

Semester One Rubric - KINDERGARTEN

## Reading

Report Card Line	4 ADVANCED	3 PROFICIENT	2 BASIC	1 MINIMAL
Identifies uppercase letters	<ul style="list-style-type: none"> <li>▪ Q1-Identifies all 26 letters</li> <li>▪ Q2- Identifies all 26 letters quickly and automatically</li> </ul>	<ul style="list-style-type: none"> <li>▪ Q1-Identifies 16-25 letters</li> <li>▪ Q2-Identifies 20-25 letters</li> </ul>	<ul style="list-style-type: none"> <li>▪ Q1-Identifies 6-15 letters</li> <li>▪ Q2-Identifies 16-19 letters</li> </ul>	<ul style="list-style-type: none"> <li>▪ Q1-Identifies 0-5 letters</li> <li>▪ Q2-Identifies 0-15 letters</li> </ul>
Identifies lowercase letters	<ul style="list-style-type: none"> <li>▪ Q1-Identifies 26-28 letters</li> <li>▪ Q2-Identifies 26-28 letters quickly and automatically</li> </ul>	<ul style="list-style-type: none"> <li>▪ Q1-Identifies 16-25 letters</li> <li>▪ Q2-Identifies 23-25 letters</li> </ul>	<ul style="list-style-type: none"> <li>▪ Q1-Identifies 10-15 letters</li> <li>▪ Q2-Identifies 16-22 letters</li> </ul>	<ul style="list-style-type: none"> <li>▪ Q1-Identifies 0-9 letters</li> <li>▪ Q2-Identifies 0-15 letters</li> </ul>
Knows the sound for each letter	<ul style="list-style-type: none"> <li>▪ Q1-Identifies 12 or more sounds</li> <li>▪ Q2-Identifies 15 or more sounds</li> </ul>	<ul style="list-style-type: none"> <li>▪ Q1-Identifies 6-11 sounds</li> <li>▪ Q2-Identifies 12-14 sounds</li> </ul>	<ul style="list-style-type: none"> <li>▪ Q1-Identifies 1-5 sounds</li> <li>▪ Q2-Identifies 6-11 sounds</li> </ul>	<ul style="list-style-type: none"> <li>▪ Q1-Identifies no sounds</li> <li>▪ Q2-Identifies 0-5 sounds</li> </ul>
Uses pictures and patterns to reread stories (WI A 4.1)	<ul style="list-style-type: none"> <li>▪ Reader no longer relies on memorization and patterned text</li> </ul>	<ul style="list-style-type: none"> <li>▪ Confidently uses picture cues and language patterns to read familiar, predictable material</li> </ul>	<ul style="list-style-type: none"> <li>▪ Sometimes uses picture cues and language patterns to read familiar, predictable materials independently</li> <li>▪ Sometimes needs teacher support</li> </ul>	<ul style="list-style-type: none"> <li>▪ Usually needs teacher support to use repeated text pattern</li> <li>▪ Usually needs teacher support to connect pictures and print</li> </ul>

