

**KINDERGARTEN** Trimester Expectations  
English Language Arts Literacy

The following indicators appear on the report card for kindergarten students. The rubrics that follow explain how each indicator is scored.

<b>Recognizes and names uppercase and lowercase letters</b>
<b>Produces the primary sound for each consonant</b>
<b>Recognizes and produces rhyming</b>
<b>Prints uppercase and lowercase letters</b>
<b>Reads grade level high frequency words</b>
<b>Spells simple words phonetically</b>
<b>Retells stories using key details with support</b>
<b>Expresses thoughts, feelings, and ideas clearly</b>

<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>NA</b>
<b>Exceeding Expectations</b>	<b>Meeting Expectations</b>	<b>Partially Meeting Expectations</b>	<b>Not Meeting Expectations</b>	<b>Not Assessed</b>
Mastered grade level expectations and completing above grade level work independently.	Performs grade level expectations independently.	Requires frequent support to complete grade level expectations.	Does not meet grade level expectations with support.	This component of the standards is not assessed during specified trimester.

**Recognizes and names all uppercase and lowercase letters.**

<b>Rubric Score</b>	<b>Trimester 1</b>	<b>Trimester 2</b>	<b>Trimester 3</b>
<b>4</b>	Student can recognize and <b>all</b> uppercase and lowercase letters.	Student can consistently recognize and name <b>all</b> uppercase and lowercase letters.	Student can <b>independently and consistently</b> recognize and name <b>all</b> uppercase and lowercase letters.
<b>3</b>	Student can recognize and name lowercase letters <b>taught to date</b> .	Student can consistently recognize and name uppercase and lowercase letters <b>taught to date</b> .	Student can <b>consistently</b> recognize and name <b>all</b> uppercase and lowercase letters.
<b>2</b>	Student can recognize and name <b>more than half</b> of the uppercase and lowercase letters taught to date.	Student can recognize and name <b>more than half</b> of the uppercase and lowercase letters taught to date.	Student can recognize and name <b>more than half</b> of all uppercase and lowercase letters.
<b>1</b>	Student can recognize and name <b>less than half</b> of the uppercase and lowercase letters taught to date.	Student can recognize and name <b>less than half</b> of the uppercase and lowercase letters taught to date.	Student can recognize and name <b>less than half</b> of all uppercase and lowercase letters.
<b>NA</b>	Not assessed	Not assessed	Not assessed

**Produces the primary sound for each consonant**

Rubric Score	Trimester 1	Trimester 2	Trimester 3
<b>4</b>	Student can produce the primary sound for <b>all</b> constants with support.	Student can produce the primary sound for <b>all</b> constants with support.	Student can <b>independently and consistently</b> apply the primary sound for <b>all</b> consonants.
<b>3</b>	Student can produce the primary sound of the consonants <b>taught to date</b> with support.	Student can produce the primary sound of the consonants <b>taught to date</b> with support.	Student can <b>independently and consistently</b> produce the primary sound for <b>all</b> consonants.
<b>2</b>	Student can produce the primary sound of <b>more than half of the consonants taught to date</b> with support.	Student can produce the primary sound of <b>more than half of the consonants taught to date</b> with support.	Student can produce the primary sound of <b>more than half</b> of all consonants.
<b>1</b>	Student can produce the primary sound of <b>less than half</b> of the consonants <b>taught to date</b> with support.	Student can produce the primary sound of <b>less than half</b> of the consonants <b>taught to date</b> with support.	Student can produce the primary sound of <b>less than half</b> of the consonants <b>taught to date</b> with support.
<b>NA</b>	Not assessed	Not assessed	Not assessed

