English Language Arts Standards-Based Report Card 2023-2024 **Kindergarten**				
Scoring Rubric: 3: Meets expectations 2: Approaching expectations 1: Beginning to learn expectations Blank Box: Not assessed IE: Insufficient evidence				

Reading	Quarter 1	Quarter 2	Quarter 3	Quarter 4
1. Identifies capital letters and lowercase letters (RF.K.1.d)				
2. Knows all consonant/vowel sounds (RF.K.3.a, RF.K.3.b)				
3. Isolates phonemes (RF.K.2.a)				
4. Reads grade-level sight words (RF.K.3.c)				
5. Uses strategies to decode unknown words (RF.K.3)				
6. Identifies the main idea and supporting details of an informational text (RI.K.2)				
7. Retells using story elements (RL.K.3)				
Writing	Quarter 1	Quarter 2	Quarter 3	Quarter 4
1. Produces writing that is organized and developed (W.K.1, W.K.2, W.K.3)				
2. Writes a simple sentence with correct capitalization and punctuation (L.K.1.f) (L.K.2.a) (L.1.2.b)				
3. Uses phonetic spelling strategies (L.K.2.d)				
4. Uses correct direction and spacing (MS2)				

Kindergarten English Language Arts Rubrics

<u>Reading</u>

Quarter 1	Standard 1: Identifies capital letters and lowercase letters (RF.K.1.d)	Quarter 2	Standard 1: Identifies capital letters and lowercase letters (RF.K.1.d)
3	I can **independently** and **consistently** identify the letters: ● 16 or more uppercase letters ● 16 or more lowercase letters	3	I can **independently** and **consistently** identify the letters: ● 26 uppercase letters ● 26 lowercase letters
2	I can identify **some** of the letters: ● 10-15 uppercase letters ● 10-15 lowercase letters	2	I can identify **some** of the letters: ● 16-25 uppercase letters ● 16-25 lowercase letters
1	I **need support** to identify the following: ● 9 or fewer letters ● 9 or fewer lowercase letters	1	I **need support** to identify the following: ● 15 or fewer uppercase letters ● 15 or fewer lowercase letters

Assessment Evidence:
Next Steps Guided Reading Assessment Pages 2-3 (upper and lowercase letters)

	Standard 2: Knows all consonant/vowel sounds (RF.K.3.a, RF.K.3.b)	
	Quarter 2	Quarter 3
3	I can **independently** and **consistently** do the following: ● Produce all consonant sounds (RF.K.3.a) ● Identify all consonant sounds (RF.K.3.a)	I can **independently** and **consistently** do the following: ● Produce all consonant sounds (RF.K.3.a) ● Produce short vowel sounds (RF.K.3.b) ● Identify all consonant sounds (RF.K.3.a) ● Identify short vowel sounds (RF.K.3.b)
2	I know **some** of the sounds: ● Produce 16-20 sounds ● Identify 16-20 sounds	I know **some** of the sounds: ● Produce 20-25 sounds ● Identify 20-25 sounds
1	I **need support** to do the following: ● Produce 15 or less sounds ● Identify 15 or less sounds	I **need support** to do the following: ● Produce 19 or less sounds ● Identify 19 or less sounds

Assessment Evidence:
● Produce all consonant sounds - Next Steps Guided Reading Assessment Page 4 (consonant)
● Produce short vowel sounds - page 5 (vowels)
● Identify all consonant sounds - Next Steps Guided Reading Assessment page 6 - 7

2

Quarters 3 & 4	Standard 3: Isolate phonemes (RF.K.2.a)
3	I can **independently** and **consistently** isolate the initial, medial vowel, and final sounds in three-phoneme words.
2	I can **sometimes** do the following isolate the initial, medial vowel, and final sounds in three-phoneme words.
1	I **need support** to isolate the initial, medial vowel, and final sounds in three-phoneme words.

	Standard 4: Reads grade-level sight words (RF.K.3.c)
	Quarter 2, 3, 4
3	I can **independently** and **consistently** read **10-13** sight words. I can read each word within 3 seconds.
2	I can read 7-9 sight words. I can read each word within 3 seconds.
1	I **need support** to read sight words. I may know **6 or less words**.

K Sight Words - the, of, and, to, by, is, you, that, like, are, for, was, see
Assessment Evidence: Sight Word List Assessment

Quarters 3 and 4	Standard 5: Uses strategies to decode unknown words (RF.K.3)
3	I can **independently** and **consistently** use a variety of strategies to decode unknown words. Some strategies include but are not limited to: ● pointing at each word, using the picture, rereading, finding patterns in books, using sounds in words, using sight words, and asking does that make sense, sound right and look right?
2	I can **sometimes** use a variety of strategies to decode unknown words. Some strategies include but are not limited to: ● pointing at each word, using the picture, rereading, finding patterns in books, using sounds in words, using sight words, and asking does that make sense, sound right and look right?
1	I **need support** to use a variety of strategies to decode unknown words.

