

20-21 Midlothian ISD Kindergarten First 9 Weeks- ELAR Report Card Rubric

Learning Goals	1= Area of Concern	2= Progress being made toward Kindergarten State Standards	3=Meets Kindergarten State Standards
Oral Language Skills			
I can listen actively, ask questions and follow oral directions.	I rarely listen actively, ask questions and follow oral directions.	I occasionally listen actively, ask questions and follow oral directions.	I consistently listen actively, ask questions and follow oral directions.
I can share information and ideas by speaking audibly.	I rarely share information and ideas by speaking audibly.	I occasionally share information and ideas by speaking audibly.	I consistently share information and ideas by speaking audibly.
I can work collaboratively with others and develop social communication skills (<i>introducing myself and expressing needs and wants</i>)	I rarely work collaboratively with others and develop social communication skills (<i>introducing myself and expressing needs and wants</i>)	I occasionally work collaboratively with others and develop social communication skills (<i>introducing myself and expressing needs and wants</i>)	I consistently work collaboratively with others and develop social communication skills (<i>introducing myself and expressing needs and wants</i>)
Beginning Reading and Writing Skills			
I can identify rhyming words.	I rarely identify rhyming words.	I occasionally identify rhyming words.	I consistently identify rhyming words.
I can identify parts of a book, hold the book correctly and demonstrate print awareness.	I rarely can identify parts of a book, hold the book correctly and demonstrate print awareness.	I occasionally can identify parts of a book, hold the book correctly and demonstrate print awareness.	I consistently can identify parts of a book, hold the book correctly and demonstrate print awareness.
I can identify individual words in a spoken sentence.	I rarely can identify individual words in a spoken sentence.	I occasionally can identify individual words in a spoken sentence.	I consistently can identify individual words in a spoken sentence.

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Oral Language Skills			
I can listen actively, ask questions and follow oral directions.	I rarely listen actively, ask questions and follow oral directions.	I occasionally listen actively, ask questions and follow oral directions.	I consistently listen actively, ask questions and follow oral directions.
I can share information and ideas by speaking audibly.	I rarely share information and ideas by speaking audibly.	I occasionally share information and ideas by speaking audibly.	I consistently share information and ideas by speaking audibly.
I can work collaboratively with others and develop social communication skills (<i>introducing myself and expressing needs and wants</i>)	I rarely work collaboratively with others and develop social communication skills (<i>introducing myself and expressing needs and wants</i>)	I occasionally work collaboratively with others and develop social communication skills (<i>introducing myself and expressing needs and wants</i>)	I consistently work collaboratively with others and develop social communication skills (<i>introducing myself and expressing needs and wants</i>)
Beginning Reading and Writing Skills			
I can identify rhyming words.	I rarely identify rhyming words.	I occasionally identify rhyming words.	I consistently identify rhyming words.
I can produce a rhyming word.	I rarely produce a rhyming word.	I occasionally produce a rhyming word.	I consistently produce a rhyming word.
I can recognize words that begin with the same spoken sound.	I rarely can recognize words that begin with the same spoken sound.	I occasionally can recognize words that begin with the same spoken sound.	I consistently can recognize words that begin with the same spoken sound.
I can identify syllables in a spoken word.	I rarely can identify syllables in a spoken word.	I occasionally can identify syllables in a spoken word.	I consistently can identify syllables in a spoken word.