**Recognizes and produces rhyming words**

Rubric Score	Trimester 1	Trimester 2	Trimester 3
<b>4</b>	Student can recognize rhyming words orally within a text. Student can generate multiple words that rhyme.	Student <b>consistently</b> recognizes rhyming words orally and within a text. Student can generate multiple words that rhyme.	Student can <b>independently and consistently</b> recognize rhyming words orally and within a text. Student can generate multiple words that rhyme.
<b>3</b>	Student can recognize a pair of rhyming words <b>and</b> produce an additional word that rhymes.	Student can <b>consistently</b> recognize a pair of rhyming words and produce additional words that rhyme.	Student can <b>consistently</b> recognize a pair of rhyming words and produce additional words that rhyme.
<b>2</b>	<b>With prompting and support</b> , student can recognize a pair of rhyming words and is able to produce and additional word that rhymes.	<b>With support</b> , student can recognize a pair of rhyming words and is able to produce and additional word that rhymes.	Student can recognize a pair of rhyming words and is able to produce and additional word that rhymes.
<b>1</b>	<b>With oral prompting and support</b> , when given three words, student has difficulty identifying the two words that rhyme.	<b>With support</b> , when given three words, student has difficulty identifying the two words that rhyme.	When given three words, student has difficulty identifying the two words that rhyme.
<b>NA</b>	Not assessed	Not assessed	Not assessed

**Prints uppercase and lowercase letters**

<b>Rubric Score</b>	<b>Trimester 1</b>	<b>Trimester 2</b>	<b>Trimester 3</b>
<b>4</b>	Student can neatly and legibly write all uppercase and lowercase letters in the alphabet.	Student can neatly and legibly write all uppercase and lowercase letters of the alphabet. Student <b>consistently applies</b> correct letter formation in independent writing.	Student can neatly and legibly write all uppercase and lowercase letters of the alphabet. Student <b>consistently applies</b> correct letter formation in independent writing.
<b>3</b>	Student can write uppercase and lowercase letters of the alphabet <b>taught to date</b> .	Student can write uppercase and lowercase letters of the alphabet <b>taught to date</b> .	Student can write <b>all</b> upper and lowercase letters of the alphabet.
<b>2</b>	Student can copy uppercase and lowercase letters <b>taught to date</b> .	Student can copy uppercase and lowercase letters of the alphabet <b>taught to date</b> .	Student can copy <b>all</b> upper and lowercase letters of the alphabet.
<b>1</b>	Student can trace uppercase and lowercase letters <b>taught to date</b> .	Student can trace uppercase and lowercase letters of the alphabet <b>taught to date</b> .	Student can trace <b>all</b> upper and lowercase letters of the alphabet.
<b>NA</b>	Not assessed	Not assessed	Not assessed

<b>Reads high-frequency words</b>			
<b>Rubric Score</b>	<b>Trimester 1</b>	<b>Trimester 2</b>	<b>Trimester 3</b>
<b>4</b>	6+ words	16+ words	20+ words
<b>3</b>	5 words	15 words	19 words
<b>2</b>	4 words	10-14 words	15-18 words
<b>1</b>	Less than 3 words	Less than 10 words	Less than 15
<b>NA</b>	Not assessed	Not assessed	Not assessed

<b>Spells simple words phonetically</b>			
<b>Rubric Score</b>	<b>Trimester 1</b>	<b>Trimester 2</b>	<b>Trimester 3</b>
<b>4</b>	Not assessed	Students can write words <b>consistently</b> using correct letters to represent the beginning, middle, and ending sounds (CVC words).	Students can write words <b>consistently</b> using correct letters to represent the beginning, middle, and ending sounds (CVC words) and <b>attempts</b> to write multisyllabic words.
<b>3</b>	Not assessed	Student can write words using letters to represent the <b>beginning and ending</b> sounds.	Student can write words <b>consistently</b> using the correct letters to represent the beginning, middle, and ending sounds (CVC words) and <b>has difficulty</b> writing multisyllabic words.
<b>2</b>	Not assessed	Student can write words using letters to represent the <b>beginning</b> sounds.	Student can write words using letters to represent the <b>beginning and ending</b> sounds.
<b>1</b>	Not assessed	Student can use random letters or symbols to write words. Letters may or may not include sounds heard in the words.	Student can write words using letters to represent the beginning sound.
<b>NA</b>	Not assessed	Not assessed	Not assessed

