San Francisco Unified School District

STANDARDS BASED REPORT CARD
Rubrics

Grade: Kindergarten

Academic Development Skills
English Language Arts
Mathematics
Social Studies
Science
Physical Education
**Reading Standards for Literature and Informational Text**

**RL.K.2.** With prompting and support, retell familiar stories, including key details.

*Corresponding ELD Standard:
*  
**Part I.** 6. Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language

<table>
<thead>
<tr>
<th>Performance Level Indicators</th>
<th>Performance Description ELA: Reading Literature K.2</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>4</strong> Exceeds</td>
<td>Retell stories, including key details, and demonstrate understanding of their central message or lesson.</td>
</tr>
<tr>
<td><strong>3</strong> Meets</td>
<td><strong>RL.K.2.</strong> With prompting and support, retell familiar stories, including key details.</td>
</tr>
<tr>
<td><strong>2</strong> Approaching</td>
<td>Follow the events of a story read aloud, remember them, and identify their sequence.</td>
</tr>
<tr>
<td><strong>1</strong> Emerging</td>
<td>Follow the events of a story read aloud, remember them, and identify their sequence, with prompting and support.</td>
</tr>
</tbody>
</table>

**Proficiency Level Descriptors in English Language Development**

**Part I: Interacting in Meaningful Ways: 6. Reading/Viewing Closely**

**Lifelong Language Learning:** Students who have exited the Bridging level benefit from occasional linguistic support in their ongoing learning of English. Students continue to build increasing depth and complexity in comprehending and communicating in English in a wide variety of contexts.

**Bridging**

**ELD Part I. 6: Reading/Viewing Closely**

*Describes text elements with key details based on understanding of grade-level texts with light support.*

*Exit:* Students can communicate effectively with various audiences on a wide range of familiar and new topics to meet academic demands in a variety of disciplines. Students can read, with limited difficulty, a variety of grade-level texts and comprehend concrete and abstract topics, recognizing subtleties in a variety of communicative settings.

*Enter:* Students are able to engage in complex academic activities with light linguistic support. Students read increasingly complex texts at grade level and comprehend many abstract topics. Students begin to recognize language subtleties in a variety of communicative settings.

**Expanding**

**ELD Part I. 6: Reading/Viewing Closely**

*Describes text elements with key details based on understanding of grade-level texts with moderate support.*

*Exit:* Students can use English to learn and communicate about a range of topics and academic content in more complex, cognitively demanding situations. Students read increasingly complex grade level text while relying on context and prior knowledge to obtain meaning from print. Students comprehend detailed information with fewer contextual clues on unfamiliar topics.

*Enter:* Students are able to engage in complex academic activities with moderate support. Students can read a variety of grade-appropriate texts with simple sentences. Students are able to comprehend information on familiar topics and on some unfamiliar topics.

**Emerging**

**ELD Part I. 6: Reading/Viewing Closely**

*Describes text elements with key details based on understanding of grade-level texts with substantial support.*

*Exit:* Students have basic English communication skills in social and academic contexts. They start to respond to more varied communication tasks using learned words and phrases with increasing ease. Students can read brief grade-appropriate text with simple sentences and mostly familiar vocabulary and comprehend a sequence of information on familiar topics.

*Enter:* Students are able to engage in complex academic activities with substantial support. Students have limited receptive and productive English skills and can read very brief grade appropriate text with simple sentences and familiar vocabulary. Students comprehend frequently used words and basic phrases in immediate physical surroundings.
### ELA: Reading Informational Text K.2

<table>
<thead>
<tr>
<th>Performance Level</th>
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</tr>
</thead>
<tbody>
<tr>
<td><strong>4</strong> Exceeds</td>
<td>Identify the main topic and retell key details of a text.</td>
</tr>
<tr>
<td><strong>3</strong> Meets</td>
<td>RI.K.2. With prompting and support, identify the main topic and retell key details of an informational text.</td>
</tr>
<tr>
<td><strong>2</strong> Approaching</td>
<td>With prompting and support, identify the main topic or key details of a text read aloud.</td>
</tr>
<tr>
<td><strong>1</strong> Emerging</td>
<td>With prompting and support, identify the general topic of a text read aloud through yes or no questions.</td>
</tr>
</tbody>
</table>

### Proficiency Level Descriptors in English Language Development

#### Part I: Interacting in Meaningful Ways: 6. Reading/Viewing Closely

**Lifelong Language Learning:** Students who have exited the Bridging level benefit from occasional linguistic support in their ongoing learning of English. Students continue to build increasing depth and complexity in comprehending and communicating in English in a wide variety of contexts.

**Bridging**

**ELD Part I. 6:** Describes text elements with key details based on understanding of grade-level texts with light support.

**Exit:** Students can communicate effectively with various audiences on a wide range of familiar and new topics to meet academic demands in a variety of disciplines. Students can read, with limited difficulty, a variety of grade-level texts and comprehend concrete and abstract topics, recognizing subtleties in a variety of communicative settings.

