

The rubrics are designed to help families understand what numbers on a report card mean for each item under the topic in a particular grade level. As a reminder, the goal for mastery of concepts is by the **end** of the school year and grades communicated before the end of the year reflect progress toward that goal for the current reporting period.

Kindergarten - Rubric for Literacy - January

	4 - Exceeds Expectations	3 - Meets Expectations	2 - Approaching Expectations	1 - Beginning Skills
Names uppercase letters		Student identifies 26 uppercase letters.	Student identifies 20-25 uppercase letters.	Student identifies 0-19 uppercase letters.
Names lowercase letters		Student identifies 26 lowercase letters.	Student identifies 20-25 lowercase letters.	Student identifies 0-19 lowercase letters.
Produces letter sounds	Student can verbalize all consonants, short vowel and long vowel sounds.	Student can verbalize 20-30 letter sounds.	Student can verbalize 13-19 letter sounds.	Student can verbalize 0-12 letter sounds.
Reads high frequency words	Student reads 40 or more high frequency words.	Student reads 20-39 high frequency words.	Student reads 13-19 high frequency words.	Student reads 0-12 high frequency words.
Comprehends grade level text independently	Student consistently reads and comprehends beyond grade level texts.	Student consistently reads and comprehends on grade level texts.	Student needs support reading and comprehending on grade level text.	Student is not yet able to read grade level text.
Demonstrates reading stamina	Student consistently demonstrates on task reading behaviors during independent reading time.	Student usually demonstrates on task reading behaviors during independent reading time.	Student inconsistently demonstrates on task reading behaviors during independent reading time.	Student needs support remaining on task during independent reading time.
Recognizes and produces rhyming words	Student can recognize and produce rhyming words without prompts.	Student can recognize and produce rhyming words when given a prompt.	Student can either recognize or produce rhyming words when given a prompt.	Student needs support with recognizing and producing rhymes.
Spells words phonetically	Student consistently writes words phonetically.	Student usually writes words phonetically.	Student inconsistently writes words phonetically.	Student rarely writes words phonetically.
Writes about an event	Student writes a sentence with more than five words and consistently uses spacing between words.	Student usually writes three words on a topic with correct spacing between words.	Student writes three words, but not on the same topic or does not have all correct spacing.	Student needs support to write three words in a sentence.
Demonstrates writing stamina	Student consistently demonstrates on task writing behaviors during independent writing time.	Student usually demonstrates on task writing behaviors during independent writing time.	Student inconsistently demonstrates on task writing behaviors during independent writing time.	Student needs support remaining on task during independent writing time.
Participates	Student contributes to discussions and work responsibilities. Student consistently participates in groups and demonstrates leadership skills.	Student contributes to discussions and work responsibilities. Student usually participates in groups and demonstrates leadership skills.	Student contributes to discussions and work responsibilities when prompted. Student inconsistently cooperates in groups.	Student rarely contributes to discussions and work responsibilities even when prompted. Student needs assistance to participate in groups.

The rubrics are designed to help families understand what numbers on a report card mean for each item under the topic in a particular grade level. As a reminder, the goal for mastery of concepts is by the **end** of the school year and grades communicated before the end of the year reflect progress toward that goal for the current reporting period.

Kindergarten - Rubric for Literacy - June

	4-Exceeds Expectations	3-Meets Expectations	2-Approaching Expectations	1-Beginning Skills
Names uppercase letters		Student identifies 26 uppercase letters.	Student identifies 24-25 uppercase letters.	Student identifies 0-23 uppercase letters.
Names lowercase letters		Student identifies 26 lowercase letters.	Student identifies 24-25 lowercase letters.	Student identifies 0-23 lowercase letters.
Produces letter sounds	Student can verbalize all consonants, short vowel, long vowel sounds and digraph sounds (SH, CH, TH.)	Student can verbalize all consonants, short vowel and long vowel sounds.	Student can verbalize 16-30 letter sounds.	Student can verbalize 0-15 letter sounds.
Reads high frequency words	Student reads 75 or more high frequency words.	Student reads 50-74 high frequency words.	Student reads 25-49 high frequency words.	Student reads 0-24 high frequency words.
Comprehends grade level text independently	Student consistently reads and comprehends beyond grade level texts.	Student consistently reads and comprehends on grade level texts.	Student needs support reading and comprehending on grade level text.	Student is not yet able to read grade level text.
Demonstrates reading stamina	Student consistently demonstrates on task reading behaviors during independent reading time.	Student usually demonstrates on task reading behaviors during independent reading time.	Student inconsistently demonstrates on task reading behaviors during independent reading time.	Student needs support remaining on task during independent reading time.
Recognizes and produces rhyming words	Student can recognize and produce rhyming words without prompts.	Student can recognize and produce rhyming words when given a prompt.	Student can either recognize or produce rhyming words when given a prompt.	Student needs support with recognizing and producing rhymes.
Spells words phonetically	Student consistently writes words phonetically.	Student usually writes words phonetically.	Student inconsistently writes words phonetically.	Student rarely writes words phonetically.
Writes about an event	Student writes more than three complete sentences on a topic with correct beginning and end punctuation and correct spacing.	Student writes three sentences on a topic. Student usually displays correct beginning and end punctuation and correct spacing.	Student inconsistently writes three sentences without correct beginning or ending punctuation and spacing. Or student correctly writes two sentences.	Student writes one sentence with or without support.
Demonstrates writing stamina	Student consistently demonstrates on task writing behaviors during independent writing time.	Student usually demonstrates on task writing behaviors during independent writing time.	Student inconsistently demonstrates on task writing behaviors during independent writing time.	Student needs support remaining on task during independent writing time.
Participates	Student contributes to discussions and work responsibilities. Student consistently participates in groups and demonstrates leadership skills.	Student contributes to discussions and work responsibilities. Student usually participates in groups and demonstrates leadership skills.	Student contributes to discussions and work responsibilities when prompted. Student inconsistently cooperates in groups.	Student rarely contributes to discussions and work responsibilities even when prompted. Student needs assistance to participate in groups.