



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

A minimum of two assessments per marking period, inclusive of Unit Assessments, to determine growth in each of the skills.

Kindergarten-ELA

Standard Based Report Card Rubric

A minimum of two assessments per marking period, inclusive of Unit Assessments, to determine growth in each of the skills.

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	Identifies 6 or fewer lowercase letters	Identifies 7 to 14 lowercase letters	Identifies 15 lowercase letters	Identifies 16 or more lowercase letters
2 nd -3 rd	Identifies 14 or fewer lower AND 14 or fewer upper case letters	Identifies 15-25 lower 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 letter sounds of introduced vowels and consonants				
Marking Period	1= Needs Support	2= Approaching Standard	3= Meets Standards	4=Exceeds Standard
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

A minimum of two assessments per marking period, inclusive of Unit Assessments, to determine growth in each of the skills.

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 Period	1= Needs Support	2= Approaching Standard	3= Meets Standards	4=Exceeds 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

A minimum of two assessments per marking period, inclusive of Unit Assessments, to determine growth in each of the skills.

Foundational Skills: Writing Language Center

Forms letters correctly				
Marking Period	1= Needs Support	2= Approaching Standard	3= Meets Standards	4=Exceeds Standard
1 st	Writes 6 or fewer lowercase letters correctly with reference to a model	Writes 7 to 14 lowercase letters correctly with reference to a model	Writes 15 lowercase letters correctly with reference to a model	Writes 16 or more lowercase letters correctly with reference to a model
2 nd -4 th	Writes 14 or fewer lower AND 14 or fewer upper case letters correctly with reference to a model	Writes 15-25 lower AND 15-25 upper case letters correctly with reference to a model	Writes 26 lower AND 26 upper case letters with reference to a model	Writes 26 lower AND upper case letters from memory

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 Period	1= Needs Support	2= Approaching Standard	3= Meets Standards	4=Exceeds 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 end punctuation	Consistently able to write simple sentences using correct capitalization and end punctuation	Accurately writes sentences with increasing complexity

Reading Domain

A minimum of two assessments per marking period, inclusive of Unit Assessments, to determine growth in each of the skills.

Asks and answers questions about the texts with support				
Marking Period	1= Needs Support	2= Approaching Standard	3= Meets Standards	4=Exceeds 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	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 Period	1= Needs Support	2= Approaching Standard	3= Meets Standards	4=Exceeds Standard
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 Period	1= Needs Support	2= Approaching Standard	3= Meets Standards	4=Exceeds Standard
1 st -4 th	<ul style="list-style-type: none"> Unable to use a combination of drawing, dictating, and writing to express ideas for different purposes 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> With prompting and support consistently uses a combination of drawing, dictating, and writing to express ideas for different purposes 	<ul style="list-style-type: none"> With prompting and support, is able to introduce, develop and provide a conclusion for a topic

A minimum of two assessments per marking period, inclusive of Unit Assessments, to determine growth in each of the skills.

Speaking and Listening Domain

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)

A minimum of two assessments per marking period, inclusive of Unit Assessments, to determine growth in each of the skills.

Mathematics

Kindergarten Standard Based Report Card Rubric

A minimum of two assessments per marking period, inclusive of Unit Assessments, to determine growth in each of the skills.

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 Period	1= Needs Support	2= Approaching Standard	3= Meets Standard	4= Exceeds Standard
1 st - 4 th	Student is unable to understand the concept of counting on.	Student sometimes understands the concept of counting on.	Student understands the concept of counting on.	Student consistently understands and applies the concept of counting on.

A minimum of two assessments per marking period, inclusive of Unit Assessments, to determine growth in each of the skills.

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

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

Compares the number of objects in two groups by using matching and counting strategies				
Marking Period	1= Needs Support	2= Approaching Standard	3= Meets Standard	4= Exceeds 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.

A minimum of two assessments per marking period, inclusive of Unit Assessments, to determine growth in each of the skills.

Compares the value of two written numerals between 1 and 10				
Marking Period	1= Needs Support	2= Approaching Standard	3= Meets Standard	4= Exceeds 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 addition and subtraction word problems within 10 by using objects or drawings to represent the problem				
Marking Period	1= Needs Support	2= Approaching Standard	3= Meets Standard	4= Exceeds 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 Period	1= Needs Support	2= Approaching Standard	3= Meets Standard	4= Exceeds Standard
3 rd	Student is unable to decompose numbers.	Student is sometimes able to decompose numbers within 10 in more than one way.	Student is able to decompose numbers within 10 in more than one way.	Student is able to decompose numbers greater than 10 in more than one way.

