

**Braintree Public Schools**  
**Kindergarten Report Card Rubric**

**Content Area: English/Language Arts**

**Speaking and Listening**

Statement from Report Card	Level 1 Achievement <i>This is difficult for me, and I need help.</i>	Level 2 Achievement <i>I can do this with help.</i>	Level 3 Achievement <i>I can do this on my own.</i>	Level 4 Achievement <i>I can do this on my own and can do more challenging things like it.</i>
<i>Following agreed upon rules for discussions and conversations</i> <b>SL.1</b>	Unable to sit in a group quietly, has a difficult time listening to others, and does not often participate	Sits quietly in a group, listens to others who speak, and raises hand to participate with reminders	Sits quietly in a group, listens to others who speak, and raises hand to participate consistently	Almost always able to sit, listen, and frequently contributes on topic responses
<i>Ask and answer questions in order to seek help, get information or clarify something that is not understood</i> <b>SL.3</b> <b>(RL.4, RI.4)</b>	Unable/rarely able to ask or answer questions in a shared language activity	Often answers questions related to help, information, and clarification and occasionally asks relevant questions	Consistently answers questions about help, information, or clarification and is able to ask relevant questions	Consistently offers higher level and deeper meaning questions and answers
<i>Speak audibly and express thoughts, feelings, and ideas clearly</i> <b>SL.2</b> <b>(SL.6)</b>	Does not always speak audibly and rarely expresses thoughts, feelings and ideas clearly	With teacher encouragement, can speak audibly and express clear ideas	Expresses thoughts, feelings, and ideas clearly and audibly	Consistently expresses creative and higher level thoughts, feelings, and ideas audibly

## Reading Foundational Skills

Statement from Report Card	Level 1 Achievement <i>This is difficult for me, and I need help.</i>	Level 2 Achievement <i>I can do this with help.</i>	Level 3 Achievement <i>I can do this on my own.</i>	Level 4 Achievement <i>I can do this on my own and can do more challenging things like it.</i>
<i>Understands basic concepts of print</i> <b>RF.1</b> <b>(RL.6, RI.5, RI.6)</b>	Beginning to understand basic concepts of print	Approaching an understanding of basic concepts of print	Understands basic concepts of print	Consistently understands basic concepts of print and demonstrates above grade level skills
<i>Recognize and name upper- and lowercase letters of the alphabet</i> <b>RF.1d</b>	Recognizes few/no upper/lowercase letters	Recognizes some upper/lowercase letters	Recognizes and names most/all upper and lowercase letters	Recognizes and names all upper and lowercase letters with fluency and automaticity (core on DIBELS LNF)
<i>Recognize and produce rhyming words</i> <b>RF.2a</b>	Requires substantial teacher support to recognize and produce rhymes or unable to rhyme	Able to recognize rhyming words, requires teacher support to produce rhyming words	Can recognize and produce rhyming words	*
<i>Segment and identify sounds in grade level words</i> <b>RF.2d</b>	Not yet able to segment understand/beginning to understand words are made up of separate sounds	Some level of ability to segment and identify (ex. Can identify some sounds, beginning sounds, etc)	Able to segment and identify sounds in grade level (cvc) words.	Consistently demonstrates ability to segment and identify sounds in above grade level words
<i>Blend sounds into words</i> <b>RF.2b</b> <b>(RF.2c, RF.2e)</b>	Not yet able to blend sounds into words	Sometimes able to blend sounds with teacher assistance	Able to blend sounds into words	Apply blending skills to above grade level work
<i>Produce sound for each consonant and vowel</i> <b>RF.3a</b> <b>(RF.3b, RF.3d)</b>	Identifies few/none of the introduced letter sounds	Identifies most of the introduced letter sounds	By January, able to produce sounds for m, t, a, s, p, c, i, n, b, r  By June, able to produce sounds for all consonants and short vowels	Able to produce the required sounds as well as additional sounds (digraphs, glued sounds, etc.)

