

Student: _____

NWABSD

This rubric is to be used with the 5 year old Kindergarten Report Card.

Teacher: _____

Mathematics			
	Recognizes different coins and their values	Recognizes attributes of calendar year	Manipulates objects to solve addition problems
E	Has the ability to combine coins for equal value (ten pennies for one dime)	Yesterday, today, & tomorrow	Can write an equation
S	Knows the names and values of coins (penny, nickel, dime, quarter)	Months of the year	Combine two sets to make one by drawing problems
I	Knows the names and values of 2 out of 4 coins	Can say the days of the week	Can demonstrate an addition problem by using manipulatives
N	Knows some coin names	Can sing the days of the week	Can express a number by using manipulatives
U	Points to a coin when given the name		Explores/creates with objects
	Manipulates problems to solve subtraction problems	Demonstrates understanding of patterns	Classifies objects
E	Can write the equation	Creates complex patterns of own design	Sorts objects into groups and subgroups and states reason
S	Can remove objects from a group by drawing a picture	Creates complex patterns by copying	Sorts objects into groups and subgroups
I	Can demonstrate an subtraction problem by using manipulative	Creates simple patterns of own design using objects	Sorts a group of objects by one property and then by another
N	Can express a number by using manipulatives	Notifies and recreates simple patterns with objects	Groups or sorts objects by one property or attribute
U	Explores/plays with objects.		Groups similar kinds of toys together
	Uses directional and positional words		
E	Shows understanding that positional relationships vary with one's perspective		
S	Understands and uses positional words correctly		
I	Shows comprehension of basic positional words and concepts		
N / U	Follows simple positional directions with assistance		

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Physical Growth			
	Uses large muscle skills	Exhibits hand-eye coordination	Manipulates writing tools
E	Goes beyond expectation	Can throw, catch, and bounce ball with control and accuracy	Writes words or letters independently on request
S	Moves with direction and refined coordination	Can throw, catch and bounce ball with control	Copies name or word from a model
I	Moves with direction and increasing coordination	Can throw, catch and bounce ball with some control	Copies several basic strokes or figures; draws some objects that can be recognized
N	Moves with minimal direction and coordination	Attempts to throw, catch and bounce ball	Holds a marker or crayon with thumb and two fingers and copies simple strokes
U	Needs assistance	Throw, catch and bounce ball with assistance	Holds writing tools and makes marks or scribbles
	Cuts with scissors	Draws Illustrations	Draws Basic Shapes
E	Can cut a distinct shape	Draws an illustration including more than three given elements, plus adds a background	Can draw more than five basic shapes (circle, square, rectangle, triangle, cross)
S	Can cut on a curved line	Draws an illustration including more than three given elements	Draws all five basic shapes without errors (circle, square, rectangle, triangle, cross)
I	Can cut a straight line	Draws an illustration including three given elements	Draws recognizable shapes
N	Is able to make a snip using scissors with one hand	Shows beginning control of drawing; draws recognizable forms/shapes	Shows beginning control of drawing; draws recognizable forms/shapes
U	Uses scissors with two hands	Experiments with drawing tools, makes random marks, strings of circles, lines	Experiments with drawing tools, makes random marks, strings of circles, lines
	Writes name		
E	Writes first and last name legibly with no errors.		
S	Writes first name legibly with no errors.		
I	Writes first name legibly with minor errors (letter reversals or missing one letter)		
N	Written name is recognizable, with errors (2 or more missing letters, misspelling)		
U	No response or makes random marks when asked to write name		
Key: E=Excellent S=Satisfactory I=Improving N=Needs improvement U=Unsatisfactory NA=Not addressed			

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Inupiaq Development			
	Knows Inupiaq Name	Participates in bilingual instruction	
E	Can read and say Inupiaq name	(see bilingual aide's checklist)	
S	Always responds when called by Inupiaq name; beginning to write Inupiaq name		
I	Always responds when called by Inupiaq name		
N	Responds part of the time when called by Inupiaq name		
U	No response when called by Inupiaq name		

