Kindergarten English Language Arts Standards-Based Report Card
Scoring Rubric: 3: Meets expectations (students must meet all criteria within this category) 2: Approaching expectations 1: Beginning to learn expectations Blank Box: Not assessed IE: Insufficient evidence

Reading Literature and Informational Text

1. With assistance, develop and demonstrate comprehension skills in response to reading texts and read-alouds. (K.R.1.A)
2. With assistance, develop an understanding of vocabulary. (K.R.1.B)
3. With assistance, read, infer and draw conclusions using fiction texts including poetry and drama. (K.R.2.A)
4. With assistance, read, infer and draw conclusions using text features in nonfiction texts. (K.R.3.A)
5. With assistance, read, infer, and draw conclusions using text structures in nonfiction texts (K.R.3.C)

Foundational Skills

1. Develop print awareness in the reading process. (K.RF.1.A)
2. Develop phonemic awareness in the reading process (K.RF.2.A)
3. Develop phonics in the reading process. (K.RF.3.A)

Writing

1. With assistance, draw/write opinion texts. (K.W.2.A)
2. With assistance, draw/write informative/explanatory texts. (K.W.2.B)
3. With assistance, draw/write narrative texts. (K.W.2.C)

Language

1. In written text, apply punctuation, capitalization and spelling. (K.L.1.B)
2. In written text, apply standard English grammar. (K.L.1.A)

Speaking and Listening

1. Speak clearly using conventions of language when presenting individually or with a group. (K.SL.A)

Kindergarten English Language Arts Rubrics

Reading Standard 1: With assistance, develop and demonstrate comprehension skills in response to reading texts and read-alouds. (K.R.1.A)		
Sub Standard: Asking and responding to questions about texts read aloud (K.R.1.A.b)		

	Meets the Standard	Approaching Expectations	Beginning to Learn
Terms 1-4	☐ With assistance, consistently asks relevant and thoughtful questions about texts read aloud. ☐ Accurately and clearly responds to questions about texts read aloud, showing a good understanding of the content. ☐ Demonstrates a solid ability to recall details, sequence events, and make basic inferences about the text with assistance.	☐ With assistance, occasionally asks relevant questions about texts read aloud; questions may be more basic or require prompting. ☐ Provides responses to questions about texts read aloud that are generally accurate but may lack detail or clarity. ☐ Demonstrates some ability to recall details and sequence events with assistance.	☐ With assistance, rarely asks relevant questions about texts read aloud; questions, if any, are often off-topic or need significant prompting. ☐ Provides responses to questions about texts read aloud that are often incomplete or inaccurate. ☐ Demonstrates minimal ability to recall details or sequence events, even with assistance.

Reading Standard 2: With assistance, develop an understanding of vocabulary. (K.R.1.B)		
Sub Standard: Using words and phrases acquired through conversations, reading and being read to, and responding to texts (K.R.1.B.e)		

	Meets the Standard	Approaching Expectations	Beginning to Learn
Terms 1-4	☐ With assistance, use a variety of new words and phrases acquired from conversations, reading, and being read to ☐ Demonstrate an ability to incorporate these words and phrases appropriately in spoken and written responses.	☐ With assistance, use some new words and phrases acquired from conversations, reading, and being read to ☐ Occasionally uses these words and phrases appropriately in spoken and written responses.	☐ With assistance, use a limited number of new words and phrases acquired from conversations, reading, and being read to. ☐ Often needs assistance to use these words and phrases appropriately in spoken and written responses.

Reading Standard 3: With assistance, read, infer and draw conclusions using fiction texts including poetry and drama. (K.R.2.A)			
Sub Standard: Identify elements of a story, including setting, characters, and key events (K.R.2.A.a)			
	Meets the Standard	Approaching Expectations	Beginning to Learn
Terms 3-4	☐ With assistance: accurately identifies the setting of the story, including details about where and when the story takes place. ☐ Correctly identifies the main characters and can describe them with relevant details from the text. ☐ Effectively identifies and sequences key events from the story, demonstrating an understanding of the plot. ☐ Makes logical inferences and draws conclusions about the story elements, showing comprehension of underlying themes and messages.	☐ With assistance: Identifies the setting of the story but may miss some details about where and when the story takes place. ☐ Identifies the main characters but may provide limited or less relevant details about them. ☐ Identifies some key events from the story but may struggle with sequencing or miss some important events. ☐ Attempts to make inferences and draw conclusions about the story elements but may need prompting to fully understand underlying themes and messages.	☐ With assistance: not yet able to identify the setting of the story and provides minimal details about where and when the story takes place. ☐ Has difficulty identifying the main characters and provides few or incorrect details about them. ☐ Identifies few or incorrect key events from the story and not yet able with sequencing. ☐ Finds it challenging to make inferences or draw conclusions about the story elements, showing limited comprehension of themes and messages.

