

STANDARDS BASED REPORT CARD K-2 RUBRICS

DIVISION OF ACADEMIC SERVICES/SPECIAL PROGRAMS SEPTEMBER 2024

KINDERGARTEN RUBRICS

- English Language Arts
- Mathematics
- Science
- Social Studies
- Physical Education
- Instructional Technology
- Health
- Art
- Music

Kindergarten-ELA Standard Based Report Card Rubric

Language Domain

Foundational Skills: Reading Language

	Identifies introduced lower case letters Identified introduced upper case letters				
Marking Period	1= Needs Support	2= Approaching Standard	3= Meets Standards	4=Exceeds Standard	
1 st	ldentifies 6 or fewer lowercase letters	Identifies 7 to 14 Iowercase letters	Identifies 15 Iowercase letters	Identifies 16 or more Iowercase letters	
2 nd -3 rd	ldentifies 14 or fewer lower AND 14 or fewer upper case letters	Identifies 15-25 Iower AND 15-25 upper case letters	Identifies 26 lower AND upper case letters	Identifies 26 lower AND 26 upper case letters with automaticity	
4 th	Identifies 25 or fewer lower AND 25 or fewer upper case letters	Identifies 26 lower AND upper case letters with some hesitancy	Identifies 26 lower AND upper case letters with automaticity	Identifies 26 lower AND upper case letters with automaticity and recognizes identify consonant graphemes and diagraphs	

	Produces the	eletter sounds of intro	oduced vowels and co	onsonants
Marking	1= Needs Support	2= Approaching	3= Meets	4=Exceeds Standard
Period		Standard	Standards	
1 st -2 nd	Rarely produces the introduced vowel and consonant sounds	Produces introduced vowel and consonant sounds with partial accuracy and inconsistency	Consistently produces introduced vowel and consonant sounds	Consistently produces all vowel and consonant sounds and isolates initial, final and medial sounds
3 rd -4 th	Produces introduced vowel and consonant sounds with partial accuracy and inconsistency	Consistently produces introduced vowel and consonant sounds	Consistently produces all vowel and consonant sounds and isolates initial, final and medial sounds	Can produce and blend sounds including consonant blends

	Applies grade-level phonics and word analysis skills in decoding words				
Marking Period	1= Needs Support	2= Approaching Standard	3= Meets Standards	4=Exceeds Standard	
1 st					
2 nd	Rarely able to decode single syllable words (vc and cvc words)	Inconsistently decodes single syllable words (vc and cvc words) but does so with partial accuracy and inconsistency	Consistently decodes single syllable words (vc and cvc words) correctly	Consistently decodes single syllable words (vc and cvc words) and reads emergent-reader text with sufficient decoding accuracy to support comprehension	
3 rd – 4 th	Inconsistently decodes single syllable words (vc and cvc words) but does so with partial accuracy and inconsistency	Consistently decodes single syllable words (vc and cvc words) correctly	Consistently decodes single syllable words (vc and cvc words) and reads emergent- reader text with sufficient decoding accuracy to support comprehension	Decodes two syllable words and reads with sufficient accuracy to support comprehension	

	Reads introduced high frequency and grade level irregular words					
Marking	1= Needs Support	2= Approaching	3= Meets Standards	4=Exceeds Standard		
Period		Standard				
1 st -2 nd						
3 rd	Accurately reads a few introduced high frequency and irregular spelled words	Accurately reads most introduced high frequency and irregular spelled words	Accurately reads all introduced high frequency and irregular spelled words	Accurately reads all introduced high frequency and irregular spelled words within emergent text with sufficient accuracy to support comprehension		
4 th	Accurately reads some introduced high frequency and irregular spelled words	Accurately reads most introduced high frequency and irregular spelled words	Accurately reads all introduced high frequency and irregular spelled words and reads them within context	Accurately reads high frequency words and irregular spelled words from text above grade level with sufficient accuracy to support comprehension		

Foundational Skills: Writing Language Center

	Forms letters correctly					
Marking	1= Needs Support	2= Approaching	3= Meets Standards	4=Exceeds Standard		
Period		Standard				
	lowercase letters correctly with reference to a	Writes 7 to 14 lowercase letters correctly with reference to a model	letters correctly with reference to a model	Writes 16 or more lowercase letters correctly with reference to a model		
	lower AND 14 or fewer upper case letters correctly with reference to a	Writes 15-25 lower AND 15-25 upper case letters correctly with reference to a model	26 upper case letters	Writes 26 lower AND upper case letters from memory		

Demonstr	Demonstrates command of the conventions of encoding and spelling common, regular, and single- syllable words				
Marking Period	1= Needs Support	2= Approaching Standard	3= Meets Standards	4=Exceeds Standard	
1 st - 2 nd					
3 rd -4 th	Rarely spells vc and cvc words with short vowel sounds accurately	Inconsistently spells vc and cvc words with short vowel sounds accurately	Consistently spells vc and cvc words with short vowel sounds accurately	Consistently spells vc and cvc words with short vowel sounds accurately and is able to spell words using digraphs and double letters	

	Applies conventions of sentence composition				
Marking	1= Needs Support	2= Approaching	3= Meets Standards	4=Exceeds Standard	
Period		Standard			
1 st -3 rd					
4 th	Rarely able to write simple sentences using correct capitalization and end punctuation	Inconsistent in the ability to write simple sentences using correct capitalization and	Consistently able to write simple sentences using correct capitalization and end punctuation	Accurately writes sentences with increasing complexity	
		end punctuation			

Reading Domain

	Asks and answers questions about the texts with support					
Marking	1= Needs	2= Approaching	3= Meets	4=Exceeds Standard		
Period	Support	Standard	Standards			
1 st -4 th	With prompting and support, is unable to ask and answer questions about key details in a literary and informational text	With prompting and support, inconsistently asks and answer questions about key details in a literary and informational text but does so with partial accuracy	With prompting and support, consistently asks and answer questions about key details in a literary and informational text	Without prompting and support, asks and answer questions about key details in a literary and informational text		

	Identifies characters, setting, main idea/topic with prompting and support					
Marking	1= Needs	2= Approaching	3= Meets	4=Exceeds Standard		
Period	Support	Standard	Standards			
1 st – 2 nd						
3 rd -4 th	With prompting and support, s are unable identify the central message and main topic of literary and informational text	With prompting and support, s can occasionally identify the central message and main topic of literary and informational text but do so with partial accuracy or inconsistency	With prompting and support, s can identify the central message and main topic of literary and informational text	Without prompting and support, s can identify the central message and main topic of literary and informational text		

Writing Domain

	Applies conventions of sentence composition					
Marking	1= Needs	2= Approaching	3= Meets	4=Exceeds Standard		
Period	Support	Standard	Standards			
1 st -4 th	 Unable to use a combination of drawing, dictating, and writing to express ideas for different purposes 	 With prompting and support, can occasionally use a combination of drawing, dictating, and writing to express ideas for different purposes but does so with partial accuracy 	 With prompting and support consistently uses a combination of drawing, dictating, and writing to express ideas for different purposes 	 With prompting and support, is able to introduce, develop and provide a conclusion for a topic 		

Particip	Participates in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups				
Marking Period	1= Needs Support	2= Approaching Standard	3= Meets Standards	4=Exceeds Standard	
1 st -4 th	Rarely participates or does not make meaningful contributions to the classroom or group discussions	Occasionally participates and occasionally makes meaningful contributions to classroom or group discussions	Consistently participates and consistently makes meaningful contributions to classroom or group discussion by following agreed upon norms for discussions (e.g., listening to others and taking turns speaking)	Consistently participates and consistently makes meaningful contributions to classroom or group discussion by following agreed upon norms for discussions (e.g., listening to others and taking turns speaking and asking questions to clear up any confusion)	

Speaking and Listening Domain

Mathematics Kindergarten Standard Based Report Card Rubric

Counting and Cardinality

	Counts to 30, 50, 70, and 100 by ones and tens					
Marking Period	1= Needs Support	2= Approaching Standard	3= Meets Standard	4= Exceeds Standard		
1 st	Student is unable or rarely able to rote count numbers 0- 30.	Student is able to rote count numbers 0-30 with some errors.	Student is able to rote count numbers 0-30 correctly.	Student is able to rote count numbers 0-50 correctly.		
2 nd	Student is unable or rarely able to rote count numbers 0- 50.	Student is able to rote count numbers 0-50 with some errors.	Student is able to rote count numbers 0-50 correctly.	Student is able to rote count numbers 0-70 correctly.		
3 rd	Student is unable or rarely able to rote count numbers 0- 70.	Student is able to rote count numbers 0-70 with some errors.	Student is able to rote count numbers 0-70 correctly.	Student is able to rote count numbers 0-100 correctly.		
4 th	Student is unable or rarely able to rote count numbers 0- 100.	Student is able to rote count numbers 0-100 with some errors.	Student is able to rote count numbers 0-100 correctly.	Student is able to rote count numbers over 100 correctly.		

	Counts forward beginning from a number other than 1				
Marking	1= Needs Support	2= Approaching	3= Meets Standard	4= Exceeds Standard	
Period		Standard			
1 st - 4 th	Student is unable to	Student sometimes	Student	Student consistently	
	understand the	understands the	understands the	understands and	
	concept of counting	concept of counting	concept of counting	applies the concept	
	on.	on.	on.	of counting on.	

	Writes numbers from 0-20				
Marking	1= Needs Support	2= Approaching	3= Meets Standard	4= Exceeds Standard	
Period		Standard			
1 st & 2 nd	Student is unable to	Student is able to	Student is able to	Student is able to	
	print numerals 0-10.	print numerals 0-10	print numerals 0-10	print numerals	
		with some errors.	correctly.	above 10 correctly.	
3 rd	Student is unable to	Student is able to	Student is able to	Student is able to	
	print numerals 0-20.	print numerals 0-20	print numerals 0-20	print numerals	
		with some errors.	correctly.	above 20 correctly.	

	Counts to tell the number of objects within 20				
Marking	1= Needs Support	2= Approaching	3= Meets Standard	4= Exceeds Standard	
Period		Standard			
1 st & 2 nd	Student is unable to	Student is	Student is able to	Student is able to	
	demonstrate 1-to-1	sometimes able to	correctly	correctly	
	correspondence	demonstrate 1-to-1	demonstrate 1-to-1	demonstrate 1-to-1	
	when counting	correspondence	correspondence	correspondence	
	objects 1-10.	when counting	when counting	when counting	
		objects 1-10.	objects 1-10.	objects greater than	
				10.	
3 rd & 4 th	Student is unable to	Student is	Student is able to	Student is able to	
	demonstrate 1-to-1	sometimes able to	correctly	correctly	
	correspondence	demonstrate 1-to-1	demonstrate 1-to-1	demonstrate 1-to-1	
	when counting	correspondence	correspondence	correspondence	
	objects 1-20.	when counting	when counting	when counting	
		objects 1-20.	objects 1-20.	objects greater than	
				20.	

Com	Compares the number of objects in two groups by using matching and counting strategies					
Marking	1= Needs Support	2= Approaching	3= Meets Standard	4= Exceeds Standard		
Period		Standard				
1 st , 2 nd & 4 th	Student is unable to compare the number of objects in a group by using matching and counting strategies.	Student is sometimes able to compare the number of objects in a group by using matching and counting strategies.	Student correctly compares the number of objects in a group by using matching and counting strategies.	Student consistently and independently compares the number of objects in a group by using matching and counting strategies.		

	Compares the value of two written numerals between 1 and 10				
Marking	1= Needs Support	2= Approaching	3= Meets Standard	4= Exceeds Standard	
Period		Standard			
1 st & 2 nd	Student is unable to compare two written numerals within 10.	Student is sometimes able to compare two written numerals within 10.	Student correctly compares two written numerals within 10.	Student correctly compares two written numerals greater than 10.	

Operations and Algebraic Thinking

Solves ad	Solves addition and subtraction word problems within 10 by using objects or drawings to represent the problem				
Marking	1= Needs Support	2= Approaching	3= Meets Standard	4= Exceeds Standard	
Period		Standard			
2 nd & 3 rd	Student is unable to solve addition and subtraction word problems within 10 using objects or drawings to represent the problem.	Student is sometimes able to solve addition and subtraction problems within 10 using objects or drawings to represent the problem.	Student is able to solve addition and subtraction problems within 10 using objects or drawings to represent the problem.	Student is able to solve addition and subtraction problems greater than 10 using objects or drawings to represent the problem.	

	Decomposes numbers less than or equal to 10 into pairs in more than one way				
Marking	1= Needs Support	2= Approaching	3= Meets Standard	4= Exceeds Standard	
Period		Standard			
3 rd	Student is unable to	Student is	Student is able to	Student is able to	
	decompose	sometimes able to	decompose	decompose	
	numbers.	decompose	numbers within 10	numbers greater	
		numbers within 10	in more than one	than 10 in more	
		in more than one	way.	than one way.	
		way.			

	Finds the number that makes 10 when added to a given number within 1 to 9				
Marking	1= Needs Support	2= Approaching	3= Meets Standard	4= Exceeds Standard	
Period		Standard			
3 rd	Student is unable to	Student is	Student is able to	Student is able to	
	find the number	sometimes able to	find the number	find the number	
	that makes 10 when	find the number	that makes 10 when	that makes a	
	given a number	that makes 10 when	given a number	number greater	
	from 1 to 9.	given a number	from 1 to 9.	than 10 when given	
		from 1 to 9.		a number from 1 to	
				9.	

	Demonstrat	es accuracy and efficie	ncy for addition within	5
Marking Period	1= Needs Support	2= Approaching Standard	3= Meets Standard	4= Exceeds Standard
2 nd & 3 rd	 Student is unable to demonstrate understanding of addition concepts by: Using objects, fingers, mental strategies, drawings, sounds, acting out situation, verbal explanations, expressions or equations Solving word problems Demonstrating understanding of the relationship between addition and subtraction 	 Student sometimes demonstrates understanding of addition concepts by: Using objects, fingers, mental strategies, drawings, sounds, acting out situation, verbal explanations, expressions or equations Solving word problems Demonstrating understanding of the relationship between addition and subtraction 	Student consistently demonstrates understanding addition concepts by: • Using objects, fingers, mental strategies, drawings, sounds, acting out situation, verbal explanations, expressions or equations • Solving word problems • Demonstrating understanding of the relationship between addition and subtraction	 Student applies concepts of addition to numbers greater than 5 by: Using objects, fingers, mental strategies, drawings, sounds, acting out situation, verbal explanations, expressions or equations Solving word problems Demonstrating understanding of the relationship between addition and subtraction

	Demonstrates accuracy and efficiency for subtraction within 5				
Marking Period	1= Needs Support	2= Approaching Standard	3= Meets Standard	4= Exceeds Standard	
2 nd & 3 rd	 Student is unable to demonstrate understanding of subtraction concepts by: Using objects, fingers, mental strategies, drawings, sounds, acting out situation, verbal explanations, expressions or equations Solving word problems Demonstrating understanding of the relationship between addition and subtraction 	 Student sometimes demonstrates understanding of subtraction concepts by: Using objects, fingers, mental strategies, drawings, sounds, acting out situation, verbal explanations, expressions or equations Solving word problems Demonstrating understanding of the relationship between addition and subtraction 	Student consistently demonstrates understanding of subtraction concepts by: • Using objects, fingers, mental strategies, drawings, sounds, acting out situation, verbal explanations, expressions or equations • Solving word problems • Demonstrating understanding of the relationship between addition and subtraction	Student applies concepts of subtraction from numbers greater than 5, such as: • Using objects, fingers, mental strategies, drawings, sounds, acting out situation, verbal explanations, expressions or equations • Solving word problems • Demonstrating understanding of the relationship between addition and subtraction	

Number and Operations in Base Ten

	Composes and decomposes numbers 11-19 into tens and ones				
Marking Period	1= Needs Support	2= Approaching Standard	3= Meets Standard	4= Exceeds Standard	
3 rd	Student is unable to compose or decompose numbers from 11 to 19 into a group of ten and one(s).	Student is sometimes able to compose or decompose numbers from 11 to 19 into a group of ten and one(s).	Student is able to compose or decompose numbers from 11 to 19 into a group of ten and one(s).	Student is able to consistently compose or decompose numbers from 11 to 19 and greater into group(s) of ten(s) and one(s).	

