

Kindergarten Report Card Rubric

STUDENT NAME _____

TEACHER _____

ACADEMIC YEAR _____

Performance levels are used to reflect the pupil's progress towards meeting each learning standard. The levels are:

4- The student is meeting grade level expectations with distinction. Performance is characterized by self-motivation and the ability to apply skills with consistent accuracy and independence, and a high level of quality.

3 - The student is meeting grade level expectations. Performance is characterized by thorough understanding of concepts and skills.

2 - The student is progressing toward grade level expectations. Performance is characterized by the ability to apply skills with increasing success. Performance varies regarding accuracy, quality, and level of support needed.

1 - The student is not meeting grade level expectations. At this time performance does not demonstrate understanding of basic concepts and skills. Performance is inconsistent even with guidance and support.

NA - Not assessed

M - The standards for the area indicated have been modified.

Language Arts: Reading Literature

AREA OF ASSESSMENT: Name the author and illustrator and define the role of each

Score	Trimester 1	Trimester 2	Trimester 3
4	Student can independently and consistently identify the author and illustrator AND explain their role		
3	With minimal prompting and support , student can identify the author and illustrator AND explain their role.		
2	With additional prompting and support , student can identify the author and illustrator AND explain their role.		
1	With substantial support and prompting , student can identify the author and illustrator AND explain their role.		

AREA OF ASSESSMENT: Identify the parts of a book (front cover, back cover, title page)

Score	Trimester 1	Trimester 2	Trimester 3
4	Student can independently and consistently identify the parts of a book listed above.	Student can independently and consistently identify the parts of a book listed above AND additional features such as table of contents, page numbers, glossary, and index.	
3	With prompting and support , student can identify the parts of a book listed above.	With minimal prompting , student can identify the parts of a book listed above.	Student can consistently identify the parts of a book listed above.
2	With additional prompting and support , student can identify 1-2 parts of a book listed above.	With minimal prompting and support , student can identify 1-2 parts of a book listed above.	With prompting and support , student can identify 2-3 parts of a book listed above.
1	With substantial support and prompting student is unable to identify any of the parts of the book listed above.	With substantial support , student can identify 1 part of the book listed above.	With substantial support , student identifies less than 2 parts of a book.

AREA OF ASSESSMENT: Actively participate in class/reading activities with understanding.

Score	Trimester 1	Trimester 2	Trimester 3
4	<ul style="list-style-type: none"> ● Student is an active participant. Student offers/shares insightful and reflective ideas. ● Student initiates conversations and demonstrates higher level thinking. ● Student listens to peers while they are speaking. ● Student acts as a role model for making meaningful contributions to discussions. 		
3	<ul style="list-style-type: none"> ● Student can express his/herself clearly. ● Student contributes information that is relevant and stays on topic with supporting details / evidence. ● Student can generate questions for peers/teachers. ● Student listens to peers while they are speaking. 		
2	<ul style="list-style-type: none"> ● Student can express him/herself when called upon by the teacher. ● Student contributes information that is somewhat relevant to the discussion and tends to go “off” topic. 		
1	<ul style="list-style-type: none"> ● Student is reluctant to express him/herself. ● Student requires teacher support and modeling to contribute information and stay “on” topic. 		

Language Arts: Foundational Skills

AREA OF ASSESSMENT: Demonstrate understanding of the organization and basic features of print.

