

# Kindergarten SBRC Rubrics

1-Does Not Meet Standards

2-Approaching Standards

3-Meets Standards

E-Exceeds Standards

## Language Arts Literacy

### 1) Reads at grade level (RL.K.1-RL.K.10, RI.K.1-K.10, RF.K.1 A-D, RF.K.3 A-D, RF.K.4 A-B)

Trimester	1	2	3	E
ALL	Student is reading <b>instructionally</b> at <b>Level A</b> or below.	Student is reading <b>instructionally</b> at <b>Level B or C.</b>	Student is reading <b>instructionally</b> at <b>D or E.</b>	Student is reading <b>instructionally</b> at a <b>E or above.</b>

**Assessment:** Instructional reading level as indicated on the Fountas & Pinnell Benchmark.

## Reading: Literacy and Informational

### 2) Reads a text closely to analyze what a text says explicitly and inferentially (RL.K.1-RL.K.3, RI.K.1-RI.K.3)

Trimester	1	2	3	E
ALL  RL.K.1 RL.K.2 RL.K.3	<p><u>With Teacher Prompting:</u></p> <p><b>RL.K.1:</b> Student is able to answer <u>teacher provided</u> questions about a text (who, what, when, where) with teacher prompting and support most of the time.</p> <p><b>RL.K.2:</b> Student is able to retell a familiar story <u>in sequence</u> and identifies the story elements- characters, <u>setting, major events</u> with prompting and support from the teacher.</p> <p><b>RL.K.3:</b> Students is able to identify all or some of the criteria with</p>	<p><u>Independently:</u></p> <p><b>RL.K.1:</b> Student is able to answer <u>teacher provided</u> questions about a text (who, what, when, where).</p> <p><b>RL.K.2:</b> Student is able to retell a familiar story <u>in sequence</u> by being provided with pictures clues from the story.</p> <p><b>RL.K.3:</b> Student is able to identify 1 or 2 of the 3 criteria: characters, setting and major events.</p>	<p><u>Consistently and Independently:</u></p> <p><b>RL.K.1:</b> Student is able to ask and answer questions (who, what, when, where, why, how) about a text.</p> <p><b>RL.K.2:</b> Student is able to retell a familiar story <u>in sequence</u> and identifies the story elements- characters, <u>setting, major events (BME), and problem/solution if applicable.</u></p>	<p><u>Consistently and Independently:</u></p> <p><b>RL.K.1:</b> Student is able to ask and answer questions (who, what, when, where, why, how) about a text <b>and</b> provide evidence to support their answer. (who, what, when, where, why, how)</p> <p><b>RL.K.2:</b> Student is able to retell a story by stating <u>important events</u> from the beginning, middle, and end of the text in order <b>and</b> identify the central message or lesson in the story.</p> <p><b>RL.K.3:</b> Student is able to provide evidence from the text to describe...</p>

	prompting and support from the teacher.		<b>RI.K.3:</b> Student is able to identify the characters, setting, and major events in the story.	<ul style="list-style-type: none"> <li>● <b>Characters:</b> Identify character traits and how characters change from beginning to the end of the story.</li> <li>● <b>Setting:</b> time and place</li> <li>● <b>Major Events</b> that are connected to theme</li> </ul>
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**Assessment: Story Map with Retelling Rubric**

<p><b>RI.K.1</b> <b>RI.K.2</b> <b>RI.K.3</b></p>	<p><u>With Teacher Prompting:</u></p> <p><b>RI.K.1:</b> Student is able to answer <u>teacher provided</u> questions about a text (who, what, when, where).</p> <p><b>RI.K.2:</b> Student is able to identify the main idea <u>and/or</u> key details in an informational text.</p> <p><b>RI.K.3:</b> Student is able to identify two events that are connected.</p>	<p><u>Independently:</u></p> <p><b>RI.K.1:</b> Student is able to answer <u>teacher provided</u> questions about a text (who, what, when, where).</p> <p><b>RI.K.2:</b> Student is able to identify the main idea <u>or</u> key details in an informational text.</p> <p><b>RI.K.3:</b> Student is able to identify two events that are connect but is unable to describe how they are connected.</p>	<p><u>Consistently and Independently:</u></p> <p><b>RI.K.1:</b> Student is able to ask and answer questions (who, what, when, where, why, how) about a text.</p> <p><b>RI.K.2:</b> Student is able to identify the main idea and key details in an informational text.</p> <p><b>RI.K.3:</b> Student is able to describe how two events, individuals or ideas are connected.</p>	<p><u>Consistently and Independently:</u></p> <p><b>RI.K.1</b> Student is able to ask and answer questions related to the text by creating their own questions and responses <b>and</b> provide evidence to support their answer.</p> <p><b>RI.K.2:</b> Student is able to retell an informational story by identifying the main idea and telling what was learned from the text that supports the main idea. (at least 3</p> <p><b>RI.K.3:</b> Student is able to describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <ul style="list-style-type: none"> <li>● Identify two individuals, events, ideas, or pieces of information that are connected.</li> <li>● Describe how two individuals, events, ideas, or pieces of information that are connected.</li> </ul>
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**Assessment: Story Map with Retelling Rubric**