A minimum of two assessments per marking period, inclusive of Unit Assessments, to determine growth in each of the skills.

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

Demonstrates accuracy and efficiency for addition within 5				
Marking Period	1= Needs Support	2= Approaching Standard	3= Meets Standard	4= Exceeds Standard
2 nd & 3 rd	<p>Student is unable to demonstrate understanding of addition concepts by:</p> <ul style="list-style-type: none"> 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 	<p>Student sometimes demonstrates understanding of addition concepts by:</p> <ul style="list-style-type: none"> 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 	<p>Student consistently demonstrates understanding addition concepts by:</p> <ul style="list-style-type: none"> 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 	<p>Student applies concepts of addition to numbers greater than 5 by:</p> <ul style="list-style-type: none"> 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

A minimum of two assessments per marking period, inclusive of Unit Assessments, to determine growth in each of the skills.

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	<p>Student is unable to demonstrate understanding of subtraction concepts by:</p> <ul style="list-style-type: none"> 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 	<p>Student sometimes demonstrates understanding of subtraction concepts by:</p> <ul style="list-style-type: none"> 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 	<p>Student consistently demonstrates understanding of subtraction concepts by:</p> <ul style="list-style-type: none"> 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 	<p>Student applies concepts of subtraction from numbers greater than 5, such as:</p> <ul style="list-style-type: none"> 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

A minimum of two assessments per marking period, inclusive of Unit Assessments, to determine growth in each of the skills.

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

Identifies the value of U.S. coins and one-dollar bill				
Marking Period	1= Needs Support	2= Approaching Standard	3= Meets Standard	4= Exceeds 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).

A minimum of two assessments per marking period, inclusive of Unit Assessments, to determine growth in each of the skills.

Data Literacy

Classifies, counts and sorts objects into categories				
Marking Period	1= Needs Support	2= Approaching Standard	3= Meets Standard	4= Exceeds 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

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

Names and describes basic shapes				
Marking Period	1= Needs Support	2= Approaching Standard	3= Meets Standard	4= Exceeds 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.

A minimum of two assessments per marking period, inclusive of Unit Assessments, to determine growth in each of the skills.

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

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

A minimum of two assessments per marking period, inclusive of Unit Assessments, to determine growth in each of the skills.

Science

Kindergarten Standard Based Report Card Rubric

A minimum of two assessments per marking period, inclusive of Unit Assessments, to determine growth in each of the skills.

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:
	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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:
	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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.

A minimum of two assessments per marking period, inclusive of Unit Assessments, to determine growth in each of the skills.

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:
	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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.

A minimum of two assessments per marking period, inclusive of Unit Assessments, to determine growth in each of the skills.

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:
	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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.

A minimum of two assessments per marking period, inclusive of Unit Assessments, to determine growth in each of the skills.

Social Studies

Kindergarten Standard Based Report

Card Rubric

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

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)

A minimum of two assessments per marking period, inclusive of Unit Assessments, to determine growth in each of the skills.

Physical Education

Kindergarten Standard Based Report

Card Rubric

A minimum of two assessments per marking period, inclusive of Unit Assessments, to determine growth in each of the skills.

Physical Education

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 performs movement skills with developmentally appropriate control in isolated settings. The student is unable to identify body planes/parts, differentiate between competitive and cooperative strategies.	Student is beginning to perform movement skills with developmentally appropriate control in isolated settings. The student is learning how to identify body planes/parts, differentiate between competitive and cooperative strategies.	Student understands how to perform movement skills with developmentally appropriate control in isolated settings. The student identifies body planes/parts, differentiates between competitive and cooperative strategies most of the time.	Student understands and consistently performs movement skills with developmentally appropriate control in isolated settings. The student consistently identifies body planes/parts, differentiates between competitive and cooperative strategies.

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.

A minimum of two assessments per marking period, inclusive of Unit Assessments, to determine growth in each of the skills.

Instructional Technology

Kindergarten Standard Based Report

Card Rubric

A minimum of two assessments per marking period, inclusive of Unit Assessments, to determine growth in each of the skills.