Measurement

	Describes and compares measurable attributes				
Marking	1= Needs Support	2= Approaching	3= Meets Standard	4= Exceeds Standard	
Period		Standard			
4 th	Student is unable to	Student is	Student is able to	Student is able to	
	describe and	sometimes able to	describe and	describe, compare	
	compare	describe and	compare	and apply	
	measurable	compare	measurable	measurable	
	attributes using	measurable	attributes using	attributes using	
	terms such as	attributes using	terms such as	terms such as	
	length, weight,	terms such as	length, weight,	length, weight,	
	shorter, heavier, etc.	length, weight,	shorter, heavier, etc.	shorter, heavier, etc.	
		shorter, heavier, etc.		to real life	
				situations.	

	Identifies the value of U.S. coins and one-dollar bill					
Marking	1= Needs Support	2= Approaching	3= Meets Standard	4= Exceeds Standard		
Period		Standard				
4 th	Student is unable to identify the value of most U.S. coins and the one-dollar bill.	Student identifies the value of some U.S. coins and the one-dollar bill with some errors.	Student is able to correctly identify the value of all U.S. coins and the one- dollar bill.	Student is able to correctly identify the value of all U.S. coins and the one- dollar bill and uses appropriate notation (e.g. 69¢, \$1).		

Data Literacy

	Classifies, counts and sorts objects into categories				
Marking	1= Needs Support	2= Approaching	3= Meets Standard	4= Exceeds	
Period		Standard		Standard	
2 nd & 4 th	Student is unable to classify, sort and count up to ten objects.	Student is sometimes able to classify, sort and count up to ten objects.	Student is able to classify, sort and count up to ten objects.	Student is consistently able to classify, sort and count more than ten objects.	

Geometry

Describ	Describes objects in the environment using names of shapes and positional words such as above,					
	belo	w, beside, in front of, b	ehind and next to			
Marking	1= Needs Support	2= Approaching	3= Meets Standard	4= Exceeds Standard		
Period		Standard				
4 th	Student is unable to	Student is	Student is able to	Student is		
	describe the shape	sometimes able to	describe the shape	consistently able to		
	and position of	describe the shape	and position of	describe the shape		
	objects in the and position of objects in the and position of					
	environment. objects in the environment. objects in the					
		environment.		environment.		

	Names and describes basic shapes					
Marking	1= Needs Support	2= Approaching	3= Meets Standard	4= Exceeds Standard		
Period		Standard				
4 th	Student is unable to correctly name and describe shapes when the size or orientation is different.	Student is sometimes able to correctly name and describe shapes when the size or orientation is different.	Student is able to correctly name and describe shapes when the size or orientation is different.	Student is able to correctly name and describe shapes when the size or orientation is different in a real life setting.		

	Identifies shapes as 2-D or 3-D				
Marking	1= Needs Support	2= Approaching	3= Meets Standard	4= Exceeds Standard	
Period		Standard			
4 th	Student is unable to	Student is	Student is able to	Student is able to	
	correctly identify 3-	sometimes able to	correctly identify 3-	consistently identify	
	D shapes and	identify 3-D shapes	D shapes and	3-D shapes and	
	distinguish them	and distinguish	distinguish them	distinguish them	
	from 2-D shapes.	them from 2-D	from 2-D shapes.	from 2-D shapes in a	
		shapes.		real life setting.	

	Analyzes, compares, creates and composes shapes				
Marking	1= Needs Support	2= Approaching	3= Meets Standard	4= Exceeds Standard	
Period		Standard			
4 th	Student is unable to	Student is	Student is able to	Student is able to	
	compose simple	sometimes able to	correctly compose	compose simple	
	shapes to form	compose simple	simple shapes to	shapes to form	
	larger shapes.	shapes to form	form larger shapes.	larger shapes with	
	or	larger shapes.	and	creativity and detail.	
	Student is unable to	and	Student is able to	and	
	model shapes seen	Student is	correctly model	Student is able to	
	in the world by	sometimes able to	shapes seen in the	model shapes seen	
	building or drawing.	model shapes seen	world by building or	in the world by	
		in the world by	drawing.	building or drawing	
		building or drawing.		with creativity and	
				detail.	

Science Kindergarten Standard Based Report Card Rubric

Science and Engineering Practice 1: Asks and identifies questions that can be answered by an investigation.	 1= Needs support – Students require significant assistance to accomplish all of the following: Ask guestions based on 	 2= Approaching standard – Students can accomplish at least one of the following with limited assistance: Ask questions based on 	 3= Meets standard – Students can accomplish all of the following: Ask questions based on 	 4= Exceeds standard – In addition to all aspects of (3), students also can accomplish at least one of the following: Ask questions about what
	 Ask questions based on observations to find more information about the natural and/or designed world(s). Ask and/or identify questions that can be answered by an investigation. Define a simple problem that can be solved through the development of a new or improved object or tool. 	 Ask questions based on observations to find more information about the natural and/or designed world(s). Ask and/or identify questions that can be answered by an investigation. Define a simple problem that can be solved through the development of a new or improved object or tool. 	 Ask questions based on observations to find more information about the natural and/or designed world(s). Ask and/or identify questions that can be answered by an investigation. Define a simple problem that can be solved through the development of a new or improved object or tool. 	 Ask questions about what would happen if a variable is changed. Identify scientific (testable) and non-scientific (non-testable) questions. Ask questions that can be investigated and predict reasonable outcomes based on patterns such as cause and effect relationships. Use prior knowledge to describe problems that can be solved. Define a simple design problem that can be solved through the development of an object, tool, process, or system and includes several criteria for success and constraints on materials, time, or cost.

Science and Engineering Practice 2: Uses scientific models to represent relationships, such as size and pattern, in the natural and human- made world (i.e., diagram, drawing, physical replica, diorama, dramatization, or storyboard).	1= Needs support – Students require significant assistance to accomplish all of the following:	2= Approaches the standard – Students can accomplish at least one of the following with limited assistance:	3= Meets the standard – Students can accomplish all of the following:	4= Exceeds the standard – In addition to all aspects of (3), students also can accomplish at least one of the following:
	 Distinguish between a model and the actual object, process, and/or events the model represents. Compare models to identify common features and differences. Develop and/or use a model to represent amounts, relationships, relative scales (bigger, smaller), and/or patterns in the natural and designed world(s). Develop a simple model based on evidence to represent a proposed object or tool. 	 Distinguish between a model and the actual object, process, and/or events the model represents. Compare models to identify common features and differences. Develop and/or use a model to represent amounts, relationships, relative scales (bigger, smaller), and/or patterns in the natural and designed world(s). Develop a simple model based on evidence to represent a proposed object or tool. 	 Distinguish between a model and the actual object, process, and/or events the model represents. Compare models to identify common features and differences. Develop and/or use a model to represent amounts, relationships, relative scales (bigger, smaller), and/or patterns in the natural and designed world(s). Develop a simple model based on evidence to represent a proposed object or tool. 	 Identify limitations of models. Collaboratively develop and/or revise a model based on evidence that shows the relationships among variables for frequent and regular occurring events. Develop a model using an analogy, example, or abstract representation to describe a scientific principle or design solution. Develop and/or use models to describe and/or predict phenomena. Develop a diagram or simple physical prototype to convey a proposed object, tool, or process. Use a model to test cause and effect relationships or interactions concerning the functioning of a natural or designed system.

Science and Engineering Practice 3: Plans and conducts investigations collaboratively, and evaluates different ways of collecting data to best answer a question.	 1= Needs support – Students require significant assistance to accomplish all of the following: With guidance, plan and conduct an investigation 	 2= Approaches the standard – Students can accomplish at least one of the following with limited assistance: With guidance, plan and conduct an investigation in 	 3= Meets the standard – Students can accomplish all of the following: With guidance, plan and conduct an investigation in 	 4= Exceeds the standard – In addition to all aspects of (3), students also can accomplish at least one of the following: Plan and conduct an investigation
	 conduct an investigation in collaboration with peers (for K). Plan and conduct an investigation collaboratively to produce data to serve as the basis for evidence to answer a question. Evaluate different ways of observing and/or measuring a phenomenon to determine which way can answer a question. Make observations (firsthand or from media) and/or measurements to collect data that can be used to make comparisons. Make observations (firsthand or from media) and/or measurements of a proposed object or tool 	 conduct an investigation in collaboration with peers (for K). Plan and conduct an investigation collaboratively to produce data to serve as the basis for evidence to answer a question. Evaluate different ways of observing and/or measuring a phenomenon to determine which way can answer a question. Make observations (firsthand or from media) and/or measurements to collect data that can be used to make comparisons. Make observations (firsthand or from media) and/or measurements of a proposed object or tool or solution to determine if it 	 conduct an investigation in collaboration with peers (for K). Plan and conduct an investigation collaboratively to produce data to serve as the basis for evidence to answer a question. Evaluate different ways of observing and/or measuring a phenomenon to determine which way can answer a question. Make observations (firsthand or from media) and/or measurements to collect data that can be used to make comparisons. Make observations (firsthand or from media) and/or measurements to collect data that can be used to make comparisons. Make observations (firsthand or from media) and/or measurements of a proposed object or tool or solution to determine if it solves a problem or meets a goal. 	 investigation collaboratively to produce data to serve as the basis for evidence, using fair tests in which variables are controlled and the number of trials considered. Evaluate appropriate methods and/or tools for collecting data. Make observations and/or measurements to produce data to serve as the basis for evidence for an explanation of a phenomenon or test a design solution. Make predictions about what would happen if a variable changes. Test two different models of the same
	 or solution to determine if it solves a problem or meets a goal. Make predictions based on prior experiences. 	solves a problem or meets a goal.Make predictions based on prior experiences.	 Make predictions based on prior experiences. 	proposed object, tool, or process to determine which better meets criteria for success.

Science and Engineering Practice 6: Designs or builds a device that solves a specific problem and compares multiple solutions to a problem.	1= Needs support – Students require significant assistance to accomplish all of the following:	2= Approaches the standard – Students can accomplish at least one of the following with limited assistance:	3= Meets the standard – Students can accomplish all of the following:	4= Exceeds the standard – In addition to all aspects of (3), students also can accomplish at least one of the following:
	 Make observations (firsthand or from media) to construct an evidence- based account for natural phenomena. Use tools and/or materials to design and/or build a device that solves a specific problem or a solution to a specific problem. Generate and/or compare multiple solutions to a problem. 	 Make observations (firsthand or from media) to construct an evidence-based account for natural phenomena. Use tools and/or materials to design and/or build a device that solves a specific problem or a solution to a specific problem. Generate and/or compare multiple solutions to a problem. 	 Make observations (firsthand or from media) to construct an evidence- based account for natural phenomena. Use tools and/or materials to design and/or build a device that solves a specific problem or a solution to a specific problem. Generate and/or compare multiple solutions to a problem. 	 Construct an explanation of observed relationships (e.g., the distribution of plants in the back yard). Use evidence (e.g., measurements, observations, patterns) to construct or support an explanation or design a solution to a problem. Identify the evidence that supports particular points in an explanation. Apply scientific ideas to solve design problems. Generate and compare multiple solutions to a problem based on how well they meet the criteria and constraints of the design solution.

Social Studies Kindergarten Standard Based Report Card Rubric

	Describe the connections between individuals, events, ideas, or information					
Marking	1= Needs Support	2= Approaching	3= Meets Standard	4= Exceeds Standard		
Period		Standard				
1 st -4 th	Rarely	Inconsistently	Consistently	Consistently		
	communicates	communicates	communicates	communicates an		
	an	an	an	understanding of		
	understanding of concepts taught	understanding of concepts taught	understanding of concepts taught	concepts taught related to		
	related to	related to	related to	individuals, events,		
	individuals,	individuals,	individuals,	ideas, or		
	events, ideas, or	events, ideas, or	events, ideas, or	information and is		
	information	information	information	able to extend key		
				concepts to real		
				life experiences		

Particip	Participates in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups				
Marking Period	1= Needs Support	2= Approaching Standard	3= Meets Standards	4=Exceeds Standard	
1 st -4 th	Rarely participates or does not make meaningful contributions to the classroom or group discussions	Inconsistently participates and occasionally makes meaningful contributions to classroom or group discussions	Consistently participates and consistently makes meaningful contributions to classroom or group discussion by following agreed upon norms for discussions (e.g., listening to others and taking turns speaking)	Consistently participates and consistently makes meaningful contributions to classroom or group discussion by following agreed upon norms for discussions (e.g., listening to others and taking turns speaking and asking questions to clear up any confusion)	

Physical Education Kindergarten Standard Based Report Card Rubric

Physical Education

De	monstrates understand	ding of concepts and ap	oplication of skills.	
Marking	1= Needs Support	2= Approaching	3= Meets Standard	4= Exceeds Standard
Period		Standard		
1 st -4 th	Student rarely	Student is beginning	Student understands	Student understands
	performs movement	to perform	how to perform	and consistently
	skills with	movement skills	movement skills	performs movement
	developmentally	with	with	skills with
	appropriate control	developmentally	developmentally	developmentally
	in isolated settings.	appropriate control	appropriate control	appropriate control
	The student is	in isolated settings.	in isolated settings.	in isolated settings.
	unable to identify	The student is	The student	The student
	body planes/parts,	learning how to	identifies body	consistently
	differentiate	identify body	planes/parts,	identifies body
	between	planes/parts,	differentiates	planes/parts,
	competitive and	differentiate	between	differentiates
	cooperative	between	competitive and	between
	strategies.	competitive and	cooperative	competitive and
		cooperative	strategies most of	cooperative
		strategies.	the time.	strategies.

Participates in classroom discussions and activities related to content area.					
Marking	1= Needs Support	2= Approaching	3= Meets Standard	4= Exceeds Standard	
Period		Standard			
1 st -4 th	Student rarely participates in class discussions and activities.	Student sometimes participates in class discussions and activities.	Student consistently participates in class discussions and activities.	Student acts as a role model for participating in class discussions and activities.	

Instructional Technology Kindergarten Standard Based Report Card Rubric

De	Demonstrates understanding of concepts and application of skills.					
Marking	1= Needs Support	2= Approaching	3= Meets Standard	4= Exceeds Standard		
Period		Standard				
1 st	Student rarely	Student is beginning	Student	Student understands		
	applies the	to apply the	understands and	and consistently		
	fundamentals of	fundamentals of	applies the	applies the		
	Instructional	Instructional	fundamentals of	fundamentals of		
	Technology. The	Technology. The	Instructional	Instructional		
	student is unable to	student is learning	Technology. The	Technology. The		
	identify parts of a	how to identify parts	student identifies	student consistently		
	computer or to	of a computer or to	parts of a computer	identifies parts of a		
	block code.	block code.	or block codes.	computer or block		
				codes.		

De	Demonstrates understanding of concepts and application of skills.					
Marking	1= Needs Support	2= Approaching	3= Meets Standard	4= Exceeds Standard		
Period		Standard				
2 nd	Student rarely	Student is beginning	Student	Student understands		
	applies the	to apply the	understands and	and consistently		
	fundamentals of	fundamentals of	applies the	applies the		
	Instructional	Instructional	fundamentals of	fundamentals of		
	Technology. The	Technology. The	Instructional	Instructional		
	student is unable to	student is learning	Technology. The	Technology. The		
	use a mouse or to	how to use a mouse	student uses a	student consistently		
	block code.	or to block code.	mouse or block	uses a mouse or		
			codes.	block codes.		

