Kindergarten Report Card Companion Rubric

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

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

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

	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.

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

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

		linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.		
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.	-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 question. | With guidance and support, recall information from experience or familiar topic to answer a question. | from experience or familiar topic to answer a question. |
| | | **LANGUAGE** | | |
| **Conventions of Standard English** | -Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- Capitalize dates and names of people. b. Use end punctuation for sentences.

 - Use commas in dates and to separate single words in a series.

- Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. | -Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- Print many upper- and lowercase letters.

- Use frequently occurring nouns and verbs.

- Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).
-Understand and use question words (interrogatives) (e.g., who, what, | -Begin to understand the conventions of standard English grammar when speaking during interactions and activities.

-Print many alphabet letters.

-Use frequently occurring nouns and verbs.

-Form regular plural nouns. | -Does not understand the conventions of standard English grammar when speaking during interactions and activities.

-Does not print many alphabet letters.

-Does not use frequently occurring nouns and verbs.

-Does not form regular plural nouns.

-Does not understand and use question words (e.g., who, what, where, when, why, how).

- Does not use frequently occurring prepositions (e.g., to, |

	-Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.	where, when, why, 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, punctuation, and spelling when writing. - Capitalize the first word in a sentence and the pronoun I. - Recognize and name end punctuation. -Write a letter or letters for most consonant and short-vowel sounds (phonemes). - Spell simple words phonetically, drawing on knowledge of	-Understand and use 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 sentences. Understands and can follow simple multi-step directions. -Begin to understand the simple conventions of standard English grammar during reading and writing experiences	from, in, out, on, off, for, by, with). -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 experiences throughout the day. -Does not 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.

| | | sound-letter relationships. | throughout 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. | |
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| **Vocabulary Acquisition and Use** | -Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.

sentence-level context as a clue to the meaning of a word or phrase.

- Use frequently occurring affixes as a clue to the meaning of a word.

 -Identify frequently occurring root words (e.g., look) and their inflectional forms | -Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.

- Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).

- Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the | -Begin to determine the meaning of new words and phrases introduced through preschool reading and content.

-With guidance and support, explore word relationships.

-Begin to sort familiar objects (e.g., sort a collection of plastic animals into groups: | -Does not determine the meaning of new words and phrases introduced through preschool reading and content.

-With guidance and support, does not explore word relationships.

-Does not sort familiar objects (e.g., sort a collection of plastic animals into groups: dogs, tigers, and bears).

-Does not understand opposites of simple and familiar words.

 -Does not identify real-life connections |

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

	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		
Comprehension and Collaboration	-Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. - Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). - Build on others' talk in conversations by responding to the comments of others	-Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. - Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). -Continue a conversation	-Participate in conversations and interactions with peers and adults individually and in small and large groups. -Follow agreed upon rules for discussions during group interactions. -Continue a conversation through several back	-Does not participate in conversations and interactions with peers and adults individually and in small and large groups. -Does not follow agreed upon rules for discussions during group interactions. -Does not continue a conversation through several back and forth exchanges. -Does not ask and answer questions about a text or other information read

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

	appropriate to task and situation.	feelings, and ideas clearly.	additional detail. -With guidance and support, speak audibly and express thoughts, feelings, and ideas.	express thoughts, feelings, and ideas.