

NMSD Kindergarten Report Card Rubric: ELA

Standard: ELA: Reading: Literature/Informational Text: Asks and answers questions about the text (RL.K.1; RI.K.1; RL.K.5; RI.K.5; RL.K.6; RI.K.6; RL.K.7; RI.K.7; RI.K.8) * RL.K.8 is n/a to K Lit.		
4.0	<u>Exceeds Standards:</u> Student exceeds expectations by independently applying and utilizing concepts and skills	<ul style="list-style-type: none"> • In-depth understanding of concepts • Applies knowledge into multiple contexts • Demonstrates model work • Articulates concept(s) effectively
3.5	In addition to 3.0 performance, partial success at score 4.0 concepts and skills.	
3.0	<u>With prompting and support, the student is able to:</u> <ul style="list-style-type: none"> • Ask and answer questions about key details in a grade-appropriate text (RL.K.1; RI.K.1) • Recognize common types of text (i.e., storybooks, poems) (RL.K.5) • Identify the front cover, back cover, and title page of a book. (RI.K.5) • Name the author and illustrator of a story and define the role of each in telling the story (RL.K.6) • Name the author and illustrator of a story and define the role of each in presenting the ideas or information in a text (RI.K.6) • Describe the relationships between illustrations and a grade-appropriate story in which they appear (i.e., what moment in a story an illustration depicts) (RL.K.7) • Describe the relationships between illustrations and a grade-appropriate text in which they appear (i.e., what person, place, thing, or idea in the text and illustration depicts) (RI.K.7) • Identify the reasons an author gives to support points in a grade-appropriate text (RI.K.8) 	
2.5	No major errors or omissions regarding 2.0 performance, partial success at score 3.0 concepts and skills.	
2.0	<u>Approaching Standards:</u> Has not yet met standards, but is progressing toward achieving skills and learning end-of-year grade-level concepts. Some support from teachers, parents, and/or peers is needed. Growth is ongoing.	<ul style="list-style-type: none"> • Partial understanding of concepts and skills • Approaching standard • Needs help • Making some progress/Inconsistent • Communicates in limited fashion
1.5	Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 concept and skills.	
1.0	<u>Well Below Standard at This Time</u> Student is making minimal or no progress toward meeting grade level expectations. The student's work is typically at the 1 level.	
Standard: ELA: Reading: Literature/Informational Text		
Retells stories including key details such as characters, settings, and major events (RL.K.3, RL.K.2, RI.K.2)		
4.0	<u>Exceeds Standards:</u> Student exceeds expectations by independently applying and utilizing concepts and skills	<ul style="list-style-type: none"> • In-depth understanding of concepts • Applies knowledge into multiple contexts • Demonstrates model work • Articulates concept(s) effectively
3.5	In addition to 3.0 performance, partial success at score 4.0 concepts and skills.	
3.0	<u>The student is able to:</u> <ul style="list-style-type: none"> • With prompting and support, identify characters, settings, and major events in a story (RL.K.3) • With prompting and support, retell grade-appropriate familiar stories, including key details (RL.K.2) • With prompting and support, identify the central idea and key details of a grade-appropriate text (RI.K.2) 	Ex.
2.5	No major errors or omissions regarding 2.0 performance, partial success at score 3.0 concepts and skills.	
2.0	<u>Approaching Standards:</u> Has not yet met standards, but is progressing toward achieving skills and learning end-of-year grade-level concepts. Some support from teachers, parents, and/or peers is needed. Growth is ongoing.	<ul style="list-style-type: none"> • Partial understanding of concepts and skills • Approaching standard • Needs help • Making some progress/Inconsistent • Communicates in limited fashion
1.5	Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 concept and skills.	
1.0	<u>Well Below Standard at This Time</u> Student is making minimal or no progress toward meeting grade level expectations. The student's work is typically at the 1 level.	

