Kindergarten ELA Rubrics for each standard that will be included on progress reports and report cards:

9. Demonstrate early phonological awareness to basic phonemic awareness skills in spoken words.
- I can blend, count and segment syllables.
- I can identify initial, final and medial sounds.
- I can blend and segment words with three to four sounds (phonemes).

Score	1st nine weeks	2nd nine weeks	3rd nine weeks	4th nine weeks
4	Student consistently masters identifying initial sounds.	Student consistently masters identifying initial and final sounds.	Student consistently masters identifying initial, final and medial sounds.	Student consistently masters blending and segmenting syllables and words with three to four phonemes.
3	Student identifies initial sounds with minimal errors.	Student identifies initial and final sound with minimal errors.	Student identifies initial, final and medial sound with minimal errors.	Student can blend and segment syllables and words with three to four phonemes with minimal errors.
2	Student identifies initial sounds with several errors.	Student identifies initial and final sound with several errors.	Student identifies initial, final and medial sound with several errors.	Student can blend and segment syllables and words with three to four phonemes with several errors.
1	Student cannot identify initial sounds.	Student cannot identify initial and final sound.	Student cannot identify initial, final and medial sound.	Student cannot blend and segment syllables and words with three to four phonemes.

10. Apply knowledge of phoneme-grapheme correspondences and word-analysis skills to decode and encode (spell) words accurately in both isolation and in decodable, grade-appropriate text. (overall standard)
- I can identify letter sounds.
- I can identify the vowel in short vowel words.
- I can decode consonant-vowel-consonant words in text and isolation.
- I can read decodable high frequency words.

Score	1st nine weeks	2nd nine weeks	3rd nine weeks	4th nine weeks
4	Student consistently masters identifying letter sounds.	Student consistently masters identifying letter sounds.	Student consistently masters identifying letter sounds.	Student consistently masters identifying letter sounds.
3	Student identifies letter sounds with minimal errors.	Student identifies letter sounds with minimal errors.	Student identifies letter sounds with minimal errors.	Student identifies letter sounds with minimal errors.

Score	1st nine weeks	2nd nine weeks	3rd nine weeks	4th nine weeks
2	Student identifies letter sounds with several errors.	Student identifies letter sounds with several errors.	Student identifies letter sounds with several errors.	Student identifies letter sounds with several errors.
1	Student cannot identify letter sounds.	Student cannot identify letter sounds.	Student cannot identify letter sounds.	Student cannot identify letter sounds.

Score	1st nine weeks	2nd nine weeks	3rd nine weeks	4th nine weeks
4	Student consistently masters identifying vowel in short vowel words.	Student consistently masters identifying vowel in short vowel words.	Student consistently masters identifying vowel in short vowel words.	Student consistently masters identifying vowel in short vowel words.
3	Student identifies vowel in short vowel words with minimal errors.	Student identifies vowel in short vowel words with minimal errors.	Student identifies vowel in short vowel words with minimal errors.	Student identifies vowel in short vowel words with minimal errors.
2	Student identifies vowel in short vowel words with several errors.	Student identifies vowel in short vowel words with several errors.	Student identifies vowel in short vowel words with several errors.	Student identifies vowel in short vowel words with several errors.
1	Student cannot identify vowel in short vowel words.	Student cannot identify vowel in short vowel words.	Student cannot identify vowel in short vowel words.	Student cannot identify vowel in short vowel words.

Score	1st nine weeks	2nd nine weeks	3rd nine weeks	4th nine weeks
4	Student consistently masters decoding consonant vowel consonant words in isolation.	Student consistently masters decoding consonant vowel consonant words in isolation.	Student consistently masters decoding consonant vowel consonant words in text and isolation.	Student consistently masters decoding consonant vowel consonant words in text and isolation.
3	Student decodes CVC words in isolation with minimal errors.	Student decodes CVC words in isolation with minimal errors.	Student decodes CVC words in isolation and text with minimal errors.	Student decodes CVC words in isolation and text with minimal errors.
2	Student decodes CVC words in isolation with several errors.	Student decodes CVC words in isolation with several errors.	Student decodes CVC words in text and isolation with several errors.	Student decodes CVC words in text and isolation with several errors.

1	Student cannot decode CVC words in isolation.	Student cannot decode CVC words in isolation.	Student cannot decode CVC words in text or isolation.	Student cannot decode CVC words in text or isolation.