<b>Statement from Report Card</b>	<b>Level 1 Achievement</b> <i>This is difficult for me, and I need help.</i>	<b>Level 2 Achievement</b> <i>I can do this with help.</i>	<b>Level 3 Achievement</b> <i>I can do this on my own.</i>	<b>Level 4 Achievement</b> <i>I can do this on my own and can do more challenging things like it.</i>
<i>Reads high frequency words</i> <b>RF.3c</b>	Able to read few/no introduced high frequency words	Able to read most of the introduced high frequency words	By January able to read: I am the little a to have is we my like he for me with she  By June able to read: see look they you of are that do one two three four five here go from yellow blue green what said was where come	Able to read the required high frequency words as well as additional high frequency words
<i>Reads grade level text with accuracy, purpose, and understanding</i> <b>RF.4</b>	Does not yet read grade level text	May require assistance to read grade level text, or may be able to read but not with accuracy, purpose and/or understanding	Reads grade level text with accuracy, purpose, and understanding	Fluently and expressively reads grade level text; reads above grade level texts

### Reading Comprehension

<b>Statement from Report Card</b>	<b>Level 1 Achievement</b> <i>This is difficult for me, and I need help.</i>	<b>Level 2 Achievement</b> <i>I can do this with help.</i>	<b>Level 3 Achievement</b> <i>I can do this on my own.</i>	<b>Level 4 Achievement</b> <i>I can do this on my own and can do more challenging things like it.</i>
<i>Ask and answer questions about key details in a text</i> <b>RL.1 (RI.1)</b> <b>(RL.10, RI.10)</b>	Rarely/not able to ask and answer questions about key details in a text	Able to ask and answer questions about key details in a text with prompting and teacher support	Able to ask and answer questions about key details in a text most of the time	Able to ask and answer higher level questions about key details in a text
<i>Retell familiar stories</i> <b>RL.2 (RI.2)</b>	Unable or rarely able to retell stories	Able to retell some story events, or offer some story details	Able to accurately retell stories	Consistently offers a detailed summary of a story

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<i>Identify characters, setting, and main events in a story</i> <b>RL.3 (RI.3)</b>	Able to identify characters, setting, and main events with substantial teacher assistance	Able to identify some story elements	Able to identify characters, setting, and main events in a story	Able to identify characters, setting, and main events in addition to other story elements/details
<i>Make connections between self, text, and world</i> <b>RL.7 (RI.7)</b> <b>(RL.8, RL.9)</b> <b>(RI.8, RI.9)</b>	Unable or rarely able to make connections	Is able to make some connections between self, text, and world	Able to make connections between self, text, and world	Consistently applies higher order connections between self, text, and world

### Language

<b>Statement from Report Card</b>	<b>Level 1 Achievement</b> <i>This is difficult for me, and I need help.</i>	<b>Level 2 Achievement</b> <i>I can do this with help.</i>	<b>Level 3 Achievement</b> <i>I can do this on my own.</i>	<b>Level 4 Achievement</b> <i>I can do this on my own and can do more challenging things like it.</i>
<i>Print upper- and lowercase letters</i> <b>L.1a</b>	Unable or rarely able to print introduced upper and lowercase letters	Able to print some introduced upper and lowercase letters	Able to print introduced upper and lowercase letters from top to bottom	Prints upper and lowercase letters neatly, with appropriate spacing, from top to bottom
<i>Understand and use question words (who, what, where, when, why, how)</i> <b>L.1d</b>	Has difficulty understanding question words and rarely uses question words correctly	Understands and sometimes uses question words correctly	Able to understand and use question words appropriately	Frequently uses question words to ask higher level and more complex questions
<i>Produce and expand complete sentences in shared language activities</i> <b>L.1f</b> <b>(L.1b,c, e; L.4, L.6, SL.4)</b>	May not be able to speak in complete sentences without substantial teacher support	Able to produce a complete sentence most of the time	Able to produce a more detailed complete sentence	Frequently uses very detailed sentences with a more complex structure

