills for information and understanding
  - Use strategies for asking questions that are on a topic
  - Use strategies for understanding and answering questions asked of them
- Participates in group discussions actively and appropriately
  - Participates in a variety of rich structured conversations about grade appropriate topics and texts
  - Follow agreed upon rules for listening to others and taking turns speaking about topics and texts
  - Engage in collaborative conversations, developing skills in active listening and group discussions

**3**

**Meeting Expectations**

(The following are grade level expectations; contact teacher for standards taught in a particular marking period.)

**Mathematics**

**Counting and Cardinality**

- Count to 100 by ones and tens
- Count forward from given number within known sequence
  - Count forward without beginning at the number 1
- Write numbers 0-20 to represent number of objects
  - Write a given number and then represent that number with various manipulatives or drawn objects
- Count to tell how many
  - Understand relationship between number and quantities
  - When counting, say number names in standard order, matching the one number to the one object
  - Understand the last number said is the quantity of objects counted
  - Count to answer how many to twenty
- Compare numbers (greater than/less than/equal to) up to 10

**Numbers/Operations and Algebraic Thinking**

- Demonstrate understanding of addition
  - Represent addition up to 10 with various manipulatives, drawn objects, verbal explanations, expressions or equations
  - Understand addition in putting together and adding to
- Demonstrate understanding of subtraction
  - Represent subtraction up to 10 with various manipulatives, drawn objects, verbal explanations, expressions or equations
  - Understands subtraction is taking apart and taking from
- Use a variety of strategies to solve problems
  - Use objects and drawings to represent and solve addition and subtraction word problems

**Number and Operations in Base Ten**

- Compose and decompose numbers from 11-19 into tens and ones

**Measurement and Data**

- Describe and Compare Measurable Attributes
  - Describe measurable attributes of objects such as length or weight
  - Directly compare two objects with common attributes (more/less, taller/shorter)
- Classify objects and count the number of objects in each category
  - Sort objects into categories
  - Classify objects into given categories and count the objects in each category (up to 10)

**Geometry**

- Identify and describe shapes
  - Correctly names shapes regardless of their orientation or overall size (square, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).
  - Describe the relative position of objects (shapes) using terms above, below, beside, in front of, behind, and next to
- Analyze, compare, create, and compose shapes
  - Analyze and compare two- and three- dimensional shapes, using informal language to describe their similarities, differences and parts (number of sides, corners)
  - Building shapes, drawing shapes
  - Joining shapes to create new shapes (puts two triangles together to make a rectangle)

### 3

#### Meeting Expectations

(The following are grade level expectations; contact teacher for standards taught in a particular marking period.)

#### Science

##### Life Science

- Construct an argument supported by evidence for how plants and animals (including humans) can change the environment to meet their needs.
  - **Clarification Statement:** Examples of plants and animals changing their environment could include a squirrel digs in the ground to hide its food and tree roots can break concrete.
- Use a model to represent the relationship between the needs of different plants and animals (including humans) and the places they live.
  - **Clarification Statement:** Examples of relationships could include that deer eat buds and leaves, therefore, they usually live in forested areas; and, grasses need sunlight so they often grow in meadows. Plants, animals, and their surroundings make up a system.
- Communicate solutions that will reduce the impact of humans on the land, water, air, and/or other living things in the local environment
  - **Clarification Statement:** Examples of human impact on the land could include cutting trees to produce paper and using resources to produce bottles. Examples of solutions could include reusing paper and recycling cans and bottles.
- Use observations to describe patterns of what plants and animals (including humans) need to survive.
  - **Clarification Statement:** Examples of patterns could include that animals need to take in food but plants do not; the different kinds of food needed by different types of animals; the requirement of plants to have light; and, that all living things need water.

##### Earth and Space Science

- Use and share observations of local weather conditions to describe patterns over time.
  - **Clarification Statement:** Examples of qualitative observations could include descriptions of the weather (such as sunny, cloudy, rainy, and warm); examples of quantitative observations could include numbers of sunny, windy, and rainy days in a month. Examples of patterns could include that it is usually cooler in the morning than in the afternoon and the number of sunny days versus cloudy days in different months.
- Ask questions to obtain information about the purpose of weather forecasting to prepare for, and respond to, severe weather.
  - **Clarification Statement:** Emphasis is on local forms of severe weather.
- Make observations to determine the effect of sunlight on Earth's surface. K-PS3-1
  - **Clarification Statement:** Examples of Earth's surface could include sand, soil, rocks, and water
- Use tools and materials provided to design and build a structure that will reduce the warming effect of sunlight on an area.
  - **Clarification Statement:** Examples of structures could include umbrellas, canopies, and tents that minimize the warming effect of the sun.

**Physical Science**

- Plan and conduct an investigation to compare the effects of different strengths or different directions of pushes and pulls on the motion of an object
  - Clarification Statement: Examples of pushes or pulls could include a string attached to an object being pulled, a person pushing an object, a person stopping a rolling ball, and two objects colliding and pushing on each other.
- Analyze data to determine if a design solution works as intended to change the speed or direction of an object with a push or a pull.
  - Clarification Statement: Examples of problems requiring a solution could include having a marble or other object move a certain distance, follow a particular path, and knock down other objects. Examples of solutions could include tools such as a ramp to increase the speed of the object and a structure that would cause an object such as a marble or ball to turn.