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 applies the fundamentals of Instructional Technology. The student is unable to identify parts of a computer or to block code.	Student is beginning to apply the fundamentals of Instructional Technology. The student is learning how to identify parts of a computer or to block code.	Student understands and applies the fundamentals of Instructional Technology. The student identifies parts of a computer or block codes.	Student understands and consistently applies the fundamentals of Instructional Technology. The student consistently identifies parts of a computer or block codes.

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 applies the fundamentals of Instructional Technology. The student is unable to use a mouse or to block code.	Student is beginning to apply the fundamentals of Instructional Technology. The student is learning how to use a mouse or to block code.	Student understands and applies the fundamentals of Instructional Technology. The student uses a mouse or block codes.	Student understands and consistently applies the fundamentals of Instructional Technology. The student consistently uses a mouse or block codes.

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

A minimum of two assessments per marking period, inclusive of Unit Assessments, to determine growth in each of the skills.

Demonstrates understanding of concepts and application of skills.				
Marking Period	1= Needs Support	2= Approaching Standard	3= Meets Standard	4= Exceeds 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.

A minimum of two assessments per marking period, inclusive of Unit Assessments, to determine growth in each of the skills.

Health

Kindergarten Standard Based Report Card Rubric

A minimum of two assessments per marking period, inclusive of Unit Assessments, to determine growth in each of the skills.

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 health, wellness, organs and nutrition.	Student is beginning to communicate an understanding of the concepts of health, wellness, organs and nutrition.	Student understands the concepts of health, wellness, organs and nutrition.	Student understands and applies the concepts of health, wellness, organs 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.

A minimum of two assessments per marking period, inclusive of Unit Assessments, to determine growth in each of the skills.

Art

Kindergarten Standard Based Report Card Rubric

A minimum of two assessments per marking period, inclusive of Unit Assessments, to determine growth in each of the skills.

Art

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 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.

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 designs lines, shapes and colors in the creation of stamp print and rarely uses tools appropriate to the production of work in art in a variety of art media.	Student is beginning to designs lines, shapes and colors in the creation of stamp print and is learning how to use tools appropriate to the production of works of art in a variety of art media.	Student designs lines, shapes and colors in the creation of stamp print. 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 designs lines, shapes and colors in the creation of stamp print. The student consistently uses tools appropriate to the production of a work of art in a variety of art media.

A minimum of two assessments per marking period, inclusive of Unit Assessments, to determine growth in each of the skills.

Demonstrates understanding of concepts and application of skills.				
Marking Period	1= Needs Support	2= Approaching Standard	3= Meets Standard	4= Exceeds 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 Period	1= Needs Support	2= Approaching Standard	3= Meets Standard	4= Exceeds 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 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.

A minimum of two assessments per marking period, inclusive of Unit Assessments, to determine growth in each of the skills.

Music

Kindergarten Standard Based Report Card Rubric

A minimum of two assessments per marking period, inclusive of Unit Assessments, to determine growth in each of the skills.

Music

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 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 Period	1= Needs Support	2= Approaching Standard	3= Meets Standard	4= Exceeds 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 demonstrates knowledge of musical contrast, expressive qualities or rehearses/performs music with expression.

A minimum of two assessments per marking period, inclusive of Unit Assessments, to determine growth in each of the skills.

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.

A minimum of two assessments per marking period, inclusive of Unit Assessments, to determine growth in each of the skills.

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

A minimum of two assessments per marking period, inclusive of Unit Assessments, to determine growth in each of the skills.

Know and apply 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	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	<ul style="list-style-type: none"> Rarely reads grade level text Reads with insufficient accuracy and fluency that hinders comprehension 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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

A minimum of two assessments per marking period, inclusive of Unit Assessments, to determine growth in each of the skills.

Reads high frequency and irregular spelled words				
Marking Period	1= Needs Support	2= Approaching Standard	3= Meets Standards	4=Exceeds Standard
1 st -4 th	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	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 Period	1= Needs Support	2= Approaching Standard	3= Meets Standards	4=Exceeds Standard
1 st -4 th	<ul style="list-style-type: none"> Rarely able to write upper and lower case alphabets from memory Unable to write a letter or letter group for each phoneme 	<ul style="list-style-type: none"> Inconsistent in the ability to write upper and lower case alphabets from memory Inconsistently able to write a letter or letter group for each phoneme 	<ul style="list-style-type: none"> Consistently able to write upper and lower case alphabets from memory Consistently able to write a letter or letter group for each phoneme 	<ul style="list-style-type: none"> Writes the most common letters or letter groups for each phoneme

A minimum of two assessments per marking period, inclusive of Unit Assessments, to determine growth in each of the skills.