**Enter:** Students are able to engage in complex academic activities with light linguistic support. Students read increasingly complex texts at grade level and comprehend many abstract topics. Students begin to recognize language subtleties in a variety of communicative settings.

**Expanding**

**ELD Part I. 6:** Describes text elements with key details based on understanding of grade-level texts with moderate support.

**Exit:** Students can use English to learn and communicate about a range of topics and academic content in more complex, cognitively demanding situations. Students read increasingly complex grade level text while relying on context and prior knowledge to obtain meaning from print. Students comprehend detailed information with fewer contextual clues on unfamiliar topics.

**Enter:** Students are able to engage in complex academic activities with moderate support. Students read a variety of grade-appropriate texts with simple sentences. Students are able to comprehend information on familiar topics and on some unfamiliar topics.

**Emerging**

**ELD Part I. 6:** Describes text elements with key details based on understanding of grade-level texts with substantial support.

**Exit:** Students have basic English communication skills in social and academic contexts. They start to respond to more varied communication tasks using learned words and phrases with increasing ease. Students can read brief grade-appropriate text with simple sentences and mostly familiar vocabulary and comprehend a sequence of information on familiar topics.

**Enter:** Students are able to engage in complex academic activities with substantial support. Students have limited receptive and productive English skills and can read very brief grade appropriate text with simple sentences and familiar vocabulary. Students comprehend frequently used words and basic phrases in immediate physical surroundings.
RI.K.9 & RL.K.9. With prompting and support, identify basic similarities in and differences between characters in stories or two informational texts on the same topic (e.g., in illustrations, descriptions, or procedures).

<table>
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<th>Performance Level Indicators</th>
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<tbody>
<tr>
<td><strong>4 Exceeds</strong></td>
<td>Identify basic similarities in and differences between characters in stories or two informational texts on the same topic (e.g., in illustrations, descriptions, or procedures).</td>
</tr>
<tr>
<td><strong>3 Meets</strong></td>
<td>RI.K.9 &amp; RL.K.9. With prompting and support, identify basic similarities in and differences between characters in stories or two informational texts on the same topic (e.g., in illustrations, descriptions, or procedures).</td>
</tr>
<tr>
<td><strong>2 Approaching</strong></td>
<td>With prompting and support, describe a character in a story or list details and identify the main topic of an informational text.</td>
</tr>
<tr>
<td><strong>1 Emerging</strong></td>
<td>Identify characters, main points, or details made in a text by responding to yes - no questions.</td>
</tr>
</tbody>
</table>
Range of Reading and Level of Text Complexity for Literature and Informational Texts
Read prose, poetry, and informational texts within the instructional level expectations for the given trimester.

Writing Standards
W.K.1. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., *My favorite book is...*).

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<tbody>
<tr>
<td>4 Exceeds</td>
<td>Write opinion pieces in which they introduce a topic or name the book they are writing about, state an opinion or preference about a topic or book, and supply a reason for the opinion.</td>
</tr>
<tr>
<td>3 Meets</td>
<td>W.K.1. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., <em>My favorite book is...</em>).</td>
</tr>
<tr>
<td>2 Approaching</td>
<td>Use a combination of drawing, dictating, and writing to compose pieces in which they tell a reader the topic or the name of the book they are writing about.</td>
</tr>
<tr>
<td>1 Emerging</td>
<td>Use a combination of drawing, dictating, and writing to compose, but the topic is not clear.</td>
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</tbody>
</table>
**W.K. 2.** Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.

<table>
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<tr>
<th>Performance Level Indicators</th>
<th>Performance Description ELA: Writing K.1</th>
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</thead>
<tbody>
<tr>
<td>4 Exceeds</td>
<td>Use a combination of drawing and writing to compose informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.</td>
</tr>
<tr>
<td>3 Meets</td>
<td><strong>W.K. 2.</strong> Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.</td>
</tr>
<tr>
<td>2 Approaching</td>
<td>Use a combination of drawing, dictating, and writing to compose a piece in which they name what they are writing about.</td>
</tr>
<tr>
<td>1 Emerging</td>
<td>Use a combination of drawing, dictating, and writing to compose, but the topic is not clear.</td>
</tr>
</tbody>
</table>

**W.K.3.** Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.

<table>
<thead>
<tr>
<th>Performance Level Indicators</th>
<th>Performance Description ELA: Writing K.3</th>
</tr>
</thead>
<tbody>
<tr>
<td>4 Exceeds</td>
<td>Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, and provide some sense of closure.</td>
</tr>
<tr>
<td>3 Meets</td>
<td><strong>W.K.3.</strong> Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.</td>
</tr>
<tr>
<td>2 Approaching</td>
<td>Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events.</td>
</tr>
<tr>
<td>1 Emerging</td>
<td>Use a combination of drawing, dictating, and writing to compose, but topic is not clear.</td>
</tr>
</tbody>
</table>
Speaking and Listening

SL.K.1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

*Corresponding ELD Standards:*
- **Part I. 1.** Exchanging information and ideas with others through oral collaborative conversations on a range of social and academic topics
- **Part I. 3.** Offering and supporting opinions and negotiating with others in communicative exchanges
### Performance Description: ELA Speaking and Listening K.1

#### 4 Exceeds
- **Performance Description:** Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
  - Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion) consistently.
  - Build on others’ talk in conversations by responding to the comments of others through multiple exchanges.

