

Kindergarten Language Arts Report Card Rubric - First Nine Weeks

Learning Goals	1 = Area Of Concern	2 = Progress Being Made Toward Kindergarten Standards	3 = Meets Kindergarten Standards	4 = Understandings Go Beyond Kindergarten Standards
Beginning / Phonological Awareness / Phonics				
I can identify the uppercase and lowercase letters in random order. (K.2d[v])	The student identifies (names) less than 12 letters (upper- or lowercase) when shown in random order.	The student identifies (names) at least 12 letters (upper- or lowercase) when shown in random order.	The student identifies (names) 26 uppercase letters and 26 lowercase letters when shown in random order.	N/A
I can read at least 25 high-frequency words (see rubric). (K.2b[iv])	The student reads less than 5 words from the Life School High-Frequency Words list when shown in isolation or in context.	The student reads 5-24 words from the Life School High-Frequency Words list when shown in isolation or in context.	The student reads 25 words from the Life School High-Frequency Words list when shown in isolation or in context.	The student reads more than 25 words from the Life School High-Frequency Words list and reads content-specific words.
I can identify the sounds that letters make. (K.2b[i])	The student identifies and matches the common sounds that less than 5 letters make.	The student identifies and matches the common sounds that 5-25 letters make.	The student identifies and matches the common sounds that the 26 letters make.	The student decodes words in isolation.
I can demonstrate and apply grade-level phonological awareness. (K.2a)	The student <u>does not</u> show phonological awareness by: <ul style="list-style-type: none"> ● identifying rhyming words ● recognizing alliteration 	The student demonstrates phonological awareness by: <ul style="list-style-type: none"> ● identifying rhyming words ● recognizing alliteration 	The student demonstrates phonological awareness by: <ul style="list-style-type: none"> ● identifying rhyming words ● recognizing alliteration ● identifying individual words in a spoken sentence ● identifying syllables in spoken words ● blending onsets, rimes, phonemes, and syllables to form words ● segmenting words into syllables or phonemes ● manipulating syllables 	The student demonstrates phonological awareness by: <ul style="list-style-type: none"> ● producing rhyming words ● recognizing alliteration ● distinguishing vowel sounds in one-syllable words ● recognizing changes in spoken words ● blending phonemes to form one-syllable words ● segmenting one-syllable words into phonemes ● manipulating phonemes in base words

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Beginning / Phonological Awareness / Phonics (cont.)				
I can demonstrate and apply grade-level spelling knowledge. (K.2c)	The student <u>does not</u> independently spell: <ul style="list-style-type: none"> • words w/ a VC pattern 	The student independently spells: <ul style="list-style-type: none"> • words w/ a VC pattern 	The student independently spells: <ul style="list-style-type: none"> • words w/ a VC pattern • words w/ a CVC pattern • words w/ a CCVC pattern • high-frequency words 	The student spells: <ul style="list-style-type: none"> • one-syllable words • words w/ open and closed syllables • R-controlled words • words w/ consonant blends • words w/ vowel teams • high-frequency words
I can demonstrate and apply grade-level phonetic knowledge. (K.2b)	The student <u>does not</u> demonstrate phonetic knowledge by decoding words with: <ul style="list-style-type: none"> • single letter-sounds 	The student demonstrates phonetic knowledge by decoding words with: <ul style="list-style-type: none"> • single letter-sounds 	The student demonstrates phonetic knowledge by decoding words with: <ul style="list-style-type: none"> • single letter-sounds • VC, CVC patterns • CCVC, CVCC patterns <p style="text-align: center;">and</p> <p>by recognizing that new words are created when letters are changed, added to, or deleted from a word.</p>	The student demonstrates phonetic knowledge by decoding words with: <ul style="list-style-type: none"> • single letter-sounds • consonant blends • R-controlled syllables • open syllables • inflectional endings <p style="text-align: center;">and</p> <ul style="list-style-type: none"> • compound words • contractions

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Beginning / Phonological Awareness / Phonics (cont.)				
I can demonstrate grade-level print awareness. (K.2d)	<p>The student <u>does not</u> demonstrate grade-level print awareness by:</p> <ul style="list-style-type: none"> ● identifying the front and backs covers and the title page of a book ● holding a book right side up and turning pages correctly ● reading with appropriate directionality 	<p>The student demonstrates grade-level print awareness by:</p> <ul style="list-style-type: none"> ● identifying the front and backs covers and the title page of a book ● holding a book right side up and turning pages correctly ● reading with appropriate directionality 	<p>The student demonstrates grade-level print awareness by:</p> <ul style="list-style-type: none"> ● identifying the front and backs covers and the title page of a book ● holding a book right side up and turning pages correctly ● reading w/ directionality ● recognizing the difference between a letter and a word ● recognizing sentence and word boundaries 	N/A

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Beginning Reading / Strategies / Fluency / Comprehension				
I can make and confirm predictions and using text features and structures. (K.5c)	The student <u>does not</u> make and confirm predictions using either text features or structures <i>with teacher support</i> .	The student makes and confirms predictions using either text features or structures <i>with teacher support</i> .	The student makes and confirms predictions in various genres using text features and structures <i>with teacher support</i>	The student makes and confirms predictions in various genres using text features, characteristics , and structures <i>with teacher support</i> .
I can read assigned and self-selected grade-level texts. (K.4)	The student orally and independently reads below DRA2 Lv. A with grade-level fluency and comprehension.	The student orally and independently reads at DRA2 Lv. A-3 with grade-level fluency and comprehension.	The student orally and independently reads at DRA2 Lv A-3. with grade-level fluency and comprehension.	The student orally and independently reads above DRA2 Lv. 4 with grade-level fluency and comprehension.
I can make inferences and use evidence to support understanding. (K.5f)	The student <u>does not</u> make inferences in grade-level fiction texts <i>with teacher support</i> .	The student makes inferences in only grade-level fiction texts <i>with teacher support</i> .	The student makes inferences and uses text evidence to support inferences in grade-level texts of various genres <i>with teacher support</i> .	The student makes inferences and uses text evidence to support inferences in above grade-level texts.

