

Kindergarten Report Card Guide (Rubric)

Please use this rubric to help understand your child's report card more clearly. This rubric can help you to see exactly what your child has to be able to do to get a 1, 2 or 3 on his or her report card. Please keep in mind that this report card is set up for students to "meet the standards" (receive 3's) by the end of kindergarten. Please know that throughout the year 2's mean that your child is progressing toward goals that must be met by the end of kindergarten. Any area where your child has received an ND (not yet determined) or a "1" should be areas for concern. We are asking you to please practice the standards your child needs help with. Thank you for your continued support!

Report Card Standards	ND Not Yet Determined	1 Emerging	2 Progressing	3 Meets Standard
Follow words left to right, top to bottom, page by page	Student does NOT track print left to right, top to bottom or page by page	Student tracks print (1 of the follow ways) from left to right and top to bottom or page by page	Student tracks print (2 of the follow ways) from left to right and top to bottom or page by page	Student consistently tracks print (ALL of the follow ways) from left to right and top to bottom and page by page
Recognizes and produces rhyming words	Student does NOT recognize or produce rhyming words		Student recognizes OR produces rhyming words	Student recognizes AND produces rhyming words
Counts, pronounces, blends and segments syllables	Student does NOT count, pronounce, blend or segment syllables	Student can consistently complete 1 of the following: count, pronounce, blend or segment syllables	Student can consistently complete 2 or 3 of the following: count, pronounce, blend or segment syllables	Student can consistently complete ALL of the following: count, pronounce, blend and segment syllables
Identifies beginning sound in spoken words	Student does NOT identify beginning sounds in spoken words		Student identifies some beginning sounds in spoken words	Student consistently identifies beginning sounds in spoken words
Identifies middle sound in spoken words	Student does NOT identify middle sounds in spoken words		Student identifies some middle sounds in spoken words	Student consistently identifies middle sounds in spoken words
Identifies ending sound in spoken words	Student does NOT identify ending sounds in spoken words		Student identifies some ending sounds in spoken words	Student consistently identifies ending sounds in spoken words
Identifies upper and lower case letters	Student does NOT identify any upper or lower case letters	Student identifies and names 1 - 35 upper or lower case letters	Student identifies and names 36 - 51 upper or lower case letters	Student consistently identifies and names ALL 52 upper and lower case letters

Produces and matches sounds to letters	Student does NOT match or produce appropriate letter sounds	Student produces and matches 1 - 12 sounds to appropriate letters	Student produces and matches 13 - 25 sounds to appropriate letters	Student produces and matches ALL 26 sounds to appropriate letters
Blends sounds to read written words	Student does NOT blend written letters to read words		Student begins to blend written letters to produce words	Student consistently blends written letters to produce words
Answers questions about essential key details in a story	Student does NOT answer questions correctly about essential key elements in texts		Student inconsistently answers questions correctly about key narrative elements in texts	Student consistently answers questions correctly about essential key elements in texts
Correctly writes first and last name	Student does NOT write his or her name		Student writes first name correctly	Student correctly writes first and last name
Capitalize words and use ending punctuation	Student does NOT use capitalization at the beginning of sentences, or punctuation at the end of sentences		Student inconsistently uses capitalization at the beginning of sentences, and punctuation at the end of sentences	Student consistently uses capitalization at the beginning of sentences, and punctuation at the end of sentences
Names ending punctuation	Student does NOT name any ending punctuation	Student identifies 1 of the following period, question mark or exclamation point/mark	Student identifies 2 of the following period, question mark or exclamation point/mark	Student identifies period, question mark and exclamation point/mark
Uses a combination of drawing dictating and writing to compose different types of writing	Student does NOT draw, dictate or write to compose different types of writing	Student draws pictures or dictates different types of writing	Student draws pictures and uses phonetic spelling to label or describe pictures of different types of writing	Student consistently uses phonetically spelled words, phrases or sentences to compose different types of writing
Counts to 100	Student does NOT orally count to the emerging quarter goal	Student can consistently orally count to ____ Q1 ~ 10 Q2 ~ 20 Q3 & Q4 ~ 30	Student can consistently orally count to ____ Q1 ~ 10 - 19 Q2 ~ 20 - 49 Q3 & Q4 ~ 31 - 99	Student can consistently orally count to ____ Q1 ~ 20 Q2 ~ 50 Q3 & Q4 ~ 100
Counts to 100 by 10's	Student can NOT count to 100 by 10's		Student can count by 10's but not to 100	Student can count to 100 by 10's
Identifies numbers 0 - 10	Student identifies 0 numbers	Student identifies 1 - 5 numbers	Student identifies 5 - 10 numbers	Student consistently identifies ALL 11 numbers 0 - 10
Identifies numbers 11 - 20	Student identifies 0 numbers 11 - 20	Student identifies 1 - 5 numbers 11 - 20	Student identifies 5 - 9 numbers 11 - 20	Student consistently identifies ALL 10 numbers 11 - 20
Writes numbers to 20 in correct order	Student cannot write any numbers 0 - 20	Student can write numbers 0 - 5 correctly in order	Student can write numbers 0 - 10 correctly in order	Student can consistently write numbers 0 - 20 correctly in order
Counting and labeling objects up to 20	Student does NOT count sets or write numerals to label sets		Student inconsistently counts sets and writes numerals to label sets from 0 - 20	Student consistently counts sets and writes numerals to label sets from 0 - 20
Compare sets/numbers & identify more than, less than & equal	Student does NOT compare sets or numbers	Student compares sets in only one way (more than, less than, equal to)	Student compares sets in two ways (more than, less than, equal to)	Student consistently compares sets in three ways (more than, less than, equal to)

Counts forward beginning from a given number	Student does NOT count forward from a given number		Student can count from a given number up to 10	Student can count from a given number up to 20
Understands and represents addition as putting together & adding to	Student does NOT understand addition as putting together & adding to			Student understands and represents addition as putting together & adding to
Understands and represents subtraction as taking apart & taking from	Student does NOT understand subtraction as taking apart & taking from			Student understands and represents subtraction as taking apart & taking from
Identifies and describes 2D (square, circle, rectangle, triangle & hexagon)	Student does NOT identify or describe any 2D shapes	Student identifies and describes 1 - 2 shapes	Student identifies and describes 3-4 shapes	Student consistently identifies and describes ALL 5 shapes
Identifies and describes 3D shapes (cube, cylinder, cone & sphere)	Student does NOT identify or describe any 3D shapes	Student identifies and describes 1 - 2 shapes	Student identifies and describes 3 shapes	Student consistently identifies and describes ALL 4 shapes
Compares and orders objects by length, height and weight	Student does NOT compare and order objects by length, height or weight		Student compares and orders objects by two of the following: length, height or weight	Student consistently compares and orders objects by length, height or weight
Sorts objects by similarities and differences	Student does NOT sort objects by similarities & differences		Student is beginning to sort objects by similarities & differences	Student consistently sorts objects by similarities & differences

Q1 through Q4 are used on this report card and rubric. Q1 stands for quarter 1 or the 1st 9 weeks of school. Q2 stands for quarter 2 or the second 9 weeks of school. Q3 stands for quarter 3 or the 3rd 9 weeks of school. Q4 stands for quarter 4 or the last 9 weeks of school.