

## Kindergarten Report Card Standards

|                                 |   |   |
|---------------------------------|---|---|
| General Learner Outcomes (GLOs) | GLO 1: Self Directed Learner                | <p>The ability to be responsible for one's own learning.</p> <p>Works independently and asks for help when needed</p> <p>Organizes workplace and materials</p> <p>Makes productive use of class time</p> <p>Sets Goals</p>  |
| General Learner Outcomes (GLOs) | GLO 2: Community Contributor                | <p>The understanding that it is essential to work together.</p> <p>Participates cooperatively and appropriately with others to achieve shared goals</p> <p>Shows respect and recognizes the feelings of others</p> <p>Follows school and classroom rules</p>  |
| General Learner Outcomes (GLOs) | GLO 3: Complex Thinker                      | <p>The ability to demonstrate critical thinking and problem-solving strategies</p> <p>Uses prior knowledge and experiences to solve problems</p> <p>Explains answers and makes adjustments</p> <p>Solves problems in different ways</p>   |
| General Learner Outcomes (GLOs) | GLO 4: Quality Producer                     | <p>The ability to recognize and produce quality performance and quality products</p> <p>Strives to complete work neatly and correctly</p> <p>Sets and strives toward learning goals</p>   |
| General Learner Outcomes (GLOs) | GLO 5: Effective Communicator               | <p>The ability to communicate effectively</p> <p>Speaks effectively in front of a group</p> <p>Listens attentively to gain understanding</p> <p>Follows directions</p> <p>Contributes effectively through speaking, drawing, and writing</p>  |
| General Learner Outcomes (GLOs) | GLO 6: Effective/Ethical User of Technology | <p>The ability to effectively and ethically use a variety of technologies</p> <p>Uses school materials/tools properly (e.g. books, TV, DVD, computers, art supplies, pencils, scissors, glue, etc.)</p> <p>Explains how technology is used every day</p> <p>Uses various technologies responsibly to find information and create new products</p> |

GLO Ratings: 3= Consistently 2 = Sometimes 1 = Rarely

# CMS Kindergarten, First, Second Grade Report Card Rubric

|   |  |
|---|--|
| 4<br>Expands Grade Level Standards            | Indicates that the student independently and consistently exceeds expectations set for the end of his/her assigned grade level.  |
| 3<br>Meets Grade Level Standards              | Indicates the student consistently meets grade level standards. The student regularly demonstrates proficiency in the majority of the standards for the current grade level. The student, with limited errors, grasps and applies key concepts, processes and skills for the current grade. An * next to a standard indicates that level 3 is the highest level of proficiency possible. |
| 2<br>Progressing Toward Grade Level Standards | Indicates the student is approaching and occasionally meets the standards for the current grade level. The student is beginning to grasp and apply key concepts, processes, and skills for the current grade level.  |
| 1<br>Not Meeting Grade Level Standards        | Indicates the student has not yet met minimum level standards. The student needs more time and experience for concepts, processes and skills to develop.   |
| 0<br>Not Assessed At This Time                | These standards have not been addressed at this time. However, standards will be introduced before the end of the school year.   |

|                                  |                                    |   |
|----------------------------------|------------------------------------|---|
| Reading Standards for Literature | Key Ideas and Details              | With prompting and support...<br>...asks and answers questions about key details in a text.<br>...retells familiar stories, including key details.<br>...identifies characters, settings, and major events in a story.  |
| Reading Standards for Literature | Craft and Structure                | Asks and answers questions about unknown words in a text<br>Recognizes common types of texts (e.g., storybooks, poems).<br>With prompting and support, names the author and illustrator of a story and defines the role of each in telling the story.                         |
| Reading Standards for Literature | Integration of Knowledge and Ideas | With prompting and support...<br>...describes the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).<br>...compares and contrasts the adventures and experiences of characters in familiar stories |

|  |   |  |
|--|---|--|
| Reading Standards for Literature         | Range of Reading and Level of Text Complexity | Actively engages in group reading activities with purpose and understanding.   |
| Reading Standards for Informational Text | Key Ideas and Details                         | With prompting and support...<br>...asks and answers questions about key details in a text.<br>...identifies the main topic and retells key details of a text.<br>...describes the connection between two individuals, events, ideas, or pieces of information in a text.  |
| Reading Standards for Informational Text | Craft and Structure                           | With prompting and support, asks and answers questions about unknown words in a text.<br>Identifies the front cover, back cover, and title page of a book.<br>Names the author and illustrator of a text and defines the role of each in presenting the ideas or information in a text.  |
| Reading Standards for Informational Text | Integration of Knowledge and Ideas            | With prompting and support,<br>...describes the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).<br>...identifies the reasons an author gives to support points in a text.<br>...identifies basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).   |
| Reading Standards for Informational Text | Range of Reading and Level of Text Complexity | Actively engages in group reading activities with purpose and understanding.   |
| Speaking and Listening Standards         | Comprehension and Collaboration               | Participates in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.<br>Follows agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).<br>Continues a conversation through multiple exchanges.<br>Confirms understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood. |

