

Standards Based Report Card Rubric Kindergarten

RL K.2 & RI K.2 Identify characters and setting/main topic and retell key details

Marking Period	NS	AS	MS	ES
1st 2nd 3rd 4th	<p>(RL) <i>Unable to identify</i> information pertaining to characters and setting with prompting and support</p> <p>(RI) <i>Unable to identify</i> information pertaining to main topic and retell key details with prompting and support</p>	<p>(RL) <i>Sometimes able to identify</i> limited information pertaining to characters and setting with prompting and support, <i>with limited success</i></p> <p>(RI) <i>Sometimes able to identify</i> limited information pertaining to main topic and retells key details, <i>with limited success</i>, with prompting and support</p>	<p>(RL) <i>Able to identify</i> some information pertaining to characters and setting with prompting and support, <i>with success</i></p> <p>(RI) <i>Able to identify</i> some information pertaining to main topic and retells key details with some success with prompting and support, <i>with success</i></p>	<p>(RL) <i>Consistently and independently</i> able to identify most information pertaining to characters and setting, <i>with great success</i></p> <p>(RI) <i>Consistently and independently</i> able to identify most information pertaining to main topic and retells key details and <i>adds personal thinking, with great success</i></p>

Teacher Notes	
1st Marking Period	
2nd Marking Period	
3rd Marking Period	
4th Marking Period	

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RL K.3 With prompting and support, identify characters, settings, and major events in a story

Marking Period	NS	AS	MS	ES
1st 2nd 3rd 4th	<i>Rarely identifies characters and settings or describes the connection between two events and or ideas in a text with prompting and support</i>	<i>Sometimes identifies characters and settings or describes, the connection between two events and or ideas in a text, with limited success</i>	<i>Identifies characters and settings and describes the connection between major events and/or ideas in a text, with success</i>	<i>Consistently and independently identifies characters and settings and describes the connection between major events and/or ideas in a text, with great success</i>

Teacher Notes	
1st Marking Period	
2nd Marking Period	
3rd Marking Period	
4th Marking Period	

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RI K.3 Describe the connection between two events and or ideas in a text

Marking Period	NS	AS	MS	ES
1st 2nd 3rd 4th	<i>Rarely describes the connection between two events and or ideas in a text with prompting and support</i>	<i>Sometimes describes, with prompting and support, the connection between two events and or ideas in a text, with limited success</i>	<i>Describes the connection between two events and/or ideas in a text, with success</i>	<i>Consistently and independently describes the connection between two events and/or ideas in a text, with great success</i>

Teacher Notes	
1st Marking Period	
2nd Marking Period	
3rd Marking Period	
4th Marking Period	

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RL K.7 & RI K.7 Describe the relationship between illustrations and the text

Marking Period	NS	AS	MS	ES
1st 2nd 3rd 4th	<i>Rarely describes the relationship between illustrations and the text with prompting and support</i>	<i>Sometimes describes, with prompting and support, the relationship between illustrations and the text, with limited success</i>	<i>Describes, with prompting and support, the relationship between illustrations and the text, with success</i>	<i>Consistently and independently describes, the relationship between illustrations and the text, with great success</i>

Teacher Notes	
1st Marking Period	
2nd Marking Period	
3rd Marking Period	
4th Marking Period	

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RI K.8 Identify the reasons an author gives to support points in a text

Marking Period	NS	AS	MS	ES
1st 2nd 3rd 4th	<i>Rarely identifies</i> the reasons an author gives to support points in a text with prompting and support	<i>Sometimes identifies,</i> with prompting and support, the reasons an author gives to support points in a text, <i>with limited success</i>	<i>Identifies,</i> with prompting and support, the reasons an author gives to support points in a text, <i>with success</i>	<i>Consistently and independently</i> identifies the reasons an author gives to support points in a text, <i>with great success</i>

Teacher Notes	
1st Marking Period	
2nd Marking Period	
3rd Marking Period	
4th Marking Period	

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RL K.9 & RI K.9 Identify similarities in and differences between two texts on the same topic

Marking Period	NS	AS	MS	ES
1st 2nd 3rd 4th	<i>Rarely identifies similarities in and differences between two texts on the same topic with prompting and support</i>	<i>Sometimes identifies, with prompting and support, similarities in and differences between two texts on the same topic, with limited success</i>	<i>Identifies similarities in and differences between two texts on the same topic with prompting and support, with success</i>	<i>Consistently and independently identifies similarities in and differences between two texts on the same topic, with great success</i>

