

## Kindergarten Language Arts Report Card Rubric - Third 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
<b>Beginning / Phonological Awareness / Phonics</b>				
<b>I can identify the uppercase and lowercase letters in random order. (K.2d[v])</b>	The student identifies (names) <b>less than 36</b> letters (upper- or lowercase) when shown in random order.	The student identifies (names) <b>at least 36</b> letters (upper- or lowercase) when shown in random order.	The student identifies (names) 26 uppercase letters <b>and</b> 26 lowercase letters when shown in random order.	N/A
<b>I can read at least 25 high-frequency words. (K.2b[iv])</b>	The student reads <b>less than 15</b> words from the Life School High-Frequency Words list words when shown in isolation or in context.	The student reads <b>15-24</b> words from the Life School High-Frequency Words list when shown in isolation or in context.	The student reads <b>25 words</b> from the Life School High-Frequency Words list when shown in isolation or in context.	The student reads <b>more than 25</b> words from the Life School High-Frequency Words list <b>and</b> reads content-specific words.
<b>I can identify the sounds that letters make. (K.2b[i])</b>	The student identifies and matches the common sounds that <b>less than 15 letters</b> make.	The student identifies and matches the common sounds that <b>15-25 letters</b> make.	The student identifies and matches the common sounds that the <b>26 letters</b> make.	The student decodes <b>words</b> in isolation.
<b>I can demonstrate and apply grade-level phonological awareness. (K.2a)</b>	The student <u>does not</u> show phonological awareness by: <ul style="list-style-type: none"> <li>● identifying rhyming words</li> <li>● recognizing alliteration</li> <li>● identifying individual words in a spoken sentence</li> <li>● identifying syllables in spoken words</li> </ul>	The student demonstrates phonological awareness by: <ul style="list-style-type: none"> <li>● identifying rhyming words</li> <li>● recognizing alliteration</li> <li>● identifying individual words in a spoken sentence</li> <li>● identifying syllables in spoken words</li> </ul>	The student demonstrates phonological awareness by: <ul style="list-style-type: none"> <li>● identifying rhyming words</li> <li>● recognizing alliteration</li> <li>● identifying individual words in a spoken sentence</li> <li>● identifying syllables in spoken words</li> <li>● blending onsets, rimes, phonemes, and syllables to form words</li> <li>● segmenting words into syllables or phonemes</li> <li>● manipulating syllables</li> </ul>	The student demonstrates phonological awareness by: <ul style="list-style-type: none"> <li>● <b>producing</b> rhyming words</li> <li>● recognizing alliteration</li> <li>● distinguishing vowel sounds in one-syllable words</li> <li>● recognizing changes in spoken words</li> <li>● blending phonemes to form one-syllable words</li> <li>● segmenting one-syllable words into phonemes</li> <li>● manipulating phonemes in base words</li> </ul>

