



Kindergarten English Language Arts

Important Notes

- For a level 3 and 4 in the **Reading: Literature and Informational Text Indicators**, the student must be able to apply the skills specified on the rubric using a grade level text. If a student is reading an above grade level text they still need to demonstrate the specific skills on the rubric to achieve a level 3 or 4.
- For all indicators, the specific skills to incorporate into each score are only listed under "3." A "4" includes all of the criteria of a 3, plus the additional criteria of a "4".

Reading: Literature and Informational Text

Report Card Indicator: Answers questions about key details in a text, with support

Standard: RL.K.1, RI.K.1,

Trimester

1

2

3

4

1	<ul style="list-style-type: none"> • Unable to ask and answer questions about key details in a text or gives an unrelated response 	<ul style="list-style-type: none"> • With prompting and support, gives a limited or general response to questions about key details in a text 	<ul style="list-style-type: none"> • With prompting and support, answers questions about key details in a text <ul style="list-style-type: none"> ○ Who, what, where, when, requiring literal recall and understanding of the details of a text. ○ Gives a specific story event/action and a relevant reason for response 	<ul style="list-style-type: none"> • Independently and consistently answers questions about key details in a text
2	<ul style="list-style-type: none"> • Unable to ask and answer questions about key details in a text or gives an unrelated response 	<ul style="list-style-type: none"> • With prompting and support, gives a limited or general response to questions about key details in a text 	<ul style="list-style-type: none"> • With prompting and support, answers questions about key details in a text <ul style="list-style-type: none"> ○ Who, what, where, when, requiring literal recall and understanding of the details of a text. ○ Gives a specific story event/action and a relevant reason for response 	<ul style="list-style-type: none"> • Independently and consistently answers questions about key details in a text <ul style="list-style-type: none"> ○ Gives a response and reason that reflects higher level thinking (synthesis and inference)

3	<ul style="list-style-type: none"> ● Unable to ask and answer questions about key details in a text or gives an unrelated response 	<ul style="list-style-type: none"> ● With prompting and support, gives a limited or general response to questions about key details in a text 	<ul style="list-style-type: none"> ● With prompting and support, answers questions about key details in a text <ul style="list-style-type: none"> ○ Who, what, where, when, requiring literal recall and understanding of the details of a text. ○ Gives a specific story event/action and a relevant reason for response 	<ul style="list-style-type: none"> ● Independently and consistently answers questions about key details in a text <ul style="list-style-type: none"> ○ Gives a response and reason that reflects higher level thinking (synthesis and inference)
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Report Card Indicator: Retells familiar stories, including key details of a fiction text, with prompting and support				
Standard: RL.K.2 RL.K.3				
Trimester	1	2	3	4
1	N/A	N/A	N/A	N/A
2	N/A	N/A	N/A	N/A

3	Unable to retell or gives a limited retelling	With prompting and support, partially retells familiar stories, including some events in random order	With prompting and support, retells familiar stories, including key details of a text	Independently and consistently retells fictional stories with all important events/details from the beginning middle and end in sequence
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Report Card Indicator: Identify the main topic and retell key details of an informational text, with prompting and support				
Standard: RI.K.2				
Trimester	1	2	3	4
1	N/A	N/A	N/A	N/A
2	N/A	N/A	N/A	N/A
3	Unable to identify main topic and retell key details of a text	With prompting and support, partially identifies the main topic and retells key details of a text	With prompting and support, identifies the main topic and recalls key details of a text	Independently and consistently identifies the main topic and recalls key details of a text

Reading: Foundational Skills

Report Card Indicator: Understands the organization and basic features of print (i.e. left to right, tracking, and parts of a book)				
Standard: RI.K.5 RI.K.6 RF.K.1				
Trimester	1	2	3	4
1	N/A	N/A	N/A	N/A
2	Does not yet demonstrate or demonstrates a limited understanding of basic features of print (0-4/13)	Demonstrates some understanding of basic features of print (5-8/13)	Understands most concepts regarding organization and basic features of print (9-12/13)	Understands all concepts regarding organization and basic features of print (13/13)
3	Does not yet demonstrate or demonstrates a limited understanding of basic features of print (0-4/13)	Demonstrates some understanding of basic features of print (5-10/13)	Understands most concepts regarding organization and basic features of print (11-12/13)	Understands all concepts regarding organization and basic features of print (13/13)

