

# Kindergarten Report Card Rubric

Scotch Plains- Fanwood Public Schools

## READING

### 1. Demonstrates phonological awareness, phonics skills and word recognition

	1	2	3	4
Mid-Year	Shows awareness of separate syllables in words with support	Shows awareness of separate syllables in words consistently and independently	Verbally blends and separates onset and rime in one-syllable words with support	Verbally blends, separates, and adds or substitutes individual sounds in simple, consonant-vowel-consonant (CVC) words with support; reads common high-frequency words with support
End-of-Year	Verbally blends and separates onset and rime in one-syllable words consistently and independently	Verbally blends, separates, and adds or substitutes individual sounds in simple, consonant-vowel-consonant (CVC) words with support; and student reads common high-frequency sight words with support	Verbally blends, separates, and adds or substitutes individual sounds in simple, consonant-vowel-consonant (CVC) words consistently and independently; reads common high-frequency sight words consistently and independently	Distinguishes short from long vowel sounds in one-syllable words with support; reads grade appropriate irregularly spelled words with support; uses word families to read unknown words with support

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## 2. Demonstrates knowledge of the alphabet

	1	2	3	4
Mid-Year	Identifies the sounds of a few letters	Produces the correct sounds for 10-20 letters with support	Produces the correct sounds for 10-20 letters consistently and independently	Produces at least one correct sound for each letter in the alphabet consistently and independently
End-of-Year	Produces the correct sounds for 10-20 letters	Produces at least one correct sound for each letter in the alphabet with support	Produces at least one correct sound for each letter in the alphabet consistently and independently	Produces short and long vowel sounds and most frequent sounds for each consonant consistently and independently

## 3. Demonstrates knowledge of print and its uses

	1	2	3	4
Mid-Year	Indicates where to start reading and the direction to follow	With support, shows awareness of various features of print: letters, words, spaces, upper- and lowercase letters, some punctuation	Consistently and independently shows awareness of various features of print: letters, words, spaces, upper- and lowercase letters, and some punctuation	Consistently and independently matches a written word with a spoken word; consistently and independently tracks print from the end of a line of text to the beginning of the next line
End-of-Year	Consistently and independently shows awareness of various features of print: letters, words, spaces, upper- and lowercase letters, and some punctuation	With support, matches a written word with a spoken word; with support, tracks print from the end of a line of text to the beginning of the next line	Consistently and independently matches a written word with a spoken word; consistently and independently tracks print from the end of a line of text to beginning of the next line	Distinguishes features of a sentence, including capitalization and punctuation consistently and independently

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## 4. Comprehends and responds to books and other texts

	1	2	3	4
End-of-Year	Retells familiar stories and recounts details from a nonfiction text using pictures or props as prompts	Retells a familiar story and recounts an informational text in proper sequence, including major events and characters as appropriate, with support (i.e. asking specific questions and/or providing details to extend responses)	Retells a familiar story and recounts an informational text in proper sequence, including major events and characters as appropriate, consistently and independently	Retells stories and recounts informational texts with many details about characters, events, ideas and story lines with support

## 5. Reads with fluency

*Demonstrates accuracy, appropriate expression, and adequate rate in INSTRUCTIONAL texts*

	1	2	3	4
End-of-Year	Reads word-by-word; does not self-correct any errors; stops at difficulty, relying on support to problem-solve unknown words	Reads word-by-word with some short phrases; self-corrects only some errors; at difficulty, initiates problem-solving of a few unknown words	Reads in short phrases most of the time; self-corrects most errors; at difficulty, uses several cues to problem-solve unknown words	Reads in longer phrases at times; self-corrects errors quickly or reads accurately; at difficulty, uses multiple cues to problem-solve unknown words

## 6. Reads at grade level

*Instructional reading level is determined by the Developmental Reading Assessment*

MP	1	2	4
End-of-year	Reads at level 3 or below	Reads at level 4	Reads at level 6
			Reads at level 8 or above

