

**Bloomfield Public Schools  
Benchmark Rubrics - Kindergarten**

**LANGUAGE ARTS LITERACY: Reading Readiness**

Identifies upper and lowercase letters				
Trimester	N – needs support	A – approaching standard	M – meets standard	E – exceeds standard
1 <sup>st</sup>	Student recognizes 11 or below.	Student recognizes 12 to 17.	Student recognizes 18 to 39.	Student recognizes 40 or more letters.
2 <sup>nd</sup>	Student recognizes 17 or below.	Student recognizes 18 to 39.	Student recognizes 40 to 53.	Student recognizes 54 letters.
3 <sup>rd</sup>	Student recognizes 39 or below.	Student recognizes 40 to 53.	Student recognizes 54 letters	N/A (exceeds assessment)

Identifies letter sounds				
Trimester	N – needs support	A – approaching standard	M – meets standard	E – exceeds standard
1 <sup>st</sup>	Student produces 2 or below.	Student produces 3 to 5.	Student produces 6 to 13.	Student produces 14 or more sounds.
2 <sup>nd</sup>	Student produces 5 or below.	Student produces 6 to 13.	Student produces 14 to 19.	Student produces 20 or more sounds.
3 <sup>rd</sup>	Student produces 19 or below.	Student produces 20 to 25.	Student produces 26 sounds.	N/A (exceeds assessment)

Distinguishes beginning sounds in words				
Trimester	N – needs support	A – approaching standard	M – meets standard	E – exceeds standard
2 <sup>nd</sup>	Student is unable to distinguish beginning sounds that have been presented.	Student can distinguish some beginning sounds that have been presented.	Student consistently distinguishes beginning sounds that have been presented.	Student consistently distinguishes all beginning sounds and can produce a word for each.
3 <sup>rd</sup>	Student is unable to distinguish beginning sounds or produce a word for each.	Student can distinguish some beginning sounds and produce some words.	Student consistently distinguishes all beginning sounds and can produce a word for each.	N/A (exceeds assessment)

Distinguishes ending sounds in words				
Trimester	N – needs support	A – approaching standard	M – meets standard	E – exceeds standard
2 <sup>nd</sup>	Student is unable to distinguish ending sounds that have been presented.	Student can distinguish some ending sounds that have been presented.	Student consistently distinguishes ending sounds that have been presented.	Student consistently distinguishes all ending sounds.
3 <sup>rd</sup>	Student is unable to distinguish ending sounds in words.	Student can distinguish some ending sounds.	Student consistently distinguishes all ending sounds.	N/A (exceeds assessment)

Recognizes and produces rhyming words				
Trimester	N – needs support	A – approaching standard	M – meets standard	E – exceeds standard
2 <sup>nd</sup>	Student is unable to recognize and produce rhyming words.	Student can occasionally recognize and produce rhyming words.	Student can recognize and produce rhyming words most of the time.	Student can recognize and produce rhyming words consistently.
3 <sup>rd</sup>	Student is unable to recognize and produce rhyming words.	Student can occasionally recognize and produce rhyming words.	Student can recognize and produce rhyming words most of the time.	Student can recognize and produce rhyming words consistently.

*Word recognition as indicated on the Teachers College Word List Benchmarks for Primary Assessment*

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Recognizes grade-level sight words				
Trimester	<b>N</b> – needs support	<b>A</b> – approaching standard	<b>M</b> – meets standard	<b>E</b> – exceeds standard
2 <sup>nd</sup>	Student recognizes 4 or fewer sight words on Word Identification Assessment.	Student recognizes 5 to 9 sight words on Word Identification Assessment.	Student recognizes 10 to 24 sight words on Word Identification Assessment.	Student recognizes 25 or more sight words on Word Identification Assessment.
3 <sup>rd</sup>	Student recognizes 19 or fewer sight words on Word Identification Assessment.	Student recognizes 20 to 24 sight words on Word Identification Assessment.	Student recognizes 25 to 34 sight words on Word Identification Assessment.	Student recognizes 35 or more sight words on Word Identification Assessment.

Reads independently				
Trimester	<b>N</b> – needs support	<b>A</b> – approaching standard	<b>M</b> – meets standard	<b>E</b> – exceeds standard
2 <sup>nd</sup>	Student is unable or rarely able to demonstrate reading behaviors.	Student has achieved reading success at Level A.	Student has achieved reading success at Level B.	Student has achieved reading success at Level C-D.
3 <sup>rd</sup>	Student has achieved reading success at Level A or below.	Student has achieved reading success at Level B.	Student has achieved reading success at Level C-D.	Student has achieved reading success at Level E or above.
<i>Reading Level as indicated on the Teachers College Reading Level Benchmarks for the Independent Reading Level Assessment (IRLA)</i>				

Demonstrates comprehension of a story read aloud				
Trimester	<b>N</b> – needs support	<b>A</b> – approaching standard	<b>M</b> – meets standard	<b>E</b> – exceeds standard
2 <sup>nd</sup>	Student is unable to retell a story even with prompting.	Student is unable to recall events of a story in proper sequence.	Student is able to retell a story in proper sequence, using characters and setting.	Student is able to retell a story in proper sequence, using characters, setting, and inferential understanding.
3 <sup>rd</sup>	Student is unable to retell events of a story in proper sequence.	Student is able to retell a story in proper sequence, using characters and setting.	Student is able to retell a story in proper sequence, using characters, setting, and inferential understanding.	Student is able to retell a story in sequence, using characters and setting while making connections and predictions (displaying higher level thinking).