<b>Statement from Report Card</b>	<b>Level 1 Achievement</b> <i>This is difficult for me, and I need help.</i>	<b>Level 2 Achievement</b> <i>I can do this with help.</i>	<b>Level 3 Achievement</b> <i>I can do this on my own.</i>	<b>Level 4 Achievement</b> <i>I can do this on my own and can do more challenging things like it.</i>
<i>Demonstrate understanding of capitalization and punctuation</i> <b>L.2a/b</b>	Little to no understanding of capitalization and punctuation	Demonstrates some understanding of punctuation and sometimes uses correct capitalization	Able to use capital letters at the beginning of the sentence and the pronoun I; able to identify punctuation	Frequently understands and applies correct capitalization and punctuation
<i>Write a letter for consonant and short vowel sounds</i> <b>L.2c</b>	When given an introduced sound orally, the student is able to write few/no of the corresponding sounds	When given an introduced sound orally, the student is able to write most of the corresponding sounds	By January, able to legibly write the corresponding letter for sounds: m, t, a, s, p, c, i, n, b, r (reversals acceptable)  By June, able to write the corresponding letter for all consonants and short vowel sounds	Able to legibly write the introduced letter sounds as well as additional sounds (digraphs, glued sounds, etc.)
<i>Spell simple words phonetically</i> <b>L.2d</b>	Is not yet able to spell phonetically	Uses some phonetic spelling in their writing and in shared group activities	Uses phonetic spelling in their writing and in shared group activities	Beginning to demonstrate an understanding of spelling patterns in addition to phonetic spelling

## Writing

Statement from Report Card	Level 1 Achievement <i>This is difficult for me, and I need help.</i>	Level 2 Achievement <i>I can do this with help.</i>	Level 3 Achievement <i>I can do this on my own.</i>	Level 4 Achievement <i>I can do this on my own and can do more challenging things like it.</i>
<p><i>Use a combination of drawing, dictating, and writing to express an idea</i></p> <p><b>W.1</b> (addresses all Writing standards) (SL.4, SL.5)</p>	Beginning to use pictures and/or dictation to express ideas	Able to clearly express an idea through a picture and the use of dictation and/or some written words	Able to clearly express an idea through a detailed picture and a simple sentence	Frequently provides detailed pictures with several sentences

## Content Area: Mathematics

### Counting and Cardinality

Statement from Report Card	Level 1 Achievement <i>This is difficult for me, and I need help.</i>	Level 2 Achievement <i>I can do this with help.</i>	Level 3 Achievement <i>I can do this on my own.</i>	Level 4 Achievement <i>I can do this on my own and can do more challenging things like it.</i>
<p><i>Automatically recognizes organized sets of objects up to 6 without counting</i></p> <p><b>(Subitizing- K.CC.5)</b></p>	Rarely able or unable to recognize sets without substantial teacher support or without individually counting	Beginning to recognize some sets of objects – occasionally automatically or/and independently	Is consistently able to recognize organized sets (subitize) automatically and independently	Able to recognize patterns beyond 6; may be able to combine sets of objects and explain their thinking
<p><i>Identify numerals</i></p> <p><b>K.CC.3</b></p>	Able to identify few/no numerals to 10 by January and to 20 by June	Able to identify most numerals to 10 by January and to 20 by June	<p>Able to identify 0-10 by January</p> <p>Able to identify 0-20 by June</p>	Able to identify beyond 10 by January and beyond 20 by June

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<i>Counts to 100 by ones and tens</i> <b>K.CC.1</b>	Requires frequent teacher support to count by ones and tens	Able to count by ones and tens with few errors or occasional teacher support	Able to count to 50 by ones and tens by January and to 100 by ones and tens by June	Able to count beyond 50 by ones and tens by January and beyond 100 by ones and tens by June
<i>Demonstrates ability to count on from any given number</i> <b>K.CC.2</b>	Requires frequent teacher support to count on from a starting number other than 1	Able to count on from a starting number other than 1 with few errors or occasional teacher support	Able to independently count on when given a random starting number (other than 1)	Able to demonstrate higher level counting on, counting back strategies
<i>Count sets to tell the number of objects</i> <b>K.CC.5</b>	Requires frequent teacher support to count sets	Able to count sets of objects with few errors and/or occasional teacher support	Can independently count organized sets through 20 and scattered sets through 10	Able to demonstrate higher level counting and organizing of sets and explain their thought process
<i>Print numbers to 20</i> <b>K.CC.3</b>	Able to print few/no numbers to 10 by January and to 20 by June	Able to print most numbers to 10 by January and to 20 by June	Able to print numbers through 10 by January and through 20 by June with legibility	Able to print numbers beyond 10 by January and beyond 20 by June with legibility
<i>Demonstrates ability to compare numbers</i> <b>K.CC.6, K.CC.7</b>	Requires frequent teacher support to compare numbers and groups	Able to identify numbers and groups as greater than, less than, or equal to another number or group within 10 with few errors or occasional teacher support	Able to identify numbers and groups as greater than, less than, or equal to another number or group within 10	Independently compares numbers and groups beyond 10