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## WRITING

### 1. Writes name

	1	2	3	4
Mid-year	Writes mock letters or letter-like forms	Writes letter strings	Writes partially accurate first name, with some errors in sequence, form and/or orientation of letters	Writes accurate first name with all letters in correct sequence, form and orientation using uppercase or lowercase letters (or a combination of both) consistently and independently
End-of-year	Writes accurate first name with all letters in correct sequence, form and orientation using uppercase or lowercase letters (or a combination of both) with support	Writes accurate first name with all letters in correct sequence, form and orientation using uppercase or lowercase letters (or a combination of both) consistently and independently	Writes accurate first name with all letters in correct sequence, form and orientation using uppercase or lowercase letters (or a combination of both) consistently and independently; writes accurate last name with support	Writes accurate first and last names consistently and independently

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## 2. Writes to convey ideas and information

	1	2	3	4
Mid-year	Uses drawing, dictation, and letter strings to convey a message	Uses drawing, dictation, and early invented spelling to convey a message with support	Uses drawing, dictation, and early invented spelling to convey a message consistently and independently	Consistently and independently produces very simple compositions (narrative, informative/explanatory, and opinion) using writing, drawing and dictation to supply information about a topic and narrate an event, incorporating feedback from others as needed
End-of-year	Uses drawing, dictation, and early invented spelling to convey a message consistently and independently	With support, produces very simple compositions (narrative, informative/explanatory, and opinion) using writing, drawing and dictation to supply information about a topic and narrate an event, incorporating feedback from others as needed	Consistently and independently produces very simple compositions (narrative, informative/explanatory, and opinion) using writing, drawing and dictation to supply information about a topic and narrate an event, incorporating feedback from others as needed	With support, produces simple compositions (narrative, information/explanatory, and opinion) to supply information about a topic and narrate a sequence of events that include key components (reasons for opinions, facts, some closure), incorporating feedback from others as needed

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## 3. Writes using conventions

	1	2	3	4
End-of-year	<p>Does not yet:</p> <ul style="list-style-type: none"> <li>- print many upper- and lower-case letters</li> <li>- write a letter or combination of letters for most consonants and short vowel sounds</li> <li>- use basic capitalization (first word in a sentence and the pronoun "I")</li> <li>- write simple words phonetically based on knowledge of sound-letter relationships</li> </ul>	<p>With support:</p> <ul style="list-style-type: none"> <li>- prints many upper- and lower-case letters</li> <li>- writes a letter or combination of letters for most consonants and short vowel sounds</li> <li>- uses basic capitalization (first word in a sentence and the pronoun "I")</li> <li>- writes simple words phonetically based on knowledge of sound-letter relationships</li> </ul>	<p>Consistently and independently:</p> <ul style="list-style-type: none"> <li>- prints many upper- and lower-case letters</li> <li>- writes a letter or combination of letters for most consonants and short vowel sounds</li> <li>- uses basic capitalization (first word in a sentence and the pronoun "I")</li> <li>- writes simple words phonetically based on knowledge of sound-letter relationships</li> </ul>	<p>With support:</p> <ul style="list-style-type: none"> <li>- prints all upper- and lowercase letters</li> <li>- uses basic capitalization and punctuation</li> <li>- spells using learned spelling, phonemic awareness, and spelling conventions</li> <li>- makes simple edits to drafts</li> </ul>

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## SPEAKING AND LISTENING

### 1. Demonstrates listening skills for comprehension

	1	2	3	4
Mid-year	With support, responds appropriately to specific vocabulary and simple statements, questions, and stories	Consistently and independently responds appropriately to specific vocabulary and simple statements, questions, and stories	With support, responds appropriately to complex statements, questions, vocabulary, and stories, asking questions to seek help, get information, or clarify something that is not understood	Consistently and independently responds appropriately to complex statements, questions, vocabulary, and stories, asking questions to seek help, get information, or clarify something that is not understood
End-of-year	Consistently and independently responds appropriately to specific vocabulary and simple statements, questions, and stories	With support, responds appropriately to complex statements, questions, vocabulary, and stories, asking questions to seek help, get information, or clarify something that is not understood	Consistently and independently responds appropriately to complex statements, questions, vocabulary, and stories, asking questions to seek help, get information, or clarify something that is not understood	Consistently and independently checks for understanding of material presented orally by asking questions and making comments

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## 2. Uses language to express ideas clearly