**Retells stories using key ideas and support**

Rubric Score	Trimester 1	Trimester 2	Trimester 3
<b>4</b>	Student can <b>independently and consistently</b> retell a familiar story/text using multiple details including characters and setting.	Student can <b>independently and consistently</b> retell a <b>benchmark text</b> in sequence using multiple detail, including characters and setting.	Student can <b>independently and consistently</b> retell a <b>benchmark text</b> in sequence using multiple detail, including characters and setting.
<b>3</b>	<b>With prompting and support</b> , student can retell 2-3 details from a <b>familiar</b> story/text.	Student can <b>consistently</b> retell a <b>familiar story/text</b> using <b>multiple</b> details including characters and setting.	Student can <b>consistently</b> retell a <b>familiar story/text</b> using <b>multiple</b> details including characters and setting.
<b>2</b>	<b>With additional prompting and support</b> , student can retell 1-2 details from a <b>familiar</b> story/text.	<b>With prompting and support</b> , student can retell 1-2 details from a <b>familiar</b> story/text.	<b>With prompting and support</b> , student can retell 2-3 details from a <b>benchmark text</b> .
<b>1</b>	<b>With substantial support and prompting</b> , student continues to misinterpret a <b>familiar</b> story/text.	<b>With substantial support</b> , student continues to misinterpret a <b>familiar</b> story/text.	<b>With substantial support</b> , student continues to misinterpret a <b>benchmark</b> story/text.
<b>NA</b>	Not assessed	Not assessed	Not assessed

**Expresses thoughts, feelings, and ideas clearly**

Rubric Score	Trimester 1	Trimester 2	Trimester 3
4	Student can express information and familiar persons, places, and objects or experiences to answer a question clearly. Student can communicate personal experiences with details and in sequential order. Student can describe his/her feelings as well as peers' effectively.	Student can express information and familiar persons, places, and objects or experiences to answer a question clearly. Student can communicate personal experiences with details and in sequential order. Student can describe his/her feelings as well as peers' effectively.	Student can express information and familiar persons, places, and objects or experiences to answer a question clearly. Student can communicate personal experiences with details and in sequential order. Student can describe his/her feelings as well as peers' effectively.
3	Student can express information about familiar persons, places, and objects or experiences, to answer a question clearly. Student can communicate personal experiences with details. Student can describe his/her feelings.	Student can express information about familiar persons, places, and objects or experiences, to answer a question clearly. Student can communicate personal experiences with details. Student can describe his/her feelings.	Student can express information about familiar persons, places, and objects or experiences, to answer a question clearly. Student can communicate personal experiences with details. Student can describe his/her feelings.
2	Student can express information about familiar persons, places, and objects or experiences, to answer a question <b>with some misinterpretation</b> . Student can communicate some personal experiences with <b>teacher support</b> . Student requires <b>modeling and support</b> to describe his/her feelings.	Student can express information about familiar persons, places, and objects or experiences, to answer a question <b>with some misinterpretation</b> . Student can communicate some personal experiences with <b>teacher support</b> . Student requires <b>modeling and support</b> to describe his/her feelings.	Student can express information about familiar persons, places, and objects or experiences, to answer a question <b>with some misinterpretation</b> . Student can communicate some personal experiences with <b>teacher support</b> . Student requires <b>modeling and support</b> to describe his/her feelings.
1	Student requires <b>teacher/parent support</b> to express information about familiar persons, places, and objects or experiences, to answer a question. Student <b>requires modeling and support</b> to communicate some personal experiences Student requires <b>modeling and visual aids</b> to describe his/her feelings.	Student requires <b>teacher/parent support</b> to express information about familiar persons, places, and objects or experiences, to answer a question. Student <b>requires modeling and support</b> to communicate some personal experiences Student requires <b>modeling and visual aids</b> to describe his/her feelings.	Student requires <b>teacher/parent support</b> to express information about familiar persons, places, and objects or experiences, to answer a question. Student <b>requires modeling and support</b> to communicate some personal experiences Student requires <b>modeling and visual aids</b> to describe his/her feelings.
NA	Not assessed	Not assessed	Not assessed