



## I-SS Kindergarten ELA Rubric for Report Cards & Grading

*A variety of assessments are used to determine report card grades for ELA, including mCLASS Reading 3D, classroom formative assessments and student work samples, etc.*

| READING-<br>LITERATURE &<br>INFORMATIONAL<br>TEXT                                   | Q | <p style="text-align: center;"><b>N</b><br/><b>Not Yet</b><br/><b>on grade-level standard</b><br/><b>(less than half of the time;</b><br/><b>demonstrates minimally)</b></p>        | <p style="text-align: center;"><b>P</b><br/><b>Progressing</b><br/><b>on grade-level standard</b><br/><b>(more than half of the time;</b><br/><b>demonstrates</b><br/><b>inconsistently)</b></p>                                | <p style="text-align: center;"><b>M</b><br/><b>Meets Standard</b><br/><b>(large majority of the</b><br/><b>time; demonstrates</b><br/><b>consistently)</b></p>   |
|---|---|---|---|--|
| <i>K.RI.5 Identify parts of a book. (front, back, title)</i>                        | 1 | Identifies 1 or no parts of a book (front, back or title).  | Identifies at least 2 parts of a book (front, back or title).   | Identifies all parts of the book (front, back AND title).  |
| <i>K.RL.3 Identify a character and setting of a story.</i>                          | 1 | Cannot identify either the characters or the setting of story.  | Can say either character <b>or</b> setting of the story.  | Can identify character <b>and</b> setting of the story.  |
| <i>K.RL / RI. 7 Draw a picture that tells about a story.</i>                        | 1 | The picture does not show character(s) <b>OR</b> setting from the story   | The picture shows either character(s) <b>OR</b> setting from the story  | The picture shows both character(s) <b>AND</b> setting from the story.   |
| <i>RL.K.6 Tell the job of the author and illustrator.</i>                           | 1 | Cannot describe the roles of the author and the illustrator. They explain how each contributes to the telling of the story. The teacher and/or peers provide support and prompting. | Describes the roles of the author and the illustrator, more than half of the time, but not consistently. They explain how each contributes to the telling of the story. The teacher and/or peers provide support and prompting. | Describes the roles of the author and the illustrator the majority of the time. They explain how each contributes to the telling of the story. The teacher and/or peers provide support and prompting. |
| <i>RI 7 and RL 7 Looks at a picture and tells what is happening in a story.</i>     | 1 | Gives a precise account of what is happening in the story less than half of the time by connecting the words to the pictures.   | Gives a precise account of what is happening in the story more than half of the time by connecting the words to the pictures.   | Gives a full and precise account of what is happening in the story by connecting the words to the pictures.  |
| <i>Knows 90 sight words</i>   | 1 | Knows less than 45 sight words  | Knows between 45 and 69 sight words   | Knows more than 72 Sight Words   |
| <i>RL.K.4 Ask and answer questions about words in a text that suggest feelings.</i> | 2 | Cannot ask / answer questions about feeling words in a text   | Can ask / answer questions about feeling words in a text but inconsistently   | Consistently asks / answers questions about feeling words in a text  |
| <i>K.RL.10 Engages in Guided Reading</i>  | 2 | Engages in guided reading 0-49% of the time.  | Engages in guided reading more than half but less than 70% of the time.   | Engages in guided reading between 70%-100% of the time.  |

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| <b><i>K.RF.5 Reads grade level appropriate books.</i></b>                    | 2 | Can read accurately, text that is below grade level  | Can read grade level text accurately, but is inconsistent with fluency, expression, purpose and self correction.  | Can read grade level text with fluency, expression, purpose and self correction.   |
| <b><i>K.RL / RI.2 Retells the beginning, middle, and end of a story.</i></b> | 3 | Cannot use important details from the text when they describe the beginning, middle and end of a story   | Use important details from the text when they describe the beginning, middle and end of a story but inconsistently  | Use important details from the text when they tell the beginning, middle and end of a story consistently   |
| <b><i>K.RL / RI.1 Identifies main topic and key details of a story.</i></b>  | 3 | Cannot identify the main idea, central message and/or key details in a story.  | Can either identify the main idea, central message or key details in a story. Or, students can identify main idea and 1 key detail.   | Can understand the main idea or central message using key details from the story and can list 2-3 key details to support the main idea/central message.                                |
| <b><i>K.RI.9 Compare and contrast two versions of the same story.</i></b>    | 4 | Cannot identify how two texts with the same topic are the same and different. This includes similarities and differences between illustrations, descriptions, or procedures. | Can identify how two texts with the same topic are the same and different, but inconsistently. This includes similarities and differences between illustrations, descriptions, or procedures. | Can consistently identify how two texts with the same topic are the same and different. This includes similarities and differences between illustrations, descriptions, or procedures. |
| <b><i>RL.K.5 Recognizes different types of texts.</i></b>                    | 4 | Cannot recognize or explain the different characteristics of literature and informational texts  | Can recognize and explain the different characteristics of literature and informational texts, but inconsistently.  | Can consistently recognize and explain the different characteristics of literature and informational texts.  |

