

**Semester TWO Rubric - KINDERGARTEN**

**Reading**

Report Card Line	<b>4 ADVANCED</b>	<b>3 PROFICIENT</b>	<b>2 BASIC</b>	<b>1 MINIMAL</b>
Identifies uppercase letters	<ul style="list-style-type: none"> <li>▪ <b>Q3</b>-Recognizes and applies letters within text</li> <li>▪ <b>Q4</b>-Recognizes and applies letters in their environment</li> </ul>	<ul style="list-style-type: none"> <li>▪ <b>Q3</b>-Identifies 25-26 letters</li> <li>▪ <b>Q4</b>-Identifies all 26 letters, quickly and automatically</li> </ul>	<ul style="list-style-type: none"> <li>▪ <b>Q3</b>-Identifies 20-24 letters</li> <li>▪ <b>Q4</b>-Identifies 25-26 letters</li> </ul>	<ul style="list-style-type: none"> <li>▪ <b>Q3</b>-Identifies 0-19 letters</li> <li>▪ <b>Q4</b>-Identifies 0-24 letters</li> </ul>
Identifies lowercase letters	<ul style="list-style-type: none"> <li>▪ <b>Q3</b>-Recognizes and applies letters within text</li> <li>▪ <b>Q4</b>-Recognizes and applies letters in their environment</li> </ul>	<ul style="list-style-type: none"> <li>▪ <b>Q3</b>-Identifies 24-25 letters</li> <li>▪ <b>Q4</b>-Identifies all 26-28 letters, quickly and automatically</li> </ul>	<ul style="list-style-type: none"> <li>▪ <b>Q3</b>-Identifies 17-23 letters</li> <li>▪ <b>Q4</b>-Identifies 24-28 letters, slow and deliberate</li> </ul>	<ul style="list-style-type: none"> <li>▪ <b>Q3</b>-Identifies 0-16 letters</li> <li>▪ <b>Q4</b>-Identifies 0-23 letters</li> </ul>
Knows letter/sound relationships	<ul style="list-style-type: none"> <li>▪ <b>Q3</b>-Identifies 19 or more sounds</li> <li>▪ <b>Q4</b>-Identifies 26 or more sounds</li> </ul>	<ul style="list-style-type: none"> <li>▪ <b>Q3</b>-Identifies 15-18 sounds</li> <li>▪ <b>Q4</b>-Identifies 19-25 sounds</li> </ul>	<ul style="list-style-type: none"> <li>▪ <b>Q3</b>-Identifies 12-14 sounds</li> <li>▪ <b>Q4</b>-Identifies 15-18 sounds</li> </ul>	<ul style="list-style-type: none"> <li>▪ <b>Q3</b>-Identifies 0-11 sounds</li> <li>▪ <b>Q4</b>-Identifies 0-14 sounds</li> </ul>
Listens to stories (WI A 4.2)	<ul style="list-style-type: none"> <li>▪ Consistently attends</li> <li>▪ Consistently engaged</li> <li>▪ Ignores distractions</li> </ul>	<ul style="list-style-type: none"> <li>▪ Listens attentively</li> <li>▪ Usually engaged</li> <li>▪ Ignores most distractions</li> </ul>	<ul style="list-style-type: none"> <li>▪ Attention wanders, sporadically engaged</li> </ul>	<ul style="list-style-type: none"> <li>▪ Has difficulty listening, creates distractions, interrupts</li> </ul>

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<p>Asks questions and responds to stories read aloud (WI A 4.2)</p> <p><b>Instructional Expectation:</b> Teacher models and provides practice of comprehension strategies: makes connections (text to self, text to text, text to world), visualizes, predicts, identifies characters, setting (grade K)</p>	<ul style="list-style-type: none"> <li>▪ Independently demonstrates all proficient skills when listening and responding to stories read aloud</li> </ul>	<ul style="list-style-type: none"> <li>▪ Usually formulates appropriate questions</li> <li>▪ Responses show adequate understanding and strategy use (see instructional expectation)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Inconsistently demonstrates proficient skills and/or requires some teacher support</li> </ul>	<ul style="list-style-type: none"> <li>▪ Rarely demonstrates proficient skills and requires intensive teacher support</li> </ul>
<p>Uses pictures and patterns to read <b>familiar</b> stories (WI A 4.1)</p>	<ul style="list-style-type: none"> <li>▪ Reader no longer relies on memorization and patterned text</li> </ul>	<ul style="list-style-type: none"> <li>▪ Confidently uses picture cues and language patterns to read familiar, predictable material</li> </ul>	<ul style="list-style-type: none"> <li>▪ Sometimes uses picture cues and language patterns to read familiar, predictable materials independently</li> <li>▪ Sometimes needs teacher support</li> </ul>	<ul style="list-style-type: none"> <li>▪ Usually needs teacher support to use repeated text pattern</li> <li>▪ Usually needs teacher support to connect pictures and print</li> </ul>

