

Midlothian ISD Standards Based Report Card Rubric: Kindergarten Reading

Report Card Section	Report Card Strand	Standards Assessed	Learning Progression			
			Area of Concern - Scored 1	Limited Progress - Scored 2	Approaching Standard - Scored 3	Mastery of Standard- Scored 4
FIRST REPORTING PERIOD						
Beginning Reading and Writing Skills	Identify words in a spoken sentence	K.2A.iii identifying the individual words in a spoken sentence	The student is able to repeat the individual words in a spoken sentence with teacher assistance .	The student is able to repeat the individual words in a spoken sentence.	The student is able to identify the words in a spoken sentence and put an emphasis on each word .	The student is able to identify and count the words in a spoken sentence.
	Identify and match the common sounds that letters represent	K.2B.i Identify and match the common sounds that letters represent	The student is able to produce less than 2 of the common sounds that letters represent	The student is able to produce 2/26 of the common sounds that letters represent	The student is able to produce 3/26 of the common sounds that letters represent	The student is able to produce 5/26 of the common sounds that letters represent
Oral Language Skills	Restate and follow a series of 3 spoken directions	K.1B Restate and follow oral directions that involve a short, related sequence of actions.	The student is able to restate and follow 1 spoken direction with teacher assistance .	The student is able to restate and follow 1 spoken direction	The student is able to restate and follow a series of 2 spoken directions	The student is able to restate and follow a series of 3 spoken directions.
SECOND REPORTING PERIOD						
Beginning Reading and Writing Skills	Demonstrate print awareness	K.2D.ii holding a book right side up, turning pages correctly, and knowing that reading moves from top to bottom and left to right with return sweep;	The student is able to demonstrate print awareness by holding a book right side up, turning pages correctly with teacher assistance .	The student is able to demonstrate print awareness by holding a book right side up, turning pages correctly .	The student is able to demonstrate print awareness by holding a book right side up, turning pages correctly, and knowing that reading moves from top to bottom and left to right .	The student is able to demonstrate print awareness by holding a book right side up, turning pages correctly, and knowing that reading moves from top to bottom and left to right with return sweep .
	Identify and match the common sounds that letters represent	K.2B.i Identify and match the common sounds that letters represent	The student is able to produce less than 4 of the common sounds that letters represent	The student is able to produce 4/26 of the common sounds that letters represent	The student is able to produce 6/26 of the common sounds that letters represent	The student is able to produce 10/26 of the common sounds that letters represent
	Identify words in a spoken sentence	K.2A.iii identifying the individual words in a spoken sentence	The student is able to identify the individual words in a spoken sentence with teacher assistance .	The student is able to repeat the individual words in a spoken sentence.	The student is able to identify the words in a spoken sentence and put an emphasis on each word .	The student is able to identify and count the words in a spoken sentence .
	Identify syllables in a spoken word	K.2A.iv identifying syllables in spoken words	The student is able to repeat the individual syllables in spoken words with teacher assistance .	The student is able to repeat the individual syllables in the spoken word.	The student is able to segment a spoken word into it's syllables	The student is able to identify and count the syllables in a spoken word up to 4 syllables .
	Blend, segment, and manipulate syllables in words	K.2A.v blending syllables to form multisyllabic words;	The student is able to blend syllable within a multisyllabic word with maximum teacher assistance .	The student is able to blend syllables within a multisyllabic word with minimal teacher support .	The student is able to blend syllables within a multisyllabic word. (2 syllables)	The student is able to blend syllables within a multisyllabic word (3+ syllables)
Composition: Genres	Dictate or write a personal narrative	K.11A Dictate or compose literary texts, including personal narratives	The student is able to dictate or compose a personal narrative with teacher assistance .	The student is able to dictate or compose a personal narrative	The student is able dictate or compose a personal narrative and stay on topic .	The student is able to dictate or compose a personal narrative and include 1 detail about the experience .