	Reading Standard 4: With assistance, read, infer and draw conclusions using text features in nonfiction texts. (K.R.3.A)		
	Sub Standard: Identify the topic and details in an expository text heard and/or read, referring to the words and/or illustrations (K.R.3.A.a)		
	Meets the Standard	Approaching Expectations	Beginning to Learn
Term 3	☐ With assistance: ☐ Accurately identifies the main topic of the expository text, clearly understanding what the text is about. ☐ Effectively identifies key details related to the topic, using both words and illustrations to support their understanding. ☐ Utilizes text features such as headings, captions, and illustrations to infer and draw conclusions about the content. ☐ Shows a good understanding of how these features contribute to the overall meaning of the text.	☐ With assistance: Identifies the main topic of the expository text but may need some prompting or support to fully understand it. ☐ Identifies some key details related to the topic but may miss a few or require help to connect them to the main topic. Uses words and illustrations but with partial accuracy. ☐ Uses text features like headings and illustrations to infer and draw conclusions ☐ May need guidance to understand how these features contribute to the text's meaning.	☐ With assistance: ☐ Not yet able to identify the main topic of the expository text and may provide incorrect or incomplete responses. ☐ Has difficulty identifying key details related to the topic and often misses the connection between the words and illustrations. Requires significant prompting to find relevant details. ☐ Finds it challenging to use text features to infer and draw conclusions about the content ☐ Shows limited understanding of how headings, captions, and illustrations support the text's meaning

Reading Standard 5: With assistance, read, infer and draw conclusions using text structures in nonfiction texts. (K.R.3.C)			
Sub Standard: Name the main topic and recall key details of the text. (K.R.3.C.c)			
	Meets the Standard	Approaching Expectations	Beginning to Learn
Term 4	☐ With assistance: ☐ Accurately names the main topic of the nonfiction text, demonstrating a clear understanding of the central idea. ☐ Effectively recalls key details related to the main topic, providing specific examples from the text that support the understanding of the topic. ☐ Makes logical inferences and draws conclusions based on the text structure, showing an understanding of how the details support the main topic.	☐ With assistance: ☐ Names the main topic of the nonfiction text but may need some prompting or support to fully articulate it. ☐ Recalls some key details related to the main topic but may miss a few or require help to connect them accurately to the main topic. ☐ Attempts to make inferences and draw conclusions based on the text structure, though may need guidance to fully understand how the details support the main topic.	☐ With assistance: ☐ Not yet able to name the main topic of the nonfiction text and may provide incorrect or incomplete responses. ☐ Has difficulty recalling key details related to the main topic and often misses the connection between the details and the main topic. Requires significant prompting to recall relevant details. ☐ Finds it challenging to make inferences or draw conclusions based on the text structure, showing limited understanding of how the details support the main topic.

Foundational Skills Standard 1: Develop print awareness in the reading process. (K.RF.1.A)

Sub Standards: Identifying all upper- and lower-case letters (K.RF.1.A.a) Demonstrating that books are read left to right, top to bottom (K.RF.1.A.c) Demonstrating one-to-one correspondence between spoken words and written words (K.RF.1.Af)