	1	2	3	4
Mid-year	Consistently and independently tells simple stories about objects, events, and people not present; lacks many details, and a conventional beginning, middle and end	With support, tells stories about other times and places that have a logical order and include major details	Consistently and independently tells stories about other times and places that have a logical order and include major details	Consistently and independently describes familiar people, places, things and events; With prompting and support, provides additional detail
End-of-year	With support, tells stories about other times and places that have a logical order and include major details	Consistently and independently tells stories about other times and places that have a logical order and include major details	Consistently and independently describes familiar people, places, things and events; With prompting and support, provides additional detail	Consistently and independently tells elaborate stories that refer to other times and places

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## 3. Engages in conversations

	1	2	3	4
Mid-year	With support, uses appropriate eye contact, pauses, and simple verbal prompts when communicating	Consistently and independently uses appropriate eye contact, pauses, and simple verbal prompts when communicating	With support, uses acceptable language and basic social rules during communication with others (e.g., listening to others with care and taking turns speaking about topics and texts under discussion)	Consistently and independently uses acceptable language and basic social rules during communication with others (e.g., listening to others with care and taking turns speaking about topics and texts under discussion)
End-of-year	Consistently and independently uses appropriate eye contact, pauses, and simple verbal prompts when communicating	With support, uses acceptable language and basic social rules during communication with others (e.g., listening to others with care and taking turns speaking about topics and texts under discussion)	Consistently and independently uses acceptable language and basic social rules during communication with others (e.g., listening to others with care and taking turns speaking about topics and texts under discussion)	Consistently and independently listens attentively while taking turns in a discussion, using nonverbal signals to show understanding and interest (e.g., nodding, appropriate facial expressions)

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## MATHEMATICS

### 1. Understands and applies number concepts to represent quantities

	1	2	3	4
Mid-year	Recognizes and names the number of items in a small set (up to five) instantly; combines and separates up to five objects and describes the parts	With support: - makes sets of 6-10 objects and then describes the parts - identifies which part has more, less or the same (equal) - counts all or counts on to find out how many	Consistently and independently: - makes sets of 6-10 objects and then describes the parts - identifies which part has more, less or the same (equal) - counts all or counts on to find out how many	Consistently and independently solves simple equal share problems; consistently and independently makes sets of 11-20 objects and then describes the parts
End-of-year	Consistently and independently: - makes sets of 6-10 objects and then describes the parts - identifies which part has more, less or the same (equal) - counts all or counts on to find out how many	Solves simple equal share problems with support; makes sets of 11-20 objects and then describes the parts with support	Consistently and independently solves simple equal share problems; consistently and independently makes sets of 11-20 objects and then describes the parts	Consistently and independently answers <i>how much</i> questions about wholes partitioned into equal-size shares of two and four; verbally labels each part and describes its relationship to the whole consistently and independently

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## 2. Understands shapes

	1	2	3	4
Mid-year	With support, identifies a few basic shapes (circle, square, triangle)	Consistently and independently identifies a few basic shapes (circle, square, triangle)	With support, describes basic two-dimensional shapes by using own words; with support, recognizes basic shapes when they are presented in a new orientation	Consistently and independently describes basic two- and three-dimensional shapes by using own words; consistently and independently recognizes basic shapes when they are presented in a new orientation
End-of-year	Consistently and independently describes basic two- and three-dimensional shapes by using own words; consistently and independently recognizes basic shapes when they are presented in a new orientation	With support, shows that shapes remain the same when they are moved, turned, flipped, or slid; with support, breaks apart or combines shapes to create different shapes and sizes	Consistently and independently shows that shapes remain the same when they are moved, turned, flipped, or slid; consistently and independently breaks apart or combines shapes to create different shapes and sizes	Consistently and independently distinguishes essential attributes of triangles, rectangles, squares, trapezoids, half-circles, and quarter-circles; visualizes and creates known shapes