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

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

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<b>Beginning Reading / Strategies / Fluency / Comprehension</b>				
<b>I can make and confirm predictions and using text features and structures. (K.5c)</b>	The student <u>does not</u> make and confirm predictions using <b>either</b> text features <b>or</b> structures <i>with teacher support</i> .	The student makes and confirms predictions using <b>either</b> text features <b>or</b> 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, <b>characteristics</b> , and structures <i>with teacher support</i> .
<b>I can identify and describe the setting of a text. (K.7d)</b>	The student <u>does not</u> describe the setting ( <b>time and location</b> ) of a text <i>with teacher support</i> .	The student describes the setting ( <b>time and location</b> ) of a text <i>with teacher support</i> .	The student <b>independently</b> describes the setting ( <b>time and location</b> ) of a text <b>in detail</b> .	The student describes the setting <b>and its importance</b> to a story's plot.
<b>I can describe the main events, problem, and resolution of texts read aloud. (K.7c)</b>	The student <u>does not</u> describe the <b>main events</b> in texts read aloud <i>with teacher support</i> .	The student describes the <b>main events</b> in texts read aloud <i>with teacher support</i> .	The student describes the <b>main events, the problem, and the resolution</b> in texts read aloud <i>with teacher support</i> .	The student <b>independently</b> describes the main events, the problem, and the resolution in texts read aloud <b>and read independently</b> .
<b>I can monitor comprehension and make adjustments using reading strategies. (K.5i)</b>	The student <u>does not</u> monitor and adjust comprehension of texts by using <b>background knowledge and asking questions</b> .	The student monitors and adjusts comprehension of grade-level texts by using <b>background knowledge and asking questions</b> . <b>or</b> The student monitors and adjusts comprehension <b>only</b> on texts <b>below grade-level</b> .	The student monitors and adjusts comprehension of grade-level texts by using <b>background knowledge, re-reading, using visual cues, and asking questions</b> .	The student monitors and adjusts comprehension of <b>above</b> grade-level texts by using background knowledge, re-reading, using visual cues, and asking questions.
<b>I can identify and describe the main characters and the reasons for characters' actions. (K.7b, local standard)</b>	The student <u>does not</u> <b>independently describe the main characters</b> in grade-level texts.	The student <b>independently describes the main characters</b> in grade-level texts.	The student <b>independently describes the main characters</b> in grade-level texts and <b>the reasons</b> for characters' <b>actions</b> .	The student <b>independently describes the main characters</b> and can explain the <b>reasons</b> for characters' <b>actions</b> and <b>feelings</b> within grade-level texts.

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<b>Beginning Reading / Strategies / Fluency / Comprehension (cont.)</b>				
<b>I can read assigned and self-selected grade-level texts. (K.4)</b>	The student orally and independently reads <b>below</b> <i>DRA2 Lv. 2</i> with grade-level fluency and comprehension.	The student orally and independently reads at <i>DRA2 Lv. 3</i> with grade-level fluency and comprehension.	The student orally and <b>independently</b> reads at <i>DRA2 Lv. 4</i> with grade-level fluency and comprehension.	The student orally and independently reads <b>above</b> <i>DRA2 Lv. 6 +</i> with grade-level fluency and comprehension.
<b>I can make inferences and use evidence to support understanding. (K.5f)</b>	The student <u>does not</u> make inferences <b>and</b> use text evidence to support inferences in <b>fiction</b> texts <i>with teacher support</i> .	The student makes inferences <b>and</b> uses text evidence to support inferences in <b>only</b> grade-level <b>fiction</b> texts <i>with teacher support</i> .	The student makes inferences and uses text evidence to support inferences in grade-level texts of <b>various genres</b> <i>with teacher support</i> .	The student makes inferences and uses text evidence to support inferences in <b>above</b> grade-level texts.

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<b>Writing Process</b>				
<b>I can plan a draft. (K.10a)</b>	The student <u>does not</u> independently plan a draft by discussing an event and drawing ideas.	The student independently plans a draft by discussing an event and drawing ideas.	The student <b>independently</b> 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.
<b>I can organize ideas to develop a draft which includes words, sentences, and/or pictures. (K.10b)</b>	The student produces <u>less than 2 booklet-pages daily</u> (between 2-4 sentences) while drafting and stays engaged in writing for <u>less than 20 minutes</u> .	The student produces at least <b>2 booklet-pages daily</b> (between 2-4 sentences) while drafting and stays engaged in writing for at least <b>20 minutes with teacher support</b> .	The student produces at least <b>3 booklet-pages daily</b> (between 3-6 sentences) while drafting and stays engaged in writing for at least <b>30 minutes with teacher support</b> .	The student produces at least <b>4 to 5 booklet-pages daily</b> (12-15 sentences) while drafting and stays engaged in writing for at least <b>40 minutes</b> .
<b>I can leave spaces between words in a draft. (local standard)</b>	The student <u>does not</u> use appropriate spacing between <b>most</b> words when drafting.	The student uses appropriate spacing between <b>most</b> words when drafting.	The student uses appropriate spacing between <b>all</b> words when drafting.	N/A
<b>I can revise drafts by adding details in pictures or words. (K.10c)</b>	The student <u>does not</u> <b>independently</b> revise drafts by <b>adding details in pictures with labels</b> .	The student <b>independently</b> revises drafts by <b>adding details in pictures with labels</b> .	The student <b>independently</b> revises drafts by <b>adding details in pictures with labels and words</b> .	The student independently revises drafts by <b>adding and deleting words, phrases, and sentences</b> .
<b>I can edit drafts with adult assistance. (K.10d)</b>	The student <u>does not</u> edit drafts for <b>ending punctuation and capitalization of the first letter of a sentence and names with teacher support</b> .	The student edits drafts for <b>ending punctuation and capitalization of the first letter of a sentence and names with teacher support</b> .	The student edits drafts for <b>ending punctuation, spelling, and capitalization of the first letter of a sentence and names with teacher support</b> .	The student independently edits drafts for grammar, punctuation, and spelling and uses resources when editing (e.g., word wall, sight word list).

