Standard	Exceeding Standard	Meeting Standard	Approaching Standard	Not Yet		
	READING					
Foundational Skills: Print Concepts	-recognize these features of a sentence: first word, capitalization, ending punctuation	 -Follow words from left to right, top to bottom, and page to page -Recognize that spoken words are represented by written words -Understand that words are separated by spaces -Recognize and name upper and lower case letters 	 Begin to demonstrate understanding of basic features of print. Follow words from left to right, top to bottom, page by page. Recognize that spoken words can be written and read. Recognize that words are separated by spaces. Recognize and name many upper and lower case letters of the alphabet. 	 -Does not demonstrate understanding of basic features of print. -Does not follow words from left to right, top to bottom, page by page. -Does not recognize that spoken words can be written and read. - Does not recognize that words are separated by spaces. -Does not recognize and name many upper and lower case letters of the alphabet. 		
Foundational Skills: Phonological Awareness	-distinguish long from short vowels -blend sounds in 1- syllable words with consonant blends	-recognize and produce rhyming words	Demonstrate understanding of spoken words and begin to understand	-Does not demonstrate understanding of spoken words and begin to understand		

Kindergarten Report Card Companion Rubric

				· · · · · · · · · · · · · · · · · · ·
	-isolate initial,	-count, produce,	syllables and	syllables and sounds
	medial, and final	blend, and segment	sounds	(phonemes).
	sounds	syllables	(phonemes).	Doos not rosogniza
			Descrite	-Does not recognize
	-segment 1-syllable	-blend and segment	-Recognize	and produce simple
	words into	onsets and rimes	and produce	rhyming words.
	phonemes	-pronounce initial, medial, and final sounds	simple rhyming words. -Segment	-Does not segment syllables in spoken words by clapping out the number of
		-add or substitute sounds to make	syllables in	syllables.
		new words	spoken words by clapping out the number of syllables.	- Does not identify many initial sounds of familiar words blend and segment onsets and rimes
			- Identify many initial sounds of familiar wordsblend	-Does not pronounce initial, medial, and final sounds
			and segment onsets and rimes	-Does not add or substitute sounds to make new words.
			-pronounce initial, medial, and final	
			sounds	
			-add or substitute sounds to	
			make new words	
Foundational	-know consonant	-demonstrate one-	-Demonstrate	-Does not
Skills: Phonics	digraphs	to-one sound	an	demonstrate an
and Word Recognitions	-decode 1-syllable words	correspondence	understanding of beginning	understanding of beginning

	lunary final -		nhonios and	
	-know final-e	-associate long and	phonics and	phonics and word
	-determine the	short sounds with	word skills.	skills.
	number of syllables	all vowels	- Associates	- Does not associate
	in a word	-read common sight	many letters	many letters
		words	(consonants	(consonants and
	-decode 2-syllable		and vowels as	vowels as ready) with
	words with short		ready) with	their names and their
	vowels		their names	most frequent
			and their most	sounds.
	-read words with		frequent	500103.
	inflected endings		sounds.	-Does not recognize
			sounus.	their name in print as
			-Recognize	well as other familiar
			their name in	print in the
			print as well	environment.
			as other	
			familiar print	
			in the	
			environment.	
Foundational	-read grade level text	-reads emergent	-Begin to	-Does not engage in
Skills:	with purpose and	reader texts with	engage in a	a variety of texts
Fluency	understanding	purpose and	variety of	with purpose and
	road arally with	understanding	texts with	understanding.
	-read orally with		purpose and	
	accuracy, appropriate rate, and		understanding	
	expression		•	
	expression			
	-self-corrects when			
	reading			
Literature:	-ask and answer key	-with prompting	- With	Does not ask and
Key Ideas &	questions about	and support, ask	prompting	answer key elements
Details	details	and answer	and support,	in a familiar story or
	-retell stories,	questions about	ask and	poem.
	including key details	details	answer key	-With prompting and
	and central message	-with prompting	elements in a	support, does not
	or lesson	and support, retell	familiar story	retell familiar stories
		stories including	or poem.	or poems.
	-describe characters,	key details	-With	
	setting, and major	-,	prompting	
			1 - 1 0	

