Standards Based Report Card Rubric: Kindergarten Literacy 2019-2020				
HPLS	**Standard Description**	**Assessment of Mastery**		
		Met Standard (MS)	**Approaching Standard (AS)**	**Insufficient Progress towards the Standard (IPS)**
1st Grading Period				
ELAR				
K.2Ax segmenting spoken one-syllable words into individual phonemes	*segment (break apart) one-syllable words into individual phonemes/sounds that are heard*	segments one-syllable words and identifies beginning phonemes	segments one-syllable words and identifies beginning phonemes with help	cannot segment phonemes in one-syllable words
K.2Bi identifying and matching the common decoding words in isolation and in context by applying common letter sound correspondences;sounds that letters represent	*match and produce the typical sound of each letter in the alphabet given either uppercase or lowercase form*	identifies at least 13 letter sounds	identifies 10 - 12 letter sounds	identifies 9 or less letter sounds
K.2Biv identifying and reading at least 25 high-frequency words (HFW) from a research-based list	*quickly recognize and read high-frequency words with automaticity*	reads 3+ HFW with automaticity	reads 1-2 HFW with automaticity	cannot read any HFW
K.2Cii spelling words with initial and final consonant blends, digraphs, and trigraphs	*use knowledge of letters, sounds, and phonemes to construct and read words, accounting for each phoneme as they spell*	not assessed in the 1st grading period		
K.5I monitor comprehension and make adjustments such as re-reading, using background knowledge, checking for visual cues, and asking questions when understanding breaks down with adult assistance	*develop strategies to monitor and adjust comprehension by knowing when to back up and reread*	not assessed in the 1st grading period		

K.6D retell texts in ways that maintain meaning	retell events and recognize characters from the text in an order that shows understanding	not assessed in the 1st grading period		
K.10B develop drafts in oral, pictorial, or written form by organizing ideas	brainstorm ideas for an original text and draft a story in one of three ways: pictorial, oral with dictation, or handwritten draft	brainstorms with prompts/assistance and drafts using oral dictation to an adult	brainstorms and drafts using oral dictation to an adult, but with prompting/assistance for each step	is unable to or does not attempt to brainstorm or draft (orally or on paper)
K.10Di complete sentences	edit drafts for complete sentences	writes/edits one complete sentence with 4-5 prompts	attempts to write/edit one complete sentence with 5-6 prompts (this may include letter strands)	did not attempt to write
K.10Dvii capitalization of the first letter in a sentence and name	edit draft with correct capitalization of first letters and names	writes/edits one sentence with correct capitalization and/or 4-5 prompts	attempts to write/edit one sentence with correct capitalization and/or 5-6 prompts (this may include letter strands)	did not attempt to write
K.10Dviii punctuation marks at the end of declarative sentences	edit drafts with correct punctuation on declarative sentences	writes/edits drafts by adding ending punctuation with 2-3 prompts	attempts to write/edit drafts by adding ending punctuation. This may include letter strands and/or random punctuation	does not attempt to write
2nd Grading Period				
ELAR				
K.2Ax segmenting spoken one-syllable words into individual phonemes	segment (break apart) one-syllable words into individual phonemes/sounds that are heard	segments one-syllable words and identifies beginning and ending phonemes	segments one-syllable words and identifies beginning, but not ending phoneme	segments one-syllable words and identifies beginning phonemes with help
K.2Bi identifying and matching the common decoding words in isolation and in context by applying common letter sound correspondences;sounds that letters represent	match and produce the typical sound of each letter in the alphabet given either uppercase or lowercase form	identifies at least 26 letter sounds	identifies 18 - 25 letter sounds	identifies less than 17 letter sounds
K.2Biv identifying and reading at least 25 high-frequency words (HFW) from a research-based list	quickly recognize and read high-frequency words with automaticity	reads 16+ HFW with automaticity	reads 10-15 HFW with automaticity	reads 0-9 HFW (or may not be reading with automaticity)
K.2Cii spelling words with initial	use knowledge of letters, sounds,	spells one-syllable CVC words by	spells one-syllable CVC words by	spells one-syllable CVC words by

