



Standards-Based Report Card Rubric: Kindergarten Reading/Language Arts

Report Card Section	Report Card Statement	Standards Assessed	Term Assessed	Assessment of Mastery		
				Mastered Grade Level Standard (3)	Approaching Grade Level Standard (2)	Insufficient Progress on Grade Level Standard (1)
Foundational Language Skills	I can identify and produce rhyming pairs.	K.2Ai Demonstrating phonological awareness by identifying and producing rhymes	2,3,4	Consistently and independently identifies and produce rhyming pairs in response to an oral prompt	Identifies independently rhyming pairs when given example (Do cat and dog rhyme?)	Limited ability/unable to identify and produce rhyming pairs
	I can identify words in a sentence.	K.2Aiii Demonstrating phonological awareness by identifying the individual words in a spoken sentence	1,2,3,4	Consistently and independently identifies words in a spoken sentence	Inconsistently identifies words in a spoken sentence	Limited ability/unable to identify words in a spoken sentence with teacher assistance
		K.2 Diii Demonstrate print awareness by recognizing that sentences are comprised of words separated by spaces and recognizing word boundaries	1,2,3,4	Consistently and independently recognizes the beginning/end of a word and recognize that a sentence has spaces between words	Inconsistently recognizes the beginning/end of a word and/or recognize that a sentence has spaces between words	Limited ability/unable to recognize the beginning/end of a word and/or recognize that a sentence has spaces between words
	I can identify syllables in spoken words.	K.2Aiv Demonstrating phonological awareness by identifying syllables in spoken words	2,3,4	Consistently and independently identifies and name the number of syllables in a spoken word	Inconsistently identifies and name the number of syllables in a spoken word	Limited ability/unable to identify and name the number of syllables in a spoken word

	I can blend sounds and syllables of spoken words.	K.2Av Demonstrating phonological awareness by blending syllables to form multisyllabic words	2,3,4	Consistently and independently blends syllables to form multisyllabic words	Inconsistently blends syllables to form multisyllabic words	Limited ability/unable to blend syllables to form multisyllabic words
		K.2Avii Demonstrating phonological awareness by blending spoken onsets and rimes to form simple words	3,4	Consistently and independently blends onsets and rimes to form simple words	Inconsistently blends onsets and rimes to form simple words	Limited ability/unable to blend onsets and rimes to form simple words
		K.2Aviii Demonstrating phonological awareness by blending spoken phonemes to form one syllable words	3,4	Consistently and independently blends phonemes to make one syllable words	Inconsistently blends phonemes to make one syllable words	Limited ability/unable to blend phonemes to make one syllable words
	I can segment sounds and syllables of spoken words.	K.2Avi Demonstrating phonological awareness by segmenting multisyllabic words into syllables	2,3,4	Consistently and independently segments multisyllabic words into syllables	Inconsistently segments multisyllabic words into syllables	Limited ability/unable to segment multisyllabic words into syllables
		K.2Ax Demonstrating phonological awareness by segmenting spoken one-syllable words into individual phonemes	3,4	Consistently and independently segments one syllable words into individual phonemes	Inconsistently segments one syllable words into individual phonemes	Limited ability/unable to segment one syllable words into individual phonemes
	I can match letters with their common sounds.	K.2Bi Demonstrate phonetic knowledge by identifying and matching the common sounds that letters represent	1,2,3,4	Identifies and matches 26 common sounds that letters represent	Identifies and/or matches 15- 25 common sounds that letters represent.	Identifies and/or matches 0 - 14 common sounds that letters represent.
	I can read one syllable words.	K.2Bii Demonstrate phonetic knowledge by using letter-sound relationships to decode including vc, cvc, ccvc, and cvcc words	3,4	Consistently and independently uses a variety of word identification strategies to decode words	Inconsistently uses a variety of word identification strategies to decode words	Limited ability/unable to use a variety of word identification strategies to decode words
	I can make and read new words by changing, adding, or deleting letters.	K.2Biii Demonstrate phonetic knowledge by recognizing that new words are created when letters are changed,	3,4	Consistently and independently reads words when letters are changed, added or	Inconsistently reads words when letters are changed, added or deleted	Limited ability/unable to read words when letters are changed, added or deleted