Uses print strategies to read unknown words				
Trimester	<b>N</b> – needs support	<b>A</b> – approaching standard	<b>M</b> – meets standard	<b>E</b> – exceeds standard
2 <sup>nd</sup>	Student is unable to use any print strategies to read unknown words.	Student uses some print strategies frequently to read unknown words.	Student uses most print strategies consistently to read unknown words.	Student employs all print strategies consistently to read unknown words.
3 <sup>rd</sup>	Student is unable to use any print strategies to read unknown words.	Student uses some print strategies frequently to read unknown words.	Student uses most print strategies consistently to read unknown words.	Student employs all print strategies consistently to read unknown words.

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Demonstrates an understanding of the concepts of print				
Trimester	N – needs support	A – approaching standard	M – meets standard	E – exceeds standard
1 <sup>st</sup>	Student receives fewer than 4 points on the Concepts of Print Assessment.	Student receives 5 to 9 points on the Concepts of Print Assessment.	Student receives 10 points on the Concepts of Print Assessment.	Student receives 11 points or more on the Concepts of Print Assessment.
2 <sup>nd</sup>	Student receives fewer than 9 points on the Concepts of Print Assessment.	Student receives 10 to 11 points on the Concepts of Print Assessment.	Student receives 12 points on the Concepts of Print Assessment.	Student receives 13 points on the Concepts of Print Assessment.
3 <sup>rd</sup>	Student receives fewer than 11 points on the Concepts of Print Assessment.	Student receives 12 points on the Concepts of Print Assessment.	Student receives 13 points on the Concepts of Print Assessment.	<b>N/A</b> (exceeds assessment)

*Concepts of print as indicated on the Teachers College Emergent Literacy Print Concepts Benchmark for Primary Assessment*

**LANGUAGE ARTS LITERACY: Writing**

Uses pictures, letters, and strings of letters to express ideas				
Trimester	N – needs support	A – approaching standard	M – meets standard	E – exceeds standard
1 <sup>st</sup>	Student does not draw pictures or dictate to express ideas.	Student draws pictures and dictates to express ideas some of the time.	Student draws pictures and dictates to express ideas most of the time.	Student consistently draws pictures and dictates to express ideas.
2 <sup>nd</sup>	Student draws pictures and dictates to express ideas some of the time.	Student draws pictures and dictates to express ideas most of the time.	Student draws pictures, dictates, and uses “writing” (beginning/ending sounds, labeling).	Student consistently draws pictures and uses “writing” (decodable words, high-frequency words, with spacing).
3 <sup>rd</sup>	Student draws pictures and dictates to express ideas most of the time.	Student draws pictures, dictates, and uses “writing” (beginning/ending sounds, labeling).	Student draws pictures, dictates, and uses “writing” (decodable words, high frequency words, to express ideas in a sentence) most of the time.	Student consistently draws pictures and “writes,” using more than one sentence to elaborate on ideas.

Applies conventions of grammar and usage				
Trimester	N – needs support	A – approaching standard	M – meets standard	E – exceeds standard
2 <sup>nd</sup>	Student does not demonstrate understanding of key concepts of grammar, usage, and mechanics.	Student is beginning to demonstrate understanding of key concepts of grammar, usage, and mechanics, including: <ul style="list-style-type: none"> <li>Capitalizing the first letter of his/her name.</li> <li>Capitalizing the pronoun “I.”</li> </ul>	Student is beginning to demonstrate understanding of key concepts of grammar, usage, and mechanics, including: <ul style="list-style-type: none"> <li>Capitalizing the first letter of his/her name.</li> <li>Capitalizing the pronoun “I.”</li> </ul>	Student is beginning to demonstrate understanding of key concepts of grammar, usage, and mechanics, including: <ul style="list-style-type: none"> <li>Capitalizing the first letter of his/her name.</li> <li>Capitalizing the pronoun “I.”</li> </ul>