I can identify parts of a book, hold the book correctly and demonstrate print awareness.	I rarely can identify parts of a book, hold the book correctly and demonstrate print awareness.	I occasionally can identify parts of a book, hold the book correctly and demonstrate print awareness.	I consistently can identify parts of a book, hold the book correctly and demonstrate print awareness.
I can recognize the difference between a letter, word, and sentence.	I rarely can recognize the difference between a letter, word, and sentence.	I occasionally can recognize the difference between a letter, word, and sentence.	I consistently can recognize the difference between a letter, word, and sentence.
Response Skills			
I can retell a story.	I cannot retell a story or can only retell a small part of a story.	I can retell at least half of a story.	I can retell most or all of a story.
Composition: Writing Process			
I can plan develop and revise drafts using oral pictures or written form.	I rarely plan develop and revise drafts using oral pictures or written form.	I occasionally plan develop and revise drafts using oral pictures or written form.	I consistently plan develop and revise drafts using oral pictures or written form.
I can share my writing with others.	I rarely share my writing with others.	I occasionally share my writing with others.	I consistently share my writing with others.
Composition: Genres			
I can dictate a personal narrative.	I can dictate a very short personal narrative with little to no details.	I can dictate a good personal narrative using some details.	I can dictate a thorough personal narrative with many details.
I can dictate informational text	I can dictate a very short informational text with little or no details.	I can dictate a good informational text using some details.	I can dictate a thorough informational text with many details.

Midlothian ISD Kindergarten Third 9 Weeks- ELAR Report Card Rubric

Learning Goals	1= Area of Concern	2= Progress being made toward Kindergarten State Standards	3=Meets Kindergarten State Standards
Oral Language Skills			
I can listen actively, ask questions and follow oral directions.	I rarely listen actively, ask questions and follow oral directions.	I occasionally listen actively, ask questions and follow oral directions.	I consistently listen actively, ask questions and follow oral directions.
I can share information and ideas by speaking audibly.	I rarely share information and ideas by speaking audibly.	I occasionally share information and ideas by speaking audibly.	I consistently share information and ideas by speaking audibly.
I can work collaboratively with others and develop social communication skills (<i>introducing myself and expressing needs and wants</i>)	I rarely work collaboratively with others and develop social communication skills (<i>introducing myself and expressing needs and wants</i>)	I occasionally work collaboratively with others and develop social communication skills (<i>introducing myself and expressing needs and wants</i>)	I consistently work collaboratively with others and develop social communication skills (<i>introducing myself and expressing needs and wants</i>)
Beginning Reading and Writing Skills			
I can identify rhyming words.	I rarely can identify rhyming words.	I occasionally can identify rhyming words.	I consistently can identify rhyming words.
I can produce a rhyming word.	I rarely can produce a rhyming word.	I occasionally can produce a rhyming word.	I consistently can produce a rhyming word.
I can recognize words that begin with the same spoken sound.	I rarely recognize words that begin with the same spoken sound.	I occasionally recognize words that begin with the same spoken sound.	I consistently recognize words that begin with the same spoken sound.
I can identify individual	I rarely can identify	I occasionally can identify individual words	I consistently can identify individual words in

words in a spoken sentence.	individual words in a spoken sentence.	in a spoken sentence.	a spoken sentence.
I can identify syllables in a spoken word.	I rarely can identify syllables in a spoken word.	I occasionally can identify syllables in a spoken word.	I consistently can identify syllables in a spoken word.
I can segment words into individual phonemes.	I rarely can segment words into individual phonemes.	I occasionally can segment words into individual phonemes.	I consistently can segment words into individual phonemes.
I can spell high frequency words.	I rarely spell high frequency words.	I occasionally spell high frequency words.	I consistently spell high frequency words.
I can identify parts of a book, hold the book correctly and demonstrate print awareness.	I rarely can identify parts of a book, hold the book correctly and demonstrate print awareness.	I occasionally can identify parts of a book, hold the book correctly and demonstrate print awareness.	I consistently can identify parts of a book, hold the book correctly and demonstrate print awareness.
I can recognize the difference between a letter, word, and sentence.	I rarely can recognize the difference between a letter, word, and sentence.	I occasionally can recognize the difference between a letter, word, and sentence.	I consistently can recognize the difference between a letter, word, and sentence.
I can accurately form all upper and lowercase letters.	I can accurately form only a few upper and lowercase letters.	I can accurately form about half of all of the upper and lowercase letters.	I can accurately form most or all of the upper and lowercase letters.
Vocabulary			
I can identify and use words that name actions, directions positions sequences categories and locations.	I rarely can identify and use words that name actions, directions positions sequences categories and locations.	I occasionally can identify and use words that name actions, directions positions sequences categories and locations.	I consistently can identify and use words that name actions, directions positions sequences categories and locations.

