

Kindergarten English Language Arts Rubric

Standard: I can participate constructively in discussion with classmates and adults. (K.SL.2)

	1st Quarter	2nd Quarter	3rd Quarter	4th Quarter
3	Students can actively engage in discussions following rules for discussions (listening to others, taking turns) and continue a conversation through multiple exchanges.	Students can actively engage in discussions following rules for discussions (listening to others, taking turns) and continue a conversation through multiple exchanges.	Students can actively engage in discussions following rules for discussions (listening to others, taking turns) and continue a conversation through multiple exchanges.	Students can actively engage in discussions following rules for discussions (listening to others, taking turns) and continue a conversation through multiple exchanges.
2	With prompting and support, students can actively engage in discussions following rules for discussions (listening to others, taking turns) and continue a conversation through multiple exchanges.	With prompting and support, students can actively engage in discussions following rules for discussions (listening to others, taking turns) and continue a conversation through multiple exchanges.	With prompting and support, students can actively engage in discussions following rules for discussions (listening to others, taking turns) and continue a conversation through multiple exchanges.	With prompting and support, students can actively engage in discussions following rules for discussions (listening to others, taking turns) and continue a conversation through multiple exchanges.
1	Even with prompting and support, student does not engage in discussions.	Even with prompting and support, student does not engage in discussions.	Even with prompting and support, student does not engage in discussions.	Even with prompting and support, student does not engage in discussions.

Standard: I can name all lowercase letters of the alphabet. (K.R.F.1)

	1st Quarter	2nd Quarter	3rd Quarter	4th Quarter
3	Students can name lowercase letters that have been introduced.	Students can name all lowercase letters.		
2	With prompts, students can name lowercase letters that have been introduced.	Students can name at least 20 out of 26 lowercase letters.	Re-assess if not meeting standard.	Re-assess if not meeting standard.
1	Even with prompts, students cannot name lowercase letters that have been introduced.	Students name less than 20 lowercase letters.		

Standard: I can blend sounds to read words (K.R.F.2)

	1st Quarter	2nd Quarter	3rd Quarter	4th Quarter
3			Students can blend sounds to read a CVC word (5 out of 5 words).	Students can blend sounds to read a CVC word (5 out of 5 words).
2			Students can blend sounds to make words when given sounds (3 out of 5 words).	Students can blend sounds to make words when given sounds (3 out of 5 words).
1			Even with prompts, students cannot blend sounds to make words.	Even with prompts, students cannot blend sounds to make words.

Standard: I can name all upper case letters of the alphabet. (K.R.F.1)

	1st Quarter	2nd Quarter	3rd Quarter	4th Quarter
3			Students can name uppercase letters that have been introduced.	Students can name all uppercase letters.
2			With prompts, students can name uppercase letters that have been introduced.	Students can name at least 20 out of 26 uppercase letters.
1			Even with prompts, students cannot name uppercase letters that have been introduced.	Student's name less than 20 uppercase letters.

Standard: I can recognize and produce a rhyme (K.R.F.2)

	1st Quarter	2nd Quarter	3rd Quarter	4th Quarter
3		Students can recognize rhyming words. (5 out of 5)	Students can generate rhyming words. (5 out of 5)	
2		Students can recognize rhyming words. (3 out of 5)	Students can generate rhyming words. (3 out of 5)	Re-assess if not meeting standard.
1		Even with prompts, students cannot recognize rhyming words.	Even with prompts, students cannot recognize rhyming words.	

Standard: I can produce letter sounds (K.R.F.3)

	1st Quarter	2nd Quarter	3rd Quarter	4th Quarter
3	Students can provide sounds for all letters introduced.	Students can provide sounds for all letters introduced.		
2	With prompts, students can provide sounds for all letters introduced.	With prompts, students can provide sounds for all letters introduced.	Re-assess if not meeting standard.	Re-assess if not meeting standard.
1	Even with prompts, students cannot provide sounds for all letters introduced.	Even with prompts, students cannot provide sounds for all letters introduced.		

Standard: I can read sight words (K.R.F.3)

	1st Quarter	2nd Quarter	3rd Quarter	4th Quarter
4				Students can read all sight words taught to date, plus 50% of the 1st grade trick words.
3	Students can read all sight words taught to date.	Students can read all sight words taught to date.	Students can read all sight words taught to date.	Students can read all sight words taught to date.
2	Students can read 75% sight words taught to date	Students can read 75% sight words taught to date.	Students can read 75% sight words taught to date.	Students can read 75% sight words taught to date.
1	Students can read less than 75% sight words taught to date.	Students can read less than 75% sight words taught to date.	Students can read less than 75% sight words taught to date.	Students can read less than 75% sight words taught to date.

