

# ELA Standards-Based Report Card Rubric – Kindergarten

Domain: Reading							
Indicator	Standard	1 – Beginner Learner (GKIDS: Emerging)	2 – Developing Learner (GKIDS: Progressing)	3 – Proficient Learner (GKIDS: Meets)	4 – Distinguished Learner (GKIDS: Exceeds)	Evidence	Assessed
With prompting and support, ask and answer questions about key details in a text, retell familiar stories, including key details, and identify characters, settings, and major events in a story.	KRL1 KRL2 KRL3		With prompting and support, the student begins to ask and answer questions about key details in a text or retell familiar stories.	With prompting and support, the student consistently asks and answers questions about key details in a text, retells familiar stories with key details, and identifies characters, settings, and major events in a story.	The student consistently asks and answers questions about key details in a text, retells familiar stories, and identifies characters, settings, and major events in a story without teacher support and prompting.	Benchmark Literacy Unit Assessments RCK12 Pre/Post Assessments i-Ready Teacher Observation Teacher Created Assessments GKIDS Activities	Q1, Q2, Q3, Q4
With prompting and support, ask and answer questions about unknown words in a text.	KRL4 KRI4		With prompting and support, the student asks and answers some questions about unknown words in a text, though not all questions or answers may help clarify the meaning of the unknown words.	With prompting and support, the student consistently asks and answers questions that clarify the meaning of unknown words in a text.		Benchmark Literacy Unit Assessments RCK12 Pre/Post Assessments i-Ready Teacher Observation Teacher Created Assessments GKIDS Activities	Q2, Q3, Q4
Recognize common types of texts (e.g., storybooks, poems).	KRL5		The student begins to recognize common types of texts.	The student consistently recognizes common types of texts.		Benchmark Literacy Unit Assessments RCK12 Pre/Post Assessments i-Ready Teacher Observation Teacher Created Assessments GKIDS Activities	Q2, Q3, Q4
With prompting and support, name the author and illustrator of a story or text and define the role of each in telling the story, and describe the relationship between illustrations and the story or text (how illustrations support the text).	KRL6 KRI6 KRL7 KRI7	With prompting and support, the student names the author and illustrator of a story or can define their roles and is unclear when describing the relationship between illustrations and the story or text in which they appear.	With prompting and support, the student names the author or illustrator of a story or text and defines the role of either and can clearly describe the relationship between some illustrations and the story or text in which they appear.	With prompting and support, the student can consistently name the author and illustrator of a story or text, define the role of each in telling the story, and clearly describe the relationship between most illustrations and the story in which they appear.		Benchmark Literacy Unit Assessments RCK12 Pre/Post Assessments i-Ready Teacher Observation Teacher Created Assessments GKIDS Activities	Q1, Q2, Q3, Q4