	Dictate or write informational text	K.11B Dictate or compose informational texts.	The student is able to dicate or compose informational texts focusing on the central idea with teacher assistance	The student is able to dicate or compose informational texts.	The student is able to dicate or compose informational texts focusing on the central idea .	The student is able dictate or compose informational texts focusing on the central idea and include 1 fact .

Oral Language Skills	Restate and follow a series of 3 spoken directions	K.1B Restate and follow oral directions that involve a short, related sequence of actions.	The student is able to restate and follow a spoken direction with teacher assistance .	The student is able to restate and follow 1 spoken direction	The student is able to restate and follow a series of 2 spoken directions	The student is able to restate and follow a series of 3 spoken directions.
	Retell a story in ways that maintain meaning	K.6D Retell texts in ways that maintain meaning.	The student is able to sequence a story by describing the beginning, middle, and end using the text/pictures for support with teacher assistance .	The student is able to sequence a story by describing the beginning, middle, and end using the text/pictures for support .	The student is able to sequence a story by describing the beginning and end .	The student is able to sequence a story by describing the beginning, middle, and end .
THIRD REPORTING PERIOD						
Beginning Reading and Writing Skills	Demonstrate print awareness	K.2D.ii holding a book right side up, turning pages correctly, and knowing that reading moves from top to bottom and left to right with return sweep;	The student is able to demonstrate print awareness by holding a book right side up, turning pages correctly with teacher assistance .	The student is able to demonstrate print awareness by holding a book right side up, turning pages correctly.	The student is able to demonstrate print awareness by holding a book right side up, turning pages correctly, and knowing that reading moves from top to bottom and left to right .	The student is able to demonstrate print awareness by holding a book right side up, turning pages correctly, and knowing that reading moves from top to bottom and left to right with return sweep .
	Identify and match the common sounds that letters represent	K.2B.i Identify and match the common sounds that letters represent	The student is able to produce less than 10 of the common sounds that all letters represent	The student is able to produce 10/26 of the common sounds that letters represent	The student is able to produce 15/26 of the common sounds that letters represent	The student is able to produce 20/26 of the common sounds that letters represent
	Identify and read high-frequency words	K.2B.iv identifying and reading at least 25 high-frequency words from a research-based list	The student is able to read and identify less than 5 high-frequency words from the Wonders curriculum list	The student is able to read and identify 5-9 high-frequency words from the Wonders curriculum list	The student is able to read and identify 10-14 high-frequency words from the Wonders curriculum list	The student is able to read and identify 15+ high-frequency words from the Wonders curriculum list
	Recognize the difference between a letter, word, and sentence	K.2D.iv recognizing the difference between a letter and a printed word; K.2D.iii recognizing that sentences are comprised of words separated by spaces and recognizing word boundaries	The student is able to recognize a letter or a word with teacher assistance .	The student is able to recognize a letter or a word .	The student is able to recognize the difference between a letter and a word .	The student is able to recognize the difference between a letter, word, and that a sentence is made up of words .
	Recognize words that begin with the same sounds	K.2A.ii recognizing spoken alliteration or groups of words that begin with the same spoken onset or initial sound;	The student is able to repeat the group of words with the same beginning sound when given orally with teacher assistance .	The student is able to repeat a group of words with the same beginning sound when given orally.	The student is able to choose 2 words with the same beginning sound when given a list of three words orally. (beach, ball, wave)	The student is able to recognize a group of words that begin with the same sound .
	Identify words in a spoken sentence	K.2A.iii identifying the individual words in a spoken sentence	The student is able to repeat the words in a spoken sentence with teacher assistance.	The student is able to repeat the individual words in a spoken sentence .	The student is able to identify the words in a spoken sentence and put an emphasis on each word .	The student is able to identify and count the words in a spoken sentence .
	Identify syllables in a spoken word	K.2A.iv identifying syllables in spoken words	The student is able to repeat the individual syllables in words with teacher assistance .	The student is able to repeat the syllables in the spoken word.	The student is able to segment a spoken word into syllables	The student is able to identify and count the syllables in a spoken word up to 4 syllables .