**3) Uses text structure and words/phrases used by the author to analyze the style and tone of a text (RL.K.4-6)**

Trimester	1	2	3	4
<p><b>ALL</b></p> <p><b>RL.K.4</b> <b>RL.K.5</b> <b>RL.K.6</b></p>	<p><u>With Teacher Prompting:</u></p> <p><b>RL.K.4:</b> Student is able to answer <u>teacher provided</u> questions about unknown words with teacher prompting and support most of the time.</p> <p><b>RL.K.5:</b> Student is able to identify common texts with teacher prompting and support.</p> <p><b>RL.K.6:</b> Student is able to identify the author and illustrator of a text as wells as define the roles for each with teacher prompting and support.</p>	<p><u>Independently:</u></p> <p><b>RL.K.4:</b> Student is able to answer <u>teacher provided</u> questions about unknown words.</p> <p><b>RL.K.5:</b> Student is able to identify two out of three common texts: fiction, informational, poetry.</p> <p><b>RL.K.6:</b> Student is able to identify the author and illustrator of a text <b>OR</b> is able to define the roles for each.</p>	<p><u>Consistently and Independently:</u></p> <p><b>RL.K.4:</b> Student is able to ask and answer questions about unknown words.</p> <p><b>RL.K.5:</b> Student is able to identify common texts: fiction, informational, poetry.</p> <p><b>RL.K.6:</b> Student is able to identify the author and illustrator of a text as wells as define the roles for each.</p>	<p><u>Consistently and Independently:</u></p> <p><b>RL.K.4:</b> Student is able to identify words that express feelings or sensory words in a text and explains how words in a text suggest or describe feelings.</p> <p><b>RL.K.5:</b> Student is able to identify common texts: realistic fiction, traditional tale, fantasy, informational, poetry <b>and</b> describe at least one characteristic of each genre.</p> <ul style="list-style-type: none"> <li>● Identifies the genre of a text</li> <li>● Identifies one characteristic of the genre</li> </ul> <p><b>RL.K.6:</b> N/A</p>
<p><b>RI.K.4</b> <b>RI.K.5</b> <b>RI.K.6</b></p>	<p><u>With Teacher Prompting:</u></p> <p><b>RI.K.4:</b> Student is able to answer <u>teacher provided</u> questions about unknown words with teacher prompting and support most of the time.</p> <p><b>RI.K.5:</b> Student is able to identify the front cover, back cover, and</p>	<p><u>Independently:</u></p> <p><b>RI.K.4:</b> Student is able to answer <u>teacher provided</u> questions about unknown words.</p> <p><b>RI.K.5:</b> Student is able to identify two out of three criteria list below:</p> <ul style="list-style-type: none"> <li>● the front cover</li> </ul>	<p><u>Consistently and Independently:</u></p> <p><b>RI.K.4:</b> Student is able to ask and answer questions about unknown words.</p> <p><b>RI.K.5:</b> Student is able to identify the front cover, back cover, and title page of a book.</p>	<p><u>Consistently and Independently:</u></p> <p><b>RI.K.4:</b> Student is able to ask and answer questions about unknown words/phrases and uses context clues to successfully figure out unknown words.</p> <p><b>RI.K.5:</b> Student is able to identify text features within a text (table of contents, headings, glossary,</p>

	title page of a book with teacher prompting and support.  <b>RI.K.6:</b> Student is able to identify the author and illustrator of a text as well as define the roles for each.	<ul style="list-style-type: none"> <li>● back cover</li> <li>● title page</li> </ul> <b>RI.K.6:</b> Student is able to identify the author and illustrator of a text as well as define the roles for each.	<b>RI.K.6:</b> Student is able to identify the author and illustrator of a text as well as define the roles for each.	illustrations, and captions) and explains how these features help a reader.  <b>RI.K.6: N/A</b>
<b>Assessment:</b> <i>Concepts of Print Assessment, My New Word Assessment</i>				