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<b>Writing Process (cont.)</b>				
<b>I can share my writing with others. (K.10e)</b>	The student <u>does not</u> share writing with others in oral and written form.	N/A	The student <b>independently</b> shares writing with others in <b>oral and written</b> form.	The student publishes completed works in various genres including <b>personal narrative, informational, poetry, and correspondence</b> and orally shares writing with others.

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<b>Written Conventions</b>				
<b>I can develop handwriting by accurately forming all uppercase and lowercase letters using appropriate directionality. (K.2e)</b>	The student <u>does not</u> <b>independently</b> form <b>most</b> uppercase and lowercase letters using correct directionality.	The student <b>independently</b> forms <b>most</b> uppercase and lowercase letters using correct directionality.	The student <b>independently</b> forms <b>all</b> 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.
<b>I can use capitalization for the first letter of a sentence or a name. (K.10d[vii])</b>	The student <u>does not</u> correctly capitalize the first letter of a sentence <b>and/or</b> of names <i>with teacher support</i> .	The student correctly capitalizes the first letter of a sentence and of names <i>with teacher support</i> .	The student <b>independently</b> capitalizes the first letter of a sentence and of names.	The student correctly capitalizes the first letter of a sentence or a name <b>and the pronoun "I"</b> .
<b>I use correct punctuation at the end of sentences. (K.10d[viii])</b>	The student <u>does not</u> use the correct punctuation mark at the end of declarative sentences.	N/A	The student <b>independently</b> uses the correct punctuation mark at the end of declarative sentences.	The student correctly punctuates declarative, <b>interrogative, and exclamatory sentences.</b>



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<b>Oral Language Skills</b>				
<b>I can listen actively and ask questions to understand information. (K.1a)</b>	The student <u>does not</u> listen actively and ask questions to understand information.	N/A	The student listens actively and asks questions to understand information.	The student listens actively and asks <b>relevant</b> questions to <b>clarify</b> information.
<b>I can answer questions using multi-word responses. (K.1a)</b>	The student <u>does not</u> answer questions using multiword responses.	N/A	The student answers questions using multiword responses.	The student answers questions <b>in complete sentences</b> using multiword responses.
<b>I can restate and follow oral directions that involve a sequence of actions. (K.1b)</b>	The student <u>does not</u> follow and restate instructions which involve a sequence of actions.	N/A	The student follows and restates instructions which involve a sequence of actions.	The student follows, restates, <b>and creates</b> instructions which involve a sequence of actions.
<b>I can speak clearly to share information and ideas about a topic. (K.1c)</b>	The student <u>does not</u> speak clearly to share information about a topic using the conventions of language.	N/A	The student clearly shares information about a topic using the conventions of language.	The student clearly shares information about a topic using <b>an appropriate pace</b> and the conventions of language.
<b>I can use common greetings and express my needs and wants. (K.1e)</b>	The student <u>does not</u> use common greetings and express needs and wants.	N/A	The student uses common greetings and expresses needs and wants.	The student uses common greetings <b>and introduces others, relates experiences,</b> and expresses needs <b>and feelings</b> .