	Blend, segment, and manipulate syllables in words	K.2A.v blending syllables to form multisyllabic words; K.2A.vi segmenting multisyllabic words into syllables	The student is able to blend OR segment syllables within a multisyllabic word with teacher assistance .	The student is able to blend AND segment syllables within a multisyllabic word. with teacher assistance .	The student is able to blend OR segment syllables within a multisyllabic word.	The student is able to blend AND segment syllables within a multisyllabic word.
	Segment words into individual phonemes	K.2A.x segmenting spoken one-syllable words into individual phonemes	The student is able to repeat segmented individual phonemes within a word with teacher assistance .	The student is able to segment individual phonemes within words with teacher support .	The student is able to segment individual phonemes within a word. (2 phonemes)	The student is able to segment individual phonemes into a word. (3+ phonemes)

	Blend individual phonemes into a word	K.2A.viii blending spoken phonemes to form one-syllable words	The student is able to repeat blended individual phonemes within a word with teacher assistance .	The student is able to blend individual phonemes within words with teacher support .	The student is able to blend individual phonemes within a word. (2 phonemes)	The student is able to blend individual phonemes into a word. (3+ phonemes)
	Decode words using letter-sound relationships	K.2B.ii using letter-sound relationships to decode, including VC, CVC, CCVC, and CVCC words	The student is able to identify the letter-sound relationships in a VC word with teacher assistance .	The student is able to identify the letter-sound relationships in a VC word .	The student is able to decode using letter-sound relationships including VC words	The student is able to decode using letter-sound relationships including VC and CVC words
	Spell high-frequency words	K.2C.iii spelling high-frequency words from a research-based list.	The student will be able to spell 1 HFW accurately. (the, can, see) with teacher assistance	The student will be able to spell 1 HFW accurately. (the, can, see)	The student will be able to spell 2 HFW accurately. (the, can, see)	The student will be able to spell 3 HFW accurately. (the, can, see)
	Accurately form all upper and lower case letters	K.2E Develop handwriting by accurately forming all uppercase and lowercase letters using appropriate directionality.	The student is able to form all uppercase OR lowercase letters with teacher assistance .	The student is able to accurately form all uppercase OR lowercase letters. .	The student is able to accurately form MOST uppercase AND lowercase letters using basic conventions of print such as left to right and top to bottom.	The student is able to accurately form ALL uppercase AND lowercase letters using basic conventions of print such as left to right and top to bottom.
Composition: Genres	Dictate or write a personal narrative	K.11A Dictate or compose literary texts, including personal narratives	The student is able to dictate or compose a personal narrative with teacher assistance .	The student is able to dictate or compose a personal narrative	The student is able to dictate or compose a personal narrative and include 1 detail about the experience .	The student is able to dictate or compose a personal narrative and include 2 details about the experience .
	Dictate or write informational text	K.11B Dictate or compose informational texts.	The student is able to dictate or compose informational texts focusing on the central idea with teacher assistance	The student is able to dictate or compose informational texts.	The student is able to dictate or compose informational texts focusing on the central idea .	The student is able dictate or compose informational texts focusing on the central idea and include 2 facts .
Composition/Writing Process	Plan, develop, and revise drafts using oral, pictures or written form	K.10A Plan by generating ideas for writing through class discussions and drawings. K.10B Develop drafts in oral, pictorial, or written form by organizing ideas. K.10C Revise drafts by adding details in pictures or words. K.10D Edit drafts with adult assistance using standard English conventions.	The student is able to plan and generate ideas for writing through class discussions or drawing with teacher assistance .	The student is able to plan and generate ideas for writing through class discussions or drawing;	The student is able to plan and generate ideas for writing through class discussions or drawing; develop drafts and organize ideas (oral, pictorial, or written form)	The student is able to plan and generate ideas for writing through class discussions or drawing; develop drafts and organize ideas (oral, pictorial, or written form); and revise their drafts by adding details (pictures or words).