| <b>WRITING</b>  | <b>Q</b> | <b>N</b>  | <b>P</b>   | <b>M</b>  |
|---|----------|---|--|---|
|   |          | <b>Not Yet</b><br><b>on grade-level standard</b><br><b>(less than half of the time;</b><br><b>demonstrates minimally)</b> | <b>Progressing</b><br><b>on grade-level standard</b><br><b>(more than half of the time;</b><br><b>demonstrates</b><br><b>inconsistently)</b> | <b>Meets Standard</b><br><b>(large majority of the</b><br><b>time; demonstrates</b><br><b>consistently)</b> |
| <b><i>Write his or her name legibly.</i></b>  | 1        | Unable to write all the letters in their name in the correct order.   | Can write name but some letters may be capitals.   | Can write name with first letter uppercase and the rest of letters lowercase.                               |
| <b><i>Drawings are legible and it is relatively easy to tell what is going on in the picture.</i></b> | 1        | Drawings contain different squiggles or random shapes that are not easily understood by viewer.                           | Drawings contains objects that viewer can explain what is happening but drawing has minimal details.   | Drawings are very detailed and the viewer can explain exactly what is happening in the drawing.             |
| <b><i>K.SL.5 Tell about own writing.</i></b>  | 1        | Cannot create independent writing and tell about the meaning  | Can create independent writing and tell about the meaning but inconsistently   | Can create independent writing and tell about the meaning consistently with complete thoughts.              |

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| <i>K.Uses letters to represent words and/or copies words.</i>                              | 1 | Can only make marks or scribbles to represent writing                                   | Can write the letter that matches the beginning sound for each word in the sentence                         | Can write more than one letter to match the sounds in the word for each word in the sentence        |
| <i>Uses a combination of drawing, dictating, and writing to narrate an event in order.</i> | 3 | Cannot combine drawings, dictations and writing to sequentially narrate a story.        | Can combine drawings, dictations and writing to sequentially narrate a story although they are inconsistent | Consistently can combine drawings, dictations and writing to sequentially narrate a story           |
| <i>K.W..4 Use digital tools and resources to produce and publish writing.</i>              | 4 | Cannot use digital tools with teacher or peer support to generate sentences on a topic. | Can write a sentence or two with teacher support on a topic using digital tools.                            | Uses digital tools to research and write two or three sentences about a topic with teacher support. |
| <i>Participate in shared investigation for writing projects.</i>                           | 4 | Does not participate with peers to research topics for writing projects                 | Inconsistently participates with peers to research topics for writing projects                              | Consistently participates actively with peers to research topics for writing projects.              |
| <i>Recalls experiences to answer questions.</i>  | 4 | Cannot recall experience to help in answering questions                                 | Inconsistently recalls experiences to help in answering questions   | Consistently recalls experiences to help in answering questions                                     |

| <b>LANGUAGE</b>   | <b>Q</b> | <b>N</b><br><b>Not Yet</b><br><b>on grade-level standard</b><br><b>(less than half of the time;</b><br><b>demonstrates minimally)</b> | <b>P</b><br><b>Progressing</b><br><b>on grade-level standard</b><br><b>(more than half of the time;</b><br><b>demonstrates</b><br><b>inconsistently)</b> | <b>M</b><br><b>Meets Standard</b><br><b>(large majority of the</b><br><b>time; demonstrates</b><br><b>consistently)</b> |
|---|----------|---|--|---|
| <i>L.2 Demonstrates command of the conventions of standard English.</i> | 1        | Cannot answer questions.  | Can answer a question.   | Can answer and ask questions.   |
| <i>L.2 Capitalization, punctuation, and spelling conventions K-1</i>    | 1        | Correctly uses grade appropriate capitalization, punctuation, and spelling 0-59% of the time in their writing.                        | Correctly uses grade appropriate capitalization, punctuation, and spelling 60-79% of the time in their writing.  | Correctly uses grade appropriate capitalization, punctuation, and spelling 80-100% of the time in their writing.        |
| <i>Use words and phrases learned in speaking and writing.</i>           | 3        | Cannot accurately apply new vocabulary learned to their speaking and writing  | Can accurately apply new vocabulary learned to their speaking and writing but inconsistently.  | Can consistently and accurately apply new vocabulary learned to their speaking and writing                              |
| <i>Sort and define words by category and meaning.</i>                   | 4        | Unable to apply meanings of words to sort them into categories and definitions  | Inconsistently able to apply meanings of words to accurately sort them by categories and definitions   | Consistently able to apply meanings of words to accurately sort them by categories and definitions                      |