and final consonant blends, digraphs, and trigraphs	*and phonemes to construct and read words, accounting for each phoneme as they spell*	writing the beginning and ending sounds correctly	writing the beginning sound independently and ending sounds with assistance/prompting	writing the beginning and ending sounds with assistance/prompting
K.5I monitor comprehension and make adjustments such as re-reading, using background knowledge, checking for visual cues, and asking questions when understanding breaks down with adult assistance	*develop strategies to monitor and adjust comprehension by knowing when to back up and reread*	applies at least one strategy to comprehend when given 2 prompts	only applies strategies to comprehend when teacher explicitly points out specific a strategy to use	does not apply any strategies to monitor comprehension
K.6D retell texts in ways that maintain meaning	*retell events and recognize characters from the text in an order that shows understanding*	retells, capturing the overall meaning of a text, and may retell a text in correct sequence, OR may be able to talk about character(s) from the text, if reading a text with characters (not able to do both retell and talk about character)	retells, but may miss the overall meaning of a text, and does not retell a text in correct sequence, OR may not be able to talk about character(s) from the text, if reading a text with characters (not able to do both retell and talk about character)	does not retell and is unable to talk about characters from the text
K.10B develop drafts in oral, pictorial, or written form by organizing ideas	*brainstorm ideas for an original text and draft a story in one of three ways: pictorial, oral with dictation, or handwritten draft*	brainstorms and drafts with prompts/assistance (pictorial, oral dictation, handwritten by learner)	brainstorms with prompts/assistance and drafts using oral dictation to an adult	brainstorms and drafts using oral dictation to an adult, but with prompting/assistance for each step
K.10Di complete sentences	*edit drafts for complete sentences*	write/edit one complete sentence with 3-4 prompts	attempt to write/edit one complete sentence with 4-5 prompts (this may include letter strands in sentence form)	attempts to write, but only includes letter strands (the letter strand does not resemble a sentence)
K.10Dvii capitalization of the first letter in a sentence and name	*edit draft with correct capitalization of first letters and names*	write/edit one sentence with correct capitalization and/or 3-4 prompts.	attempt to write/edit one sentence with correct capitalization and/or 4-5 prompts (this may include letter strands in sentence form)	attempts to write, but only includes letter strands (the letter strand does not resemble a sentence)
K.10Dviii punctuation marks at the end of declarative sentences	*edit drafts with correct punctuation on declarative sentences*	write/edit drafts by adding ending punctuation with 1-2 prompts	attempt to write/edit drafts by adding ending punctuation (this may include letter strands and/or random punctuation)	attempt to write, but only includes letter strands (the letter strand does not resemble a sentence)

3rd Grading Period

ELAR				
K.2Ax segmenting spoken one-syllable words into individual phonemes	*segment (break apart) one-syllable words into individual phonemes/sounds that are heard*	segments one-syllable words and identifies beginning, middle, and ending phonemes]	segments one-syllable words and identifies beginning and ending phonemes, but not middle phoneme	segments one-syllable words and identifies beginning phonemes, but not middle or ending phonemes
K.2Bi identifying and matching the common decoding words in isolation and in context by applying common letter sound correspondences;sounds that letters represent	*match and produce the typical sound of each letter in the alphabet given either uppercase or lowercase form*	identifies at least 49 letter sounds	identifies 45 - 48 letter sounds	identifies less than 44 letter sounds
K.2Biv identifying and reading at least 25 high-frequency words (HFW) from a research-based list	*quickly recognize and read high-frequency words with automaticity*	reads 22+ HFW with automaticity	reads 15-21 HFW with automaticity	reads 0-14 HFW (or may not be reading with automaticity)
K.2Cii spelling words with initial and final consonant blends, digraphs, and trigraphs	*use knowledge of letters, sounds, and phonemes to construct and read words, accounting for each phoneme as they spell*	spells one-syllable CVC words by writing the beginning, middle, and ending sounds correctly	spells one-syllable CVC words by writing the beginning and ending sounds independently and middle sound with assistance/prompting	spells one-syllable CVC words by writing the beginning sound independently and the ending and middle sounds with assistance/prompting
K.5I monitor comprehension and make adjustments such as re-reading, using background knowledge, checking for visual cues, and asking questions when understanding breaks down with adult assistance	*develop strategies to monitor and adjust comprehension by knowing when to back up and reread*	flexibly uses multiple strategies to comprehend when given 0-1 prompts	able to apply at least one strategy to comprehend when given 2 prompts	only applies strategies to comprehend when teacher explicitly points out specific a strategy to use
K.6D retell texts in ways that maintain meaning	*retell events and recognize characters from the text in an order that shows understanding*	retells, capturing the overall meaning of text, but may not retell a text in correct sequence, AND is able to talk about character(s) from the text, if reading a text with characters	retells, capturing the overall meaning of text, but may not retell a text in correct sequence, OR is able to talk about character(s) from the text, if reading a text with characters (not able to do both retell and talk about character)	retells very little from a text, not in correct sequence, AND is only able to talk about character(s) from the text with prompting, if reading a text with characters (not able to do both retell and talk about character with independence)
K.10B develop drafts in oral, pictorial, or written form by	*brainstorm ideas for an original text and draft a story in one of three*	brainstorms independently and drafts with prompts/assistance (pictorial, oral dictation,	brainstorms and drafts with prompts/assistance (pictorial, oral dictation, handwritten by learner)	brainstorms with prompts/assistance and drafts using oral dictation to an adult

