



STANDARDS BASED REPORT CARD K-2 RUBRICS

DIVISION OF ACADEMIC SERVICES/SPECIAL PROGRAMS
SEPTEMBER 2018

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

All criteria below will be reflected on the individual student report card:

Independent Reading Levels: AA (Below A) – Z

Grade Level	Reading Levels
K	AA (Below A)
K	A
K	B
K	C
K	D
1	E
1	F
1	G
1	H
1	I
1	J

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

Reading: Foundational Skills

Identifies introduced upper case letters. Identifies introduced lower case letters.				
Marking Period	1= Needs Support	2= Approaching Standard	3= Meets Standard	4= Exceeds Standard
1 st	Identifies 5 or fewer letters.	Identifies 6 to 8 letters.	Identifies 9 to 12 letters.	Identifies 13 or more letters.
2 nd	Identifies 8 or fewer letters.	Identifies 9 to 12 letters.	Identifies 13 to 18 letters.	Identifies 19 or more letters.
3 rd	Identifies 12 or fewer letters.	Identifies 13 to 18 letters.	Identifies 19 to 23 letters.	Identifies 24 or more letters.
4 th	Identifies 18 or fewer letters.	Identifies 19 to 23 letters.	Identifies 26 letters.	N/A Exceeds assessment.

Produces the letter sounds of introduced vowel and consonants.				
Marking Period	1= Needs Support	2= Approaching Standard	3= Meets Standard	4= Exceeds Standard
1 st – 2 nd	Student rarely recognizes introduced vowel and consonant sounds.	Student sometimes recognizes introduced vowel and consonant sounds.	Student consistently recognizes introduced vowel and consonant sounds.	Student consistently recognizes all vowel and consonant sounds and reads them correctly in words.
3 rd – 4 th	Student rarely recognizes all vowel and consonant sounds.	Student sometimes recognizes all vowel and consonant sounds.	Student consistently recognizes all vowel and consonant sounds.	Student consistently and independently recognizes all vowel and consonant sounds and reads them correctly in words.

Applies decoding strategies.				
Marking Period	1= Needs Support	2= Approaching Standard	3= Meets Standard	4= Exceeds Standard
3 rd – 4 th	Student rarely uses introduced decoding strategies.	Student sometimes uses introduced decoding strategies.	Student consistently uses introduced decoding strategies with support.	Student consistently and independently uses introduced decoding strategies.

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

Recognizes rhyming words.				
Marking Period	1= Needs Support	2= Approaching Standard	3= Meets Standard	4= Exceeds Standard
1 st – 4 th	Student does not recognize rhyming words.	Student sometimes recognizes rhyming words.	Student consistently recognizes rhyming words.	Student consistently recognizes rhyming words with multiple syllables.

Recognizes grade-level sight words.				
Marking Period	1= Needs Support	2= Approaching Standard	3= Meets Standard	4= Exceeds Standard
1 st	Student recognizes few pre-primer and kindergarten sight words.	Student recognizes some pre-primer and kindergarten sight words.	Student recognizes most pre-primer and some kindergarten sight words.	Student recognizes all kindergarten sight words.
2 nd	Student recognizes most pre-primer and few kindergarten sight words.	Student recognizes all pre-primer and some kindergarten sight words.	Student recognizes most kindergarten sight words.	Student recognizes all kindergarten sight words.
3 rd	Student recognizes few kindergarten sight words.	Student recognizes some kindergarten sight words.	Student recognizes most kindergarten sight words.	Student recognizes all kindergarten sight words and reads them within context
4 th	Student recognizes some kindergarten sight words.	Student recognizes most kindergarten sight words.	Student recognizes all kindergarten sight words.	Student recognizes all kindergarten sight words and reads independently above grade level.

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

Produces rhyming words.				
Marking Period	1= Needs Support	2= Approaching Standard	3= Meets Standard	4= Exceeds Standard
1 st – 4 th	Student does not produce rhyming words.	Student sometimes produces rhyming words.	Student consistently produces rhyming words.	Student consistently produces rhyming words with multiple syllables.

Blends sounds in words.				
Marking Period	1= Needs Support	2= Approaching Standard	3= Meets Standard	4= Exceeds Standard
3 rd – 4 th	Student rarely blends sounds in words.	Student sometimes blends sounds in words.	Student consistently blends sounds in words.	Student consistently blends sounds in words and applies skill when reading independently.

Reading: Literature and Informational Text

Reads at the appropriate independent reading level.				
Marking Period	1= Needs Support	2= Approaching Standard	3= Meets Standard	4= Exceeds Standard
1 st	Unable or rarely able to demonstrate reading behaviors.	Student has achieved reading success at level AA.	Student has achieved reading success at level A.	Student has achieved reading success at level B or above.
2 nd	Unable or rarely able to demonstrate reading behaviors and/or student has achieved reading success at level AA.	Student has achieved reading success at level A.	Student has achieved reading success at level B.	Student has achieved reading success at level C or above.
3 rd	Unable or rarely able to demonstrate reading behaviors and/or student has achieved reading success at level A.	Student has achieved reading success at level B.	Student has achieved reading success at level C.	Student has achieved reading success at level D or above.
4 th	Unable or rarely able to demonstrate reading behaviors and/or student has achieved reading success at level B.	Student has achieved reading success at level C.	Student has achieved reading success at level D.	Student has achieved reading success at level E or above.

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

Demonstrates comprehension of a story read aloud. Asks and answers questions about the texts with support. Identifies characters, setting, main idea/topic with prompting and support. Retells familiar stories or details from a text.				
Marking Period	1= Needs Support	2= Approaching Standard	3= Meets Standard	4= Exceeds Standard
1 st – 2 nd	Student is unable to retell a story, even with prompting.	Student is unable to recall events of a story in proper sequence.	Student retells a story in proper sequence, using character and setting.	Student retells a story in proper sequence, using character, setting, and inferential understanding.
3 rd – 4 th	Student is unable to recall events of a story in proper sequence.	Student retells a story in proper sequence, using character and setting.	Student retells a story in proper sequence, using character, setting, and inferential understanding.	Student retells a story in proper sequence, using characters and setting while making connections and predictions (displaying higher level thinking).

Writing

Uses pictures, letters, and strings of letters to write and express ideas for different purposes (narrative, informative and opinion)				
Marking Period	1= Needs Support	2= Approaching Standard	3= Meets Standard	4= Exceeds Standard
1 st	Student is unable to use pictures or symbols to write and express ideas for different purposes.	Student rarely uses pictures or symbols to write and express ideas for different purposes.	Student uses pictures or symbols to write and express ideas for different purposes.	Student consistently uses pictures or symbols to write and express ideas for different purposes.
2 nd – 3 rd	Student is unable to use pictures or symbols to write and express ideas for different purposes.	Student uses pictures or symbols to write and express ideas for different purposes.	Student uses pictures, symbols, or letters to write and express ideas for different purposes.	Student consistently uses pictures, symbols, or letters to write and express ideas for different purposes.
4 th	Student is unable to use pictures, symbols or letters to write and express ideas for different purposes.	Student consistently uses pictures or symbols to write and express ideas for different purposes.	Student consistently uses pictures, symbols, AND letters to write and express ideas for different purposes.	Student consistently uses letters enhanced by pictures or symbols to write and 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.

Generates writing and ideas				
Marking Period	1= Needs Support	2= Approaching Standard	3= Meets Standard	4= Exceeds Standard
1 st -2 nd	Student is unable to generate ideas for writing.	Student rarely generates ideas for writing with prompting and support.	Student sometimes generates ideas for writing with prompting and support.	Student consistently generates ideas for writing with prompting and support.
3 rd - 4 th	Student is rarely generates ideas for writing even with prompting and support.	Student sometimes generates ideas for writing with prompting and support.	Student consistently generates ideas for writing with prompting and support.	Student consistently and independently generates ideas for writing.