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## 3. Compares and measures

	1	2	3	4
Mid-year	Makes simple comparisons between two objects	With support, compares and orders a small set of objects as appropriate according to size, length, weight, area, or volume	Consistently and independently compares and orders a small set of objects as appropriate according to size, length, weight, area, or volume	Consistently and independently uses multiples of the same unit to measure; consistently and independently uses numbers to compare; knows the purpose of standard measuring tools
End-of-year	Consistently and independently compares and orders a small set of objects as appropriate according to size, length, weight, area, or volume	With support, uses multiples of the same unit to measure; with support, uses numbers to compare; knows the purpose of standard measuring tools	Consistently and independently uses multiples of the same unit to measure; consistently and independently uses numbers to compare; knows the purpose of standard measuring tools	Consistently and independently uses measurement words and some standard measurement tools accurately

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## 4. Represents and interprets data

	1	2	3	4
End-of-year	With support, knows a few ordinal numbers ("first," "second," etc.)	Knows a few ordinal numbers ("first," "second," etc.) consistently and independently	Reads simple graphs with support; uses simple comparison and ordinal terms ("first," "second," etc.) to describe findings with support	Creates and reads simple graphs consistently and independently; uses simple comparison and ordinal terms ("first," "second," etc.) to describe findings consistently and independently

## 5. Demonstrates knowledge of patterns

	1	2	3	4
Mid-year	Copies simple repeating patterns	Extends and creates simple repeating patterns with support	Extends and creates simple repeating patterns consistently and independently	Recognizes, creates, and explains more complex repeating and simple growing patterns with support
End-of-year	Extends and creates simple repeating patterns with support	Extends and creates simple repeating patterns consistently and independently	Recognizes, creates, and explains more complex repeating and simple growing patterns with support	Recognizes, creates, and explains more complex repeating and simple growing patterns consistently and independently

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## SCIENCE

### 1. Demonstrates knowledge of facts and understanding of concepts either orally or in writing

	1	2	3	4
Mid-year: Trees and Weather; Materials and Motion	Rarely demonstrates understanding of vocabulary and key concepts related to the following topics: - trees as living organisms - characteristics of different trees - characteristics of weather and weather changes - properties and uses of wood	Beginning to demonstrate understanding of vocabulary and key concepts related to the following topics: - trees as living organisms - characteristics of different trees - characteristics of weather and weather changes - properties and uses of wood	Demonstrates understanding of vocabulary and key concepts related to the following topics: - trees as living organisms - characteristics of different trees - characteristics of weather and weather changes - properties and uses of wood	Independently extends understanding of vocabulary and key concepts, including: - trees as living organisms - characteristics of different trees - characteristics of weather and weather changes - properties and uses of wood
End-of-year: Trees and Weather; Materials and Motion; Animals Two by Two	Rarely demonstrates understanding of vocabulary and key concepts related to the following topics: - properties & uses of paper - properties & uses of fabric - motion of objects - trees through the seasons - animals as living organisms - comparing and contrasting living organisms - needs and habitats of living organisms	Beginning to demonstrate understanding of vocabulary and key concepts related to the following topics: - properties & uses of paper - properties & uses of fabric - motion of objects - trees through the seasons - animals as living organisms - comparing and contrasting living organisms - needs and habitats of living organisms	Demonstrates understanding of vocabulary and key concepts related to the following topics: - properties & uses of paper - properties & uses of fabric - motion of objects - trees through the seasons - animals as living organisms - comparing and contrasting living organisms - needs and habitats of living organisms	Independently extends understanding of vocabulary and key concepts, including: - properties & uses of paper - properties & uses of fabric - motion of objects - trees through the seasons - animals as living organisms - comparing and contrasting living organisms - needs and habitats of living organisms

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## 2. Applies scientific process skills (observing, recording data, experimenting, interpreting results, and communicating)

	1	2	3	4
Mid-year: Trees and Weather; Materials and Motion	Unable or rarely able to learn through discovery; unable or rarely able to use scientific process to conduct investigations and communicate observations (e.g., verbally and/or writing/drawing, science journals/investigations)	Beginning to learn through discovery; sometimes uses scientific process to conduct investigations and to communicate observations (e.g., verbally and/or writing/drawing, science journals/investigations)	Learns through discovery; uses scientific responses to conduct investigations and communicate observations (e.g. verbally and or writing /drawing, science journals/investigations)	Extends scientific understanding to problem-solving situations and/or applications to real-life situations
End-of-year: Trees and Weather; Materials and Motion; Animals Two by Two	Unable or rarely able to learn through discovery; unable or rarely able to use scientific process to conduct investigations and communicate observations (e.g., verbally and/or writing/drawing, science journals/investigations)	Beginning to learn through discovery; sometimes uses scientific process to conduct investigations and to communicate observations (e.g., verbally and/or writing/drawing, science journals/investigations)	Learns through discovery; uses scientific responses to conduct investigations and communicate observations (e.g. verbally and or writing /drawing, science journals/investigations)	Extends scientific understanding to problem-solving situations and/or applications to real-life situations

