

*Kindergarten Rubric*

**Please Note: The outcomes are as listed on the report card.**

<i>Curriculum Outcome References</i>	<i>Outcome</i>	<i>Is Meeting Expectations #1</i>	<i>Developing Skills and Strategies #2</i>	<i>Having Difficulty – not meeting expectations #3</i>
<b>Social Development and Work Habits</b>				
	<b>Shares and takes turns</b>			
	<b>Solves problems during play</b>			
	<b>Follows classroom routines</b>			
	<b>Interacts positively one-to-one with other children</b>			
	<b>Interacts positively in small groups</b>			
	<b>Interacts positively in large groups</b>			
	<b>Shows respect to adults</b>			
	<b>Respects classroom and school rules</b>			
	<b>Takes care of materials and possessions</b>			
	<b>Focuses attention on self-selected tasks</b>			

	<b>Focuses attention on teacher selected tasks</b>			
	<b>Works independently</b>			
	<b>Takes time to do his/her best work</b>			
	<b>Completes task in a reasonable amount of time</b>			

*There are no rubrics for “Basic Knowledge” because these descriptors are either a “YES” or a “NO”.*

<b>Fine Motor Skills</b>				
<b>Curriculum Outcome References</b>	<b>Outcome</b>	<b>Is Meeting Expectations #1</b>	<b>Developing Skills and Strategies #2</b>	<b>Having Difficulty – not meeting expectations #3</b>
	<b>Uses scissors correctly</b>	Consistently cuts on a line	Cuts independently but without accuracy	Requires assistance to cut
	<b>Holds pencil correctly</b>	Consistently uses 3-point grip	Holds pencil correctly with reminders	Unable to hold pencil correctly
	<b>Colours inside the lines</b>	Consistently colours within the lines	Starting to colour within the lines	Unable to colour inside the lines
	<b>Reproduces shapes</b>	Consistently reproduces shapes	Reproduces shapes with close proximity The shape is evident but not accurate	Unable to reproduce shapes
	<b>Reproduces letters</b>	Reproduces at least 20/26 letters in a recognizable form	Able to reproduce some recognizable letters	Unable to reproduce letters

Expectation of teachers; ELA Outcome 4.2.3 (pp. 148-149)	<b>Reproduces numerals</b>	Reproduces the digits 0 to 9 in a recognizable form; reversals may occur occasionally	Able to reproduce some digits in a recognizable form	Unable to reproduce numerals
	<b>Draws a person</b>	Draws body with arms/legs/face	Adds arms/ legs to figure but no body is evident	Draws a face or less

<b>Literacy and Language Development</b>				
<i>Curriculum Outcome References</i>	<i>Outcome</i>	<i>Is Meeting Expectations #1</i>	<i>Developing Skills and Strategies #2</i>	<i>Having Difficulty – not meeting expectations #3</i>
<b>General Outcome for Speaking – 3.1.2 (pp 86-89)</b>				
	<b>Speaks to satisfy personal needs</b>	Consistently uses oral language to satisfy personal needs.	Usually uses oral language to satisfy personal needs.	Seldom uses oral language to satisfy personal needs
	<b>Contributes to class discussions</b>	Regularly takes an active, appropriate role in discussions	Inconsistently participates in discussion	Needs specific prompts or rarely participates in discussions
	<b>Asks topic related questions</b>	Consistently asks topic related questions	Inconsistently asks topic related questions	Rarely or never asks questions related to discussion
	<b>Speaks with well-developed vocabulary and sentences</b>	Consistently speaks with well-developed vocabulary and sentences	Uses phrases and is developing sentence structure	Rarely or never speaks
	<b>Participates in rhymes, chants, and songs</b>	Consistently participates in rhymes, chants and songs	Usually participates in rhymes, chants and songs	Rarely or never participates in rhymes, chants, and songs

<b>Listening</b>				
1.1, p. 16 (Framework) 4.4 – p. 44 5.1 – p. 48 See the PIPSD <i>Differentiated Instructional Strategy</i> brochure	<b>Displays active listening skills</b>	Consistently displays an understanding of the Check 5 strategy	Usually displays an understanding of the Check 5 strategy	Seldom displays an understanding of the Check 5 strategy
<b>Reading</b>				
4.3.3 – p. 166 (Foundation doc.)	<b>Recognizes uppercase letters out of order</b> ___/26, ___/26, ___/26	Recognizes uppercase letters with fewer than 5 errors.	Recognizes most of the uppercase letters taught in class	Recognizes fewer than half of the uppercase letters taught in class.
	<b>Recognizes lowercase letters out of order</b> ___/26, ___/26, ___/26	Recognizes lowercase letters with fewer than 5 errors.	Recognizes most of the lowercase letters taught in class	Recognizes fewer than half of the lowercase letters taught in class.
4.3.2 pp. 160 - 165	<b>Produces letter sounds</b> ___/26, ___/26, ___26	Produces letter sounds with fewer than 5 errors.	Produces sounds of most of the letters taught in class	Produces fewer than half of the letter sounds taught in class.
2.1.2, pp 36-40 2.1.3. pp. 42-43	<b>Demonstrates an awareness that print has meaning (e.g. knows own name in print)</b>	Recognizes own name in print, common symbols, high interest words, and common labels	Beginning to recognize common symbols, high interest words, and common labels	Is unable to recognize common symbols, high interest words, and common labels.