|  |                                     |   |
|--|-------------------------------------|---|
|  |                                     | Asks and answers questions in order to seek help, get information, or clarify something that is not understood.   |
| Speaking and Listening Standards       | Presentation of Knowledge and Ideas | Describes familiar people, places, things, and events and, with prompting and support, provides additional detail.<br>Adds drawings or other visual displays to descriptions as desired to provide additional detail.<br>Speaks audibly and expresses thoughts, feelings, and ideas clearly.  |
| Reading Standards: Foundational Skills | Print Concepts                      | Demonstrates understanding of the organization and basic features of print.<br>Follows words from left to right, top to bottom, and page by page.<br>Recognizes that spoken words are represented in written language by specific sequences of letters.<br>Understands that words are separated by spaces in print.<br>Recognizes and names all upper – and lowercase letters of the alphabet.  |
| Reading Standards: Foundational Skills | Phonological Awareness              | Demonstrates understanding of spoken words, syllables, and sounds (phonemes).<br>Recognizes and produces rhyming words.<br>Counts, pronounces, blends, and segments syllables in spoken words.<br>Blends and segments onsets and rimes of single-syllable spoken words.<br>Isolates and pronounces the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)<br>Adds or substitutes individual sounds (phonemes) in simple, one-syllable words to make new words. |
| Reading Standards: Foundational Skills | Phonics and Word Recognition        | Demonstrates basic knowledge of letter-sound correspondence by producing the primary or most frequent sound for each consonant.<br>Associates the long and short sound with the common spelling (graphemes) for the five major vowels.<br>Reads common high-frequency words by sight ( e.g., the, of, to, you, she, my, is, are, do, does).<br>Distinguishes between similarly spelled words by identifying the sounds of the letters that differ.  |
| Reading Standards: Foundational Skills | Fluency                             | Reads emergent-reader texts with purpose and understanding.   |
| Writing Standards                      | Text Types and Purposes             | Uses a combination of drawing, dictating, and writing<br>...to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book.<br>...to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic  |

|                    |   |   |
|--------------------|---|---|
|                    |   | ...to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.  |
| Writing Standards  | Production and Distribution of Writing  | With guidance and support from adults,<br>... responds to questions and suggestions from peers and adds details to strengthen writing as needed.<br>...explores a variety of digital tools to produce and publish writing, including in collaboration with peers.   |
| Writing Standards  | Research to Build and Present Knowledge | Participates in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).<br>With guidance and support from adults, recalls information from experiences or gathers information from provided sources to answer a question.  |
| Language Standards | Conventions of Standard English         | Demonstrates command of the conventions of standard English grammar and usage when writing or speaking:<br>Prints many upper-and lowercase letters.<br>Uses frequently occurring nouns and verbs.<br>Forms regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).<br>Understands and uses question words (interrogatives) e.g., who, what, where, when, why, how).<br>Uses the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).<br>Produces and expands complete sentences in shared language activities.<br>Demonstrates command of the conventions of standard English capitalization, punctuation, and spelling when writing.:<br>Capitalizes the first word in a sentence and the pronoun I.<br>Recognizes and names end punctuation.<br>Writes a letter or letters for most consonant and short-vowel sounds (phonemes).<br>Spells simple words phonetically, drawing on knowledge of sound-letter relationships. |
| Language Standards | Vocabulary Acquisition and Use          | Determines or clarifies the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content:<br>Identifies new meanings for familiar words and applies them accurately (e.g. knowing duck is a bird and learning the verb to duck).<br>Uses the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word.<br>With guidance and support from adults, explores word relationships and nuances in word meanings:<br>Sorts common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.<br>Demonstrates understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).  |