De	Demonstrates understanding of concepts and application of skills.					
Marking	1= Needs Support	2= Approaching	3= Meets Standard	4= Exceeds Standard		
Period		Standard				
3 rd	Student rarely	Student is beginning	Student	Student understands		
	applies the	to apply the	understands and	and consistently		
	fundamentals of	fundamentals of	applies the	applies the		
	Instructional	Instructional	fundamentals of	fundamentals of		
	Technology. The	Technology. The	Instructional	Instructional		
	student is unable to	student is learning	Technology. The	Technology. The		
	type words on a	how to type words	student types	student consistently		
	keyboard or to	on a keyboard or to	words on a	types words on a		
	block code.	block code.	keyboard or block	keyboard or block		
			codes.	codes.		

De	Demonstrates understanding of concepts and application of skills.					
Marking	1= Needs Support	2= Approaching	3= Meets Standard	4= Exceeds Standard		
Period		Standard				
4 th	Student rarely applies the fundamentals of Instructional Technology. The student is unable to safely surf the internet on a computer or to block code.	Student is beginning to apply the fundamentals of Instructional Technology. The student is learning to safely surf the internet on a computer or to block code.	Student understands and applies the fundamentals of Instructional Technology. The student safely surfs the internet on a computer or block codes.	Student understands and consistently applies the fundamentals of Instructional Technology. The student consistently and safely surfs the internet on a computer or block codes.		

	Participates in classroom discussions and activities related to content area.					
Marking Period	1= Needs Support	2= Approaching Standard	3= Meets Standard	4= Exceeds Standard		
1 st -4 th	Student rarely participates in class discussions and activities.	Student sometimes participates in class discussions and activities.	Student consistently participates in class discussions and activities.	Student acts as a role model for participating in class discussions and activities.		

Health

Kindergarten Standard Based Report Card Rubric

Health

Dei	Demonstrates understanding of concepts and application of skills.					
Marking	1= Needs Support	2= Approaching	3= Meets	4= Exceeds		
Period		Standard	Standard	Standard		
1 st -4 th	Student rarely	Student is beginning to	Student	Student		
	communicates an	communicate an	understands the	understands and		
	understanding of the	understanding of the	concepts of	applies the		
	concepts of health,	concepts of health,	health, wellness,	concepts of health,		
	wellness, organs and	wellness, organs and	organs and	wellness, organs		
	nutrition.	nutrition.	nutrition.	and nutrition.		

	Participates in classroom discussions and activities related to content area.					
Marking Period	1= Needs Support	2= Approaching Standard	3= Meets Standard	4= Exceeds Standard		
1 st -4 th	Student rarely participates in class discussions and activities.	Student sometimes participates in class discussions and activities.	Student consistently participates in class discussions and activities.	Student acts as a role model for participating in class discussions and activities.		

Art Kindergarten Standard Based Report Card Rubric

De	Demonstrates understanding of concepts and application of skills.					
Marking	1= Needs Support	2= Approaching	3= Meets Standard	4= Exceeds Standard		
Period		Standard				
1 st	Student rarely creates lines to form shapes and rarely uses tools appropriate to the production of work in art in a variety of art media.	Student is beginning to create lines to form shapes and is learning how to use tools appropriate to the production of works of art in a variety of art media.	Student understands and uses lines to form shapes. The student uses the tools appropriate to the production of a work of art in a variety of art media most of the time.	Student understands and consistently uses lines to form shapes. The student consistently uses tools appropriate to the production of a work of art in a variety of art media.		

De	Demonstrates understanding of concepts and application of skills.					
Marking	1= Needs Support	2= Approaching	3= Meets Standard	4= Exceeds Standard		
Period		Standard				
2 nd	Student rarely	Student is beginning	Student designs	Student understands		
	designs lines,	to designs lines,	lines, shapes and	and consistently		
	shapes and colors	shapes and colors in	colors in the	designs lines, shapes		
	in the creation of	the creation of	creation of stamp	and colors in the		
	stamp print and	stamp print and is	print. The student	creation of stamp		
	rarely uses tools	learning how to use	uses the tools	print. The student		
	appropriate to the	tools appropriate to	appropriate to the	consistently uses		
	production of work	the production of	production of a	tools appropriate to		
	in art in a variety of	works of art in a	work of art in a	the production of a		
	art media.	variety of art media.	variety of art media	work of art in a		
			most of the time.	variety of art media.		

Demonstrates understanding of concepts and application of skills.				
Marking	1= Needs Support	2= Approaching	3= Meets Standard	4= Exceeds Standard
Period		Standard		
3 rd	Student rarely manipulates art media for the creation of sculptures and rarely uses tools appropriate to the production of work in art in a variety of art media.	Student is beginning to manipulate art media for the creation of sculptures and is learning how to use tools appropriate to the production of works of art in a variety of art media.	Student manipulates art media for the creation of sculptures. The student uses the tools appropriate to the production of a work of art in a variety of art media most of the time.	Student consistently manipulates art media for the creation of sculptures. The student consistently uses tools appropriate to the production of a work of art in a variety of art media.

Demonstrates understanding of concepts and application of skills.				
Marking	1= Needs Support	2= Approaching	3= Meets Standard	4= Exceeds Standard
Period		Standard		
4 th	Student rarely manipulates art media for the creation of collages or paintings and rarely uses tools appropriate to the production of work in art in a variety of art media.	Student is beginning to manipulate art media for the creation of collages or paintings and is learning how to use tools appropriate to the production of works of art in a variety of art media.	Student manipulates art media for the creation of collages or paintings. The student uses the tools appropriate to the production of a work of art in a variety of art media most of the time.	Student consistently manipulates art media for the creation of collages or paintings. The student consistently uses tools appropriate to the production of a work of art in a variety of art media.

Participates in classroom discussions and activities related to content area.				
Marking	1= Needs Support	2= Approaching	3= Meets Standard	4= Exceeds Standard
Period		Standard		
1 st -4 th	Student rarely participates in class discussions and activities.	Student sometimes participates in class discussions and activities.	Student consistently participates in class discussions and activities.	Student acts as a role model for participating in class discussions and activities.

Music

Kindergarten Standard Based Report Card Rubric

Music

Demonstrates understanding of concepts and application of skills.				
Marking	1= Needs Support	2= Approaching	3= Meets Standard	4= Exceeds Standard
Period		Standard		
1 st	Student rarely analyzes the structure and context of varied musical works (fast and slow tempo, steady beat, echo, clap, etc.).	Student is beginning to analyze the structure and context of varied musical works (fast and slow tempo, steady beat, echo, clap, etc.).	Student understands and analyzes the structure and context of varied musical works (fast and slow tempo, steady beat, echo, clap, etc.).	Student consistently analyzes the structure and context of varied musical works (fast and slow tempo, steady beat, echo, clap, etc.).

Demonstrates understanding of concepts and application of skills.				
Marking Period	1= Needs Support	2= Approaching Standard	3= Meets Standard	4= Exceeds Standard
2 nd	Student rarely explores, organizes or records musical ideas.	Student is beginning to explore, organize or record musical ideas.	Student explores, organizes or records musical ideas.	Student consistently explores, organizes or records musical ideas.

Demonstrates understanding of concepts and application of skills.						
Marking	1= Needs Support	2= Approaching	3= Meets Standard	4= Exceeds Standard		
Period		Standard				
3 rd - 4 th	Student rarely demonstrate knowledge of musical contrast, expressive qualities or rehearses/performs music with expression.	Student is beginning to demonstrate knowledge of musical contrast, expressive qualities or is beginning to rehearses/performs music with expression.	Student demonstrates knowledge of musical contrast, expressive qualities or rehearses/performs music with expression.	Student consistently student demonstrates knowledge of musical contrast, expressive qualities or rehearses/performs music with expression.		
Participates in classroom discussions and activities related to content area.						
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Marking	1= Needs Support	2= Approaching	3= Meets Standard	4= Exceeds Standard		
Period		Standard				
1 st -4 th	Student rarely participates in class discussions and activities.	Student sometimes participates in class discussions and activities.	Student consistently participates in class discussions and activities.	Student acts as a role model for participating in class discussions and activities.		

FIRST GRADE RUBRICS

- English Language Arts
- Mathematics
- Science
- Social Studies
- Physical Education
- Instructional Technology
- Health
- Art
- Music

First Grade- ELA Standard Based Report Card Rubric

	Know and apply grad	le level phonics and wo	rd analysis skills in deco	oding words
Marking	1= Needs Support	2= Approaching	3= Meets Standards	4=Exceeds Standard
Period		Standard		
1 st -2 nd	Unable or rarely able to decode regularly spelled one-syllable words	Inconsistently able to decode regularly spelled one-syllable words	Consistently able to decode regularly spelled one-syllable words	Consistently able to decode regularly spelled one-syllable and beginning to spell two syllable words
3 rd -4 th	Unable or rarely able to decode two syllable words by breaking words into syllables	Inconsistently able to decode two syllable words by breaking words into syllables	Consistently able to decode two syllable words by breaking words into syllables	Unable to read above grade level irregular spelled words

	Reads grade level text with fluency							
Marking Period	1= Needs Support	2= Approaching Standard	3= Meets Standards	4=Exceeds Standard				
1 st -4 th	 Rarely reads grade level text Reads with insufficient accuracy and fluency that hinders comprehension 	 Inconsistently reads grade level text with understanding Reading contains inappropriate accuracy rate and expression that compromises comprehension Inconsistently uses context to confirm meaning and seldom self corrects or rereads for understanding 	 Consistently reads grade level text with purpose and understanding Reads grade level text orally with accuracy, appropriate rate, and expression Uses context to confirm meaning and self- corrects, rereading when necessary 	 Consistently reads text above grade level with purpose and understanding Reads text above grade level orally with accuracy, appropriate rate, and expression When reading text above grade level, uses context to confirm or self- correct word recognition, rereading when necessary 				

	Reads high frequency and irregular spelled words						
Marking	1= Needs Support	2= Approaching	3= Meets Standards	4=Exceeds Standard			
Period		Standard					
	few introduced high frequency AND	frequency AND	Accurately reads all introduced high frequency AND irregular spelled words	Recognizes and reads above grade level high frequency AND irregular spelled words with automaticity			

Foundational Skills: Writing Language

	Demonstrates command of the conventions of writing								
Marking	1= Needs Support	2= Approaching	3= Meets Standards	4=Exceeds Standard					
Period		Standard							
1 st -4 th	 Rarely able to write upper and lower case alphabets from memory 	 Inconsistent in the ability to write upper and lower case alphabets from memory 	 Consistently able to write upper and lower case alphabets from memory 	 Writes the most common letters or letter groups for each phoneme 					
	 Unable to write a letter or letter group for each phoneme 	 Inconsistently able to write a letter or letter group for each phoneme 	 Consistently able to write a letter or letter group for each phoneme 						

Demonst	Demonstrates command of the conventions of encoding and spelling common, regular, and single syllable words								
Marking Period	1= Needs Support	2= Approaching Standard	3= Meets Standards	4=Exceeds Standard					
1 st -2 nd	Rarely encodes short vowels and single consonants	Inconsistently encodes some short vowels and single consonants	Consistently encodes short vowels and single consonants	Consistently encodes the most common graphemes (letter or letter groups for each phoneme)					
3 rd -4 th	 Rarely encodes consonant graphemes including qu, x, and ck digraphs and doubled letters Rarely encodes initial and final consonant blends Rarely able to spell cvc words accurately 	 Inconsistently encodes consonant graphemes including qu, x, and ck digraphs and doubled letters Inconsistently encodes initial and final consonant blends Inconsistently able to spell cvc words accurately 	 Consistently encodes consonant graphemes including qu, x, and ck digraphs and doubled letters Consistently encodes initial and final consonant blends Consistently able to spell cvc words accurately 	 Consistently encodes position-based patterns (ch, - tch, k, -ck, -ge, - dge) Consistently encodes complex consonants blends (scr, str, squ) Consistently able to spell above grade level words accurately 					

	Demonstrates command and use of the conventions of writing							
Marking	1= Needs Support	2= Approaching	3= Meets Standards	4=Exceeds				
Period		Standard		Standard				
1 st -4 th	Rarely supplies the: "who,""is doing,""what ," in a subject- verb-object sentence frame	Inconsistently supplies the: "who,""is doing,""what," in a subject-verb- object sentence frame	Consistently writes sentences with increasing complexity	With assistance, links sentences into a cohesive paragraph				

Uses punctuation appropriately							
Marking	1= Needs Support	2= Approaching	4=Exceeds				
Period		Standard		Standard			
1 st -4 th	Rarely applies question marks and exclamation points to statements, questions, commands, and exclamations	Inconsistently applies question marks and exclamation points to statements, questions, commands, and exclamations	Consistently applies question marks and exclamation points to statements, questions, commands, and exclamations	Uses punctuation appropriately, punctuating dates, abbreviations, greetings and closings, initials, important words in a title and items in a list			

	Uses capitalization appropriately							
Marking	1= Needs Support	2= Approaching	3= Meets Standards	4=Exceeds				
Period		Standard		Standard				
1 st -4 th	Rarely capitalizes the first word of a sentence, days of the week, months, names of people and proper names	Inconsistently capitalizes the first word of a sentence, days of the week, months, names of people and proper names	Consistently capitalizes the first word of a sentence, days of the week, months, names of people and proper names	Standard Consistently uses capitalization appropriately and capitalizes holidays, product names and geographic names				

Reading Domain

As	Asks and answers questions about key details in literary and informational text (e.g., who, what, where, when, why, and how)							
Marking	1= Needs Support	2= Approaching	3= Meets Standards	4=Exceeds				
Period		Standard		Standard				
1 st -4 th	Rarely able to ask and answer questions about key details in a literary and informational text	Inconsistently asks and answers questions about key details in a literary and informational text but does so with partial accuracy	Consistently asks and answers questions to demonstrate understanding of key details in literary and informational text	Consistently asks and answers questions to demonstrate understanding of key details in literary and informational text, referring explicitly to the text as the basis for the answers				

Detern	Determine the central message/main topic and retell a sequence or series of events (e.g., who, what, where, when, why, and how)							
Marking	1=	Needs Support	2=	Approaching	3=	= Meets Standards	4=	=Exceeds
Period			St	andard			St	andard
1 st -4 th	•	Retell lacks accuracy, showing significant misunderstand- ing of the text Struggles to identify the central message and main topic of both literary and informational text	•	Inconsistently retells a text accurately Identifies the central message and main topic of literary and informational text but does so with partial accuracy or inconsistency	•	Consistently retells a sequence or series of events in a text, showing thorough comprehension Accurately identifies the central message and main topic of literary and informational text	•	Consistently retells a text and explains how the details support the central message or main topic

Writing Domain

	Writes to express ideas for different purposes							
Marking	1= Needs Support	2= Approaching	3= Meets Standards	4=Exceeds				
Period		Standard		Standard				
1 st -4 th	With prompts and support, is rarely able to write to express ideas for different purposes	With prompts and support, is inconsistently able to write to express ideas for different purposes	With prompts and support, is consistently able to write to express ideas for different purposes	With support consistently introduces, develops, and provides a conclusion when writing to express ideas for different purposes				

Participa	Participates in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups				
Participa Marking Period 1 st -4 th			 and larger groups 3= Meets Standards Consistently participates in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups Consistently follows agreed- upon norms for discussions, build on others' talk in conversations by linking their explicit comments to the remarks of others, and asks for clarification 	 4=Exceeds Standard Consistently participates in collaborative conversations with diverse partners about above grade level topics and texts with peers and adults in small and larger groups Consistently follows agreed-upon norms for discussions, ask questions to check understanding of information presented, stay on topic, 	
		conversations	the remarks of others, and asks	of information presented,	

Speaking and Listening Domain

Mathematics Grade 1 Standard Based Report Card Rubric

Operations and Algebraic Thinking

	Uses addition within 20 to solve word problems				
Marking	1= Needs Support	2= Approaching	3= Meets Standard	4= Exceeds Standard	
Period		Standard			
1 st & 2 nd	Student is unable to solve addition problems within 20 using objects or drawings to represent the problem.	Student is sometimes able to solve addition problems within 20 using objects or drawings to represent the problem.	Student is able to solve addition problems within 20 using objects or drawings to represent the problem.	Student is able to solve addition problems greater than 20 using objects or drawings to represent the problem.	