	events using key details	-with prompting and support, identify characters, setting, and major events	and support, retell familiar stories or poems. -With prompting and support, identify characters, settings, and major events in a familiar story.	-With prompting and support, does not identify characters, settings, and major events in a familiar story.
Literature: Craft & Structure	-describe how words/phrases supply rhythm & meaning in a story, poem, or song -describe overall structure of a story -acknowledges differences in the points of view of characters	-ask and answer questions about unknown words in the text -recognize common types of texts -name the author & illustrator & their role	-With prompting and support, ask and answer questions about unfamiliar words in a story or poem read aloud. -Recognize common types of literature (storybooks and poetry books). -With prompting and support, identify the role of author and illustrator	 With prompting and support, does not ask and answer questions about unfamiliar words in a story or poem read aloud. Does not recognize common types of literature (storybooks and poetry books). With prompting and support, does not identify the role of author and illustrator in telling the story.

Literature: Integration of Knowledge & Ideas	-use information gained from illustrations and print to demonstrate understanding of characters, setting, plot -compare and contrast 2 versions of the same story	-with prompting and support, describe the relationship between illustrations and story -with prompting and support, compare and contrast adventures and experiences of characters	in telling the story. -With prompting and support, using a familiar storybook, tell how the illustrations support the story. -With prompting and support using a familiar storybook, tell how adventures and experiences of characters are alike and how they are different.	-With prompting and support, using a familiar storybook, does not tell how the illustrations support the story. -With prompting and support using a familiar storybook, does not tell how adventures and experiences of characters are alike and how they are different.
Level of Text Complexity	DRA Level 4 or above	DRA Level 1 - 3	AA	NOT APPLICABLE
Informational Text: Key Ideas & Details	-ask and answer who, what, when, where, and how questions -identify the main topic of multi- paragraph text -describe connection between series of	 -with prompting and support, ask and answer questions about key details -with prompting and support, identify main topic 	-With prompting and support, ask and answer questions about key elements in a familiar text.	-With prompting and support, does not ask and answer questions about key elements in a familiar text. -With prompting and support, does not describe connection between 2

	historical avanta	and retell key	-With	individuals overte
	historical events,		-	individuals, events,
	scientific ideas, or	details	prompting	ideas, or pieces of
		-with prompting	•••	information.
	steps in technical procedures	-with prompting and support, describe connection between 2 individuals, events, ideas, or pieces of information	and support, describe connection between 2 individuals, events, ideas, or pieces of information. -With prompting and support, recall important facts from a familiar text. -With prompting and support, make a connection	information. -With prompting and support, does not recall important facts from a familiar text. -With prompting and support, does not make a connection between pieces of essential information in a familiar text.
			between pieces of essential	
			information in	
			a familiar text.	
Informational	-Determine the	-With prompting	-With	-With prompting and
Text: Craft &	meaning of words	and support, ask	prompting	support, does not ask
Structure	and phrases in a text	and answer	and support,	and answer
	relevant to a subject	questions about	ask and	questions about
	area.	unknown words in	answer	unfamiliar words in
	Know and was	a text.	questions	informational text.
	-Know and use	Identify the frent	about	Doos not identify
	various text features	-Identify the front	unfamiliar	-Does not identify the front and back
	(e.g., captions, bold	cover, back cover,	words in	
	print, subheadings, glossaries, indexes,	and title page of a book.	informational	cover of a book.
	electronic menus,		text.	-With prompting and
				support, does not
	icons) to locate key			

	facts or information in a text efficiently. -Identify the main purpose of a text, including what the author wants to answer, explain, or describe.	-Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.	-Identify the front and back cover of a book. -With prompting and support, identify the role of author and illustrator in presenting ideas in informational text.	identify the role of author and illustrator in presenting ideas in informational text.
Integration of Knowledge and Ideas	 -Use the illustrations and details in a text to describe its key ideas -Identify the reasons an author gives to support points in a text. -Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). 	 -With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts). -With prompting and support, identify the reasons an author gives to support points in a text. -With prompting and support, identify basic similarities in and differences 	-With prompting and support, tell how the illustrations support the text/ (information or topic) informational text.	- With prompting and support, does not tell how the illustrations support the text/ (information or topic) informational text.