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3 <sup>rd</sup>	Student does not demonstrate understanding of key concepts of grammar, usage, and mechanics.	Student is beginning to demonstrate understanding of key concepts of grammar, usage, and mechanics, including: <ul style="list-style-type: none"> <li>Capitalizing the first letter of his/her name.</li> <li>Capitalizing the pronoun "I."</li> <li>Capitalizing the first word in a sentence.</li> <li>Using proper spacing.</li> </ul>	Student demonstrates an understanding of key concepts of grammar, usage, and mechanics most of the time including: <ul style="list-style-type: none"> <li>Capitalizing the first letter of his/her name.</li> <li>Capitalizing the pronoun "I."</li> <li>Capitalizing the first word in a sentence.</li> <li>Using proper spacing.</li> </ul>	Student consistently demonstrates an understanding of key concepts of grammar, usage, and mechanics, including: <ul style="list-style-type: none"> <li>Capitalizing the first letter of his/her name.</li> <li>Capitalizing the pronoun "I."</li> <li>Capitalizing the first word in a sentence.</li> <li>Using proper spacing.</li> </ul>
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Spells simple words phonetically using knowledge of sound-letter relationships				
Trimester	N – needs support	A – approaching standard	M – meets standard	E – exceeds standard
2 <sup>nd</sup>	Student cannot write a letter or letters for consonant and short vowel sounds.	Student can write a letter or letters for a few consonant and short vowel sounds.	Student can write a letter or letters for most consonant and short vowel sounds.	<ul style="list-style-type: none"> <li>Student can write a letter or letters for all consonant and short vowel sounds.</li> <li>Student spells simple words phonetically using knowledge of sound-letter relationships.</li> </ul>
3 <sup>rd</sup>	Student can write a letter or letters for a few consonant and short vowel sounds.	Student can write a letter or letters for most consonant and short vowel sounds.	<ul style="list-style-type: none"> <li>Student can write a letter or letters for all consonant and short vowel sounds.</li> <li>Student spells simple words phonetically using knowledge of sound-letter relationships.</li> </ul>	Student spells simple words and high frequency words.

Sequences ideas into a story				
Trimester	N – needs support	A – approaching standard	M – meets standard	E – exceeds standard
2 <sup>nd</sup>	<ul style="list-style-type: none"> <li>Student's ideas are unrelated.</li> <li>Organization is not yet evident.</li> <li>Significant parts or details are not included in oral retell or sketching.</li> </ul>	<ul style="list-style-type: none"> <li>Student demonstrates some organization and order when telling or sketching a story.</li> <li>Student adds a relevant detail.</li> <li>Student dictates a label that is partially related to the picture.</li> </ul>	<ul style="list-style-type: none"> <li>Student demonstrates organization when telling and sketching a story and includes parts relevant to the story.</li> <li>Student dictates or uses a label when sketching.</li> <li>Student includes three relevant details.</li> </ul>	Student's telling, sketching, and writing are organized with a beginning, middle, and end and includes four or more relevant details.

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	<ul style="list-style-type: none"> <li>Student does not yet dictate a label for pictures or sketches.</li> </ul>		<ul style="list-style-type: none"> <li>Student uses relevant labels when sketching.</li> </ul>	
3 <sup>rd</sup>	<ul style="list-style-type: none"> <li>Student's ideas are unrelated.</li> <li>Organization is not yet evident.</li> <li>Significant parts or details are not included in oral retell or sketching.</li> <li>Student does not yet dictate a label for pictures or sketches.</li> </ul>	<ul style="list-style-type: none"> <li>Student demonstrates some organization and order when telling or sketching a story.</li> <li>Student adds a relevant detail.</li> <li>Student dictates a label that is partially related to the picture.</li> </ul>	<ul style="list-style-type: none"> <li>Student demonstrates organization when telling and sketching a story and includes parts relevant to the story.</li> <li>Student dictates or uses a label when sketching.</li> <li>Student includes three relevant details.</li> <li>Student uses relevant labels when sketching.</li> </ul>	Student's telling, sketching, and writing are organized with a beginning, middle, and end and includes four or more relevant details.

Forms letters correctly				
Trimester	N – needs support	A – approaching standard	M – meets standard	E – exceeds standard
1 <sup>st</sup>	Student copies a few letters correctly.	Student copies most letters correctly.	Student copies all letters that have been presented correctly.	Student writes all upper and lower case letters correctly.
2 <sup>nd</sup>	Student copies most letters that have been presented correctly.	Student copies most letters that have been presented correctly.	Student writes all letters that have been presented correctly.	Student writes own name with capitals and lowercase letters.
3 <sup>rd</sup>	Student writes some letters correctly.	Student writes most letters correctly.	Student writes all upper and lower case letters correctly.	Student writes all upper and lower case letters correctly and applies in all areas of writing.

**LANGUAGE ARTS LITERACY: Listening and Speaking**

Listens to others and takes turns speaking				
Trimester	N – needs support	A – approaching standard	M – meets standard	E – exceeds standard
ALL	Student rarely listens to others and rarely takes turns speaking.	Student occasionally listens to others and occasionally takes turns speaking.	Student consistently listens to others and will take turns speaking.	Student consistently listens to others, restates information, and comments in complete sentences with correct verb tense.

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Makes relevant contributions to classroom and group discussions				
Trimester	N – needs support	A – approaching standard	M – meets standard	E – exceeds standard
ALL	Student rarely participates in conversations with peers and adults about kindergarten topics and text.	Student occasionally participates in conversations with peers and adults about kindergarten topics and text.	Student consistently participates in conversations with peers and adults about kindergarten topics and text.	Student has achieved grade-level expectations, restates key elements, and asks questions for clarification.