#### 3 Meets
- **Performance Description:** Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
  - Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion) consistently.
  - Continue a conversation through multiple exchanges.

#### 2 Approaching
- **Performance Description:** Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
  - Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion) with increasing consistency.
  - Respond to others’ talk with a single comment related to the topics or texts under discussion.

#### 1 Emerging
- **Performance Description:** Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
  - Follow agreed-upon rules for discussion some of the time.
  - Respond to others’ talk, but comments are unrelated to topics and texts under discussion.

### Proficiency Level Descriptors in English Language Development

#### Part I. Interacting in Meaningful Ways:

1. **Offering Opinions**
2. **Exchanging Information and Ideas**
3. **Offering Opinions**

#### Lifelong Language Learning:
- Students who have exited the Bridging level benefit from occasional linguistic support in their ongoing learning of English. Students continue to build increasing depth and complexity in comprehending and communicating in English in a wide variety of contexts.

#### Bridging

- **Part I. 1. Exchanging Information and Ideas:** Contribute to discussions by listening attentively, following turn-taking rules, and asking and answering questions.
  - **Exit:** Students can use English to communicate effectively with various audiences on a wide range of familiar and new topics to meet academic demands in a variety of disciplines.
  - **Enter:** Students are able to engage in complex academic activities with light linguistic support. Students can express a variety of personal needs, ideas, and opinions using extended, more elaborated discourse.

#### Expanding

- **Part I. 1. Exchanging Information and Ideas:** Contribute to discussions by listening attentively, following turn-taking rules, and asking and answering questions.
  - **Exit:** Students can use English to learn and communicate about a range of topics and academic content in more complex, cognitively demanding situations.
  - **Enter:** Students are able to engage in complex academic activities with moderate support. Students can express a variety of personal needs, ideas, and opinion using short sentences.

#### Emerging

1. **Exchanging information and ideas:** Contribute to conversations and express ideas by asking and answering yes-no and wh- questions and responding using gestures, words, and simple phrases.
2. **Offering opinions:** Offer opinions and ideas in conversations using a small set of learned phrases (e.g., I think X.), as well as open responses.
  - **Exit:** Students have basic English communication skills in social and academic contexts. They start to respond to more varied communication tasks using learned words and phrases with increasing ease.
  - **Enter:** Students are able to engage in complex academic activities with substantial support. They have limited receptive and productive English skills.
SL.K.2 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood

**Corresponding ELD Standards: Part I. 5.** Listening actively to spoken English in a range of social and academic contexts

<table>
<thead>
<tr>
<th>Performance Level Indicators</th>
<th>Performance Description ELA: Speaking and Listening K.2</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>4</strong> Exceeds</td>
<td>Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</td>
</tr>
<tr>
<td><strong>3</strong> Meets</td>
<td>SL.K.2 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.</td>
</tr>
<tr>
<td><strong>2</strong> Approaching</td>
<td>With prompting and support, confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.</td>
</tr>
<tr>
<td><strong>1</strong> Emerging</td>
<td>With prompting and support, confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details.</td>
</tr>
</tbody>
</table>

**Proficiency Level Descriptors in English Language Development**

**Part I: Interacting in Meaningful Ways. 5: Listening Actively**

**Lifelong Language Learning:** Students who have exited the Bridging level benefit from occasional linguistic support in their ongoing learning of English. Students continue to build increasing depth and complexity in comprehending and communicating in English in a wide variety of contexts.

**Bridging**

ELD Part I. 5: Listening Actively

*Demonstrate active listening to read-alouds and oral presentations by asking and answering detailed questions with minimal prompting and light support.*

**Exit:** Students can communicate effectively with various audiences on a wide range of familiar and new topics to meet academic demands in a variety of disciplines.

**Enter:** Students are able to engage in complex academic activities with light linguistic support. Students can express a variety of personal needs, ideas, and opinions using extended, more elaborated discourse.

**Expanding**

ELD Part I. 5: Listening Actively

*Demonstrate active listening to read-alouds and oral presentations by asking and answering detailed questions with oral sentence frames and occasional prompting and support.*

**Exit:** Students can use English to learn and communicate about a range of topics and academic content in more complex, cognitively demanding situations.

**Enter:** Students are able to engage in complex academic activities with moderate support. Students can express a variety of personal needs, ideas, and opinions using short sentences.

**Emerging**

ELD Part I. 5: Listening Actively

*Demonstrate active listening to read-alouds and oral presentations by answering yes-no and wh questions with oral sentence frames and substantial prompting and support.*

**Exit:** Students have basic English communication skills in social and academic contexts. They start to respond to more varied communication tasks using learned words and phrases with increasing ease.