# ELA Standards-Based Report Card Rubric – Kindergarten

With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.	KRL9		With prompting and support, the student compares (but does not contrast) the adventures and experiences of characters in familiar stories.	With prompting and support, the student consistently compares and contrasts the adventures and experiences of characters in familiar stories.		Benchmark Literacy Unit Assessments RCK12 Pre/Post Assessments i-Ready Teacher Observation Teacher Created Assessments GKIDS Activities	Q2, Q3, Q4
With prompting and support, ask and answer questions about key details in a text, identify the main topic (main idea) and retell key details of a text (supporting details), and describe the connection between two individuals, events, ideas, or pieces of information in a text.	KRI1 KRI2 KRI3		With prompting and support, the student asks and answers questions about key details in a text, and identifies the main topic OR retells details of a text.	With prompting and support, the student consistently asks and answers questions about key details in a text, identifies the main topic, retells key details of a text, and describes the connection between two individuals, events, ideas, or pieces of information in a text.		Benchmark Literacy Unit Assessments RCK12 Pre/Post Assessments i-Ready Teacher Observation Teacher Created Assessments GKIDS Activities	Q1, Q2, Q3, Q4
Identify the front cover, back cover, and title page of a book.	KRI5		The student identifies the front cover, back cover, OR title page of a book.	The student consistently identifies the front cover, back cover, and title page of a book.		Benchmark Literacy Unit Assessments RCK12 Pre/Post Assessments i-Ready Teacher Observation Teacher Created Assessments GKIDS Activities	Q1, Q2, Q3, Q4
With prompting and support, identify the reasons an author gives to support points in a text.	KRI8		With prompting and support, the student identifies one reason an author gives to support points in a text.	With prompting and support, the student consistently identifies the reasons an author gives to support points in a text.		Benchmark Literacy Unit Assessments RCK12 Pre/Post Assessments i-Ready Teacher Observation Teacher Created Assessments GKIDS Activities	Q2, Q3, Q4
With prompting and support, identify basic similarities in and differences between two texts on the same topic.	KRI9		With prompting and support, the student identifies at least one similarity in OR difference between two texts on the same topic.	With prompting and support, the student consistently identifies basic similarities in AND differences between two texts on the same topic.		Benchmark Literacy Unit Assessments RCK12 Pre/Post Assessments i-Ready Teacher Observation Teacher Created Assessments GKIDS Activities	Q2, Q3, Q4

# ELA Standards-Based Report Card Rubric – Kindergarten



Domain: Foundational Skills							
Indicator	Standard	1 – Beginner Learner (GKIDS: Emerging)	2 – Developing Learner (GKIDS: Progressing)	3 – Proficient Learner (GKIDS: Meets)	4 – Distinguished Learner (GKIDS: Exceeds)	Evidence	Assessed
Follow words from left to right, top to bottom, and page-by-page.	KRF1 a		The student tracks text from left to right OR top to bottom, but not both.	The student consistently demonstrates tracking text from left to right, top to bottom, and page-by-page.		Teacher observation GKIDS Activities	Q1, Q2, Q3, Q4
Recognize and name all upper and lowercase letters of the alphabet.	KRF1 d	The student recognizes or names 1 – 35 upper or lower case letters.	The student recognizes and names 36 – 51 upper or lower case letters.	The student consistently recognizes and names all 52 upper and lower case letters.		Teacher observation GKIDS Activities	Q1, Q2, Q3, Q4
Recognize and produce rhyming words.	KRF2 a		The student recognizes some rhyming words OR produces some rhyming words in response to oral prompts.	The student consistently recognizes rhyming words AND produces rhyming words in response to an oral prompt.		Teacher Observation Phonological Awareness in Young Children Assessment i-Ready Ph. Awareness GKIDS Activities	Q1, Q2, Q3, Q4
Count, pronounce, blend, and segment syllables in spoken words.	KRF2 b		The student counts, blends or segments some syllables in spoken words.	The student consistently counts, pronounces, blends, and segments syllables in spoken words.		Teacher Observation Phonological Awareness in Young Children Assessment i-Ready Ph. Awareness GKIDS Activities	Q1, Q2, Q3, Q4
Blend and segment onsets and rimes of single-syllable spoken words.	KRF2 c		The student produces individual sounds but does not blend the sounds together to read the one syllable words.	The student consistently blends and segments onsets and rimes of single-syllable spoken words.		Teacher Observation Phonological Awareness in Young Children Assessment i-Ready Ph. Awareness GKIDS Activities	Q1, Q2, Q3, Q4
Isolate and pronounce the beginning, middle, and end sounds in words with three sounds.	KRF2 d	The student identifies some initial sounds in spoken words.	The student identifies initial and ending sounds in spoken words.	The student consistently pronounces beginning, medial, and final phonemes in three-phoneme words.		Teacher Observation Phonological Awareness in Young Children Assessment i-Ready Ph. Awareness GKIDS Activities	Q1, Q2, Q3, Q4
Add or substitute individual sounds in simple, one-syllable words to make new words. (cat changes to hat)	KRF2 e		The student begins to add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.	The student consistently adds or substitutes individual sounds (phonemes) in simple, one syllable words to make new words.		Teacher Observation Phonological Awareness in Young Children Assessment i-Ready Ph. Awareness GKIDS Activities	Q1, Q2, Q3, Q4