Multiple Genres	Identify and describe the main characters of a story and a play	K.7B Identify and describe the main character(s) K.8C Discuss main characters in drama.	The student is able to identify the main characters of a story or a play with teacher assistance .	The student is able to identify the main characters or a story and a play.	The student is able to identify and describe the main characters (physical or personality traits) of a story or a play.	The student is able to identify and describe the main characters (physical or personality traits) of a story or a play using evidence from the text.
Oral Language Skills	Restate and follow a series of 3 spoken directions	K.1B Restate and follow oral directions that involve a short, related sequence of actions.	The student is able to restate and follow a spoken direction with teacher assistance .	The student is able to restate and follow 1 spoken direction	The student is able to restate and follow a series of 2 spoken directions	The student is able to restate and follow a series of 3 spoken directions.
Response Skills	Provide an oral, pictorial, or written response to a text	K.6B Provide an oral, pictorial, or written response to a text.	The student is able to provide an oral, pictorial, or written response selecting their favorite part of a text with teacher assistance	The student is able to provide an oral, pictorial, or written response selecting their favorite part of a text.	The student is able to provide an oral, pictorial, or written response selecting their favorite part of a text and explain why .	The student is able to provide an oral, pictorial, or written response selecting their favorite part of a text and explaining why using details .
	Retell a story in ways that maintain meaning	K.6D Retell texts in ways that maintain meaning.	The student is able to retell a story in ways that maintain meaning by sequencing the beginning, middle, and end using picture support and teacher assistance .	The student is able to retell a story in ways that maintain meaning by sequencing the beginning, middle, and end using picture support	The student is able to retell a story in ways that maintain meaning by describing the beginning, middle, and end.	The student is able to retell a story in ways that maintain meaning by describing the beginning, middle, and end using important details from the story (ex. character names, setting, vocabulary)

FOURTH REPORTING PERIOD

Beginning Reading and Writing Skills	Demonstrate print awareness	K.2D.i identifying the front cover, back cover, and title page of a book; K.2D.ii holding a book right side up, turning pages correctly, and knowing that reading moves from top to bottom and left to right with return sweep;	The student is able to demonstrate print awareness by holding a book right side up, turning pages correctly with teacher assistance .	The student is able to demonstrate print awareness by holding a book right side up, turning pages correctly .	The student is able to demonstrate print awareness by holding a book right side up, turning pages correctly , and knowing that reading moves from top to bottom and left to right .	The student is able to demonstrate print awareness by holding a book right side up, turning pages correctly , and knowing that reading moves from top to bottom and left to right with return sweep .
	Identify and match the common sounds that letters represent	K.2B.i Identify and match the common sounds that letters represent	The student is able to produce less than 18 of the common sounds that all letters represent	The student is able to produce 18/26 of the common sounds that all letters represent	The student is able to produce 23/26 of the common sounds that all letters represent	The student is able to produce the common sounds that all letters represent
	Identify and read high-frequency words	K.2B.iv identifying and reading at least 25 high-frequency words from a research-based list	The student is able to read and identify less than 10 high-frequency words from the Wonders curriculum list	The student is able to read and identify 10-19 high-frequency words from the Wonders curriculum list	The student is able to read and identify 20-24 high-frequency words from the Wonders curriculum list	The student is able to read and identify 25+ high-frequency words from the Wonders curriculum list
	Recognize the difference between a letter, word, and sentence	K.2D.iv recognizing the difference between a letter and a printed word; K.2D.iii recognizing that sentences are comprised of words separated by spaces and recognizing word boundaries	The student is able to recognize a letter or a word with teacher assistance .	The student is able to recognize a letter or a word .	The student is able to recognize the difference between a letter and a word .	The student is able to recognize the difference between a letter, word, and that a sentence is made up of words .
	Recognize words that begin with the same sounds	K.2A.ii recognizing spoken alliteration or groups of words that begin with the same spoken onset or initial sound;	The student is able to repeat the group of words with the same beginning sound when given orally with teacher assistance .	The student is able to repeat a group of words with the same beginning sound when given orally.	The student is able to choose 2 words with the same beginning sound when given a list of three words orally. (beach, ball, wave)	The student is able to recognize a group of words that begin with the same sound .
