

Kindergarten Spanish 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
Beginning / Phonological Awareness / Phonics				
I can identify the uppercase and lowercase letters in random order. (K.2d[v])	The student identifies (names) less than 36 letters (upper- or lowercase) when shown in random order.	The student identifies (names) at least 36 letters (upper- or lowercase) when shown in random order.	The student identifies (names) all uppercase letters and all 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 15 words from the Life School High-Frequency Words list when shown in isolation or in context.	The student reads 15-24 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 15 letters make.	The student identifies and matches the common sounds that 15-25 letters make.	The student identifies and matches the common sounds that all 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 	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 	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 syllables to form multisyllabic words ● segmenting multisyllabic words into syllables ● manipulating syllables within a multisyllabic word 	The student demonstrates phonological awareness by: <ul style="list-style-type: none"> ● producing rhyming ● recognizing alliteration ● recognizing the change in spoken words when a specified syllable is added, changed, or removed ● blending spoken complex syllables, including sílabas trabadas, to form multisyllabic words ● segmenting spoken words into syllables, including words with sílabas trabadas ● manipulating syllables within words

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Beginning / Phonological Awareness / Phonics (cont.)				
I can demonstrate and apply grade-level spelling knowledge. (K.2c)	<p>The student <u>does not</u> independently spell:</p> <ul style="list-style-type: none"> words w/ a CV pattern words w/ a VC pattern words w/ a CCV pattern 	<p>The student independently spells:</p> <ul style="list-style-type: none"> words w/ a CV pattern words w/ a VC pattern words w/ a CCV pattern 	<p>The student independently spells:</p> <ul style="list-style-type: none"> words w/ a CV pattern words w/ a VC pattern words w/ a CCV pattern words w/ a CVC pattern words w/ a VCV pattern words w/ a CVCV pattern words w/ a CCVCV pattern words w/ a CVCCV pattern high-frequency words 	<p>The student spells:</p> <ul style="list-style-type: none"> one-syllable words words with silent h; consonant digraphs such as /ch/, /rr/, and /ll/; and sílabas trabadas such as /bla/, /bra/, /gla/, and /gra/; multisyllabic words, including words with que-, qui-, gue-, gui-, güe-, and güi- 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 spelling contractions such as al and del spelling words with common prefixes and suffixes high-frequency words
I can demonstrate and apply grade-level phonetic knowledge. (K.2b)	<p>The student <u>does not</u> demonstrate phonetic knowledge by decoding words by:</p> <ul style="list-style-type: none"> identifying and matching the common sounds that letters represent. CV, VC patterns <p style="text-align: center;">and/or</p> <p>by recognizing that new words are created when <i>syllables</i> are added to a word.</p>	<p>The student demonstrates phonetic knowledge by decoding words by:</p> <ul style="list-style-type: none"> identifying and matching the common sounds that letters represent. CV, VC patterns <p style="text-align: center;">and</p> <p>by recognizing that new words are created when <i>syllables</i> are added to a word.</p>	<p>The student demonstrates phonetic knowledge by decoding words by:</p> <ul style="list-style-type: none"> identifying and matching the common sounds that letters represent; 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/; <p style="text-align: center;">and</p> <p>by recognizing that new words are created when syllables are changed, added to, or deleted from a word.</p>	<p>The student demonstrates phonetic knowledge by decoding words with:</p> <ul style="list-style-type: none"> spelling common letter and sound correlations spelling words with silent h; consonant digraphs such as /ch/, /rr/, and /ll/; and sílabas trabadas such as /bla/, /bra/, /gla/, and /gra/ spelling multisyllabic words, including words with que-, qui-, gue-, gui-, güe-, and güi- contractions such as al and del with diphthongs such as /ai/, /au/, and /ei/ with common prefixes and suffixes

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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 w/ 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 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 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 <i>with teacher support</i> .	The student describes the setting (time and location) of a text <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 in texts read aloud <i>with teacher support</i> .	The student describes the main events 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 and asking questions .	The student monitors and adjusts comprehension of grade-level texts by using background knowledge and asking questions . or The student monitors and adjusts 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> independently describe the main characters in grade-level texts.	The student independently describes the main characters in grade-level texts.	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>EDL2 Lv. 3</i> with grade-level fluency and comprehension.	The student orally and independently reads at <i>EDL2 Lv. 3</i> with grade-level fluency and comprehension.	The student orally and independently reads at <i>EDL2 Lv. 4-6</i> with grade-level fluency and comprehension.	The student orally and independently reads above <i>EDL2 Lv. 6</i> 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.

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Writing Process				
I can plan a draft. (K.10a)	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 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 20 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 20 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 most words when drafting.	The student uses appropriate spacing between most words when drafting.	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> independently revise drafts by adding details in pictures with labels .	The student independently revises drafts by adding details in pictures with labels .	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 and capitalization of the first letter of a sentence and names with teacher support .	The student edits drafts for ending punctuation 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> independently form most uppercase and lowercase letters using correct directionality.	The student independently forms most uppercase and lowercase letters using correct 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> correctly capitalize the first letter of a sentence and/or 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 independently capitalizes the first letter of a sentence and of names.	The student correctly capitalizes the first letter of a sentence or a name.
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 uses punctuation at the end of declarative sentences and at the beginning and end of exclamatory and interrogative

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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 .