Asks questions to gain information				
Trimester	N – needs support	A – approaching standard	M – meets standard	E – exceeds standard
ALL	Student rarely asks questions to gain information, seek help, or clarify something that is not understood.	Student occasionally asks questions to gain information, seek help, or clarify something that is not understood.	Student consistently asks questions to gain information, seek help, or clarify something that is not understood.	Student consistently confirms understanding of information by asking and answering questions about key details.

**MATHEMATICS**

Understands and applies mathematical concepts				
Trimester	N – needs support	A – approaching standard	M – meets standard	E – exceeds standard
1 <sup>st</sup>	<p><u>Sort and Classify</u>: Student is unable or rarely able to sort and classify by attributes and combination of attributes.</p> <p><u>Position and Location</u>: Student is unable or rarely able to identify the position of objects using describing words.</p> <p><u>Patterns</u>: Student is unable or rarely able to recognize, construct, and extend patterns.</p> <p><u>0 – 5</u>: Student is unable or rarely able to identify sets with more/fewer and demonstrate that numbers can be represented in different ways.</p>	<p><u>Sort and Classify</u>: Student can sometimes sort and classify by attributes and combination of attributes.</p> <p><u>Position and Location</u>: Student can sometimes identify the position of objects using describing words.</p> <p><u>Patterns</u>: Student is able to recognize, construct, and extend patterns some of the time.</p> <p><u>0 – 5</u>: Student can sometimes identify sets with more/fewer and demonstrate that numbers can be represented in different ways.</p>	<p><u>Sort and Classify</u>: Student can sort and classify by attributes and combination of attributes.</p> <p><u>Position and Location</u>: Student can consistently identify the position of objects using describing words.</p> <p><u>Patterns</u>: Student is able to recognize, construct, and extend patterns all of the time.</p> <p><u>0 – 5</u>: Student can consistently identify sets with more/fewer and demonstrate that numbers can be represented in different ways.</p>	<p><u>Sort and Classify</u>: Student can sort and classify by attributes and combination of attributes. Student applies concepts independently to other situations.</p> <p><u>Position and Location</u>: Student can consistently identify the position of objects using describing words. Student applies concepts independently to other situations.</p> <p><u>Patterns</u>: Student is able to recognize, construct, and extend patterns all of the time. Student can extend knowledge to more complex patterns or other situations.</p> <p><u>0 – 5</u>: Student can consistently identify sets with more/fewer and demonstrate that numbers can be represented in different ways. Student can apply concepts independently to other situations.</p>

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	<p><u>Calendar</u>: Student is unable or rarely able to identify the months and seasons, the seven days of the week, and dates on the calendar.</p>	<p><u>Calendar</u>: Student sometimes identifies the months and seasons, the seven days of the week, and dates on the calendar.</p>	<p><u>Calendar</u>: Student consistently identifies the months and seasons, the seven days of the week, and dates on the calendar.</p>	<p><u>Calendar</u>: Student consistently identifies the months and seasons, the seven days of the week, and dates on the calendar.</p>
2 <sup>nd</sup>	<p><u>Comparing Numbers</u>: Student is unable or rarely able to demonstrate greater/fewer than by 1 or 2 and in relation to 5 and 10.</p> <p><u>Geometry</u>: Student is unable or rarely able to identify 1- and 2-dimensional shapes and their properties. Student is unable or rarely able to identify symmetrical shapes.</p> <p><u>Fractions and Ordinals</u>: Student is unable or rarely able to recognize equal parts of a whole or divide objects into halves. Student is unable or rarely able to use ordinal numbers correctly to indicate position.</p> <p><u>Measurement</u>: Student is unable or rarely able to recognize and compare objects by length, capacity, and height.</p>	<p><u>Comparing Numbers</u>: Student can sometimes demonstrate greater/fewer than by 1 or 2 and in relation to 5 and 10.</p> <p><u>Geometry</u>: Student sometimes identifies 1- and 2-dimensional shapes and their properties. Student sometimes identifies symmetrical shapes.</p> <p><u>Fractions and Ordinals</u>: Student will sometimes recognize equal parts of a whole and divide objects into halves. Student sometimes uses ordinal numbers correctly to indicate position.</p> <p><u>Measurement</u>: Student can sometimes recognize and compare objects by length, capacity, and height.</p>	<p><u>Comparing Numbers</u>: Student can consistently demonstrate greater/fewer than by 1 or 2 and in relation to 5 and 10.</p> <p><u>Geometry</u>: Student consistently identifies 1- and 2-dimensional shapes and their properties. Student identifies symmetrical shapes.</p> <p><u>Fractions and Ordinals</u>: Student will consistently recognize equal parts of a whole and divide objects into halves. Student consistently uses ordinal numbers correctly to indicate position.</p> <p><u>Measurement</u>: Student can consistently recognize and compare objects by length, capacity, and height.</p>	<p><u>Comparing Numbers</u>: Student can consistently demonstrate greater/fewer than by more than 1 or 2 and in relation to 5 and 10. Student applies concept to other.</p> <p><u>Geometry</u>: Student consistently identifies 1- and 2-dimensional shapes and their properties. Student identifies symmetrical shapes. Student demonstrates understanding of length, height, width, and vertices.</p> <p><u>Fractions and Ordinals</u>: Student will consistently recognize equal parts of a whole and divide objects into halves. Student will recognize other fractional parts of a whole (thirds, quarters, etc.).</p> <p><u>Measurement</u>: Student consistently recognizes and compares objects by length, capacity, and height. Student applies concepts to other situations independently.</p>
3 <sup>rd</sup>	<p><u>Larger Numbers</u>: Student is unable or rarely able to identify patterns of odd/even numbers and patterns on a number chart to 100. Student is unable or rarely able to count, read, and write numbers to 20. Student is unable to compose and decompose numbers.</p> <p><u>Money</u>: Student is unable or rarely able to identify coins (penny, nickel, and dime) and understands their value.</p>	<p><u>Larger Numbers</u>: Student can sometimes identify patterns of odd/even numbers and patterns on a number chart to 100. Student can sometimes count, read, and write numbers to 20. Student can sometimes compose and decompose numbers.</p> <p><u>Money</u>: Student sometimes identifies coins (penny, nickel, and dime) and understands their value.</p>	<p><u>Larger Numbers</u>: Student can consistently identify patterns of odd/even numbers and patterns on a number chart to 100. Student can count, read, and write numbers to 20. Student can consistently compose and decompose numbers.</p> <p><u>Money</u>: Student consistently identifies coins (penny, nickel, and dime) and understands their value.</p>	<p><u>Larger Numbers</u>: Student can consistently identify patterns of odd/even numbers and patterns on a number chart to 100. Student can count, read, and write numbers beyond 20. Student can make matching sets of objects. Student can consistently compose and decompose greater than 40.</p> <p><u>Money</u>: Student consistently identifies coins (penny, nickel, dime, quarter, and half-dollar) and understands their</p>