Report Card Indicator: Recognizes and names uppercase and lowercase letters introduced				
Standard: RF.K.1				
Trimester	1	2	3	4
1	<ul style="list-style-type: none"> ○ Recognizes and names some lowercase letters introduced ○ 0-59% 	<ul style="list-style-type: none"> ○ Recognizes and names most lowercase letters introduced ○ 60-84% 	<ul style="list-style-type: none"> ○ Independently recognizes and names lowercase letters introduced ○ 85%-100% 	<ul style="list-style-type: none"> ○ Independently and consistently recognizes and identifies all uppercase and lowercase letters with automaticity
2	<ul style="list-style-type: none"> ○ Recognizes and names some uppercase and lowercase letters introduced ○ 0-59% 	<ul style="list-style-type: none"> ○ Recognizes and names most uppercase and lowercase letters introduced ○ 60-84% 	<ul style="list-style-type: none"> ○ Independently recognizes and names uppercase and lowercase letters introduced ○ 85%-100% 	<ul style="list-style-type: none"> ○ Independently and consistently recognizes and identifies all uppercase and lowercase letters with automaticity

3	<ul style="list-style-type: none"> ○ Recognizes and names some uppercase and lowercase letters ○ 0-69% 	<ul style="list-style-type: none"> ○ Recognizes and names most uppercase and lowercase letters ○ 70-94% 	<ul style="list-style-type: none"> ○ Independently recognizes and names all uppercase and lowercase letters ○ 95%-100% 	<ul style="list-style-type: none"> ○ Independently and consistently recognizes and identifies all uppercase and lowercase letters with automaticity
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Report Card Indicator: Produces and identifies the sounds of letters introduced (including long vowel sounds)				
Standard: RF.K.3				
Trimester	1	2	3	4
1	<ul style="list-style-type: none"> ○ Produces and identifies some sounds introduced ○ 0-59% 	<ul style="list-style-type: none"> ○ Produces and identifies most sounds introduced ○ 60-84% 	<ul style="list-style-type: none"> ○ Produces and identifies most sounds introduced ○ 85%-100% 	<ul style="list-style-type: none"> ○ Produces and identifies 100% of letter sounds including long vowel sounds with automaticity

2	<ul style="list-style-type: none"> ○ Produces and identifies some sounds introduced ○ 0-59% 	<ul style="list-style-type: none"> ○ Produces and identifies most sounds introduced ○ 60-84% 	<ul style="list-style-type: none"> ○ Produces and identifies most sounds introduced ○ 85%-100% 	<ul style="list-style-type: none"> ○ Produces and identifies 100% of letter sounds including long vowel sounds with automaticity
3	<ul style="list-style-type: none"> ○ Produces and identifies some sounds introduced ○ 0-69% 	<ul style="list-style-type: none"> ○ Produces and identifies most sounds introduced ○ 70-94% 	<ul style="list-style-type: none"> ○ Produces and identifies most sounds introduced ○ 95%-100% 	<ul style="list-style-type: none"> ○ Produces and identifies 100% of letter sounds including long vowel sounds with automaticity

Report Card Indicator: Reads high frequency words introduced				
Standard: RF.K.3				
Trimester	1	2	3	4
1	N/A	N/A	N/A	N/A
2	<ul style="list-style-type: none"> ○ Reads 0- 49 % high frequency words introduced 	<ul style="list-style-type: none"> ○ Reads 50-79 % high frequency words introduced 	<ul style="list-style-type: none"> ○ Reads 80-100 % of the high frequency words introduced 	<ul style="list-style-type: none"> ○ Automatically reads 100% of the high frequency words introduced
3	<ul style="list-style-type: none"> ○ Reads 0- 49 % high frequency words introduced 	<ul style="list-style-type: none"> ○ Reads 50-79 % high frequency words introduced 	<ul style="list-style-type: none"> ○ Reads 80-100 % of the high frequency words introduced 	<ul style="list-style-type: none"> ○ Automatically reads 100% of the high frequency words introduced

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Report Card Indicator: Knows and applies grade-level phonics to decode words (Inc. word analysis skills)				
Standard: RF.K.3				
Trimester	1	2	3	4
1	N/A	N/A	N/A	N/A
2	N/A	N/A	N/A	N/A
3	Does not yet know and apply grade-level phonics and word analysis skills to decode words when reading	Inconsistently, applies grade-level phonics and word analysis skills to decode words when reading	Knows and applies grade-level phonics and word analysis skills to decode words when reading <ul style="list-style-type: none"> Refer to Foundations Scope and Sequence 	Knows and applies advanced (untaught) phonics and word analysis skills to decode words when reading