## Operations and Algebraic Thinking

Statement from Report Card	Level 1 Achievement <i>This is difficult for me, and I need help.</i>	Level 2 Achievement <i>I can do this with help.</i>	Level 3 Achievement <i>I can do this on my own.</i>	Level 4 Achievement <i>I can do this on my own and can do more challenging things like it.</i>
<i>Understands addition as putting together and adding to.</i> <b>K.OA.1, K.OA.2, K.OA.3, K.OA.4</b>	Does not yet understand or has limited understanding of the concept of addition	Is beginning to use strategies for addition with few errors or occasional teacher support	Utilizes a variety of strategies to demonstrate understanding of addition within 10	Demonstrates understanding of addition beyond 10 and is able to verbalize thinking about addition
<i>Understands subtraction as taking apart and taking from</i> <b>K.OA.1, K.OA.2, K.OA.3, K.OA.4</b>	Does not yet understand or has limited understanding of the concept of subtraction	Is beginning to use strategies for subtraction with few errors or occasional teacher support	Utilizes a variety of strategies to demonstrate understanding of subtraction within 10	Demonstrates understanding of subtraction beyond 10 and is able to verbalize thinking about subtraction
<i>Fluently adds within 5</i> <b>K.OA.5</b>	Knows few/no addition facts within 5 with automaticity	Knows some addition facts within 5 with automaticity	Knows addition facts within 5 with automaticity	Knows addition facts beyond 5 with automaticity
<i>Fluently subtracts within 5</i> <b>K.OA.5</b>	Knows few/no subtraction facts within 5 with automaticity	Knows some subtraction facts within 5 with automaticity	Knows subtraction facts within 5 with automaticity	Knows subtraction facts beyond 5 with automaticity

### Number and Operations in Base Ten

Statement from Report Card	Level 1 Achievement	Level 2 Achievement	Level 3 Achievement	Level 4 Achievement
	<i>This is difficult for me, and I need help.</i>	<i>I can do this with help.</i>	<i>I can do this on my own.</i>	<i>I can do this on my own and can do more challenging things like it.</i>
<i>Composes and decomposes numbers 11-19 into tens and ones</i> <b>K.NBT.1</b>	Requires frequent teacher support to put together and break apart numbers from 11-19 into 10 ones and some ones	Can put together and break apart numbers from 11-19 into 10 ones and some ones with few errors and/or occasional teacher support	Can consistently and accurately put together and break apart numbers (compose and decompose) from 11-19 into 10 ones and some ones	Can consistently and accurately compose and decompose higher numbers and explain their thought process

### Measurement and Data

Statement from Report Card	Level 1 Achievement	Level 2 Achievement	Level 3 Achievement	Level 4 Achievement
	<i>This is difficult for me, and I need help.</i>	<i>I can do this with help.</i>	<i>I can do this on my own.</i>	<i>I can do this on my own and can do more challenging things like it.</i>
<i>Describe and compare measurable attributes (height, length, weight)</i> <b>K.MD.1, K.MD.2</b>	Requires frequent teacher support to describe measurable attributes of objects/comparing two objects	Able to describe measurable attributes of objects/compare two objects with few errors or occasional teacher support	Able to describe measurable attributes of objects/compare two objects with a measurable attribute in common	Measures and compares attributes of more than 2 objects and determines the differences between them
<i>Classify objects and count the number of objects in each category</i> <b>K.MD.3</b>	Requires frequent teacher support to classify and/or count objects	Able to classify and count objects into given categories with few errors and/or occasional teacher support	Can consistently and accurately classify and count objects into given categories	Can consistently and accurately classify and count objects into given categories and extend their use of comparative language

## Geometry

Statement from Report Card	Level 1 Achievement	Level 2 Achievement	Level 3 Achievement	Level 4 Achievement
<i>Identify and describe shapes</i> <b>K.G.1, K.G.2, K.G.3</b>	Able to identify few/no 2D shapes by January and 3D by June	Able to identify most 2D shapes by January and 3D by June	Name shapes and attributes (2D by January, 3D by June) and identify shapes as two or three dimensional	*
<i>Compare and create shapes</i> <b>K.G.4, K.G.5, K.G.6</b>	Unable/rarely able to compare, build, draw, and compose simple shapes without strong teacher support	Able to compare, build, draw, and compose simple shapes with few errors and/or occasional teacher support	Able to compare 2D and 3D shapes, build, draw, and compose simple shapes and combine shapes to form larger ones	Able to come up with multiple ways to form shapes and/or works with more complex shapes
<i>Describes relative positions of objects</i> <b>K.G.1</b>	Rarely able to use and/or understand positional words when describing objects	Is beginning to use and understand many positional words to describe objects	Able to describe relative position of objects, shapes, and numbers using vocabulary such as above, below, beside, in front of, behind, before, after, just before, just after	Able to work with multiple positional words in directions