**Enter:** Students are able to engage in complex academic activities with substantial support. They have limited receptive and productive English skills.
**SL.K.4** Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.

*Corresponding ELD Standard:*

**Part I. 12.** Selecting and applying varied and precise vocabulary and language structures effectively convey ideas

<table>
<thead>
<tr>
<th>Performance Level Indicators</th>
<th>Performance Description: ELA Speaking and Listening K.4</th>
</tr>
</thead>
<tbody>
<tr>
<td>4 Exceeds</td>
<td>Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</td>
</tr>
<tr>
<td>3 Meets</td>
<td>SL.K.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</td>
</tr>
<tr>
<td>2 Approaching</td>
<td>With prompting and support, describe familiar people, places, things, and events and some additional detail.</td>
</tr>
<tr>
<td>1 Emerging</td>
<td>With prompting and support, describe familiar people, places, and things.</td>
</tr>
</tbody>
</table>

**Proficiency Level Descriptors in English Language Development**

**Part I: Interacting in Meaningful Ways:**

**12. Selecting Language Resources**

**Lifelong Language Learning:** Students who have exited the Bridging level benefit from occasional linguistic support in their ongoing learning of English. Students continue to build increasing depth and complexity in comprehending and communicating in English in a wide variety of contexts.

**Bridging**

**ELD Part I.12. Selecting Language Resources:**

- **a)** Retell texts and recount experiences using increasingly detailed complete sentences and key words.
- **b)** Use a wide variety of general academic and domain-specific words, synonyms, antonyms, and non-literal language to create an effect while speaking.

**Exit:** Students can use English to communicate effectively with various audiences on a wide range of familiar and new topics to meet academic demands in a variety of disciplines.

**Enter:** Students are able to engage in complex academic activities with light linguistic support. Students can express a variety of personal needs, ideas, and opinions using extended, more elaborated discourse.

**Expanding**

**ELD Part I.12. Selecting Language Resources:**

- **a)** Retell texts and recount experiences using complete sentences and key words.
- **b)** Use a growing number of general academic and domain-specific words in order to add detail or to create shades of meaning while speaking.

**Exit:** Students can use English to learn and communicate about a range of topics and academic content in more complex, cognitively demanding situations.

**Enter:** Students are able to engage in complex academic activities with moderate support. Students can express a variety of personal needs, ideas, and opinions using short sentences.

**Emerging**

**ELD Part I.12. Selecting Language Resources:**

- **a)** Retell texts and recount experiences using a select set of key words.
- **b)** Use a select number of general academic and domain-specific words to add detail while speaking.

**Exit:** Students have basic English communication skills in social and academic contexts. They start to respond to more varied communication tasks using learned words and phrases with increasing ease.

**Enter:** Students are able to engage in complex academic activities with substantial support. They have limited receptive and productive English skills.
Student performance in the areas of Reading: Foundational Skills and Language will be recorded as “P” for proficient or “N” for needs more practice on the Standards Based Report Card.

**Reading: Foundational Skills**

**RF.K.1** Demonstrate understanding of the organization and basic features of print.

- **RF.K.1a.** Follow words from left to right, top to bottom, and page by page.
- **RF.K.1b.** Recognize that spoken words are represented in written language by specific sequences of letters.
- **RF.K.1c.** Understand that words are separated by spaces in print.

**RF.K.1d.** Recognize and name all upper- and lowercase letters of the alphabet.

**RF.K.2a.** Recognize and produce rhyming words.

**RF.K.2d.** Blend two to three phonemes into recognizable words.

**RF.K.2e.** Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.¹ (This does not include CVCs ending with /l/, /r/, or /x/.)

**RF.K.3a.** Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sounds for each consonant.

**RF.K.3b.** Associate the long and short sounds with common spellings (graphemes) for the five major vowels.

**RF.K.3c.** Reads common high-frequency words by sight. *(25 High Frequency Words Assessment)*

**Language**

**L.K.1a** Print many upper- and lowercase letters.

**L.K.2d** Spell simple words phonetically, drawing on knowledge of sound-letter relationships.

**L.K.6** Use words and phrases acquired through conversations, reading and being read to, and responding to texts.
Note that the math sections of the 2014-2015 SBRC should be completed using the generic rubric provided below. Rubrics will be revised for the 2015-2016 school year.

**MATH RUBRIC for 2014-2015**

4 – **Exceeds**  In addition to “Meets”, student demonstrates the use of inferences and applications that are in-depths or beyond what was taught.

3 – **Meets**  In addition to “Approaching”, students demonstrated consistent understanding of the simple and complex ideas and processes. There are no major errors or omissions when identifying and articulation the key concepts of the content.

2 – **Approaching**  In addition to “Below”, student demonstrates understanding of the simple ideas and process, there are no major errors or omissions when identifying and articulation the key concepts of the content. However, the student demonstrates little understanding of the more complex ideas and processes with major content errors or omissions.

