

Semester One Rubric - KINDERGARTEN

Reading

Report Card Line	4 ADVANCED	3 PROFICIENT	2 BASIC	1 MINIMAL
Identifies uppercase letters	<ul style="list-style-type: none"> ▪ Q1-Identifies all 26 letters ▪ Q2- Identifies all 26 letters quickly and automatically 	<ul style="list-style-type: none"> ▪ Q1-Identifies 16-25 letters ▪ Q2-Identifies 20-25 letters 	<ul style="list-style-type: none"> ▪ Q1-Identifies 6-15 letters ▪ Q2-Identifies 16-19 letters 	<ul style="list-style-type: none"> ▪ Q1-Identifies 0-5 letters ▪ Q2-Identifies 0-15 letters
Identifies lowercase letters	<ul style="list-style-type: none"> ▪ Q1-Identifies 26-28 letters ▪ Q2-Identifies 26-28 letters quickly and automatically 	<ul style="list-style-type: none"> ▪ Q1-Identifies 16-25 letters ▪ Q2-Identifies 23-25 letters 	<ul style="list-style-type: none"> ▪ Q1-Identifies 10-15 letters ▪ Q2-Identifies 16-22 letters 	<ul style="list-style-type: none"> ▪ Q1-Identifies 0-9 letters ▪ Q2-Identifies 0-15 letters
Knows letter/sound relationships	<ul style="list-style-type: none"> ▪ Q1-Identifies 12 or more sounds ▪ Q2-Identifies 15 or more sounds 	<ul style="list-style-type: none"> ▪ Q1-Identifies 6-11 sounds ▪ Q2-Identifies 12-14 sounds 	<ul style="list-style-type: none"> ▪ Q1-Identifies 1-5 sounds ▪ Q2-Identifies 6-11 sounds 	<ul style="list-style-type: none"> ▪ Q1-Identifies no sounds ▪ Q2-Identifies 0-5 sounds
Listens to stories (WI A 4.2)	<ul style="list-style-type: none"> ▪ Consistently listens ▪ Consistently engaged ▪ Ignores distractions 	<ul style="list-style-type: none"> ▪ Listens attentively ▪ Usually engaged ▪ Ignores most distractions 	<ul style="list-style-type: none"> ▪ Attention wanders, sporadically engaged 	<ul style="list-style-type: none"> ▪ Has difficulty listening, creates distractions, interrupts

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<p>Asks questions and responds to stories read aloud (WI A 4.2)</p> <p>Instructional Expectation: Teacher models and provides practice of comprehension strategies: makes connections (text to self, text to text, text to world), visualizes, predicts, identifies characters, setting</p>	<ul style="list-style-type: none"> ▪ Consistently formulates appropriate questions using comprehension strategies ▪ Responses show thorough understanding and strategy use (see instructional expectation) 	<ul style="list-style-type: none"> ▪ Usually formulates appropriate questions ▪ Responses show adequate understanding and strategy use (see instructional expectation) 	<ul style="list-style-type: none"> ▪ Sometimes formulates appropriate questions using comprehension strategies ▪ Responses sometimes show adequate understanding and strategy use (see instructional expectation) 	<ul style="list-style-type: none"> ▪ Seldom formulates appropriate questions using comprehension strategies ▪ Responses seldom show adequate understanding and strategy use (see instructional expectation)
<p>Uses pictures and patterns to read <i>familiar</i> stories (WI A 4.1)</p>	<ul style="list-style-type: none"> ▪ Reader no longer relies on memorization and patterned text 	<ul style="list-style-type: none"> ▪ Confidently uses picture cues and language patterns to read familiar, predictable material 	<ul style="list-style-type: none"> ▪ Sometimes uses picture cues and language patterns to read familiar, predictable materials independently ▪ Sometimes needs teacher support 	<ul style="list-style-type: none"> ▪ Usually needs teacher support to use repeated text pattern ▪ Usually needs teacher support to connect pictures and print
<p>Knows some concepts about print (in familiar text) (WI A 4.1)</p>	<ul style="list-style-type: none"> ▪ Demonstrates directionality of print ▪ Knows the difference between a letter and a word ▪ Understands that print contains a message ▪ Uses voice-print match ▪ Uses return sweep 	<ul style="list-style-type: none"> ▪ Demonstrates directionality of print ▪ Knows the difference between a letter and a word ▪ Understands that print contains a message 	<ul style="list-style-type: none"> ▪ Sometimes demonstrates directionality of print ▪ Sometimes confuses the difference between a letter and a word ▪ Sometimes understands that print contains a message 	<ul style="list-style-type: none"> ▪ Unable to demonstrate directionality of print ▪ Does not distinguish between a letter and a word ▪ Does not understand that print contains a message

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Recognizes sight words in a variety of contexts (WI A 4.1)	<ul style="list-style-type: none"> ▪ Q1-Not assessed ▪ Q2-Not assessed 	<ul style="list-style-type: none"> ▪ Q1-Not assessed ▪ Q2-Not assessed 	<ul style="list-style-type: none"> ▪ Q1-Not assessed ▪ Q2-Not assessed 	<ul style="list-style-type: none"> ▪ Q1-Not assessed ▪ Q2-Not assessed
Hears rhyming words (WI A 4.1)	<ul style="list-style-type: none"> ▪ Phonemic Awareness Inventory – Level 1B – scores 6 out of 6 with no prompting 	<ul style="list-style-type: none"> ▪ Phonemic Awareness Inventory – Level 1B –scores 6 out of 6 with some prompting 	<ul style="list-style-type: none"> ▪ Phonemic Awareness Inventory – Level 1B –scores 5 out of 6 with some prompting 	<ul style="list-style-type: none"> ▪ Phonemic Awareness Inventory – Level 1B –scores 0-4 with some prompting
Creates rhyming words (WI A 4.1)	<ul style="list-style-type: none"> ▪ Phonemic Awareness Inventory – Level 1B – produces 9 out of 9 real words with no prompting 	<ul style="list-style-type: none"> ▪ Phonemic Awareness Inventory – Level 1B –produces 9 out of 9 real or nonsense words with some prompting 	<ul style="list-style-type: none"> ▪ Phonemic Awareness Inventory – Level 1B –produces 7 to 8 real or nonsense words with some prompting 	<ul style="list-style-type: none"> ▪ Phonemic Awareness Inventory – Level 1B –produces 0 to 6 real or nonsense words with some prompting
Uses information (pictures, sentence pattern and phonics) to gain meaning (WI A 4.1)	<ul style="list-style-type: none"> ▪ Q1-Not assessed ▪ Q2-Not assessed 	<ul style="list-style-type: none"> ▪ Q1-Not assessed ▪ Q2-Not assessed 	<ul style="list-style-type: none"> ▪ Q1-Not assessed ▪ Q2-Not assessed 	<ul style="list-style-type: none"> ▪ Q1-Not assessed ▪ Q2-Not assessed