Response Skills			
I can make personal and emotional connections to a variety of sources.	I rarely make personal and emotional connections to a variety of sources.	I occasionally make personal and emotional connections to a variety of sources.	I consistently make personal and emotional connections to a variety of sources.
I can provide an oral or pictorial response to a text	I rarely can provide an oral or pictorial response to a text	I occasionally can provide an oral or pictorial response to a text	I consistently can provide an oral or pictorial response to a text
I can retell a story.	I cannot retell a story or can only retell a small part of a story.	I can retell at least half of a story.	I can retell most or all of a story.
Multiple Genres (<i>recognize and analyze literary elements: characters, settings, plot</i>)			
I can identify main characters, setting and plot of a story or play.	I rarely can identify main characters, setting and plot of a story or play.	I occasionally can identify main characters, setting and plot of a story or play.	I consistently can identify main characters, setting and plot of a story or play.
Composition: Writing Process			
I can write complete sentences using proper writing conventions.	I rarely write complete sentences using proper writing conventions.	I occasionally write complete sentences using proper writing conventions.	I consistently write complete sentences using proper writing conventions.
I can plan develop and revise drafts using oral pictures or written form.	I rarely plan develop and revise drafts using oral pictures or written form.	I occasionally plan develop and revise drafts using oral pictures or written form.	I consistently plan develop and revise drafts using oral pictures or written form.
I can share my writing with others.	I rarely share my writing with others.	I occasionally share my writing with others.	I consistently share my writing with others.
Composition: Genres			

I can dictate a personal narrative.	I can dictate a very short personal narrative with little to no details.	I can dictate a good personal narrative using some details.	I can dictate a thorough personal narrative with many details.
I can compose a personal narrative.	I can compose a very short personal narrative with little or no details.	I can compose a good personal narrative using some details.	I can compose a thorough personal narrative with many details.
I can dictate informational text.	I can dictate a very short informational text with little or no details.	I can dictate a good informational text using some details.	I can dictate a thorough informational text with many details.
I can compose informational text.	I can compose a very short informational text with little or no details.	I can compose a good informational text using some details.	I can compose a thorough informational text with many details.

Midlothian ISD Kindergarten Fourth 9 Weeks- ELAR Report Card Rubric

Learning Goals	1= Area of Concern	2= Progress being made toward Kindergarten State Standards	3=Meets Kindergarten State Standards
Oral Language Skills			
I can listen actively, ask questions and follow oral directions.	I rarely listen actively, ask questions and follow oral directions.	I occasionally listen actively, ask questions and follow oral directions.	I consistently listen actively, ask questions and follow oral directions.

I can share information and ideas by speaking audibly.	I rarely share information and ideas by speaking audibly.	I occasionally share information and ideas by speaking audibly.	I consistently share information and ideas by speaking audibly.
I can work collaboratively with others and develop social communication skills (<i>introducing myself and expressing needs and wants</i>)	I rarely work collaboratively with others and develop social communication skills (<i>introducing myself and expressing needs and wants</i>)	I occasionally work collaboratively with others and develop social communication skills (<i>introducing myself and expressing needs and wants</i>)	I consistently work collaboratively with others and develop social communication skills (<i>introducing myself and expressing needs and wants</i>)
Beginning Reading and Writing Skills			
I can identify rhyming words.	I rarely identify rhyming words.	I occasionally identify rhyming words.	I consistently identify rhyming words.
I can produce a rhyming word.	I rarely produce a rhyming word.	I occasionally produce a rhyming word.	I consistently produce a rhyming word.
I can recognize words that begin with the same spoken sound.	I rarely recognize words that begin with the same spoken sound.	I occasionally recognize words that begin with the same spoken sound.	I consistently recognize words that begin with the same spoken sound.
I can identify individual words in a spoken sentence.	I rarely identify individual words in a spoken sentence.	I occasionally identify individual words in a spoken sentence.	I consistently identify individual words in a spoken sentence.
I can identify syllables in a spoken word.	I rarely identify syllables in a spoken word.	I occasionally identify syllables in a spoken word.	I consistently identify syllables in a spoken word.
I can blend segment and manipulate multi-syllable words.	I rarely blend segment and manipulate multi-syllable words.	I occasionally blend segment and manipulate multi-syllable words.	I consistently blend segment and manipulate multi-syllable words.
I can segment words into individual	I rarely segment words into individual	I occasionally segment words into individual phonemes.	I consistently segment words into individual phonemes.

