

Standards-based Kindergarten Progress Report Rubric: Term 1

This rubric provides a guide on how to mark a student's proficiency level, ensuring consistency in grading across teachers. Use this rubric in conjunction with ongoing assessments (formative, interim and summative) to provide detailed information regarding student progress.

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Reading- Term 1

Performance Indicator	Beginning- 1	Developing- 2	Secure- 3	Exceeding- 4
Demonstrates understanding of the organization and basic features of print. Standards: RF1	Rarely:	Sometimes:	Sometimes:	Always:
	- recognizes that words are read from left to right, top to bottom and page to page - recognizes that spoken words are represented in written language - recognizes and names some upper/lowercase letters of the alphabet, especially those in own name - recognizes that letters are grouped to form words - differentiates letters from numerals - identifies front cover and back cover		follows words left to right, top to bottom and page to page - recognizes that spoken words are represented in written language by specific sequences of letters - understands that words are separated by spaces in print - identifies front and back cover of a book - recognizes upper and lower case letters of the alphabet	
	CAP Total Score: 3 or fewer LID Total Score: 7 or fewer	CAP Score: 4-5 LID Total Score: 8-10	CAP Total Score: 6-7 LID Total Score: 11-12	CAP Total Score: 8 or more LID Total Score: 13 or more
Knows and applies phonics skills to solve unknown words in text. Standards: RF3	Working toward PreK standards:			Independently decodes regularly spelled one-syllable words that contain consonants and short vowels
	Rarely:	Sometimes:	Consistently:	
	demonstrates letter-sound correspondence by producing the primary sound of consonants.			
	Often appeals prior to word solving	Sometimes appeals after attempting word solving	Rarely appeals after attempting word solving	Rarely appeals, and only does so after making multiple attempts at word solving
Reads grade-level text with sufficient accuracy and fluency to support comprehension. Standards: KRF4	Rarely:	Sometimes:	Consistently:	Reads level C and beyond text with some support (instructional).
	- engages with emergent reader texts and demonstrates comprehension - participates in large group, small group, and individual reading experiences - demonstrates Level B behaviors and understandings			
Retells stories or shares	Working toward PreK standards:		When speaking about texts in large	When speaking about texts in large

key details from a text. Standards: R2, R3 & R7	When speaking about texts, rarely :	When speaking about texts, sometimes :	group, small group, and individual reading experiences, sometimes includes:	group, small group, and individual reading experiences, consistently includes:
	- develops and answers questions about characters, major events, and pieces of information in a text - describes the relationship between illustrations and the text		- information about the character(s), setting and major events gleaned from both illustrations and words (fiction) - pieces of information (informational)	
Monitors comprehension and applies reading strategies flexibly. Standards: R1	Rarely:	Sometimes:	Consistently:	Always:
	- participates in discussions about texts - cross-checks one kind of information against another to monitor and self-correct - e.g. meaning, language structure, visual features - uses illustrations as a resource to self-monitor and self-correct - uses understanding of how the book works to self-monitor and self-correct			develops and answers questions about a text uses multiple sources of information (MSV) to monitor and self-correct, rereading as necessary

Writing- Term 1

Performance Indicator	Beginning- 1	Developing- 2	Secure- 3	Exceeding- 4
Uses a combination of drawing, dictating, oral expression, and/or emergent writing to compose opinion, informational and/or narrative pieces. Standards: W1, W2 & W3	Rarely: uses a combination of drawing, dictating, oral expression, and/or emergent writing to: - state an opinion about a familiar topic in child-centered, authentic, play-based learning. - name a familiar topic and supply information in child-centered, authentic, play-based learning - narrate an event or events in a sequence	Sometimes: uses drawings, dictation, oral expression and/or emergent writing to: - state an opinion about a familiar topic or personal experience and state a reason to support that topic - name a familiar topic and supply information - narrate an event or events in a sequence.	Sometimes: uses drawings, dictation, oral expression and/or emergent writing to: - state an opinion about a familiar topic or personal experience and state a reason to support that topic - name a familiar topic and supply information - narrate an event or events in a sequence.	Consistently: uses drawings, dictation, oral expression and/or emergent writing to: - state an opinion about a familiar topic or personal experience and state a reason to support that topic - name a familiar topic and supply information - narrate an event or events in a sequence.
Strengthens writing by planning, revising, editing, rewriting, or trying a new approach. Standards: L2 (Appendix A) & Lifelong Practices	Rarely: - generates ideas and/or plans writing - revises writing for meaning at the section, page, sentence and/or word level - checks reference materials as needed to check and correct spelling	Sometimes: Edits writing for: - spacing - letter formation - punctuation - spelling of kindergarten high frequency words	Sometimes: Edits writing for: - spacing - letter formation - punctuation - spelling of kindergarten high frequency words	Consistently: Edits writing for: - spacing - letter formation - punctuation - spelling of kindergarten high frequency words
Researches information and ideas to grow personal understanding and present knowledge to others. Standards: W6, W7, SL4, SL5	Rarely: - develops questions and participates in shared research and exploration to answer questions and to build and share knowledge - engages in a discussion using gathered information from experiences or provided resources - describes familiar people, places, things, and events - creates a visual display	Sometimes: develops questions and participates in shared research and exploration to answer questions and to build and share knowledge	Sometimes: - develops questions and participates in shared research and exploration to answer questions and to build and share knowledge recalls and represents relevant information from experiences or gathers information from provided sources to answer a question in a variety of ways - describes familiar people, places, things, and events with detail - creates or utilizes existing visual displays to support descriptions	Always: develops questions and participates in shared research and exploration to answer questions and to build and share knowledge
Analyzes mentor texts to enhance writing. Standards: Lifelong Practices	Rarely: analyzes and uses mentor texts to enhance writing	Sometimes: analyzes and uses mentor texts to enhance writing	Consistently: analyzes and uses mentor texts to enhance writing	Always: - analyzes and uses a range in types of mentor texts to enhance writing Independently seeks mentor texts for personal use