1 – **Below**  Student demonstrated little understanding of the simpler ideas and processes and no understanding of the complex ideas and processes. There are major errors or omissions when identifying and articulation the key concepts of the content.
## PERFORMANCE LEVEL

<table>
<thead>
<tr>
<th>4</th>
<th>Exceeds</th>
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<tbody>
<tr>
<td>3</td>
<td>Meets</td>
</tr>
<tr>
<td>2</td>
<td>Approaching</td>
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<tr>
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</table>

### PERFORMANCE DESCRIPTION

- **4 – Exceeds**: In addition to “Meets”, student demonstrates the use of inferences and applications that are in-depths or beyond what was taught:
  - Explains why being a good citizen is important.
  - Explains and models rules and consequences to peers.
  - Describes the characteristics of a good citizen (e.g. follows rules, sharing, taking turns, determination, cooperation, courage, honesty, individual responsibility).
  - Follows rules, such as sharing and taking turns, and knows the consequences of breaking them.

- **3 – Meets**: In addition to “Approaching”, students demonstrated consistent understanding of the simple and complex ideas and processes. There are no major errors or omissions when identifying and articulation the key concepts of the content:
  - Recognizes when a citizen is or is not following the rules.

- **2 – Approaching**: In addition to “Below”, student demonstrates understanding of the simple ideas and process, there are no major errors or omissions when identifying and articulation the key concepts of the content. However, the student demonstrates little understanding of the more complex ideas and processes with major content errors or omissions:
  - Understands that there are rules to follow.

- **1 – Below**: Student demonstrated little understanding of the simpler ideas and processes and no understanding of the complex ideas and processes. There are major errors or omissions when identifying and articulation the key concepts of the content:
**HISTORY/SOCIAL SCIENCE**  
*Standard: K-2 - Identifies state and national symbols.*

<table>
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<tr>
<th>PERFORMANCE LEVEL</th>
<th>PERFORMANCE DESCRIPTION</th>
<th>SCORE KEY</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>4</strong> Exceeds</td>
<td>• Explains the significance of national symbols.</td>
<td>4 – Exceeds  <em>In addition to “Meets”, student demonstrates the use of inferences and applications that are in-depths or beyond what was taught:</em></td>
</tr>
<tr>
<td><strong>3</strong> Meets</td>
<td>• Names all National symbols (e.g. U.S. Flag, Statue of Liberty, Liberty Bell, Bald Eagle).</td>
<td>3 – Meets  <em>In addition to “Approaching”, students demonstrated consistent understanding of the simple and complex ideas and processes. There are no major errors or omissions when identifying and articulation the key concepts of the content:</em></td>
</tr>
<tr>
<td><strong>2</strong> Approaching</td>
<td>• Recognizes all National symbols (e.g. Points to all symbols when directed by the teacher).</td>
<td>2 – Approaching  <em>In addition to “Below”, student demonstrates understanding of the simple ideas and process, there are no major errors or omissions when identifying and articulation the key concepts of the content. However, the student demonstrates little understanding of the more complex ideas and processes with major content errors or omissions:</em></td>
</tr>
<tr>
<td><strong>1</strong> Below</td>
<td>• Recognizes some National symbols (e.g. Points to some symbols when directed by the teacher).</td>
<td>1 – Below  <em>Student demonstrated little understanding of the simpler ideas and processes and no understanding of the complex ideas and processes. There are major errors or omissions when identifying and articulation the key concepts of the content:</em></td>
</tr>
</tbody>
</table>

SFUSD credits the Sunnyvale School District for its district rubrics.
# Social Studies Rubrics

## Performance Level

<table>
<thead>
<tr>
<th>Level</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>4</td>
<td>Exceeds</td>
</tr>
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</table>

## Performance Description

- **Explain the job of specific community helpers and how and what do they contribute to the community.**

- **Names community helpers (police officers, firefighters, teachers, doctors, librarians, mail carriers, bus drivers, grocery store workers, etc.).**

- **Chooses the correct job descriptions for each community helpers (e.g. matches pictures of community helpers to pictures of the job they do).**

- **Identifies some community helpers.**

- **Defines what a community helper is.**
## San Francisco Unified School District