Score	Trimester 1	Trimester 2	Trimester 3
4	<p>Student is independently and consistently able to demonstrate understanding of the organization and basic features of print including various features of a sentence</p>	<p>Student is proficient in demonstrating the ability to meet all criteria in Trimester 1 AND:</p> <ul style="list-style-type: none"> *Recognize that spoken words are represented in written language by specific sequences of letters *Recognize that print has meaning and is made up of letters in a specific order *Understand the words are separated by spaces in print *Recognize that spaces separate the words *Recognize specific words in a sentence or text 	
3	<p>Student is independently able to:</p> <ul style="list-style-type: none"> *Follow words from left to right, top to bottom, and page to page *Understand that books have a correct position *Print has a specific direction *Print has meaning and is made up of letters *Track text from left to right 	<p>Student is independently able to demonstrate ability to meet all criteria in Trimester 1 AND:</p> <ul style="list-style-type: none"> *Recognize that spoken words are represented in written language by specific sequences of letters *Recognize that print has meaning and is made up of letters in a specific order *Understand the words are separated by spaces in print *Recognize that spaces separate the words *Recognize specific words in a sentence or text 	
2	<p>Student is making progress with teacher support and/or may be inconsistent in:</p> <ul style="list-style-type: none"> *following words from left to right, top to bottom, and page to page *understanding that books have a correct position *understanding print has a specific direction *understanding print has meaning and is made up of letters *tracking text from left to right 	<p>Student is making progress with teacher support and/or may be inconsistent in meeting all criteria in Trimester 1 OR:</p> <ul style="list-style-type: none"> *Recognize that spoken words are represented in written language by specific sequences of letters *Recognize that print has meaning and is made up of letters in a specific order *Understand the words are separated by spaces in print *Recognize that spaces separate the words *Recognize specific words in a sentence or text 	
1	<p>Student is making limited progress with significant teacher support in:</p> <ul style="list-style-type: none"> *following words from left to right, top to bottom, and page to page *understanding that books have a correct position *understanding print has a specific direction *understanding print has meaning and is made up of letters *tracking text from left to right 	<p>Student is making limited progress with significant teacher support in meeting all criteria for Trimester 1 OR:</p> <ul style="list-style-type: none"> *Recognize that spoken words are represented in written language by specific sequences of letters *Recognize that print has meaning and is made up of letters in a specific order *Understand the words are separated by spaces in print *Recognize that spaces separate the words *Recognize specific words in a sentence or text 	

AREA OF ASSESSMENT: Recognizes and produces rhyming words

Score	Trimester 1	Trimester 2	Trimester 3
4	Student can recognize rhyming words orally and within a text. Student can generate multiple words that rhyme.	Student consistently recognizes rhyming words orally and within a text. Student can generate multiple words that rhyme.	Student can independently and consistently recognize rhyming words orally and within a text. Student can generate multiple words that rhyme.
3	Student can recognize a pair of rhyming words and produce an additional word that rhymes.	Student can consistently recognize a pair of rhyming words and produce additional words that rhymes.	
2	With prompting and support , student can recognize a pair of rhyming words and is able to produce an additional word that rhymes.	With support , student can recognize a pair of rhyming words and is able to produce an additional word that rhymes.	Student can recognize a pair of rhyming words and produce an additional word that rhymes.
1	With oral prompting and support , when given three words, student has difficulty identifying the two words that rhyme.	With support , when given three words, student has difficulty identifying the two words that rhyme.	When given three words, student has difficulty identifying the two words that rhyme.

AREA OF ASSESSMENT: Identify, blend, and segment syllables within words

Score	Trimester 1	Trimester 2	Trimester 3
4	Student can accurately identify the number of syllables in most words.	Student can consistently identify the number of syllables in any given word.	Student can independently and consistently identify, blend, and segment syllables with a word.
3	Student can use learned strategies to identify the number of syllables in 3 out of 5 words .	Student can use learned strategies to identify the number of syllables in 4 out of 5 words .	<ul style="list-style-type: none"> • Student can identify the number of syllables in all words. • Student is becoming consistent in blending and segmenting syllables.
2	Student can use learned strategies to identify the number of syllables in 2 out of 5 words .	Student can use learned strategies to identify the number of syllables in 3 out of 5 words .	<ul style="list-style-type: none"> • Student can identify the number of syllables in 4 out of 5 words. • Student shows progress in blending and segmenting syllables.
1	Student is inconsistent when trying to identify the number of syllables in a word.	With support , student shows minimal progress in identifying the number of syllables in a word.	<ul style="list-style-type: none"> • With support, student shows minimal progress in identifying the number of syllables in a word. • Student is unable to blend or segment syllables.

AREA OF ASSESSMENT: Recognizes and names all uppercase and lowercase letters

Score	Trimester 1	Trimester 2	Trimester 3
4	Student can recognize and name all uppercase and lowercase letters.	Student can consistently recognize and name all uppercase and lowercase letters.	Student can independently and consistently recognize and name all uppercase and lowercase letters.
3	Student can recognize and name uppercase and lowercase letters taught to date .	Student can consistently recognize and name uppercase and lowercase letters taught to date .	Student can consistently recognize and name all uppercase and lowercase letters.
2	Student can recognize and name more than half of the uppercase and lowercase letters taught to date .		Student can recognize and name more than half of all uppercase and lowercase letters.
1	Student can recognize and name less than half of the upper and lower case taught to date .		Student can recognize and name less than half of all uppercase and lowercase letters.