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## SOCIAL STUDIES

### 1. Demonstrates understanding of concepts either orally or in writing, and through social interactions

	1	2	3	4
Mid-year	Demonstrates little understanding of concepts, consistently requiring teacher support to describe key social studies concepts and apply those concepts to daily interactions in the classroom	Demonstrates some understanding of key concepts, sometimes requiring teacher support and additional scaffolding to describe key social studies concepts and apply those concepts to daily interactions in the classroom	Demonstrates an understanding of key concepts in social studies by: <ul style="list-style-type: none"> <li>- describing ways individuals are unique yet share similarities w/ others</li> <li>- explaining a process for resolving a conflict or solving a problem in the classroom community</li> <li>- identifying important classroom rules</li> <li>- applying an understanding of these concepts to daily interactions in the classroom</li> </ul>	Demonstrates an advanced understanding of key concepts in social studies by consistently and independently applying social studies concepts to daily interactions in the classroom
End-of-year	Demonstrates little understanding of concepts, consistently requiring teacher support to describe key social studies concepts and apply those concepts to daily interactions in the classroom	Demonstrates some understanding of key concepts, sometimes requiring teacher support and additional scaffolding to describe key social studies concepts and apply those concepts to daily interactions in the classroom	Demonstrates understanding of key concepts by: <ul style="list-style-type: none"> <li>- describing some ways families in our community and around the world are similar and different</li> <li>- identifying basic info. that can be found on maps and globes</li> <li>- discussing individual and cultural differences in a manner that expresses respect and appreciation for diversity</li> </ul>	Demonstrates an advanced understanding of key concepts in social studies by consistently and independently applying social studies concepts to daily interactions in the classroom

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## ART

### 1. Demonstrates understanding of skills and concepts

\*Participates with effort, cooperates, follows directions

		1	2	3	4
ALL	<b>Elements and Principles of Art</b>				
	Student is unable to create 2- and 3-dimensional works of art while exploring color, line, shape, form and texture	Student is developing the skills needed to create 2- and 3-dimensional works of art while exploring color, line, shape, form and texture	Student is able to create 2- and 3-dimensional works of art while exploring color, line, shape, form and texture	Student is consistently able to create 2- and 3-dimensional works of art while exploring color, line, shape, form and texture	
	<b>Art History / Art Appreciation</b>				
	- Student rarely uses basic art vocabulary - Student rarely identifies basic characteristics of artists' styles	- Student is beginning to use basic basic art vocabulary - Student is beginning to identify basic characteristics of artists' styles	- Student is able to use basic art vocabulary - Student is able to identify basic characteristics of artists' styles	- Student consistently uses basic art vocabulary - Student consistently identifies basic characteristics of artists' styles	

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ALL  
(cont.)

