

Kindergarten Report Card Rubric

Quarter 4

CCSS	Reading Descriptors	Below Standard (1)	Progressing (2)	Meets the Standard (3)
K.RF.2.a	Recognizes rhyming words.	When presented with three pictures, student recognizes rhyming words with 0-49% accuracy.	When presented with three pictures, student recognizes rhyming words with 50-99% accuracy.	When presented with three pictures, student recognizes rhyming words with 100% accuracy.
K.RF.2.a	Produces rhyming words.	When given a word, the student produces a rhyming word with 0-49% accuracy.	When given a word, the student produces a rhyming word with 50-99% accuracy.	When given a word, the student produces a rhyming word with 100% accuracy.
K.RF.1.d	Recognizes and names all uppercase letters.	Recognizes and names uppercase letters with 0-49% accuracy.	Recognizes and names uppercase letters with 50-99% accuracy.	Consistently recognizes and names uppercase letters with 100% accuracy.
K.RF.1.d	Recognizes and names all lowercase letters.	Recognizes and names lowercase letters with 0-49% accuracy.	Recognizes and names lowercase letters with 50-99% accuracy.	Consistently recognizes and names lowercase letters with 100% accuracy.
K.RF.2, K.RF.3a, and K.RF.3.b	Produces the correct sound of each letter.	Produces the correct letter sounds with 0-49% accuracy.	Produces the correct letter sounds with 50-99% accuracy.	Consistently produces the correct letter sounds with 100% accuracy.
K.RF.3.c	Reads all introduced sight words. <u>Quarter 1:</u> a, i , is, my, the, to, and, you, he, go, see, can, at, it, on, up, in, dog, look, like <u>Quarter 2:</u> for, me, we, be, do, one, was, are, come, two, no, all, am, big, not, run, so, yes, but, did <u>Quarter 3:</u> have, they, she, or, of, from, by, his, has, as, said, there, make, this, play, came, that, boy, girl, help	Reads all introduced sight words with 0-49% accuracy.	Reads all introduced sight words with 50-99% accuracy.	Consistently reads all introduced sight words with 100% accuracy.

	<u>Quarter 4:</u> here, down, now, where, good, new, will, eat, get, under, little, funny, find, jump, into, must, ride, saw, say, please			
K.RF.2.d and K.RF.3	Applies phonics skills to decode words by blending beginning, middle and ending sounds (CVC). <i>Examples: cab, wed, rip, dot, jug</i>	Blends and reads three-sound short vowel words (CVC) with 0-49% accuracy.	Blends and reads three-sound short vowel words (CVC) with 50-99% accuracy.	Consistently blends and reads three-sound short vowel words (CVC) with 100% accuracy.
K.RF.3.b	Read words with consonant digraphs. <i>Examples: wh, ch, sh, th, ck</i>	Reads words with consonant digraphs with 0-49% accuracy.	Reads words with consonant digraphs with 50-99% accuracy.	Consistently reads words with consonant digraphs with 100% accuracy.
K.RF.2b	Segments simple words (CVC) into individual sounds.	Segments CVC words into all individual sounds with 0-49% accuracy.	Segments CVC words into all individual sounds with 50-99% accuracy.	Consistently segments CVC words into all individual sounds with 100% accuracy.
K.RL.1 and K.RI.1	Answers questions to demonstrate understanding about a text.	With prompting and support, unable to answer questions about a text.	With prompting and support, answers questions about a text.	Consistently answers questions about a text without prompting.
K.RL.2 and K.RI.2	Retells a story in sequence including key details	Retells a story including few or no key details.	Retells a story including some key details.	Retells a story in sequence, including beginning, middle, and end.
K.RL.3 and K.RI.3	Identifies characters, settings, and major events in a story	With prompting and support, unable to identify characters, setting, and major events.	With prompting and support, partially identifies characters, setting, and some major events.	Consistently identifies characters, setting, and major events without prompting.
K.RF.4, K.RL.10 and K.RI.10	Independent reading level (DRA) *DRA scores will be reported as a number on a continuum and not a 3, 2, 1 for this category. This rubric shows where the child's score falls in reference to mastery, progressing towards	DRA Level PreA (0), A (0), or 1	DRA Level 2 or 3	DRA Level 4 or higher

	mastery, and not yet mastered. The DRA (Developmental Reading Assessment) is an individualized reading assessment that enables teachers to evaluate growth in student reading performance over time. The DRA helps teachers to identify students' independent reading level by assessing students' oral reading fluency and comprehension. A student's independent reading level is the level at which he or she can read successfully without assistance from the teacher.			
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CCSS	Writing/Language Descriptors	Below Standard (1)	Progressing (2)	Meets the Standard (3)
RF.K.1b	Recognizes, reads and writes first and last name	With individualized prompting and support, unable to write first and last name.	Sometimes writes first and last name correctly. May use a model and/or have a few errors.	Consistently writes first and last name correctly without a model.
K.L.1.a	Prints all upper and lower case letters.	Writes upper and lowercase letters with 0-49% accuracy. Several errors in formation.	Writes upper and lowercase letters with 50-99% accuracy. May have errors in formation.	Consistently writes upper and lowercase letters with 100% accuracy.
K.L.2 and K.L.2.a	Uses correct capitalization	Rarely capitalizes the first word in a sentence and the word "I"	Sometimes capitalizes the first word in a sentence and the word "I"	Consistently capitalizes the first word in a sentence and the word "I"
K.L.2.d	Segments and writes three-sound short vowel words (CVC)	With support, unable to write CVC words.	With support, attempts to write CVC words. May have some misspellings.	Consistently writes CVC words independently with 100% accuracy.