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	<p><u>Time</u>: Student is unable or rarely able to sequence events. Student is unable or rarely able to identify time to the hour.</p> <p><u>Graphing</u>: Student is unable or rarely able to read and interpret data on different types of graphs</p>	<p><u>Time</u>: Student can sometimes sequence events. Student can sometimes identify time to the hour.</p> <p><u>Graphing</u>: Student can sometimes read and interpret data on different types of graphs.</p>	<p><u>Time</u>: Student can consistently sequence events. Student can identify time to the hour.</p> <p><u>Graphing</u>: Student can consistently read and interpret data on different types of graphs.</p>	<p>value. Student can combine coins in a variety of patterns for an equal sum.</p> <p><u>Time</u>: Student can consistently sequence more than three events. Student can identify time to the hour and half-hour.</p> <p><u>Graphing</u>: Student can consistently read and interpret data on different types of graphs. Student can independently create graphs to represent data.</p>
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Applies understanding of whole number concepts (counting, writing)				
Trimester	N – needs support	A – approaching standard	M – meets standard	E – exceeds standard
1 <sup>st</sup>	Student is unable or rarely able to count sets from 0 to 5. Student is unable or rarely able to identify and write numerals from 0 to 5.	Student can sometimes count sets from 0 to 5. Student can sometimes identify and write numerals from 0 to 5.	Student can consistently count sets from 0 to 5. Student can consistently identify and write numerals from 0 to 5.	Student can consistently count sets through 10. Student can consistently identify and write numerals from 0 to 10.
2 <sup>nd</sup>	Student is unable or rarely able to count sets through 10. Student is unable or rarely able to identify and write numerals from 0 to 10.	Student can sometimes count sets through 10. Student can sometimes identify and write numerals from 0 to 10.	Student can consistently count sets through 10. Student can consistently identify and write numerals from 0 to 10.	Student can consistently identify and produce numerals to 20 or greater.
3 <sup>rd</sup>	Student is unable or rarely able to identify and produce numerals to 100.	Student can sometimes identify and produce numerals to 100.	Student can consistently identify and produce numerals to 100.	Student can consistently identify and produce numerals beyond 100.

Uses a variety of strategies to solve problems				
Trimester	N – needs support	A – approaching standard	M – meets standard	E – exceeds standard
1 <sup>st</sup>	<p><u>Sort and Classify</u>: Student is unable to use strategies to solve problems.</p> <p><u>Position and Location</u>: Student is unable or rarely able to position objects to demonstrate the relationship to surrounding objects. Student is unable or rarely able to describe position/location in words.</p> <p><u>Patterns</u>: Student is unable or rarely able to create patterns using</p>	<p><u>Sort and Classify</u>: Student is limited in the number of strategies he/she can use to solve problems.</p> <p><u>Position and Location</u>: Student sometimes positions objects to demonstrate the relationship to surrounding objects. Student can sometimes describe position/location in words</p> <p><u>Patterns</u>: Student is sometimes able to create patterns using concrete objects and drawing pictures.</p>	<p><u>Sort and Classify</u>: Student uses a variety of manipulatives, paper, and pencil, and appropriate math language to solve problems.</p> <p><u>Position and Location</u>: Student consistently positions objects to demonstrate the relationship to surrounding objects. Student can describe position/location in words.</p> <p><u>Patterns</u>: Student is consistently able to create patterns using concrete objects and drawing pictures.</p>	<p><u>Sort and Classify</u>: Student uses a variety of manipulatives, paper and pencil, and appropriate math language to solve problems. Student uses logical reasoning about the conditions of the problem.</p> <p><u>Position and Location</u>: Student consistently determines the relationship of objects and maneuvers objects to replicate or create new positions relative to other objects.</p> <p><u>Patterns</u>: Student is consistently able to create complex patterns with objects and drawings. Student is able to</p>