AREA OF ASSESSMENT: Produces the primary sound for each letter of the alphabet

Score	Trimester 1	Trimester 2	Trimester 3
4	Student can identify the primary sound for all letters.		Student can independently and consistently identify the primary sound for all letters.
3	Student can identify the primary sound of the letters taught to date .		Student can consistently identify the primary sound for all letters .
2	Student can identify the primary sound of more than half of the letters taught to date .		Student can identify the primary sound of more than half of all letters.
1	Student can identify the primary sound of less than half of the letters taught to date .		

AREA OF ASSESSMENT: Reads sight words and high-frequency words

Score	Trimester 1	Trimester 2	Trimester 3
4	Student can recognize all kindergarten sight words and high-frequency words and reads them consistently within text and with automaticity.		Student can recognize all kindergarten sight words and high-frequency words and reads them consistently within text and with automaticity. <u>Student also consistently</u> transfers all sight words correctly into writing.
3	Student can recognize all sight words and high-frequency words taught to date with automaticity.	Student can recognize all sight words and high-frequency words taught to date and reads them within text and with automaticity.	Student can recognize all kindergarten sight words and high-frequency words and reads them consistently within text and with automaticity.
2	Student can recognize more than half of sight words and high-frequency words taught to date with automaticity.		Student can recognize more than half of all kindergarten sight words and high-frequency words with automaticity.
1	Student can recognize less than half of sight words and high-frequency words taught to date with automaticity.		Student can recognize less than half of all kindergarten sight words and high-frequency words with automaticity.

AREA OF ASSESSMENT: Demonstrate understanding of spoken words and sounds

*ID beginning, middle, & ending sounds, read CVC words, & change sounds in a word

Score	Trimester 1	Trimester 2	Trimester 3
4	Student can identify the beginning sound in words as well as some middle or ending sounds.	<ul style="list-style-type: none"> Student can consistently identify the beginning, middle, and ending sounds in a word. Student independently reads CVC words. Student can manipulate sounds within a word to make a new word. 	<ul style="list-style-type: none"> Student independently and consistently identifies beginning, middle, and ending sounds in words. Student independently reads CVC words and some words with consonant blends (cl, fr, etc) or digraphs (sh, ch, th, wh). Student independently substitutes sounds within words to make new words.
3	Student can identify the beginning sound in words.	<ul style="list-style-type: none"> Student can identify the beginning and ending sound in words and is becoming consistent with middle sounds. Student reads most CVC words with support. Student can manipulate sounds within a word to make a new word with support. 	<ul style="list-style-type: none"> Student consistently identifies beginning, middle, and ending sounds in words. Student is consistent when reading CVC words without support. Student can manipulate sounds in words to make a new word.
2	With support, student can identify the beginning sound in words.	<ul style="list-style-type: none"> Student consistently identifies the beginning and ending sounds in words but <u>middle sounds are challenging.</u> With support, student can read some CVC words. With support, student can change sounds within a word to make a new word. 	<ul style="list-style-type: none"> Student is inconsistent in identifying beginning, middle and ending sounds in words. Student can read most CVC words independently With support, student can manipulate sounds in words to make a new word.
1	With support and prompting, student struggles to identify the beginning sound in a word.	<ul style="list-style-type: none"> With support, student can identify the beginning sound in a word. They may be inconsistent with ending and middle sounds. With support, student is beginning to read CVC words With support and modeling, student can change sounds within a word to make a new word. 	<ul style="list-style-type: none"> With support, student identifies the beginning and/or ending sounds in words but middle sounds are a challenge. With support, student reads some CVC words With support, student can change sounds within a word to make a new word.