phonemes.	phonemes.		
I can decode words using letter sound relationships.	I rarely decode words using letter sound relationships.	I occasionally decode words using letter sound relationships.	I consistently decode words using letter sound relationships.
I can recognize new words when letters are changed, added, or deleted.	I rarely recognize new words when letters are changed, added, or deleted.	I occasionally recognize new words when letters are changed, added, or deleted.	I consistently recognize new words when letters are changed, added, or deleted.
I can spell words using sound spelling patterns.	I rarely spell words using sound spelling patterns.	I occasionally spell words using sound spelling patterns.	I consistently spell words using sound spelling patterns.
I can spell high frequency words.	I rarely spell high frequency words.	I occasionally spell high frequency words.	I consistently spell high frequency words.
I can identify parts of a book, hold the book correctly and demonstrate print awareness.	I rarely identify parts of a book, hold the book correctly and demonstrate print awareness.	I occasionally identify parts of a book, hold the book correctly and demonstrate print awareness.	I consistently identify parts of a book, hold the book correctly and demonstrate print awareness.
I can recognize the difference between a letter, word, and sentence.	I rarely recognize the difference between a letter, word, and sentence.	I occasionally recognize the difference between a letter, word, and sentence.	I consistently recognize the difference between a letter, word, and sentence.
I can accurately form all upper and lowercase letters.	I can accurately form only a few upper and lowercase letters.	I can accurately form about half of all of the upper and lowercase letters.	I can accurately form most or all of the upper and lowercase letters.
Vocabulary			
I can identify and use words that name actions, directions	I rarely identify and use words that name actions, directions	I occasionally identify and use words that name actions, directions positions sequences categories and locations.	I consistently identify and use words that name actions, directions positions sequences categories and locations.

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Response Skills			
I can make personal and emotional connections to a variety of sources.	I rarely make personal and emotional connections to a variety of sources.	I occasionally make personal and emotional connections to a variety of sources.	I consistently make personal and emotional connections to a variety of sources.
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Multiple Genres (recognize and analyze literary elements: characters, settings, plot)			
I can identify main characters, setting and plot of a story or play.	I rarely identify main characters, setting and plot of a story or play.	I occasionally identify main characters, setting and plot of a story or play.	I consistently identify main characters, setting and plot of a story or play.
Composition: Writing Process			
I can write complete sentences using proper writing conventions.	I can write complete sentences using proper writing conventions.	I can write complete sentences using proper writing conventions.	I can write complete sentences using proper writing conventions.
I can plan develop and revise drafts using oral pictures or written form.	I rarely plan develop and revise drafts using oral pictures or written form.	I occasionally plan develop and revise drafts using oral pictures or written form.	I consistently plan develop and revise drafts using oral pictures or written form.
I can share my writing with others.	I rarely share my writing with others.	I occasionally share my writing with others.	I consistently share my writing with others.

Composition: Genres			
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I can compose a personal narrative.	I can compose a very short personal narrative with little or no details.	I can compose a good personal narrative using some details.	I can compose a thorough personal narrative with many details.
I can dictate informational text.	I can dictate a very short informational text with little or no details.	I can dictate a good informational text using some details.	I can dictate a thorough informational text with many details.
I can compose informational text.	I can compose a very short informational text with little or no details.	I can compose a good informational text using some details.	I can compose a thorough informational text with many details.
Inquiry and Research			
I can use an appropriate mode of delivery to present results.	I rarely use an appropriate mode of delivery to present results.	I occasionally use an appropriate mode of delivery to present results.	I consistently use an appropriate mode of delivery to present results.