Language

Prints letters from left to right using correct spacing.				
Marking Period	1= Needs Support	2= Approaching Standard	3= Meets Standard	4= Exceeds Standard
1 st – 4 th	Student rarely prints letters from left to right and rarely uses appropriate finger spacing.	Student sometimes prints letters from left to right and sometimes uses appropriate finger spacing.	Student consistently prints letters from left to right and consistently uses appropriate finger spacing.	Student consistently and independently prints letters from left to right and consistently and independently uses appropriate finger spacing.

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

Applies conventions of grammar and usage.				
Marking Period	1= Needs Support	2= Approaching Standard	3= Meets Standard	4= Exceeds Standard
3 rd	Student does not demonstrate understanding of key concepts of grammar, usage, and mechanics.	Student is beginning to demonstrate understanding of key concepts of grammar, usage, and mechanics, sometimes including: <ul style="list-style-type: none"> ● Capitalizing the first letter of his/her name. ● Capitalizing the pronoun "I." 	Student is beginning to demonstrate understanding of key concepts of grammar, usage, and mechanics, most of the time including: <ul style="list-style-type: none"> ● Capitalizing the first letter of his/her name. ● Capitalizing the pronoun "I." 	Student is beginning to demonstrate understanding of key concepts of grammar, usage, and mechanics, consistently: <ul style="list-style-type: none"> ● Capitalizing the first letter of his/her name. ● Capitalizing the pronoun "I."
4 th	Student does not demonstrate understanding of key concepts of grammar, usage, and mechanics.	Student is beginning to demonstrate understanding of key concepts of grammar, usage, and mechanics, sometimes including: <ul style="list-style-type: none"> ● Capitalizing the first letter of his/her name. ● Capitalizing the pronoun "I." ● Capitalizing the first word in a sentence. ● Using proper spacing. 	Student demonstrates an understanding of key concepts of grammar, usage, and mechanics most of the time including: <ul style="list-style-type: none"> ● Capitalizing the first letter of his/her name. ● Capitalizing the pronoun "I." ● Capitalizing the first word in a sentence. ● Using proper spacing. 	Student consistently demonstrates an understanding of key concepts of grammar, usage, and mechanics, including: <ul style="list-style-type: none"> ● Capitalizing the first letter of his/her name. ● Capitalizing the pronoun "I." ● Capitalizing the first word in a sentence. ● Using proper spacing.

Spells simple words phonetically using knowledge of sound-letter relationships.				
Marking Period	1= Needs Support	2= Approaching Standard	3= Meets Standard	4= Exceeds Standard
1 st – 4 th	Student does not spell simple words phonetically using knowledge of sound/symbol relationships.	Student does not spell simple word phonetically using knowledge of sound/symbol relationships.	Student consistently spells all sounds in simple words phonetically using knowledge of sound/symbol relationships.	Student consistently spells complex words phonetically using knowledge of sound/symbol relationships.

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Forms letters correctly.				
Marking Period	1= Needs Support	2= Approaching Standard	3= Meets Standard	4= Exceeds Standard
1 st -2 nd	Student copies a few letters correctly.	Student copies most letters correctly.	Student copies all letters that have been presented correctly.	Student writes all upper and lower case letters correctly.
3 rd	Student copies some letters that have been presented correctly.	Student copies most letters that have been presented correctly	Student writes all letters that have been presented correctly.	Student writes own name with capitals and lowercase letters.
4 th	Student writes some letters correctly.	Student writes most letters correctly.	Student writes all upper and lower case letters correctly.	Student writes all upper and lower case letters correctly and applies in all areas of writing.

Listening and Speaking

Listens to others and takes turns speaking.				
Marking Period	1= Needs Support	2= Approaching Standard	3= Meets Standard	4= Exceeds Standard
1 st – 4 th	Student rarely takes turns speaking and listening.	Student occasionally takes turns speaking and listening.	Student consistently takes turns speaking and listening.	Student acts as a role model for others taking turns and listening to others.

Actively participates in classroom and group discussions.				
Marking Period	1= Needs Support	2= Approaching Standard	3= Meets Standard	4= Exceeds Standard
1 st – 4 th	Student rarely participates and makes meaningful contributions to classroom or group discussions.	Student sometimes participates and makes meaningful contributions to classroom or group discussions.	Student consistently participates and makes meaningful contributions to classroom or group discussions.	Student acts as a role model for others participating in and making meaningful contributions to classroom or group discussions.

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

Asks questions to gain information.				
Marking Period	1= Needs Support	2= Approaching Standard	3= Meets Standard	4= Exceeds Standard
1 st – 4 th	Student rarely asks questions to gain information.	Student occasionally asks questions to gain information.	Student consistently asks questions to gain information. Student rarely asks questions to gain information.	Student acts as a role model for asking questions to gain information.

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 sometimes able to rote count numbers 0-70.	Student is able to rote count numbers 0-70.	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 sometimes able to rote count numbers 0-100.	Student is able to rote count numbers 0-100.	Student is able to rote count numbers over 100.

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 or rarely understands concept of counting on.	Student sometimes understands concept of counting on.	Student consistently understands concept of counting on.	Student understands and applies 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 only able to print numerals 0-10.	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 or rarely demonstrates 1-to-1 correspondence when counting objects 1-10.	Student sometimes demonstrates 1-to-1 correspondence when counting objects 1-10.	Student demonstrates 1-to-1 correspondence when counting objects 1-10 correctly.	Student demonstrates 1-to-1 correspondence when counting objects 1-20 correctly.
3 rd & 4 th	Student is unable or rarely demonstrates 1-to-1 correspondence when counting objects 1-20.	Student sometimes demonstrates 1-to-1 correspondence when counting objects 1-20.	Student demonstrates 1-to-1 correspondence when counting objects 1-20 correctly.	Student demonstrates 1-to-1 correspondence when counting objects greater than 20 correctly.

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 or rarely compares the number of objects in a group by using matching and counting strategies.	Student sometimes compares 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.

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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 within 20.

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 able to solve addition and subtraction problems within 5 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 able to decompose numbers within 10 in 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 fluency of 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 or rarely 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 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 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 applies concepts of addition to numbers up to 10 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 fluency of 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 or rarely 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 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 to numbers up to 10, 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

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Number and Operations in Base Ten

Composes and decomposes numbers from 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).

Measurements and Data

Describes and compares measurable attributes.				
Marking Period	1= Needs Support	2= Approaching Standard	3= Meets Standard	4= Exceeds Standard
4 th	Student is unable or rarely able 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.

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 or rarely able 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 with few errors.	Student is able to classify, sort and count up to ten objects consistently.

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

Geometry

Describes objects in the environment using names of shapes and positional words such as <i>above, below, beside, in front of, behind and next to</i>				
Marking Period	1= Needs Support	2= Approaching Standard	3= Meets Standard	4= Exceeds Standard
4 th	Student is unable able 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 able to correctly name and describe shapes when the size or orientation is different with some errors.	Student is able to correctly name and describe shapes when the size or orientation is different.	Student is able to correctly name and describe shapes when the size or orientation is different in a real life setting.

Identifies shapes as 2-D or 3-D				
Marking Period	1= Needs Support	2= Approaching Standard	3= Meets Standard	4= Exceeds Standard
4 th	Student is sometimes able identify 3-D shapes and distinguish them from 2-D shapes.	Student is able to identify 3-D shapes and distinguish them from 2-D shapes with few errors.	Student is able to consistently 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.

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

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

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.

