

Standards-based Kindergarten Progress Report Rubric: Term 2

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 2

Performance Indicator	Beginning- 1	Developing- 2	Secure- 3	Exceeding- 4
Demonstrates understanding of the organization and basic features of print. Standards: RF1	<i>Working toward PreK standards:</i>	Sometimes:	Consistently:	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 all upper and lower case letters of the alphabet		
	CAP Total Score: 8 or fewer LID Total Score: 15 or fewer	CAP Score: 9-10 LID Total Score: 16-19	CAP Total Score: 11-12 LID Total Score: 20-21	CAP Total Score: 13 or more LID Total Score: 22 or more
Knows and applies phonics skills to solve unknown words in text. Standards: RF3	<i>Working toward PreK standards:</i>	With prompting/support decodes regularly spelled one-syllable words that contain:	Consistently decodes regular one-syllable words that contain:	Independently decodes regular one-syllable words that contain:
	Demonstrates one-to-one letter-sound correspondence by producing the primary sound of some consonants.	- consonants - short vowels		
	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	Reads level A text or below with some support (instructional).	Reads level B text with some support (instructional).	Reads level C text with some support (instructional).	Reads level D and beyond text with some support (instructional).
Retells stories or shares key details from a text. Standards: R2, R3 & R7	<i>Working toward PreK standards:</i> - Develops and answers questions about characters, major events, and pieces of information in a text. - Describes the relationship between illustrations and the text.	When speaking about texts, sometimes includes: - information about the character(s), setting and major events gleaned from both illustrations and words (fiction) - pieces of information (informational)	When speaking about texts, consistently includes:	When speaking about texts, always includes:
Monitors comprehension and applies reading strategies flexibly. Standards: R1	<i>Working toward PreK standards:</i> - Participates in conversations about a text - Relies on one cueing system at difficulty - Monitors and self-corrects when one to one match becomes disrupted	Sometimes:	Consistently:	Always: develops and answers questions about a text - uses multiple sources of information (MSV) to monitor and self-correct, rereading as necessary

Writing- Term 2

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	<i>Working toward PreK standards</i>	Sometimes:	Consistently:	Always:
	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	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:	Sometimes:	Consistently:	Always:
	- 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			
Researches information and ideas to grow personal understanding and present knowledge to others. Standards: W6, W7, SL4, SL5	<i>Working toward PreK standards:</i>	Sometimes:	Consistently:	Always:
	- 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	- 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		
Analyzes mentor texts to enhance writing.	Rarely:	Sometimes:	Consistently:	Always:
	analyzes and uses mentor texts to enhance writing			analyzes and uses a range

Standards: Lifelong Practices

- in **types** of mentor texts to enhance writing
- **Independently seeks mentor texts for personal use**

Speaking & Listening- Term 2

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:	Consistently:	Always:
	- 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:	Consistently:	Always:
	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 2

Performance Indicator	Beginning- 1	Developing- 2	Secure- 3	Exceeding- 4
Demonstrates command of grade level spelling skills. Standard: Lifelong Practices	Rarely:	Sometimes	Consistently:	Always:
	• writes letters to represent words. • spells simple words phonetically, drawing on knowledge of sound-letter relationships. • spells unknown words phonetically, drawing on phonemic awareness and spelling conventions. • uses conventional spelling for words with common spelling patterns and for frequently occurring irregular words. • generalizes learned spelling patterns when writing words • writes a letter or letters for most consonant and short-vowel sounds (phonemes)			
	Words Their Way Stage: Middle Emergent or earlier	Words Their Way Stage: Late Emergent	Words Their Way Stage: Early Letter Name	Words Their Way Stage: Middle 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: 7 or below	Syllable Test Total Score: 6-8	Syllable Test Total Score: 9	Syllable Test Total Score: 10
	Rhyming Test Total Score: 5 or below	Rhyming Test Total Score: 6-7	Rhyming Test Total Score: 8	Rhyming Test Total Score: 9-10
	Initial Sound Test Total Score: 3 or below	Initial Sound Test Total Score: 4-5	Initial Sound Test Total Score: 6	Initial Sound Test Total Score: 7-8
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			
	Reads and writes 14 or fewer high frequency words words in isolation	Reads and writes 15-18 high frequency words in isolation	Reads and writes at least 19-20 high frequency words in isolation	Reads and writes 21 or more high frequency words in isolation