	Uses subtraction within 20 to solve word problems				
Marking Period	1= Needs Support	2= Approaching Standard	3= Meets Standard	4= Exceeds Standard	
1 st & 2 nd	Student is unable to solve subtraction problems within 20 using objects or drawings to represent the problem.	Student is sometimes able to solve subtraction problems within 20 using objects or drawings to represent the problem.	Student is able to solve subtraction problems within 20 using objects or drawings to represent the problem.	Student is able to solve subtraction problems greater than 20 using objects or drawings to represent the problem.	

	Solves addition word problems within 20 using three addends				
Marking Period	1= Needs Support	2= Approaching Standard	3= Meets Standard	4= Exceeds Standard	
2 nd	Student is unable to solve addition problems within 20 with three addends.	Student is sometimes able to solve addition problems within 20 with three addends.	Student is able to solve addition problems within 20 with three addends.	Student is able to solve addition problems greater than 20 with three addends.	

	Applies properties of operations as strategies to add and subtract				
Marking	1= Needs Support	2= Approaching	3= Meets Standard	4= Exceeds Standard	
Period		Standard			
1 st & 2 nd	Student is unable to	Student is	Student is able to	Student is able to	
	apply properties of	sometimes able to	apply properties of	apply properties of	
	operations to solve	apply properties of	operations to solve	operations to solve	
	addition and	operations to solve	addition and	addition and	
	subtraction	addition and	subtraction	subtraction	
	problems within 20.	subtraction	problems within 20.	problems greater	
		problems within 20.		than 20.	

	Understands subtraction as an unknown addend problem				
Marking	1= Needs Support	2= Approaching	3= Meets Standard	4= Exceeds Standard	
Period		Standard			
1 st & 2 nd	Student is unable to	Student is	Student is able to	Student is able to	
	find the missing	sometimes able to	find the missing	find the missing	
	addend within 10 to	find the missing	addend within 10 to	addend with	
	solve subtraction	addend within 10 to	solve subtraction	numbers greater	
	problems.	solve subtraction	problems.	than 10 to solve	
		problems.		subtraction	
				problems.	

	Relates counting to addition and subtraction					
Marking	1= Needs Support	2= Approaching	3= Meets Standard	4= Exceeds Standard		
Period		Standard				
1 st , 2 nd	Student is unable to	Student is	Student is able to	Student is able to		
& 4 th	relate counting on	sometimes able to	relate counting on	relate counting on		
	and counting	relate counting on	and counting	and counting		
	backward to	and counting	backward to	backward to		
	addition and	backward to	addition and	addition and		
	subtraction within	addition and	subtraction within	subtraction with		
	20.	subtraction within	20.	numbers greater		
		20.		than 20.		

	Adds within 10 with accuracy and efficiency				
Marking	1= Needs Support	2= Approaching	3= Meets Standard	4= Exceeds Standard	
Period		Standard			
1 st & 2 nd	Student is unable to add fluently within 10.	Student is sometimes able to add fluently within 10.	Student is able to add fluently within 10.	Student is able to add fluently numbers greater than 10.	

	Subtracts within 10 with accuracy and efficiency				
Marking	1= Needs Support	2= Approaching	3= Meets Standard	4= Exceeds Standard	
Period		Standard			
1 st & 2 nd	Student is unable to subtract fluently within 10.	Student is sometimes able to subtract fluently	Student is able to subtract fluently within 10.	Student is able to subtract fluently from a number	
		within 10.		greater than 10.	

	Adds within 20 utilizing strategies					
Marking	1= Needs Support	2= Approaching	3= Meets Standard	4= Exceeds Standard		
Period		Standard				
1 st & 2 nd	Student is unable to	Student is	Student is able to	Student is able to		
	add sums to 20	sometimes able to	add sums to 20	add sums greater		
	using strategies such	add sums to 20	using strategies such	than 20 using		
	as making ten,	using strategies such	as making ten,	strategies such as		
	counting on,	as making ten,	counting on,	making ten,		
	composing and	counting on,	composing and	counting on,		
	decomposing.	composing and	decomposing.	composing and		
		decomposing.		decomposing.		

	Subtracts within 20 utilizing strategies				
Marking	1= Needs Support	2= Approaching	3= Meets Standard	4= Exceeds Standard	
Period		Standard			
1 st & 2 nd	Student is unable to	Student is	Student is able to	Student is able to	
	subtract with a	sometimes able to	subtract with a	subtract with a	
	minuend of 20 using	subtract with a	minuend of 20 using	minuend greater	
	strategies such as	minuend of 20 using	strategies such as	than 20 using	
	making ten,	strategies such as	making ten,	strategies such as	
	counting on,	making ten,	counting on,	making ten,	
	composing and	counting on,	composing and	counting on,	
	decomposing.	composing and	decomposing.	composing and	
		decomposing.		decomposing.	

	Determines if addition and subtraction equations within 20 are true or false				
Marking	1= Needs Support	2= Approaching	3= Meets Standard	4= Exceeds Standard	
Period		Standard			
1 st & 2 nd	Student is unable to	Student is	Student is able to	Student is able to	
	determine if	sometimes able to	determine if	determine if	
	addition and	determine if	addition and	addition and	
	subtraction	addition and	subtraction	subtraction	
	equations within 20	subtraction	equations within 20	equations with	
	are true or false.	equations within 20	are true or false.	numbers greater	
		are true or false.		than 20 are true or	
				false.	

	Determines the unknown whole number in an equation in any position					
Marking	1= Needs Support	2= Approaching	3= Meets Standard	4= Exceeds		
Period		Standard		Standard		
2 nd	Student is unable or to	Student is sometimes	Student is able to	Student is able to		
	determine the	able to determine	determine the	determine the		
	unknown whole	the unknown whole	unknown whole	unknown whole		
	number in any	number in any	number in any	number in any		
	position to solve	position to solve	position to solve	position to solve		
	addition and	addition and	addition and	addition and		
	subtraction equations	subtraction	subtraction	subtraction		
	within 20.	equations within 20.	equations within	equations with		
			20.	numbers greater		
				than 20.		

Number and Operations in Base Ten

	Counts, sequences, reads, writes and represents numbers correctly to 120				
Marking	1= Needs Support	2= Approaching	3= Meets Standard	4= Exceeds Standard	
Period		Standard			
2 nd , 3 rd & 4 th	Student is unable to count, sequence, read, write and represent numbers correctly to 120.	Student is sometimes able to count, sequence, read, write and represent numbers correctly to 120.	Student is able to count, sequence, read, write and represent numbers correctly to 120.	Student is able to correctly count, sequence, read, write and represent numbers greater than 120.	

	Understands place value using tens and ones				
Marking Period	1= Needs Support	2= Approaching Standard	3= Meets Standard	4= Exceeds Standard	
2 nd , 3 rd & 4 th	Student is unable to compose and decompose numbers to 99 in order to identify the value of the number in the tens and ones place.	Student is sometimes able to compose and decompose numbers to 99 in order to identify the value of the number in the tens and ones place.	Student is able to compose and decompose numbers to 99 in order to identify the value of the number in the tens and ones place.	Student is able to compose and decompose numbers greater than 99 in order to identify the value of the number in the tens and ones place.	

	Uses place value to compare numbers			
Marking	1= Needs Support	2= Approaching	3= Meets Standard	4= Exceeds Standard
Period		Standard		
3 rd	Student is unable to record comparisons of 2-digit numbers using >, =, <.	Student is sometimes able to record comparisons of 2-digit numbers using >, =, <.	Student is able to record comparisons of 2-digit numbers using >, =, <.	Student is able to record comparisons of 3-digit numbers using >, =, <.

	Uses place value strategies to add within 100				
Marking	1= Needs Support	2= Approaching	3= Meets Standard	4= Exceeds Standard	
Period		Standard			
3 rd	Student is unable to	Student is	Student is able to	Student is able to	
	add a 2-digit	sometimes able to	add a 2-digit	add a 2-digit	
	number and 1-digit	add a 2-digit	number and 1-digit	number and 1 digit	
	number or a 2-digit	number and 1-digit	number and a 2-	number and a 2-	
	number and a	number and a 2-	digit number and a	digit number and a	
	multiple of 10 within	digit number and a	multiple of 10 within	multiple of 10 with	
	100 using place	multiple of 10 within	100 using place	sums greater than	
	value strategies.	100 using place	value strategies.	100 using place	
		value strategies.		value strategies.	

	Mentally finds 10 more or 10 less				
Marking Period	1= Needs Support	2= Approaching Standard	3= Meets Standard	4= Exceeds Standard	
3 rd	Student is unable to mentally find 10 more or 10 less than a 2-digit number without having to count.	Student is sometimes able to mentally find 10 more or 10 less than a 2-digit number without having to count.	Student is able to mentally find 10 more or 10 less than a 2-digit number without having to count.	Student is able to mentally find 10 more or 10 less than a 3-digit number without having to count.	

	Subtracts multiples of 10				
Marking	1= Needs Support	2= Approaching	3= Meets Standard	4= Exceeds Standard	
Period		Standard			
3 rd	Student is unable to	Student is	Student is able to	Student is able to	
	use place value	sometimes able to	use place value	use place value	
	strategies and	use place value	strategies and	strategies and	
	concrete models to	strategies and	concrete models to	concrete models to	
	subtract 10 from a	concrete models to	subtract 10 from a	subtract 10 from a	
	multiple of 10 within	subtract 10 from a	multiple of 10 within	multiple of 10 with	
	100.	multiple of 10 within	100.	numbers greater	
		100.		than 100.	

Measurement

	Orders three objects by length				
Marking	1= Needs Support	2= Approaching	3= Meets Standard	4= Exceeds Standard	
Period		Standard			
4 th	Student is unable	Student is	Student is able to	Student is able to	
	able to order three	sometimes able to	order three objects	order more than	
	objects by length	order three objects	by length and use	three objects by	
	and use	by length and use	comparative	length and use	
	comparative	comparative	language to describe	comparative	
	language to describe	language to describe	relationships.	language to describe	
	relationships.	relationships.		relationships.	

	Measures length using non-standard units of measurement				
Marking	1= Needs Support	2= Approaching	3= Meets Standard	4= Exceeds Standard	
Period		Standard			
4 th	Student is unable or rarely able to use multiple copies of an object to measure the length of another object.	Student is sometimes able to use multiple copies of an object to measure the length of another object.	Student is able to use multiple copies of an object to measure the length of another object.	Student is able to compare and describe the relationship of the unit and the larger object using descriptive language to illustrate the model.	

Tells and writes time to the hour and half hour				
Marking	1= Needs Support	2= Approaching	3= Meets Standard	4= Exceeds Standard
Period		Standard		
4 th	Student is unable to	Student is	Student is able to	Student is able to
	tell time to the hour	sometimes able to	tell time to the hour	tell time to the
	and half hour on	tell time to the hour	and half hour on	nearest 10 minute
	both an analog and	and half hour on	both an analog and	interval on both an
	digital clock.	both an analog and	digital clock.	analog and digital
		digital clock.		clock.

Geometry

Understands and applies knowledge of shapes to compare and create 2-D and 3-D shapes				
Marking	1= Needs Support	2= Approaching	3= Meets Standard	4= Exceeds Standard
Period		Standard		
4 th	Student is unable able to apply knowledge of shapes and their attributes to compare and create 2-D and 3-D shapes.	Student is sometimes able to apply knowledge of shapes and their attributes to compare and create 2-D and 3-D shapes.	Student is able to apply knowledge of shapes and their attributes to compare and create 2-D and 3-D shapes.	Student is consistently able to apply knowledge of shapes and their attributes to compare and create 2-D and 3-D shapes in a real life setting.

	Understands and applies knowledge of fractions				
Marking	1= Needs Support	2= Approaching	3= Meets Standard	4= Exceeds Standard	
Period		Standard			
4 th	Student is unable to apply and verbalize knowledge of fractions when partitioning circles and rectangles into halves, fourths and quarters.	Student is sometimes able to apply and verbalize knowledge of fractions when partitioning circles and rectangles into halves, fourths and quarters.	Student is able to apply and verbalize knowledge of fractions when partitioning circles and rectangles into halves, fourths and quarters.	Student is able to apply and verbalize knowledge of fractions when partitioning circles and rectangles into halves, fourths and quarters in a real life setting.	

Science First Grade Standard Based Report Card Rubric

Science and Engineering Practice 1: Asks and identifies questions that can be answered by an investigation.	 1= Needs support – Students require significant assistance to accomplish all of the following: Ask guestions based on 	 2= Approaching standard – Students can accomplish at least one of the following with limited assistance: Ask questions based on 	 3= Meets standard – Students can accomplish all of the following: Ask questions based on 	 4= Exceeds standard – In addition to all aspects of (3), students also can accomplish at least one of the following: Ask questions about what
	 Ask questions based on observations to find more information about the natural and/or designed world(s). Ask and/or identify questions that can be answered by an investigation. Define a simple problem that can be solved through the development of a new or improved object or tool. 	 Ask questions based on observations to find more information about the natural and/or designed world(s). Ask and/or identify questions that can be answered by an investigation. Define a simple problem that can be solved through the development of a new or improved object or tool. 	 Ask questions based on observations to find more information about the natural and/or designed world(s). Ask and/or identify questions that can be answered by an investigation. Define a simple problem that can be solved through the development of a new or improved object or tool. 	 Ask questions about what would happen if a variable is changed. Identify scientific (testable) and non-scientific (non-testable) questions. Ask questions that can be investigated and predict reasonable outcomes based on patterns such as cause and effect relationships. Use prior knowledge to describe problems that can be solved. Define a simple design problem that can be solved through the development of an object, tool, process, or system and includes several criteria for success and constraints on materials, time, or cost.

Science and Engineering Practice 2: Uses scientific models to represent relationships, such as size and pattern, in the natural and human- made world (i.e., diagram, drawing, physical replica, diorama, dramatization, or storyboard).	1= Needs support – Students require significant assistance to accomplish all of the following:	2= Approaches the standard – Students can accomplish at least one of the following with limited assistance:	3= Meets the standard – Students can accomplish all of the following:	4= Exceeds the standard – In addition to all aspects of (3), students also can accomplish at least one of the following:
	 Distinguish between a model and the actual object, process, and/or events the model represents. Compare models to identify common features and differences. Develop and/or use a model to represent amounts, relationships, relative scales (bigger, smaller), and/or patterns in the natural and designed world(s). Develop a simple model based on evidence to represent a proposed object or tool. 	 Distinguish between a model and the actual object, process, and/or events the model represents. Compare models to identify common features and differences. Develop and/or use a model to represent amounts, relationships, relative scales (bigger, smaller), and/or patterns in the natural and designed world(s). Develop a simple model based on evidence to represent a proposed object or tool. 	 Distinguish between a model and the actual object, process, and/or events the model represents. Compare models to identify common features and differences. Develop and/or use a model to represent amounts, relationships, relative scales (bigger, smaller), and/or patterns in the natural and designed world(s). Develop a simple model based on evidence to represent a proposed object or tool. 	 Identify limitations of models. Collaboratively develop and/or revise a model based on evidence that shows the relationships among variables for frequent and regular occurring events. Develop a model using an analogy, example, or abstract representation to describe a scientific principle or design solution. Develop and/or use models to describe and/or predict phenomena. Develop a diagram or simple physical prototype to convey a proposed object, tool, or process. Use a model to test cause and effect relationships or interactions concerning the functioning of a natural or designed system.