<p>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).</p>	<p>1= Needs support – Students require significant assistance to accomplish all of the following:</p>	<p>2= Approaches the standard – Students can accomplish at least one of the following with limited assistance:</p>	<p>3= Meets the standard – Students can accomplish all of the following:</p>	<p>4= Exceeds the standard – In addition to all aspects of (3), students also can accomplish at least one of the following:</p>
	<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	Student rarely communicates an understanding of concepts taught related to individuals, events, ideas or information.	Student sometimes communicates an understanding of concepts taught related to individuals, events, ideas or information.	Student often communicates an understanding of concepts taught related to individuals, events, ideas or information.	Student 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 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.

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.

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

All criteria below will be reflected on the individual student report card:

Independent Reading Levels: AA (Below A) – Z

Grade Level	Reading Levels
K	<A
K	A
K	B
K	C
K	D
1	E
1	F
1	G
1	H
1	I
1	J
2	K
2	L
2	M

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

Reads at grade level.				
Marking Period	1= Needs Support	2= Approaching Standard	3= Meets Standard	4= Exceeds Standard
1 st	Student has achieved reading success at level B or below.	Student has achieved reading success at level C.	Student has achieved reading success at level D.	Student has achieved reading success at level E or above.
2 nd	Student has achieved reading success at level C.	Student has achieved reading success at level D.	Student has achieved reading success at level E.	Student has achieved reading success at level F or above.
3 rd	Student has achieved reading success at level F.	Student has achieved reading success at level G.	Student has achieved reading success at level H.	Student has achieved reading success at level I or above.
4 th	Student has achieved reading success at level H.	Student has achieved reading success at level I.	Student has achieved reading success at level J.	Student has achieved reading success at level K or above.

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

Uses various strategies to decode/break apart texts (pictures, context, phonics).				
Marking Period	1= Needs Support	2= Approaching Standard	3= Meets Standard	4= Exceeds Standard
1 st – 4 th	Student is unable or rarely able to: <ul style="list-style-type: none"> • Use picture clues • Read high frequency words in context • Decode grade level words in context • Self monitor reading • Self correct using meaning, visual and syntactical cues. 	Student is sometimes able to: <ul style="list-style-type: none"> • Use picture clues • Read high frequency words in context • Decode grade level words in context • Self monitor reading • Self correct using meaning, visual, and syntactical cues. 	Student is consistently able to: <ul style="list-style-type: none"> • Use picture clues • Read high frequency words in context • Decode grade level words in context • Self monitor reading • Self correct using meaning, visual, and syntactical cues. 	Student is consistently and independently able to: <ul style="list-style-type: none"> • Use picture clues • Read high frequency words in context • Decode grade level words in context • Self monitor reading • Self correct using meaning, visual and syntactical cues while reading an above grade level text.

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

Recognizes sight words.				
Marking Period	1= Needs Support	2= Approaching Standard	3= Meets Standard	4= Exceeds Standard
1 st	Student recognizes few kindergarten and first grade sight words.	Student recognizes some kindergarten and first grade sight words.	Student recognizes some first grade sight words.	Student recognizes all first grade sight words.
2 nd	Student recognizes some kindergarten and first grade sight words.	Student recognizes some first grade sight words.	Student recognizes most first grade sight words.	Student recognizes all first grade sight words with automaticity and within context.
3 rd	Student recognizes all kindergarten sight words and some first grade sight words.	Student recognizes some first grade sight words.	Student recognizes most first grade sight words.	Student recognizes all first grade sight words and reads them with automaticity and within context.
4 th	Student recognizes some first grade sight words.	Student recognizes most first grade sight words.	Student recognizes all first grade sight words.	Student consistently recognizes all first grade sight words reading them with automaticity and within context and reads independently above grade level.

Reads with fluency (expression, phrasing, rate, accuracy).				
Marking Period	1= Needs Support	2= Approaching Standard	3= Meets Standard	4= Exceeds Standard
1 st – 4 th	Student is unable or rarely able to read using appropriate rate, expression, attention to punctuation, and phrasing.	Student is sometimes able to read using appropriate rate, expression, attention to punctuation, and phrasing.	Student is consistently able to read using appropriate rate, expression, attention to punctuation, and phrasing.	Student is consistently and independently able to read using appropriate rate, expression, attention to punctuation, and phrasing while reading an above grade level text.

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

Reading: Literature and Informational Text

Reads with comprehension (retells stories, identifies main idea, uses illustrations and identifies story elements).				
Marking Period	1= Needs Support	2= Approaching Standard	3= Meets Standard	4= Exceeds Standard
1 st -4 th	Student is unable or rarely able to: <ul style="list-style-type: none"> • Retell story • Identify main idea • Identify story elements • Make connections • Make inferences • Make predictions 	Student is sometimes able to: <ul style="list-style-type: none"> • Retell story • Identify main idea • Identify story elements • Make connections • Make inferences • Make predictions 	Student is consistently able to: <ul style="list-style-type: none"> • Retell story • Identify main idea • Identify story elements • Make connections • Make inferences • Make predictions 	Student is consistently and independently able to: <ul style="list-style-type: none"> • Retell story • Identify main idea • Identify story elements • Make connections • Make inferences • Make predictions While reading an above grade level text.

Asks and answers questions about key details in a text.				
Marking Period	1= Needs Support	2= Approaching Standard	3= Meets Standard	4= Exceeds Standard
1 st – 4 th	Student rarely asks and answers questions when reading or listening to stories and informational texts.	Student sometimes asks and answers questions when reading or listening to stories and informational texts.	Student asks and answers questions when reading or listening to stories and informational texts.	Student consistently asks and answers questions when reading or listening to stories and informational texts.

Compares and Contrasts texts on the same topic.				
Marking Period	1= Needs Support	2= Approaching Standard	3= Meets Standard	4= Exceeds Standard
3 rd – 4 th	Student is unable to compare and contrast a variety of texts.	Student can identify a similarity OR a difference in a variety of texts with support.	Student can independently identify a similarity AND a difference in a variety of texts.	Student can consistently identify similarities AND differences in a variety of texts.

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

Reads independently for extended periods of time.				
Marking Period	1= Needs Support	2= Approaching Standard	3= Meets Standard	4= Exceeds Standard
1 st	Student is unable or rarely able to sustain independent silent reading for 5 minutes.	Student is sometimes able to sustain independent silent reading for up to 5 minutes.	Student is consistently able to sustain independent silent reading for up to 5 minutes.	Student is consistently able to sustain independent silent reading for more than 5 minutes.
2 nd	Student is unable or rarely able to sustain independent silent reading for 10 minutes.	Student is sometimes able to sustain independent silent reading for up to 10 minutes.	Student is consistently able to sustain independent silent reading for up to 10 minutes.	Student is consistently able to sustain independent silent reading for more than 10 minutes.
3 rd	Student is unable or rarely able to sustain independent silent reading for 15 minutes.	Student is sometimes able to sustain independent silent reading for up to 15 minutes.	Student is consistently able to sustain independent silent reading for up to 15 minutes.	Student is consistently able to sustain independent silent reading for more than 15 minutes.
4 th	Student is unable or rarely able to sustain independent silent reading for 20 minutes.	Student is sometimes able to sustain independent silent reading for up to 20 minutes.	Student is consistently able to sustain independent silent reading for up to 20 minutes.	Student is consistently able to sustain independent silent reading for more than 20 minutes.

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

Writing

Writes complete sentences.				
Marking Period	1= Needs Support	2= Approaching Standard	3= Meets Standard	4= Exceeds Standard
1 st – 4 th	Student does not understand that every sentence must be about something (subject) and tells something (predicate) about its subject.	Student rarely understands that every sentence must be about something (subject) and tells something (predicate) about its subject.	Student understands that every sentence must be about something (subject) and tells something (predicate) about its subject. Student stretches ideas from words to complete sentences.	Student consistently understands that every sentence must be about something (subject) and tells something (predicate) about its subject and consistently stretches ideas in complete detailed sentences.