Score	1st nine weeks	2nd nine weeks	3rd nine weeks	4th nine weeks
4	Student consistently masters reading decodable high frequency words.	Student consistently masters reading decodable high frequency words.	Student consistently masters reading decodable high frequency words.	Student consistently masters reading decodable high frequency words.
3	Student reads decodable high frequency words minimal errors.	Student reads decodable high frequency words minimal errors.	Student reads decodable high frequency words minimal errors.	Student reads decodable high frequency words minimal errors.
2	Student reads decodable high frequency words several errors.	Student reads decodable high frequency words several errors.	Student reads decodable high frequency words several errors.	Student reads decodable high frequency words several errors.
1	Student cannot read decodable high frequency words.	Student cannot read decodable high frequency words.	Student cannot read decodable high frequency words.	Student cannot read decodable high frequency words.

11. Recognize and name all upper and lower case letters in non-sequential order with accuracy and automaticity.
(overall standard).
- I can say all upper and lowercase letter names out of order with automaticity.

Score	1st nine weeks	2nd nine weeks	3rd nine weeks	4th nine weeks
4	Student consistently masters naming uppercase and lowercase letters out of order.	Student consistently masters naming uppercase and lowercase letters out of order.	Student consistently masters naming uppercase and lowercase letters out of order.	Student consistently masters naming uppercase and lowercase letters out of order.
3	Student names the majority of uppercase and lowercase letters out of order.	Student names the majority of uppercase and lowercase letters out of order.	Student names the majority of uppercase and lowercase letters out of order.	Student names the majority of uppercase and lowercase letters out of order.
2	Student names half of uppercase and	Student names half of uppercase and	Student names half of uppercase and	Student names half of uppercase and

	lowercase letters out of order.	lowercase letters out of order.	lowercase letters out of order.	lowercase letters out of order.
1	Student cannot name uppercase and lowercase letters.	Student cannot name uppercase and lowercase letters.	Student cannot name uppercase and lowercase letters.	Student cannot name uppercase and lowercase letters.

12. Arrange and name letters of the alphabet in sequential order from a to z , with accuracy and automaticity. (overall standard)
- I can order letters of the alphabet with accuracy and automaticity.

Score	1st nine weeks	2nd nine weeks	3rd nine weeks	4th nine weeks
4	Student consistently masters naming and placing the alphabet in sequential order with accuracy and automaticity.	Student consistently masters naming and placing the alphabet in sequential order with accuracy and automaticity.	Student consistently masters naming and placing the alphabet in sequential order with accuracy and automaticity.	Student consistently masters naming and placing the alphabet in sequential order with accuracy and automaticity.
3	Student names and places the alphabet in sequential order with minimal errors.	Student names and places the alphabet in sequential order with minimal errors.	Student names and places the alphabet in sequential order with minimal errors.	Student names and places the alphabet in sequential order with minimal errors.
2	Student names and places the alphabet in sequential order with major errors.	Student names and places the alphabet in sequential order with major errors.	Student names and places the alphabet in sequential order with major errors.	Student names and places the alphabet in sequential order with major errors.
1	Student cannot name and place alphabet in sequential order.	Student cannot name and place alphabet in sequential order.	Student cannot name and place alphabet in sequential order.	Student cannot name and place alphabet in sequential order.

16. Recognize and read grade-appropriate high frequency words with accuracy and automaticity. (overall standard)
- I can read tricky words with accuracy and automaticity.

Score	1st nine weeks	2nd nine weeks	3rd nine weeks	4th nine weeks
4	Student consistently masters reading tricky words with	Student consistently masters reading tricky words with	Student consistently masters reading tricky words with	Student consistently masters reading tricky words with

	accuracy and automaticity.	accuracy and automaticity.	accuracy and automaticity.	accuracy and automaticity.
3	Student reads tricky words with accuracy and automaticity with minimal errors.	Student reads tricky words with accuracy and automaticity with minimal errors.	Student reads tricky words with accuracy and automaticity with minimal errors.	Student reads tricky words with accuracy and automaticity with minimal errors.
2	Student reads tricky words with accuracy and automaticity with major errors.	Student reads tricky words with accuracy and automaticity with major errors.	Student reads tricky words with accuracy and automaticity with major errors.	Student reads tricky words with accuracy and automaticity with major errors.
1	Student cannot read tricky words with accuracy and automaticity.	Student cannot read tricky words with accuracy and automaticity.	Student cannot read tricky words with accuracy and automaticity.	Student cannot read tricky words with accuracy and automaticity.