AREA OF ASSESSMENT: Read grade level stories with fluency

Score	Trimester 1	Trimester 2	Trimester 3
4	Independently and consistently able to read above grade-level to develop fluency and comprehension skills		
3	Student can independently read grade level text with purpose and understanding		
2	Student is making progress with grade-level text given teacher support and/or may be inconsistent		
1	Student is making limited progress with significant teacher support and is reading below-level text while working on building fluency		

AREA OF ASSESSMENT: Read, understand, and discuss grade level stories

Score	Trimester 1	Trimester 2	Trimester 3
4	Student can independently and consistently ask and answer questions about <u>familiar texts</u> read <u>aloud</u> (including the following: who, what, where, when, why, how or main topic, key details).	Student can independently and consistently ask and answer questions about <u>benchmark texts</u> read (including the following: who, what, where, when, why, how or main topic, key details).	
3	With prompting and support , student can consistently <u>answer</u> questions about <u>familiar texts</u> read <u>aloud</u> (including the following: who, what, where, when, why, how or main topic, key details).	With some prompting and support , student can consistently <u>ask and answer</u> questions about <u>familiar texts</u> read <u>aloud</u> (including the following: who, what, where, when, why, how or main topic, key details).	Student can consistently ask and answer questions about <u>benchmark texts</u> read (including the following: who, what, where, when, why, how or main topic, key details).
2	With additional prompting and support , student can <u>answer some</u> questions about familiar texts read aloud.	With prompting and support , student can <u>ask and answer some</u> questions about <u>familiar texts</u> read aloud.	With prompting and support , student can ask and answer some questions about <u>benchmark</u> texts read.
1	With substantial prompting and support student has difficulty answering questions about familiar texts read aloud.	With substantial prompting and support , student can ask and answer some questions about familiar texts read aloud.	With substantial prompting and support , student can ask and answer most questions about familiar texts read aloud.

Language Arts: Writing

AREA OF ASSESSMENT: Uses a combination of drawing, dictating, and writing to compose opinion, informative, and narrative pieces

Score	Trimester 1	Trimester 2	Trimester 3
4	Student can draw a detailed picture and uses letters to represent the beginning and ending sounds in words when writing narrative pieces.	<ul style="list-style-type: none"> ● Student can draw a detailed picture and consistently uses the correct letters to represent the beginning, middle and ending sounds in words. ● Student can write a complete sentence. ● Student is able to reread back all written work. (narrative and informational pieces) 	<ul style="list-style-type: none"> ● Student can draw a detailed picture and consistently uses the correct letters to represent the beginning, middle and ending sounds in words. ● Student can consistently write multiple sentences on the same topic. ● Student can reread back all written work. (narrative, informational, and opinion pieces)
3	Student can draw a recognizable picture and uses letters to represent the beginning sounds in words when writing narrative pieces.	<ul style="list-style-type: none"> ● Student can draw a recognizable picture and uses letters to represent the beginning and ending sounds in words. ● Student can construct a simple sentence. ● Student can reread back all written work. (narrative and informational pieces) 	<ul style="list-style-type: none"> ● Student can draw a detailed picture and consistently use the correct letters to represent the beginning, middle and ending sounds in words. ● Student can consistently write a complete sentence. ● Student can reread back all written work. (narrative, informational, and opinion pieces)
2	Student can draw a recognizable picture with labels when writing narrative pieces.	<ul style="list-style-type: none"> ● Student can draw a recognizable picture and use letters to represent the beginning sounds in words. (narrative and informational pieces) 	<ul style="list-style-type: none"> ● Student can draw a recognizable picture and use letters to represent the beginning and ending sounds in words. ● Student can construct a simple sentence. (narrative, informational, and opinion pieces)
1	<ul style="list-style-type: none"> ● Student can create a picture and verbally describe it. Picture may or may not be recognizable to others. ● Student has difficulty labelling when writing narrative pieces. 	Student can draw a recognizable picture, label, and use letter strings. (narrative and informational pieces)	Student can draw a recognizable picture and use letters to represent the beginning sounds in words. (narrative, informational, and opinion pieces)

AREA OF ASSESSMENT: Prints upper and lowercase letters neatly and within a given space