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	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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

A minimum of two assessments per marking period, inclusive of Unit Assessments, to determine growth in each of the skills.

Demonstrates command and use of the conventions of writing				
Marking Period	1= Needs Support	2= Approaching Standard	3= Meets Standards	4=Exceeds 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 Period	1= Needs Support	2= Approaching Standard	3= Meets Standards	4=Exceeds 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 Period	1= Needs Support	2= Approaching Standard	3= Meets Standards	4=Exceeds 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	Consistently uses capitalization appropriately and capitalizes holidays, product names and geographic names

A minimum of two assessments per marking period, inclusive of Unit Assessments, to determine growth in each of the skills.

Reading Domain

Asks and answers questions about key details in literary and informational text (e.g., who, what, where, when, why, and how)				
Marking Period	1= Needs Support	2= Approaching Standard	3= Meets Standards	4=Exceeds 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

Determine the central message/main topic and retell a sequence or series of events (e.g., who, what, where, when, why, and how)				
Marking Period	1= Needs Support	2= Approaching Standard	3= Meets Standards	4=Exceeds Standard
1 st -4 th	<ul style="list-style-type: none"> Retell lacks accuracy, showing significant misunderstanding of the text Struggles to identify the central message and main topic of both literary and informational text 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Consistently retells a text and explains how the details support the central message or main topic

A minimum of two assessments per marking period, inclusive of Unit Assessments, to determine growth in each of the skills.

Writing Domain

Writes to express ideas for different purposes				
Marking Period	1= Needs Support	2= Approaching Standard	3= Meets Standards	4=Exceeds 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

A minimum of two assessments per marking period, inclusive of Unit Assessments, to determine growth in each of the skills.

Speaking and Listening Domain

Participates in collaborative conversations with diverse partners about grade 1 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	<ul style="list-style-type: none"> Rarely participates in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups Rarely follows agreed-upon norms for discussions, or builds on others' talk in conversations 	<ul style="list-style-type: none"> Inconsistently participates in collaborative conversations with diverse partners about grade 1 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 	<ul style="list-style-type: none"> 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 and further explanation as needed about the topics and texts under discussion 	<ul style="list-style-type: none"> 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, and link their comments to the remarks of others, and explains their own ideas and understanding

A minimum of two assessments per marking period, inclusive of Unit Assessments, to determine growth in each of the skills.

Mathematics

Grade 1 Standard Based Report Card

Rubric

A minimum of two assessments per marking period, inclusive of Unit Assessments, to determine growth in each of the skills.

Operations and Algebraic Thinking

Uses addition 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 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.

A minimum of two assessments per marking period, inclusive of Unit Assessments, to determine growth in each of the skills.

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

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

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

A minimum of two assessments per marking period, inclusive of Unit Assessments, to determine growth in each of the skills.

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

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

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

A minimum of two assessments per marking period, inclusive of Unit Assessments, to determine growth in each of the skills.

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

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

A minimum of two assessments per marking period, inclusive of Unit Assessments, to determine growth in each of the skills.

Number and Operations in Base Ten

Counts, sequences, reads, writes and represents numbers correctly to 120				
Marking Period	1= Needs Support	2= Approaching Standard	3= Meets Standard	4= Exceeds 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 Period	1= Needs Support	2= Approaching Standard	3= Meets Standard	4= Exceeds 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 >, =, <.

A minimum of two assessments per marking period, inclusive of Unit Assessments, to determine growth in each of the skills.

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

A minimum of two assessments per marking period, inclusive of Unit Assessments, to determine growth in each of the skills.

Measurement

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

Measures length using non-standard units of measurement				
Marking Period	1= Needs Support	2= Approaching Standard	3= Meets Standard	4= Exceeds 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 Period	1= Needs Support	2= Approaching Standard	3= Meets Standard	4= Exceeds Standard
4 th	Student is unable to tell time to the hour and half hour on both an analog and digital clock.	Student is sometimes able to tell time to the hour and half hour on both an analog and digital clock.	Student is able to tell time to the hour and half hour on both an analog and digital clock.	Student is able to tell time to the nearest 10 minute interval on both an analog and digital clock.