<b>5) Draws conclusions from the information gathered across multiple texts (RL.K.7 &amp; 9, RI.K.7-9)</b>				
<b>Trimester</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>T2 &amp; T3</b>  <b>RL.K.7</b> <b>RL.K.9</b>	<u>With Teacher Prompting:</u>  <b>RL.K.7:</b> Student is able to describe all or some of the criteria listed below with teacher prompting and support in order to describe the relationship between the illustrations and story by: <ul style="list-style-type: none"> <li>● Making predictions based on illustrations.</li> <li>● Use illustrations to describe what person, place, thing, or idea is depicted.</li> </ul> <b>RL.K.9:</b> Student is able to identify <b>(1 or 2) similarities and differences</b> between two texts with <u>teacher prompting and support</u> .	<u>Independently:</u>  <b>RL.K.7:</b> Student is able to describe <b>1</b> of the criteria listed below to describe the relationship between the illustrations and story by: <ul style="list-style-type: none"> <li>● Making predictions based on illustrations.</li> <li>● Use illustrations to describe what person, place, thing, or idea is depicted.</li> </ul> <b>RL.K.9:</b> Student is able to identify <b>(1) similarity and difference</b> between two texts.	<u>Consistently and Independently:</u>  <b>RL.K.7:</b> Student is able to describe the relationship between the illustrations and story by: <ul style="list-style-type: none"> <li>● Making predictions based on illustrations.</li> <li>● Use illustrations to describe what person, place, thing, or idea is depicted.</li> </ul> <b>RL.K.9:</b> Student is able to identify <b>(2) similarities and differences</b> adventures and experiences between characters in two texts.	<u>Consistently and Independently:</u>  <b>RL.K.7:</b> Student is able to describe the relationship between the illustrations and story as well as <u>cite evidence to describe key elements</u> of the illustrations and story. <ul style="list-style-type: none"> <li>● Make predictions based on illustrations of characters, setting, or events.</li> <li>● Describe how the illustrations help the reader understand the story.</li> <li>● Use illustrations to describe its characters, setting or events in the story. (The character is happy because the boy/girl has a smile on his/her face.)</li> </ul> <b>RL.K.9:</b> Student is able to compare and contrast the adventures and experiences of characters in a story. <ul style="list-style-type: none"> <li>● Identify similarities/differences</li> </ul>

				<p>between two characters across events in the story.</p> <ul style="list-style-type: none"> <li>Identify similarities/differences between two characters across events in different stories.</li> </ul>
<p><b>RI.K.7</b> <b>RI.K.8</b> <b>RI.K.9</b></p>	<p><u>With Teacher Prompting:</u> <b>RI.K.7</b> Student is able to describe the relationship between illustrations and the text.</p> <ul style="list-style-type: none"> <li>Describes the information obtained from the illustration with teacher support.</li> </ul> <p><b>RI.K.8:</b> Student is able to identify (1) reasons an author gives to support points in a familiar text with <u>teacher prompting and support.</u></p>	<p><u>Independently:</u> <b>RI.K.7</b> Student is able to describe the relationship between illustrations and the text.</p> <ul style="list-style-type: none"> <li>Describes the information obtained from the illustrations.</li> </ul> <p><b>RI.K.8:</b> Student is able to identify (1) reasons an author gives to support points in a familiar text.</p>	<p><u>Consistently and Independently:</u> <b>RI.K.7</b> Student is able to describe the relationship between illustrations and the text.</p> <ul style="list-style-type: none"> <li>Describes the information obtained from the illustrations</li> <li>Explains why this information is important</li> <li>Explains how the illustration helps you understand the story better</li> </ul> <p><b>RI.K.8:</b> Student is able to identify reasons (2) an author gives to support points in an unfamiliar text.</p>	<p><u>Consistently and Independently:</u> <b>RI.1.7:</b> Students will be able to use illustrations and details to describe key ideas.</p> <ul style="list-style-type: none"> <li>Read and understand information from an illustration.</li> <li>Explain why the illustration and information obtained is important to the text.</li> <li>Use illustrations and/or details to explain the key ideas from the text.</li> </ul> <p><b>RI.K.8:</b> Student is able to identify specific points the author is making in a text <u>and</u> describe reasons that support the point made by the author.</p> <ul style="list-style-type: none"> <li>Accurately identifies the main point(s) of the text, paragraph, or article.</li> <li>Provide 2 reasons to support the point the author is making in the text.</li> </ul>