Develops ideas in an organized manner for different purposes (narrative, informative, opinion)				
Marking Period	1= Needs Support	2= Approaching Standard	3= Meets Standard	4= Exceeds Standard
1 st	Student does not generate ideas or sequence events. Student thinks, sketches, or writes a few unrelated ideas for writing.	Student generates a few ideas and sequences events from experiences or imagination. Student thinks, sketches and writes a few ideas.	Student generates some ideas and sequences events from experiences or imagination. Student rehearses ideas with others when prompted. Student thinks, sketches, and writes a few ideas.	Student generates ideas and sequences events for writing from experiences, imagination, or stories read together. Student rehearses ideas with others. Student thinks, sketches, and writes to communicate an idea.
2 nd – 3 rd	Student generates a few ideas from experience or imagination. The topic is partially evident. Student thinks, sketches and writes a few ideas.	Student generates some ideas from experience or imagination. The topic is evident but too broad or too specific. Student thinks, sketches, and writes a few ideas.	Student generates ideas from experience or imagination or stories read together. Student rehearses ideas with others. Student chooses and narrows the topic with support. Student thinks, sketches and writes a few ideas.	Student generates interesting ideas for writing from experience, imagination, and stories read. Student chooses and narrows a topic. Student thinks, sketches, and writes with details about the narrowed topic.
4 th	Student generates a few ideas from experience or	Student generates some ideas from experience,	Student generates ideas from experience, imagination or stories	Student generates interesting ideas for writing from experience,

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

imagination. Student chooses a topic that is somewhat clear. Student thinks, sketches and writes a few ideas.	imagination, or stories read together. Student chooses a clear topic. Student thinks, sketches, and writes a few ideas.	read together. Student rehearses stories with others. Student chooses and narrows the topic and communicates that through writing.	imagination, and stories read. Student rehearses ideas independently. Student chooses a narrow, specific topic, and communicates that through writing.
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Writes independently for extended periods of time.				
Marking Period	1= Needs Support	2= Approaching Standard	3= Meets Standard	4= Exceeds Standard
1 st	Student is unable or rarely able to sustain independent writing for 5 minutes.	Student is sometimes able to sustain independent writing for up to 5 minutes.	Student is consistently able to sustain independent writing for up to 5 minutes.	Student is consistently able to sustain independent writing for more than 5 minutes.
2 nd	Student is unable or rarely able to sustain independent writing for 10 minutes.	Student is sometimes able to sustain independent writing for up to 10 minutes.	Student is consistently able to sustain independent writing for up to 10 minutes.	Student is consistently able to sustain independent writing for more than 10 minutes.
3 rd	Student is unable or rarely able to sustain independent writing for 20 minutes.	Student is sometimes able to sustain independent writing for up to 20 minutes.	Student is consistently able to sustain independent writing for up to 20 minutes.	Student is consistently able to sustain independent writing for more than 20 minutes.
4 th	Student is unable or rarely able to sustain independent writing for 25 minutes.	Student is sometimes able to sustain independent writing for up to 25 minutes.	Student is consistently able to sustain independent writing for up to 25 minutes.	Student is consistently able to sustain independent writing for more than 25 minutes.

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

Language

Uses punctuation appropriately.				
Marking Period	1= Needs Support	2= Approaching Standard	3= Meets Standard	4= Exceeds Standard
1 st – 4 th	The student does not apply correct punctuation.	The student sometimes applies correct punctuation.	The student consistently applies correct punctuation.	The student consistently and independently applies correct punctuation.

Uses capitalization appropriately.				
Marking Period	1= Needs Support	2= Approaching Standard	3= Meets Standard	4= Exceeds Standard
1 st – 4 th	The student does not capitalize names, places, dates, the beginning of sentences and the pronoun I.	The student sometimes capitalizes names, places, dates, the beginning of sentences and the pronoun I.	The student consistently capitalizes names, places, dates, the beginning of sentences and the pronoun I.	The student consistently and independently capitalizes names, places, dates, the beginning of sentences and the pronoun I.

Applies conventions of grammar and usage.				
Marking Period	1= Needs Support	2= Approaching Standard	3= Meets Standard	4= Exceeds Standard
1 st	Student rarely applies grade-level grammar and usage, including: <ul style="list-style-type: none"> • Produce simple sentences. • Irregular plural nouns 	Student is beginning to apply grade-level grammar and usage, including: <ul style="list-style-type: none"> • Produce simple sentences. • Irregular plural nouns 	Student applies grade-level grammar and usage, including: <ul style="list-style-type: none"> • Produce simple sentences. • Irregular plural nouns 	Student consistently applies above grade-level conventions of grammar and usage.
2 nd -3 rd	Student rarely applies grade-level grammar and usage, as listed in the first marking period, plus: <ul style="list-style-type: none"> • Expanding simple sentences. • Adjectives. 	Student is beginning to apply grade-level grammar and usage, as listed in the first marking period, plus: <ul style="list-style-type: none"> • Expanding simple sentences. • Adjectives. 	Student applies grade-level grammar and usage, as listed in the first marking period, plus: <ul style="list-style-type: none"> • Expanding simple sentences. • Adjectives. 	Student consistently applies above grade-level conventions of grammar and usage.
4 th	Student rarely applies grade-level grammar	Student is beginning to apply grade-level	Student applies grade-level grammar and	Student consistently applies

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

	and usage, as listed in the first through third marking periods, plus: <ul style="list-style-type: none"> • Compound sentences • Apostrophes • Reflexive pronouns • Adverbs and pronouns 	grammar and usage, as listed in the first through third marking periods, plus: <ul style="list-style-type: none"> • Compound sentences • Apostrophes • Reflexive pronouns • Adverbs and pronouns 	usage, as listed in the first through third marking periods, plus: <ul style="list-style-type: none"> • Compound sentences • Apostrophes • Reflexive pronouns • Adverbs and pronouns 	above grade-level conventions of grammar and usage.
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Learns and applies spelling patterns.				
Marking Period	1= Needs Support	2= Approaching Standard	3= Meets Standard	4= Exceeds Standard
1 st	Student is in the instructional stage of one of the following spelling patterns: <ul style="list-style-type: none"> • Beginning consonant • Final consonant 	Student is in the instructional stage of one of the following spelling patterns: <ul style="list-style-type: none"> • Short vowels 	Student is in the instructional stage of one of the following spelling patterns: <ul style="list-style-type: none"> • Digraphs • Blends • Long vowels 	Student is in the instructional stage of one of the following spelling patterns: <ul style="list-style-type: none"> • Other vowel patterns or above
2 nd	Student is in the instructional stage of one of the following spelling patterns: <ul style="list-style-type: none"> • Beginning consonant • Final consonant 	Student is in the instructional stage of one of the following spelling patterns: <ul style="list-style-type: none"> • Short vowels • Digraphs 	Student is in the instructional stage of one of the following spelling patterns: <ul style="list-style-type: none"> • Blends • Long vowels 	Student is in the instructional stage of one of the following spelling patterns: <ul style="list-style-type: none"> • Other vowel patterns or above
3 rd -4 th	Student is in the instructional stage of one of the following spelling patterns: <ul style="list-style-type: none"> • Beginning consonant • Final consonant • Short vowels 	Student is in the instructional stage of one of the following spelling patterns: <ul style="list-style-type: none"> • Digraphs • Blends 	Student is in the instructional stage of one of the following spelling patterns: <ul style="list-style-type: none"> • Long vowels 	Student is in the instructional stage of one of the following spelling patterns: <ul style="list-style-type: none"> • Other vowel patterns or above

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

Forms letters and numerals correctly.				
Marking Period	1= Needs Support	2= Approaching Standard	3= Meets Standard	4= Exceeds Standard
1 st -4 th	The student forms most letters and numerals incorrectly.	The student forms some letters and numerals correctly.	The student forms most letters and numerals correctly.	The student consistently and independently forms all letters and numerals correctly.

