

CECC Kindergarten Assessment Rubric 2024-2025

Language Arts and Reading				
High Leverage TEKS & Grading Period Assessed:	1 Area of Concern	2 Progress Being Made Towards Kindergarten State Guidelines	3 Meets Kindergarten State Guidelines <u>for this point in the school year</u>	4 Understandings Go Beyond Current Introduced Concepts
I can produce a word that rhymes when given a different word. K.2Ai	The student is unable to produce a word that rhymes or can only produce a rhyme with 1 out of the 5 words presented.	The student can only produce a rhyme with 2 or 3 out of the 5 words presented.	The student can produce a rhyme with 4 or 5 of the 5 words presented.	N/A for this nine weeks
I can blend spoken sounds to form words. K.2Av	The student is unable to blend sounds to form a word or can only blend sounds to form 1 out of the 5 words presented.	The student can only blend sounds to form a word with 2 or 3 out of the 5 words presented.	The student can blend sounds to form a word with 4 or 5 of the 5 words presented.	N/A for this nine weeks
I can identify story elements. K.7B, K.7C, K.7D	The student is unable to identify characters, setting or problem/solution from a text.	The student is able to identify at least 1 story element: characters, setting or problem/solution from a text.	The student is able to identify at least 2 story elements: characters, setting or problem/solution from a text.	The student is able to identify all 3 story elements: characters, setting and problem/solution from a text.
I can identify & read high-frequency words. K.2Biv	The student identifies or reads 11 or less words from the CECC Kindergarten sight word list when shown in isolation or in context.	The student identifies or reads 12-19 words from the CECC Kindergarten sight word list when shown in isolation or in context.	The student identifies or reads 20-25 words from the CECC Kindergarten sight word list when shown in isolation or in context.	The student reads more than 41 words from the CECC Kindergarten sight word list when shown in isolation or in context. We will introduce 95 words this year.
I can identify all uppercase and lowercase letters. K.2Dv	The student identifies 7 or fewer capital or lowercase forms of the introduced letters- L,l, O,o, G,g H,h, T,t, P,p, A,a, N,n,M,m	The student identifies 8-12 capital or lowercase forms of the introduced letters- L,l, O,o, G,g H,h, T,t, P,p, A,a, N,n,M,m	The student identifies 13-16 capital or lowercase forms of the introduced letters- L,l, O,o, G,g H,h, T,t, P,p, A,a, N,n,M,m	The student identifies 17 or more capital or lowercase letters.
I can identify and match the common sounds that letters represent. K.2Bi	The student identifies and matches the common sounds that less than 3 of the introduced letters represent.- L,l, O,o, G,g H,h, T,t, P,p, A,a, N,n,M,m	The student identifies and matches the common sounds that 4-5 of the introduced letters represent.- L,l, O,o, G,g H,h, T,t, P,p, A,a, N,n,M,m	The student identifies and matches the common sounds that 6-8 of the introduced letters represent.- L,l, O,o, G,g H,h, T,t, P,p, A,a, N,n,M,m	The student identifies and matches the common sounds that 9 or more letters represent.

Mathematics				
High Leverage TEKS & Grading Period Assessed:	1 Area of Concern	2 Progress Being Made Towards Kindergarten State Guidelines	3 Meets Kindergarten State Guidelines	4 Understandings Go Beyond Current Introduced Concepts
I can read, write, & represent numbers 0-20. K.2B Our focus for the 1st nine weeks was identifying numbers 0-10.	The student is able to identify 1-2 of the numbers 0 to 5 when shown <i>in random order</i> .	The student is able to identify 3 of the numbers 0 to 5 when shown <i>in random order</i> .	The student is able to identify all numbers 0 to 5 when shown <i>in random order</i> .	The student is able to identify all numbers 0 to 20 when shown <i>in random order</i> .
I can count forward & backward to 20. K.2A Our focus for the 1st nine weeks was counting backwards from 5.	The student is unable to count backward from 5.	The student can count backward from 5 with teacher assistance .	The student can count backward from 5 independently.	N/A for this nine weeks
I can recite numbers up to 100 by ones & tens beginning with any given number. K.3B 1st nine weeks goal-40	The student is able to count up to 10 by 1s .	The student is able to count up to 20 by 1s .	The student is able to count up to 40 by 1s .	The student <i>is able to</i> count beyond 40 by 1s .

