### Kindergarten Priority Standards and Rubrics

#### Domain: Reading Information

<table>
<thead>
<tr>
<th>Standard</th>
<th>RI.K.2 With prompting and support, identify the main topic and retell key details of a text. <em>(DOK 1)</em></th>
</tr>
</thead>
<tbody>
<tr>
<td>PPD</td>
<td>With prompting and support, identify the main topic and retell key details of a text</td>
</tr>
</tbody>
</table>

**Standard Proficiency Rubric:** To be marked on report card.

**3- Meets or Exceeds EOY expectations**
With level one prompting, accurately state main idea
- at least 2 details are correctly identified.

**2- Shows progress to meet EOY expectations**
With level 2 prompting, accurately state main idea
- at least 2 details are correctly identified.

**1- Shows progress yet far from EOY expectations or shows limited progress**
Little to no understanding even with prompting.

### Level One of prompting:
Look at the pictures and the words in the book, what is this story mostly about? Tell me two things you learned from the text?

### Level Two of prompting:
Which sentence tells what this story is mostly about? Provide pictures- what is this story mostly about? Limit the choices presented to student.

If student does not accurately answer with level one prompting, use level two.

#### Domain: Reading Information

<table>
<thead>
<tr>
<th>Standard</th>
<th>RI.K.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text. <em>(DOK 2)</em></th>
</tr>
</thead>
<tbody>
<tr>
<td>PPD</td>
<td>With prompting/support connect 2 individuals/events/ideas/information in a text</td>
</tr>
</tbody>
</table>

**Standard Proficiency Rubric:** To be marked on report card.

**3- Meets or Exceeds EOY expectations**
With level 1 prompting:
- accurately identify individuals, events, ideas, or information in a text.
- describe connection between individuals, events, ideas, or information in a text.

**2- Shows progress to meet EOY expectations**
With level 2 prompting:
- identify a connection between individuals, events, ideas, or information in text.

### Level One of prompting:
Look at the pictures and the words in the book, how are two (individuals, events, etc) the same? What else can you tell me?

### Level Two of prompting:
Limit the choices presented to student. Identify how these two things are the same. how are ___ and ___ the same?

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(“There is a dog in the story and I have a dog.”).

1- **Shows progress yet far from EOY expectations or shows limited progress**
   - Little to no understanding even with prompting.

### Domain: Reading Literature

<table>
<thead>
<tr>
<th>Standard</th>
<th>PPD</th>
</tr>
</thead>
<tbody>
<tr>
<td>RL.K.3</td>
<td>With prompting and support, identify characters, settings, and major events in a story. (DOK 1)</td>
</tr>
</tbody>
</table>

**Standard Proficiency Rubric:** To be marked on report card.

3- **Meets or Exceeds EOY expectations**
   - With level 1 prompting:
     - accurately identify all three necessary parts of the standard (characters, setting, major events)

2- **Shows progress to meet EOY expectations**
   - With level 1 prompting:
     - accurately identify 1-2 necessary parts of the standard (characters, setting, major events)

1- **Shows progress yet far from EOY expectations or shows limited progress**
   - Unable to identify parts of the standard

#### Level One of prompting:
Look at the pictures and the words in the book, tell me the characters, tell me the setting, and tell me the important things that happened in the story.

#### Level Two of prompting:
Look at the pictures and the words in the book, tell me who the people/animals in the story are, where are they, and tell me what the _____ do in the story?

If student does not accurately answer with level one prompting, use level two.

### Writing

<table>
<thead>
<tr>
<th>Standard</th>
<th>PPD</th>
</tr>
</thead>
<tbody>
<tr>
<td>W.K.3</td>
<td>Draw, dictate, and write to narrate event(s) in order, and provide a reaction</td>
</tr>
</tbody>
</table>

**Standard Proficiency Rubric:** To be marked on report card

3- **Meets or Exceeds EOY expectations**
   - Writes narrative including ALL of the following:
     - setting
     - Several loosely connected events in order
     - Provides a reaction to what happened