### STANDARDS-BASED REPORT CARD

#### HISTORY/SOCIAL SCIENCE

**Standard:** K-5 - Organizes events in temporal order (days, weeks, months).

<table>
<thead>
<tr>
<th>PERFORMANCE LEVEL</th>
<th>PERFORMANCE DESCRIPTION</th>
<th>SCORE KEY</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>• Applies knowledge of morning, afternoon, evening, today, yesterday, week, year, clock and calendar to correctly sequence events.</td>
<td>4 – <strong>Exceeds</strong> In addition to “Meets”, student demonstrates the use of inferences and applications that are in-depths or beyond what was taught:</td>
</tr>
<tr>
<td>3</td>
<td>• Identifies morning, afternoon, evening, today, yesterday, tomorrow, week, year, clock, and calendar.</td>
<td>3 – <strong>Meets</strong> In addition to “Approaching”, students demonstrated consistent understanding of the simple and complex ideas and processes. There are no major errors or omissions when identifying and articulation the key concepts of the content:</td>
</tr>
<tr>
<td>2</td>
<td>• Identifies common events according to morning, afternoon, and night.</td>
<td>2 – <strong>Approaching</strong> In addition to “Below”, student demonstrates understanding of the simple ideas and process, there are no major errors or omissions when identifying and articulation the key concepts of the content. However, the student demonstrates little understanding of the more complex ideas and processes with major content errors or omissions:</td>
</tr>
<tr>
<td>1</td>
<td>• Identifies common events according to daytime and nighttime.</td>
<td>1 – <strong>Below</strong> Student demonstrated little understanding of the simpler ideas and processes and no understanding of the complex ideas and processes. There are major errors or omissions when identifying and articulation the key concepts of the content:</td>
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SFUSD credits the Sunnyvale School District for its district rubrics.
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| 4 Exceeds         | • Can explain in-depth meanings of important holidays, people and American legends.  
                      • Has a concept of a time-line (e.g. happened long ago, etc.). | 4 – Exceeds  In addition to “Meets”, student demonstrates the use of inferences and applications that are in-depths or beyond what was taught: |
| 3 Meets           | • Identifies the purpose of and the people and events honored in, commemorative holidays, including the human struggles that were the basis for the events (e.g. Thanksgiving, Washington’s and Lincoln’s Birthdays, Martin Luther Kind Jr., Columbus Day). | 3 – Meets  In addition to “Approaching”, students demonstrated consistent understanding of the simple and complex ideas and processes. There are no major errors or omissions when identifying and articulation the key concepts of the content: |
| 2 Approaching     | • Begins to name significant holidays. | 2 – Approaching  In addition to “Below”, student demonstrates understanding of the simple ideas and process, there are no major errors or omissions when identifying and articulation the key concepts of the content. However, the student demonstrates little understanding of the more complex ideas and processes with major content errors or omissions: |
| 1 Below           | • Knows that there are certain celebrations at different time of the year. | 1 – Below  Student demonstrated little understanding of the simpler ideas and processes and no understanding of the complex ideas and processes. There are major errors or omissions when identifying and articulation the key concepts of the content: |

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**PHYSICAL SCIENCE**

**Standard:** 1.A – Describes objects by physical properties.

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| Exceeds           | • Compares and contrasts objects using more than one attribute.  
                  | • Describes how to change one or more attributes.            | 4 – Exceeds  In addition to “Meets”, student demonstrates the use of inferences and applications that are in-depths or beyond what was taught: |
| Meets             | • Describes objects by the attributes that it is made of (clay, cloth, paper, etc.)  
                  | • Describes objects by the physical attributes (e.g. color, size, shape, weight, texture, flexibility, attraction to magnets, floating, sinking)                                           | 3 – Meets  In addition to “Approaching”, students demonstrated consistent understanding of the simple and complex ideas and processes. There are no major errors or omissions when identifying and articulation the key concepts of the content: |
| Approaching       | • Describes objects using only one attribute                   | 2 – Approaching  In addition to “Below”, student demonstrates understanding of the simple ideas and process, there are no major errors or omissions when identifying and articulation the key concepts of the content. However, the student demonstrates little understanding of the more complex ideas and processes with major content errors or omissions: |
| Below             | • Names objects.                                               | 1 – Below  Student demonstrated little understanding of the simpler ideas and processes and no understanding of the complex ideas and processes. There are major errors or omissions when identifying and articulation the key concepts of the content: |

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</table>
| 4 Exceeds         | • Creates a diagram of a plant, labeling the 4 main parts.  
|                   | • Describes the function of each part of the plant.       | 4 – Exceeds: In addition to “Meets”, student demonstrates the use of inferences and applications that are in-depths or beyond what was taught: |
| 3 Meets           | • Observes and describes the differences and similarities of plants.  
|                   | • Identifies the 4 main parts of a plant (root, stem, leaf, petal) | 3 – Meets: In addition to “Approaching”, students demonstrated consistent understanding of the simple and complex ideas and processes. There are no major errors or omissions when identifying and articulation the key concepts of the content: |
| 2 Approaching     | • Identifies some of the main parts of a plant.            | 2 – Approaching: In addition to “Below”, student demonstrates understanding of the simple ideas and process, there are no major errors or omissions when identifying and articulation the key concepts of the content. However, the student demonstrates little understanding of the more complex ideas and processes with major content errors or omissions: |
| 1 Below           | • Identifies a plant.                                     | 1 – Below: Student demonstrated little understanding of the simpler ideas and processes and no understanding of the complex ideas and processes. There are major errors or omissions when identifying and articulation the key concepts of the content: |