Science and Engineering Practice 3: Plans and conducts investigations collaboratively, and evaluates different ways of collecting data to best answer a question.	1= Needs support – Students require significant assistance to accomplish all of the following:	2= Approaches the standard – Students can accomplish at least one of the following with limited assistance:	3= Meets the standard – Students can accomplish all of the following:	4= Exceeds the standard – In addition to all aspects of (3), students also can accomplish at least one of the following:
	 With guidance, plan and conduct an investigation in collaboration with peers (for K). Plan and conduct an investigation collaboratively to produce data to serve as the basis for evidence to answer a question. Evaluate different ways of observing and/or measuring a phenomenon to determine which way can answer a question. Make observations (firsthand or from media) and/or measurements to collect data that can be used to make comparisons. Make observations (firsthand or from media) and/or measurements of a proposed object or tool or solution to determine if it solves a problem or meets a goal. Make predictions based on prior experiences. 	 With guidance, plan and conduct an investigation in collaboration with peers (for K). Plan and conduct an investigation collaboratively to produce data to serve as the basis for evidence to answer a question. Evaluate different ways of observing and/or measuring a phenomenon to determine which way can answer a question. Make observations (firsthand or from media) and/or measurements to collect data that can be used to make comparisons. Make observations (firsthand or from media) and/or measurements of a proposed object or tool or solution to determine if it solves a problem or meets a goal. Make predictions based on prior experiences. 	 With guidance, plan and conduct an investigation in collaboration with peers (for K). Plan and conduct an investigation collaboratively to produce data to serve as the basis for evidence to answer a question. Evaluate different ways of observing and/or measuring a phenomenon to determine which way can answer a question. Make observations (firsthand or from media) and/or measurements to collect data that can be used to make comparisons. Make observations (firsthand or from media) and/or measurements of a proposed object or tool or solution to determine if it solves a problem or meets a goal. Make predictions based on prior experiences. 	 Plan and conduct an investigation collaboratively to produce data to serve as the basis for evidence, using fair tests in which variables are controlled and the number of trials considered. Evaluate appropriate methods and/or tools for collecting data. Make observations and/or measurements to produce data to serve as the basis for evidence for an explanation of a phenomenon or test a design solution. Make predictions about what would happen if a variable changes. Test two different models of the same proposed object, tool, or process to determine which better meets criteria for success.

Science and Engineering Practice 6: Designs or builds a device that solves a specific problem and compares multiple solutions to a problem.	1= Needs support – Students require significant assistance to accomplish all of the following:	2= Approaches the standard – Students can accomplish at least one of the following with limited assistance:	3= Meets the standard – Students can accomplish all of the following:	4= Exceeds the standard – In addition to all aspects of (3), students also can accomplish at least one of the following:
	 Make observations (firsthand or from media) to construct an evidence- based account for natural phenomena. Use tools and/or materials to design and/or build a device that solves a specific problem or a solution to a specific problem. Generate and/or compare multiple solutions to a problem. 	 Make observations (firsthand or from media) to construct an evidence-based account for natural phenomena. Use tools and/or materials to design and/or build a device that solves a specific problem or a solution to a specific problem. Generate and/or compare multiple solutions to a problem. 	 Make observations (firsthand or from media) to construct an evidence- based account for natural phenomena. Use tools and/or materials to design and/or build a device that solves a specific problem or a solution to a specific problem. Generate and/or compare multiple solutions to a problem. 	 Construct an explanation of observed relationships (e.g., the distribution of plants in the back yard). Use evidence (e.g., measurements, observations, patterns) to construct or support an explanation or design a solution to a problem. Identify the evidence that supports particular points in an explanation. Apply scientific ideas to solve design problems. Generate and compare multiple solutions to a problem based on how well they meet the criteria and constraints of the design solution.

Social Studies Grade 1 Standard Based Report Card Rubric

Describe	Describe relationships among pieces of information (e.g., sequence of events, steps in a process,						
	cause-effect and compare-contrast relationships) within a text.						
Marking	1= Needs Support	2= Approaching	3= Meets Standard	4= Exceeds Standard			
Period		Standard					
1 st -4 th	Rarely communicates	Inconsistently	Consistently	Consistently			
	an understanding of	communicates an	communicates an	communicates an			
	concepts taught	understanding of	understanding of	understanding of			
	related to sequence	concepts taught	concepts taught	concepts taught			
	of events, steps in a	related to sequence	related to sequence	related to sequence of			
	process, cause &	of events, steps in a	of events, steps in a	events, steps in a			
	effect, and compare	process, cause &	process, cause &	process, cause &			
	and contrast	effect, and compare	effect, and compare	effect, and compare			
	relationships	and contrast	and contrast	and contrast			
		relationships	relationships	relationships and is			
				able to extend key			
				concepts to real life			
				experiences			

Participa	Participates in collaborative conversations with diverse partners about first grade topics and texts with peers and adults in small and larger groups					
Marking Period	1= Needs Support	2= Approaching Standard	3= Meets Standards		4=Exceeds Standard	
1 st -4 th	Rarely participates or does not make meaningful contributions to the classroom or group discussions	Inconsistently participates and occasionally makes meaningful contributions to classroom or group discussions	Consistently participates and consistently makes meaningful contributions to classroom or group discussion by following agreed upon norms for discussions (e.g., listening to others and taking turns speaking)	part cons cont class disc follo upo disc liste and spea ques	sistently icipates and sistently makes ningful cributions to sroom or group ussion by owing agreed n norms for ussions (e.g., ning to others taking turns taking and asking stions to clear ny confusion)	

Physical Education Grade 1 Standard Based Report Card Rubric

	Demonstrates underst	anding of concepts and applic	ation of skills.	
Marking Period	1= Needs Support	2= Approaching Standard	3= Meets Standard	4= Exceeds Standard
1 st -4 th	Student rarely demonstrate smooth transitions between sequential movement skills and rarely explains how changes in directions/pathways/lev els can alter movement. Student is unable to recognize player placement, prearranged movement patterns and is unable to identify body responses related to physical activity.	Student is beginning to demonstrate smooth transitions between sequential movement skills and sometimes explains how changes in directions/pathways/levels can alter movement. Student is learning how to recognize player placement, prearranged movement patterns and is learning to identify body responses related to physical activity.	Student understands and applies smooth transitions between sequential movement skills and explains how changes in directions/pathways/lev els can alter movement. Student recognizes player placement, prearranged movement patterns and is able to identify body responses related to physical activity.	Student understands and consistently applies smooth transitions between sequential movement skills and explains how changes in directions/pathways/l evels can alter movement. Student consistently recognizes player placement, prearranged movement patterns and always is able to identify body responses related to physical activity.

Participates in classroom discussions and activities related to content area.					
Marking Period	1= Needs Support	2= Approaching Standard	3= Meets Standard	4= Exceeds Standard	
1 st -4 th	Student rarely participates in class discussions and activities.	Student sometimes participates in class discussions and activities.	Student consistently participates in class discussions and activities.	Student acts as a role model for participating in class discussions and activities.	

Instructional Technology Grade 1 Standard Based Report Card Rubric

De	Demonstrates understanding of concepts and application of skills.					
Marking	1= Needs Support	2= Approaching	3= Meets Standard	4= Exceeds Standard		
Period		Standard				
1 st	Student rarely	Student is beginning	Student	Student understands		
	applies the	to apply the	understands and	and consistently		
	fundamentals of	fundamentals of	applies the	applies the		
	Instructional	Instructional	fundamentals of	fundamentals of		
	Technology. The	Technology. The	Instructional	Instructional		
	student is unable to	student is learning	Technology. The	Technology. The		
	use a mouse or to	how to use a mouse	student uses a	student consistently		
	block code.	or to block code.	mouse or block	uses a mouse or		
			codes.	block codes.		

De	Demonstrates understanding of concepts and application of skills.					
Marking	1= Needs Support	2= Approaching	3= Meets Standard	4= Exceeds Standard		
Period		Standard				
2 nd	Student rarely	Student is beginning	Student	Student understands		
	applies the	to apply the	understands and	and consistently		
	fundamentals of	fundamentals of	applies the	applies the		
	Instructional	Instructional	fundamentals of	fundamentals of		
	Technology. The	Technology. The	Instructional	Instructional		
	student is unable to	student is learning	Technology. The	Technology. The		
	maintain a safe	to maintain a safe	student maintains a	student consistently		
	online experience or	online experience or	safe online	maintains a safe		
	to block code.	to block code.	experience or block	online experience or		
			codes.	block codes.		

De	Demonstrates understanding of concepts and application of skills.					
Marking	1= Needs Support	2= Approaching	3= Meets Standard	4= Exceeds Standard		
Period		Standard				
3 rd	Student rarely	Student is beginning	Student	Student understands		
	applies the	to apply the	understands and	and consistently		
	fundamentals of	fundamentals of	applies the	applies the		
	Instructional	Instructional	fundamentals of	fundamentals of		
	Technology. The	Technology. The	Instructional	Instructional		
	student is unable to	student is learning	Technology. The	Technology. The		
	type sentences on a	to type sentences on	student types	student consistently		
	computer or to	a computer or to	sentences on a	types sentences on a		
	block code.	block code.	computer or block	computer or block		
			codes.	codes.		

De	Demonstrates understanding of concepts and application of skills.					
Marking	1= Needs Support	2= Approaching	3= Meets Standard	4= Exceeds Standard		
Period		Standard				
4 th	Student rarely	Student is beginning	Student	Student understands		
	applies the	to apply the	understands and	and consistently		
	fundamentals of	fundamentals of	applies the	applies the		
	Instructional	Instructional	fundamentals of	fundamentals of		
	Technology. The	Technology. The	Instructional	Instructional		
	student is unable to	student is learning	Technology. The	Technology. The		
	use computer	to use computer	student uses	student consistently		
	images to express	images to express an	computer images to	uses computer		
	an idea or to block	idea or to block	express an idea or	images to express an		
	code.	code.	block codes.	idea or block codes.		

	Participates in classroom discussions and activities related to content area.					
Marking	1= Needs Support	2= Approaching	3= Meets Standard	4= Exceeds Standard		
Period		Standard				
1 st -4 th	Student rarely participates in class discussions and activities.	Student sometimes participates in class discussions and activities.	Student consistently participates in class discussions and activities.	Student acts as a role model for participating in class discussions and activities.		

Health Grade 1 Standard Based Report Card Rubric

Health

	Demonstrates understanding of concepts and application of skills.					
Marking Period	1= Needs Support	2= Approaching Standard	3= Meets Standard	4= Exceeds Standard		
1 st -4 th	Student rarely communicates an understanding of the concepts of self-care, gender, wellness, values, and nutrition.	Student is beginning to communicate an understanding of the concepts of self-care, gender, wellness, values, and nutrition.	Student understands the concepts of self- care, gender, wellness, values, and nutrition.	Student understands and applies the concepts of self-care, gender, wellness, values, and nutrition.		

Participates in classroom discussions and activities related to content area.					
Marking Period	1= Needs Support	2= Approaching Standard	3= Meets Standard	4= Exceeds Standard	
1 st -4 th	Student rarely participates in class discussions and activities.	Student sometimes participates in class discussions and activities.	Student consistently participates in class discussions and activities.	Student acts as a role model for participating in class discussions and activities.	

Art Grade 1 Standard Based Report Card Rubric

De	Demonstrates understanding of concepts and application of skills.					
Marking	1= Needs Support	2= Approaching	3= Meets Standard	4= Exceeds Standard		
Period		Standard				
1 st	Student rarely	Student is beginning	Student understands	Student understands		
	creates lines or	to create lines or	and creates lines or	and consistently		
	shapes and rarely	shapes and	shapes and applies	creates lines or		
	applies them to	beginning to apply	them to everyday	shapes and applies		
	everyday life.	them to everyday	life. The student uses	them to everyday		
	Student rarely uses	life. Student is	the tools appropriate	life. The student		
	tools appropriate	learning how to use	to the production of	consistently uses		
	to the production	tools appropriate to	a work of art in a	tools appropriate to		
	of work in art in a	the production of	variety of art media	the production of a		
	variety of art	works of art in a	most of the time.	work of art in a		
	media.	variety of art media.		variety of art media.		

De	Demonstrates understanding of concepts and application of skills.					
Marking	1= Needs Support	2= Approaching	3= Meets Standard	4= Exceeds Standard		
Period		Standard				
2 nd	Student rarely	Student is beginning	Student understands	Student consistently		
	understands that	to understand that	that there are	understands that		
	there are	there are	primary/secondary	there are		
	primary/secondary	primary/secondary	colors and they can	primary/secondary		
	colors and they can	colors and they can	be used to create	colors and they can		
	be used to create	be used to create	other colors. The	be used to create		
	other colors.	other colors.	student uses the	other colors. The		
	Student rarely uses	Student is learning	tools appropriate to	student consistently		
	tools appropriate to	how to use tools	the production of a	uses tools		
	the production of	appropriate to the	work of art in a	appropriate to the		
	work in art in a	production of works	variety of art media	production of a work		
	variety of art media.	of art in a variety of	most of the time.	of art in a variety of		
		art media.		art media.		

De	Demonstrates understanding of concepts and application of skills.					
Marking	1= Needs Support	2= Approaching	3= Meets Standard	4= Exceeds Standard		
Period		Standard				
3 rd	Student rarely	Student is beginning	Student assembles	Student consistently		
	assembles or	to assemble or create	or creates a	assembles or creates		
	creates a textured	a textured sculpture	textured sculpture	a textured sculpture		
	sculpture or gives	or gives the	or gives the	or gives the		
	the appearance of a	appearance of a	appearance of a	appearance of a		
	textured sculpture	textured sculpture by	textured sculpture	textured sculpture		
	by using lines.	using lines. Student is	by using lines. The	by using lines. The		
	Student rarely uses	learning how to use	student uses the	student consistently		
	tools appropriate to	tools appropriate to	tools appropriate to	uses tools		
	the production of	the production of	the production of a	appropriate to the		
	work in art in a	works of art in a	work of art in a	production of a work		
	variety of art	variety of art media.	variety of art media	of art in a variety of		
	media.		most of the time.	art media.		

De	Demonstrates understanding of concepts and application of skills.					
Marking	1= Needs Support	2= Approaching	3= Meets Standard	4= Exceeds Standard		
Period		Standard				
4 th	Student rarely	Student is beginning	Student understands	Student consistently		
	understands art	to understand art	art forms or values.	understands art		
	forms or values.	forms or values.	The student uses the	forms or values. The		
	Student rarely uses	Student is learning	tools appropriate to	student consistently		
	tools appropriate to	how to use tools	the production of a	uses tools		
	the production of	appropriate to the	work of art in a	appropriate to the		
	work in art in a	production of works	variety of art media	production of a work		
	variety of art	of art in a variety of	most of the time.	of art in a variety of		
	media.	art media.		art media.		

Participates in classroom discussions and activities related to content area.					
Marking Period	1= Needs Support	2= Approaching Standard	3= Meets Standard	4= Exceeds Standard	
1 st - 4 th	Student rarely participates in class discussions and activities.	Student sometimes participates in class discussions and activities.	Student consistently participates in class discussions and activities.	Student acts as a role model for participating in class discussions and activities.	
Music

Grade 1 Standard Based Report Card Rubric

Music

Dei	Demonstrates understanding of concepts and application of skills.							
Marking	1= Needs Support	3= Meets Standard	4= Exceeds Standard					
Period		Standard						
1 st	Student rarely analyzes selected music, reads or performs rhythmic patterns using iconic notation.	Student is beginning to analyze selected music, read or perform rhythmic patterns using iconic notation.	Student understands and analyzes selected music, reads or performs rhythmic patterns using iconic notation.	Student consistently analyzes selected music, reads or performs rhythmic patterns using iconic notation.				

Dei	Demonstrates understanding of concepts and application of skills.							
Marking	1= Needs Support	2= Approaching	4= Exceeds Standard					
Period		Standard	Standard					
2 nd	Student rarely generates musical patterns and ideas within the context of a given tonality and meter.	Student is beginning to generate musical patterns and ideas within the context of a given tonality and meter.	Student generates musical patterns and ideas within the context of a given tonality and meter.	Student consistently generates musical patterns and ideas within the context of a given tonality and meter.				