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| Standard | L.K.1 | L.K.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  
| | | a) Print many upper- and lowercase letters.  
| | | b) Use frequently occurring nouns and verbs.  
| | | c) Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).  
| | | d) Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).  
| | | e) Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).  
| | | f) Produce and expand complete sentences in shared language activities.  
| (DOK 1) |  |
| Standard | L.K.2 | L.K.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  
| | | a) Capitalize the first word in a sentence and the pronoun I.  
| | | b) Recognize and name end punctuation.  
| | | c) Write a letter or letters for most consonant and short-vowel sounds (phonemes).  
| | | d) Spell simple words phonetically, drawing on knowledge of sound-letter relationships.  
| (DOK 1) |  |
| PPD | Demonstrate mastery of Kindergarten language skills  
| | (See supporting checklist) |

**Standard Proficiency Rubric:** To be marked on report card  
(L.K.1 and L.K.2 are to be recorded together as one standard)

3- **Meets or Exceeds EOY expectations**  
Demonstrates 9-10 out of 10 skills on the supporting checklist.

2- **Shows progress to meet EOY expectations**  
Demonstrates 7-8 out of 10 skills on the supporting checklist.

1- **Shows progress yet far from EOY expectations or shows limited progress**  
Demonstrates 6 or fewer skills on the supporting checklist.
# Domain: Reading Foundations

| Standard | RF.K.1 | Demonstrate understanding of the organization and basic features of print.  
|          |       | a. Follow words from left to right, top to bottom, and page by page.  
|          |       | b. Recognize that spoken words are represented in written language by specific sequences of letters.  
|          |       | c. Understand that words are separated by spaces in print.  
|          |       | d. Recognize and name all upper- and lowercase letters of the alphabet. *(DOK 1)* |
| Standard | RF.K.2 | Demonstrate understanding of spoken words, syllables, and sounds phonemes.  
|          |       | a. Recognize and produce rhyming words.  
|          |       | b. Count, pronounce, blend, and segment syllables in spoken words.  
|          |       | c. Blend and segment onsets and rimes of single-syllable spoken words.  
|          |       | d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.* (This does not include CVCs ending with /l/, /r/, or /x/).  
|          |       | e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words. *(DOK 1)* |
| Standard | RF.K.3 | Know and apply grade-level phonics and word analysis skills in decoding words.  
|          |       | a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.  
|          |       | b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.  
|          |       | c. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).  
|          |       | d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ. *(DOK 1)* |
| Standard | RF.K.4 | Read emergent-reader texts with purpose and understanding. *(DOK 1)* |

| PPD | Demonstrate mastery of Kindergarten foundational reading skills *(See supporting checklist)* |

## Standard Proficiency Rubric: To be marked on report card

### 3- Meets or Exceeds EOY expectations
Demonstrates 12-14 out of 14 skills on the supporting checklist.

### 2- Shows progress to meet EOY expectations
Demonstrates 8-11 out of 14 skills on the supporting checklist.

### 1- Shows progress yet far from EOY expectations or shows limited progress

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Demonstrates 7 or fewer skills on the supporting checklist.

**Domain: Speaking and Listening**

<table>
<thead>
<tr>
<th>Standard</th>
<th>Description</th>
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| SL.K.1   | Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.  
  a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).  
  b. Continue a conversation through multiple exchanges. (DOK 2) |

**PPD**

Collaboratively participate in small and large group conversations

**Standard Proficiency Rubric:** To be marked on report card.

3- **Meets or Exceeds EOY expectations**  
Consistently continues on-topics conversations following the agreed upon rules

2- **Shows progress to meet EOY expectations**  
Either inconsistently continues conversations or is unable to follow the agreed upon rules of conversation

1- **Shows progress yet far from EOY expectations or shows limited progress**  
Does not engage in conversations with others

**Reading Proficiency**

<table>
<thead>
<tr>
<th>Standard</th>
<th>Description</th>
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<tbody>
<tr>
<td>RL.K.10, RI.K.10</td>
<td>Read and comprehend grade level texts independently and proficiently (DOK 1)</td>
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</tbody>
</table>

**PPD**

Read and comprehend grade level texts independently and proficiently

**Standard Proficiency Rubric:** To be marked on report card

3- **Meets or Exceeds EOY expectations**  
Proficient on Early Reading end of year expectations AND can comprehend grade level text.

2- **Shows progress to meet EOY expectations**  
Proficient on Early Reading current benchmark expectations AND can comprehend grade level text.

1- **Shows progress yet far from EOY expectations or shows limited progress**  
Below proficiency on Early Reading current benchmark expectations OR does not comprehend grade level text.