Creative Process			
<ul style="list-style-type: none"> <li>- Student rarely applies use of elements of art (ie. color, line, shape, form, texture) in his/her artwork.</li> <li>- Student lacks control of the media being used</li> <li>- Student does not demonstrate safe and appropriate use of art materials and tools</li> <li>- Student rarely creates works of art based on observation of culturally diverse works of art and the world around them</li> <li>- Student rarely develops ideas in artwork</li> </ul>	<ul style="list-style-type: none"> <li>- Student is beginning to apply use of elements of art (ie. color, line, shape, form, texture) in his/her artwork</li> <li>- Student is beginning to gain control of media being used</li> <li>- Student is beginning demonstrate safe and appropriate use of art materials and tools</li> <li>- Student is beginning to create works of art based on observation of culturally diverse works of art and the world around them</li> <li>- Student is beginning to develop ideas in artwork through problem solving, independent thinking and imagination</li> </ul>	<ul style="list-style-type: none"> <li>- Student is able to apply use of elements of art (ie. color, line, shape, form, texture) in his/her artwork.</li> <li>- Student is able to gain control of the media being used</li> <li>- Student demonstrates safe and appropriate use of art materials and tools</li> <li>- Student is able to create works of art based on observation of culturally diverse works of art and the world around them</li> <li>- Student is able to develop ideas in artwork through problem solving, independent thinking and imagination</li> </ul>	<ul style="list-style-type: none"> <li>- Student is consistently able to apply use of elements of art (ie. color, line, shape, form, texture) in artwork</li> <li>- Student consistently exhibits control of media being used</li> <li>- Student consistently demonstrates safe and appropriate use of art materials and tools</li> <li>- Student consistently creates works of art based on observation of culturally diverse works of art and the world around them</li> <li>- Student consistently develops ideas in artwork through problem solving, independent thinking and imagination</li> </ul>

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## MUSIC

### 1. Demonstrates understanding of skills and concepts

\*Participates with effort, cooperates, follows directions

	1	2	3	4
Mid-Year	<p>- Student is unable to keep the steady beat through movement, clapping, and performing on rhythm instruments.</p> <p>- Student is unable to differentiate between music that is loud/soft, and fast/slow.</p>	<p>* Student is developing the ability to keep the steady beat through movement, clapping, and performing on rhythm instruments.</p> <p>- Student is developing the ability to differentiate between music that is loud/soft, and fast/slow.</p>	<p>* Student is able to keep the steady beat through movement, clapping, and performing on rhythm instruments.</p> <p>- Student is able to differentiate between music that is loud/soft, and fast/slow.</p>	<p>* Student is consistently able to keep the steady beat through movement, clapping, and performing on rhythm instruments.</p> <p>- Student is consistently able to differentiate between music that is loud/soft, and fast/slow</p>
End of year	<p>- Student is unable to match pitch when singing with the class, echoing the teacher, or singing with recordings. - Student is unable to create rhythmic and melodic patterns on instruments, demonstrating an understanding of loud/soft and fast/slow. Student is unable to sing music of a variety of styles and cultures, alone and with others.</p>	<p>- Student is developing the ability to match pitch when singing with the class, echoing the teacher, or singing with recordings. - Student is developing the ability to create rhythmic and melodic patterns on instruments, demonstrating an understanding of loud/soft and fast/slow. Student is developing the ability to sing music of a variety of styles and cultures, alone and with others.</p>	<p>- Student is able to match pitch when singing with the class, echoing the teacher, or singing with recordings. - Student is able to create rhythmic and melodic patterns on instruments, demonstrating an understanding of loud/soft and fast/slow Student is able to sing music of a variety of styles and cultures, alone and with others.</p>	<p>- Student is consistently able to match pitch when singing with the class, echoing the teacher, or singing with recordings. - Student is consistently able to create rhythmic and melodic patterns on instruments, demonstrating an understanding of loud/soft and fast/slow. Student is consistently able to sing music of a variety of styles and cultures, alone and with others.</p>