De	Demonstrates understanding of concepts and application of skills.						
Marking	1= Needs Support	1= Needs Support 2= Approaching 3= Meets Standard					
Period		Standard					
3 rd - 4 th	Student rarely	Student is beginning	Student	Student consistently			
	demonstrate	to demonstrate	demonstrates	student			
	knowledge of	knowledge of	knowledge of	demonstrates			
	musical contrast,	musical contrast,	musical contrast,	knowledge of			
	expressive qualities	expressive qualities	expressive qualities	musical contrast,			
	or	or is beginning to	or	expressive qualities			
	rehearses/performs	rehearses/performs	rehearses/performs	or			
	music with	music with	music with	rehearses/performs			
	expression.	expression.	expression.	music with			
				expression.			

	Participates in classroom discussions and activities related to content area.						
Marking Period	1= Needs Support	2= Approaching Standard	3= Meets Standard	4= Exceeds Standard			
1 st -4 th	Student rarely participates in class discussions and activities.	Student sometimes participates in class discussions and activities.	Student consistently participates in class discussions and activities.	Student acts as a role model for participating in class discussions and activities.			

SECOND GRADE RUBRICS

- English Language Arts
- Mathematics
- Science
- Social Studies
- Physical Education
- Instructional Technology
- Health
- Art
- Music

Second Grade ELA Standard Based Report Card Rubric

Language Domain

Foundational Skills: Reading Language

	Know and apply grade level phonics and word analysis skills in decoding words							
Marking	1= Needs Support	2= Approaching 3= Meets Standards		4=Exceeds Standard				
Period		Standard						
1 st -4 th	Rarely applies phonics and word analysis strategies in decoding words	Inconsistently applies phonics and word analysis strategies in decoding words but does so with partial accuracy	Consistently applies phonics and word analysis strategies in decoding words with sufficient accuracy to support comprehension	Consistently applies phonics and word analysis strategies in decoding words with sufficient accuracy to support comprehension of higher level text				

	Reads grade level text with Fluency						
Marking Period	1= Needs Support	2= Approaching Standard	3= Meets Standards	4=Exceeds Standard			
1 st -4 th	 Rarely reads grade level text Reads with insufficient accuracy and fluency that hinders 	 Inconsistently reads grade level text with understanding Reading contains inappropriate accuracy rate 	 Consistently reads grade level text with purpose and understanding Reads grade level text orally 	 Consistently reads text above grade level with purpose and understanding Reads text above grade level orally 			
	comprehension	and expression that compromises comprehension	with accuracy, appropriate rate, and expression	with accuracy, appropriate rate, and expression			
		 Inconsistently uses context to confirm meaning and seldom self corrects or rereads for understanding 	 Uses context to confirm or self- correct word recognition and understanding, rereading when necessary 	 When reading text above grade level, uses context to confirm or self- correct word recognition and understanding, rereading when necessary 			

		Sound-Letter	Basics	
Marking	1= Needs Support	2= Approaching	3= Meets Standards	4=Exceeds Standard
Period		Standard		
1 st -4 th	 The writing is often difficult to read due to frequent issues with letter formation and spacing Struggles to write continuously, stopping frequently to consider how to form letters or spell words 	 The writing is generally readable but may have occasional issues with letter formation or spacing that makes some parts difficult to read Pauses occasionally to think about letter formation and spelling 	 Writes legibly and with sufficient fluency to support composition 	

Foundational Skills: Writing Language

	Demonstrates command of the conventions of encoding and spelling							
Marking Period	1= Needs Support	2= Approaching Standard	3= Meets Standards	4=Exceeds Standard				
1 st -2 nd	Rarely demonstrates command of spelling two- syllable words	Inconsistently demonstrates command of spelling two- syllable words	Consistently demonstrates command of spelling two-syllable words	Consistently demonstrates command of spelling two and three syllable words				
3 rd -4 th	Rarely demonstrates command of spelling two syllable words, words with suffixes, and words used most often in English	Inconsistently demonstrates command of spelling two syllable words, words with suffixes, and words used most often in English	Consistently demonstrates command of spelling two syllable words, words with suffixes, and words used most often in English	Consistently demonstrates command of spelling words with less common and complex graphemes, multi syllable words that combine all basic syllable types , words with suffixes, and spelling common words in English including regular and irregular forms				

	Demonstrate command and use of conventions of writing						
Marking	1= Needs Support	2= Approaching	3= Meets Standards	4=Exceeds			
Period		Standard		Standard			
1 st -4 th	Rarely capitalizes and punctuates correctly; most sentences are fragments	Inconsistently capitalizes and punctuates properly; sentences are Inconsistently fragmented	Consistently capitalizes and punctuates properly; sentences contain a subject and predicate	Consistently capitalizes and punctuates with accuracy beyond grade level, often incorporating commas, apostrophes, and quotation marks;complex sentences are			
				created using conjunctions			

	Link sentences into a simple cohesive paragraph								
Marking	1= Needs Support	2= Approaching	3= Meets Standards	4=Exceeds					
Period		Standard		Standard					
3 rd -4 th	 With prompts and support, struggles to link sentences into a simple cohesive paragraph Attempts at constructing a paragraph show limited understanding of paragraph structure and cohesion 	 With significant support, is able to link sentences into a simple cohesive paragraph Requires guidance when constructing a paragraph as ideas may sometimes be unclear 	 With limited support links sentences into a simple cohesive paragraph Paragraph shows a basic understanding of structure 	 Without support, organizes ideas in paragraphs with main idea and supporting details Paragraphs contain various sentence types showing an extensive understanding of sentence structure 					

Reading Domain

As	Asks and answers questions to demonstrate understanding of key details in literary and informational text referring explicitly to the text as the basis for answers							
Marking	1= Needs Support	2= Approaching	3= Meets Standards	4=Exceeds				
Period		Standard		Standard				
1 st -4 th	With prompting and support, is unable to ask and answer questions about key details in a literary and informational text	Inconsistently asks and answer questions about key details in a literary and informational text but does so with partial accuracy or inconsistency, Inconsistently referring explicitly to the text as the basis for the answer	Consistently asks and answer questions to demonstrate understanding of key details in literary and informational text, referring explicitly to the text as the basis for the answers	Consistently asks and answers questions and makes relevant connections to demonstrate understanding of literary text, referring explicitly to textual evidence as a basis for the answers				

	Recount a text and determine the central message and main topic							
Marking	1= Ne	eds Support	2=	2= Approaching		3= Meets Standards		Exceeds
Period			Sta	andard			Sta	andard
1 st -4 th	lac sh sig mi ing ide ce an of an	formational	•	Inconsistently recounts a text in oral and written form Inconsistently able to identify the central message and main topic of literary and informational text but does so with partial accuracy	•	Consistently recounts a text in oral and written form and showing thorough comprehension Consistently identifies the central message and main topic of literary and informational text	•	Consistently recounts a text in oral and written form with key details and explains how the details support the central message or main topic

		Describe the overall stru	ucture of a text	
Marking	1= Needs Support	2= Approaching	3= Meets Standards	4=Exceeds Standard
Period		Standard		
1 st -4 th	 Rarely able to describe how the beginning introduces the story, ending concludes the story and how each part builds on earlier sections Rarely able to effectively use text features to locate 	 Inconsistently able to describe how the beginning introduces the story, ending concludes the story and how each part builds on earlier sections Inconsistently able to effectively use text features to locate information 	 Consistently able to describe how the beginning introduces the story, ending concludes the story and how each part builds on earlier sections Consistently able to effectively use text features to locate information 	 Consistently able to utilize and reference features of a text, referring to parts of stories, dramas, and poems, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections
	information			 Consistently able to utilize and reference features of a text, using text features (e.g., graphics, images, captions, headings) and search tools (e.g., key words, sidebars, hyperlinks) to locate and integrate information relevant to a given topic

Writing	Domain
	Domain

	Writing to express ideas for different purposes				
Marking	1= Needs Support	2= Approaching	3= Meets Standards	4=Exceeds	
Period		Standard		Standard	
1 st -4 th	Rarely able to introduce, develop, and provide a conclusion when writing to express ideas for different purposes	Inconsistently introduces, develops, and provides a conclusion when writing to express ideas for different purposes	Consistently introduces, develops, and provides a conclusion when writing to express ideas for different purposes	Consistently introduces, develops, links ideas using transitional words, and provides a conclusion when writing to express ideas for different purposes	

Speaking and Listening Domain

	with	peers and adults in smal	se partners about grad	•
Marking	1= Needs	2= Approaching	3= Meets	4=Exceeds
Period	Support	Standard	Standards	Standard
1 st -4 th	Rarely participates in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups	 Inconsistently participates in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups Inconsistently follows agreed- upon norms for discussions and inconsistently follows agreed- upon norms for discussions, or builds on others' talk in conversations 	 Consistently participates in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups Consistently follows agreed- upon norms for discussions, build on others' talk in conversations by linking their explicit comments to the remarks of others, and asks for clarification and further explanation as needed about the topics and texts under discussion 	 Consistently participates in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups Consistently follows agreed-upon norms for discussions, ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others, and explains their own ideas and understanding

Mathematics

Grade 2 Standard Based Report Card Rubric

Operations and Algebraic Thinking

	Uses ac	dition within 100 to so	lve word problems	
Marking Period	1= Needs Support	2= Approaching Standard	3= Meets Standard	4= Exceeds Standard
1 st , 2 nd & 4 th	Student is unable to solve addition word problems within 100 using drawings and equations to represent the problem.	Student is sometimes able to solve addition word problems within 100 using drawings and equations to represent the problem.	Student is able to solve addition word problems within 100 using drawings and equations to represent the problem.	Student is able to solve addition word problems with numbers greater than 100 using drawings and equations to represent the problem.

	Uses subtraction within 100 to solve word problems				
Marking	1= Needs Support	2= Approaching	3= Meets Standard	4= Exceeds Standard	
Period		Standard			
1 st , 2 nd &	Student is unable to	Student is	Student is able to	Student is able to	
4 th	solve subtraction	sometimes able to	solve subtraction	solve subtraction	
	word problems	solve subtraction	word problems	word problems with	
	within 100 using	word problems	within 100 using	numbers greater	
	drawings and	within 100 using	drawings and	than 100 using	
	equations to	drawings and	equations to	drawings and	
	represent the	equations to	represent the	equations to	
	problem.	represent the	problem.	represent the	
		problem.		problem.	

	Adds with accuracy and efficiency within 20 using mental strategies				
Marking Period	1= Needs Support	2= Approaching Standard	3= Meets Standard	4= Exceeds Standard	
1 st & 2 nd	Student is unable to fluently add within 20 using mental strategies.	Student is sometimes able to fluently add within 20 using mental strategies.	Student is able to fluently add within 20 using mental strategies.	Student is able to fluently add number with sums greater than 20 using mental strategies.	

	Subtracts with accuracy and efficiency within 20 using mental strategies				
Marking Period	1= Needs Support	2= Approaching Standard	3= Meets Standard	4= Exceeds Standard	
1 st & 2 nd	Student is unable to fluently subtract within 20 using mental strategies.	Student is sometimes able to fluently subtract within 20 using mental strategies.	Student is able to fluently subtract within 20 using mental strategies.	Student is able to fluently subtract from a number greater than 20 using mental strategies.	

	Works with equal g	roups of objects to gain	n foundations of multip	lication
Marking Period	1= Needs Support	2= Approaching Standard	3= Meets Standard	4= Exceeds Standard
1 st & 4 th	Student is unable to determine if a group of objects is even or odd and use addition to find the total number of objects in arrays with up to 5 rows and 5 columns.	Student is sometimes able to determine if a group of objects shows an even or odd number and use addition to find the total number of objects in arrays with up to 5 rows and 5 columns.	Student is able to determine if a group of objects shows an even or odd number and use addition to find the total number of objects in arrays with up to 5 rows and 5 columns.	Student is able to determine if a group of objects shows an even or odd number and use addition to find the total number of objects in arrays with more than 5 rows and 5 columns.

Number and Operations in Base Ten

PeriodStandardStandard3 rd Student is unable to demonstrate understanding of place value of 3 digit numbers using models/Student is sometimes able to demonstrate understanding of place value of 3 digit numbers usingStudent is able to demonstrate understanding of place value of 3 digit numbers usingStudent is able to demonstrate understanding of place value of 3 digit numbers usingStudent is able to demonstrate understanding of place value of 3 digit numbers using models/Student is able to demonstrate understanding of place value of 3 digit numbers using models/	Recogn	Recognizes that the 3-digits of a 3-digit number represent amounts of hundreds, tens and ones					
3rdStudent is unable to demonstrate understanding of place value of 3 digit numbers using manipulatives, place value chartsStudent is sometimes able to demonstrate understanding of place value of 3 digit numbers using manipulatives, place value chartsStudent is able to demonstrate understanding of place value of 3 digit models/ manipulatives, placeStudent is able to demonstrate understanding of place value of 3 digit manipulatives, placeStudent is able to demonstrate understanding of place value of 3 digit models/ manipulatives, placeStudent is able to demonstrate understanding of place value of 3 digit models/ manipulatives, placeStudent is able to demonstrate understanding of place value of 3 digit models/ manipulatives, place3rdStudent is unable to demonstrate understanding of place value of 3 models/ manipulatives, place walue charts andStudent is able to demonstrate understanding of place value of 4 digit numbers using models/ manipulatives, place value charts and	Marking	1= Needs Support	2= Approaching	3= Meets Standard	4= Exceeds Standard		
demonstratesometimes able to understanding of place value of 3demonstrate understanding of understanding of place value of 3demonstrate understanding of place value of 3 digit numbers using models/demonstrate understanding of place value of 3 digit models/demonstrate understanding of place value of 3 digit models/demonstrate understanding of place value of 3 digit models/demonstrate understanding of place value of 3 digit models/understanding of place value of 4 digit models/manipulatives, place value chartsmodels/ manipulatives, placemanipulatives, place value charts andmanipulatives, place value charts and	Period		Standard				
description. verbal description.	3 rd	demonstrate understanding of place value of 3 digit numbers using models/ manipulatives, place value charts and verbal	sometimes able to demonstrate understanding of place value of 3 digit numbers using models/ manipulatives, place value charts and	demonstrate understanding of place value of 3 digit numbers using models/ manipulatives, place value charts and	demonstrate understanding of place value of 4 digit numbers using models/ manipulatives, place value charts and		

	Counts within 1000; skip counts by 5s, 10s and 100s				
Marking Period	1= Needs Support	2= Approaching Standard	3= Meets Standard	4= Exceeds Standard	
2 nd & 3 rd	Student is unable to count by 1s, 5s, 10s and 100s to 1000 beginning at any multiple of 1, 5, 10, or 100.	Student is sometimes able to count by 1s, 5s, 10s and 100s to 1000 beginning at any multiple of 1, 5, 10, or 100.	Student is able to count by 1s, 5s, 10s and 100s to 1000 beginning at any multiple of 1, 5, 10, or 100.	Student is consistently able to count by 1s, 5s, 10s and 100s to more than 1000 beginning at any multiple of 1, 5, 10, or 100.	

	Reads and writes numbers within 1000					
Marking	1= Needs Support	2= Approaching	3= Meets Standard	4= Exceeds Standard		
Period		Standard				
3 rd	Student is unable to read and write numbers correctly to 1000 using base- ten numerals, number names and expanded form.	Student is sometimes able to read and write numbers correctly to 1000 using base-ten numerals, number names and expanded form.	Student is able to read and write numbers correctly to 1000 using base-ten numerals, number names and expanded form.	Student is able to read and write numbers correctly beyond 1000 using base-ten numerals, number names and expanded form.		

	Compares 2 three digit numbers using >, < and = symbols				
Marking	1= Needs Support	2= Approaching	3= Meets Standard	4= Exceeds Standard	
Period		Standard			
3 rd	Student is unable to compare three-digit numbers using >, < and = symbols.	Student is sometimes able to compare three-digit numbers using >, < and = symbols.	Student is able to compare three-digit numbers using >, < and = symbols.	Student is able to compare four-digit numbers using >, < and = symbols.	