Grade appropriate capitalization, punctuation and spelling involves the following:

- capitalize the first word in a sentence
- capitalize the pronoun “I”

- capitalize dates and names of people
- recognize end punctuation
- name end punctuation
- use end punctuation for sentences
- use commas in dates
- write a letter or letters for most consonant and short-vowel sounds
- spell simple words phonetically, drawing on knowledge of sound-letter relationships
- spell untaught words phonetically, drawing on knowledge of phonemic awareness and spelling conventions
- use conventional spelling for words with common spelling patterns and for frequently occurring grade appropriate irregular words

| <b>SPEAKING &amp; LISTENING</b>                             | <b>Q</b> | <b>N</b><br><b>Not Yet</b><br><b>on grade-level standard</b><br><b>(less than half of the time;</b><br><b>demonstrates minimally)</b>  | <b>P</b><br><b>Progressing</b><br><b>on grade-level standard</b><br><b>(more than half of the</b><br><b>time; demonstrates</b><br><b>inconsistently)</b>   | <b>M</b><br><b>Meets Standard</b><br><b>(large majority of the time;</b><br><b>demonstrates consistently)</b>  |
|---|----------|--|--|--|
| <b>SL.K.4 Speaks audibly to express thoughts and ideas.</b> | 1        | Cannot hold a conversation about things they know or are familiar with. Student refuses to respond, or strings together words and phrases that are incohesive. Student speaks inaudibly or too quietly or loudly to be understood. | Can speak clearly about things they know and are familiar with, however, the student cannot add details to explain or describe. The student does not consistently speak at an audible level (too loud or too quiet). | Speaks clearly about things that they know and are familiar with. This should be done orally, with some details added to the discussion. Student speaks at a voice level that is easy to understand (not too loud or too quiet). |
| <b>SL.K.1 Follows rules for conversation.</b>               | 1        | During class discussions, students will stay on topic and continue with the conversation by adding thoughts asking questions and responding to questions less than 50% of the time.  | During class discussions, students will stay on topic and continue with the conversation by adding thoughts asking questions and responding to questions 50% - 79% of the time.                                      | During class discussions, students will stay on topic and continue with the conversation by adding thoughts asking questions and responding to questions 80%-100% of the time.   |

| <b>FOUNDATIONS</b>                 | <b>Q</b>    | <b>N</b><br><b>Not Yet</b><br><b>on grade-level standard</b><br><b>(less than half of the time;</b><br><b>demonstrates minimally)</b> | <b>P</b><br><b>Progressing</b><br><b>on grade-level standard</b><br><b>(more than half of the</b><br><b>time; demonstrates</b><br><b>inconsistently)</b> | <b>M</b><br><b>Meets Standard</b><br><b>(large majority of the time;</b><br><b>demonstrates consistently)</b> |
|------------------------------------|-------------|---|--|---|
| <b>RF.K.4 Knows letter sounds.</b> | 1,2,3<br>,4 | Knows <b>no</b> letter sounds.  | Knows <b>some</b> letter sounds.   | Knows <b>all</b> letter sounds.   |

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| <b><i>RF.K.3 Separates sounds within words.</i></b>                 | 2 | <b>Only</b> able to identify beginning sounds or <b>no</b> sounds within words. | Identify the <b>beginning</b> and <b>ending</b> consonant sounds in words. | Separates <b>all</b> sounds within words.                             |
| <b><i>RF.K.4 Blends sounds together to form CVC words.</i></b>      | 2 | <b>Unable</b> to blend sounds together to form CVC words.                       | Able to blend sounds together to form some CVC words.                      | Able to blend sounds together to form CVC words <b>consistently</b> . |
| <b><i>RF.K.5 Identifies 52 uppercase and lowercase letters.</i></b> | 3 | Identifies less than 20 uppercase and lowercase letters                         | Can identify between 20 and 42 uppercase and lowercase letters             | Consistently identifies between all uppercase and lowercase letters   |
| <b><i>RF.K.3a Identify rhyming words.</i></b>                       | 1 | Identify and create rhyming words less than half of the time.                   | Identify and create rhyming words half or more of the time.                | Consistently identify and create rhyming words.                       |