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## PHYSICAL EDUCATION

### 1. Demonstrates understanding of skills and concepts

\*Participates with effort, cooperates, follows directions

		1	2	3	4
		<b>Movement Education/Rhythm</b>			
Mid-year		<ul style="list-style-type: none"> <li>- Unable to display basic refined movement skills.</li> <li>- Unable to display understanding of basic movement through various pathways</li> <li>- Displays little or no understanding of directional movement</li> <li>- Displays little or no understanding of ranges in relation to basic movement</li> <li>- Displays little or no spatial or coordination skills through movement and manipulative activities</li> <li>- Displays little or no ability to perform various movement and manipulative skills with developmentally appropriate control during skill practice</li> <li>- displays little or no ability to identify body parts that may be used to control different objects during various manipulative activities</li> </ul>	<ul style="list-style-type: none"> <li>- Inconsistently displays refined basic movement skills</li> <li>- Inconsistently displays basic movement through various pathways in different settings</li> <li>- Inconsistently demonstrates basic movement through various directions in different settings</li> <li>- Inconsistently demonstrates understanding of near and far ranges in different settings</li> <li>- Inconsistently demonstrates basic movement through various levels</li> <li>- Develops spatial and coordination skills through movement and manipulative activities</li> <li>- Inconsistently performs various movement and manipulative skills with developmentally appropriate control during skill practice</li> <li>- Inconsistently identifies body parts that may be used to control different objects during various manipulative activities</li> </ul>	<ul style="list-style-type: none"> <li>- Demonstrates refined basic movement skills (walking, jogging, jumping) in a variety of settings</li> <li>- Demonstrates movement pathways (straight, curved, zig-zag) in various settings</li> <li>- Demonstrates basic movement through various directions (forward, backward, sideways, up and down, diagonal) in different settings</li> <li>- Consistently demonstrates understanding of near and far ranges in different settings (in relationship to others and/or objects)</li> <li>- Demonstrates basic movement through various levels (high, medium, low) in different settings</li> <li>- Demonstrates the spatial and coordination skills through movement and manipulative activities such as walking on a balance beam, twirling a hula hoop, or buttoning and unbuttoning</li> <li>- Performs various movement and manipulative skills (kicking, striking) with developmentally appropriate control during skill practice</li> <li>- Identifies body parts (hands, feet, knees, head) that may be used to control different objects during various manipulative activities</li> </ul>	<ul style="list-style-type: none"> <li>- Consistently demonstrates refined movement skills in various settings</li> <li>- Consistently demonstrates movement pathways in various settings</li> <li>- Consistently demonstrates directional movement in various settings</li> <li>- Consistently demonstrates understanding of ranges in relation to basic movement in various settings</li> <li>- Consistently demonstrates levels during basic movement in various settings</li> <li>- Consistently demonstrates the spatial and coordination skills through movement and manipulative activities</li> <li>- Consistently performs various movement and manipulative skills with developmentally appropriate control during skill practice</li> <li>- Consistently identifies body parts that may be used to control different objects during various manipulative activities</li> </ul>

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Scotch Plains- Fanwood Public Schools

Movement / Locomoto / Non-locomotor Skills / Cooperative Activities				
End of Year	<ul style="list-style-type: none"> <li>- Displays little or no ability to develop and refine fine and stationary gross motor skills while in self-space</li> <li>- Displays little or no ability to demonstrate basic activity and safety rules when refining nonlocomotor skills</li> <li>- Displays little or no ability to distinguish between an offensive and defensive player during game play</li> <li>- Displays little or no ability to explain what it means to display good sportsmanship</li> <li>- Displays little or no ability to demonstrate cooperative and competitive strategies in movement activities and modified games</li> </ul>	<ul style="list-style-type: none"> <li>- Inconsistently develops and refines fine and stationary gross motor skills while in self-space</li> <li>- Inconsistently demonstrates basic activity and safety rules when refining nonlocomotor skills</li> <li>- Inconsistently distinguishes between an offensive and defensive player during game play</li> <li>- Inconsistently explains what it means to display good sportsmanship</li> <li>- Inconsistently demonstrates cooperative and competitive strategies in movement activities and modified games</li> </ul>	<ul style="list-style-type: none"> <li>- Develops and refines fine and stationary gross motor skills while in self-space (e.g. twisting, bending)</li> <li>- Demonstrates basic activity and safety rules when refining nonlocomotor skills (twisting, bending, stretching, curling)</li> <li>- Distinguishes between an offensive and defensive player during game play</li> <li>- Explains what it means to display good sportsmanship</li> <li>- Demonstrates cooperative and competitive strategies in movement activities and modified games</li> </ul>	<ul style="list-style-type: none"> <li>- Consistently displays the ability to refine various fine and stationary gross motor skills while in self-space</li> <li>- Consistently demonstrates basic activity and safety rules when refining nonlocomotor skills</li> <li>- Consistently distinguishes between an offensive and defensive player during various games</li> <li>- Consistently and comprehensively explains what it means to display good sportsmanship in a variety of games and activities</li> <li>- Consistently displays the ability to demonstrate a variety of cooperative and competitive strategies in movement activities and modified games</li> </ul>