27. Identify and describe the main story elements in a literary text. (overall standard)
- I can identify and describe the main story elements in a text.

Score	1st nine weeks	2nd nine weeks	3rd nine weeks	4th nine weeks
4		Student can consistently identify and describe literary elements of both main characters and setting in a text independently.	Student can consistently identify and describe literary elements of both main characters and setting in a text independently.	Student can consistently identify and describe literary elements of both main characters and setting in a text independently.
3		Student can independently identify the main characters of a story.	Student can independently identify the main characters & setting of a story.	Student can independently identify and describe the main character **or** setting of a story.
2		With support, the student can identify the main characters of a story.	Student can independently identify the main character of a story.	Student can independently identify the main character and the setting of a story.

1		Student cannot identify main characters of a story.	Student cannot identify main characters or setting of a story.	Student cannot identify main characters or setting of a story.

34. Print legibly, using proper pencil grip. (overall standard).
   - I can print uppercase and lowercase letters using proper strokes, letter formation, and line placement.

Score	1st nine weeks	2nd nine weeks	3rd nine weeks	4th nine weeks
4	Student consistently masters printing uppercase and lowercase letters using proper strokes, letter formation, and line placement with accuracy and automaticity.	Student consistently masters printing uppercase and lowercase letters using proper strokes, letter formation, and line placement with accuracy and automaticity.	Student consistently masters printing uppercase and lowercase letters using proper strokes, letter formation, and line placement with accuracy and automaticity.	Student consistently masters printing uppercase and lowercase letters using proper strokes, letter formation, and line placement with accuracy and automaticity.
3	Student prints uppercase and lowercase letters using proper strokes, letter formation, and line placement with accuracy and automaticity with minimal errors.	Student prints uppercase and lowercase letters using proper strokes, letter formation, and line placement with accuracy and automaticity with minimal errors.	Student prints uppercase and lowercase letters using proper strokes, letter formation, and line placement with accuracy and automaticity with minimal errors.	Student prints uppercase and lowercase letters using proper strokes, letter formation, and line placement with accuracy and automaticity with minimal errors.
2	Student prints uppercase and lowercase letters using proper strokes, letter formation, and line placement with accuracy and automaticity with major errors.	Student prints uppercase and lowercase letters using proper strokes, letter formation, and line placement with accuracy and automaticity with major errors.	Student prints uppercase and lowercase letters using proper strokes, letter formation, and line placement with accuracy and automaticity with major errors.	Student prints uppercase and lowercase letters using proper strokes, letter formation, and line placement with accuracy and automaticity with major errors.
1	Student cannot print uppercase and	Student cannot print uppercase and	Student cannot print uppercase and	Student cannot print uppercase and

lowercase letters using proper strokes, letter formation, and line placement with accuracy and automaticity.	lowercase letters using proper strokes, letter formation, and line placement with accuracy and automaticity.	lowercase letters using proper strokes, letter formation, and line placement with accuracy and automaticity.	lowercase letters using proper strokes, letter formation, and line placement with accuracy and automaticity.

35. Apply knowledge of grade-appropriate phoneme-grapheme correspondences and spelling rules (or generalizations) to encode words accurately. (overall standard)
   - I can encode (write the letter) when given the spoken sound (phoneme).

Score	1st nine weeks	2nd nine weeks	3rd nine weeks	4th nine weeks
4	Student consistently masters encoding words (writing the letter) when given the spoken sounds.	Student consistently masters encoding words (writing the letter) when given the spoken sounds.	Student consistently masters encoding words (writing the letter) when given the spoken sounds.	Student consistently masters encoding words (writing the letter) when given the spoken sounds.
3	Student consistently encodes phonemes with minimal errors.	Student consistently encodes phonemes with minimal errors.	Student consistently encodes phonemes with minimal errors.	Student consistently encodes phonemes with minimal errors.
2	Student encodes phonemes with major errors.	Student encodes phonemes with major errors.	Student encodes phonemes with major errors.	Student encodes phonemes with major errors.
1	Student cannot encode phonemes.	Student cannot encode phonemes.	Student cannot encode phonemes.	Student cannot encode phonemes.