

**Kindergarten Standards Based Report Card Rubric**  
**QUARTER 2**  
**ELA**

3+ = Exceeds the standard – in addition to the 3, makes applications and inferences beyond expectations
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Standard	3 Meets the Standard Consistently	2 Progressing Toward Meeting the Standard	1 Limited Progress or Does Not Meet the Standard
<b>Reading Foundational</b>			
<b>Recognizes and names all Upper and lowercase letters.</b>  <b>RF1d</b>	Recognizes and names all 52 upper and lowercase letters.	Recognizes and names a combination of 26-51 upper and lowercase letters.	Recognizes and names a combination of 0-25 upper and lowercase letters.
<b>Demonstrates understanding of basic features of print.</b>  <b>RF1</b>	Consistently demonstrates tracking text from left to right, top to bottom, and page by page (e.g. by pointing, touching each word, sweeping hand across and down the page, or turning to the next page).	Tracks text from left to right OR top to bottom, but not both.	Does not track text from left to right or top to bottom.
<b>Recognizes and produces rhyming words.</b>  <b>RF2a</b>	Consistently recognizes rhyming words AND produces rhyming words in response to an oral prompt.	Recognizes some rhyming words OR produces some rhyming words in response to an oral prompt.	Does not recognize or produce rhyming words in response to an oral prompt.
<b>Blends and segments onsets (beginning sound) and rimes (chunks) of single-syllable spoken words. (examples: b-ed, h-ot, p-it, c-ut)</b>  <b>RF2c</b>	Consistently blends <b>and</b> segments onsets and rimes of single syllable spoken words.	Inconsistently blends <b>or</b> segments onsets and rimes of single syllable spoken words.	Does not blend or segment onsets and rimes of single syllable spoken words.

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<b>Isolates and pronounces all sounds in CVC words. RF2d</b>	Consistently pronounces beginning, medial, and final phonemes in three-phoneme words.	Identifies initial and ending sounds in spoken words.	Does not identify sounds in spoken words OR identifies some initial sounds in spoken words.
<b>Produces sounds for letters. RF3 a, b</b>	Consistently produces one sound for each of the taught consonants and short vowels.	Inconsistently produces one sound for each of the taught consonants and short vowels.	Limited production of sounds for the taught consonants and vowels.
<b>Reads kindergarten sight words. RF4</b>	Reads 20 sight words accurately.	Reads 19-10 sight words accurately.	Reads 0-9 sight words accurately.
<b>Reading Literary and Informational</b>			
<b>Identifies characters, settings, and major events in a story. RL3</b>	With prompting and support, consistently identifies characters, settings, and major events in a story.	With prompting and support, inconsistently identifies characters, settings, and major events in a story.	With prompting and support, does not identify characters, settings, and major events in a story.
<b>Retells familiar stories including key details. RL2</b>	With prompting and support, consistently retells the story.	With prompting and support, inconsistently retells the story.	Cannot retell the story.
<b>Identifies the main topic and retells key details of an informational text. RI3</b>	With prompting and support, consistently identifies the main topic and retells key details of a text.	With prompting and support, is able to identify the main topic OR retells the details of the text.	With prompting and support, does not identify the main topic or retell details of a text.

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<b>Speaking and Listening</b>			
<b>Ask and answer questions in order to seek help, get information, or clarify something that is not understood. (SL3)</b>	Consistently asks <u>and</u> answers questions to seek help, get information, and clarify misunderstandings.	Sometimes asks <u>and</u> answers questions to seek help, get information, and clarify misunderstandings.	Rarely asks <u>and</u> answers questions to seek help, get information, and clarify misunderstandings.
<b>Speak audibly and express thoughts, feelings, and ideas clearly. (SL6)</b>	Consistently uses language to orally express thoughts, feeling and ideas <u>clearly</u> .	Sometimes uses language to orally express thoughts, feeling and ideas <u>clearly</u> .	Rarely uses language to orally express thoughts, feeling and ideas <u>clearly</u> .
<b>Writing</b>			
<b>Writing:</b> Draws, dictates, and writes to compose a piece of writing.  <b>W3: Draws, dictates, and writes to narrate a single or loosely linked event(s).</b>	Consistently uses a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tells about the events in the order in which they occurred, and provides a reaction to what happened.	Uses drawing and dictating to narrate a single event or several loosely linked events.	Draws a picture to narrate an event.
<b>Prints upper and lowercase letters. L1a</b>	Consistently prints ALL upper- and lowercase letters.	Inconsistently prints a combination of upper and lowercase letters.	Does not print a combination of upper and lowercase letters.
<b>Spells simple words phonetically, drawing on knowledge of sound-letter relationships. L2d</b>	Consistently spells CVC words using the taught consonants and vowels.	Inconsistently spells CVC words using the taught consonants and vowels.	Limited spelling of CVC words using the taught consonant and vowels.