	Identify words in a spoken sentence	K.2A.iii identifying the individual words in a spoken sentence	The student is able to identify the individual words in a spoken sentence with teacher assistance .	The student is able to repeat the individual words in a spoken sentence.	The student is able to identify the words in a spoken sentence and put an emphasis on each word .	The student is able to identify and count the words in a spoken sentence.
	Identify syllables in a spoken word	K.2A.iv identifying syllables in spoken words	The student is able to blend syllables within a multisyllabic word with teacher assistance .	The student is able to repeat the syllables in the spoken word.	The student is able to segment a spoken word into it's syllables	The student is able to identify and count the syllables in a spoken word up to 4 syllables .
	Blend, segment, and manipulate syllables in words	K.2A.v blending syllables to form multisyllabic words; K.2A.vi segmenting multisyllabic words into syllables K.2A.ix manipulating syllables within a multisyllabic word	The student is able to blend syllables within a multisyllabic word with teacher assistance	The student is able to blend syllables within a multisyllabic word.	The student is able to blend and segment syllables within a multisyllabic word.	The student is able to blend, segment, and manipulate syllables within a multisyllabic word.
	Segment words into individual phonemes	K.2A.x segmenting spoken one-syllable words into individual phonemes	The student is able to repeat segmented individual phonemes within a word with teacher assistance .	The student is able to segment individual phonemes within words with teacher support .	The student is able to segment individual phonemes within a word. (2-3 phonemes)	The student is able to segment individual phonemes into a word. (4+ phonemes)
	Blend individual phonemes into a word	K.2A.viii blending spoken phonemes to form one-syllable words	The student is able to repeat blended individual phonemes within a word with teacher assistance .	The student is able to blend individual phonemes within words with teacher support .	The student is able to blend individual phonemes within a word. (2-3 phonemes)	The student is able to blend individual phonemes into a word. (4+ phonemes)
	Decode words using letter-sound relationships	K.2B.ii using letter-sound relationships to decode, including VC, CVC, CCVC, and CVCC words	The student is able to decode using letter-sound relationships including VC words with teacher assistance	The student is able to decode using letter-sound relationships including VC words	The student is able to decode using letter-sound relationships including VC, CVC words	The student is able to decode using letter-sound relationships including VC, CVC, CCVC, and CVCC words

	Recognize new words created when letters are changed, added or deleted	K.2B.iii recognizing that new words are created when letters are changed, added, or deleted such as it - pit - tip - tap	The student is able to recognize that new words are created when letters are changed, added, or deleted in the initial position with teacher assistance .	The student is able to recognize that new words are created when letters are changed, added, or deleted in the initial position .	The student is able to recognize that new words are created when letters re changed, added, or deleted in the initial AND final position .	The student is able to recognize that new words are created when letters are changed, added, deleted in the initial, final, AND medial positions .
	Spell words using sound-spelling patterns	K.2C.ii spelling words using sound-spelling patterns	The student is able to spell using letter-sound relationships including VC words with teacher assistance	The student is able to spell using letter-sound relationships including VC words	The student is able to spell using letter-sound relationships including VC, CVC words	The student is able to spell using letter-sound relationships including VC, CVC, and CCVC words
	Spell high-frequency words	K.2C.iii spelling high-frequency words from a research-based list.	The student will be able to spell less than 3 HFW accurately. (the, can, see, like, and, to)	The student will be able to spell 3 HFW accurately. (the, can, see, like, and, to)	The student will be able to spell 4-5 HFW accurately. (the, can, see, like, and, to)	The student will be able to spell 6 HFW accurately. (the, can, see, like, and, to)
	Accurately form all upper and lower case letters	K.2E Develop handwriting by accurately forming all uppercase and lowercase letters using appropriate directionality.	The student is able to form all uppercase OR lowercase letters with teacher assistance .	The student is able to accurately form all uppercase OR lowercase letters. .	The student is able to accurately form MOST uppercase AND lowercase letters using basic conventions of print such as left to right and top to bottom.	The student is able to accurately form ALL uppercase AND lowercase letters using basic conventions of print such as left to right and top to bottom.