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	<p>concrete objects and drawing pictures.</p> <p><u>0 – 5:</u> Student is unable or rarely able to use manipulatives or making an organized list to solve problems.</p>	<p><u>0 – 5:</u> Student sometimes uses manipulatives and making an organized list to solve problems.</p>	<p><u>0 – 5:</u> Student consistently uses manipulatives and making an organized list to solve problems.</p>	<p>compare and contrast the created complex patterns.</p> <p><u>0 – 5:</u> Student consistently uses manipulatives and making an organized list to solve problems. Student applies content knowledge to other situations independently.</p>
2 <sup>nd</sup>	<p><u>Comparing Numbers:</u> Student is unable or rarely able to use counters to act out the problem. Student is unable or rarely able to use a variety of manipulatives to make sets.</p> <p><u>Geometry:</u> Student is unable or rarely able to use paper and pencil tasks, drawing objects, and other manipulatives to demonstrate figures and symmetry.</p> <p><u>Fractions and Ordinals:</u> Student is unable or rarely able to use paper and pencil, scissors, cubes, and other manipulatives to act out a problem.</p> <p><u>Measurement:</u> Student uses cubes and other manipulatives. Student reasons through for a “first” answer.</p>	<p><u>Comparing Numbers:</u> Student sometimes uses counters to act out the problem. Student sometimes uses a variety of manipulatives to make sets.</p> <p><u>Geometry:</u> Student sometimes uses paper and pencil tasks, drawing objects, and other manipulatives to demonstrate figures and symmetry.</p> <p><u>Fractions and Ordinals:</u> Student sometimes uses paper and pencil, scissors, cubes, and other manipulatives to act out a problem.</p> <p><u>Measurement:</u> Student uses cubes and other manipulatives. Student reasons through for a “first” answer.</p>	<p><u>Comparing Numbers:</u> Student uses counters to act out the problem. Student uses a variety of manipulatives to make sets.</p> <p><u>Geometry:</u> Student uses paper and pencil tasks, drawing objects, and other manipulatives to demonstrate figures and symmetry.</p> <p><u>Fractions and Ordinals:</u> Student uses paper and pencil, scissors, cubes, and other manipulatives to act out a problem.</p> <p><u>Measurement:</u> Student uses cubes and other manipulatives. Student reasons through for a “first” answer.</p>	<p><u>Comparing Numbers:</u> Student uses counters to act out the problem. Student uses a variety of manipulatives to make sets. Student independently solves problems with mental math strategies.</p> <p><u>Geometry:</u> Student uses paper and pencil tasks, drawing objects, and other manipulatives to demonstrate figures, symmetry, length, height, vertices, and other attributes.</p> <p><u>Fractions and Ordinals:</u> Student is able to determine fractions and ordinals without manipulatives.</p> <p><u>Measurement:</u> Student is able to consistently reason, estimate, and predict answers and check to arrive at the correct answer.</p>
3 <sup>rd</sup>	<p><u>Larger Numbers:</u> Student is unable or rarely able to use a ten-frame, a 100’s chart, and manipulatives to design number patterns. Student is unable or rarely able to use other objects to make sets.</p> <p><u>Money:</u> Student is unable or rarely able to use coins to count money amounts and to act out buying items.</p> <p><u>Time:</u> Student is unable or rarely able to use reasoning about the conditions of the problem and logical thinking to solve it.</p>	<p><u>Larger Numbers:</u> Student sometimes uses a ten- frame, a 100’s chart, and manipulatives to design number patterns. Student sometimes uses other objects to make sets.</p> <p><u>Money:</u> Student is sometimes able to use coins to count money amounts and to act out buying items.</p> <p><u>Time:</u> Student is sometimes able to use reasoning about the conditions of the problem and logical thinking to solve it.</p>	<p><u>Larger Numbers:</u> Student uses a ten-frame, a 100’s chart, and manipulatives to design number patterns. Student uses other objects to make sets.</p> <p><u>Money:</u> Student is able to use coins to count money amounts and to act out buying items.</p> <p><u>Time:</u> Student is able to use reasoning about the conditions of the problem and logical thinking to solve it.</p>	<p><u>Larger Numbers:</u> Student employs mental math accurately and consistently.</p> <p><u>Money:</u> Student is able to use coins and dollar bills to count money amounts, to act out buying items, and to make change.</p> <p><u>Time:</u> Student is able to use reasoning about the conditions of the problem and logical thinking to solve it. Student can independently apply the content knowledge to other situations.</p>