		between two texts on the same topic		
		(e.g., in		
		illustrations,		
		descriptions, or		
		procedures).		
		WRITING		
Text types	-Write opinion pieces	-Use a combination	-Use a	-Does not use a
and Purposes	in which they	of drawing,	combination	combination of
	introduce the topic	dictating, and	of drawings,	drawings, dictation,
	or name the book	writing to compose	dictation,	scribble writing,
	they are writing	opinion pieces in	scribble	letter-strings, or
	about, state an	which they tell a	writing, letter-	invented spelling to
	opinion, supply a	reader the topic or	strings, or	share a preference or
	reason for the	the name of the	invented	opinion during play
	opinion, and provide	book they are	spelling to	or other activities.
	some sense of	writing about and	share a	-Does not use a
	closure.	state an opinion or	preference or	combination of
	Write	preference about -	opinion during	drawings, dictation,
	informative/explanat	the topic or book	play or other	scribble writing,
	ory texts in which	(e.g., My favorite	activities.	letter-strings, or
	they name a topic,	book is).	-Use a	invented spelling to
	supply some facts	-Use a combination	combination	share information
	about the topic, and	of drawing,	of drawings,	during play or other
	provide some sense	dictating, and	dictation,	activities.
	of closure	writing to compose	scribble	activities.
		informative/explan	writing, letter-	
	-Write narratives in	atory texts in which		
	which they recount	they name what	strings, or invented	
	two or more	they are writing	spelling to	
	appropriately	about and supply	spening to share	
	sequenced events,			
	include some details			
	regarding what	αυσαί της τορίς.		
	happened, use	-Use a combination		
	temporal words to	of drawing,	activities.	
	signal event order,	dictating, and		
	and provide some	writing to narrate a		
	sense of closure.	single event or		
		several loosely		
	include some details regarding what happened, use temporal words to signal event order, and provide some	some information about the topic. -Use a combination of drawing, dictating, and writing to narrate a single event or	information during play or other activities.	

Production and distribution of writing	-With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed. -With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened. -With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed. -With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	-With guidance and support, share a drawing with dictation, scribble- writing, letter- strings, or invented spelling to describe an event real or imagined. -With guidance and support, use digital tools to express ideas (e.g., taking a picture of a block structure to document or express ideas, etc.).	-With guidance and support, does not share a drawing with dictation, scribble- writing, letter- strings, or invented spelling to describe an event real or imagined. -With guidance and support, does not use digital tools to express ideas (e.g., taking a picture of a block structure to document or express ideas, etc.).
Research to Build and Present Knowledge	-Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a	-Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express	-With guidance and support, participate in shared research and shared writing projects	-With guidance and support, does not participate in shared research and shared writing projects With guidance and support, does not recall information

	sequence of instructions). -With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	opinions about them) -With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a	With guidance and support, recall information from experience or familiar topic to answer a question.	from experience or familiar topic to answer a question.
		question.		
Conventions	-Demonstrate	-Demonstrate	-Begin to	-Does not
of Standard	command of the	command of the	understand	understand the
English	conventions of	conventions of	the	conventions of
	standard English	standard English	conventions	standard English
	capitalization,	grammar and usage	of standard	grammar when
	punctuation, and	when writing or	English	speaking during
	spelling when	speaking.	grammar	interactions and
	writing.	- Print many upper-	when speaking	activities.
	- Capitalize dates and	and lowercase	during	-Does not print many
	names of people. b.	letters.	interactions	alphabet letters.
	Use end punctuation	Lies frequently	and activities.	Deserveture
	for sentences.	- Use frequently		-Does not use
	- Use commas in	occurring nouns and verbs.	-Print many	frequently occurring nouns and verbs.
	dates and to		alphabet	Houlis and Verbs.
	separate single	- Form regular	letters.	-Does not form
	words in a series.	plural nouns orally	-Use	regular plural nouns.
		by adding /s/ or	frequently	Deservet
	- Use conventional	/es/ (e.g., dog,	occurring	-Does not
	spelling for words	dogs; wish, wishes).	nouns and	understand and use
	with common	-Understand and	verbs.	question words (e.g.,
	spelling patterns and	use question words		who, what, where, when, why, how).
	for frequently	(interrogatives)	-Form regular	witen, wity, nowj.
	occurring irregular	(e.g., who, what,	plural nouns.	- Does not use
	words.			frequently occurring
				prepositions (e.g., to,