	<b>RI.K.9:</b> Student is able to identify <b>(1 or 2) similarities and differences</b> between two texts with <u>teacher prompting and support</u> .	<b>RI.K.9:</b> Student is able to identify <b>(1) similarity and difference</b> between two texts.	<b>RI.K.9:</b> Student is able to identify <b>(2) similarities and differences</b> between two texts.	<b>RI.K.9:</b> Students will be able to identify similarities and differences between two texts on the same topic. <ul style="list-style-type: none"> <li>Identify similarities and differences between two texts using the pictures, descriptions or procedures in the text.</li> </ul>
<b>Assessment:</b> <i>Analyzing Illustrations Assessment, Venn Diagram Assessment, Analyzing the Main Point(s) in a Story Assessment</i>				

### Foundations of Reading

<b>6) Recognizes grade-level sight words (RF.K.3)</b>				
Trimester	1	2	3	4
<b>ALL</b>	Student is able to recognize fewer than 40 sight words.	Student is able to recognize 41-87	Student is able to recognize 88- 93 sight words.	Student is able to recognize 94 or more sight words.
<b>Assessment:</b> Sight Word Assessment				

<b>6) Demonstrates concepts of print (RF.K.1)</b>				
Trimester	1	2	3	4
<b>ALL</b>	Student is able to demonstrate understanding of concepts of print by identifying 12 or fewer out of 20 skills.	Student is able to demonstrate understanding of concepts of print by identifying 13-17 out of 20 skills.	Student is able to demonstrate understanding of concepts of print by identifying 18 out of 20 skills.	N/A
<b>Assessment:</b> Concept of Print Assessment				

**6) Identifies all uppercase and lowercase letters (RF.K.1)**

Trimester	1	2	3	4
1	Student is able to identify <b>25 or fewer</b> uppercase or lowercase letters.	Student is able to identify <b>26-51</b> uppercase and lowercase letters.	Student is able to identify <b>all</b> uppercase and lowercase letters.	N/A

**Assessment: Letter Identification Assessment****6) Produces the sounds for consonants and vowels (RF.K.3)**

Trimester	1	2	3	4
<b>Trimester 1</b>	Student is able to reproduce <b>12 or fewer</b> consonant and vowel sounds.	Student is able to reproduce <b>13 -25</b> consonant and vowel sounds.	Student is able to reproduce <b>ALL</b> consonant and vowel sounds.	N/A

**Assessment: Letter/Sound Assessment****6) Demonstrates understanding of sounds, syllables, and spoken words (RF.K.2)**

Trimester	1	2	3	4
<b>ALL Phonological Awareness</b>	Student is able to demonstrate understanding of sounds, syllables, and spoken words by scoring <b>29 or less out of 55 points</b> on the phonological awareness skills assessment. <ul style="list-style-type: none"> <li>Segment and blend syllables, onset-rimes, and phonemes.</li> <li>Add, delete and substitute onset-rimes, phonemes in all positions</li> </ul>	Student is able to demonstrate understanding of sounds, syllables, and spoken words by scoring <b>30-44 out of 55 points</b> on the phonological awareness skills assessment. <ul style="list-style-type: none"> <li>Segment and blend syllables, onset-rimes, and phonemes.</li> <li>Add, delete and substitute onset-rimes, phonemes in all positions</li> </ul>	Student is able to demonstrate understanding of sounds, syllables, and spoken words by <b>45-55 out of 55 points</b> on the phonological awareness skills assessment. <ul style="list-style-type: none"> <li>Segment and blend syllables, onset-rimes, and phonemes.</li> <li>Add, delete and substitute onset-rimes, phonemes in all positions</li> </ul>	N/A

**Assessment: PASI Assessment**

**6) Recognizes and makes rhyming words (RF.K.2)**

Trimester	1	2	3	4
<b>ALL</b>	Students will be able to recognize and make rhyming words by scoring 5 or less on the rhyming assessment.	Students will be able to recognize and make rhyming words by scoring 6-7 on the rhyming assessment.	Students will be able to recognize and make rhyming words by scoring 8-10 on the rhyming assessment.	Student is able to reproduce two words that rhyme independently.
<b>Assessment: Rhyming &amp; Phonological Awareness Assessment</b>				