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	<u>Graphing</u> : Student uses counters, pattern blocks, color blocks, cubes, picture graphs, and bar graphs to analyze data and solve problems.	<u>Graphing</u> : Student uses counters, pattern blocks, color blocks, cubes, picture graphs, and bar graphs to analyze data and solve problems.	<u>Graphing</u> : Student uses counters, pattern blocks, color blocks, cubes, picture graphs, and bar graphs to analyze data and solve problems.	<u>Graphing</u> : Student uses counters, pattern blocks, color blocks, cubes, picture graphs, and bar graphs to analyze data, compare and contrast results, and solve problems independently.
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Understands and solves addition stories				
Trimester	N – needs support	A – approaching standard	M – meets standard	E – exceeds standard
2 <sup>nd</sup>	Student is unable or rarely able to join numbers representing addition using the plus sign up to 10.	Student can sometimes join numbers representing addition using the plus sign up to 10.	Student can consistently join numbers representing addition using the plus sign up to 10.	Student consistently applies the concept of addition independently.
3 <sup>rd</sup>	Student is unable or rarely able to join numbers representing addition using the plus sign up to 10.	Student can sometimes join numbers representing addition using the plus sign up to 10.	Student can consistently join numbers representing addition using the plus sign up to 10.	Student consistently applies the concept of addition independently.

Understands and solves subtraction stories				
Trimester	N – needs support	A – approaching standard	M – meets standard	E – exceeds standard
3 <sup>rd</sup>	Student is unable or rarely able to separate objects from a group and represent subtraction using the minus sign within 10.	Student can sometimes separate objects from a group and represent subtraction using the minus sign within 10.	Student can consistently separate objects from a group and represent subtraction using the minus sign within 10.	Student consistently applies the concept of subtraction independently.

Forms numerals correctly				
Trimester	N – needs support	A – approaching standard	M – meets standard	E – exceeds standard
1 <sup>st</sup>	Student is unable or rarely able to copy numerals from 0 to 5.	Student can sometimes copy numerals from 0 to 5.	Student can consistently copy numerals from 0 to 5.	Student can write numerals from 0 to 5 independently.
2 <sup>nd</sup>	Student is unable or rarely able to write numerals from 0 to 10.	Student can sometimes write numerals from 0 to 10.	Student can consistently write numerals from 0 to 10 with accuracy.	Student can write numerals 20 or greater with accuracy.
3 <sup>rd</sup>	Student is unable or rarely able to write numerals greater than 20.	Student can sometimes write numerals greater than 20.	Student can consistently write numerals greater than 20.	Student can write numerals 0 to 100 independently with accuracy.

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**SCIENCE**

Observes, describes, asks questions, and makes predictions				
Trimester	<b>N – needs support</b>	<b>A – approaching standard</b>	<b>M – meets standard</b>	<b>E – exceeds standard</b>
ALL	Student rarely observes, describes, asks questions, and makes predictions regarding scientific phenomenon.	Student occasionally observes, describes, asks questions, and makes predictions regarding scientific phenomenon.	Student consistently observes, describes, asks questions, and makes predictions regarding scientific phenomenon.	Student has exceeded grade-level expectations to observe, describe, ask questions, and make predictions regarding scientific phenomenon

Communicates ideas through writing, drawing, and/or discussion				
Trimester	<b>N – needs support</b>	<b>A – approaching standard</b>	<b>M – meets standard</b>	<b>E – exceeds standard</b>
ALL	Student communicates information that may not be relevant and expresses ideas that are unclear and imprecise.	Student communicates information that is mostly relevant and expresses ideas that are occasionally unclear or inappropriate.	Student communicates information that is relevant and expresses ideas clearly.	Student communicates information that is relevant and expresses ideas in a clear, concise, effective, and creative manner.

**SOCIAL STUDIES**

Demonstrates understanding of concepts				
Trimester	<b>N – needs support</b>	<b>A – approaching standard</b>	<b>M – meets standard</b>	<b>E – exceeds standard</b>
ALL	The student demonstrates little understanding of the concepts.	The student can explain the concept showing an understanding of some of the connections to the subject matter currently being taught.	The student can draw inferences that show an understanding of the connections the concept has to the subject matter.	The student will transfer concepts and make connections independently.

Communicates ideas through writing, drawing, and discussion				
Trimester	<b>N – needs support</b>	<b>A – approaching standard</b>	<b>M – meets standard</b>	<b>E – exceeds standard</b>
ALL	The student communicates information that may not be relevant to the topic. The student expresses their ideas in a way that is unclear and imprecise.	The student communicates information that is mostly relevant to the topic. The student expresses ideas in a way that is occasionally unclear or inappropriate.	The student communicates information that is relevant to the topic. The student expresses ideas clearly.	The student communicates information that is always relevant to the topic. The student expresses in a clear, concise, effective, and possibly creative manner.