**Content Area: Science**

<p><b>Statement from Report Card</b></p>	<p><b>Level 1 Achievement</b></p> <p><i>This is difficult for me, and I need help.</i></p>	<p><b>Level 2 Achievement</b></p> <p><i>I can do this with help.</i></p>	<p><b>Level 3 Achievement</b></p> <p><i>I can do this on my own.</i></p>	<p><b>Level 4 Achievement</b></p> <p><i>I can do this on my own and can do more challenging things like it.</i></p>
<p><i>Pushes and pulls an object in different directions using different strengths</i></p>	<p>Pushes and pulls an object in different directions using different strengths, with substantial teacher support</p>	<p>Pushes and pulls an object in different directions using different strengths, with some teacher support</p>	<p>Pushes and pulls an object in different directions using different strengths</p>	<p>Extends and makes connections when pushing and pulling an object in different directions using different strengths</p>
<p><i>Shows that materials can be solids or liquids</i></p>	<p>Shows that materials can be solids or liquids with substantial teacher support</p>	<p>Shows that materials can be solids or liquids with some teacher support</p>	<p>Shows that materials can be solids or liquids</p>	<p>Extends and makes connections when showing that materials can be solids or liquids</p>
<p><i>Recognizes that we get information about the world through our senses</i></p>	<p>Identify the senses with substantial teacher support</p>	<p>Identify the five senses independently</p>	<p>Identify the five senses and the body parts required to use the senses to gather information</p>	<p>Extends and makes connections about the use of the five senses</p>
<p><i>Identifies that animals and plants need food, water, and air to survive</i></p>	<p>Identify that animals and plants need food, water, and air to survive with substantial teacher support</p>	<p>Identify that animals and plants need food, water, and air to survive with some teacher support</p>	<p>Identify that animals and plants need food, water, and air to survive</p>	<p>Able to extend their understanding of other needs of living things</p>
<p><i>Recognizes that trees are living, changing organisms</i></p>	<p>Recognizes that trees are living, changing organisms with substantial teacher support</p>	<p>Recognizes that trees are living, changing organisms with some teacher support</p>	<p>Recognizes that trees are living, changing organisms</p>	<p>Able to extend their understanding of other living organisms and their changes</p>

**Content Area: Social Studies**

<p><b>Statement from Report Card</b></p>	<p><b>Level 1 Achievement</b></p> <p><i>This is difficult for me, and I need help.</i></p>	<p><b>Level 2 Achievement</b></p> <p><i>I can do this with help.</i></p>	<p><b>Level 3 Achievement</b></p> <p><i>I can do this on my own.</i></p>	<p><b>Level 4 Achievement</b></p> <p><i>I can do this on my own and can do more challenging things like it.</i></p>
<p><i>Describe the benefits of living in and being part of a community</i></p>	<p>Beginning to demonstrate an understanding of community</p>	<p>Demonstrates some understanding of a community</p>	<p>Able to demonstrate basic understanding of what makes a community and name some benefits</p>	<p>Extends understanding of community and makes connections independently</p>
<p><i>Explain how history describes events and people of other times and places</i></p>	<p>Beginning to understand that there are certain celebrations at different times of the year</p>	<p>Begins to name some significant holidays and associated people</p>	<p>Identifies the purpose of and the people and events honored in holidays</p>	<p>Can explain in-depth meanings of important historical events and people</p>
<p><i>Apply geographic terms and tools</i></p>	<p>Unable to identify any aspect of location (ex. Address); does not recognize or identify geography tools</p>	<p>Able to identify some aspects of location and be able to identify maps and/or globes</p>	<p>Able to use appropriate vocabulary to identify their location (address, town, state, country) and identify basic features on maps and globes</p>	<p>Can further extend their knowledge of geographic terms and tools (ex. Identify terms such as continents)</p>