Teacher Notes	
1st Marking Period	
2nd Marking Period	
3rd Marking Period	
4th Marking Period	

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RL K.10 & RI K.10 Read at grade level

Marking Period	NS	AS	MS	ES
1st MP	Pre A, A	B-C	D	E or above
2nd MP	Pre A, A	B-C	D	E or above
3rd MP	Pre A, A, B	C	D	E or above
4th MP	Pre A, A, B	C	D	E or above

Teacher Notes	
1st Marking Period	
2nd Marking Period	
3rd Marking Period	
4th Marking Period	

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RF K.1 Recognize upper and lowercase letters

Marking Period	NS	AS	MS	ES
1st 2nd 3rd 4th	0-24	25-51	52 letters	

Teacher Notes	
1st Marking Period	
2nd Marking Period	
3rd Marking Period	
4th Marking Period	

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RF K.2 Demonstrate understanding of rhyming words and syllables

Marking Period	NS	AS	MS	ES
1st 2nd 3rd 4th	<i>Rarely recognizes rhyming words and syllables</i>	<i>Sometimes recognizes rhyming words and syllables, with limited success</i>	<i>Recognizes rhyming words and syllables, with success</i>	<i>Consistently and independently recognizes rhyming words and syllables, with great success</i>

Teacher Notes	
1st Marking Period	
2nd Marking Period	
3rd Marking Period	
4th Marking Period	

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RF K.2 Demonstrate understanding of sounds (phonemes)

Marking Period	NS	AS	MS	ES
1st 2nd 3rd 4th	<i>Rarely demonstrates</i> the understanding of phonemes	<i>Sometimes demonstrates</i> the understanding of phonemes, <i>with limited success</i>	<i>Demonstrates</i> understanding of phonemes, <i>with success</i>	<i>Consistently and independently produces</i> the letter sound of introduced consonants, <i>with great success</i>

Teacher Notes	
1st Marking Period	
2nd Marking Period	
3rd Marking Period	
4th Marking Period	

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RF K.3 Produce the letter sound of consonants and vowels

Marking Period	NS	AS	MS	ES
1st 2nd 3rd 4th	<i>Rarely produces the letter sound of introduced consonants and vowels</i>	<i>Sometimes produces the letter sound of introduced consonants and vowels, with limited success</i>	<i>Produces the letter sound of introduced consonants and vowels, with success</i>	<i>Consistently and independently produces the letter sound of introduced consonants and vowels, with great success</i>

Teacher Notes	
1st Marking Period	
2nd Marking Period	
3rd Marking Period	
4th Marking Period	

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RF K.3 Read introduced high-frequency/sight words

Marking Period	NS	AS	MS	ES
1st 2nd 3rd 4th	<i>Reads a minimal amount of words from the suggested Kindergarten Word List, with automaticity</i>	<i>Reads some of the words from the suggested Kindergarten Word List, with automaticity</i>	<i>Reads a majority of words from the suggested Kindergarten Word List, with automaticity</i>	<i>Reads a great majority of the words from the suggested Kindergarten Word List and is working above grade level</i>

Teacher Notes	
1st Marking Period	
2nd Marking Period	
3rd Marking Period	
4th Marking Period	

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RF K.3 Apply grade level phonics skills to read and write words

Marking Period	NS	AS	MS	ES
1st 2nd 3rd 4th	<i>Unfamiliar with and rarely applies grade level phonics and word analysis skills in decoding words</i>	<i>Vaguely familiar with and sometimes applies grade level phonics and word analysis skills in decoding words, with limited success</i>	<i>Relatively familiar with and applies relevant grade level phonics and word analysis skills in decoding words, with success</i>	<i>Familiar with and consistently applies grade level phonics and word analysis skills in decoding words, independently, with great success</i>
	<i>Uses picture cues Re-reads Cross-checks Letter sound clues Self monitors Self-corrects</i>	<i>Uses picture cues Re-reads Cross-checks Letter sound clues Self monitors Self-corrects</i>	<i>Uses picture cues Re-reads Cross-checks Letter sound clues Self monitors Self-corrects</i>	<i>Uses picture cues Re-reads Cross-checks Letter sound clues Self monitors Self-corrects</i>

Teacher Notes	
1st Marking Period	
2nd Marking Period	
3rd Marking Period	
4th Marking Period	

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W K.1, W K.2, W K.3 Use a combination of drawings, dictation, and writing to compose (Narrative, Informational/Explanatory, and Opinion)