Spaces letters and words correctly.				
Marking Period	1= Needs Support	2= Approaching Standard	3= Meets Standard	4= Exceeds Standard
1 st -4 th	The student does not space letters and words correctly.	The student sometimes spaces letters and words correctly.	The student consistently spaces letters and words correctly.	The student consistently and independently spaces letters and words correctly.

Applies knowledge of sight words.				
Marking Period	1= Needs Support	2= Approaching Standard	3= Meets Standard	4= Exceeds Standard
1 st -4 th	Student is able to correctly spell introduced grade level high frequency words and/or rarely applies them to his or her writing.	Student is able to correctly spell introduced grade level high frequency words and/or sometimes applies them to his or her writing.	Student is able to correctly spell introduced grade level high frequency words and/or usually applies them to his or her writing.	Student is able to correctly spell introduced grade level high frequency words and consistently and independently applies them to his or her writing.

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

Listening and Speaking

Clearly expresses ideas orally.				
Marking Period	1= Needs Support	2= Approaching Standard	3= Meets Standard	4= Exceeds Standard
1 st – 4 th	Student rarely takes turns speaking and listening.	Student occasionally takes turns speaking and listening.	Student consistently takes turns speaking and listening.	Student acts as a role model for others taking turns and listening to others.

Asks questions to gain information.				
Marking Period	1= Needs Support	2= Approaching Standard	3= Meets Standard	4= Exceeds Standard
1 st – 4 th	Student rarely asks questions to gain information.	Student occasionally asks questions to gain information.	Student consistently asks questions to gain information.	Student acts as a role model for asking questions to gain information.

Participates in group discussions actively and appropriately.				
Marking Period	1= Needs Support	2= Approaching Standard	3= Meets Standard	4= Exceeds Standard
1 st – 4 th	Student rarely participates and makes meaningful contributions to classroom or group discussions.	Student sometimes participates and makes meaningful contributions to classroom or group discussions.	Student consistently participates and makes meaningful contributions to classroom or group discussions.	Student acts as a role model for others participating in and making meaningful contributions to classroom or group discussions.

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 or rarely able 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 or rarely able 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
1 st , 2 nd & 4 th	Student is unable or rarely able 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 or rarely able to apply properties of operations to solve addition and subtractions problems within 20.	Student is sometimes able to apply properties of operations to solve addition and subtractions problems within 20.	Student is able to apply properties of operations to solve addition and subtractions problems within 20.	Student is able to apply properties of operations to solve addition and subtractions 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 or rarely able 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 within 20 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 or rarely able 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.

Fluently adds within 10				
Marking Period	1= Needs Support	2= Approaching Standard	3= Meets Standard	4= Exceeds Standard
1 st & 2 nd	Student is unable or rarely able 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.

Fluently subtracts within 10				
Marking Period	1= Needs Support	2= Approaching Standard	3= Meets Standard	4= Exceeds Standard
1 st & 2 nd	Student is unable or rarely able 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 or rarely able 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 or rarely able 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 or rarely able 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 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 rarely able 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 greater than 20.

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 or rarely able 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 count, sequence, read, write and represent numbers correctly greater than 120.

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

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 able to compose and decompose numbers to 99 in order to identify the value of the number in the tens and ones place with some errors.	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 with few errors.	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 consistently.	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 consistently.

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 or rarely able 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 2 or more digit numbers using $>$, $=$, $<$.

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 sometimes able 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 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 with few errors.	Student is consistently 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 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.

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

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

Measurements and Data

Orders three objects by length				
Marking Period	1= Needs Support	2= Approaching Standard	3= Meets Standard	4= Exceeds Standard
4 th	Student is unable or rarely 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				
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.

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

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 or rarely able 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 consistently.	Student is able to tell time to the nearest 10 minute interval on both an analog and digital clock.

Organizes, represents and interprets data				
Marking Period	1= Needs Support	2= Approaching Standard	3= Meets Standard	4= Exceeds Standard
2 nd	Student is unable or rarely able to organize, represent and interpret data with up to three categories.	Student is sometimes able to organize, represent and interpret data with up to three categories.	Student is able to organize, represent and interpret data with up to three categories.	Student is able to organize, represent and interpret data with more than three categories.

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 or rarely 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 able to apply knowledge of shapes and their attributes to compare and create 2-D and 3-D shapes 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.

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 or rarely able 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.

<p>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).</p>	<p>1= Needs support – Students require significant assistance to accomplish all of the following:</p>	<p>2= Approaches the standard – Students can accomplish at least one of the following with limited assistance:</p>	<p>3= Meets the standard – Students can accomplish all of the following:</p>	<p>4= Exceeds the standard – In addition to all aspects of (3), students also can accomplish at least one of the following:</p>
	<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 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	Student rarely communicates an understanding of concepts taught related to individuals, events, ideas or information.	Student sometimes communicates an understanding of concepts taught related to individuals, events, ideas or information.	Student often communicates an understanding of concepts taught related to individuals, events, ideas or information.	Student 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 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.

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.

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 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

All criteria below will be reflected on the individual student report card:

Independent Reading Levels: AA (Below A) – Z

Grade Levels	Reading Levels
1	E
1	F
1	G
1	H
1	I
1	J
2	K
2	L
2	M
3	N
3	O
3	P

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

Reading: Foundational Skills

Reads at grade level.				
Marking Period	1= Needs Support	2= Approaching Standard	3= Meets Standard	4= Exceeds Standard
1 st	Student has achieved reading success at level H or below.	Student has achieved reading success at level I.	Student has achieved reading success at level J.	Student has achieved reading success at level K or above.
2 nd	Student has achieved reading success at level I or below.	Student has achieved reading success at level J.	Student has achieved reading success at level K.	Student has achieved reading success at level L or above.
3 rd	Student has achieved reading success at level J or below.	Student has achieved reading success at level K.	Student has achieved reading success at level L.	Student has achieved reading success at level M or above.
4 th	Student has achieved reading success at level K or below.	Student has achieved reading success at level L.	Student has achieved reading success at level M.	Student has achieved reading success at level N or above.

Uses various strategies to decode/break apart texts (pictures, context, phonics).				
Marking Period	1= Needs Support	2= Approaching Standard	3= Meets Standard	4= Exceeds Standard
1 st – 4 th	Student rarely applies phonics and words analysis strategies in decoding words.	Student sometimes applies phonics and words analysis strategies in decoding words.	Student applies phonics and words analysis strategies in decoding words.	Student consistently applies phonics and words analysis strategies in decoding words.

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

Reads with fluency (expression, phrasing, rate, accuracy).				
Marking Period	1= Needs Support	2= Approaching Standard	3= Meets Standard	4= Exceeds Standard
1 st – 4 th	<ul style="list-style-type: none"> • Student does not demonstrate fluency when reading target high frequency and decodable words. • Lack of fluent reading is evident during independent reading tasks. • Reading of texts is very choppy and slow. • Student does not attend to spaces between words or to ending punctuation. 	<ul style="list-style-type: none"> • Student reads some target high frequency and decodable words accurately. • Student may read words very quickly and inaccurately or very slowly and inaccurately. • Reading is somewhat fluent when independently reading texts • Student reads leveled texts either too slowly or too quickly. • Reading is choppy some of the time. • Student does not consistently attend to ending punctuation. • Student uses very little or no expression. 	<ul style="list-style-type: none"> • Student consistently reads target high frequency and decodable words accurately with appropriate pacing. • Student uses and recognizes word patterns when reading words fluently. • Student demonstrates fluent reading of on-level texts. • Student reads accurately. • Student pauses briefly between words. • Student attends to ending punctuation. • Student uses expression matched to meaning and punctuation. 	<ul style="list-style-type: none"> • Student consistently reads above- level high frequency and decodable words accurately and with appropriate pacing • Student demonstrates fluent reading of above-level texts when reading independently. • Student attends to internal and ending punctuation. Reading is fluid and accurate. • Student uses phrasing to group words that go together. • Expression is matched to the mood, character’s feelings, or actions in the text.