Speaking & Listening- Term 1

Performance Indicator	Beginning- 1	Developing- 2	Secure- 3	Exceeding- 4
Participates in conversations with peers and adults for a variety of purposes. Standard: SL1	Rarely:	Sometimes:	Consistently:	Always:
	follows discussion rules: - listens to others - takes turns - stays on topic - participates through multiple exchanges - makes meaningful contributions to class and partnership discussions			
Develops and answers questions to clarify what a speaker says. Standard: SL3, SL4	Rarely:	Sometimes:	Sometimes:	Consistently:
	- identifies the speaker - describes familiar people, places, things, and events.		notices times of confusion and takes action frames questions using question words responds to others' questions - describes familiar people, places, things, and events with detail	
Expresses thoughts, feelings, and ideas with detail. Standards: SL6	Rarely:	Sometimes:	Sometimes:	Consistently:
	describes thoughts, feelings, and ideas		describes familiar people, places, things and events with detail speaks clearly so others don't have to ask follow-up questions for clarity	
Uses new vocabulary gained through reading texts and conversations. Standards: Lifelong Practices, L6	Rarely:	Sometimes:	Consistently:	Always:
	- acquires vocabulary learned through experiences, conversation, reading or being read to - uses words to identify and describe the world, making connections between words and their use			

Language and Word Study- Term 1

Performance Indicator	Beginning- 1	Developing- 2	Secure- 3	Exceeding- 4
Demonstrates command of grade level spelling skills. Standard: Lifelong Practices	Never:	Rarely:	Sometimes:	Consistently:
	demonstrates a range of spelling skills, including <i>some</i> of the below behaviors: • writes letters to represent words (does not use numbers or letter-like forms). • writes a letter or letters for most consonant and short-vowel sounds in a word (phonemes) • spells unknown words phonetically, drawing on phonemic awareness and letter-sound correspondence (records sounds within one syllable words, and parts of multi-syllable words). • uses conventional spelling for words with common spelling patterns (phonograms) and for frequently occurring irregular words (past tense and HFW). • generalizes learned spelling patterns when writing new words			
	Words Their Way Stage: Early Emergent	Words Their Way Stage: Early to Middle Emergent	Words Their Way Stage: Middle to Late Emergent	Words Their Way Stage: Late Emergent to Early Letter Name or later
Orally demonstrates an understanding of rhymes, syllables and sounds. Standards: RF2	Rarely:	Sometimes:	Consistently:	Always:
	• recognizes rhyming words • claps words containing 0-3 syllables • isolates and matches words based on initial phoneme			
	Syllable Test Total Score: 0-3	Syllable Test Total Score: 4-7	Syllable Test Total Score: 8	Syllable Test Total Score: 9-10
	Rhyming Test Total Score: 0-2	Rhyming Test Total Score: 3-4	Rhyming Test Total Score: 5	Rhyming Test Total Score: 6-10
	Initial Sound Test Total Score: 0-2	Initial Sound Test Total Score: 2-3	Initial Sound Test Total Score: 4	Initial Sound Test Total Score: 5-8
Reads and writes common grade level specific high-frequency words. Standard: FR3 & Lifelong Practices	Rarely:	Sometimes:	Consistently	Always:
	• identifies, monitors and self-corrects high frequency words when reading • accurately spells kindergarten high frequency words in context			
	Reads and writes 7 or fewer high frequency words in isolation	Reads and writes 8-9 high frequency words in isolation	Reads and writes at least 10-11 high frequency words in isolation	Reads and writes 12 or more high frequency words in isolation