	Meets the Standard	Approaching Expectations	Beginning to Learn
Term 1	☐ Consistently demonstrates an understanding that books are read from left to right. When reading or following along, the student points to the text in the correct direction without prompting. ☐ Consistently shows that pages are read from top to bottom. The student naturally moves to the next line down when reading or following along in a text.	☐ Generally demonstrates that books are read from left to right but may occasionally need reminders or prompts to maintain the correct direction. ☐ Generally understands that pages are read from top to bottom but may occasionally need support to move to the next line correctly.	☐ Not yet able to demonstrate that books are read from left to right. Frequently needs reminders and prompts to follow the text in the correct direction. ☐ Not yet able to understand that pages are read from top to bottom. Often needs significant support to move to the next line or understand the flow of the text.
Term 2 (plus term 1 criteria)	☐ Consistently demonstrates accurate one-to-one correspondence between spoken words and written words. Points to each word as it is read aloud, without skipping or grouping words together. ☐ Shows a clear understanding that each spoken word matches a written word.	☐ Generally demonstrates one-to-one correspondence between spoken words and written words but may occasionally skip words or point to multiple words for a single spoken word. ☐ Shows an understanding that spoken words match written words but may need some prompting to correctly follow along in a text.	☐ Not yet able to demonstrate one-to-one correspondence between spoken words and written words. Frequently skips words or points to multiple words at once. ☐ Shows limited understanding that each spoken word corresponds to a written word. Needs significant support and prompting to follow along in a text.

Term 3 (plus 1-2 criteria)	☐ Accurately identifies all lower-case letters (a-z) with minimal assistance. Demonstrates confidence and consistency in recognizing each letter. ☐ Can correctly name and point to each lower-case letter when prompted, showing a solid grasp of the alphabet.	☐ Identifies most lower-case letters (at least 20 out of 26) with some assistance. Occasionally needs prompting or hints to recognize certain letters. ☐ Can name and point to many lower-case letters but may confuse similar-looking letters or need additional support to recall less familiar ones.	☐ Identifies few lower-case letters (fewer than 20) and requires significant assistance. Frequently needs prompts and may guess letters incorrectly. ☐ Has difficulty naming and pointing to lower-case letters consistently. Often confuses letters or cannot recall them without substantial support.
Term 4 (Plus 1-3 criteria)	☐ Accurately identifies all upper-case letters (a-z) with minimal assistance. Demonstrates confidence and consistency in recognizing each letter. ☐ Can correctly name and point to each upper-case letter when prompted, showing a solid grasp of the alphabet.	☐ Identifies most upper-case letters (at least 20 out of 26) with some assistance. Occasionally needs prompting or hints to recognize certain letters. ☐ Can name and point to many upper-case letters but may confuse similar-looking letters or need additional support to recall less familiar ones.	☐ Identifies few upper-case letters (fewer than 20) and requires significant assistance. Frequently needs prompts and may guess letters incorrectly. ☐ Has difficulty naming and pointing to upper-case letters consistently. Often confuses letters or cannot recall them without substantial support.

Foundational Skills Standard 2: Develop phonemic awareness in the reading process. (K.RF.2.A)			
Sub Standard: Identifying sounds in spoken words (K.RF.2.A.a) Produce rhymes in response to spoken words (K.RF.2.A.b) Distinguishing orally presented rhyming pairs of words from non-rhyming pairs (K.RF.2.A.c) Blending spoken onsets and rimes to form simple words ((K.RF.2.A.e) Blending spoken phonemes to form one-syllable words (K.RF.2.A.F) Isolating the initial, medial, and final sounds in spoken words (K.RF.2.A.g) Segmenting spoken words into two or three phonemes (K.RF.2.A.h)			
	Meets the Standard	Approaching Expectations	Beginning to Learn
Term 1	☐ Consistently identify and isolate individual sounds (phonemes) in spoken words ☐ Consistently segments spoken words into two or three phonemes accurately and independently. ☐ Segments words correctly, showing a clear understanding of breaking words into their individual phonemes	☐ Identify and isolate individual sounds in spoken words with occasional prompting ☐ Generally segments spoken words into two or three phonemes, but may occasionally require assistance or prompting. ☐ Segments most words correctly, but may make occasional errors or need extra time	☐ Not yet able to identify and isolate individual sounds in spoken words even with prompting ☐ Not yet able to segment spoken words into two or three phonemes, frequently requiring significant assistance or making frequent errors. ☐ Often missegments words or misidentifies phonemes, showing limited understanding of how to break words into sounds
Term 2 (plus term 1)	☐ Consistently blends spoken phonemes to form one-syllable words accurately ☐ Pronounces blended words correctly, showing a clear understanding of how phonemes combine to form words ☐ Blends phonemes smoothly and easily ☐ Consistently distinguishes between rhyming and non-rhyming pairs of words when presented orally ☐ Responds correctly to the majority (90-100%) of rhyming pair exercises without hesitation	☐ Generally blends spoken phonemes to form one-syllable words; may need occasional prompts ☐ Pronounces most blended words correctly, but may make occasional errors ☐ Blends phonemes with moderate fluency, occasionally hesitating or struggling ☐ Generally distinguishes between rhyming and non-rhyming pairs of words but may occasionally make mistakes or need prompts ☐ Responds correctly to most (70-89%) of the rhyming pair exercises	☐ Not yet able to blend spoken phonemes to form one-syllable words; requires frequent prompts. ☐ Pronounces blended words inconsistently, often making errors in blending or mispronouncing words ☐ Blends phonemes with limited fluency, often hesitating or sounding out words with difficulty ☐ Struggles to distinguish between rhyming and non-rhyming pairs of words, frequently making errors or guessing. ☐ Responds correctly to fewer than 70% of the rhyming pair exercises