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### LIFE SCIENCE

**Standard: 2C – Names the main parts of an animal.**

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| **4** Exceeds     | • Describes the function of each part of an animal.  
                    • Creates a diagram of an animal, labeling the 4 main parts.  
                    • Observe and identifies the differences and similarities of animals.  
                    • Names the 4 main parts of an animal. | 4 – Exceeds  In addition to “Meets”, student demonstrates the use of inferences and applications that are in-depths or beyond what was taught: |
| **3** Meets        | • Names some parts of an animal. | 3 – Meets  In addition to “Approaching”, students demonstrated consistent understanding of the simple and complex ideas and processes. There are no major errors or omissions when identifying and articulation the key concepts of the content: |
| **2** Approaching  | • Identifies an animal. | 2 – Approaching  In addition to “Below”, student demonstrates understanding of the simple ideas and process, there are no major errors or omissions when identifying and articulation the key concepts of the content. However, the student demonstrates little understanding of the more complex ideas and processes with major content errors or omissions: |
| **1** Below        | | 1 – Below  Student demonstrated little understanding of the simpler ideas and processes and no understanding of the complex ideas and processes. There are major errors or omissions when identifying and articulation the key concepts of the content: |
### Performance Levels and Descriptions

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<tr>
<th>Performance Level</th>
<th>Performance Description</th>
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| 4 Exceeds         | - Describes events that occur in each season.  
|                   | - Determines the sequence of the seasons. |
| 3 Meets           | - Names the 4 seasons.  
|                   | - Describes the weather for all 4 seasons. |
| 2 Approaching     | - Names some of the seasons and describes the weather for those seasons. |
| 1 Below           | - Names some of the seasons. |

### Score Key

4 – **Exceeds**  
In addition to “Meets”, student demonstrates the use of inferences and applications that are in-depths or beyond what was taught:

3 – **Meets**  
In addition to “Approaching”, students demonstrated consistent understanding of the simple and complex ideas and processes. There are no major errors or omissions when identifying and articulation the key concepts of the content:

2 – **Approaching**  
In addition to “Below”, student demonstrates understanding of the simple ideas and process, there are no major errors or omissions when identifying and articulation the key concepts of the content. However, the student demonstrates little understanding of the more complex ideas and processes with major content errors or omissions:

1 – **Below**  
Student demonstrated little understanding of the simpler ideas and processes and no understanding of the complex ideas and processes. There are major errors or omissions when identifying and articulation the key concepts of the content:
INVESTIGATION AND EXPERIMENTATION
Standard: 4.A - Observes common objects by using the five senses.

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<tbody>
<tr>
<td>4</td>
<td>• Compares and contrasts common objects using the 5 senses.</td>
<td>4 – Exceeds In addition to “Meets”, student demonstrates the use of inferences and applications that are in-depths or beyond what was taught:</td>
</tr>
<tr>
<td>3</td>
<td>• Uses the 5 senses to observe and describes common objects.</td>
<td>3 – Meets In addition to “Approaching”, students demonstrated consistent understanding of the simple and complex ideas and processes. There are no major errors or omissions when identifying and articulation the key concepts of the content:</td>
</tr>
<tr>
<td>2</td>
<td>• Uses some of the 5 senses to observe and describes common objects.</td>
<td>2 – Approaching In addition to “Below”, student demonstrates understanding of the simple ideas and process, there are no major errors or omissions when identifying and articulation the key concepts of the content. However, the student demonstrates little understanding of the more complex ideas and processes with major content errors or omissions:</td>
</tr>
<tr>
<td>1</td>
<td>• Recognizes common objects.</td>
<td>1 – Below Student demonstrated little understanding of the simpler ideas and processes and no understanding of the complex ideas and processes. There are major errors or omissions when identifying and articulation the key concepts of the content:</td>
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</table>
**STANDARD:** Demonstrates gross motor and movement skills.  
*(specific standards for grade level in rubric below, use stage of progress for scoring on the report card)*

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</table>
| **4** Exceeds     | • Sets personal goals for increasing gross motor and movement skills and consistently works toward these goals.  
                    • Successfully teaches others the target skills using appropriate explanation and instruction.  
                    • Demonstrates skills while engaged in a game or activity with others, as appropriate.  
                    • Travels within a large group, without bumping into others or falling.  
                    • Jumps over a stationary rope several times in succession using forward-and-back and side-to-side movement patterns.  
                    • Performs a continuous log-roll.  
                    • Creates shapes at high, medium, and low levels by using hands, arms, torso, feet, and legs in a variety of combinations.  
                    4 – **Exceeds** In addition to “Meets”, student demonstrates the use of inferences and applications that are in-depths or beyond what was taught: |
| **3** Meets        | • Travels within a large group, without bumping into others or falling.  
                    • Jumps over a stationary rope several times in succession using forward-and-back and side-to-side movement patterns.  
                    • Performs a continuous log-roll.  
                    • Creates shapes at high, medium, and low levels by using hands, arms, torso, feet, and legs in a variety of combinations.  
                    3 – **Meets** In addition to “Approaching”, students demonstrated consistent understanding of the simple and complex ideas and processes. There are no major errors or omissions when identifying and articulation the key concepts of the content: |
| **2** Approaching  | • Travels within a large group with hesitancy.  
                    • Begins to jump over a stationary rope not consistently in succession.  
                    • Starting to perform a log-roll by oneself, not yet continuously.  
                    • Creates shapes at high, medium, and low levels using arms.  
                    2 – **Approaching** In addition to “Below”, student demonstrates understanding of the simple ideas and process, there are no major errors or omissions when identifying and articulation the key concepts of the content. However, the student demonstrates little understanding of the more complex ideas and processes with major content errors or omissions: |
| **1** Below        | • Bumps into other people or objects or falls while moving.  
                    • Attempts to jump over a stationary rope.  
                    • Begins to perform a log-roll with assistance.  
                    • Attempts to use arms to create shapes with assistance.  
                    1 – **Below** Student demonstrated little understanding of the simpler ideas and processes and no understanding of the complex ideas and processes. There are major errors or omissions when identifying and articulation the key concepts of the content: |
STANDARD: Demonstrates fine motor and manipulative skills (specific standards for grade level in rubric below, use stage of progress for scoring on the report card.)