Score	Trimester 1	Trimester 2	Trimester 3
4	Student can neatly and legibly write all uppercase and lowercase letters of the alphabet.	<ul style="list-style-type: none"> • Student can neatly and legibly write all uppercase and lowercase letters of the alphabet. • Student consistently applies correct letter formation in independent writing. • Student can also set their letters on the line and make them appropriately sized for the space given. 	
3	Student can write uppercase and lowercase letters of the alphabet taught to date .	Student can write uppercase and lowercase letters of the alphabet taught to date .	<ul style="list-style-type: none"> • Student can write all upper and lowercase letters of the alphabet. • Student has difficulty applying correct letter formation in independent writing.
2	Student can copy uppercase and lowercase letters taught to date .	Student can copy uppercase and lowercase letters taught to date .	Student can copy all uppercase and lowercase letters of the alphabet.
1	Student can trace uppercase and lowercase letters taught to date .	Student can trace uppercase and lowercase letters taught to date .	Student can trace all uppercase and lowercase letters of the alphabet.

AREA OF ASSESSMENT: Capitalizes the first word in a sentence

Score	Trimester 1	Trimester 2	Trimester 3
4	NA	NA	Student can capitalize consistently in writing.
3	NA	NA	Student can capitalize frequently in writing
2	NA	NA	Student can capitalize occasionally in writing.
1	NA	NA	With prompting and support , student can capitalize in writing.

AREA OF ASSESSMENT: Writes CVC words dictated

* CVC Words - consonant, vowel, consonant - (c-a-t, d-o-g, r-a-n)

Score	Trimester 1	Trimester 2	Trimester 3
4	NA	Student can write words consistently using the correct letters to represent the beginning, middle, and ending sounds (CVC words*).	Student can write words consistently using the correct letters to represent the beginning, middle, and ending sounds (CVC words) and attempts to write multisyllabic words.
3	NA	Student can write words using letters to represent the beginning and ending sounds.	Student can write words consistently using the correct letters to represent the beginning, middle, and ending sounds (CVC words) and has difficulty to writing multisyllabic words
2	NA	Student can write words using letters to represent the beginning sound.	Student can write words using letters to represent the beginning and ending sounds.
1	NA	Student can use random letters or symbols to write words. Letters may or may not include the sounds heard in the words.	Student can write words using letters to represent the beginning sound.

AREA OF ASSESSMENT: Uses proper conventions of print using spacing between words and punctuation

Score	Trimester 1	Trimester 2	Trimester 3
4	NA	<ul style="list-style-type: none"> • Student independently uses appropriate spacing between most words. • Student independently names ending punctuation (period, question mark, exclamation point) 	<ul style="list-style-type: none"> • Student independently uses appropriate spacing throughout a sentence. • Student independently uses ending punctuation (period, question mark, exclamation point) accurately.
3	NA	<ul style="list-style-type: none"> • With support, student uses finger spaces between words • With support, student can name ending punctuation (period, question mark, & exclamation point) 	<ul style="list-style-type: none"> • With support, student uses appropriate spacing when writing a sentence. • Student independently names ending punctuation (period, question mark, & exclamation point). • With support, student uses ending punctuation (period, question mark or exclamation point).
2	NA	<ul style="list-style-type: none"> • With additional prompting and support, student will add spaces between words in a sentence. • With additional prompting and support, student will name most ending punctuation (period, question mark, or exclamation point) 	<ul style="list-style-type: none"> • With additional prompting and support, student will use spaces between words in a sentence. • With additional prompting and support, student will name all ending punctuation (period, question mark, or exclamation point)
1	NA	<ul style="list-style-type: none"> • Student is making limited progress with substantial prompting and support when attempting to use spacing between words in a sentence. • Student is making limited progress with substantial prompting and support to name ending punctuation (period, question mark, or exclamation point) 	<ul style="list-style-type: none"> • Student is making limited progress with substantial prompting and support when attempting to use spacing between words in a sentence. • Student is making limited progress with substantial prompting and support to name or use ending punctuation (period, question mark, or exclamation point)

Math

AREA OF ASSESSMENT: Writes numbers from 0 to 20

Score		Trimester 1	Trimester 2	Trimester 3
4	Student can consistently and independently write numbers . . .	. . . beyond 10.	. . . beyond 20.	. . . beyond 20.
3	Student can consistently and independently write numbers . . .	. . . from 0 to 10.	. . . from 0 to 20.	. . . from 0 to 20.
2	Student can copy numbers . . .	. . . from 0 to 10.	. . . from 0 to 20.	. . . from 0 to 20.
1	Student can trace numbers . . .	. . . from 0 to 10.	. . . from 0 to 20.	. . . from 0 to 20.