Report Card Indicator: Reads emergent texts with understanding				
Standard: RF.K.4				
Trimester	1	2	3	4

1	N/A	N/A	N/A	N/A
2	Does not yet read texts with understanding	Reads pattern books with understanding	Reads early emergent and emergent texts with understanding	Reads more complex emergent texts with understanding
3	Does not yet read texts with understanding	Reads early emergent text with understanding	Reads emergent texts with understanding	Reads more complex emergent texts with understanding

Writing

Report Card Indicator: Writes to communicate ideas and information (using a combination of drawing, dictating, and writing)				
Standard: W.K.1, W.K.2, W.K.3				
Trimester	1	2	3	4

1	<ul style="list-style-type: none"> ○ Draws a picture and is not yet able to communicate ideas and information ○ Story and pictures do not match. ○ Drawings are not representational 	<ul style="list-style-type: none"> ○ Uses a combination of drawing and dictating to communicate ideas and information ○ Begins to draw representational pictures ○ Includes characters or setting ○ Does not write using initial sounds 	<ul style="list-style-type: none"> ○ Uses a combination of drawing, dictating, and writing to communicate ideas and information ○ Some initial sounds to represent words ○ Includes characters and setting ○ Drawings are representational 	<ul style="list-style-type: none"> ○ Pictures are detailed and writing communicates ideas and information ○ Pictures and writing include characters, setting, feelings and action
2	<ul style="list-style-type: none"> ○ Draws a representational picture and begins to communicate ideas and information ○ Includes random letters. 	<ul style="list-style-type: none"> ○ Uses a combination of drawing, dictating and writing to communicate ideas and information ○ Begins to draw representational pictures ○ Includes characters or setting ○ Some initial sounds to represent words 	<ul style="list-style-type: none"> ○ Uses a combination of drawing, dictating, and writing to communicate ideas and information ○ Some initial and final sounds to represent words ○ Includes characters and setting ○ Drawings are representational 	<ul style="list-style-type: none"> ○ Pictures are detailed and writing communicates ideas and information ○ Pictures and writing include characters, setting, feelings and action

3	<ul style="list-style-type: none"> ○ Draws a representational picture and begins to communicate ideas and information ○ Includes beginning sounds to represent words. 	<ul style="list-style-type: none"> ○ Uses a combination of drawing, dictating and writing to communicate ideas and information ○ Drawings are representational ○ Includes characters or setting ○ Some initial and final sounds to represent words 	<ul style="list-style-type: none"> ○ Uses a combination of drawing, dictating, and writing to communicate ideas and information ○ Initial, medial and final sounds to for most/all words ○ Drawings are representational 	<ul style="list-style-type: none"> ○ Pictures are detailed and writing communicates ideas and information ○ Pictures and writing include characters, setting, feelings and action
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Report Card Indicator: Prints uppercase and lowercase letters introduced				
Standard: L. K.1				
Trimester	1	2	3	4

1	<ul style="list-style-type: none"> ○ Prints a few lowercase letters introduced or does not yet print letters ○ 0-59% 	<ul style="list-style-type: none"> ○ Prints some lowercase letters introduced ○ 60-84% 	<ul style="list-style-type: none"> ○ Prints many lowercase letters introduced ○ 85%-99% 	<ul style="list-style-type: none"> ○ Prints all lowercase and uppercase letters introduced in proper formation ○ 100%
2	<ul style="list-style-type: none"> ○ Prints a few lowercase and uppercase letters introduced ○ 0-59% 	<ul style="list-style-type: none"> ○ Prints some lowercase and uppercase letters introduced ○ 60-84% 	<ul style="list-style-type: none"> ○ Prints many lowercase and uppercase letters introduced ○ 85%-99% 	<ul style="list-style-type: none"> ○ Prints all lowercase and uppercase letters introduced in proper formation ○ 100%
3	<ul style="list-style-type: none"> ○ Prints a few lowercase and uppercase letters introduced ○ 0-59% 	<ul style="list-style-type: none"> ○ Prints some lowercase and uppercase letters introduced ○ 60-89% 	<ul style="list-style-type: none"> ○ Prints many lowercase and uppercase letters introduced ○ 90%-99% 	<ul style="list-style-type: none"> ○ Prints all lowercase and uppercase letters introduced in proper formation ○ 100%

