

The rubrics are designed to help families understand what numbers on a report card mean for each item under the topic in a particular grade level. As a reminder, the goal for mastery of concepts is by the **end** of the school year and grades communicated before the end of the year reflect progress toward that goal for the current reporting period.

Kindergarten - Rubric for Life Skills

	4 - Exceeds Expectations	3 - Meets Expectations	2 - Approaching Expectations	1 - Beginning Skills
Produces quality work in a timely manner	Student consistently completes quality work on time in a thorough and accurate manner.	Student usually completes and turns in quality work on time. Student rarely needs reminders about missing or incomplete work. Work is usually thoroughly completed.	Student inconsistently completes and turns in quality work on time. Student needs occasional reminders about missing and incomplete work. Work is sometimes partially completed.	Student rarely completes and turns in quality work on time. Student needs frequent reminders about missing or incomplete work. Assignments are often only partially completed, if at all.
Responsible with materials	Student consistently organizes, locates, and stores materials and assignments. Student uses and cares for materials responsibly.	Student usually organizes, locates, and stores materials and assignments. Student uses and cares for materials responsibly most of the time.	Student inconsistently organizes, locates, and stores materials and assignments. Student needs occasional assistance to use and care for materials responsibly.	Student rarely organizes, locates, and stores materials and assignments. Student needs frequent assistance to use and care for materials responsibly.
Follows directions	Student follows directions and is able to help peers with directions given.	Student usually follows directions.	Student inconsistently follows directions and needs occasional redirection.	Student rarely follows directions and needs frequent redirection.
Demonstrates Respect	Student consistently demonstrates respectful and positive interactions. Student encourages and supports peers. Student displays self-respect.	Student usually demonstrates respectful and positive interactions. Student encourages and supports peers. Student often displays self-respect.	Student inconsistently demonstrates respectful and positive interactions. Student occasionally displays self-respect.	Student rarely demonstrates respectful and positive interactions. Student seldom displays self-respect.
Solves Problems independently	Student consistently works independently to find solutions to problems before asking for assistance.	Student usually works independently to find solutions to problems before asking for assistance.	Student inconsistently works to find solutions to problems and frequently asks for assistance.	Student rarely works to find solutions to problems and almost always asks for assistance.
Listens Appropriately	Student consistently listens to the speaker.	Student usually listens to the speaker and is rarely distracted.	Student inconsistently listens to the speaker and occasionally appears distracted.	Student rarely listens to the speaker and often appears distracted.
Works and plays cooperatively	Student consistently shares, takes turns, and uses kind words and actions while working and playing with peers.	Student usually shares, takes turns, and uses kind words and actions while working and playing with peers.	Student inconsistently shares, takes turns, and uses kind words and actions while working and playing with peers. Student may need occasional reminders.	Student rarely shares, takes turns, and uses kind words and actions while working and playing with peers. Student often needs reminders.
Makes Appropriate Behavior Choices	Student consistently follows school and classroom rules.	Student usually follows school and classroom rules. Student rarely needs redirection and is usually able to maintain appropriate behavior after redirection.	Student inconsistently follows school and classroom rules. Student may need redirection and is occasionally able to maintain appropriate behavior after redirection.	Student needs frequent reminders about school and classroom rules. Student often needs redirection and has difficulty maintaining appropriate behavior after redirection.