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Work & Social Skills			
	Listens to and follows directions	Takes responsibility for materials and personal belongings	Interacts in a positive manner with peers
E	Follows complex directions independently	Takes responsibility for the classroom environment as a whole	Initiates and sustains cooperative group play
S	Follows directions with two or more steps	Puts away material from one play activity before starting another; takes responsibility for personal belongings	Successfully enters a group independently
I	Follows simple directions independently	Uses materials appropriately in designated areas independently	Works/plays cooperatively with another child for a sustained time in a positive manner with occasional reminders
N	Follows simple directions with verbal reminders/repetitions	Uses materials appropriately in designated areas with adult supervision	Occasionally interacts and plays with peers
U	Follows simple directions with physical assistance	Explores materials for brief periods; participates in clean up when asked	Engages in parallel play
	Demonstrates problem-solving skills	Accepts and respects authority	Demonstrates on-task behavior
E	Independently engages in a process of negotiation to reach a compromise	Accepts consequences of not following classroom rules/routines	Works on-task over time (more than one day), leaving and returning to complete it
S	Suggests a solution to solve a problem, seeking adult assistance when needed	Follows classroom rules & routines without reminders	Continues to work on-task even when challenged
I	Accepts compromise when suggested by peer or teacher	Follows classroom rules & routines with reminders	Completes simple tasks with assistance or reminders
N	Seeks adult assistance to resolve a conflict	Has some difficulty following classroom rules and routines	Remains engaged in a task for short periods with assistance
U	Does not resolve conflicts or does so in inappropriate manner (fighting, hitting, grabbing toy, etc)	Beginning awareness of classroom rules and routines	Requires frequent reminders to remain on-task

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Language Arts			
	Listens with interest to stories	Listens to/memorizes songs, poetry, and finger plays	Sequences pictures to tell a story
E	Totally absorbed in story time	Recognizes and extends/invents songs, poetry and finger plays	Independently sequences more than five pictures
S	Listens during story time without prompting	Can listen and repeat all songs, poetry and finger plays	Sequences more than three pictures
I	Listens during story time with prompting	Can listen and repeat parts of songs, poetry and finger plays	Sequences three pictures (beginning, middle and end)
N	Shows little interest in story time	Joins in occasionally	Attempts to sequence three or less pictures
U	Remains with group during story time	Does not participate	No response or unable to sequence pictures correctly
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	Retells a story	Explores/shows interest in books	Demonstrates knowledge of rhyming words
E	Gives sequences of events and all elements of the story (characters, main idea, setting, plot)	Chooses to read on own; seeks information in books; sees self as reader	Creates more than two rhymes for one example
S	Gives sequences of events and two or more elements of the story	Participates in story time; retells familiar stories	Recognizes and verbalizes rhymes and repetitive phrases
I	Tells two or more elements of the story and describes the conclusion	Actively engages in reading experiences	Recognizes and mimics rhymes
N / U	Can tell one element of the story	Chooses and looks at books with another child independently	Mimics sounds
U		Seldom self selects books	Plays with words, sounds and rhymes
	Demonstrates knowledge of text structure	Reading Skills	Demonstrates knowledge of initial/final consonants
E	Consistently tracks print	Can read a simple sentence using blends and sight words	Can create new words by using their knowledge of initial/final consonants
S	Can track print, identifies separate words	Recognizes and blends sounds into words	Can recognize and identify initial/final constants independently
I	Shows general knowledge of how print works: print directionality (identifies left to right, top to bottom)	Recognizes and blends sounds	Can recognize and identify most initial/final consonants of a word
N	Recognizes print on a page as written language	Associates appropriate sounds with letters	Understands that a word is made up of letters
U	Holds book correctly	Attempts to associate letters with sounds	Does not differentiate a letter from a word

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	Distinguishes between letters/words/sentences	Verbal Expression	Participates in large/small group discussions
E	Consistently identifies, in reading and writing, the beginning/ending of sentences	Uses more complex sentences	Initiates, extends conversations, asks higher level questions and answers with details
S	Identifies letters, words, and the beginning and ending of a sentence, most of the time	Uses longer sentences (five-six words) to communicate	Responds in a series of exchanges, asks simple questions
I	Identifies a word within a sentence, understands what creates a word	Uses simple sentences (three-four words)	Asks simple, self-prompted questions
N	Identifies one letter within a sentence	Uses one or two word phrases	Responds to comments and questions when prompted
U	Points out familiar print in class environment (name on cubby, etc)	No verbal expression	Communicates nonverbally, uses gestures to ask questions
	Recognizes and verbalizes opposites	Recognizes and verbalizes synonyms	Shows growth in the writing process
E	Can generate own opposites of words	Can generate own synonyms of words	Can write a simple sentence with inventive/conventional spelling and punctuation
S	Can consistently recognize and verbalize opposites of words	Can consistently recognize and verbalize synonyms of words	Writes some words - includes short and long vowels
I	Can recognize and verbalize opposites of a given word	Can recognize and verbalize synonyms of words given	Writes words phonetically represented by one or two letters
N / U	Beginning understanding of same and different	Beginning understanding of same and different	Writes recognizable letters randomly (e.g., strings of letters)
U			Draws simple pictures or uses letter like forms to represent something
	Creates/writes a story		
E	Illustrates and writes a story with a beginning, middle, and end with more detail		
S	Illustrates and writes a story with a clearly developed idea		
I	Attempts to create a story in writing		
N	Labels pictures for their illustration using inventive spelling		
U	Dictates labels for their illustration		