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

Reads independently for extended periods of time.				
Marking Period	1= Needs Support	2= Approaching Standard	3= Meets Standard	4= Exceeds Standard
1 st	Student is unable or rarely able to sustain independent silent reading for 5 minutes.	Student is sometimes able to sustain independent silent reading for up to 10 minutes.	Student is consistently able to sustain independent silent reading for up to 10 minutes.	Student is consistently able to sustain independent silent reading for more than 10 minutes.
2 nd	Student is unable or rarely able to sustain independent silent reading for 10 minutes.	Student is sometimes able to sustain independent silent reading for up to 15 minutes.	Student is consistently able to sustain independent silent reading for up to 15 minutes.	Student is consistently able to sustain independent silent reading for more than 15 minutes.
3 rd	Student is unable or rarely able to sustain independent silent reading for 15 minutes.	Student is sometimes able to sustain independent silent reading for up to 20 minutes.	Student is consistently able to sustain independent silent reading for up to 20 minutes.	Student is consistently able to sustain independent silent reading for more than 20 minutes.
4 th	Student is unable or rarely able to sustain independent silent reading for 20 minutes.	Student is sometimes able to sustain independent silent reading for up to 25 minutes.	Student is consistently able to sustain independent silent reading for up to 25 minutes.	Student is consistently able to sustain independent silent reading for more than 25 minutes.

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

Reading: Literature and Informational Text

Asks and answers questions about key details in fiction and informational text.				
Marking Period	1= Needs Support	2= Approaching Standard	3= Meets Standard	4= Exceeds Standard
1 st – 4 th	Student rarely asks and answers questions when reading or listening to stories and informational texts.	Student sometimes asks and answers questions when reading or listening to stories and informational texts.	Student asks and answers questions when reading or listening to stories and informational texts.	Student consistently asks and answers questions when reading or listening to stories and informational texts.

Retells stories including key details; demonstrates understanding of central message.				
Marking Period	1= Needs Support	2= Approaching Standard	3= Meets Standard	4= Exceeds Standard
1 st – 4 th	<ul style="list-style-type: none"> • Student rarely demonstrates literal understanding of stories and informational texts. • Retellings are simple, demonstrating little understanding of the text. 	<ul style="list-style-type: none"> • Student sometimes demonstrates literal understanding of stories and informational texts. • Retellings demonstrate a partial understanding of the text. 	<ul style="list-style-type: none"> • Student demonstrates literal understanding of stories and informational texts. • Retellings demonstrate an understanding of the text. 	<ul style="list-style-type: none"> • Student consistently demonstrates a strong literal understanding of stories and informational texts. • Retellings demonstrate a thorough understanding of the text.

Identifies the main topic of a multi-paragraph text as well as the focus for a specific paragraph.				
Marking Period	1= Needs Support	2= Approaching Standard	3= Meets Standard	4= Exceeds Standard
1 st – 4 th	Student is rarely able to identify the main topic of a multi-paragraph text or the focus of specific paragraphs.	Student is sometimes able to identify the main topic of a multi-paragraph text or the focus of specific paragraphs.	Student is able to identify the main topic of a multi-paragraph text or the focus of specific paragraphs.	Student is consistently identifies the main topic of a multi-paragraph text or the focus of specific paragraphs.

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

Describes how characters respond to major events.				
Marking Period	1= Needs Support	2= Approaching Standard	3= Meets Standard	4= Exceeds Standard
3 rd – 4 th	Student is rarely able to describe how characters respond to major events in a story.	Student is sometimes able to describe how characters respond to major events in a story.	Student is able to describe how characters respond to major events in a story.	Student is consistently able to describe how characters respond to major events in a story.

Uses illustrations to make predictions.				
Marking Period	1= Needs Support	2= Approaching Standard	3= Meets Standard	4= Exceeds Standard
1 st – 4 th	Student is rarely able to use illustrations in a story to make predictions about the characters, setting or plot.	Student sometimes is able to use illustrations in a story to make predictions about the characters, setting or plot.	Student is able to use illustrations in a story to make predictions about the characters, setting or plot.	Student consistently uses illustrations in a story to make predictions about the characters, setting and plot.

Compares and Contrasts texts on the same topic or two versions of the same story.				
Marking Period	1= Needs Support	2= Approaching Standard	3= Meets Standard	4= Exceeds Standard
3 rd – 4 th	Student is unable to compare and contrast a variety of texts.	Student can identify a similarity OR a difference in a variety of texts with support.	Student can independently identify a similarity AND a difference in a variety of texts.	Student can consistently identify similarities AND differences in a variety of texts.

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

Describes the overall structure of the story.				
Marking Period	1= Needs Support	2= Approaching Standard	3= Meets Standard	4= Exceeds Standard
3 rd – 4 th	<ul style="list-style-type: none"> • Student is unable to describe the overall structure of the story. • Student is unable to retell what happened in the beginning, middle and end of a story. 	<ul style="list-style-type: none"> • Student can describe the overall structure of the story with help and guidance. • Student can retell what happened in the beginning, middle and end of a story with help and guidance. 	<ul style="list-style-type: none"> • Student can independently describe the overall structure of the story. • Student can independently retell what happened in the beginning, middle and end of a story. 	<ul style="list-style-type: none"> • Student can consistently describe the overall structure of the story. • Student can consistently retell what happened in the beginning, middle and end of a story.

Knows and uses various text features (eg. captions, bold print, and glossaries).				
Marking Period	1= Needs Support	2= Approaching Standard	3= Meets Standard	4= Exceeds Standard
1 st – 4 th	Student is unable or rarely able to use non-fiction text features.	Student is sometimes able to use non-fiction text features.	Student consistently uses non-fiction text features.	In above-grade level texts: Student consistently and independently uses non-fiction text features.

Understands and uses vocabulary appropriately.				
Marking Period	1= Needs Support	2= Approaching Standard	3= Meets Standard	4= Exceeds Standard
1 st – 4 th	Student is unable or rarely able to use vocabulary appropriately.	Student is sometimes able to use vocabulary appropriately.	Student consistently uses vocabulary appropriately.	In above-grade level texts: Student consistently and independently uses vocabulary appropriately.

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

Writing

Develops ideas in an organized manner for different purposes (narrative, informative, opinion)				
Marking Period	1= Needs Support	2= Approaching Standard	3= Meets Standard	4= Exceeds Standard
1 st -4 th	<ul style="list-style-type: none"> • Student generates very few ideas. • Student does not use prewriting strategies taught. • There is a beginning with one or two unrelated details. • Student uses many sentence fragments or run-ons. • Student uses few basic text features. 	<ul style="list-style-type: none"> • Student generates a few ideas from experience. • Student uses a few pre-writing strategies taught in units of study. • Student’s writing is partially organized with some ideas relevant to the topic. • There is a beginning and end with a few details. • Student uses some simple text features. • Some sentences are incomplete or run –on. 	<ul style="list-style-type: none"> • Student generates, supports and elaborates on ideas for writing from own experiences, stories read, informational text or imagination. • Student uses some pre-writing strategies to identify and narrow topic and to plan parts of the writing. • Student’s writing is organized; most ideas are relevant to the topic. • There is a clear beginning, middle and end with related details in each part. • Student uses target text features (title, pictures, captions, author, page numbers). 	<ul style="list-style-type: none"> • Student generates and tries out ideas from experience, stories read, informational texts, or imagination. • Student uses pre-writing strategies taught in units of study to narrow a topic and to thoroughly plan writing. • Student’s writing is organized with ideas that are relevant to and support the topic and purpose. • There is a well-developed beginning, middle and end with many relevant details. • Student uses above-level text features. • Student writes complete and

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

			<ul style="list-style-type: none"> • Student writes complete sentences. 	complex sentences.
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Writes independently for extended periods of time.				
Marking Period	1= Needs Support	2= Approaching Standard	3= Meets Standard	4= Exceeds Standard
1 st	Student is unable or rarely able to sustain independent writing for 10 minutes.	Student is sometimes able to sustain independent writing for up to 15 minutes.	Student is consistently able to sustain independent writing for up to 15 minutes.	Student is consistently able to sustain independent writing for more than 15 minutes.
2 nd	Student is unable or rarely able to sustain independent writing for 15 minutes.	Student is sometimes able to sustain independent writing for up to 20 minutes.	Student is consistently able to sustain independent writing for up to 20 minutes.	Student is consistently able to sustain independent writing for more than 20 minutes.
3 rd – 4 th	Student is unable or rarely able to sustain independent writing for 20 minutes.	Student is sometimes able to sustain independent writing for up to 25 minutes.	Student is consistently able to sustain independent writing for up to 25 minutes.	Student is consistently able to sustain independent writing for more than 25 minutes.