-Spell untaught	where, when, why,	-Understand	from, in, out, on, off,
words phonetically,	how).	and use	for, by, with).
words phonetically, drawing on phonemic awareness and spelling conventions.	how). -Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with). - Produce and expand complete sentences in shared language activities. -Demonstrate command of the conventions of standard English capitalization,	question words (e.g., who, what, where, when, why, how). - Use frequently occurring prepositions (e.g., to, from, in, out, on, off, for, by, with). -Begin to speak in complete	-Does not speak in complete sentences. -Does not Understand and can not follow simple multi-step directions. -Does not understand the simple conventions of standard English grammar during reading and writing
	punctuation, and spelling when	sentences.	experiences throughout the day.
	writing. - Capitalize the first	Understands	-Does not attempt to write a letter or letters by using
	word in a sentence and the pronoun I.	and can follow simple multi- step	scribble-writing, letter-like forms, letter-strings, and
	- Recognize and name end punctuation.	directions. -Begin to	invented spelling during writing activities throughout
	-Write a letter or letters for most consonant and short-vowel sounds (phonemes).	understand the simple conventions of standard English grammar	the day.
	- Spell simple words phonetically, drawing on knowledge of	during reading and writing experiences	

		sound-letter	throughout	
		relationships.	•	
		relationships.	the day.	
			-Attempt to	
			write a letter	
			or letters by	
			using scribble-	
			writing, letter-	
			like forms,	
			letter-strings,	
			and invented	
			spelling during	
			writing	
			activities	
			throughout	
			the day.	
Veesbular	Dotormine or dorify	-Determine or	Pogin to	-Does not determine
Vocabulary	-Determine or clarify		-Begin to determine the	
Acquisition	the meaning of	clarify the meaning of unknown and		the meaning of new
and Use	unknown and		meaning of new words	words and phrases
	multiple-meaning	multiple-meaning		introduced through
	words and phrases	words and phrases based on	and phrases introduced	preschool reading and content.
	based on grade 1 reading and content,	kindergarten	through	and content.
	choosing flexibly	reading and	preschool	-With guidance and
	from an array of	content.	reading and	support, does not
	strategies.	content.	content.	explore word
	strategies.	- Identify new	content.	relationships.
	sentence-level	meanings for	-With	
	context as a clue to	familiar words and	guidance and	-Does not sort
	the meaning of a	apply them	support,	familiar objects (e.g.,
	word or phrase.	accurately (e.g.,	explore word	sort a collection of
		knowing duck is a	relationships.	plastic animals into
	- Use frequently	bird and learning	Designation	groups: dogs, tigers,
	occurring affixes as a	the verb to duck).	-Begin to sort	and bears).
	clue to the meaning of a word.	Lico the most	familiar objects (o.g.	-Does not
		- Use the most frequently	objects (e.g., sort a	understand
	-Identify frequently	occurring	collection of	opposites of simple
	occurring root words	inflections and	plastic animals	and familiar words.
	(e.g., look) and their	affixes (e.g., -ed, -s,	into groups:	
	inflectional forms	re-, un-, pre-, -ful, -	nito groups.	-Does not identify
		less) as a clue to the		real-life connections
		less) as a clue to the		

(e.g., looks, looked,	meaning of an	dogs, tigers,	between words and
looking).	unknown word.	and bears).	their use (e.g., "Tell
			me the name of a
With guidance and	-With guidance and	-Begin to	place in the
support from adults,	support from	understand	classroom that is
demonstrate	adults, explore	opposites of	noisy or quiet.").
understanding of	word relationships	simple and	
word relationships	and nuances in	familiar	-Does not use words
and nuances in word	word meanings.	words.	and phrases acquired
meanings.			through
	- Sort common	-Identify real-	conversations,
- Sort words into	objects into	life 	activities and read
categories (e.g.,	categories (e.g.,	connections	alouds.
colors, clothing) to	shapes, foods) to	between	
gain a sense of the	gain a sense of the	words and	
concepts the	concepts the	their use (e.g.,	
categories represent.	categories	"Tell me the	
-Define words by	represent.	name of a	
category and by one	-Demonstrate	place in the	
or more key	understanding of	classroom	
attributes (e.g., a	frequently	that is noisy or	
duck is a bird that	occurring verbs and	quiet.").	
swims; a tiger is a	adjectives by	-Use words	
large cat with	relating them to	and phrases	
stripes).	their opposites	acquired	
	(antonyms).	through	
-Identify real-life		conversations,	
connections between	- Identify real-life	activities and	
words and their use	connections	read alouds.	
(e.g., note places at	between words and		
home that are cozy).	their use (e.g., note		
- Distinguish shades	places at school		
of meaning among	that are colorful).		
verbs differing in	-Distinguish shades		
manner (e.g., look,	of meaning among		
peek, glance, stare,	verbs describing the		
glare, scowl) and	same general action		
adjectives differing in	(e.g., walk, march,		
intensity (e.g., large,	strut, prance) by		
gigantic) by defining	acting out the		
or choosing them or	meanings.		
_			