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Standard: ELA: Reading: Literature/Informational Text Describes connections between two individuals, events or ideas in the text (RI.K.3; RL.K.9; RI.K.9)		
4.0	<u>Exceeds Standards:</u> Student exceeds expectations by independently applying and utilizing concepts and skills	<ul style="list-style-type: none"> • In-depth understanding of concepts • Applies knowledge into multiple contexts • Demonstrates model work • Articulates concept(s) effectively
3.5	In addition to 3.0 performance, partial success at score 4.0 concepts and skills.	
3.0	<u>With prompting and support, the student is able to:</u> <ul style="list-style-type: none"> • Describe the connection between two individuals, events, ideas, or pieces of information in a grade-appropriate text (RI.K.3) • Compare and contrast the adventures and experiences of characters in familiar grade-appropriate stories (RL.K.9) • Identify basic similarities in and differences between two grade-appropriate texts on the same topic (i.e., in illustrations, descriptions, or procedures) (RI.K.9) 	Examples:
2.5	No major errors or omissions regarding 2.0 performance, partial success at score 3.0 concepts and skills.	
2.0	<u>Approaching Standards:</u> Has not yet met standards, but is progressing toward achieving skills and learning end-of-year grade-level concepts. Some support from teachers, parents, and/or peers is needed. Growth is ongoing.	<ul style="list-style-type: none"> • Partial understanding of concepts and skills • Inconsistent • Approaching standard • Needs help • Making some progress • Communicates in limited fashion
1.5	Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 concept and skills.	
1.0	<u>Well Below Standard at This Time</u> Student is making minimal or no progress toward meeting grade level expectations. The student's work is typically at the 1 level.	
Standard: ELA: Reading: Foundation Skills Understands and applies phonological and phonemic awareness (RF.K.2; RF.K.3)		
4.0	<u>Exceeds Standards:</u> Student exceeds expectations by independently applying and utilizing concepts and skills	<ul style="list-style-type: none"> • In-depth understanding of concepts • Applies knowledge into multiple contexts • Demonstrates model work • Articulates concept(s) effectively
3.5	In addition to 3.0 performance, partial success at score 4.0 concepts and skills.	
3.0	<u>The student is able to:</u> <ul style="list-style-type: none"> • Demonstrate understanding of spoken words, syllables, and sounds (phonemes). (RF.K.2) • Know and apply grade level phonics and word analysis skills in decoding words (RF.K.3) 	Examples:
2.5	No major errors or omissions regarding 2.0 performance, partial success at score 3.0 concepts and skills.	
2.0	<u>Approaching Standards:</u> Has not yet met standards, but is progressing toward achieving skills and learning end-of-year grade-level concepts. Some support from teachers, parents, and/or peers is needed. Growth is ongoing.	<ul style="list-style-type: none"> • Partial understanding of concepts and skills • Inconsistent • Approaching standard • Needs help • Making some progress • Communicates in limited fashion
1.5	Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 concept and skills.	
1.0	<u>Well Below Standard at This Time</u> Student is making minimal or no progress toward meeting grade level expectations. The student's work is typically at the 1 level.	

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Standard: ELA: Reading: Foundation Skills Phonics: Identifies letters of the alphabet (RF.K.1)		
4.0	<u>Exceeds Standards:</u> Student exceeds expectations by independently applying and utilizing concepts and skills	<ul style="list-style-type: none"> • In-depth understanding of concepts • Applies knowledge into multiple contexts • Demonstrates model work • Articulates concept(s) effectively
3.5	In addition to 3.0 performance, partial success at score 4.0 concepts and skills.	
3.0	<u>The student is able to:</u> Demonstrate understanding of the organization and basic features of print (RF.K.1)	<u>Examples</u>
2.5	No major errors or omissions regarding 2.0 performance, partial success at score 3.0 concepts and skills.	
2.0	<u>Approaching Standards:</u> Has not yet met standards, but is progressing toward achieving skills and learning end-of-year grade-level concepts. Some support from teachers, parents, and/or peers is needed. Growth is ongoing.	<ul style="list-style-type: none"> • Partial understanding of concepts and skills • Inconsistent • Approaching standard • Needs help • Making some progress • Communicates in limited fashion
1.5	Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 concept and skills.	
1.0	<u>Well Below Standard at This Time</u> Student is making minimal or no progress toward meeting grade level expectations. The student's work is typically at the 1 level.	
Standard: ELA: Reading: Foundation Skills Phonics: Knows letter sounds and blends sounds to read three or four-letter words (RF.K.2; RF.K.3)		
4.0	<u>Exceeds Standards:</u> Student exceeds expectations by independently applying and utilizing concepts and skills	<ul style="list-style-type: none"> • In-depth understanding of concepts • Applies knowledge into multiple contexts • Demonstrates model work • Articulates concept(s) effectively
3.5	In addition to 3.0 performance, partial success at score 4.0 concepts and skills.	
3.0	<u>The student is able to:</u> <ul style="list-style-type: none"> • Demonstrate understanding of spoken words, syllables, and sounds (phonemes) (RF.K.2) • Know and apply grade0level phonics and word analysis skills in decoding words (RF.K.3) 	<u>Examples:</u>
2.5	No major errors or omissions regarding 2.0 performance, partial success at score 3.0 concepts and skills.	
2.0	<u>Approaching Standards:</u> Has not yet met standards, but is progressing toward achieving skills and learning end-of-year grade-level concepts. Some support from teachers, parents, and/or peers is needed. Growth is ongoing.	<ul style="list-style-type: none"> • Partial understanding of concepts and skills • Inconsistent • Approaching standard • Needs help • Making some progress • Communicates in limited fashion
1.5	Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 concept and skills.	
1.0	<u>Well Below Standard at This Time</u> Student is making minimal or no progress toward meeting grade level expectations. The student's work is typically at the 1 level.	

