

Kindergarten Priority Standards and Rubrics

Domain: Reading Information	
Standard RI.K.2	RI.K.2 With prompting and support, identify the main topic and retell key details of a text. (DOK 1)
PPD	With prompting and support, identify the main topic and retell key details of a text
Standard Proficiency Rubric: To be marked on report card.	
<p>3- Meets or Exceeds EOY expectations With level one prompting, accurately state main idea</p> <ul style="list-style-type: none"> at least 2 details are correctly identified. <p>2- Shows progress to meet EOY expectations With level 2 prompting, accurately state main idea</p> <ul style="list-style-type: none"> at least 2 details are correctly identified. <p>1- Shows progress yet far from EOY expectations or shows limited progress Little to no understanding even with prompting.</p>	<p><u>Level One of prompting:</u> 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?</p> <p><u>Level Two of prompting:</u> Which sentence tells what this story is mostly about? Provide pictures- what is this story mostly about? Limit the choices presented to student.</p> <p style="background-color: yellow;">If student does not accurately answer with level one prompting, use level two.</p>
Domain: Reading Information	
Standard RI.K.3	RI.K.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text. (DOK 2)
PPD	With prompting/support connect 2 individuals/events/ideas/information in a text
Standard Proficiency Rubric: To be marked on report card.	
<p>3- Meets or Exceeds EOY expectations With level 1 prompting:</p> <ul style="list-style-type: none"> accurately identify individuals, events, ideas, or information in a text. describe connection between individuals, events, ideas, or information in a text. <p>2- Shows progress to meet EOY expectations With level 2 prompting:</p> <ul style="list-style-type: none"> identify a connection between individuals, events, ideas, or information in text. 	<p><u>Level One of prompting:</u> Look at the pictures and the words in the book, how are two (individuals, events, etc) the same? What else can you tell me?</p> <p><u>Level Two of prompting:</u> Limit the choices presented to student. Identify how these two things are the same. how are ___ and ___ the same?</p>

<p>(“There is a dog in the story and I have a dog.”).</p> <p>1- Shows progress yet far from EOY expectations or shows limited progress</p> <ul style="list-style-type: none"> Little to no understanding even with prompting. 		<p>If student does not accurately answer with level one prompting, use level two.</p>
<p>Domain: Reading Literature</p>		
<p>Standard RL.K.3</p>	<p>RL.K.3 With prompting and support, identify characters, settings, and major events in a story. (DOK 1)</p>	
<p>PPD</p>	<p>With prompting and support, identify characters, settings, and major events</p>	
<p>Standard Proficiency Rubric: To be marked on report card.</p> <p>3- Meets or Exceeds EOY expectations With level 1 prompting:</p> <ul style="list-style-type: none"> accurately identify all three necessary parts of the standard (characters, setting, major events) <p>2- Shows progress to meet EOY expectations With level 1 prompting:</p> <ul style="list-style-type: none"> accurately identify 1-2 necessary parts of the standard (characters, setting, major events) <p>1- Shows progress yet far from EOY expectations or shows limited progress</p> <ul style="list-style-type: none"> Unable to identify parts of the standard 		<p>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</p> <p>Level Two of prompting: Look at the pictures and the words in the book?, tell me who the people/animals in the story?, where are they?, and tell me what the _____ do in the story?</p> <p>If student does not accurately answer with level one prompting, use level two.</p>
<p>Writing</p>		
<p>Standard W.K.3</p>	<p>W.K.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened. (W.K.3.) (DOK 2,3)</p>	
<p>PPD</p>	<p>Draw, dictate, and write to narrate event(s) in order, and provide a reaction</p>	
<p>Standard Proficiency Rubric: To be marked on report card</p> <p>3- Meets or Exceeds EOY expectations Writes narrative including ALL of the following:</p> <ul style="list-style-type: none"> setting Several loosely connected events in order Provides a reaction to what happened 		

- Sense of closure

2- Shows progress to meet EOY expectations

Can successfully complete a portion of the standard, but not to the level listed above

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

Unable to write a narrative

Domain: Language

Standard

L.K.1

L.K.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- Print many upper- and lowercase letters.
- Use frequently occurring nouns and verbs.
- Form regular plural nouns orally by adding /s/ or /es/ (e.g., *dog, dogs; wish, wishes*).
- Understand and use question words (interrogatives) (e.g., *who, what, where, when, why, how*).
- Use the most frequently occurring prepositions (e.g., *to, from, in, out, on, off, for, of, by, with*).
- 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.

- Capitalize the first word in a sentence and the pronoun I.
- Recognize and name end punctuation.
- Write a letter or letters for most consonant and short-vowel sounds (phonemes).
- 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	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	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	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., <i>the, of, to, you, she, my, is, are, do, does</i>). d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ. (DOK 1)
Standard RF.K.4	RF.K.4 Read emergent-reader texts with purpose and understanding. (DOK 1)
PPD	Demonstrate mastery of <i>Kindergarten</i> foundational reading skills (See supporting checklist)
<p>Standard Proficiency Rubric: To be marked on report card <i>(R.F.K.1-4 are to be recorded together as one standard)</i></p> <p>3- Meets or Exceeds EOY expectations Demonstrates 12-14 out of 14 skills on the supporting checklist.</p> <p>2- Shows progress to meet EOY expectations Demonstrates 8-11 out of 14 skills on the supporting checklist.</p> <p>1- Shows progress yet far from EOY expectations or shows limited progress</p>	

Demonstrates 7 or fewer skills on the supporting checklist.	
Domain: Speaking and Listening	
Standard SL.K.1	SL.K.1 Participate in collaborative conversations with diverse partners about <i>kindergarten topics and texts</i> 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
<p style="text-align: center;">Standard Proficiency Rubric: To be marked on report card.</p> <p>3- Meets or Exceeds EOY expectations Consistently continues on-topics conversations following the agreed upon rules</p> <p>2-Shows progress to meet EOY expectations Either inconsistently continues conversations or is unable to follow the agreed upon rules of conversation</p> <p>1- Shows progress yet far from EOY expectations or shows limited progress Does not engage in conversations with others</p>	
Reading Proficiency	
RL.K.10, RI.K.10	RL/RI.K.10 Read and comprehend grade level texts independently and proficiently (DOK 1)
PPD	Read and comprehend grade level texts independently and proficiently
<p style="text-align: center;">Standard Proficiency Rubric: To be marked on report card</p> <p>3- Meets or Exceeds EOY expectations Proficient on Early Reading <u>end of year</u> expectations AND can comprehend grade level text.</p> <p>2- Shows progress to meet EOY expectations Proficient on Early Reading <u>current benchmark</u> expectations AND can comprehend grade level text.</p> <p>1- Shows progress yet far from EOY expectations or shows limited progress Below proficiency on Early Reading <u>current benchmark</u> expectations OR does not comprehend grade level text.</p>	