Report Card Indicator: Capitalizes the first word in a sentence and pronoun" I"				
Standard: L.K.2				
Trimester	1	2	3	4
1	N/A	N/A	N/A	N/A
2	Does not yet capitalize pronoun I	Inconsistently, capitalizes pronoun I	Capitalizes pronoun I	Consistently and independently, capitalizes the first word in a sentence and pronoun I

3	Does not yet capitalize the first word in a sentence and pronoun I	Inconsistently, capitalizes the first word in a sentence and pronoun I	Capitalizes the first word in a sentence and pronoun I	Consistently and independently, capitalizes the first word in a sentence and pronoun I
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Report Card Indicator: Writes simple words phonetically				
Standard: L.K.2				
Trimester	1	2	3	4
1	Does not yet attempt to form letters to spell words	Uses random letters to write simple words phonetically	Uses some initial letters to write simple words phonetically	<ul style="list-style-type: none"> ● Spells untaught words phonetically, drawing on phonemic awareness and spelling conventions ● Uses conventional spelling with common spelling patterns and for frequently occurring irregular words

2	Does not yet apply knowledge of letters and sounds	Uses some initial letters to write simple words phonetically.	Uses initial and some final letters to write simple words phonetically	<ul style="list-style-type: none"> ● Spells untaught words phonetically, drawing on phonemic awareness and spelling conventions ● Uses conventional spelling with common spelling patterns and for frequently occurring irregular words
3	Does not yet apply knowledge of letters and sounds or attempts to write words, uses mostly initial letters to write simple words phonetically, and requires teacher support	Consistently uses initial consonants to write simple words phonetically	Uses initial, medial vowel, and final letters to write simple words phonetically	<ul style="list-style-type: none"> ● Spells untaught words phonetically, drawing on phonemic awareness and spelling conventions ● Uses conventional spelling with common spelling patterns and for frequently occurring irregular words

Speaking and Listening

Report Card Indicator: Speaks audibly and expresses thoughts, feelings, and ideas clearly				
Standard: SL.K.1, K.3, K.6				
Trimester	1	2	3	4
1	Rarely speaks audibly and expresses thoughts, feelings, and ideas clearly or does not speak audibly and express thoughts, feelings, and ideas clearly	<ul style="list-style-type: none"> ○ Sometimes speaks audibly and expresses thoughts, feelings, and ideas clearly ○ Sometimes participates in collaborative conversations, speaks audibly, listens to others, takes turns speaking and asks and answers questions 	<ul style="list-style-type: none"> ○ Speaks audibly and expresses thoughts in completes sentences, feelings, and ideas clearly ○ Participates in collaborative conversations, speaks audibly, listens to others, takes turns speaking and asks and answers questions 	<ul style="list-style-type: none"> ○ Independently and consistently speaks audibly and expresses thoughts in grammatically correct complete sentences, feelings, and ideas clearly. ○ Builds on others' talk in conversations by responding to the comments of others

2	Rarely speaks audibly and expresses thoughts, feelings, and ideas clearly or does not speak audibly and express thoughts, feelings, and ideas clearly	<ul style="list-style-type: none"> ○ Sometimes speaks audibly and expresses thoughts, feelings, and ideas clearly ○ Sometimes participates in collaborative conversations, speaks audibly, listens to others, takes turns speaking and asks and answers questions 	<ul style="list-style-type: none"> ○ Speaks audibly and expresses thoughts completes sentences, feelings, and ideas clearly ○ Participates in collaborative conversations, speaks audibly, listens to others, takes turns speaking and asks and answers questions 	<ul style="list-style-type: none"> ○ Independently and consistently speaks audibly and expresses thoughts in grammatically correct complete sentences, feelings, and ideas clearly. ○ Builds on others' talk in conversations by responding to the comments of others
3	Rarely speaks audibly and expresses thoughts, feelings, and ideas clearly or does not speak audibly and express thoughts, feelings, and ideas clearly	<ul style="list-style-type: none"> ○ Sometimes speaks audibly and expresses thoughts, feelings, and ideas clearly ○ Sometimes participates in collaborative conversations, speaks audibly, listens to others, takes turns speaking and asks and answers questions 	<ul style="list-style-type: none"> ○ Speaks audibly and expresses thoughts completes sentences, feelings, and ideas clearly ○ Participates in collaborative conversations, speaks audibly, listens to others, takes turns speaking and asks and answers questions 	<ul style="list-style-type: none"> ○ Independently and consistently speaks audibly and expresses thoughts in grammatically correct complete sentences, feelings, and ideas clearly. ○ Builds on others' talk in conversations by responding to the comments of others