	by acting out the meanings. -Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because)	-Use words and phrases acquired through conversations, reading and being read to, and responding to texts.		
		SPEAKING AND		
		LISTENING		
Comprehensi	-Participate in	-Participate in	-Participate in	-Does not participate
on and	collaborative	collaborative	conversations	in conversations and
Collaboration	conversations with	conversations with	and	interactions with
	diverse partners	diverse partners	interactions	peers and adults
	about grade 1 topics	about kindergarten	with peers	individually and in
	and texts with peers	topics and texts	and adults	small and large
	and adults in small	with peers and	individually	groups.
	and larger groups.	adults in small and	and in small	
		larger groups.	and large	-Does not follow
	- Follow agreed-upon	Follow agreed	groups.	agreed upon rules for
	rules for discussions (e.g., listening to	- Follow agreed- upon rules for	-Follow	discussions during group interactions.
	others with care,	discussions (e.g.,	agreed upon	group interactions.
	speaking one at a	listening to others	rules for	-Does not continue a
	time about the topics	and taking turns	discussions	conversation through
	and texts under	speaking about the	during group	several back and
	discussion).	topics and texts	interactions.	forth exchanges.
		under discussion).		-Does not ask and
	- Build on others' talk		-Continue a	answer questions
	in conversations by	-Continue a	conversation	about a text or other
	responding to the	conversation	through	information read
	comments of others		several back	

	through multiple	through multiple	and forth	aloud or presented
	exchanges.	exchanges.	exchanges.	orally.
	CACHUNGES.	chemanges.	chemanges.	orany.
	- Ask questions to	-Confirm	-Ask and	-Does not ask and
	clear up any	understanding of a	answer	answer questions to
	confusion about the	text read aloud or	questions	seek help, get
	topics and texts	information	about a text	information, or
	under discussion	presented orally or	or other	follow directions.
	-Ask and answer questions about key details in a text read aloud or information presented orally or through other media. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not	through other media by asking and answering questions about key details and requesting clarification if something is not understood. -Ask and answer questions in order to seek help, get information, or - clarify something	information read aloud or presented orally. -Ask and answer questions to seek help, get information, or follow directions.	
	understood.	that is not understood.		
Presentation	-Describe people,	-Describe familiar	-Begin to	-Does not describe
of Knowledge	places, things, and	people, places,	describe	familiar people,
and Ideas	events with relevant	things, and events	familiar	places, things, and
	details, expressing	and, with	people,	events and
	ideas and feelings	prompting and	places, things,	sometimes with
	clearly.	support, provide	and events	detail.
	-Add drawings or	additional detail.	and	-Does not use
	other visual displays	-Add drawings or	sometimes	drawings or visual
	to descriptions when	other visual	with detail.	displays to add to
	appropriate to clarify	displays to	-Use drawings	descriptions to
	ideas, thoughts, and	descriptions as	or visual	provide additional
	feelings.	desired to provide	displays to	detail.
	Due du se se se stat	additional detail.	add to	
	- Produce complete	Speak and bly and	descriptions	-With guidance and
	sentences when	-Speak audibly and express thoughts,	to provide	support, does not speak audibly and

appropriate to task	feelings, and ideas	additional	express thoughts,
and situation.	clearly.	detail.	feelings, and ideas.
		\ A /;+b	
		-With	
		guidance and	
		support, speak	
		audibly and	
		express	
		thoughts,	
		feelings, and	
		ideas.	