

Standards-based Kindergarten Progress Report Rubric: Term 3

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 3

Performance Indicator	Beginning- 1	Developing- 2	Secure- 3	Exceeding- 4
Demonstrates understanding of the organization and basic features of print. Standards: RF1	Rarely:	Sometimes:	Consistently:	Always:
	- 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			- 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 - demonstrates understanding that words are separated by spaces in print recognizes the distinguishing features of a sentence (e.g., capital letter, lower case letter, specific word, ending punctuation).
	CAP Total Score: 12 or fewer LID Total Score: 41 or fewer	CAP Score: 13-15 LID Total Score: 42-51	CAP Total Score: 16-17 LID Total Score: 52-53	CAP Total Score: 18 or more LID Total Score: 54
Knows and applies phonics skills to solve unknown words in text. Standards: RF3	Rarely::	Sometimes:	Consistently:	Always:
	decodes regularly spelled one-syllable words that contain: consonants and short vowels			decodes regular one-syllable words that contain: blends digraphs - short vowels common long 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 B text or below with some support (instructional).	Reads level C text with some support (instructional).	Reads level D text with some support (instructional).	Reads level E or beyond text with some support (instructional).
Retells stories or shares key details from a text. Standards: R2, R3 & R7	When speaking about texts, rarely 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, sometimes includes:	When speaking about texts, consistently includes:	When speaking about texts, always includes: - information about the character(s), setting and major events gleaned from both illustrations and words (fiction) the main topic and pieces of information (informational)
Monitors comprehension and applies reading strategies flexibly. Standards: R1	Rarely: - develops and answers questions about a text - uses multiple sources of information (MSV) to monitor and self-correct, rereading as necessary	Sometimes:	Consistently:	Always: - develops and answers questions about key ideas and details - uses multiple sources of information (MSV) to monitor and self-correct determines or clarifies the meaning of unknown and multiple-meaning words and phrases using: sentence-level context, root words, affixes, and inflectional endings

Writing- Term 3

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 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:	Consistently:	Composes pieces that: - state an opinion about a topic or personal experience; give 2 or more reasons to support that opinion. - write an informative/ explanatory text to introduce a topic, supplying some facts to develop points, and provide some sense of closure. - writes narratives which recount real or imagined experiences or events, or a short sequence of events.
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:	Consistently:	Always: edits writing for Level 3 criteria and: capitalization (names, sentences, dates, the pronoun "I") - spelling of above grade-level 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 - 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	Sometimes:	Consistently:	meets Level 3 criteria and: describes familiar people, places, things, and events with relevant details expressing ideas clearly creates or utilizes existing visual displays to support descriptions or clarify ideas, thoughts and feelings

Analyzes mentor texts to enhance writing. Standards: Lifelong Practices	Rarely:	Sometimes:	Consistently:	Always:
	analyzes and uses mentor texts to enhance writing			- analyzes and uses a range in types of mentor texts to enhance writing Independently seeks mentor texts for personal use

Speaking & Listening- Term 3

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			meets Level 3 criteria and: • Builds on others' talk • Asks questions to clear up confusion • Considers individual differences
Develops and answers questions to clarify what a speaker says. Standard: SL3, SL4	Rarely:	Sometimes:	Consistently:	Always:
	• 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			meets Level 3 criteria and: • identifies the speaker's point of view
Expresses thoughts, feelings, and ideas with detail. Standards: SL6	Rarely:	Sometimes:	Consistently:	Always:
	• describes familiar people, places, things and events with detail. • requires others to ask follow-up questions for clarity.			meets Level 3 criteria and: • Uses words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships • Uses complete sentences when appropriate to task, situation, and audience
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 3

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. - Writes a letter or letters for most consonant and short-vowel sounds (phonemes) - 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			
	Words Their Way Stage: Late Emergent	Words Their Way Stage: Early Letter Name	Words Their Way Stage: Middle Letter Name or later	Words Their Way Stage: Late Letter Name or later
Orally demonstrates an understanding of rhymes, syllables and sounds. Standards: RF2	Rarely:	Sometimes:	Consistently:	meets level 3 criteria and: - generates rhyming words - claps and counts words containing 0-3+ syllables - generates words based on initial phoneme
	Syllable Test Total Score: 8 or below	Syllable Test Total Score: 9	Syllable Test Total Score: 10	Syllable Test Total Score: n/a
	Rhyming Test Total Score: 7 or below	Rhyming Test Total Score: 8-9	Rhyming Test Total Score: 10	Rhyming Test Total Score: n/a
	Initial Sound Test Total Score: 6 or below	Initial Sound Test Total Score: 7	Initial Sound Test Total Score: 8	Initial Sound Test Total Score: n/a
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 - Spells kindergarten high frequency words accurately when writing			- Identifies, monitors and self-corrects high frequency words when reading - Accurately spells kindergarten and many first grade high frequency words when writing
	Reads and writes 22 or fewer high frequency in isolation	Reads and writes 23-28 high frequency in isolation	Reads and writes at least 29-30 high frequency in isolation	Reads and writes 31 or more high frequency in isolation