K.L.2.a and K.L.2.b	Writes a simple sentence with correct capitalization and punctuation. <i>Example: I like the dog.</i> Support may include sentence starters, dictation, word banks, word walls, model sentences.	With support, unable to write a simple sentence.	With support, attempts to write a simple sentence. May have errors in capitalization, punctuation, or spacing.	With support, writes a simple sentence that starts with a capital letter and ends with a period. Correct spacing. Can have errors in spelling.
K.W.1, K.W.2, and K.W.3	Writes for a variety of purposes (including drawing, dictation, guided and independent writing).	With individualized prompting and support, unable to reflect understanding of a topic using drawings and writing.	Attempts to reflect understanding of a topic using drawings and writing.	Consistently reflects understanding of a topic using drawings and writing.

CCSS	Math Descriptors	Below Standard (1)	Progressing (2)	Meets the Standard (3)
K.G.1 and K.G.2	Describe and compare objects using one of it's attributes, including length, height and weight	Unable to describe attributes of an object using length or height.	Describes <i>one</i> attribute of an object, using length or height.	Consistently describes <i>more than one</i> attribute of an object, using length and height.
K.CC.1	Sort and count objects through 20.	Sorts and counts objects through 15 with 0-49% accuracy. Is unable to move objects to keep track of their count.	Sorts and counts objects through 15 with 50-99% accuracy. Attempts to move objects to keep track of their count.	Consistently sorts and counts objects through 15 with 100% accuracy. Independently able to move objects to keep track of their count.
K.CC.1	Count by 1s to 100	With individualized prompting and support, is unable to count to 100 by ones.	With prompting and support, is sometimes able to count to 100 by ones.	Consistently is able to count to 100 by ones.
K.CC.1	Count by 10s to 100	With individualized prompting and support, is unable to count to 100 by tens.	With prompting and support, is sometimes able to count to 100 by tens.	Consistently is able to count to 100 by tens.

K.CC.2	Counts forward beginning from a given number (instead of starting at 1)	With individualized prompting and support, is unable to count forward from a given number within a known sequence, instead of having to begin at 1.	With prompting and support, is sometimes able to count forward from a given number within a known sequence, instead of having to begin at 1.	Consistently is able to count forward from a given number within a known sequence, instead of having to begin at 1.
K.G.2	Names 3-D Shapes: cube, cylinder, cone, prism, pyramid, sphere	Names 3-D shapes introduced with 0-49% accuracy.	Names 3-D shapes introduced with 50-99% accuracy.	Consistently names all six 3-D shapes introduced with 100% accuracy.
K.CC.3	Identifies numbers 0-5 (Q1) 0-10 (Q2) and 11-20 (Q3 and 4)	Unable to identify numbers 0-20, with prompting and support.	Sometimes identifies numbers 0-20 independently. May have a few errors or is inconsistent. May need prompting and support.	Consistently identifies numbers 0-20 independently.
K.CC.3	Writes numbers 0-5 (Q1) 0-10 (Q2) and 11-20 (Q3 and 4)	With individual prompting and support, unable to write numbers 0-20.	With prompting and support, writes numbers 0-20.	Correctly writes numbers 0-20.
K.OA.1 and K.OA.2	Solve addition problems (Q2- through 5, Q3- through 10, Q4- through 20)	With individualized prompting and support, unable to solve addition problems within 20 using objects or drawings to represent the problem.	With prompting and support, solves addition problems within 20 using objects or drawings to represent the problem.	Solves addition problems within 20 using objects or drawings to represent the problem.
K.OA.3, K.OA.4, and K.OA.5	Solve subtraction problems (Q2- through 5, Q3- through 10, Q4- through 20)	With individualized prompting and support, unable to solve subtraction problems within 20 using objects or drawings to represent the problem.	With prompting and support, solves subtraction problems within 20 using objects or drawings to represent the problem.	Solves subtraction problems within 20 using objects or drawings to represent the problem.
K.OA.5	Takes apart numbers by using objects or drawings	With individualized prompting and support, unable to decompose numbers within 10 in more than one way.	With prompting and support, able to decompose numbers within 10 in more than one way.	Independently able to decompose numbers within 10 in more than one way.

K.NBT.1	Find the number that makes ten when given a number 1-9	With individualized prompting and support, unable to find the number that makes 10 when given a number from 1 to 9.	With prompting and support, able to find the number that makes 10 when given a number from 1 to 9. May be inconsistent at times.	Independently able to find the number that makes 10 when given a number from 1 to 9.
K.OA.1-5	Add or subtract to solve word problems within 10	With individualized prompting and support, unable to solve addition and subtraction problems within 10 using objects or drawings to represent the problem.	With prompting and support, able to solve addition and subtraction problems within 10 using objects or drawings to represent the problem.	Independently able to solve addition and subtraction problems within 10 using objects or drawings to represent the problem.
K.NBT.1	Understand place value and compose/decompose 11-19	With individualized prompting and support, unable to compose or decompose numbers from 11 to 19 into a group of ten and one(s).	With prompting and support, able to compose or decompose numbers from 11 to 19 into a group of ten and one(s).	Independently able to compose or decompose numbers from 11 to 19 into a group of ten and one(s).