Standard: I can read age appropriate texts with purpose and understanding. (K.R.F.4)

	1st Quarter	2nd Quarter	3rd Quarter	4th Quarter
4				Students can read and comprehend at an instructional level E or above.
3	Students can utilize reading strategies that have been taught when reading Level A text	Students can read and comprehend Level B books	Students can read and comprehend Level C books	Students can read and comprehend at an instructional level D book.
2	Students can utilize reading strategies that have been taught when reading Level aa text	Students can read and comprehend Level A books	Students can read and comprehend Level B books	Students can read and comprehend Level B or C books
1	Students are unable to utilize reading strategies that have been taught when reading Level aa text	Students can read and comprehend pre primer books	Students can read and comprehend Level A books	Students can read and comprehend Level A or B books

Standard: I can ask and answers questions about text. (CC.K.R.L.1)

	1st Quarter	2nd Quarter	3rd Quarter	4th Quarter
3				Student can ask and answer questions about key details in a text.
2				With prompting and support, student can ask and answer questions about key details in a text.
1				Even with prompting and support, student is unable to answer questions about key details in a text.

Standard: I can retell key details from a text. (CC.K.R.L.2)

	1st Quarter	2nd Quarter	3rd Quarter	4th Quarter
3			Student can retell familiar stories, including 3 details	Student can retell familiar stories, including 3 details
2			With Prompting and support students can retell familiar stories, including 3 details.	With Prompting and support students can retell familiar stories, including 3 details.
1			With prompting and support, student can retell story using 2 or fewer details.	With prompting and support, student can retell story using 2 or fewer details.

Standard: I can identify story elements. (CC.K.R.L.3)

	1st Quarter	2nd Quarter	3rd Quarter	4th Quarter
3				Student can identify character, setting and main event of a story.
2				With prompting and support, student can identify character, setting, and main event of a story.
1				Even with prompting and support, student cannot identify two of the story elements

Standard: I can actively participate in group reading activities with purpose and understanding.

	1st Quarter	2nd Quarter	3rd Quarter	4th Quarter
3				Student actively engages in group reading activities with purpose and understanding.
2				With prompting and support, student participates in group reading activities with limited purpose and understanding.
1				Even with prompting and support, student does not actively participate in group reading activities.

Standard: I can use drawing, dictation, and writing, to share my ideas, opinions and information about topics. (CC.K.W.1-3)

	1st Quarter	2nd Quarter	3rd Quarter	4th Quarter
3	Students can appropriately draw and color a simple picture with detail.	Students can share ideas using drawings and words with developmental spelling.	Students can share ideas using drawings and words with developmental spelling.	Students can share ideas using a combination of drawings, dictating, and writing of complete sentences with developmental spelling and sight words.
2	Students can appropriately draw and color a simple picture with detail given prompts	Students can share ideas using drawings and dictation.	Students can share ideas using drawings and dictation.	Students can share ideas using a combination of drawings, dictating, and writing of complete sentences with developmental spelling and sight words with support.
1	Students can not appropriately draw and color a simple picture with detail given prompts.	Student is unable to share ideas using drawings.	Student is unable to share ideas using drawings.	Student is unable to share ideas using drawings.

Standards: I can understand that words are separated by spaces when writing. (RF.K.1.C.)

	1st Quarter	2nd Quarter	3rd Quarter	4th Quarter
3			Students consistently separate words with spaces when writing a sentence.	Students consistently separate words with spaces when writing a sentence.
2			Students inconsistently separate words with spaces when writing a sentence.	Students inconsistently separate words with spaces when writing a sentence.
1			Student is unable to separate words with spaces when writing a sentence	Student is unable to separate words with spaces when writing a sentence

Standard: I can print lowercase letters that have been introduced. (CC.K.W.1)

	1st Quarter	2nd Quarter	3rd Quarter	4th Quarter
3	Students can print lowercase letters that have been introduced.	Students can print all lowercase letters.		
2	With visual prompts, students can print lowercase letters that have been introduced.	With visual prompts, students can print lowercase letters that have been introduced.	Re-assess student if student does not meet the standard.	Re-assess student if student does not meet the standard.
1	Even with visual prompts, students cannot print lowercase letters that have been introduced.	Even with visual prompts, students cannot print lowercase letters that have been introduced.		

Standard: I can print uppercase letters that have been introduced. (CC.K.W.1)

	1st Quarter	2nd Quarter	3rd Quarter	4th Quarter
3			Students can print uppercase all uppercase letters.	
2			With visual prompts, students can print all uppercase letters.	Re-assess student if student does not meet the standard.
1			Even with visual prompts, students cannot print all uppercase.	

Standard: I can respond to questions and suggestions and add details to strengthen my writing. (CC.K.W.5)

	1st Quarter	2nd Quarter	3rd Quarter	4th Quarter
3			With guidance and support, the student responds to questions and suggestions and adds details to strengthen writing.	With guidance and support, the student responds to questions and suggestions and adds details to strengthen writing.
2			With guidance and support, the student responds to questions and suggestions but cannot use their answers to strengthen their writing.	With guidance and support, the student responds to questions and suggestions but cannot use their answers to strengthen their writing.
1			Even with guidance and support, the student cannot respond to questions and suggestions about their writing.	Even with guidance and support, the student cannot respond to questions and suggestions about their writing.