<table>
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<tr>
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</table>
| 4 Exceeds         | • Sets personal goals for increasing fine motor and manipulative skills and consistently works toward these goals.  
                  | • Successfully teaches others the target skills using appropriate explanation and instruction.  
                  | • Demonstrates skills while engaged in a game or activity with others, as appropriate. |
| 3 Meets           | • Strikes a stationary ball or balloon with the hands, arms, and feet.  
                  | • Tosses a ball to oneself, using the underhand throw pattern and catches it before it bounces.  
                  | • Kicks a stationary object, using a simple kicking pattern.  
                  | • Bounces a ball continuously, using two hands. |
| 2 Approaching      | • Strikes a stationary ball or balloon with one body part; such as the hands.  
                  | • Tosses a ball to oneself and begins to catch ball using random over/under hand formation.  
                  | • Kicks a stationary object with random kicking.  
                  | • Bounces a ball for a period of time, using one hand. |
| 1 Below            | • Attempts to strike a ball or balloon with the hands.  
                  | • Attempts to toss ball to oneself.  
                  | • Attempts to kick a stationary object.  
                  | • Attempts to bounce a ball continuously. |

4 – Exceeds  In addition to “Meets”, student demonstrates the use of inferences and applications that are in-depths or beyond what was taught:

3 – Meets  In addition to “Approaching”, students demonstrated consistent understanding of the simple and complex ideas and processes. There are no major errors or omissions when identifying and articulation the key concepts of the content:

2 – Approaching  In addition to “Below”, student demonstrates understanding of the simple ideas and process, there are no major errors or omissions when identifying and articulation the key concepts of the content. However, the student demonstrates little understanding of the more complex ideas and processes with major content errors or omissions:

1 – Below  Student demonstrated little understanding of the simpler ideas and processes and no understanding of the complex ideas and processes. There are major errors or omissions when identifying and articulation the key concepts of the content:
**San Francisco Unified School District**  
**STANDARDS BASED REPORT CARD**

**Physical Education Rubrics**

**STANDARD:** Demonstrates balance and coordination.  
(specific standards for grade level in rubric below, use of stage of progress for scoring on the report card)

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</table>
| **4** Exceeds     | • Balances on multiple body parts while engaged in a game.  
                  • Assists others with balancing tasks or games.  
                  • Demonstrates smooth coordination of hands, feet, and body while engaged in a game, dance and/or activity with others.  
                  • Claps in time to music and creates own rhythmic movements.  
|                   |                          | 4 – Exceeds In addition to “Meets”, student demonstrates the use of inferences and applications that are in-depths or beyond what was taught: |
| **3** Meets       | • Balances on one, two, three, four, and five body parts with accuracy.  
                  • Balances while walking forward and sideways and easily transitions with accuracy.  
                  • Claps in time to a simple rhythmic beat with accuracy.  
|                   |                          | 3 – Meets In addition to “Approaching”, students demonstrated consistent understanding of the simple and complex ideas and processes. There are no major errors or omissions when identifying and articulation the key concepts of the content: |
| **2** Approaching | • Balances on two or three body parts on his/her own.  
                  • Balances walking forward and attempts to walk sideways.  
                  • Claps in time to a simple rhythmic beat with few errors.  
|                   |                          | 2 – Approaching In addition to “Below”, student demonstrates understanding of the simple ideas and process, there are no major errors or omissions when identifying and articulation the key concepts of the content. However, the student demonstrates little understanding of the more complex ideas and processes with major content errors or omissions: |
| **1** Below       | • Balances on two or three body parts with assistance.  
                  • Walks forward.  
                  • Claps.  
|                   |                          | 1 – Below Student demonstrated little understanding of the simpler ideas and processes and no understanding of the complex ideas and processes. There are major errors or omissions when identifying and articulation the key concepts of the content: |