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

Applies revision and editing strategies.				
Marking Period	1= Needs Support	2= Approaching Standard	3= Meets Standard	4= Exceeds Standard
1 st -4 th	<p>The student is unable or rarely able to reread writing and:</p> <ul style="list-style-type: none"> • Edit for capitalization • Edit for punctuation • Edit for proper spacing • Edit for neat handwriting • Edit spelling of sight words • Apply spelling strategies • Revise to ensure a clear beginning, middle and end • Revise grammatical errors • Include craft techniques • Add, remove, more and substitute words 	<p>The student is sometimes able to reread writing and:</p> <ul style="list-style-type: none"> • Edit for capitalization • Edit for punctuation • Edit for proper spacing • Edit for neat handwriting • Edit spelling of sight words • Apply spelling strategies • Revise to ensure a clear beginning, middle and end • Revise grammatical errors • Include craft techniques • Add, remove, more and substitute words 	<p>The student is consistently able to reread writing and:</p> <ul style="list-style-type: none"> • Edit for capitalization • Edit for punctuation • Edit for proper spacing • Edit for neat handwriting • Edit spelling of sight words • Apply spelling strategies • Revise to ensure a clear beginning, middle and end • Revise grammatical errors • Include craft techniques • Add, remove, more and substitute words 	<p>The student is consistently and independently able to reread writing and:</p> <ul style="list-style-type: none"> • Edit for capitalization • Edit for punctuation • Edit for proper spacing • Edit for neat handwriting • Edit spelling of sight words • Apply spelling strategies • Revise to ensure a clear beginning, middle and end • Revise grammatical errors • Include craft techniques • Add, remove, more and substitute words

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

Language

Uses capitalization and punctuation correctly.				
Marking Period	1= Needs Support	2= Approaching Standard	3= Meets Standard	4= Exceeds Standard
1 st – 2 nd	<p>Student rarely applies grade-level mechanics of capitalization and punctuation including:</p> <ul style="list-style-type: none"> • Proper names, months, holidays, words in a title, “I”. • Question marks, periods, exclamation points, • Commas to separate day from year in dates 	<p>Student is beginning to apply grade-level mechanics of capitalization and punctuation including:</p> <ul style="list-style-type: none"> • Proper names, months, holidays, words in a title, “I”. • Question marks, periods, exclamation points, • Commas to separate day from year in dates 	<p>Student applies grade-level mechanics of capitalization and punctuation including:</p> <ul style="list-style-type: none"> • Proper names, months, holidays, words in a title, “I”. • Question marks, periods, exclamation points, • Commas to separate day from year in dates 	<p>Student consistently applies grade-level mechanics of capitalization and punctuation including:</p> <ul style="list-style-type: none"> • Proper names, months, holidays, words in a title, “I”. • Question marks, periods, exclamation points, • Commas to separate day from year in dates
3 rd -4 th	<p>Student rarely applies grade-level mechanics of capitalization and punctuation including those listed in marking periods 1 & 2, plus:</p> <ul style="list-style-type: none"> • Product names • Geographic names • Capitalization within a friendly letter 	<p>Student is beginning to apply grade-level mechanics of capitalization and punctuation including those listed in marking periods 1 & 2, plus:</p> <ul style="list-style-type: none"> • Product names • Geographic names • Capitalization within a friendly letter 	<p>Student applies grade-level mechanics of capitalization and punctuation including those listed in marking periods 1 & 2, plus:</p> <ul style="list-style-type: none"> • Product names • Geographic names • Capitalization within a friendly letter 	<p>Student consistently applies above grade-level conventions of grammar and usage.</p>

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

Applies conventions of grammar and usage.				
Marking Period	1= Needs Support	2= Approaching Standard	3= Meets Standard	4= Exceeds Standard
1st	<p>Student rarely applies grade-level grammar and usage, including:</p> <ul style="list-style-type: none"> • Produce simple sentences • Irregular plural nouns • Collective nouns to describe groups • Reflexive pronouns 	<p>Student is beginning to apply grade-level grammar and usage, including:</p> <ul style="list-style-type: none"> • Produce simple sentences • Irregular plural nouns • Collective nouns to describe groups • Reflexive pronouns 	<p>Student applies grade-level grammar and usage, including:</p> <ul style="list-style-type: none"> • Produce simple sentences. • Irregular plural nouns • Collective nouns to describe groups • Reflexive pronouns 	<p>Student consistently applies above grade-level conventions of grammar and usage.</p>
2 nd -3 rd	<p>Student rarely applies grade-level grammar and usage, as listed in the first marking period, plus:</p> <ul style="list-style-type: none"> • Expanding simple sentences. • Adjectives, adverbs and pronouns. • Irregular verbs in past tense 	<p>Student is beginning to apply grade-level grammar and usage, as listed in the first marking period, plus:</p> <ul style="list-style-type: none"> • Expanding simple sentences. • Adjectives, adverbs and pronouns. • Irregular verbs in past tense 	<p>Student applies grade-level grammar and usage, as listed in the first marking period, plus:</p> <ul style="list-style-type: none"> • Expanding simple sentences. • Adjectives, adverbs and pronouns. • Irregular verbs in past tense 	<p>Student consistently applies above grade-level conventions of grammar and usage.</p>
4 th	<p>Student rarely applies grade-level grammar and usage, as listed in the first through third marking periods, plus:</p> <ul style="list-style-type: none"> • Compound sentences • Apostrophes 	<p>Student is beginning to apply grade-level grammar and usage, as listed in the first through third marking periods, plus:</p> <ul style="list-style-type: none"> • Compound sentences • Apostrophes 	<p>Student applies grade-level grammar and usage, as listed in the first through third marking periods, plus:</p> <ul style="list-style-type: none"> • Compound sentences • Apostrophes 	<p>Student consistently applies above grade-level conventions of grammar and usage.</p>

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

Learns and applies spelling patterns.				
Marking Period	1= Needs Support	2= Approaching Standard	3= Meets Standard	4= Exceeds Standard
1 st – 4 th	Student rarely applies spelling patterns in writing such as: <ul style="list-style-type: none"> • Beginning/final consonants • Short and long vowels • Consonant digraphs 	Student is applying spelling patterns in writing such as: <ul style="list-style-type: none"> • Beginning/final consonants • Short and long vowels • Consonant digraphs 	Student consistently applies spelling patterns in writing such as: <ul style="list-style-type: none"> • Consonant blends • Long vowel patterns • Other vowel patterns • Inflected endings 	Student consistently applies spelling patterns in writing such as: <ul style="list-style-type: none"> • Inflected endings • Affixes • Suffixes • Compound words • syllables

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

Listening and Speaking

Expresses ideas clearly and effectively.				
Marking Period	1= Needs Support	2= Approaching Standard	3= Meets Standard	4= Exceeds Standard
1 st – 4 th	Student rarely takes turns speaking and listening.	Student occasionally takes turns speaking and listening.	Student consistently takes turns speaking and listening.	Student acts as a role model for others taking turns and listening to others.