Composition: Genres	Dictate or write a personal narrative	K.11A Dictate or compose literary texts, including personal narratives	The student is able to dictate or compose a personal narrative with teacher assistance .	The student is able to dictate or compose a personal narrative	The student is able to dictate or compose a personal narrative and include 2 details about the experience.	The student is able to dictate or compose a personal narrative and include 3 details about the experience in sequential order .
	Dictate or write informational text	K.11B Dictate or compose informational texts.	The student is able to dicate or compose informational texts focusing on the central idea with teacher assistance	The student is able to dicate or compose informational texts .	The student is able dictate or compose informational texts focusing on the central idea and include 2 facts .	The student is able dictate or compose informational texts focusing on the central idea and include 3 facts .
Composition/ Writing Process	Plan, develop, and revise drafts using oral, pictures or written form	K.10A Plan by generating ideas for writing through class discussions and drawings. K.10B Develop drafts in oral, pictorial, or written form by organizing ideas. K.10C Revise drafts by adding details in pictures or words. K.10D Edit drafts with adult assistance using standard English conventions.	The student is able to plan and generate ideas for writing through class discussions or drawing with teacher assistance .	The student is able to plan and generate ideas for writing through class discussions or drawing ;	The student is able to plan and generate ideas for writing through class discussions or drawing; develop drafts and organize ideas (oral, pictorial, or written form)	The student is able to plan and generate ideas for writing through class discussions or drawing; develop drafts and organize ideas (oral, pictorial, or written form); and revise their drafts by adding details (pictures or words).
Multiple Genres	Identify and describe the setting of a story	K.7D Describe the setting.	The student is able to identify and describe the setting of a story including the time or location with teacher assistance .	The student is able to identify and describe the setting of a story including the time or location.	The student is able to identify and describe the setting of a story including the time and location.	The student is able to identify and describe the setting of a story including the time and location using specific details from the text .
	Identify and describe the main chracters of a story and a play	K.7B Identify and describe the main character(s) K.8C Discuss main characters in drama.	The student is able to identify the main characters of a story and a play with teacher assistance .	The student is able to identify the main characters of a story and a play.	The student is able to identify and describe the main characters (physical or personality traits) of a story and a play.	The student is able to identify and describe the main characters (physical or personality traits) of a story and a play using evidence from the text .
Oral Language Skills	Restate and follow a series of 3 spoken directions	K.1B Restate and follow oral directions that involve a short, related sequence of actions.	The student is able to restate and follow a spoken direction with teacher assistance .	The student is able to restate and follow 1 spoken direction	The student is able to restate and follow a series of 2 spoken directions	The student is able to restate and follow a series of 3 spoken directions.
Skills	Provide an oral, pictorial, or written response to a text	K.6B Provide an oral, pictorial, or written response to a text.	The student is able to provide an oral, pictorial, or written response selecting their favorite part of a text with teacher assistance .	The student is able to provide an oral, pictorial, or written response selecting their favorite part of a text.	The student is able to provide an oral, pictorial, or written response selecting their favorite part of a text and explain why .	The student is able to provide an oral, pictorial, or written response selecting their favorite part of a text and explaining why using details.

Response	Retell a story in ways that maintain meaning	K.6D Retell texts in ways that maintain meaning.	The student is able to retell a story in ways that maintain meaning by sequencing the beginning, middle, and end using picture support and teacher assistance .	The student is able to retell a story in ways that maintain meaning by sequencing the beginning, middle, and end using picture support	The student is able to retell a story in ways that maintain meaning by describing the beginning, middle, and end .	The student is able to retell a story in ways that maintain meaning by describing the beginning, middle, and end using important details from the story (ex. character names, setting, vocabulary)
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