		added, or deleted such as it - pit - tip - tap		deleted		
	I can read grade level high-frequency words.	K.2Biv Demonstrate phonetic knowledge by identifying and reading at least 25 high-frequency words from a research based list (Local 45)	1,2,3,4	Consistently and independently identifies and reads grade level high frequency words T1:6 or more T2: 21 or more T3: 29 or more T4: 45 words	Consistently and independently identifies and reads grade level high frequency words T1: 3-5 words T2: 11-20 words T3: 16-28 words T4: 23-44 words	Consistently and independently identifies and reads grade level high frequency words T1: 2 or less T2: 10 or less T3: 15 or less T4: 22 or less
	I can use sounds, patterns, and high frequency words to spell words in my writing.	K.2Ci Spelling words with VC, CVC, and CCVC	3,4	Consistently and independently spells VC, CVC, and CCVC (initial blends) words in authentic writing pieces	Consistently and independently spells CVC words in authentic writing pieces	Limited ability/unable to spell VC, CVC, and/or CCVC (initial blends) words in authentic writing pieces
		K.2Ciii Spelling high-frequency words from a research-based list	1,2,3,4	Consistently and independently spells high-frequency words correct in authentic writing pieces (includes utilizing resources such as word wall)	Inconsistently spells high-frequency words correct in authentic writing pieces (includes utilizing resources such as word wall)	Limited ability/unable to spell high-frequency words correct in authentic writing pieces (includes utilizing resources such as word wall)
	I can identify uppercase and lowercase letters.	K.2Dv Demonstrate print awareness by identifying all uppercase and lowercase letters	1,2,3,4	Consistently and independently identifies all 52 letters	Identifies a combination of 30-51 uppercase or lowercase letters	Identifies a combination of 0-29 uppercase or lowercase letters
	I can select and read text for a sustained period of time.	K.4 Self-select, read, and interact independently with text for increasing periods of time.	4	Reads a Mastered level text or higher independently Self-select and interact with text for 10-15 minutes independently	Reads an Approaching level text independently Self-select and interact with text for 5-9 minutes consistently	Reads an Insufficient Progress level text independently Self-select and/or interact with text for less than 5 minutes
Response	I can respond to texts read or heard.	K.6B Provide an oral, pictorial, or written response	1,2,3,4	Responds to favorite part of text with	Responds to favorite part of text with basic details	Limited ability/unable to respond to favorite part of

Skills		to a text		meaningful, accurate details		text with accurate details
	I can use details from a text to explain my thinking.	K.6C Use text evidence to support an appropriate response.	2,3,4	Consistently and independently uses the cover, title, and/or illustrations to support a response	Inconsistently uses the cover, title, and/or illustrations to support a response	Limited ability/unable to use the cover, title, and/or illustrations to support a response with teacher assistance
	I can retell important events in a fiction story.	K.6D Retell text in ways that maintain meaning	3,4	Consistently and independently retells a text including most events from the beginning, middle, and end in sequential order	Retells a text including some events from the beginning, middle and end in sequential order	Retells a text including one or two events
Multiple Genres	I can identify and describe the main character(s) of a fiction story.	K.7B Identify and describe main characters	3,4	Identifies and describes the main character from a story	Identifies or describes the main character from a story	Identifies the main character from a story
	I can describe the setting of a fiction story.	K.7D Describe the setting	3,4	Describes the setting from a story with accurate details	Describes the setting from a story with some inaccurate information	Identifies the setting from a story
Composition	I can use the writing process to compose a variety of texts.	K.10A Plan by generating ideas for writing through class discussion and drawings.	3,4	Independently and consistently plans by generating ideas and brainstorming (draw, share ideas, etc.).	Inconsistently plans for writing by generating ideas and brainstorming (draw, share ideas, etc.).	Limited ability/unable to plan for writing by generating ideas and brainstorming
		K.10B Develop drafts in oral, pictorial, or written form by organizing ideas.	3,4	Independently and consistently develops drafts in oral, pictorial, or written form when writing a variety of genres	Inconsistently develops drafts in oral, pictorial, or written form when writing a variety of genres	Limited ability/unable to develop drafts in oral, pictorial, or written form
		K.10C Revise drafts by adding details in pictures or words	3,4	Independently and consistently revises drafts by adding details in pictures or words	Inconsistently revises drafts by adding details in pictures or words	Limited ability/unable to revise drafts by adding details in pictures or words

		K.10E Share Writing	3,4	Independently and consistently shares writing with others	Inconsistently share writing with others	Limited ability/unable to share writing with others
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Consistently = Able to complete tasks with 85-100% accuracy of the time over the assessment term (i.e., They are mostly accurate.)

Inconsistently = Able to complete tasks with 50-84% accuracy of the time over the assessment term (i.e., They are accurate more than half the time.)

With supports = Instructional tools (i.e., math tools, dictionaries, word walls) or teacher prompts (i.e., suggesting strategy, asking questions, giving sentence stems)

Limited Ability/Unable to = Able to complete tasks with less than 50% accuracy of the time over the assessment term