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<p>Knows some concepts about print <b>(in unfamiliar text)</b> (WI A 4.1)</p>	<ul style="list-style-type: none"> <li>▪ Demonstrates directionality of print</li> <li>▪ Knows the difference between a letter and a word</li> <li>▪ Understands that print contains a message</li> <li>▪ Uses return sweep</li> <li>▪ Uses voice-print match</li> <li>▪ Child must be at a level C or higher</li> </ul>	<ul style="list-style-type: none"> <li>▪ Demonstrates directionality of print</li> <li>▪ Knows the difference between a letter and a word</li> <li>▪ Understands that print contains a message</li> </ul>	<ul style="list-style-type: none"> <li>▪ Sometimes demonstrates directionality of print</li> <li>▪ Sometimes confuses the difference between a letter and a word</li> <li>▪ Sometimes understands that print contains a message</li> </ul>	<ul style="list-style-type: none"> <li>▪ Unable to demonstrate directionality of print</li> <li>▪ Does not distinguish between a letter and a word</li> <li>▪ Does not understand that print contains a message</li> </ul>
<p>Recognizes sight words in a variety of contexts (WI A 4.1)</p>	<ul style="list-style-type: none"> <li>▪ Has extensive sight word vocabulary and independently applies introduced words to new reading</li> </ul>	<ul style="list-style-type: none"> <li>▪ Usually applies basic sight words in a variety of contexts</li> </ul>	<ul style="list-style-type: none"> <li>▪ Inconsistently remembers introduced words and applies to new reading</li> </ul>	<ul style="list-style-type: none"> <li>▪ Rarely remembers introduced words, unable to apply to new reading</li> </ul>
<p>Hears rhyming words (WI A 4.1)</p>	<ul style="list-style-type: none"> <li>▪ Applies knowledge of hearing rhyming words in a variety of contexts</li> </ul>	<ul style="list-style-type: none"> <li>▪ Phonemic Awareness Inventory – Level 1B – scores 6 out of 6 with some prompting</li> </ul>	<ul style="list-style-type: none"> <li>▪ Phonemic Awareness Inventory – Level 1B – scores 5 out of 6 with some prompting</li> </ul>	<ul style="list-style-type: none"> <li>▪ Phonemic Awareness Inventory – Level 1B – scores 0-4 with some prompting</li> </ul>

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<p>Creates rhyming words (WI A 4.1)</p>	<ul style="list-style-type: none"> <li>▪ Applies knowledge of creating rhyming words in a variety of contexts</li> </ul>	<ul style="list-style-type: none"> <li>▪ Phonemic Awareness Inventory – Level 1B –produces 9 out of 9 real or nonsense words with some prompting</li> </ul>	<ul style="list-style-type: none"> <li>▪ Phonemic Awareness Inventory – Level 1B –produces 7 to 8 real or nonsense words with some prompting</li> </ul>	<ul style="list-style-type: none"> <li>▪ Phonemic Awareness Inventory – Level 1B –produces 0 to 6 real or nonsense words with some prompting</li> </ul>
<p>Uses information (pictures, sentence pattern and phonics) to gain meaning (WI A 4.1)</p>	<ul style="list-style-type: none"> <li>▪ Flexibly uses information (m s v)</li> <li>▪ Seldom needs prompting</li> <li>▪ Monitors own reading and may self-correct</li> </ul>	<ul style="list-style-type: none"> <li>▪ Sometimes uses information (m s v)</li> <li>▪ Sometimes relies on prompting</li> </ul>	<ul style="list-style-type: none"> <li>▪ Beginning to use some information</li> <li>▪ Needs some prompting</li> </ul>	<ul style="list-style-type: none"> <li>▪ Does not use information</li> <li>▪ Relies on prompting</li> </ul>