Marking Period	NS	AS	MS	ES
1st 2nd 3rd 4th	<i>Rarely uses pictures, symbols, or letters to write for different purposes</i>	<i>Sometimes uses pictures or symbols to write for different purposes, with limited success</i>	<i>Consistently uses pictures, symbols, and/or letters to write for different purposes, with success</i>	<i>Consistently and independently uses pictures, symbols, and/or letters to write for different purposes, with great success</i>

Teacher Notes	
1st Marking Period	
2nd Marking Period	
3rd Marking Period	
4th Marking Period	

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W K.8 Recall information from experiences and/or gathers information from provided sources to answer a question

Marking Period	NS	AS	MS	ES
1st 2nd 3rd 4th	<i>Rarely recalls</i> information and experiences and/or gathers information from sources to answer a question with guidance and support	<i>Sometimes recalls</i> , with guidance and support, information and experiences and/or gathers information from sources to answer a question, <i>with limited success</i>	<i>Recalls relevant</i> information and experiences and/or gathers <i>meaningful</i> information from sources to answer a question with success, <i>with guidance and support</i>	<i>Consistently and independently</i> recalls relevant information and experiences and/or gathers <i>meaningful</i> information from sources to answer a question, <i>with great success</i>

Teacher Notes	
1st Marking Period	
2nd Marking Period	
3rd Marking Period	
4th Marking Period	

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SL K.1 Participate in collaborative conversations with peers and groups

Marking Period	NS	AS	MS	ES
1st 2nd 3rd 4th	<i>Rarely participates in collaborative conversations with peers and groups</i>	<i>Sometimes participates in collaborative conversations with peers and groups, with limited success</i>	<i>Participates in relevant collaborative conversations with peers and groups, with success</i>	<i>Participates consistently and meaningfully in collaborative conversations with peers and groups, independently, with great success</i>

Teacher Notes	
1st Marking Period	
2nd Marking Period	
3rd Marking Period	
4th Marking Period	

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SL K.1 Listen to others and takes turn speaking

Marking Period	NS	AS	MS	ES
1st 2nd 3rd 4th	<i>Rarely</i> listens to others and takes turn speaking	<i>Sometimes listens</i> to others and takes turn speaking, <i>with limited success</i>	<i>Listens</i> to others and <i>takes turn</i> speaking, <i>with success</i>	<i>Consistently and independently</i> listens to others and takes turn speaking, <i>with great success</i>

Teacher Notes	
1st Marking Period	
2nd Marking Period	
3rd Marking Period	
4th Marking Period	

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SL K.3 Ask questions to gain information

Marking Period	NS	AS	MS	ES
1st 2nd 3rd 4th	<i>Rarely asks questions to gain information</i>	<i>Sometimes asks questions to gain information, with limited success</i>	<i>Asks relevant questions to gain information, with success</i>	<i>Consistently and independently asks meaningful questions to gain information, with great success</i>

Teacher Notes	
1st Marking Period	
2nd Marking Period	
3rd Marking Period	
4th Marking Period	

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SL K.6 Speak and express ideas clearly

Marking Period	NS	AS	MS	ES
1st 2nd 3rd 4th	<i>Rarely speaks and expresses ideas clearly</i>	<i>Sometimes speaks and expresses ideas clearly, with limited success</i>	<i>Speaks and expresses relevant ideas clearly, with success</i>	<i>Consistently and independently speaks and expresses meaningful ideas clearly, with great success</i>

Teacher Notes	
1st Marking Period	
2nd Marking Period	
3rd Marking Period	
4th Marking Period	

Standards Based Report Card Rubric Kindergarten

L K.1 Demonstrate command of the conventions of grammar and usage when writing or speaking