Uses und	Uses understanding of place value and properties of operations to add within 100 with accuracy and efficiency				
Marking Period	1= Needs Support	2= Approaching Standard	3= Meets Standard	4= Exceeds Standard	
1 st & 2 nd	Student is unable to add within 100 using strategies with accuracy and efficiency.	Student is sometimes able to add within 100 using strategies with accuracy and efficiency.	Student is able to add within 100 using strategies with accuracy and efficiency.	Student is able to add with numbers greater than 100 using strategies with accuracy and efficiency.	

Uses und	Uses understanding of place value and properties of operations to subtract within 100 with accuracy and efficiency				
Marking Period	1= Needs Support	2= Approaching Standard	3= Meets Standard	4= Exceeds Standard	
1 st & 2 nd	Student is unable to subtract within 100 using strategies with accuracy and efficiency.	Student is sometimes able to subtract within 100 using strategies with accuracy and efficiency.	Student is able to subtract within 100 using strategies with accuracy and efficiency.	Student is able to subtract with numbers greater than 100 using strategies with accuracy and efficiency.	

Adds up to 4 two-digit numbers using strategies based on place value and properties of operations				
Marking	1= Needs Support	2= Approaching	3= Meets Standard	4= Exceeds Standard
Period		Standard		
1 st	Student is unable to use strategies based on place value and properties of operations to add up to 4 two-digit numbers.	Student is sometimes able to use strategies based on place value and properties of operations to add up to 4 two-digit numbers.	Student is able to use strategies based on place value and properties of operations to add up to 4 two-digit numbers.	Student is able to use strategies based on place value and properties of operations to add more than 4 two- digit numbers.

	Adds within 1000 using concrete models, drawing or strategies			
Marking	1= Needs Support	2= Approaching	3= Meets Standard	4= Exceeds Standard
Period		Standard		
3 rd	Student is unable to add within 1000 using concrete models, drawings or strategies.	Student is sometimes able to add within 1000 using concrete models, drawings or strategies.	Student is able to add within 1000 using concrete models, drawings or strategies.	Student is able to add with numbers greater than 1000 using concrete models, drawings or strategies.

	Subtracts within 1000 using concrete models, drawing or strategies				
Marking	1= Needs Support	2= Approaching	3= Meets Standard	4= Exceeds Standard	
Period		Standard			
3 rd	Student is unable to subtract within 1000 using concrete models, drawings or strategies.	Student is sometimes able to subtract within 1000 using concrete models, drawings or strategies.	Student is able to subtract within 1000 using concrete models, drawings or strategies.	Student is able to subtract with numbers greater than 1000 using concrete models, drawings or strategies.	

	Mentally adds 10 or 100 to a given number from 100 – 900				
Marking	1= Needs Support	2= Approaching	3= Meets Standard	4= Exceeds Standard	
Period		Standard			
3 rd	Student is unable to	Student is	Student is able to	Student is able to	
	add 10 or 100 to a	sometimes able to	add 10 or 100 to a	add 10 or 100 to a	
	given number from	add 10 or 100 to a	given number from	given number	
	100 - 900.	given number from	100 - 900.	greater than 900.	
		100 - 900.			

E	Explains why addition strategies work using place value and properties of operations				
Marking Period	1= Needs Support	2= Approaching Standard	3= Meets Standard	4= Exceeds Standard	
1 st , 2 nd & 3 rd	Student is unable to explain why addition strategies work using understanding of place value, properties of operations and patterns.	Student is sometimes able to explain why addition strategies work using understanding of place value, properties of operations and patterns.	Student is able to explain why addition strategies work using understanding of place value, properties of operations and patterns.	Student is able to explain why addition strategies work using understanding of place value, properties of operations and patterns in novel or sophisticated ways beyond the strategies taught.	

	Mentally subtracts 10 or 100 to a given number from 100 – 900				
Marking	1= Needs Support	2= Approaching	3= Meets Standard	4= Exceeds Standard	
Period		Standard			
3 rd	Student is unable to	Student is	Student is able to	Student is able to	
	subtract 10 or 100 to	sometimes able to	subtract 10 or 100 to	subtract 10 or 100 to	
	a given number from	subtract 10 or 100 to	a given number from	a given number	
	100 - 900.	a given number from	100 - 900.	greater than 900.	
		100 - 900.			

Ехр	Explains why subtraction strategies work using place value and properties of operations				
Marking Period	1= Needs Support	2= Approaching Standard	3= Meets Standard	4= Exceeds Standard	
2 nd & 3 rd	Student is unable to explain why subtraction strategies work using understanding of place value, properties of operations and patterns.	Student is sometimes able to explain why subtraction strategies work using understanding of place value, properties of operations and patterns.	Student is able to explain why subtraction strategies work using understanding of place value, properties of operations and patterns.	Student is able to explain why subtraction strategies work using understanding of place value, properties of operations and patterns in novel or sophisticated ways beyond the strategies taught.	

Measurement

Measu	Measures and estimates length in standard units including inches, feet, centimeters, and meters using appropriate tools				
Marking Period	1= Needs Support	2= Approaching Standard	3= Meets Standard* *Student must be able to do all of the skills to achieve this rating.	4= Exceeds Standard* *Student must be able to do all of the skills to achieve this rating.	
4 th	Student is unable to use standard and metric units to measure and estimate length in inches, feet, centimeters, and meters. or Student is unable to choose the appropriate tool to measure lengths.	Student is sometimes able to use standard and metric units to measure and estimate length in inches, feet, centimeters, and meters. and Student is sometimes able to choose the appropriate tool to measure lengths.	Student is able to use standard and metric units to measure and estimate length in inches, feet, centimeters, and meters. and Student is able to choose the appropriate tool to measure lengths.	Student is consistently able to use standard and metric units to measure and estimate length in inches, feet, centimeters, and meters. and Student is consistently able to choose the appropriate tool to measure lengths.	

	Measures to determine how much longer one object is than another				
Marking	1= Needs Support	2= Approaching	3= Meets Standard	4= Exceeds Standard	
Period		Standard			
4 th	Student is unable to	Student is	Student is able to	Student is	
	determine how	sometimes able to	determine how	consistently able to	
	much longer one	determine how	much longer one	determine how	
	object is than	much longer one	object is than	much longer one	
	another.	object is than	another.	object is than	
		another.		another.	

	Uses addition and subtraction to solve word problems involving lengths				
Marking	1= Needs Support	2= Approaching	3= Meets Standard	4= Exceeds Standard	
Period		Standard			
4 th	Student is unable to use addition and subtraction to solve word problems involving lengths.	Student can sometimes use addition and subtraction to solve word problems involving lengths.	Student use addition and subtraction to solve word problems involving lengths.	Student can consistently use addition and subtraction to solve word problems involving lengths.	

Represent	Represents whole numbers as lengths from 0 and represents whole number sums and differences within 100 on a number line diagram				
Marking	1= Needs Support	2= Approaching	3= Meets Standard	4= Exceeds Standard	
Period		Standard			
4 th	Student is unable to represent whole numbers as lengths on a number line and represent whole number sums and differences within 100 on a number line diagram.	Student is sometimes able to represent whole numbers as lengths on a number line and represent whole number sums and differences within 100 on a number line diagram.	Student is able to represent whole numbers as lengths on a number line and represent whole number sums and differences within 100 on a number line diagram.	Student is consistently able to represent whole numbers as lengths on a number line and represent whole number sums and differences greater than 100 on a number line diagram.	

Tells and	writes time from analo	g and digital clocks to t	the nearest 5 minutes u	using A.M. and P.M.
Marking Period	1= Needs Support	2= Approaching Standard	3= Meets Standard* *Student must be able to do all of the skills to achieve this rating.	4= Exceeds Standard* *Student must be able to do all of the skills to achieve this rating.
3 rd	Student is unable to accurately draw the hour and minute hand to show a given time on an analog clock. or Student is unable to tell time to the nearest 5 minutes on analog and digital clocks. or Student is unable to distinguish between A.M. and P.M.	Student is sometimes able to accurately draw the hour and minute hand to show a given time on an analog clock. and Student is sometimes able to tell time to the nearest 5 minutes on analog and digital clocks. and Student is sometimes able to distinguish between A.M. and P.M.	Student is able to accurately draw the hour and minute hand to show a given time on an analog clock. and Student is able to tell time to the nearest 5 minutes on analog and digital clocks. and Student is able to distinguish between A.M. and P.M.	Student is consistently able to accurately draw the hour and minute hand to show a given time on an analog clock to the nearest minute. and Student is able to tell time to the nearest minute on analog and digital clocks. and Student is consistently able to distinguish between A.M. and P.M.

	Solves word problems involving dollar bills, quarters, dimes, nickels and pennies				
Marking	1= Needs Support	2= Approaching	3= Meets Standard	4= Exceeds Standard	
Period		Standard			
2 nd & 3 rd	Student is unable to	Student can	Student can solve	Student can	
	solve word	sometimes solve	word problems	consistently solve	
	problems involving	word problems	involving dollar bills,	word problems	
	dollar	involving dollar	quarters, dimes,	involving dollar bills,	
	bills, quarters,	bills, quarters,	nickels, and	quarters, dimes,	
	dimes, nickels, and	dimes, nickels, and	pennies.	nickels, and	
	pennies.	pennies.		pennies.	

Data Literacy

Creates lin	Creates line plots to represent measurement data where the horizontal scale is marked off in whole number units				
Marking Period	1= Needs Support	2= Approaching Standard	3= Meets Standard	4= Exceeds Standard	
4 th	Student is unable to organize, represent and interpret measurement data on a line plot with whole number units on the horizontal scale.	Student can sometimes organize, represent and interpret measurement data on a line plot with whole number units on the horizontal scale.	Student can organize, represent and interpret measurement data on a line plot with whole number units on the horizontal scale.	Student can consistently organize, represent and interpret measurement data on a line plot with whole number units on the horizontal scale.	

Draws and i	nterprets picture grap	hs and bar graphs that	represent a data set w	ith up to 4 categories
Marking	1= Needs Support	2= Approaching	3= Meets Standard*	4= Exceeds
Period		Standard	*Student must be	Standard*
			able to do all of the	*Student must be
			skills to achieve this	able to do all of the
			rating.	skills to achieve this
				rating.
4 th	Student is unable to	Student is	Student is able to	Student is
	organize, represent,	sometimes able to	organize, represent,	consistently able to
	and interpret data	organize, represent,	and interpret data	organize, represent,
	from a picture or	and interpret data	from a picture or	and interpret data
	bar graph.	from a picture or	bar graph.	from a picture or
	or	bar graph.	and	bar graph.
	Student is unable to	and	Student is able to	and
	use the information	Student is	use the information	Student is
	in a	sometimes able to	in a picture or bar	consistently able to
	picture or bar graph	use the information	graph to solve a	use the information
	to solve a problem.	in a	problem.	in a
		picture or bar graph		picture or bar graph
		to solve a problem.		to solve a problem.

Geometry

Recognize	Recognizes and draws shapes having specified attributes, such as a given number of angles and faces				
Marking	1= Needs Support	2= Approaching	3= Meets Standard	4= Exceeds Standard	
Period		Standard			
4 th	Student is unable able to draw, describe, classify, and analyze	Student can sometimes draw, describe, classify, and analyze	Student can draw, describe, classify, and analyze 2-D and 3-D	Student can consistently draw, describe, classify, and analyze	
	2-D and 3-D objects based on the attributes.	2-D and 3-D objects based on the attributes.	objects based on the attributes.	2-D and 3-D objects based on the attributes.	

	Identifies triangles, quadrilaterals, pentagons, hexagons and cubes					
Marking	1= Needs Support	2= Approaching	3= Meets Standard	4= Exceeds Standard		
Period		Standard				
4 th	Student is unable to	Student can	Student can identify	Student consistently		
	identify triangles,	sometimes	triangles,	identifies triangles,		
	quadrilaterals,	identify triangles,	quadrilaterals,	quadrilaterals,		
	pentagons,	quadrilaterals,	pentagons,	pentagons,		
	hexagons, and	pentagons,	hexagons, and	hexagons, and		
	cubes.	hexagons, and	cubes.	cubes.		
		cubes.				

Partitior	Partitions a rectangle into rows and columns of the same-size squares and counts to find the total number				
Marking Period	1= Needs Support	2= Approaching Standard	3= Meets Standard	4= Exceeds Standard	
4 th	Student is unable to partition a rectangle into rows and columns of the same size squares and count the total number of squares.	Student is sometimes able to partition a rectangle into rows and columns of the same size squares and count the total number of squares.	Student can partition a rectangle into rows and columns of the same size squares and count the total number of squares.	Student is able to consistently partition a rectangle into rows and columns of the same size squares and count the total number of squares.	

Partitic	Partitions circles or rectangles into 2, 3 or 4 equal shares; uses words halves, thirds and fourths				
Marking	1= Needs Support	2= Approaching	3= Meets Standard*	4= Exceeds	
Period		Standard	*Student must be	Standard*	
			able to do all of the	*Student must be	
			skills to achieve this	able to do all of the	
			rating.	skills to achieve this	
				rating.	
4 th	Student is unable to	Student sometimes	Student can	Student is able to	
	partition circles or	partitions circles or	partition circles or	consistently	
	rectangles	rectangles into 2, 3,	rectangles into 2, 3,	partition circles or	
	into 2, 3, or 4 equal	or 4 equal shares.	or 4 equal shares.	rectangles into 2, 3,	
	shares.	and	and	or 4 equal shares.	
	or	Student sometimes	Student uses words	and	
	Student is unable to	uses words halves,	halves, thirds, and	Student can	
	use words halves,	thirds, and fourths.	fourths.	consistently use	
	thirds, and fourths.			words halves, thirds,	
				and fourths.	

Science

Second Grade Standard Based Report Card Rubric

Science and Engineering Practice 1: Asks and identifies questions that can be answered by an investigation.	1= Needs support – Students require significant assistance to accomplish all of the following:	2= Approaching standard – Students can accomplish at least one of the following with limited assistance:	3= Meets standard – Students can accomplish all of the following:	4= Exceeds standard – In addition to all aspects of (3), students also can accomplish at least one of the following:
	 Ask questions based on observations to find more information about the natural and/or designed world(s). Ask and/or identify questions that can be answered by an investigation. Define a simple problem that can be solved through the development of a new or improved object or tool. 	 Ask questions based on observations to find more information about the natural and/or designed world(s). Ask and/or identify questions that can be answered by an investigation. Define a simple problem that can be solved through the development of a new or improved object or tool. 	 Ask questions based on observations to find more information about the natural and/or designed world(s). Ask and/or identify questions that can be answered by an investigation. Define a simple problem that can be solved through the development of a new or improved object or tool. 	 Ask questions about what would happen if a variable is changed. Identify scientific (testable) and non-scientific (non- testable) questions. Ask questions that can be investigated and predict reasonable outcomes based on patterns such as cause and effect relationships. Use prior knowledge to describe problems that can be solved. Define a simple design problem that can be solved through the development of an object, tool, process, or system and includes several criteria for success and constraints on materials, time, or cost.

Science and Engineering Practice 2: Uses scientific models to represent relationships, such as size and pattern, in the natural and human- made world (i.e., diagram, drawing, physical replica, diorama, dramatization, or storyboard).	1= Needs support – Students require significant assistance to accomplish all of the following:	2= Approaches the standard – Students can accomplish at least one of the following with limited assistance:	3= Meets the standard – Students can accomplish all of the following:	4= Exceeds the standard – In addition to all aspects of (3), students also can accomplish at least one of the following:
	 Distinguish between a model and the actual object, process, and/or events the model represents. Compare models to identify common features and differences. Develop and/or use a model to represent amounts, relationships, relative scales (bigger, smaller), and/or patterns in the natural and designed world(s). Develop a simple model based on evidence to represent a proposed object or tool. 	 Distinguish between a model and the actual object, process, and/or events the model represents. Compare models to identify common features and differences. Develop and/or use a model to represent amounts, relationships, relative scales (bigger, smaller), and/or patterns in the natural and designed world(s). Develop a simple model based on evidence to represent a proposed object or tool. 	 Distinguish between a model and the actual object, process, and/or events the model represents. Compare models to identify common features and differences. Develop and/or use a model to represent amounts, relationships, relative scales (bigger, smaller), and/or patterns in the natural and designed world(s). Develop a simple model based on evidence to represent a proposed object or tool. 	 Identify limitations of models. Collaboratively develop and/or revise a model based on evidence that shows the relationships among variables for frequent and regular occurring events. Develop a model using an analogy, example, or abstract representation to describe a scientific principle or design solution. Develop and/or use models to describe and/or predict phenomena. Develop a diagram or simple physical prototype to convey a proposed object, tool, or process. Use a model to test cause and effect relationships or interactions concerning the functioning of a natural or designed system.