AREA OF ASSESSMENT: Count objects and tell how many

Score		Trimester 1	Trimester 2	Trimester 3
4	When given a collection of ____ or more objects, student can consistently demonstrate one to one correspondence in counting objects and identify the correct number of objects.	15	25	25
3	When given a collection of up to ____ objects, student can consistently count objects with one to one correspondence and identify the correct number of objects.	10	20	20
2	With support and prompting , student can count a collection of up to ____ objects with one to one correspondence and may/may not identify the correct number of objects.	10	20	20
1	With support and prompting , student can count a collection of less than ____ objects and may/may not identify the correct number of objects.	10	20	20

AREA OF ASSESSMENT: Compares numbers and say which is more, less, or equal

Score	Trimester 1	Trimester 2	Trimester 3
4	Student can identify whether the number of objects in a group is greater than/less than, or equal to the number of objects in another group (group size more than 10).	Student can identify whether the number of objects in a group is greater than/less than the number of objects in another group and by how many (group size more than 20).	
3	Student can identify whether the number of objects in a group is greater than/less than, or equal to the number of objects in another group (group size to 10).	Student can identify whether the number of objects in a group is greater than/less than, or equal to the number of objects in another group (group size to 20).	
2	With prompting and support , student can compare the number of objects in two groups, identify equal quantities, but has difficulty identifying greater/less than (group size to 10).	With prompting and support student can compare the number of objects in two groups, identify some equal quantities, & some quantities that are greater/less than (group size to 15).	
1	With consistent prompting and support , student has difficulty comparing the number of objects in two groups, identifying equal quantities, and identifying greater/less than.	With consistent prompting & support , student has difficulty comparing the number of objects in 2 groups, identify equal quantities, and identifying greater/less than.	

AREA OF ASSESSMENT: Counts by ones and tens to 100 AND count forward from any number without having to begin with 1

Score	Trimester 1	Trimester 2	Trimester 3
4	<ul style="list-style-type: none"> Student can consistently and independently count beyond 20 by ones. Student can count forward from any given number up to 30 	<ul style="list-style-type: none"> Student can consistently and independently count beyond 50 by ones. Student can count forward from any given number up to 50 or beyond 	<ul style="list-style-type: none"> Student can consistently and independently count beyond 100 by tens and ones. Student can count forward from any given number up to 100 or beyond
3	<ul style="list-style-type: none"> Student can consistently and independently count to 20 by ones. Student can count forward from any given number up to 20 	<ul style="list-style-type: none"> Student can consistently and independently count to 50 by ones. Student can count forward from any given number up to 50 	<ul style="list-style-type: none"> Student can consistently count to 100 by tens and ones. Student can count forward from any given number up to 100
2	<ul style="list-style-type: none"> With prompting and support, student can count to 20 by ones. With prompting and support, student can count forward from any given number up to 15. 	<ul style="list-style-type: none"> With prompting and support, student can count to 50 by ones. With prompting and support, student can count forward from any given number up to 30 	<ul style="list-style-type: none"> With prompting and support, student can count to 100 by tens and ones. With prompting and support, student can count forward from any given number up to at least 50
1	<ul style="list-style-type: none"> With teacher assistance, student can practice counting to 20 by ones. With teacher assistance, student can practice counting forward from a given number up to 10. 	<ul style="list-style-type: none"> With teacher assistance, student can practice counting to 50 by ones. With teacher assistance, student can practice counting forward from a given number up to 20. 	<ul style="list-style-type: none"> With teacher assistance, student can practice counting to 100 by tens and ones. With teacher assistance, student can practice counting forward from a given number up to 30.

