

## Kindergarten Spanish 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
<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 12</b> letters (upper- or lowercase) when shown in random order.	The student identifies (names) <b>at least 12</b> letters (upper- or lowercase) when shown in random order.	The student identifies (names) all uppercase letters <b>and</b> all lowercase letters when shown in random order.	N/A
<b>I can read at least 25 high-frequency words (see rubric) (No TEKS equivalent in SLAR)</b>	The student reads <b>less than 5</b> words from the Life School High-Frequency Words list when shown in isolation or in context.	The student reads <b>5-24</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 5 letters</b> make.	The student identifies and matches the common sounds that <b>5 or more letters</b> make.	The student identifies and matches the common sounds that <b>all 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> </ul>	The student demonstrates phonological awareness by: <ul style="list-style-type: none"> <li>● identifying rhyming words</li> <li>● recognizing alliteration</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 syllables to form multisyllabic words</li> <li>● segmenting multisyllabic words into syllables</li> <li>● manipulating syllables within a multisyllabic word</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>● recognizing the change in spoken words when a specified syllable is added, changed, or removed</li> <li>● blending spoken complex syllables, including sílabas trabadas, to form multisyllabic words</li> <li>● segmenting spoken words into syllables, including words with sílabas trabadas</li> <li>● manipulating syllables within 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 CV pattern</li> </ul>	<p>The student independently spells:</p> <ul style="list-style-type: none"> <li>words w/ a CV pattern</li> </ul>	<p>The student independently spells:</p> <ul style="list-style-type: none"> <li>words w/ a CV pattern</li> <li>words w/ a VC pattern</li> <li>words w/ a CCV pattern</li> <li>words w/ a CVC pattern</li> <li>words w/ a VCV pattern</li> <li>words w/ a CVCV pattern</li> <li>words w/ a CCVCV pattern</li> <li>words w/ a CVCCV pattern</li> <li>high-frequency words</li> </ul>	<p>The student spells:</p> <ul style="list-style-type: none"> <li>words with silent h; consonant digraphs such as /ch/, /rr/, and /ll; and sílabas trabadas such as /bla/, /bra/, /gla/, and /gra/;</li> <li>multisyllabic words, including words with que-, qui-, gue-, gui-, güe-, and güi-</li> <li>spelling words with diphthongs such as /ai/, /au/, and /ie/ as in quie-ro, na-die, and ra-dio and hiatus such as le-er and rí-o</li> <li>spelling contractions such as al and del</li> <li>spelling words with common prefixes and suffixes</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 by:</p> <ul style="list-style-type: none"> <li>identifying and matching the common sounds that letters represent.</li> </ul>	<p>The student demonstrates phonetic knowledge by decoding words by:</p> <ul style="list-style-type: none"> <li>identifying and matching the common sounds that letters represent</li> </ul>	<p>The student demonstrates phonetic knowledge by decoding words by:</p> <ul style="list-style-type: none"> <li>identifying and matching the common sounds that letters represent;</li> <li>using letter-sound relationships to decode one- and two- syllable words with multisyllabic words, including CV, VC, CCV, CVC, VCV, CVCV, CCVCV, and CVCCV patterns using letter-sound relationships to decode words with silent h and consonant digraphs such as /ch/, /rr/, and /ll;</li> </ul> <p style="text-align: center;"><b>and</b></p> <p>by recognizing that new words are created when syllables 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>spelling common letter and sound correlations</li> <li>spelling words with silent h; consonant digraphs such as /ch/, /rr/, and /ll; and sílabas trabadas such as /bla/, /bra/, /gla/, and /gra/</li> <li>spelling multisyllabic words, including words with que-, qui-, gue-, gui-, güe-, and güi-</li> <li>contractions such as al and del</li> <li>with diphthongs such as /ai/, /au/, and /ei/</li> </ul> <p style="text-align: center;"><b>and</b></p> <ul style="list-style-type: none"> <li>with common prefixes and suffixes</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 with appropriate directionality</li> </ul>	<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 with appropriate directionality</li> </ul>	<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 read assigned and self-selected grade-level texts. (K.4)</b>	The student orally and independently reads <b>below EDL Lv. 1</b> with grade-level fluency and comprehension.	The student orally and independently reads at <b>EDL Lv. 1-3</b> with grade-level fluency and comprehension.	The student orally and <b>independently</b> reads <b>at EDL Lv. 4-6</b> with grade-level fluency and comprehension.	The student orally and independently reads <b>above EDL Lv. 6</b> 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 in grade-level <b>fiction</b> texts <i>with teacher support</i> .	The student makes 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> plan a draft by discussing an event <b><i>even with teacher support.</i></b>	The student plans a draft by discussing an event <b><i>with teacher support.</i></b>	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 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 <b>1 booklet-page daily</b> (between 1-2 sentences) while drafting and stays engaged in writing for at least <b>10 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 revise drafts by adding details in pictures or words. (K.10c)</b>	The student <u>does not</u> revise drafts by <b>adding details in pictures with teacher support.</b>	The student revises drafts by <b>adding details in pictures with teacher support.</b>	The student <b>independently</b> revises drafts by <b>adding details in pictures 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>capitalization of the first letter of names with teacher support.</b>	The student edits drafts for <b>capitalization of the first letter of 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 <b>and</b> uses resources when editing (e.g., word wall, sight word list).
<b>I can share my writing with others. (K.10e)</b>	The student <u>does not</u> share writing with others in written form <b><i>with teacher support.</i></b>	The student shares writing with others in written form <b><i>with teacher support.</i></b>	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>some</b> uppercase or lowercase letters.	The student <b>independently</b> forms <b>some</b> uppercase and lowercase letters <b>but often uses incorrect</b> 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> 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 <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>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 <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 <b>independently</b> uses the correct punctuation mark at the end of declarative sentences.	The student correctly punctuates at the <b>end</b> of <b>declarative</b> sentences and at the <b>beginning and end</b> of <b>exclamatory and interrogative</b> sentences

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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.	The student listens actively <b>but does not</b> ask questions to understand information.	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 <b>single-word responses</b> .	The student answers questions using <b>single-word responses</b> .	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 <b>nor</b> restate singular instructions consistently.	The student follows <b>and</b> restates singular instructions.	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> share information about a topic.	The student shares information about a topic, <b>but</b> 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 <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> express needs.	The student expresses needs.	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> .