Marking Period	NS	AS	MS	ES
3rd 4th	<p><i>Rarely demonstrates command of the conventions of grammar and usage when writing or speaking</i></p> <p><i>Use frequently occurring nouns and verbs</i></p> <p><i>Form regular plural nouns orally</i></p> <p><i>Understand and use question words</i></p> <p><i>Use the most frequently occurring prepositions</i></p> <p><i>Produce and expand complete sentence in shared language activities</i></p>	<p><i>Sometimes demonstrates command of the conventions of grammar and usage when writing or speaking, with limited success</i></p> <p><i>Use frequently occurring nouns and verbs</i></p> <p><i>Form regular plural nouns orally</i></p> <p><i>Understand and use question words</i></p> <p><i>Use the most frequently occurring prepositions</i></p> <p><i>Produce and expand complete sentence in shared language activities</i></p>	<p><i>Demonstrates command of the conventions of grammar and usage when writing or speaking, with success</i></p> <p><i>Use frequently occurring nouns and verbs</i></p> <p><i>Form regular plural nouns orally</i></p> <p><i>Understand and use question words</i></p> <p><i>Use the most frequently occurring prepositions</i></p> <p><i>Produce and expand complete sentence in shared language activities</i></p>	<p><i>Consistently and independently demonstrates command of the conventions of grammar and usage when writing or speaking, with great success</i></p> <p><i>Use frequently occurring nouns and verbs</i></p> <p><i>Form regular plural nouns orally</i></p> <p><i>Understand and use question words</i></p> <p><i>Use the most frequently occurring prepositions</i></p> <p><i>Produce and expand complete sentence in shared language activities</i></p>

Teacher Notes	
3rd and 4th Marking Period	

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L K.1 Print upper- and lowercase letters

Marking Period	NS	AS	MS	ES
1st 2nd 3rd 4th	<i>Rarely prints lower- and/or uppercase letters correctly as required when writing</i>	<i>Sometimes prints lower- and/or uppercase letters correctly as required when writing, with limited success</i>	<i>Prints lower- and/or uppercase letters correctly as required when writing, with success</i>	<i>Consistently and independently prints lower- and uppercase letters correctly, as required when writing, with great success</i>

Teacher Notes	
1st Marking Period	
2nd Marking Period	
3rd Marking Period	
4th Marking Period	

Standards Based Report Card Rubric Kindergarten

L K.2 Demonstrate command of the conventions of capitalization, punctuation, and spelling when writing

Marking Period	NS	AS	MS	ES
1st 2nd 3rd 4th	<p><i>Rarely demonstrates command of the conventions of capitalization, punctuation, and spelling when writing</i></p> <p><i>Capitalize the first words in a sentence and the pronoun I</i></p> <p><i>Recognize and name end punctuation</i></p> <p><i>Write a letter or letters for most consonant and short-vowel sounds (phonemes)</i></p>	<p><i>Sometimes demonstrates command of the conventions of capitalization, punctuation, and spelling when writing, with limited success</i></p> <p><i>Capitalize the first words in a sentence and the pronoun I</i></p> <p><i>Recognize and name end punctuation</i></p> <p><i>Write a letter or letters for most consonant and short-vowel sounds (phonemes)</i></p>	<p><i>Demonstrates command of the conventions of capitalization, punctuation, and spelling when writing, with success</i></p> <p><i>Capitalize the first words in a sentence and the pronoun I</i></p> <p><i>Recognize and name end punctuation</i></p> <p><i>Write a letter or letters for most consonant and short-vowel sounds (phonemes)</i></p>	<p><i>Consistently and independently demonstrates command of the conventions of capitalization, punctuation, and spelling when writing, with great success</i></p> <p><i>Capitalize the first words in a sentence and the pronoun I</i></p> <p><i>Recognize and name end punctuation</i></p> <p><i>Write a letter or letters for most consonant and short-vowel sounds (phonemes)</i></p>

Teacher Notes	
1st/2nd Marking Period	
3rd/4th Marking Period	

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L K.4 Determine the meaning of unknown and multiple meaning words

Marking Period	NS	AS	MS	ES
1st 2nd 3rd 4th	<i>Rarely determines the meaning of unknown and multiple meaning words</i>	<i>Sometimes determine the meaning of unknown and multiple meaning, with limited success</i>	<i>Determines the meaning of unknown and multiple meaning words, with success</i>	<i>Consistently and independently determines the meaning of unknown and multiple meaning word, with great success</i>

Teacher Notes	
1st Marking Period	
2nd Marking Period	
3rd Marking Period	
4th Marking Period	

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L K.6 Use words and phrases acquired through conversation, reading and being read to

Marking Period	NS	AS	MS	ES
1st 2nd 3rd 4th	<i>Rarely uses words and phrases acquired through conversation, when reading and being read to</i>	<i>Sometimes uses words and phrases acquired through conversation, when reading and being read to with, limited success</i>	<i>Uses relevant words and phrases acquired through conversation, when reading and being read to, with success</i>	<i>Consistently and independently uses words and phrases acquired through conversation, when reading and being read to, with great success</i>

Teacher Notes	
1st Marking Period	
2nd Marking Period	
3rd Marking Period	
4th Marking Period	