# ELA Standards-Based Report Card Rubric – Kindergarten

Knows all letter sounds and the long and short sounds for each vowel.	KRF3 a,b	The student produces some correct sounds for consonants or vowels.	The student produces correct sounds for most consonants and vowels.	The student consistently produces correct sounds for each consonant AND the long and short sounds for the five major vowels.	The student consistently produces all consonant and vowel sounds (including the hard and soft sounds of “c” and “g” and the various sounds of “y”).	i-Ready Phonics  Start-Up Quick Phonics Inventory	Q1, Q2, Q3, Q4
Reads common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does) Reads emergent-reader texts with purpose and understanding.	KRF4	The student recognizes some high-frequency words by sight but does not yet read emergent-reader texts with purpose and understanding.	The student can read most high frequency words by sight and begins to read emergent-reader texts with purpose and understanding.	The student can consistently read high frequency words by sight and emergent-reader texts with purpose and understanding.	The student reads high frequency words and emergent-reader texts with mastery and reads more complex texts with purpose and understanding.	Sight Word Inventory  i-Ready High Frequency Words	Q1, Q2, Q3, Q4

Domain: Writing							
Indicator	Standard	1 – Beginner Learner (GKIDS: Emerging)	2 – Developing Learner (GKIDS: Progressing)	3 – Proficient Learner (GKIDS: Meets)	4 – Distinguished Learner (GKIDS: Exceeds)	Evidence	Assessed
Use drawing/dictating/ writing to state a topic/name of book & state preference about topic/book	KW1	The student describes a drawing but does not state an opinion or preference.	The student uses drawing and/or dictating to compose opinion pieces, naming the topic of the “book” and stating an opinion or preference about the topic or book.	The student consistently uses a combination of drawing, dictating, and writing to compose opinion pieces, naming the topic of the “book” and stating an opinion or preference about the topic or book.		Opinion Performance Task	Q4
Use drawing/dictating/ writing to compose informative/explanatory writing about information on topic	KW2		The student uses drawing and/or dictating to compose informative/ explanatory texts.	The student consistently uses a combination of drawing, dictating, and writing to compose informative/explanatory texts in which some information about the topic is given.		Informational Performance Task	Q3

# ELA Standards-Based Report Card Rubric – Kindergarten

Use drawing/dictating/ writing to narrate a single event or loosely linked events in order & provide reaction to events	KW3		The student uses drawing and/or dictating to narrate a single event or several loosely linked events.	The student consistently uses a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tells about the events in the order in which they occurred, and provides a reaction to what happened.		Narrative Performance Task	Q1,Q2
With support, responds to questions and suggestions to strengthen writing	KW5		With guidance and support from adults, the student responds to some questions from peers.	With guidance and support from adults, the student consistently responds to questions and suggestions from peers and adds details to strengthen writing as needed.		All Performance Tasks	Q1, Q2, Q3, Q4
With support, use tools, including digital tools, to collaborate, produce, and publish writing	KW6		With guidance and support from adults, the student begins to use a variety of tools to produce and publish writing, including digital tools in collaboration with peers.	With guidance and support from adults, the student successfully uses a variety of tools to produce and publish writing, including digital tools in collaboration with peers.	The student fluently uses a variety of tools to produce and publish writing, including digital tools in collaboration with peers without guidance or support from adults.	All Performance Tasks	Q1, Q2, Q3, Q4
With support, participate in shared research and writing projects/ recall information from experiences and sources	KW7 KW8		With guidance and support, the student begins to participate in shared research and writing projects, and recalls or gathers some relevant information from provided sources to answer a question.	With guidance and support, the student consistently participates in shared research and writing projects, and consistently recalls information from experiences and/or gathers information from provided sources to answer a question.		All Performance Tasks	Q1, Q2, Q3, Q4