AREA OF ASSESSMENT: Understand addition as putting together and adding to & subtraction as taking apart and taking from

Score	Trimester 1	Trimester 2	Trimester 3
4	NA	Student can consistently represent addition/subtraction with objects, fingers, mental images, drawings, sounds (e.g. claps), acting out situations, verbal expressions, or equations beyond 10 or fluently without objects, etc. to 10 .	Student can consistently represent addition/subtraction with objects, fingers, mental images, drawings, sounds (e.g. claps), acting out situations, verbal expressions, or equations beyond 15 or fluently without objects, etc. to 15 .
3	NA	Student can consistently represent addition/subtraction with objects, fingers, mental images, drawings, sounds (e.g. claps), acting out situations, verbal expressions, or equations to 5 .	Student can consistently represent addition /subtraction with objects, fingers, mental images, drawings, sounds (e.g. claps), acting out situations, verbal expressions, or equations to 10 and fluently without objects, etc. to 5 .
2	NA	Student begins to represent addition/subtraction with objects, fingers, mental images, drawings, sounds (e.g. claps), acting out situations, verbal expressions, or equations to 5 .	Student begins to represent addition/subtraction with objects, fingers, mental images, drawings, sounds (e.g. claps), acting out situations, verbal expressions, or equations to 10 .
1	NA	Student requires teacher support to represent addition/subtraction with objects, fingers, mental images, drawings, sounds (e.g. claps), acting out situations, verbal expressions, or equations.	

AREA OF ASSESSMENT: Composes and decomposes numbers / find parts of teen numbers

Score	Trimester 1	Trimester 2	Trimester 3
4	NA	NA	Student can consistently compose and decompose numbers above 19 using more than one approach, i.e. using objects, drawings, and equations.
3	NA	NA	Student can consistently compose and decompose numbers from 11 to 19 using objects, drawings, or equations.
2	NA	NA	With support , student begins to use objects or drawings to compose and decompose numbers up to 11 , using objects, drawings, or equations.
1	NA	NA	Student requires teacher support to demonstrate some understanding and needs prompting to compose and decompose numbers below 11 .

AREA OF ASSESSMENT: Describe and compare measurable attributes (shorter, longer, taller, heavier, lighter)

Score	Trimester 1	Trimester 2	Trimester 3
4	NA	NA	Student can consistently and independently describe and compare measurable attributes (using shorter, longer, taller, heavier, lighter), for more than 2 objects.
3	NA	NA	Student can consistently describe and compare measurable attributes (using shorter, longer, taller, heavier, lighter) between 2 objects.
2	NA	NA	With prompting and support , student can describe and compare measurable attributes (using shorter, longer, taller, heavier, lighter) between 2 objects.
1	NA	NA	With prompting and support , student can describe OR compare measurable attributes (using shorter, longer, taller, heavier, lighter) between 2 objects.

AREA OF ASSESSMENT: Identify and describe shapes (circle, square, rectangle, triangle, hexagon, sphere, cube, cone, cylinder) AND their position

Score	Trimester 1	Trimester 2	Trimester 3
4	NA	Student can consistently identify all shapes listed above, describe the shape's relative position using terms such as above, below, beside, in front of, behind, and next to; describe all the distinguishing characteristics of the shape, and apply concepts to trapezoids, rhombuses, prisms, pyramids, and additional shapes not previously learned in class.	
3	NA	Student can consistently identify all shapes listed above, describe all of the distinguishing characteristics of the shape, and describe the shape's relative position using terms such as above, below, beside, in front of, behind, and next to.	
2	NA	Student can consistently identify 4 to 8 of the shapes listed above, can describe some of the distinguishing characteristics of the shape, and the shape's relative position using some of the terms such as above, below, beside, in front of, behind, and next to.	
1	NA	Student can identify fewer than 4 of the shapes listed above, describe some of the distinguishing characteristics, and inconsistently describe the shape's relative position.	

AREA OF ASSESSMENT: Analyze, compare, sort, and compose new shapes

Score	Trimester 1	Trimester 2	Trimester 3
4	NA	NA	Student can consistently and independently analyze, compare, sort, and compose new shapes using more formal language to describe their similarities, differences, and other attributes.
3	NA	NA	Student can consistently analyze, compare, sort, and compose new shapes using informal language to describe their similarities, differences, other and attributes.
2	NA	NA	With prompting and support , student can analyze, compare, sort, and compose new shapes using informal language to describe their similarities, differences, and other attributes
1	NA	NA	Student has a limited understanding of how to analyze, compare, sort, and compose new shapes.