Quarters 3 4	Standard 7: Identifies the main idea and supporting details of an informational text (RI.K.2) (can be measured using student reading or read-aloud grade level text)
3	I can **consistently** do the following with prompting and support: ● Identify the main idea ● Identify supporting details
2	I can do **one of** the following with prompting and support: ● Identify the main idea ● Identify supporting details
1	I **cannot** do the following with prompting and support: ● Identify the main idea ● Identify supporting details

Definitions:

Identify – point, name, and establish something that is presented (it is explicitly stated)

Standard 8: Retells using story elements (RL.K.3) (can be measured using student reading or read-aloud grade level text)		
	Quarter 3	Quarter 4
3	I can **consistently** retell using the following elements with prompting and support: ● characters ● setting	I can **consistently** retell using the following elements with prompting and support: ● characters ● setting ● major events
2	I can retell using **one of** the following with prompting and support: ● characters ● setting	I can retell using **some of** the following with prompting and support: ● characters ● setting ● major events
1	**Even with prompting and support, I am not yet able to** retell using the following elements: ● characters ● setting	**Even with prompting and support, I am not yet able to** retell using the following elements: ● characters ● setting ● major events

When discussing character traits, teachers should expose their Kindergarten students to the following words from the Mehlville Kindergarten character trait list:
● brave, careful, cheerful, clever, confident, considerate, curious, dishonest, foolish, gloomy, grumpy, honest, intelligent,

impatient, irresponsible, patient, reliable, selfish, ungrateful, wicked

<u>Writing</u>

Standard 1: Produces writing that is organized and developed (W.K.1, W.K.2, W.K.3)			
	Narrative (W.K.3)	Informational (W.K.2)	Opinion (W.K.1)
3	I can **consistently** use drawing, dictating, and/or writing to: ● make a page that showed what happened first ● put the pages in order ● make a page that showed what happened last ● indicate who was there, what they did, and how the characters felt ● add details about what happened	I can **consistently** use drawing, dictating, and/or writing to: ● tell what the topic is ● put different things I know about the topic on my pages ● make a last part or page ● write across pages ● add some details about the topic	I can **consistently** use drawing, dictating, and/or writing to: ● tell my opinion in the beginning ● tell more using words such as *because* ● make a last part or page ● tell why I have my opinion ● tell everything I know about the topic on the page ● add details in pictures and words
2	I can do **some** of the following: ● make a page that showed what happened first ● put the pages in order ● make a page that showed what happened last ● indicate who was there, what they did, and how the characters felt ● add details about what happened	I can do **some** of the following: ● tell what the topic is ● put different things I know about the topic on my pages ● make a last part or page ● write across pages ● add some details about the topic	I can do **some** of the following: ● tell my opinion in the beginning ● tell more using words such as *because* ● make a last part or page ● tell why I have my opinion ● tell everything I know about the topic on the page ● add details in pictures and words
1	I **need support** to produce writing that is organized and developed.	I **need support** to produce writing that is organized and developed.	I **need support** to produce writing that is organized and developed.

Quarters 3-4	Standard 2: Writes a simple sentence with correct capitalization and punctuation (L.K.1.f) (L.K.2.a) (L.1.2.b)
3	I can **independently** and **consistently:** ● write a simple sentence with a subject and predicate (L.K.1.f) ● capitalize the first word in a sentence and the word I (L.K.2.a) ● use end marks (L.1.2.b) (misused capitals are acceptable)
2	I can do **one** of the following or do the following **some** of the time: ● write a simple sentence with a subject and predicate (L.K.1.f) ● capitalize the first word in a sentence and the word I (L.K.2.a) ● use end marks (L.1.2.b) (misused capitals are acceptable)
1	I **need support** to write a simple sentence with correct capitalization and punctuation.

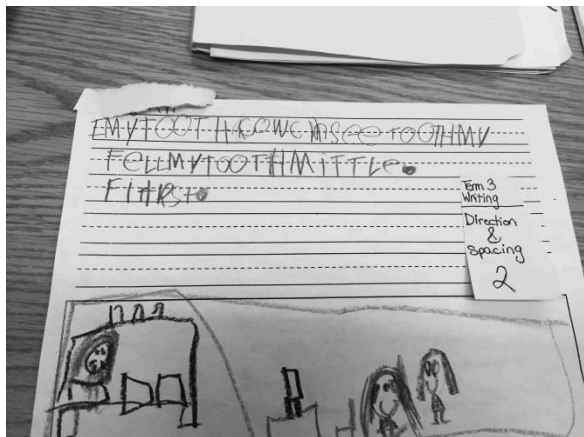| Standard 3: Uses phonetic spelling strategies (L.K.2.d)	
	Quarters 3 & 4
3	I can **independently** and **consistently** spell CVC words with correct beginning, medial, and end letters.
2	I can **sometimes** spell CVC words with correct beginning, medial, and end letters - I may sometimes substitute a phonetic spelling for the correct letter.
1	I **need support** to spell CVC words with correct beginning, medial, and end letters.

Level 3 example - cat, dog, fox, bat, lip,

Level 2 example - kat instead of cat, letter reversal bog instead of dog, foks instead of fox

Standard 4: Uses correct direction and spacing (MS2)		
	Quarter 3	Quarter 4
3	I can **independently** and **consistently**: ● write left to right ● write top to bottom	I can write **independently** and **consistently** do the following: ● write left-to-right ● write top to bottom ● **use correct spacing between words**
2	I can **do one of the following**: ● write left to right ● write top to bottom	I can write using **some** of the following: ● write left-to-right ● write top to bottom ● **use correct spacing between words**
1	I **need support** to: ● write left to right ● write top to bottom	I **need support** to do the following: ● write left-to-right ● write top to bottom ● **use correct spacing between words**

Example of levels:

Level 2

Level 3