Owen J. Roberts School District
Standards Based Report Card Rubrics
English Language Arts (ELA)

Standards-based grading aligns grading with the PA Core Standards. The report card accurately communicates achievement of learning targets to students, parents, and educators. Our report card provides specific information about the level of proficiency on the learning targets that are taught each trimester.

In ELA, research indicates a student's background knowledge and prior experience may affect reading and/or word study levels. Students may read/spell below, on, and/or above level depending on the genre and content of the text or previous word knowledge exposure. SBRC proficiency scores (3) reflect the range of text complexity students may experience due to these influential factors. Developing readers may score below benchmark, but are demonstrating progress to grade level standards depending on text type, genre, and background knowledge.

By the end of the year, students are expected to be proficient for each standard. Students scoring below proficiency will receive instructional supports to achieve mastery for specific content and skills.

The purpose of these rubrics are to assist students and parents in understanding what the specific learning expectations are for students to be considered proficient at each grade level in each skill area. These learning expectations may grow or increase as the school year progresses and more content/skills are introduced.

Use the following key to assist in understanding grade level expectations and the scores representing student progress:

SBRC Score:	**1**	**2**	**3**	**4**
Means:	**Below Basic**	**Basic**	**Proficient**	**Advanced**
Equivalent to:	**Performance shows limited evidence of progress towards meeting the benchmarks as required for meeting the grade level standard.**	**Performance is approaching, but not meeting, the benchmarks as required for meeting the grade level standard.**	**Performance consistently meets the benchmarks as required for meeting the grade level standard.**	**Performance consistently exceeds the benchmarks as required for meeting the grade level standard.**

If you have questions regarding student progress towards grade level benchmarks, please contact your child's teacher for more information.

OJRSD ~ ELA Trimester 1*(not graded)* **Standards Based Report Card Rubrics** **Kindergarten**

1.1 Foundational Skills

	Below Basic – 1	Basic – 2 (Pre-K)	Proficient 3 (Grade K)	Advanced-4 (Grade 1)
Print Concepts	N/A	Letter recognition • Recognize and name less than 30 upper and lower case letters of the alphabet.	Letter recognition • Recognize and name 31-42 upper and lower case letters of the alphabet.	Identify basic features of print. • Differentiate between numbers and letters and letters and words. • Recognize and name most (more than 42) upper and lower case letters of the alphabet.
Phonological Awareness	N/A	• Inconsistently recognize rhyming words and when two or more words begin with the same sound (alliteration).	• Recognize rhyming words and when two or more words begin with the same sound (alliteration).	Demonstrate understanding of spoken words, syllables, and sounds (phonemes). • Recognize rhyming words and when two or more words begin with the same sound (alliteration). • Count syllables in spoken words. • Segment single-syllable spoken words.
Phonics	N/A	• Identifies less than 16 beginning sound 11-18	• Identifies approximately 16-18 beginning sound 11-18	Develop beginning phonics and word skills. • Associates some letters with their names and sounds. • Identify familiar words and environmental print. • Identifies most (19 or more) consonant and short vowel sounds
Word Recognition	NA	NA	NA	• Can track simple text accurately. • Can recognize sight vocabulary after echo, choral or support text reading.

OJRSD ~ ELA Trimester 1*(not graded)* **Standards Based Report Card Rubrics** **Kindergarten**

READING LEVEL GUIDE (approximate)

	Kindergarten			1st Grade			2nd Grade			3rd Grade			4th Grade			5th Grade			6th Grade		
	T1	T2	T3	T1	T2	T3	T1	T2	T3	T1	T2	T3	T1	T2	T3	T1	T2	T3	T1	T2	T3
4	E+	G+	I+	K+	L+	M+	N+	O+	P+	Q+	R+	S+	T+	U+	V+	W+	X+	Y+	Z+	Z+	Z+
3	B	C	D	F	H	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y
2	A	B	C	E	G	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X
1	<A	A	B	D	F	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W

WORD STUDY GUIDE

	Kindergarten			1st Grade			2nd Grade			3rd Grade			4th Grade			5th Grade			6th Grade		
	T1	T2	T3	T1	T2	T3	T1	T2	T3	T1	T2	T3	T1	T2	T3	T1	T2	T3	T1	T2	T3
4	Beg &End Cons	C+	E+	G+	I+	I+	K+	K+	K+	M+	M+	N+	P+	Q+	R+	S+	T+	T+	T+	T+	T+
3	Beg Cons	Beg &End Cons	A-D	A-F/H	E-G	E-G	E-J	F/H-J	F-J	F/H-K/L	G-K/L	G-M	I-O	J-P	J-Q	K-R	M-S	M-T	M-T	O-T	P-T
2	Random	Beg Cons	Beg &End Cons	Emerg	A-D	C-D	C-E	D-E	E	E	F/H	F/H	F/H-G	G-I	G-I	I-J	J	K-L	K-L	L-M	M-O
1	Letter Like	Random	Beg Cons	N/A	Emerg	B	B	C	D	D	E	E	E	F/H	F/H	G	I	J	J	K	L

SIGHT WORD GUIDE

	Kindergarten			1st Grade			2nd Grade			3rd Grade		
	T1	T2	T3	T1	T2	T3	T1	T2	T3	T1	T2	T3
4	N/A	35+	51+	83+	126+	151+	201+	251+	301+	376+	451+	N/A
3	N/A	19-34	35-50	74-82	100-125	126-150	150-200	200-250	250-300	300-375	375-450	450-500
2	N/A	1-18	19-34	51-73	74-99	100-125	125-149	150-199	200-249	250-299	300-374	375-449
1	N/A	N/A	0-18	0-50	0-74	0-99	0-124	0-149	0-199	0-249	0-299	0-374

WRITING MODE GUIDE

	Kindergarten			1st Grade			2nd Grade			3rd Grade			4th Grade			5th Grade			6th Grade		
	T1	T2	T3	T1	T2	T3	T1	T2	T3	T1	T2	T3	T1	T2	T3	T1	T2	T3	T1	T2	T3
Narrative	X	X		X		X	X			X		X	X			X		X	X		
Informational		X	X		X			X			X				X		X			X	
Opinion/Argument			X			X			X			X		X			X	X		X	
Poetic									X		X				X						X

1.5 Speaking & Listening

	Below Basic – 1	Basic – 2 (Pre-K)	Proficient 3 (Grade K)	Advanced-4 (Grade 1)
Comprehension & Collaboration		• Answers questions about key details with adults and peers	• Ask and answer questions in order to seek help, get information, or clarify something that is not understood. • Participate in collaborative conversations with peers and adults in small and larger groups • Ask and answer questions about key details in a text read aloud or information presented orally or through other media	• Ask and answer questions about what a speaker says in order to gather additional information • Clarify something that is not understood • Participate in collaborative conversations with peers and adults in small and large group • Confirm understanding of a text read aloud or information presented orally or Through other media by asking and answering questions about key details and requesting clarification of something
Presentation of Ideas		• Using simple sentences, share stories, familiar experiences, and interests speaking clearly enough to be understood by most audiences.	• Using complex sentences, share stories, familiar experiences, and interests speaking clearly enough to be understood by all audiences using appropriate volume.	• Describe people, places, things and events with relevant details, expressing ideas and feelings clearly.