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**ART**

Demonstrates appropriate skill development				
Trimester	<b>N</b> – needs support	<b>A</b> – approaching standard	<b>M</b> – meets standard	<b>E</b> – exceeds standard
All	<ul style="list-style-type: none"> <li>● Student rarely applies the use of elements of art and basic media in his/her artwork.</li> <li>● Students rarely uses tools appropriate to the production of work of art in a variety of art media.</li> </ul>	<ul style="list-style-type: none"> <li>● Student is beginning to understand and apply the use of elements of art and basic media in his/her artwork.</li> <li>● Student is learning how to use tools appropriate to the production of works of art in a variety of art media.</li> </ul>	<ul style="list-style-type: none"> <li>● Student understands and applies the use of the elements of art and basic media in his/her artwork most of the time.</li> <li>● Student uses the tools appropriate to the production of work of art in a variety of art media most of the time.</li> </ul>	<ul style="list-style-type: none"> <li>● Student understands and consistently applies the use of elements of art and their basic media in his/her artwork.</li> <li>● Student consistently uses tools appropriate to the production of works of art in a variety of art media.</li> </ul>

Participates and demonstrates effort				
Trimester	<b>N</b> – needs support	<b>A</b> – approaching standard	<b>M</b> – meets standard	<b>E</b> – exceeds standard
All	<ul style="list-style-type: none"> <li>● Student rarely engages in group discussion.</li> <li>● Student rarely asks for clarification and further explanation as needed.</li> <li>● Student rarely extends his/her ideas and understanding.</li> </ul>	<ul style="list-style-type: none"> <li>● Student occasionally engages in group discussion.</li> <li>● Student occasionally asks for clarification and further explanation as needed.</li> <li>● Student occasionally extends his/her help and understanding.</li> </ul>	<ul style="list-style-type: none"> <li>● Student engages in group discussion most of the time.</li> <li>● Student asks for clarification and further explanation as needed most of the time.</li> <li>● Student extends his/her ideas and understandings most of the time.</li> </ul>	<ul style="list-style-type: none"> <li>● Student consistently engages and extends group discussion.</li> <li>● Student consistently asks for clarification and further explanation as needed.</li> <li>● Student consistently extends his/her ideas and understandings.</li> </ul>

**MUSIC**

Demonstrates appropriate skill development				
Trimester	<b>N</b> – needs support	<b>A</b> – approaching standard	<b>M</b> – meets standard	<b>E</b> – exceeds standard
All	<ul style="list-style-type: none"> <li>● Student rarely applies the use of elements of music.</li> <li>● Student is unable to identify, notate beat or visually follow rhythmic symbols.</li> </ul>	<ul style="list-style-type: none"> <li>● Student is beginning to understand and apply the use of elements of music.</li> <li>● Student is learning how to identify, notate beat and</li> </ul>	<ul style="list-style-type: none"> <li>● Student understands and applied the use of the elements of music most of the time.</li> <li>● Student identifies, notates beat and visually follows rhythmic symbols most of the time.</li> </ul>	<ul style="list-style-type: none"> <li>● Student understands and consistently applies the use of elements of music.</li> <li>● Student consistently able to identify, notate beat and visually follows rhythmic symbols.</li> </ul>

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		visually follow rhythmic symbols.		
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Participates and demonstrates effort				
Trimester	N – needs support	A – approaching standard	M – meets standard	E – exceeds standard
All	<ul style="list-style-type: none"> <li>Student rarely engages in group discussion.</li> <li>Student rarely asks for clarification and further explanation as needed.</li> <li>Student rarely extends his/her ideas and understanding.</li> </ul>	<ul style="list-style-type: none"> <li>Student occasionally engages in group discussion.</li> <li>Student occasionally asks for clarification and further explanation as needed.</li> <li>Student occasionally extends his/her help and understanding.</li> </ul>	<ul style="list-style-type: none"> <li>Student engages in group discussion most of the time.</li> <li>Student asks for clarification and further explanation as needed most of the time.</li> <li>Student extends his/her ideas and understandings most of the time.</li> </ul>	<ul style="list-style-type: none"> <li>Student consistently engages and extends group discussion</li> <li>Student consistently asks for clarification and further explanation as needed.</li> <li>Student consistently extends his/her ideas and understandings.</li> </ul>

**PHYSICAL EDUCATION**

Demonstrates appropriate skill development				
Trimester	N – needs support	A – approaching standard	M – meets standard	E – exceeds standard
ALL	Student rarely demonstrates understanding of skills, movement performance, and physical fitness.	Student demonstrates some understanding of skills, movement performance, and physical fitness.	Student demonstrates a basic understanding of skills, movement performance, and physical fitness.	Student demonstrates an excellent understanding of skills, movement performance, and physical fitness.

Participates and demonstrates effort				
Trimester	N – needs support	A – approaching standard	M – meets standard	E – exceeds standard
ALL	Student rarely participates in class activities and is not putting forth effort in class.	Student occasionally participates in activities and is beginning to put forth effort in class.	Student participates and shows his/her best effort.	Student goes above and beyond by always participating and showing his/her best effort in class.

Demonstrates sportsmanship and positive attitude				
Trimester	N – needs support	A – approaching standard	M – meets standard	E – exceeds standard
ALL	Student rarely demonstrates good sportsmanship.	Student occasionally demonstrates good sportsmanship.	Student shows good sportsmanship.	Student always has great sportsmanship and motivates or helps others.