organizing ideas	*ways: pictorial, oral with dictation, or handwritten draft*	handwritten by learner)		
K.10Di complete sentences	*edit drafts for complete sentences*	writes/edits one or more complete sentences with 2-3 prompts	writes/edits one complete sentence with 3-4 prompts	attempts to write/edit one complete sentence with more than 4 prompts (this may include letter strands)
K.10Dvii capitalization of the first letter in a sentence and name	*edit draft with correct capitalization of first letters and names*	writes/edits one or more sentences with correct capitalization and/or 2-3 prompts	writes/edits one sentence with correct capitalization and/or 3-4 prompts	attempts to write/edit one sentence with correct capitalization and/or more than 4 prompts (this may still include letter strands)
K.10Dviii punctuation marks at the end of declarative sentences	*edit drafts with correct punctuation on declarative sentences*	writes/edits drafts by adding ending punctuation in sentences with 1-2 prompts	writes/edits drafts by adding ending punctuation in sentences with 2-3 prompts	attempts to write/edit one sentence with more than 4 prompts. This may include letter strands and/or random punctuation

4th Grading Period

ELAR

K.2Ax segmenting spoken one-syllable words into individual phonemes	*segment (break apart) one-syllable words into individual phonemes/sounds that are heard*	segments one-syllable words into three phonemes, AND in correct order (ex: dog = d/ o/ g/)	segments one-syllable words into three phonemes, but may not be in correct order (ex: dog = d/ g/ o/)	segments one-syllable words into phonemes, but leaves out some of the phonemes (ex: dog = d/ g/)
K.2Bi identifying and matching the common decoding words in isolation and in context by applying common letter sound correspondences;sounds that letters represent	*match and produce the typical sound of each letter in the alphabet given either uppercase or lowercase form*	identifies at least 52 letter sounds (both upper and lowercase letters)	identifies 48 - 51 letter sounds	identifies less than 48 letter sounds
K.2Biv identifying and reading at least 25 high-frequency words (HFW) from a research-based list	*quickly recognize and read high-frequency words with automaticity*	reads 25+ HFW words with automaticity	reads 21-24 HFW with automaticity	reads 0-20 HFW (or may not be reading with automaticity)
K.2Cii spelling words with initial and final consonant blends, digraphs, and trigraphs	*use knowledge of letters, sounds, and phonemes to construct and read words, accounting for each*	spells one-syllable CVC words by writing the beginning, middle, and ending sounds correctly, AND approximating (trying) CCVC or	spells one-syllable CVC words by writing the beginning, middle, and ending sounds correctly, but does not yet approximate (try) CCVC or	spells one-syllable CVC words by writing the beginning, middle, and ending sounds correctly, but may still require assistance/prompting,

	phoneme as they spell	CVCC words with some accuracy	CVCC words with accuracy	OR cannot spell CVC words with all three sounds (beginning, middle, end)
K.5I monitor comprehension and make adjustments such as re-reading, using background knowledge, checking for visual cues, and asking questions when understanding breaks down with adult assistance	*develop strategies to monitor and adjust comprehension by knowing when to back up and reread*	flexibly uses multiple strategies to comprehend when given 0-1 prompts	applies at least one strategy to comprehend when given 1 prompt	only applies strategies to comprehend when teacher explicitly points out specific a strategy to use
K.6D retell texts in ways that maintain meaning	*retell events and recognize characters from the text in an order that shows understanding*	retells, capturing the overall meaning of text, retelling a text in correct sequence, AND is able to talk about character(s) from the text, if reading a text with characters	retells, capturing the overall meaning of text, but may not retell a text in correct sequence, AND is able to talk about character(s) from the text, if reading a text with characters	retells somewhat, but misses the overall meaning of text, and does not retell a text in correct sequence, OR is able to talk about character(s) from the text, if reading a text with characters (able to do one part but not the other)
K.10B develop drafts in oral, pictorial, or written form by organizing ideas	*brainstorm ideas for an original text and draft a story in one of three ways: pictorial, oral with dictation, or handwritten draft*	brainstorms and drafts independently (pictorial, oral dictation, handwritten by learner)	brainstorms independently and drafts with adult assistance (pictorial, oral dictation, handwritten by learner)	brainstorms and drafts with prompts/assistance (pictorial, oral dictation, handwritten by learner)
K.10Di complete sentences	*edit drafts for complete sentences*	writes/edits one or more complete sentences with 0-2 prompts	writes/edits one or more complete sentences with 1-3 prompts	attempts to write/edit one complete sentence with more than 3 prompts (this will include letter strand)
K.10Dvii capitalization of the first letter in a sentence and name	*edit draft with correct capitalization of first letters and names*	writes/edits one or more sentence with correct capitalization and/or 0-2 prompts	writes/edits one or more sentences with correct capitalization and/or 1-3 prompts	attempts to write/edit one sentence with correct capitalization and/or more than 3 prompts (this will include letter strands)
K.10Dviii punctuation marks at the end of declarative sentences	*edit drafts with correct punctuation on declarative sentences*	writes/edits drafts by adding correct ending punctuation in sentences with 0-1 prompts	writes/edits drafts by adding ending punctuation in sentences with 1-2 prompts	attempts to write/edit one complete sentence with more than 3 prompts (this will include letter strands and/or random punctuation)