

**Regional District #13**  
**Kindergarten Progress Report Rubrics**

**E = Exemplary      P = Proficient      D = Developing      B = Beginning**

**Language Arts**

**Listens attentively to stories and books**

- E Listens attentively and makes connections with other stories and books that have been read
- P Listens attentively to stories and books and participates in class discussions about the stories
- D Sometimes listens to stories, or listens but does not participate
- B Does not listen to stories

**Identifies story elements in stories read aloud**

- E Identifies all story elements
- P Identifies story elements with prompts
- D Identifies two or more story elements with questions
- B Identifies fewer than two story elements with questions

**Works left to right and top to bottom**

- E Consistently works left to right and top to bottom
- P Usually works left to right and top to bottom
- D Inconsistently works left to right and top to bottom
- B Does not work left to right and top to bottom

**Knows basic concepts about print**

- E Scores 17 or higher on CAP assessment
- P Scores 16 on CAP assessment
- D Scores 10-15 on CAP assessment
- B Scores 0-9 on CAP assessment

**Begins to experiment with inventive spelling**

- E Independently uses beginning, middle and ending consonants and begins to use some vowels
- P Independently uses beginning and ending consonants and some middle consonants
- D Uses some beginning consonants
- B Uses random letters, scribble writing or no writing

**Communicates spoken ideas**

- E Elaborates on spoken ideas
- P Communicates spoken ideas clearly
- D Communicates spoken ideas with prompts
- B Is unable to express ideas clearly

**Mathematics**

**Uses 1 to 1 counting to 20**

- E Uses one to one correspondence to count objects arranged in a variety of ways
- P Consistently demonstrates understanding of one to one correspondence
- D Begins to demonstrate understanding of one to one correspondence
- B Does not understand one to one correspondence

**Recognizes, extends and names patterns**

- E Creates, reproduces, extends and names more complex patterns
- P Recognizes, extends, and names more complex patterns
- D Recognizes, extends and names a 2-element pattern
- B Does not recognize a pattern

**Demonstrates an understanding of *more than, less than and equal to***

- E Makes complex comparisons using the terms *more than, less than* and *equal to*
- P Makes comparisons using the terms *more than, less than* and *equal to*
- D Begins to makes comparisons using *more than, less than* and *equal to*
- B Does not understand *more than, less than* and *equal to*

**Solves story problems**

- E Consistently uses effective math problem-solving strategies
- P Is beginning to use problem-solving strategies and makes use of help
- D Needs help to initiate problem-solving strategies
- B Is unable to use strategies to solve problems

**Fine Motor****Uses scissors correctly**

- E Cuts complex shapes accurately
- P Cuts simple shapes accurately
- D Needs assistance to cut with scissors
- B Cannot cut with scissors

**Prints first name**

- E Prints first and last names legibly using initial capital letters and the rest lower case letters
- P Prints first name legibly using an initial capital letter and all the rest lower case letters
- D Prints first name legibly using capital letters
- B Copies or makes some letters in first name

**Traces patterns**

- E Traces complicated patterns accurately
- P Traces simple patterns accurately
- D Traces simple patterns inaccurately
- B Cannot trace patterns

**Lifelong Learning/Core Ethical Values**

- 4 Exemplary: Performance exceeds expectations
- 3 Proficient: Consistently meets expectations
- 2 Developing: Making progress toward meeting expectations
- 1 Emerging: Beginning to meet expectations

**Demonstrates respect**

- Listens and follows directions
  - Is focused and attentive during discussions
  - Maintains focus and attention on speaker
  - Makes relevant comments
  - Does not distract self or others
- Respects others' opinions and point of view
  - Recognizes that there are differences of opinion
  - Can identify a point of view other than his/her own
  - Is able to understand different opinions and points of view
- Works cooperatively and productively with others
  - Stays on task during group work
  - Contributes to group work and discussion
  - Works cooperatively with a variety of classmates

### Demonstrates responsibility

- Strives to produce quality work
  - Shows thoroughness
  - Demonstrates his/her best effort
  - Demonstrates legibility and neatness to his/her best ability
  - Willing to check and improve work when asked
  - Shows accuracy and care
- Stays with task to completion
  - Makes appropriate choices to complete tasks and meet goals (seat choice, use of time); can plan his/her day
  - Makes good use of time
  - Completes tasks within time limit
  - Works without disturbing others
- Demonstrates self-control
  - Controls impulsive behavior
  - Uses appropriate volume and tone of voice
  - Moves safely
  - Uses materials appropriately
  - Makes smooth transitions
  - Does not distract others

### Honesty

- Accepts responsibility for own actions and words
  - Takes ownership for behavior
  - Takes ownership for school work

### Kindness

- Interacts positively with others
  - Is polite and courteous
  - Is mindful of others' feelings
  - Includes others and does not exclude
  - Is tolerant and accepting of differences
  - Honors accomplishments of others
- Helps others and makes positive contribution to the classroom
  - Assists others without being asked
  - Performs classroom and or school chores

### Courage

- Takes responsible academic and social risks
  - Is able to take a thoughtful chance
  - Responsibly tries new things to move beyond his/her comfort level
  - Asks appropriately for help if needed
  - Defends what is known to be right