Term 3 (plus 1-2 criteria)	☐ Consistently isolates the initial, medial, and final sounds in spoken words accurately ☐ Identifies sounds correctly, showing a clear understanding of how to isolate and distinguish between different sounds within words ☐ Isolates sounds consistently across a variety of words, demonstrating proficiency in identifying initial, medial, and final sounds ☐ Consistently blends spoken onsets and rimes to form simple words accurately and independently ☐ Pronounces blended words correctly, showing a clear understanding of how onsets and rimes combine to form complete words ☐ Blends words smoothly and with confidence, without hesitation or difficulty	☐ Generally isolates the initial, medial, and final sounds in spoken words, but may occasionally require assistance or prompting ☐ Identifies most sounds correctly, but may make occasional errors or need extra time ☐ Isolates sounds with moderate consistency, occasionally requiring reminders or assistance to maintain focus on identifying all three positions (initial, medial, and final) ☐ Generally blends spoken onsets and rimes to form simple words, but may occasionally require assistance or prompting. ☐ Pronounces most blended words correctly, but may make occasional errors or need extra time ☐ Blends words with moderate fluency, occasionally hesitating or struggling with more complex blend	☐ Not yet able to isolate the initial, medial, and final sounds in spoken words, frequently requiring significant assistance or making frequent errors ☐ Often misidentifies sounds or struggles to isolate them within words, Demonstrates limited consistency in isolating sounds within words, frequently needing reminders or assistance to identify initial, medial, and final sounds ☐ Not yet able to blend spoken onsets and rimes to form simple words, frequently requiring significant assistance or making frequent errors ☐ Pronounces blended words inconsistently, often making errors in blending or mispronouncing words ☐ Blends words with limited fluency, often hesitating or sounding out words slowly and with difficulty
Term 4 (Plus 1-3)	☐ Consistently produces rhymes in response to spoken words and demonstrates a good understanding of rhyming patterns ☐ Rhymes produced are accurate and appropriate to the given spoken words, showing a strong grasp of phonological awareness.	☐ Generally produces rhymes in response to spoken words but may occasionally require prompting or assistance. ☐ Most rhymes produced are accurate, but there may be occasional errors or instances where the rhyme is less obvious.	☐ Not yet able to produce rhymes in response to spoken words, frequently requiring significant assistance or producing non-rhyming words. ☐ Rhymes produced are often inaccurate or inconsistent with the given spoken words, indicating a limited understanding of rhyming patterns.

Foundational Skills Standard 2: Develop phonics in the reading process. (K.RF.3.A)

Sub Standard: Producing and writing letter(s) for most short vowel and consonant sounds (K.RF.3.A.a) Reading high-frequency words (K.RF.3.A.b) Blending letter sounds to decode simple words (K.RF.3.A.c) Recognizing that new words can be created when letters are changed, added, or deleted and using letter-sound knowledge to write simple messages and words (K.RF.3.A.d)

