

Kindergarten Report Card Companion Rubric SCIENCE and SOCIAL STUDIES

Standard	Exceeding Standard	Meeting Standard	Approaching Standard	Not Yet
SCIENCE				
Science Practices	-Analyzes phenomenon through the appropriate concept in order to make reasonable and defensible predictions or to draw inferences that show an understanding of the connections the concept has to the subject matter.	-Summarizes or demonstrates an understanding of the concept. -Explains the concept showing an understanding of some of the connections to the subject matter currently being taught.	-Demonstrates minimal ability to generate investigable questions about organisms, objects, or events and to conduct safe investigations. - Demonstrates minimal ability to collect, illustrate, label and write observations and explanations with details. - Demonstrates minimal ability to individually make predictions based on data and design possible solutions to identified problems. - Minimally participates in the proper use and disposal of natural resources independently	-Does not summarize or demonstrate an understanding of science concepts. -Does not explain concepts.
Life Science	-Lists the five needs of every living thing. -Identifies herbivores and carnivores. -Compares and classifies herbivores and carnivores. -Describes and illustrates a food chain.	- Demonstrates understanding of characteristics that make a living thing. - Demonstrates an understanding of characteristics that make a non-living thing. - Identifies and classifies living and non-living things using similarities and differences.	- Demonstrates minimal ability to classify living organisms and nonliving objects based on characteristics. - Demonstrates a minimal understanding that living organisms have basic needs. - Demonstrates minimal ability to sort plants and animals into groups based on physical characteristics. - Demonstrates minimal ability to identify parts of plants, compare young plants to the parent plant, and to identify changes through life cycles.	-does not understand characteristics of living things and/or non-living things -does not identify and/or classify living and non-living things

SOCIAL STUDIES				
Standard	Exceeding Standard	Meeting Standard	Approaching Standard	Not Yet
U.S. History: America in the World	-Student is able to accurately explain the role of historic symbols and people of America with no prompting or assistance.	-Student is able to accurately identify information on a map with no prompting or assistance. -Student is able to identify national symbols with no prompting or assistance.	-Identifies Christopher Columbus and George Washington as significant historical figures but cannot explain historical influence. - Places events in chronological order. -Learner is able to identify and find 1-2 places in the school independently. - Identifies 1 tool that aids in determining location (map, globe, GPS). - Identifies 1-2 land forms and/or bodies of water (mountain, river, valley, ocean, etc.) -Identifies 1 way weather affects our daily lives (recess, clothing, activities, etc.). - Identifies the US flag with teacher direction. - Does not recite US pledge independently.	-Does not accurately identify information on a map. -Does not identify national symbols.
Active Citizenship in the 21st Century	-Student is able to identify the roles and job descriptions of at least 3 to 4 community workers with no prompting or assistance. -Student is able to identify and distinguish between needs and wants with no prompting or assistance. -Student is able to accurately describe differences between different countries' governments, languages,	-Student is able to compare and contrast different cultures, holidays, and traditions with no prompting or assistance. -Student is able to explain the purpose of rules and describe when rules are needed with no prompting or assistance. -Student is able to accurately identify and describe the role of community workers with no prompting or assistance.	-Identifies 1-2 characteristics of Veterans Day, Presidents' Day, AND Independence Day. - Explains how location affects jobs, activities, shelter, clothing, and food. - Tells 1 way people are similar and different (kinship, laws, religion, music, clothing, food). - Compares/contrasts own family customs/traditions to 1 other.	-Does not compare and contrast different cultures, holidays and traditions -Does not explain the purpose of rules and when rules are needed. -Does not identify the role of community workers.

	<p>customs, and laws with no prompting or assistance.</p> <p>-Student is able to identify the town, state, and country in which he/she lives, with no prompting or assistance.</p>		<ul style="list-style-type: none"> - Identifies 1 authority figure in the home, school, and community and/or explains how they make and enforce rules. - Identifies 1 -2 purposes for having rules (order, safety, security, equality, protection). - Identifies 1 job in the home, school, and local community and/or explains why people have jobs. - Gives 1 difference between wants and needs. - Explains how needs and wants can be met in different ways: self - producing, purchasing, trading. - Defines “needs” as food, water, clothing, and shelter. 	
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