	<b>Demonstrates early reading skills</b>	Reads pattern or familiar books from memory and have finger/print/voice matching; tracks left to right and top to bottom; don't necessarily know the words in isolation	Reads pattern or familiar books from memory; finger/print/voice matching is not accurate	Is unable to read pattern or familiar books from memory, no matching
	<b>Demonstrates an awareness of rhyming words</b>	Discriminates between rhyming and non-rhyming words (both real and nonsense) when presented orally.	Recognizes familiar rhyming words given orally (both real and nonsense words)	Is not able to recognize rhyming words.
	<b>Isolates beginning sounds</b>	When given ten or more sounds, the student is able to give real words that start with those sounds.	Student is able to give real words for nine or fewer initial sounds.	Student is unable to give real words when provided with initial sounds.
<b>Writing</b>				
	<b>Shows an awareness of directionality in writing</b>	Demonstrates in their writing (i.e. name or journal) that writing goes from left to right and top to bottom	Inconsistently demonstrates directionality	Random placement of letters.
	<b>Uses drawing and print to convey meaning</b>	Attempts to write words using initial sounds and phonetic clues	Draws pictures and attempts to write letters to convey ideas	Draws pictures to convey ideas and teacher may scribe for the student

### *Numeracy Rubrics:*

<b>Mathematics:</b>				
<i>Curriculum Outcome References</i>	<i>Outcome</i>	<i>Is Meeting Expectations #1</i>	<i>Developing Skills and Strategies #2</i>	<i>Having Difficulty – not meeting expectations #3</i>
K.N. 1	<b>Counts orally by 1s to 30</b>	Independently and consistently counts by 1s to 30.	Student needs some assistance and/or has some errors in completing the task.	Student needs on-going assistance in order to complete the task
	<b>Recognizes the digits from 1 to 10 in random order</b>	Student automatically and without hesitation recognizes the digits from 1 – 10	Student inconsistently recognizes digits from 1 – 10; may need to count in order to name the digits	Needs on-going assistance in order to recognize the digits from 1 – 10.
K.N.1	<b>Counts by 1s to 30 starting at a given number other than 1</b>	Independently and consistently counts by 1s to 30 starting at any given number	Student needs some assistance and/or has some errors in completing the task.	Student needs on-going assistance in order to complete the task
K.N.1	<b>Counts backwards from 10 to 1 starting at a given number</b>	Independently and consistently counts backwards by 1s from 10 to 1 starting at a given number	Student needs some assistance and/or has some errors in completing the task.	Student needs on-going assistance in order to complete the task
K.N.2	<b>Recognizes arrangements of 1-6 objects or dots</b>	Student automatically and without hesitation recognizes and names familiar arrangements of 1-6	Student inconsistently recognizes and names familiar arrangements of 1-6; may need to count in order to name some arrangements	Student needs to count in order to name familiar arrangements up to 6.
K.N.3	<b>Matches numerals to the appropriate amount</b>	Independently can match numerals to the appropriate amount	Needs some assistance to match numerals to the appropriate amount	Needs on-going assistance to match numerals to the appropriate amount
K.N.4 K.N.5	<b>Shows a number (2-10) in two parts (pre-addition skill)</b>	Independently shows a given number in two parts	Needs some assistance to show a given number in two parts	Needs on-going assistance to show a given number in two parts

K.N.5 K.N.6	<b>Compares quantities from 1-10 (same, more than, less than)</b>	Student independently and consistently compares quantities from 1-10	Needs some assistance to compare quantities from 1-10	Needs on-going assistance to compare quantities from 1-10
K.PR.1	<b>Identifies, reproduces, extends and creates repeating patterns with 2 or 3 elements</b>	Independently identifies, reproduces, extends, and creates repeating patterns with 2 or 3 elements	Needs assistance to identify, reproduce, extend, and create repeating patterns with 2 or 3 elements	Needs on-going assistance to identify, reproduce, extend, and create repeating patterns with 2 or 3 elements
K.SS.1	<b>Sorts objects based on a single attribute (e.g. length, mass, volume)</b>	Student independently and consistently can sort objects based on a single attribute	Needs some assistance to sort objects based on a single attribute	Needs on-going assistance to sort objects based on a single attribute
K.SS.2 K.SS.3	<b>Describes, sorts and builds 2D shapes and 3D objects.</b>	Student independently and consistently describes, sorts, and builds 2D shapes and 3D objects	Needs some assistance to describe, sort, and build, 2D shapes and 3D objects	Needs on-going assistance to describe, sort, and build, 2D shapes and 3D objects

<b>Physical Education:</b>				
<i>Curriculum Outcome References</i>	<i>Outcome</i>	<i>Is Meeting Expectations #1</i>	<i>Developing Skills and Strategies #2</i>	<i>Having Difficulty – not meeting expectations #3</i>
	<b>Basic locomotor skills (run, jump, hop, leap, balance)</b>			
	<b>Manipulative skills (throw, catch, kick, strike)</b>			
	<b>Movement skills (body and space movement)</b>			
	<b>Participation (safety, confidence, cooperation)</b>			

<b>Music:</b>				
<i>Curriculum Outcome References</i>	<i>Outcome</i>	<i>Is Meeting Expectations #1</i>	<i>Developing Skills and Strategies #2</i>	<i>Having Difficulty – not meeting expectations #3</i>
	<b>Listens to directions</b>			
	<b>Participates in music activities</b>			
	<b>Hears and plays the beat</b>			