Science				
High Leverage TEKS & Grading Period Assessed:	1 Area of Concern	2 Progress Being Made Towards Kindergarten State Guidelines	3 Meets Kindergarten State Guidelines	4 Understandings Go Beyond Current Introduced Concepts
I can observe & record properties of solid objects. K.6	The student <i>is unable to</i> make observations about shape, color, texture, size, and mass of objects.	The student <i>is able to</i> make some observations about the shape, color, texture, size, and mass of objects.	The student <i>is able to</i> make observations about the shape, color, texture, size, and mass of objects.	The student <i>is able to</i> record appropriate observations about the shape, color, texture, size, and mass of objects .

Social Studies

High Leverage TEKS & Grading Period Assessed:	1 Area of Concern	2 Progress Being Made Towards Kindergarten State Guidelines	3 Meets Kindergarten State Guidelines	4 Understandings Go Beyond Current Introduced Concepts
I can identify & explain the purpose of authority figures in the home, school, & community. K.8A	The student <i>is unable to</i> identify authority figures at home or school.	The student <i>is able to</i> name an authority figure at home or school but does not explain their connection to rules.	The student <i>is able to</i> identify an authority figure in the home and school and explain how they make and enforce rules.	The student <i>is able to</i> explain what the community would be like without authority figures using detailed examples.
I can identify rules at home & at school & their purpose. K.7A, K.7B	The student <i>is unable to</i> identify rules at home or school.	The student <i>is able to</i> name a rule at home or school but does not explain their purpose.	The student <i>is able to</i> identify a rule at home and school and explain their purpose.	The student <i>is able to</i> explain what home and school would be like without rules using detailed examples.
I can identify jobs in the home, school and community and explain why people have jobs. K.6A, K.6B	The student <i>is unable to</i> identify jobs in the home, school or community.	The student <i>is able to</i> identify jobs at home or school or in the community but does not explain why people have jobs.	The student <i>is able to</i> identify jobs at home, school and in the community and explain why people have jobs.	The student <i>is able to</i> explain what the community would be like if people did not have jobs.
I can use terms to describe relative location (over, under, near, far, left, right).	The student <i>is unable to</i> use terms to describe relative location.	The student <i>is able to</i> use one term to describe the relative location of an object.	The student <i>is able to</i> use terms to describe the relative location of more than two objects.	N/A for this nine weeks

Social and Emotional Development

Guideline	1 Rarely	2 Occasionally	3 Frequently	4 Consistently
I can keep myself and others safe by being responsible.	Most of the time, the student does not help to keep themselves and others safe with their actions.	Most of the time, the student does help to keep themselves safe with their actions.	Most of the time, the student does help to keep themselves and others safe with their actions.	The student makes an extra effort to keep others safe.
I can show respect for other people.	The student <i>does not</i> respect other people's personal space or turn to talk.	The student sometimes shows respect for other people's personal space and turn to talk.	The student usually shows respect for other people's personal space and turn to talk.	The student makes an extra effort to show respect for other people's personal space and turn to talk.
I can be ready to listen and learn.	The student <i>does not</i> listen or participate in small or whole group activities.	The student <i>listens</i> for a short period of time in small or whole group activities with adult redirection.	The student <i>listens & participates</i> in small and group activities with occasional adult redirection.	The student <i>listens & participates</i> in small and group activities without adult redirection.
I can use school and classroom materials safely and carefully.	The student <i>does not</i> use school and classroom materials safely and carefully.	The student <i>is able to</i> use school and classroom materials safely and carefully without adult help.	The student <i>is able to</i> use materials safely without adult help and is responsible by putting them away before going to the next activity.	The student <i>is able to manage their own supplies safely and responsibly.</i> The student can assist other students or the teacher in managing supplies.