**6) Applies grade level-decoding skills to read known and unknown words (RF.K.3)**

Trimester	1	2	3	4
<b>ALL</b>	<p>Student is able to read known and unknown words by scoring 0-19 on the phonics assessment.</p> <p>Read words with:</p> <ul style="list-style-type: none"> <li>○ CVC/CVCe word families</li> <li>○ word families</li> <li>○ short vowels</li> </ul>	<p>Student is able to read known and unknown words by scoring 20-29 on the phonics assessment.</p> <p>Read words with:</p> <ul style="list-style-type: none"> <li>○ CVC/CVCe word families</li> <li>○ word families</li> <li>○ short vowels</li> </ul>	<p>Student is able to read known and unknown words by scoring 30-35 on the phonics assessment.</p> <p>Read words with:</p> <ul style="list-style-type: none"> <li>○ CVC/CVCe word families</li> <li>○ word families</li> <li>○ short vowels</li> </ul>	<p>Student is able to use a variety of decoding skills to read known and unknown words.</p> <ul style="list-style-type: none"> <li>● CVC Words: Initial, Final, Medial</li> <li>● Consonant Blends</li> <li>● Consonant Digraphs</li> <li>● Long Vowel Silent-e</li> </ul>
<b>Assessment: Phonics Assessment</b>				

**Writing****11) Writes for a Purpose: Opinion, Informational, Narrative**

Trimester	1	2	3	E
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<b>ALL</b>	Scoring a 2.0 or below on the district kindergarten writing rubric using a minimum of two writing samples.	Scoring a 2.1 – 2.5 on the district kindergarten writing rubric using a minimum of two writing samples.	Scoring a 2.6 – 3.0 on the district kindergarten writing rubric using a minimum of two writing samples.	Scoring a 3.1 or above on the district kindergarten writing rubric using a minimum of two writing samples.
<b>Assessment:</b> <i>Collection of Writing Samples including On-Demand Writing Tasks, Independent Writing, and Journal Entries</i>				

<b>12) Strengthens writing by revising and editing in order to publish writing</b>				
Trimester	1	2	3	E
<b>ALL</b>	Scoring a 2.0 or below on the district kindergarten writing rubric using published writing samples.	Scoring a 2.1 – 2.5 on the district kindergarten writing rubric using published writing samples.	Scoring a 2.6 – 3.0 on the district kindergarten writing rubric using published writing samples.	Scoring a 3.1 or above on the district kindergarten writing rubric using published writing samples.
<b>Assessment:</b> <i>Published Writing Samples</i>				

<b>14) Applies spelling rules to write known and unknown words</b>				
Trimester	1	2	3	E
<b>ALL</b>	<p>Student applies spelling rules using the following patterns for CVC words by scoring 1-6 out of 10 words correctly.</p> <ul style="list-style-type: none"> <li>• Beginning Consonants</li> <li>• Final Consonants</li> <li>• Short Vowels</li> </ul>	<p>Student applies spelling rules using the following patterns for CVC words by scoring 7-8 out of 10 words correctly.</p> <ul style="list-style-type: none"> <li>• Beginning Consonants</li> <li>• Final Consonants</li> <li>• Short Vowels</li> </ul>	<p>Student applies spelling rules using the following patterns for CVC words by scoring 9-10 out of 10 words correctly.</p> <ul style="list-style-type: none"> <li>• Beginning Consonants</li> <li>• Final Consonants</li> <li>• Short Vowels</li> </ul>	<p>Student applies spelling rules using the following patterns for CVC words by scoring 10 out of 10 words correctly.</p> <ul style="list-style-type: none"> <li>• Beginning Consonants</li> <li>• Final Consonants</li> <li>• Short Vowels</li> </ul>
<b>Assessment:</b> <i>Spelling Screener</i>				

<b>15) Applies grade level conventions of language</b>				
<b>Trimester</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>E</b>
<b>ALL</b>	<p>Students applies 1 out of 4 of the following writing conventions:</p> <ul style="list-style-type: none"> <li>• Capitalize the first word in a sentence and a pronoun.</li> <li>• Recognize and name end punctuation</li> <li>• Write a letter or most consonants and short-vowel sounds</li> <li>• Spell simple words phonetically</li> </ul>	<p>Students applies 2 out of 4 of the following writing conventions:</p> <ul style="list-style-type: none"> <li>• Capitalize the first word in a sentence and a pronoun.</li> <li>• Recognize and name end punctuation</li> <li>• Write a letter or most consonants and short-vowel sounds</li> <li>• Spell simple words phonetically</li> </ul>	<p>Students applies 3 out of 4 of the following writing conventions:</p> <ul style="list-style-type: none"> <li>• Capitalize the first word in a sentence and a pronoun.</li> <li>• Recognize and name end punctuation</li> <li>• Write a letter or most consonants and short-vowel sounds</li> <li>• Spell simple words phonetically</li> </ul>	<p>Student consistently and independently applies grade level writing conventions.</p>
<b>Assessment:</b> Use of a minimum of three writing samples				