

Kindergarten Language Arts Report Card Rubric - Fourth 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 48 letters (upper- or lowercase) when shown in random order. | The student identifies (names) at least 48 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. (K.2b[iv]) | The student reads less than 20 words from the Life School High-Frequency Words list words when shown in isolation or in context. | The student reads 20-24 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 20 letters make. | The student identifies and matches the common sounds that 20-25 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 ● identifying individual words in a spoken sentence ● identifying syllables in spoken words ● blending onsets, rimes, phonemes, and syllables to form words | 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 | 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> spell (<i>with teacher support</i>): <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 (<i>with teacher support</i>): <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 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 ● VC, CVC patterns ● CCVC patterns <p style="text-align: center;">and/or</p> by recognizing that new words are created when letters are added to or deleted from a word. | The student demonstrates phonetic knowledge by decoding words with: <ul style="list-style-type: none"> ● single letter-sounds ● VC, CVC patterns ● CCVC patterns <p style="text-align: center;">and</p> by recognizing that new words are created when letters are added to or deleted from a word. | 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> by recognizing that new words are created when letters are changed, added to, or deleted from a word. | 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 ● recognizing the difference between a letter and a word ● recognizing sentence and word boundaries | N/A | <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 ● 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 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 identify and describe the setting of a text. (K.7d) | The student <u>does not</u> describe the setting (time and location) of a text in detail <i>with teacher support</i> . | The student describes the setting (time and location) of a text in detail <i>with teacher support</i> . | The student independently describes the setting (time and location) of a text in detail . | The student describes the setting and its importance to a story's plot. |
| I can describe the main events, problem, and resolution of texts read aloud. (K.7c) | The student <u>does not</u> describe the main events and the problem in texts read aloud <i>with teacher support</i> . | The student describes the main events and the problem in texts read aloud <i>with teacher support</i> . | The student describes the main events, the problem, and the resolution in texts read aloud <i>with teacher support</i> . | The student independently describes the main events, the problem, and the resolution in texts read aloud and read independently . |
| I can monitor comprehension and make adjustments using reading strategies. (K.5i) | The student <u>does not</u> monitor and adjust comprehension of texts by using background knowledge, asking questions, and using visual cues . | The student monitors and adjusts comprehension of grade-level texts by using background knowledge, asking questions, and using visual cues . or The student can monitor and adjust comprehension only on texts below grade-level . | The student monitors and adjusts comprehension of grade-level texts by using background knowledge, re-reading, using visual cues, and asking questions . | The student monitors and adjusts comprehension of above grade-level texts by using background knowledge, re-reading, using visual cues, and asking questions. |
| I can identify and describe the main characters and the reasons for characters' actions. (K.7b, local standard) | The student <u>does not</u> describe the main characters in grade-level texts and the reasons for characters' actions <i>with teacher support</i> . | The student describes the main characters in grade-level texts and the reasons for characters' actions <i>with teacher support</i> . | The student independently describes the main characters in grade-level texts and the reasons for characters' actions . | The student independently describes the main characters and can explain the reasons for characters' actions and feelings within grade-level texts. |

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| Beginning Reading / Strategies / Fluency / Comprehension (cont.) | | | | |
| I can read assigned and self-selected grade-level texts. (K.4) | The student orally and independently reads below <i>DRA</i> Lv 2 with grade-level fluency and comprehension. | The student orally and independently reads at <i>DRA2</i> Lv. 3 with grade-level fluency and comprehension. | The student orally and independently reads at <i>DRA2</i> Lv. 4 with grade-level fluency and comprehension. | The student orally and independently reads above <i>DRA2</i> 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 and use text evidence to support inferences in fiction texts <i>with teacher support</i> . | The student makes inferences and uses text evidence to support 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. |
| I can recognize characteristics and structures of informational texts. (K.8d) | The student <u>does not</u> recognize (<i>with teacher support</i>) any characteristics and structures of informational texts, including: <ul style="list-style-type: none"> ● the central idea ● supporting details ● titles and simple graphics ● steps in a sequence | The student recognizes (<i>with teacher support</i>) some characteristics and structures of informational texts, including: <ul style="list-style-type: none"> ● the central idea ● supporting details ● titles and simple graphics ● steps in a sequence | The student recognizes (<i>with teacher support</i>) all characteristics and structures of informational texts, including: <ul style="list-style-type: none"> ● the central idea ● supporting details ● titles and simple graphics ● steps in a sequence | The student recognizes characteristics and structures of informational texts, including: <ul style="list-style-type: none"> ● the central idea ● supporting details ● text and graphic features ● organizational patterns |

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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 in sequential order and drawing ideas <i>even with teacher support.</i> | The student plans a draft by discussing an event in sequential order and drawing ideas <i>with teacher support.</i> | 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 2 booklet-pages daily</u> (between 2-4 sentences) while drafting and stays engaged in writing for <u>less than 25 minutes.</u> | The student produces at least 2 booklet-pages daily (between 2-4 sentences) while drafting and stays engaged in writing for at least 25 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 leave spaces between words in a draft. (local standard) | The student <u>does not</u> use appropriate spacing between all words when drafting. | N/A | The student uses appropriate spacing between all words when drafting. | N/A |
| 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 labels and words with teacher support. | The student revises drafts by adding details in pictures with labels and words with teacher support. | The student independently revises drafts by adding details in pictures with labels 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 ending punctuation, spelling, and capitalization of the first letter of a sentence and 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 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). |

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| Writing Process (cont.) | | | | |
| I can share my writing with others. (K.10e) | The student <u>does not</u> share writing with others in oral and written form. | N/A | 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> form all uppercase and lowercase letters using correct directionality with teacher support . | The student forms all uppercase and lowercase letters using correct directionality with teacher support . | 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> independently capitalize the first letter of a sentence and/or of names. | N/A | 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. | N/A | 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 and ask questions to understand information. | N/A | 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 multiword responses. | N/A | 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 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, 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> 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 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> 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 and introduces others, relates experiences, and expresses needs and feelings . |