|                                   |  |   |
|-----------------------------------|--|---|
|                                   |  | <p>Identifies real-life connections between words and their use (e.g., note places at school that are colorful).</p> <p>Distinguishes shades of meaning among verbs describing the same general action (e.g. walk, march, strut, prance) by acting out the meanings.</p> <p>Uses words and phrases acquired through conversations, reading and being read to, and responding to texts.</p>  |
| Kindergarten<br>Social<br>Studies | History  | <p>Explains how people change over time.</p> <p>Explains how seasons change over time.</p> <p>Explains the impact of how life events bring change.</p>  |
| Kindergarten<br>Social<br>Studies | Geography<br>and<br>Environmental<br>Literacy                          | <p>Uses maps to locate places in the classroom, school and home.</p> <p>Uses globes and maps to locate land and water features.</p> <p>Identifies physical features (mountains, hills, rivers, lakes, roads, etc.)</p> <p>Identifies locations in the classroom using positional words (near/far, left/right, above/etc.).</p> <p>Explains how people adapt to weather conditions.</p> <p>Explains ways people use environmental resources to meet basic needs and wants (shelter, food, clothing, etc.).</p> |
| Kindergarten<br>Social<br>Studies | Economics<br>and Financial<br>Literacy                                 | <p>Explains how families have needs and wants</p> <p>Explains how jobs help people meet their needs and wants.</p>  |
| Kindergarten<br>Social<br>Studies | Civics and<br>Governance   | <p>Exemplifies positive relationships through fair play and friendship.</p> <p>Explains why citizens obey rules in the classroom, school, home and neighborhood.</p>  |
| Kindergarten<br>Social<br>Studies | Culture  | <p>Explains similarities in self and others.</p> <p>Explains the elements of culture (how people speak, how people dress, foods they eat, etc.)</p>   |
| Kindergarten<br>Science           | Physical<br>Science:<br>Forces and<br>Motion;<br>Matter<br>Properties, | <p>Understands position and motion of objects and organisms observed in the environment.</p> <p>Understands how objects are described based on physical properties and how they are used.</p>   |

|                          |  |  |
|--------------------------|--|--|
|                          | and Change   |  |
| Kindergarten Science     | Earth Science:<br>Earth Systems, Structures, and Processes   | Understands change and observable patterns of weather.   |
| Kindergarten Science     | Life Science:<br>Structure and Functions of Living Organisms | Compare characteristics of animals and of living and nonliving things.   |
| Counting and Cardinality | Knows number names and the count sequence.                   | Counts to 100 by ones and by tens.<br>Counts forward beginning from a given number within the known sequence<br>Represents a number of objects with a written numeral 0-20.  |
| Counting and Cardinality | Counts to tell the number of objects                         | Understands the relationship between numbers and quantities; connects counting to cardinality.<br>a. When counting objects, says the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.<br>b. Understands that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.<br>c. Understands that each successive number name refers to a quantity that is one larger.<br>Counts to answer--"how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, counts out that many objects. |
| Counting and Cardinality | Compares numbers   | Identifies whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group.<br>Compares two numbers between 1 and 10 presented as written numerals.  |
| Operations and           | Understands addition as                                      | Represents addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.   |

|                                   |   |   |
|-----------------------------------|---|---|
| Algebraic Thinking                | putting together and adding to, and understands subtraction as taking apart and taking from | <p>Solves addition and subtraction word problems, and adds and subtracts within 10, e.g., by using objects or drawings to represent the problem.</p> <p>Decomposes numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and records each decomposition by a drawing or equation (e.g., <math>5 = 2 + 3</math> and <math>5 = 4 + 1</math>).</p> <p>For any number from 1 to 9, finds the number that makes 10 when added to the given number, e.g., by using objects or drawings, and records the answer with a drawing or equation.</p> <p>Fluently adds and subtracts within 5.</p> |
| Number and Operations in Base Ten | Works with numbers 11–19 to gain foundations for place value.                               | Composes and decomposes numbers from 11 to 19 into ten ones and some further ones, e.g., by using objects or drawings, and records each composition or decomposition by a drawing or equation (e.g., $18 = 10 + 8$ ); understands that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.   |
| Measurement and Data              | Describes and compares measurable attributes.   | <p>Describes measurable attributes of objects, such as length or weight. Describes several measurable attributes of a single object.</p> <p>Directly compares two objects with a measurable attribute in common, to see which object has more of/less of the attribute, and describes the difference. For example, directly compare the heights of two children and describe one child as taller/shorter.</p>   |
| Measurement and Data              | Classifies objects and counts the number of objects in each category.                       | Classifies objects into given categories; counts the numbers of objects in each category and sorts the categories by count.   |
| Geometry                          | Identifies and describe shapes (squares, circles,   | <p>Describes objects in the environment using names of shapes, and describes the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to.</p> <p>Correctly names shapes regardless of their orientations or overall size.</p> <p>Identifies shapes as two-dimensional (lying in a plane: "flat") or three-dimensional "solid".</p>   |



|          |   |  |
|----------|---|--|
|          | triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres). |  |
| Geometry | Analyzes, compares, creates, and composes shapes                        | <p>Analyzes and compares two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices (corners) ) and other attributes (e.g., having sides of equal length).</p> <p>Models shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.</p> <p>Composes simple shapes to form larger shapes. For example, "Can you join these two triangles with full sides touching to make a rectangle?"</p> |