	Meets the Standard	Approaching Expectations	Beginning to Learn
Term 2	☐ Correctly writes the 25 letters that represent the consonant and short vowel sounds introduced up through Skills 5. ☐ Identifies 90% or more of high-frequency words introduced in Skills units within 3 seconds ☐ Blend sounds to decode simple CVC words with 90% accuracy. ☐ Consistently recognizes that new words can be created when letters are changed, added, or deleted. Successfully applies knowledge to create new words	☐ Correctly writes 20-24 letters that represent the consonant and short vowel sounds introduced up through Skills 5. ☐ Identifies between 80%-89% of high-frequency words within 3 seconds ☐ Blend sounds to decode simple CVC words with 70-89% accuracy. ☐ Generally recognizes that new words can be created when letters are changed, added, or deleted, but may occasionally need assistance or prompting.	☐ Writes less than 20 letters that represent the consonant and short vowel sounds introduced up through Skills 5. ☐ Identifies less than 80% of high-frequency words introduced within 3 seconds ☐ Decodes simple CVC words with less than 70% accuracy ☐ Not yet able to recognize that new words can be created when letters are changed, added, or deleted, frequently requiring significant assistance
Term 3 plus 2 criteria	☐ Correctly writes the 30 letters/digraphs that represent the consonant and short vowel sounds introduced up through Skills 7. ☐ Blend sounds to decode simple words with 90% accuracy.	☐ Correctly writes 25-29 letters/digraphs that represent the consonant and short vowel sounds introduced up through Skills 7. ☐ Blend sounds to decode simple words with 70-89% accuracy.	☐ Writes less than 25 letters/digraphs that represent the consonant and short vowel sounds introduced up through Skills 7. ☐ Decodes simple words with less than 70% accuracy.
Term 4 Plus 2-3 criteria	☐ Consistently demonstrates the ability to recognize that new words can be created when letters are changed, added, or deleted.	☐ Generally demonstrates the ability to recognize that new words can be created when letters are changed, added, or deleted, but may need occasional prompting.	☐ Not yet able to recognize that new words can be created when letters are changed, added, or deleted, frequently requiring significant assistance

Writing Standard 1: With assistance, draw/write opinion texts. (K.W.2.A)			
	Meets the Standard	Approaching Expectations	Beginning to Learn
Terms 3-4	☐ Consistently expresses clear opinions with support from drawings or simple written statements. ☐ Demonstrates relevance by staying on topic and providing appropriate reasoning or justification for opinions. ☐ Requires minimal assistance to draw or write opinion texts, showing independence in expressing thoughts and ideas.	☐ Generally expresses opinions with support from drawings or simple written statements, but may occasionally lack clarity or detail. ☐ Generally stays on topic and provides some reasoning or justification for opinions, but may need occasional guidance. ☐ Requires moderate assistance to draw or write opinion texts, showing some independence but needing support in organizing thoughts.	☐ Not yet able to express opinions with support from drawings or simple written statements, often lacking clarity or detail. ☐ not yet able to stay on topic and provide reasoning or justification for opinions, frequently needing significant guidance. ☐ Requires extensive assistance to draw or write opinion texts, or expressing thoughts and ideas.

Writing Standard 2: With assistance, draw/write informative/explanatory texts. (K.W.2.B)			
	Meets the Standard	Approaching Expectations	Beginning to Learn
Terms 3-4	☐ Consistently presents clear and relevant information with support from drawings or simple written statements. ☐ Demonstrates a logical organization by presenting information in a sequential or organized manner. ☐ Requires minimal assistance to draw or write informative/ explanatory texts, shows independence in conveying information.	☐ Generally presents information with support from drawings or simple written statements, but may occasionally lack clarity or detail. ☐ Generally organizes information in a sequential or organized manner, but may need occasional guidance. ☐ Requires moderate assistance to draw or write informative/ explanatory texts, shows some independence but needs support in organizing thoughts.	☐ Not yet able to present information with support from drawings or simple written statements, often lacking clarity or detail. ☐ not yet able to organize information in a sequential or organized manner, frequently needing significant guidance. ☐ Requires extensive assistance to draw or write informative/ explanatory texts, or in conveying information.