A minimum of two assessments per marking period, inclusive of Unit Assessments, to determine growth in each of the skills.

Geometry

Understands and applies knowledge of shapes to compare and create 2-D and 3-D shapes				
Marking Period	1= Needs Support	2= Approaching Standard	3= Meets Standard	4= Exceeds 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 Period	1= Needs Support	2= Approaching Standard	3= Meets Standard	4= Exceeds 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.

A minimum of two assessments per marking period, inclusive of Unit Assessments, to determine growth in each of the skills.

Science

First Grade

Standard Based Report Card Rubric

A minimum of two assessments per marking period, inclusive of Unit Assessments, to determine growth in each of the skills.

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:
	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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:
	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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.

A minimum of two assessments per marking period, inclusive of Unit Assessments, to determine growth in each of the skills.

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:
	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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.

A minimum of two assessments per marking period, inclusive of Unit Assessments, to determine growth in each of the skills.

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:
	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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.

A minimum of two assessments per marking period, inclusive of Unit Assessments, to determine growth in each of the skills.

Social Studies

Grade 1 Standard Based Report Card

Rubric

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 Period	1= Needs Support	2= Approaching Standard	3= Meets Standard	4= Exceeds Standard
1 st -4 th	Rarely communicates an understanding of concepts taught related to sequence of events, steps in a process, cause & effect, and compare and contrast relationships	Inconsistently communicates an understanding of concepts taught related to sequence of events, steps in a process, cause & effect, and compare and contrast relationships	Consistently communicates an understanding of concepts taught related to sequence of events, steps in a process, cause & effect, and compare and contrast relationships	Consistently communicates an understanding of concepts taught related to sequence of events, steps in a process, cause & effect, and compare and contrast relationships and is able to extend key concepts to real life experiences

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)	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)

A minimum of two assessments per marking period, inclusive of Unit Assessments, to determine growth in each of the skills.

Physical Education

Grade 1 Standard Based Report Card

Rubric

A minimum of two assessments per marking period, inclusive of Unit Assessments, to determine growth in each of the skills.

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 demonstrate smooth transitions between sequential movement skills and rarely explains how changes in directions/pathways/levels 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/levels 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/levels 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.

A minimum of two assessments per marking period, inclusive of Unit Assessments, to determine growth in each of the skills.

Instructional Technology

Grade 1 Standard Based Report Card

Rubric

A minimum of two assessments per marking period, inclusive of Unit Assessments, to determine growth in each of the skills.

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 applies the fundamentals of Instructional Technology. The student is unable to use a mouse or to block code.	Student is beginning to apply the fundamentals of Instructional Technology. The student is learning how to use a mouse or to block code.	Student understands and applies the fundamentals of Instructional Technology. The student uses a mouse or block codes.	Student understands and consistently applies the fundamentals of Instructional Technology. The student consistently uses a mouse or block codes.

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 applies the fundamentals of Instructional Technology. The student is unable to maintain a safe online experience or to block code.	Student is beginning to apply the fundamentals of Instructional Technology. The student is learning to maintain a safe online experience or to block code.	Student understands and applies the fundamentals of Instructional Technology. The student maintains a safe online experience or block codes.	Student understands and consistently applies the fundamentals of Instructional Technology. The student consistently maintains a safe online experience or block codes.

A minimum of two assessments per marking period, inclusive of Unit Assessments, to determine growth in each of the skills.

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

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

A minimum of two assessments per marking period, inclusive of Unit Assessments, to determine growth in each of the skills.

Health

Grade 1 Standard Based Report Card

Rubric

A minimum of two assessments per marking period, inclusive of Unit Assessments, to determine growth in each of the skills.

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.

A minimum of two assessments per marking period, inclusive of Unit Assessments, to determine growth in each of the skills.

Art

Grade 1 Standard Based Report Card Rubric

A minimum of two assessments per marking period, inclusive of Unit Assessments, to determine growth in each of the skills.