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Writing Process				
I can plan a draft. (K.10a)	The student <u>does not</u> plan a draft by discussing an event even with teacher support.	The student plans a draft by discussing an event with teacher support.	The student independently plans a draft by discussing an event in sequential order and by drawing ideas.	The student plans a draft by brainstorming and/or drawing and moves from listing events and topics to listing what he/she really wants to tell.
I can organize ideas to develop a draft which includes words, sentences, and/or pictures. (K.10b)	The student produces <u>less than 1 booklet-page daily</u> (between 1-2 sentences) while drafting and stays engaged in writing for <u>less than 10 minutes.</u>	The student produces at least 1 booklet-page daily (between 1-2 sentences) while drafting and stays engaged in writing for at least 10 minutes with teacher support.	The student produces at least 3 booklet-pages daily (between 3-6 sentences) while drafting and stays engaged in writing for at least 30 minutes with teacher support.	The student produces at least 4 to 5 booklet-pages daily (12-15 sentences) while drafting and stays engaged in writing for at least 40 minutes.
I can revise drafts by adding details in pictures or words. (K.10c)	The student <u>does not</u> revise drafts by adding details in pictures with teacher support.	The student revises drafts by adding details in pictures with teacher support.	The student independently revises drafts by adding details in pictures and words.	The student independently revises drafts by adding and deleting words, phrases, and sentences.
I can edit drafts with adult assistance. (K.10d)	The student <u>does not</u> edit drafts for capitalization of the first letter of names with teacher support.	The student edits drafts for capitalization of the first letter of names with teacher support.	The student edits drafts for ending punctuation, spelling, and capitalization of the first letter of a sentence and names with teacher support.	The student independently edits drafts for grammar, punctuation, and spelling and uses resources when editing (e.g., word wall, sight word list).
I can share my writing with others. (K.10e)	The student <u>does not</u> share writing with others in written form with teacher support.	The student shares writing with others in written form with teacher support.	The student independently shares writing with others in oral and written form.	The student publishes completed works in various genres including personal narrative, informational, poetry, and correspondence and orally shares writing with others.

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Written Conventions				
I can develop handwriting by accurately forming all uppercase and lowercase letters using appropriate directionality. (K.2e)	The student <u>does not</u> independently form some uppercase or lowercase letters.	The student independently forms some uppercase and lowercase letters but often uses incorrect directionality.	The student independently forms all uppercase and lowercase letters using correct directionality.	The student develops handwriting by legibly printing words, sentences, and answers and by leaving appropriate spaces between words.
I can use capitalization for the first letter of a sentence or a name. K.10d[vii])	The student <u>does not</u> capitalize the first letter of names <i>with teacher support</i> .	The student capitalizes the first letter of names <i>with teacher support</i> .	The student independently capitalizes the first letter of a sentence and of names.	The student correctly capitalizes the first letter of a sentence or a name and the pronoun "I" .
I use correct punctuation at the end of sentences. (K.10d[viii])	The student <u>does not</u> use the correct punctuation mark at the end of declarative sentences <i>in shared writing</i> .	The student uses the correct punctuation mark at the end of declarative sentences <i>in shared writing</i> .	The student independently uses the correct punctuation mark at the end of declarative sentences.	The student correctly punctuates declarative, interrogative, and exclamatory sentences .

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Oral Language Skills				
I can listen actively and ask questions to understand information. (K.1a)	The student <u>does not</u> listen actively.	The student listens actively but does not ask questions to understand information.	The student listens actively and asks questions to understand information.	The student listens actively and asks relevant questions to clarify information.
I can answer questions using multi-word responses. (K.1a)	The student <u>does not</u> answer questions using single-word responses .	The student answers questions using single-word responses .	The student answers questions using multiword responses.	The student answers questions in complete sentences using multiword responses.
I can restate and follow oral directions that involve a sequence of actions. (K.1b)	The student <u>does not</u> follow nor restate singular instructions consistently.	The student follows and restates singular instructions.	The student follows and restates instructions which involve a sequence of actions.	The student follows, restates, and creates instructions which involve a sequence of actions.
I can speak clearly to share information and ideas about a topic. (K.1c)	The student <u>does not</u> share information about a topic.	The student shares information about a topic, but information <u>is not</u> always clear.	The student clearly shares information about a topic using the conventions of language.	The student clearly shares information about a topic using an appropriate pace and the conventions of language.
I can use common greetings and express my needs and wants. (K.1e)	The student <u>does not</u> express needs.	The student expresses needs.	The student uses common greetings and expresses needs and wants.	The student uses common greetings and introduces others, relates experiences, and expresses needs and feelings .