Writing Standard 3: With assistance, draw/write fiction or non-fiction narratives and poems. (K.W.2.C)

	Meets the Standard	Approaching Expectations	Beginning to Learn
Terms 3-4	☐ Consistently creates engaging and coherent narratives or poems with support from drawings or simple written statements. ☐ Requires minimal assistance to draw or write fiction or nonfiction narratives and poems	☐ Generally creates narratives or poems with support from drawings or simple written statements, but may occasionally lack coherence or detail. ☐ Requires moderate assistance to draw or write fiction or nonfiction narratives and poems, needing support in organizing thoughts	☐ Not able to create narratives or poems with support from drawings or simple written statements, often lacking coherence or detail. ☐ Requires extensive assistance to draw or write fiction or nonfiction narratives and poems

Language Standard 1: In written text, apply punctuation, capitalization and spelling. (K.L.1.B)

Sub Standard: Print in upper and lowercase letters (K.L.1.B.a) Recognize that a sentence ends with punctuation marks (K.L.1.B.b) Capitalize first word in a sentence (K.L.1.B.d)

	Meets the Standard	Approaching Expectations	Beginning to Learn
Term 2	☐ Demonstrates consistency in printing words in both upper and lowercase letters throughout the text	☐ Prints words in both upper and lowercase letters but may mix them inconsistently or show some hesitation	☐ Struggles to print in upper and lowercase letters consistently, often using one format exclusively or switching randomly
Terms 3-4 (plus 2)	☐ Consistently identifies and recognizes end punctuation marks as indicators that a sentence has ended ☐ Applies the knowledge of punctuation marks to identify and mark the end of sentences consistently ☐ Consistently capitalizes the first word in a sentence correctly in written work	☐ Generally identifies and recognizes punctuation marks as indicators that a sentence has ended, but may occasionally need reminders ☐ Applies the knowledge of punctuation marks to identify and mark the end of sentences in most contexts or with prompting ☐ Generally capitalizes the first word in a sentence correctly, but may occasionally forget	☐ Not yet able to consistently identify and recognize punctuation marks as indicators that a sentence has ended ☐ Has difficulty applying the knowledge of punctuation marks to identify or mark the end of sentences, often needing extensive support ☐ Not yet able to consistently capitalize the first word in a sentence correctly, making frequent errors

Language Standard 2: In written text, apply standard English grammar. (K.L.1.A)		
Sub Standard: Demonstrate the use of complete sentences in shared language activities (K.L.1.A.d)		
	Meets the Standard	Approaching Expectations	Beginning to Learn
Terms 3-4	☐ Consistently uses complete sentences in shared language activities, including a subject and a predicate. ☐ Expresses ideas clearly and coherently, demonstrating understanding of sentence structure and conveying meaningful information.	☐ Generally uses complete sentences in shared language activities, but may occasionally omit components or use fragments. ☐ Expresses ideas with some clarity and coherence, but may occasionally struggle to convey complete thoughts or information.	☐ Not yet able to consistently use complete sentences in shared language activities, often using fragments or incomplete thoughts. ☐ Expresses ideas with limited clarity and coherence, frequently struggling to convey complete thoughts or information.

Speaking and Listening Standard 1: Speak clearly using conventions of language when presenting individually or with a group. (K.SL.A)		
Sub Standard: Confirming comprehension by retelling information and asking appropriate questions based on read-alouds or other media (K.SL.A.c)		
	Meets the Standard	Approaching Expectations	Beginning to Learn
Terms 2-4	☐ Speaks clearly and fluently, using appropriate volume, pace, and intonation to engage listeners. ☐ Demonstrates understanding and use of basic language conventions such as grammar, vocabulary, and sentence structure. ☐ Confirms comprehension by accurately retelling information and asking relevant and appropriate questions based on read-alouds or other media.	☐ Generally speaks clearly but may occasionally mumble or speak too quickly, causing some difficulty for listeners to understand. ☐ May make occasional errors in grammar, vocabulary, or sentence structure. ☐ Generally confirms comprehension by retelling information and asking questions, but may sometimes struggle to accurately convey information or formulate appropriate questions.	☐ Not yet able to speak clearly, frequently mumbling or speaking too softly, making it difficult for listeners to understand. ☐ Makes frequent errors in grammar, vocabulary, or sentence structure. ☐ Not yet able to confirm comprehension by retelling information or asking questions, often providing incomplete or inaccurate information and asking unrelated questions.