Art

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 creates lines or shapes and rarely applies them to everyday life. Student rarely uses tools appropriate to the production of work in art in a variety of art media.	Student is beginning to create lines or shapes and beginning to apply them to everyday life. Student is learning how to use tools appropriate to the production of works of art in a variety of art media.	Student understands and creates lines or shapes and applies them to everyday life. 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 creates lines or shapes and applies them to everyday life. 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 Period	1= Needs Support	2= Approaching Standard	3= Meets Standard	4= Exceeds Standard
2 nd	Student rarely understands that there are primary/secondary colors and they can be used to create other colors. Student rarely uses tools appropriate to the production of work in art in a variety of art media.	Student is beginning to understand that there are primary/secondary colors and they can be used to create other colors. Student is learning how to use tools appropriate to the production of works of art in a variety of art media.	Student understands that there are primary/secondary colors and they can be used to create other colors. 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 understands that there are primary/secondary colors and they can be used to create other colors. The student consistently uses tools appropriate to the production of a work of art in a variety of art media.

A minimum of two assessments per marking period, inclusive of Unit Assessments, to determine growth in each of the skills.

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

A minimum of two assessments per marking period, inclusive of Unit Assessments, to determine growth in each of the skills.

Music

Grade 1 Standard Based Report Card Rubric

A minimum of two assessments per marking period, inclusive of Unit Assessments, to determine growth in each of the skills.

Music

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.

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 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.

A minimum of two assessments per marking period, inclusive of Unit Assessments, to determine growth in each of the skills.

Demonstrates understanding of concepts and application of skills.				
Marking Period	1= Needs Support	2= Approaching Standard	3= Meets Standard	4= Exceeds 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 demonstrates knowledge of musical contrast, expressive qualities or rehearses/performs 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.

A minimum of two assessments per marking period, inclusive of Unit Assessments, to determine growth in each of the skills.

SECOND GRADE RUBRICS

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

A minimum of two assessments per marking period, inclusive of Unit Assessments, to determine growth in each of the skills.

Second Grade ELA

Standard Based Report Card Rubric

A minimum of two assessments per marking period, inclusive of Unit Assessments, to determine growth in each of the skills.

Language Domain

Foundational Skills: Reading Language

Know and apply 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 -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	<ul style="list-style-type: none"> Rarely reads grade level text Reads with insufficient accuracy and fluency that hinders comprehension 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Consistently reads grade level text with purpose and understanding Reads grade level text orally with accuracy, appropriate rate, and expression Uses context to confirm or self-correct word recognition and understanding, rereading when necessary 	<ul style="list-style-type: none"> 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 and understanding, rereading when necessary

A minimum of two assessments per marking period, inclusive of Unit Assessments, to determine growth in each of the skills.

Foundational Skills: Writing Language

Sound-Letter Basics				
Marking Period	1= Needs Support	2= Approaching Standard	3= Meets Standards	4=Exceeds Standard
1 st -4 th	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Writes legibly and with sufficient fluency to support composition 	

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

A minimum of two assessments per marking period, inclusive of Unit Assessments, to determine growth in each of the skills.

Demonstrate command and use of conventions of writing				
Marking Period	1= Needs Support	2= Approaching Standard	3= Meets Standards	4=Exceeds 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 Period	1= Needs Support	2= Approaching Standard	3= Meets Standards	4=Exceeds Standard
3 rd -4 th	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> With limited support links sentences into a simple cohesive paragraph Paragraph shows a basic understanding of structure 	<ul style="list-style-type: none"> Without support, organizes ideas in paragraphs with main idea and supporting details Paragraphs contain various sentence types showing an extensive understanding of sentence structure

A minimum of two assessments per marking period, inclusive of Unit Assessments, to determine growth in each of the skills.

Reading Domain

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 Period	1= Needs Support	2= Approaching Standard	3= Meets Standards	4=Exceeds 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 Period	1= Needs Support	2= Approaching Standard	3= Meets Standards	4=Exceeds Standard
1 st -4 th	<ul style="list-style-type: none"> Recounting lacks accuracy, showing significant misunderstanding of the text Rarely able to identify the central message and main topic of both literary and informational text 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Consistently recounts a text in oral and written form with key details and explains how the details support the central message or main topic

A minimum of two assessments per marking period, inclusive of Unit Assessments, to determine growth in each of the skills.

