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