Demonstrates listening skills for information and understanding. Participates in group discussions actively and appropriately.				
Marking Period	1= Needs Support	2= Approaching Standard	3= Meets Standard	4= Exceeds Standard
1 st – 4 th	<ul style="list-style-type: none"> • Student rarely engages in group discussions. • Student rarely stays on topic by linking his/her own additions to the conversation to the previous remarks of others. • Student rarely asks for clarification and further explanation as needed. • Student rarely extends his/her ideas and understanding in light of the discussion 	<ul style="list-style-type: none"> • Student occasionally engages in group discussions. • Student occasionally stays on topic by linking his/her own additions to the conversation to the previous remarks of others. • Student occasionally asks for clarification and further explanation as needed. • Student occasionally extends his/her ideas and 	<ul style="list-style-type: none"> • Student consistently engages in group discussions. • Student consistently stays on topic by linking his/her own additions to the conversation to the previous remarks of others. • Student consistently asks for clarification and further explanation as needed. • Student consistently extends his/her ideas and 	<ul style="list-style-type: none"> • Student consistently engages and extends group discussions. • Student consistently stays on topic by linking his/her own additions to the conversation to the previous remarks of others. • Student consistently asks for clarification and further explanation as needed. • Student consistently extends his/her ideas and

	<ul style="list-style-type: none"> • Student rarely or never follows discussion rules. 	<p>understanding in light of the discussion</p> <ul style="list-style-type: none"> • Inconsistently follows discussion rules. 	<p>understanding in light of the discussion</p> <ul style="list-style-type: none"> • Consistently follows discussion rules. 	<p>understanding in light of the discussion</p> <ul style="list-style-type: none"> • Student consistently acknowledges new information provided by others and incorporates it into his/her own thinking as appropriate. • Consistently and effectively follows discussion rules.
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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 or rarely able 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 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 or rarely able 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 greater than 100 using drawings and equations to represent the problem.

Fluently adds within 20 using mental strategies				
Marking Period	1= Needs Support	2= Approaching Standard	3= Meets Standard	4= Exceeds Standard
1 st , 2 nd & 4 th	Student is unable or rarely able 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.

Fluently subtracts within 20 using mental strategies				
Marking Period	1= Needs Support	2= Approaching Standard	3= Meets Standard	4= Exceeds Standard
1 st , 2 nd & 4 th	Student is unable or rarely able 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 or rarely able 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 on hundreds, tens and ones				
Marking Period	1= Needs Support	2= Approaching Standard	3= Meets Standard	4= Exceeds Standard
3 rd	Student is unable or rarely able 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 given numbers greater than 3 digits 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 or rarely able 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 with few errors.	Student is consistently able to count by 1s, 5s, 10s and 100s to 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 or rarely able 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 or rarely able 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 numbers greater than three-digits using >, < and = symbols.

Uses understanding of place value and properties to fluently add and subtract within 100				
Marking Period	1= Needs Support	2= Approaching Standard	3= Meets Standard	4= Exceeds Standard
1 st & 2 nd	Student is unable or rarely able to fluently add or subtract within 100 using strategies.	Student is sometimes able to fluently add and subtract within 100 using strategies.	Student is able to fluently add and subtract within 100 using strategies with few errors.	Student is able to fluently add and subtract within 100 using strategies.

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 or rarely able 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 sometimes able to use strategies based on place value and properties of operations to add more than 4 two-digit numbers.

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

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 or rarely able 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 with few errors.	Student is consistently able to add within 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 or rarely able 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 with few errors.	Student is consistently able to subtract within 1000 using concrete models, drawings or strategies.

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 or rarely able 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

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

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 or rarely able 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

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 or rarely able 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.

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 or rarely able 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 and Data

Measures and estimates length in standard units including inches, feet, centimeters, meters using appropriate tools				
Marking Period	1= Needs Support	2= Approaching Standard	3= Meets Standard	4= Exceeds Standard
4 th	<p>Student is unable or rarely able to use standard and metric units to measure and estimate length in inches, feet, centimeters, and meters.</p> <p>Student is unable or rarely able to choose the appropriate tool to measure lengths.</p>	<p>Student is sometimes able to use standard and metric units to measure and estimate length in inches, feet, centimeters, and meters.</p> <p>Student is sometimes able to choose the appropriate tool to measure lengths.</p>	<p>Student is able to use standard and metric units to measure and estimate length in inches, feet, centimeters, and meters.</p> <p>Student is able to choose the appropriate tool to measure lengths.</p>	<p>Student is consistently able to use standard and metric units to measure and estimate length in inches, feet, centimeters, and meters.</p> <p>Student is consistently able to choose the appropriate tool to measure lengths.</p>

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 or rarely able 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.

Represents whole numbers as lengths on a number line diagram				
Marking Period	1= Needs Support	2= Approaching Standard	3= Meets Standard	4= Exceeds Standard
4 th	Student is unable or rarely 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 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 or rarely able to accurately draw the hour and minute hand to show a given time on an analog clock.</p> <p style="text-align: center;">or</p> <p>Student is unable or rarely able to tell time to the nearest 5 minutes on analog and digital clocks.</p> <p style="text-align: center;">or</p> <p>Student is unable or rarely able 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 style="text-align: center;">and</p> <p>Student is sometimes able to tell time to the nearest 5 minutes on analog and digital clocks.</p> <p style="text-align: center;">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 style="text-align: center;">and</p> <p>Student is able to tell time to the nearest 5 minutes on analog and digital clocks.</p> <p style="text-align: center;">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 style="text-align: center;">and</p> <p>Student is able to tell time to the nearest minute on analog and digital clocks.</p> <p style="text-align: center;">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 or rarely able 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.

Creates line plots to represent measurement data where 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 or rarely able 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	4= Exceeds Standard
4 th	Student is unable or rarely able to organize, represent, and interpret data from a picture or bar graph. or Student is unable or rarely able 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 or rarely 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 with few errors.	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 or rarely able 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 with few errors.	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 or rarely able 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 with few errors.	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	4= Exceeds Standard
4 th	<p>Student is unable or rarely able to partition circles or rectangles into 2, 3, or 4 equal shares.</p> <p>or</p> <p>Student is unable or rarely able to use words halves, thirds, and fourths.</p>	<p>Student sometimes partitions circles or rectangles into 2, 3, or 4 equal shares.</p> <p>and</p> <p>Student sometimes uses words halves, thirds, and fourths.</p>	<p>Student can partition circles or rectangles into 2, 3, or 4 equal shares with few errors.</p> <p>and</p> <p>Student uses words halves, thirds, and fourths with few errors.</p>	<p>Student is able to consistently partition circles or rectangles into 2, 3, or 4 equal shares.</p> <p>and</p> <p>Student can consistently use words halves, thirds, and fourths.</p>

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.

<p>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).</p>	<p>1= Needs support – Students require significant assistance to accomplish all of the following:</p>	<p>2= Approaches the standard – Students can accomplish at least one of the following with limited assistance:</p>	<p>3= Meets the standard – Students can accomplish all of the following:</p>	<p>4= Exceeds the standard – In addition to all aspects of (3), students also can accomplish at least one of the following:</p>
	<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 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	Student rarely communicates an understanding of concepts taught related to individuals, events, ideas or information.	Student sometimes communicates an understanding of concepts taught related to individuals, events, ideas or information.	Student often communicates an understanding of concepts taught related to individuals, events, ideas or information.	Student 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 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.

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.

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.

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.

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 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.