Describe the overall structure of a text				
Marking Period	1= Needs Support	2= Approaching Standard	3= Meets Standards	4=Exceeds Standard
1 st -4 th	<ul style="list-style-type: none"> 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 information 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 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

A minimum of two assessments per marking period, inclusive of Unit Assessments, to determine growth in each of the skills.

Writing Domain

Writing to express ideas for different purposes				
Marking Period	1= Needs Support	2= Approaching Standard	3= Meets Standards	4=Exceeds 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

A minimum of two assessments per marking period, inclusive of Unit Assessments, to determine growth in each of the skills.

Speaking and Listening Domain

Participates in collaborative conversations with diverse partners about grade 2 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	<ul style="list-style-type: none"> Rarely participates in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups Rarely follows agreed-upon norms for discussions, or builds on others' talk in conversations 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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

A minimum of two assessments per marking period, inclusive of Unit Assessments, to determine growth in each of the skills.

Mathematics

Grade 2 Standard Based Report Card

Rubric

A minimum of two assessments per marking period, inclusive of Unit Assessments, to determine growth in each of the skills.

Operations and Algebraic Thinking

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

A minimum of two assessments per marking period, inclusive of Unit Assessments, to determine growth in each of the skills.

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 groups of objects to gain foundations of multiplication				
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.

A minimum of two assessments per marking period, inclusive of Unit Assessments, to determine growth in each of the skills.

Number and Operations in Base Ten

Recognizes that the 3-digits of a 3-digit number represent amounts of hundreds, tens and ones				
Marking Period	1= Needs Support	2= Approaching Standard	3= Meets Standard	4= Exceeds Standard
3 rd	Student is unable to demonstrate understanding of place value of 3 digit numbers using models/ manipulatives, place value charts and verbal description.	Student is sometimes able to demonstrate understanding of place value of 3 digit numbers using models/ manipulatives, place value charts and verbal description.	Student is able to demonstrate understanding of place value of 3 digit numbers using models/ manipulatives, place value charts and verbal description.	Student is able to demonstrate understanding of place value of 4 digit numbers using models/ manipulatives, place value charts and verbal description.

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 Period	1= Needs Support	2= Approaching Standard	3= Meets Standard	4= Exceeds 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.

A minimum of two assessments per marking period, inclusive of Unit Assessments, to determine growth in each of the skills.

Compares 2 three digit numbers using >, < and = symbols				
Marking Period	1= Needs Support	2= Approaching Standard	3= Meets Standard	4= Exceeds 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 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 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.

A minimum of two assessments per marking period, inclusive of Unit Assessments, to determine growth in each of the skills.

Adds up to 4 two-digit numbers using strategies based on place value and properties of operations				
Marking Period	1= Needs Support	2= Approaching Standard	3= Meets Standard	4= Exceeds 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 Period	1= Needs Support	2= Approaching Standard	3= Meets Standard	4= Exceeds 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 Period	1= Needs Support	2= Approaching Standard	3= Meets Standard	4= Exceeds 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.

A minimum of two assessments per marking period, inclusive of Unit Assessments, to determine growth in each of the skills.

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

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

A minimum of two assessments per marking period, inclusive of Unit Assessments, to determine growth in each of the skills.

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

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* <i>*Student must be able to do all of the skills to achieve this rating.</i>	4= Exceeds Standard* <i>*Student must be able to do all of the skills to achieve this rating.</i>
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.

A minimum of two assessments per marking period, inclusive of Unit Assessments, to determine growth in each of the skills.

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

Uses addition and subtraction to solve word problems involving lengths				
Marking Period	1= Needs Support	2= Approaching Standard	3= Meets Standard	4= Exceeds 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.

Represents whole numbers as lengths from 0 and represents whole number sums and differences within 100 on a number line diagram				
Marking Period	1= Needs Support	2= Approaching Standard	3= Meets Standard	4= Exceeds 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.

A minimum of two assessments per marking period, inclusive of Unit Assessments, to determine growth in each of the skills.

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

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

A minimum of two assessments per marking period, inclusive of Unit Assessments, to determine growth in each of the skills.

Data Literacy

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

A minimum of two assessments per marking period, inclusive of Unit Assessments, to determine growth in each of the skills.

Geometry

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

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

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.

A minimum of two assessments per marking period, inclusive of Unit Assessments, to determine growth in each of the skills.

