

Semester TWO Rubric - KINDERGARTEN

Reading

Report Card Line	4 ADVANCED	3 PROFICIENT	2 BASIC	1 MINIMAL
Identifies uppercase letters	<ul style="list-style-type: none"> ▪ Q3-Recognizes and applies letters within text ▪ Q4-Recognizes and applies letters in their environment 	<ul style="list-style-type: none"> ▪ Q3-Identifies 25-26 letters ▪ Q4-Identifies all 26 letters, quickly and automatically 	<ul style="list-style-type: none"> ▪ Q3-Identifies 20-24 letters ▪ Q4-Identifies 25-26 letters 	<ul style="list-style-type: none"> ▪ Q3-Identifies 0-19 letters ▪ Q4-Identifies 0-24 letters
Identifies lowercase letters	<ul style="list-style-type: none"> ▪ Q3-Recognizes and applies letters within text ▪ Q4-Recognizes and applies letters in their environment 	<ul style="list-style-type: none"> ▪ Q3-Identifies 24-25 letters ▪ Q4-Identifies all 26-28 letters, quickly and automatically 	<ul style="list-style-type: none"> ▪ Q3-Identifies 17-23 letters ▪ Q4-Identifies 24-28 letters, slow and deliberate 	<ul style="list-style-type: none"> ▪ Q3-Identifies 0-16 letters ▪ Q4-Identifies 0-23 letters
Knows the sound for each letter	<ul style="list-style-type: none"> ▪ Q3-Identifies 19 or more sounds ▪ Q4-Identifies 26 or more sounds 	<ul style="list-style-type: none"> ▪ Q3-Identifies 15-18 sounds ▪ Q4-Identifies 19-25 sounds 	<ul style="list-style-type: none"> ▪ Q3-Identifies 12-14 sounds ▪ Q4-Identifies 15-18 sounds 	<ul style="list-style-type: none"> ▪ Q3-Identifies 0-11 sounds ▪ Q4-Identifies 0-14 sounds
Uses pictures and patterns to reread stories (WI A 4.1)	<ul style="list-style-type: none"> ▪ Reader no longer relies on memorization and patterned text 	<ul style="list-style-type: none"> ▪ Confidently uses picture cues and language patterns to read familiar, predictable material 	<ul style="list-style-type: none"> ▪ Sometimes uses picture cues and language patterns to read familiar, predictable materials independently ▪ Sometimes needs teacher support 	<ul style="list-style-type: none"> ▪ Usually needs teacher support to use repeated text pattern ▪ Usually needs teacher support to connect pictures and print

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<p>Understands concepts about print (reads left to right, knows difference between a letter and a word, recognizes print contains a message)</p> <p><u>(in unfamiliar text)</u></p> <p>(WI A 4.1)</p>	<ul style="list-style-type: none"> ▪ Demonstrates directionality of print ▪ Knows the difference between a letter and a word ▪ Understands that print contains a message ▪ Uses return sweep ▪ Uses voice-print match ▪ Child must be at a level C or higher 	<ul style="list-style-type: none"> ▪ Demonstrates directionality of print ▪ Knows the difference between a letter and a word ▪ Understands that print contains a message 	<ul style="list-style-type: none"> ▪ Sometimes demonstrates directionality of print ▪ Sometimes confuses the difference between a letter and a word ▪ Sometimes understands that print contains a message 	<ul style="list-style-type: none"> ▪ Unable to demonstrate directionality of print ▪ Does not distinguish between a letter and a word ▪ Does not understand that print contains a message
<p>Knows and uses high frequency words (WI A 4.1)</p>	<ul style="list-style-type: none"> ▪ Consistently utilizes high frequency words in own reading and writing ▪ 25 identified words are automatic and accurate in reading and writing 	<ul style="list-style-type: none"> ▪ Independently applies explicitly taught high frequency words in own reading and writing as demonstrated in running records and child's independent writing 	<ul style="list-style-type: none"> ▪ Inconsistently applies explicitly taught high frequency words in own reading and writing as demonstrated in running records and child's independent writing 	<ul style="list-style-type: none"> ▪ <u>Requires</u> teacher support to transfer explicitly taught high frequency words to reading or writing
<p>Demonstrates phonemic awareness</p> <p>(WI A 4.1)</p>	<ul style="list-style-type: none"> ▪ Applies knowledge of hearing rhyming words in a variety of contexts ▪ Applies knowledge of creating rhyming words in a variety of contexts 	<ul style="list-style-type: none"> ▪ Phonemic Awareness Inventory – Level 1B – scores 6 out of 6 with some prompting ▪ Phonemic Awareness Inventory – Level 1B – produces 9 out of 9 real or nonsense words with some prompting 	<ul style="list-style-type: none"> ▪ Phonemic Awareness Inventory – Level 1B – scores 5 out of 6 with some prompting ▪ Phonemic Awareness Inventory – Level 1B – produces 7 to 8 real or nonsense words with some prompting 	<ul style="list-style-type: none"> ▪ Phonemic Awareness Inventory – Level 1B – scores 0-4 with some prompting ▪ Phonemic Awareness Inventory – Level 1B – produces 0 to 6 real or nonsense words with some prompting

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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"> ▪ Flexibly uses information (m s v) ▪ Seldom needs prompting ▪ Monitors own reading and may self-correct 	<ul style="list-style-type: none"> ▪ Sometimes uses information (m s v) ▪ Sometimes relies on prompting 	<ul style="list-style-type: none"> ▪ Beginning to use some information ▪ Needs some prompting 	<ul style="list-style-type: none"> ▪ Does not use information ▪ Relies on prompting
<p>Asks questions and responds to stories read aloud (WI A 4.2)</p> <p>Instructional Expectation: 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"> ▪ Consistently formulates appropriate questions using comprehension strategies ▪ Responses show thorough understanding and strategy use (see instructional expectation) ▪ Consistently listens ▪ Consistently engaged ▪ Ignores distractions 	<ul style="list-style-type: none"> ▪ Usually formulates appropriate questions ▪ Responses show adequate understanding and strategy use (see instructional expectation) ▪ Listens attentively ▪ Usually engaged ▪ Ignores most distractions 	<ul style="list-style-type: none"> ▪ Sometimes formulates appropriate questions using comprehension strategies ▪ Responses sometimes show adequate understanding and strategy use (see instructional expectation) ▪ Attention wanders, sporadically engaged 	<ul style="list-style-type: none"> ▪ Seldom formulates appropriate questions using comprehension strategies ▪ Responses seldom show adequate understanding and strategy use (see instructional expectation) ▪ Has difficulty listening, creates distractions, interrupts