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<p>Understands concepts about print (reads left to right and top to bottom, knows difference between a letter and a word, recognizes print contains a message) (in familiar text) (WI A 4.1)</p>	<ul style="list-style-type: none"> <li>▪ Demonstrates directionality of print</li> <li>▪ Knows the difference between a letter and a word</li> <li>▪ Understands that print contains a message</li> <li>▪ Uses voice-print match</li> <li>▪ Uses return sweep</li> </ul>	<ul style="list-style-type: none"> <li>▪ Demonstrates directionality of print</li> <li>▪ Knows the difference between a letter and a word</li> <li>▪ Understands that print contains a message</li> </ul>	<ul style="list-style-type: none"> <li>▪ Sometimes demonstrates directionality of print</li> <li>▪ Sometimes confuses the difference between a letter and a word</li> <li>▪ Sometimes understands that print contains a message</li> </ul>	<ul style="list-style-type: none"> <li>▪ Unable to demonstrate directionality of print</li> <li>▪ Does not distinguish between a letter and a word</li> <li>▪ Does not understand that print contains a message</li> </ul>
<p>Knows and uses high frequency words (WI A 4.1)</p>	<ul style="list-style-type: none"> <li>▪ Q1-Not assessed</li> <li>▪ Q2-Not assessed</li> </ul>	<ul style="list-style-type: none"> <li>▪ Q1-Not assessed</li> <li>▪ Q2-Not assessed</li> </ul>	<ul style="list-style-type: none"> <li>▪ Q1-Not assessed</li> <li>▪ Q2-Not assessed</li> </ul>	<ul style="list-style-type: none"> <li>▪ Q1-Not assessed</li> <li>▪ Q2-Not assessed</li> </ul>
<p>Demonstrates phonemic awareness (WI A 4.1)</p>	<ul style="list-style-type: none"> <li>▪ Phonemic Awareness Inventory – Level 1B – scores 6 out of 6 with no prompting</li> <li>▪ Phonemic Awareness Inventory – Level 1B – produces 9 out of 9 real words with no prompting</li> </ul>	<ul style="list-style-type: none"> <li>▪ Phonemic Awareness Inventory – Level 1B – scores 6 out of 6 with some prompting</li> <li>▪ Phonemic Awareness Inventory – Level 1B – produces 9 out of 9 real or nonsense words with some prompting</li> </ul>	<ul style="list-style-type: none"> <li>▪ Phonemic Awareness Inventory – Level 1B – scores 5 out of 6 with some prompting</li> <li>▪ Phonemic Awareness Inventory – Level 1B – produces 7 to 8 real or nonsense words with some prompting</li> </ul>	<ul style="list-style-type: none"> <li>▪ Phonemic Awareness Inventory – Level 1B – scores 0-4 with some prompting</li> <li>▪ Phonemic Awareness Inventory – Level 1B – produces 0 to 6 real or nonsense words with some prompting</li> </ul>

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<p>Uses information (pictures, sentence pattern and phonics) to gain meaning (WI A 4.1)</p>	<ul style="list-style-type: none"> <li>▪ Q1-Not assessed</li> <li>▪ Q2-Not assessed</li> </ul>	<ul style="list-style-type: none"> <li>▪ Q1-Not assessed</li> <li>▪ Q2-Not assessed</li> </ul>	<ul style="list-style-type: none"> <li>▪ Q1-Not assessed</li> <li>▪ Q2-Not assessed</li> </ul>	<ul style="list-style-type: none"> <li>▪ Q1-Not assessed</li> <li>▪ Q2-Not assessed</li> </ul>
<p>Asks questions and responds to stories read aloud (WI A 4.2) <b>Instructional Expectation:</b> Teacher models and provides practice of comprehension strategies: makes connections (text to self, text to text, text to world), visualizes, predicts, identifies characters, setting</p>	<ul style="list-style-type: none"> <li>▪ Consistently formulates appropriate questions using comprehension strategies</li> <li>▪ Responses show thorough understanding and strategy use (see instructional expectation)</li> <li>▪ Consistently listens</li> <li>▪ Consistently engaged</li> <li>▪ Ignores distractions</li> </ul>	<ul style="list-style-type: none"> <li>▪ Usually formulates appropriate questions</li> <li>▪ Responses show adequate understanding and strategy use (see instructional expectation)</li> <li>▪ Listens attentively</li> <li>▪ Usually engaged</li> <li>▪ Ignores most distractions</li> </ul>	<ul style="list-style-type: none"> <li>▪ Sometimes formulates appropriate questions using comprehension strategies</li> <li>▪ Responses sometimes show adequate understanding and strategy use (see instructional expectation)</li> <li>▪ Attention wanders, sporadically engaged</li> </ul>	<ul style="list-style-type: none"> <li>▪ Seldom formulates appropriate questions using comprehension strategies</li> <li>▪ Responses seldom show adequate understanding and strategy use (see instructional expectation)</li> <li>▪ Has difficulty listening, creates distractions, interrupts</li> </ul>