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

A minimum of two assessments per marking period, inclusive of Unit Assessments, to determine growth in each of the skills.

Science

Second Grade Standard Based Report Card Rubric

A minimum of two assessments per marking period, inclusive of Unit Assessments, to determine growth in each of the skills.

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:
	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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:
	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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:
	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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.

A minimum of two assessments per marking period, inclusive of Unit Assessments, to determine growth in each of the skills.

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:
	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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.

A minimum of two assessments per marking period, inclusive of Unit Assessments, to determine growth in each of the skills.

Social Studies

Grade 2 Standard Based Report Card

Rubric

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

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).

A minimum of two assessments per marking period, inclusive of Unit Assessments, to determine growth in each of the skills.

Physical Education

Grade 2 Standard Based Report Card

Rubric

A minimum of two assessments per marking period, inclusive of Unit Assessments, to determine growth in each of the skills.

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 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 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.

A minimum of two assessments per marking period, inclusive of Unit Assessments, to determine growth in each of the skills.

Instructional Technology

Grade 2 Standard Based Report Card

Rubric

A minimum of two assessments per marking period, inclusive of Unit Assessments, to determine growth in each of the skills.

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 applies the fundamentals of Instructional Technology. The student is unable to identify what parts of a computer are not working properly, cannot insert a USB device or script block code.	Student is beginning to understand and apply the fundamentals of Instructional Technology. The student is learning how to identify what parts of a computer are not working properly cannot insert a USB device or script block code.	Student understands and applies the fundamentals of Instructional Technology. The student identifies what parts of a computer are not working properly, can insert a USB device or script block code.	Student understands and consistently applies the fundamentals of Instructional Technology. The student consistently identifies what parts of a computer are not working properly, can insert a USB device or script block code.

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 applies the fundamentals of Instructional Technology. The student is unable to type a paragraph on a keyboard using a word processor or script block code.	Student is beginning to understand and apply the fundamentals of Instructional Technology. The student is beginning to type a paragraph on a keyboard using a word processor or script block code.	Student understands and applies the fundamentals of Instructional Technology. The student understands how to type a paragraph on a keyboard using a word processor or script block code.	Student understands and consistently applies the fundamentals of Instructional Technology. The student consistently types a paragraph on a keyboard using a word processor or script block code.

A minimum of two assessments per marking period, inclusive of Unit Assessments, to determine growth in each of the skills.

Demonstrates understanding of concepts and application of skills.				
Marking Period	1= Needs Support	2= Approaching Standard	3= Meets Standard	4= Exceeds 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.

Demonstrates understanding of concepts and application of skills.				
Marking Period	1= Needs Support	2= Approaching Standard	3= Meets Standard	4= Exceeds 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 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.

A minimum of two assessments per marking period, inclusive of Unit Assessments, to determine growth in each of the skills.

Health

Grade 2 Standard Based Report Card

Rubric

A minimum of two assessments per marking period, inclusive of Unit Assessments, to determine growth in each of the skills.

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, anatomy, wellness, values, nutrition, family roles and drug abuse.	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 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.

A minimum of two assessments per marking period, inclusive of Unit Assessments, to determine growth in each of the skills.

Art

Grade 2 Standard Based Report Card Rubric

A minimum of two assessments per marking period, inclusive of Unit Assessments, to determine growth in each of the skills.

Art

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

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

Demonstrates understanding of concepts and application of skills.				
Marking Period	1= Needs Support	2= Approaching Standard	3= Meets Standard	4= Exceeds 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.

A minimum of two assessments per marking period, inclusive of Unit Assessments, to determine growth in each of the skills.

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.

A minimum of two assessments per marking period, inclusive of Unit Assessments, to determine growth in each of the skills.

Music

Grade 2 Standard Based Report Card Rubric

A minimum of two assessments per marking period, inclusive of Unit Assessments, to determine growth in each of the skills.

Music

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.

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 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.

Demonstrates understanding of concepts and application of skills.				
Marking Period	1= Needs Support	2= Approaching Standard	3= Meets Standard	4= Exceeds 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 demonstrates knowledge of musical contrast, expressive qualities or rehearses/performs music with expression.

A minimum of two assessments per marking period, inclusive of Unit Assessments, to determine growth in each of the skills.

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.

A minimum of two assessments per marking period, inclusive of Unit Assessments, to determine growth in each of the skills.