Science and Engineering Practice 3: Plans and conducts investigations collaboratively, and evaluates different ways of collecting data to best answer a question.	1= Needs support – Students require significant assistance to accomplish all of the following:	2= Approaches the standard – Students can accomplish at least one of the following with limited assistance:	3= Meets the standard – Students can accomplish all of the following:	4= Exceeds the standard – In addition to all aspects of (3), students also can accomplish at least one of the following:
	 With guidance, plan and conduct an investigation in collaboration with peers (for K). Plan and conduct an investigation collaboratively to produce data to serve as the basis for evidence to answer a question. Evaluate different ways of observing and/or measuring a phenomenon to determine which way can answer a question. Make observations (firsthand or from media) and/or measurements to collect data that can be used to make comparisons. Make observations (firsthand or from media) and/or measurements of a proposed object or tool or solution to determine if it solves a problem or meets a goal. Make predictions based on prior experiences. 	 With guidance, plan and conduct an investigation in collaboration with peers (for K). Plan and conduct an investigation collaboratively to produce data to serve as the basis for evidence to answer a question. Evaluate different ways of observing and/or measuring a phenomenon to determine which way can answer a question. Make observations (firsthand or from media) and/or measurements to collect data that can be used to make comparisons. Make observations (firsthand or from media) and/or measurements of a proposed object or tool or solution to determine if it solves a problem or meets a goal. Make predictions based on prior experiences. 	 With guidance, plan and conduct an investigation in collaboration with peers (for K). Plan and conduct an investigation collaboratively to produce data to serve as the basis for evidence to answer a question. Evaluate different ways of observing and/or measuring a phenomenon to determine which way can answer a question. Make observations (firsthand or from media) and/or measurements to collect data that can be used to make comparisons. Make observations (firsthand or from media) and/or measurements of a proposed object or tool or solution to determine if it solves a problem or meets a goal. Make predictions based on prior experiences. 	 Plan and conduct an investigation collaboratively to produce data to serve as the basis for evidence, using fair tests in which variables are controlled and the number of trials considered. Evaluate appropriate methods and/or tools for collecting data. Make observations and/or measurements to produce data to serve as the basis for evidence for an explanation of a phenomenon or test a design solution. Make predictions about what would happen if a variable changes. Test two different models of the same proposed object, tool, or process to determine which better meets criteria for success.

Science and Engineering Practice 6: Designs or builds a device that solves a specific problem and compares multiple solutions to a problem.	1= Needs support – Students require significant assistance to accomplish all of the following:	2= Approaches the standard – Students can accomplish at least one of the following with limited assistance:	3= Meets the standard – Students can accomplish all of the following:	4= Exceeds the standard – In addition to all aspects of (3), students also can accomplish at least one of the following:
	 Make observations (firsthand or from media) to construct an evidence- based account for natural phenomena. Use tools and/or materials to design and/or build a device that solves a specific problem or a solution to a specific problem. Generate and/or compare multiple solutions to a problem. 	 Make observations (firsthand or from media) to construct an evidence-based account for natural phenomena. Use tools and/or materials to design and/or build a device that solves a specific problem or a solution to a specific problem. Generate and/or compare multiple solutions to a problem. 	 Make observations (firsthand or from media) to construct an evidence- based account for natural phenomena. Use tools and/or materials to design and/or build a device that solves a specific problem or a solution to a specific problem. Generate and/or compare multiple solutions to a problem. 	 Construct an explanation of observed relationships (e.g., the distribution of plants in the back yard). Use evidence (e.g., measurements, observations, patterns) to construct or support an explanation or design a solution to a problem. Identify the evidence that supports particular points in an explanation. Apply scientific ideas to solve design problems. Generate and compare multiple solutions to a problem based on how well they meet the criteria and constraints of the design solution.

Social Studies Grade 2 Standard Based Report Card Rubric

Describe	Describe connections between a series of historical events, scientific ideas or concepts, or steps in a				
		sequence within	n a text		
Marking	1= Needs Support	2= Approaching	3= Meets Standard	4= Exceeds Standard	
Period		Standard			
1 st -4 th	Rarely communicates	Inconsistently	Consistently	Consistently	
	an understanding of	communicates an	communicates an	communicates an	
	connections between	understanding of	understanding of	understanding of	
	a series of historical	connections between	connections between	connections between a	
	events, scientific	a series of historical	a series of historical	series of historical	
	ideas or concepts, or	events, scientific	events, scientific	events, scientific ideas	
	steps in a sequence	ideas or concepts, or	ideas or concepts, or	or concepts, or steps in	
	within a text.	steps in a sequence	steps in a sequence	a sequence within a	
		within a text.	within a text.	text and is able to	
				extend key concepts to	
				real life experiences.	

Participa	Participates in collaborative conversations with diverse partners about second grade topics and texts with peers and adults in small and larger groups					
Marking Period	1= Needs Support	2= Approaching Standard	3= Meets Standards	4=Exceeds Standard		
1 st -4 th	Rarely participates or does not make meaningful contributions to the classroom or group discussions.	Inconsistently participates and occasionally makes meaningful contributions to classroom or group discussions.	Consistently participates and consistently makes meaningful contributions to classroom or group discussion by following agreed upon norms for discussions (e.g., listening to others and taking turns speaking)	Consistently participates and consistently makes meaningful contributions to classroom or group discussion by following agreed upon norms for discussions (e.g., listening to others and taking turns speaking and asking questions to clear up any confusion).		

Physical Education Grade 2 Standard Based Report Card Rubric

De	emonstrates understand	ding of concepts and appli	ication of skills.	
Marking Period	1= Needs Support	2= Approaching Standard	3= Meets Standard	4= Exceeds Standard
1 st -4 th	Student rarely demonstrate control in traveling, weight bearing, and balance activities. Student is unable to recognize changes in rhythm, tempo/beat and player placement. Student is unable to identify body responses related to physical activity.	Student is beginning to demonstrate control in traveling, weight bearing, and balance activities. Student is learning to recognize changes in rhythm, tempo/beat and player placement. Student is learning to identify body responses related to physical activity.	Student understands and applies control in traveling, weight bearing, and balance activities. Student recognizes changes in rhythm, tempo/beat and player placement. Student is able to identify body responses related to physical activity.	Student understands and consistently applies control in traveling, weight bearing, and balance activities. Student consistently recognizes changes in rhythm, tempo/beat and player placement. Student consistently identify body responses related to physical activity.

	Participates in classroom discussions and activities related to content area.				
Marking	1= Needs Support	2= Approaching	3= Meets Standard	4= Exceeds Standard	
Period		Standard			
1 st -4 th	Student rarely participates in class discussions and activities.	Student sometimes participates in class discussions and activities.	Student consistently participates in class discussions and activities.	Student acts as a role model for participating in class discussions and activities.	

Instructional Technology Grade 2 Standard Based Report Card Rubric

De	Demonstrates understanding of concepts and application of skills.				
Marking	1= Needs Support	2= Approaching	3= Meets Standard	4= Exceeds Standard	
Period		Standard			
1 st	Student rarely	Student is beginning	Student	Student understands	
	applies the	to understand and	understands and	and consistently	
	fundamentals of	apply the	applies the	applies the	
	Instructional	fundamentals of	fundamentals of	fundamentals of	
	Technology. The	Instructional	Instructional	Instructional	
	student is unable to	Technology. The	Technology. The	Technology. The	
	identify what parts	student is learning	student identifies	student consistently	
	of a computer are	how to identify what	what parts of a	identifies what parts	
	not working	parts of a computer	computer are not	of a computer are	
	properly, cannot	are not working	working properly,	not working	
	insert a USB device	properly cannot	can insert a USB	properly, can insert a	
	or script block code.	insert a USB device	device or script	USB device or script	
		or script block code.	block code.	block code.	

De	Demonstrates understanding of concepts and application of skills.					
Marking	1= Needs Support	2= Approaching	3= Meets Standard	4= Exceeds Standard		
Period		Standard				
2 nd	Student rarely	Student is beginning	Student understands	Student understands		
	applies the	to understand and	and applies the	and consistently		
	fundamentals of	apply the	fundamentals of	applies the		
	Instructional	fundamentals of	Instructional	fundamentals of		
	Technology. The	Instructional	Technology. The	Instructional		
	student is unable to	Technology. The	student understands	Technology. The		
	type a paragraph on	student is beginning	how to type a	student consistently		
	a keyboard using a	to type a paragraph	paragraph on a	types a paragraph on		
	word processor or	on a keyboard using	keyboard using a	a keyboard using a		
	script block code.	a word processor or	word processor or	word processor or		
		script block code.	script block code.	script block code.		

De	Demonstrates understanding of concepts and application of skills.				
Marking	1= Needs Support	2= Approaching	3= Meets Standard	4= Exceeds Standard	
Period		Standard			
3 rd	Student rarely applies the fundamentals of Instructional Technology. The student is unable to create a basic two column spreadsheet or script block code.	Student is beginning to understand and apply the fundamentals of Instructional Technology. The student is beginning to create a basic two column spreadsheet or script block code.	Student understands and applies the fundamentals of Instructional Technology. The student understands how to create a basic two column spreadsheet or script block code.	Student understands and consistently applies the fundamentals of Instructional Technology. The student consistently creates a basic two column spreadsheet or script block code.	

De	Demonstrates understanding of concepts and application of skills.					
Marking	1= Needs Support	2= Approaching	3= Meets Standard	4= Exceeds Standard		
Period		Standard				
4 th	Student rarely applies the fundamentals of Instructional Technology. The student is unable to create a basic 5 slide presentation or script block code.	Student is beginning to understand and apply the fundamentals of Instructional Technology. The student is beginning to create a basic 5 slide presentation or script block code.	Student understands and applies the fundamentals of Instructional Technology. The student is able to create a basic 5 slide presentation or script block code.	Student understands and consistently applies the fundamentals of Instructional Technology. The student consistently creates a basic 5 slide presentation or script block code.		

	Participates in classroom discussions and activities related to content area.				
Marking	1= Needs Support	2= Approaching	3= Meets Standard	4= Exceeds Standard	
Period		Standard			
1 st -4 th	Student rarely participates in class discussions and activities.	Student sometimes participates in class discussions and activities.	Student consistently participates in class discussions and activities.	Student acts as a role model for participating in class discussions and activities.	

Health Grade 2 Standard Based Report Card Rubric

Health

Der	Demonstrates understanding of concepts and application of skills.					
Marking	1= Needs Support	2= Approaching	3= Meets Standard	4= Exceeds		
Period		Standard		Standard		
1 st -4 th	Student rarely communicates an understanding of the concepts of self- care, gender, anatomy, wellness, values, nutrition, family roles and	Student is beginning to communicate an understanding of the concepts of self-care, gender, anatomy, wellness, values, nutrition, family roles and drug abuse.	Student understands the concepts of self- care, gender, anatomy, wellness, values, nutrition, family roles and drug abuse.	Student understands and applies the concepts of self- care, gender, anatomy, wellness, values, nutrition, family		
	drug abuse.			roles and drug abuse.		

Participates in classroom discussions and activities related to content area.					
Marking Period	1= Needs Support	2= Approaching Standard	3= Meets Standard	4= Exceeds Standard	
1 st -4 th	Student rarely participates in class discussions and activities.	Student sometimes participates in class discussions and activities.	Student consistently participates in class discussions and activities.	Student acts as a role model for participating in class discussions and activities.	

Art

Grade 2 Standard Based Report Card Rubric

De	Demonstrates understanding of concepts and application of skills.					
Marking	1= Needs Support	2= Approaching	3= Meets Standard	4= Exceeds Standard		
Period		Standard				
1 st -2 nd	Student rarely	Student is beginning	Student utilizes art	Student consistently		
	utilizes art	to utilize art	tools/resources for	utilizes art		
	tools/resources for	tools/resources for	the creation of an	tools/resources for		
	the creation of an	the creation of an art	art work.	the creation of an art		
	art work.	work.		work.		

De	Demonstrates understanding of concepts and application of skills.					
Marking	1= Needs Support	2= Approaching	3= Meets Standard	4= Exceeds Standard		
Period		Standard				
3 rd	Student rarely manipulates sculpture materials and rarely creates an original art multidimensional work.	Student is beginning manipulate sculpture materials and create an original art multidimensional work.	Student manipulates sculpture materials and creates an original art multidimensional work.	Student consistently manipulates sculpture materials and creates an original art multidimensional work.		

De	Demonstrates understanding of concepts and application of skills.					
Marking	1= Needs Support	2= Approaching	3= Meets Standard	4= Exceeds Standard		
Period		Standard				
4 th	Student rarely understands or creates characteristics of tunnel books or rarely creates a collage using mixed paper.	Student is beginning to understand or create characteristics of tunnel books or is beginning to create a collage using mixed paper.	Student understands and creates characteristics of tunnel books or creates a collage using mixed paper.	Student consistently understands and creates characteristics of tunnel books or creates a collage using mixed paper.		

Participates in classroom discussions and activities related to content area.					
Marking	1= Needs Support	2= Approaching	3= Meets Standard	4= Exceeds Standard	
Period		Standard			
1 st -4 th	Student rarely participates in class discussions and activities.	Student sometimes participates in class discussions and activities.	Student consistently participates in class discussions and activities.	Student acts as a role model for participating in class discussions and activities.	

Music

Grade 2 Standard Based Report Card Rubric

Music

D	Demonstrates understanding of concepts and application of skills.						
Marking Period	1= Needs Support	2= Approaching Standard	3= Meets Standard	4= Exceeds Standard			
1 st	Student rarely analyzes selected music, reads or performs rhythmic patterns using iconic notation.	Student is beginning to analyze selected music, read or perform rhythmic patterns using iconic notation.	Student understands and analyzes selected music, reads or performs rhythmic patterns using iconic notation.	Student consistently analyzes selected music, reads or performs rhythmic patterns using iconic notation.			

D	Demonstrates understanding of concepts and application of skills.						
Marking	1= Needs Support	2= Approaching	3= Meets Standard	4= Exceeds Standard			
Period		Standard					
2 nd	Student rarely generates/records musical patterns and ideas within the context of a given tonality and meter.	Student is beginning to generate/record musical patterns and ideas within the context of a given tonality and meter.	Student generates/records musical patterns and ideas within the context of a given tonality and meter.	Student consistently generates/records musical patterns and ideas within the context of a given tonality and meter.			

Demo	Demonstrates understanding of concepts and application of skills.					
Marking	1= Needs Support	2= Approaching	3= Meets Standard	4= Exceeds Standard		
Period		Standard				
3 rd - 4 th	Student rarely	Student is beginning	Student	Student consistently		
	demonstrate	to demonstrate	demonstrates	demonstrates		
	knowledge of	knowledge of	knowledge of	knowledge of		
	musical contrast,	musical contrast,	musical contrast,	musical contrast,		
	expressive qualities	expressive qualities	expressive qualities	expressive qualities		
	or	or is beginning to	or	or		
	rehearses/performs	rehearses/performs	rehearses/performs	rehearses/performs		
	music with	music with	music with	music with		
	expression.	expression.	expression.	expression.		

Participates in classroom discussions and activities related to content area.					
Marking	1= Needs Support	2= Approaching	3= Meets Standard	4= Exceeds Standard	
Period		Standard			
1 st -4 th	Student rarely participates in class discussions and activities.	Student sometimes participates in class discussions and activities.	Student consistently participates in class discussions and activities.	Student acts as a role model for participating in class discussions and activities.	