NMSD Kindergarten Report Card Rubric: ELA

Standard: ELA: Reading: Foundation Skills Fluency: Knows high frequency words (RF.K.3.C)		
4.0	<u>Exceeds Standards:</u> Student exceeds expectations by independently applying and utilizing concepts and skills	<ul style="list-style-type: none"> • In-depth understanding of concepts • Applies knowledge into multiple contexts • Demonstrates model work • Articulates concept(s) effectively
3.5	In addition to 3.0 performance, partial success at score 4.0 concepts and skills.	
3.0	<u>The student is able to:</u> Read high-frequency words by sight (RF.K.3.C)	Examples:
2.5	No major errors or omissions regarding 2.0 performance, partial success at score 3.0 concepts and skills.	
2.0	<u>Approaching Standards:</u> Has not yet met standards, but is progressing toward achieving skills and learning end-of-year grade-level concepts. Some support from teachers, parents, and/or peers is needed. Growth is ongoing.	<ul style="list-style-type: none"> • Partial understanding of concepts and skills • Inconsistent • Approaching standard • Needs help • Making some progress • Communicates in limited fashion
1.5	Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 concept and skills.	
1.0	<u>Well Below Standard at This Time</u> Student is making minimal or no progress toward meeting grade level expectations. The student's work is typically at the 1 level.	
Standard: ELA: Reading: Foundation Skills Fluency: Comprehension: Understands what is read. (RL.K.4; RI.K.4; RF.K.4)		
4.0	<u>Exceeds Standards:</u> Student exceeds expectations by independently applying and utilizing concepts and skills	<ul style="list-style-type: none"> • In-depth understanding of concepts • Applies knowledge into multiple contexts • Demonstrates model work • Articulates concept(s) effectively
3.5	In addition to 3.0 performance, partial success at score 4.0 concepts and skills.	
3.0	<u>The student is able to:</u> <ul style="list-style-type: none"> • Ask and answer questions about unknown words in a grade-appropriate text (RL.K.4, RI.K.4) • Read emergent-reader tests with purpose and understanding (RF.K.4) 	Examples:
2.5	No major errors or omissions regarding 2.0 performance, partial success at score 3.0 concepts and skills.	
2.0	<u>Approaching Standards:</u> Has not yet met standards, but is progressing toward achieving skills and learning end-of-year grade-level concepts. Some support from teachers, parents, and/or peers is needed. Growth is ongoing.	<ul style="list-style-type: none"> • Partial understanding of concepts and skills • Inconsistent • Approaching standard • Needs help • Making some progress • Communicates in limited fashion
1.5	Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 concept and skills.	
1.0	<u>Well Below Standard at This Time</u> Student is making minimal or no progress toward meeting grade level expectations. The student's work is typically at the 1 level.	

NMSD Kindergarten Report Card Rubric: ELA

Standard: ELA: Speaking & Listening Engages in discussions within a group (RL.K.10; L.K.6; SL.K.1; SL.K.2; SL.K.3)	
4.0	<p><u>Exceeds Standards:</u> Student exceeds expectations by independently applying and utilizing concepts and skills</p> <ul style="list-style-type: none"> • In-depth understanding of concepts • Applies knowledge into multiple contexts • Demonstrates model work • Articulates concept(s) effectively
3.5	In addition to 3.0 performance, partial success at score 4.0 concepts and skills.
3.0	<p><u>The student is able to:</u></p> <ul style="list-style-type: none"> • Actively engage in group reading activities with purpose and understanding (RL.K.10) • Uses words and phrases acquired through conversations, reading and being read to, and responding to texts (L.K.6) • Participate in collaborative conversations with diverse partners about <i>kindergarten topics and texts</i> with peers and adults in small and large groups (SL.K.1) • Follow agreed-upon rules for discussions (i.e., listening to others and taking turns speaking about the topics and texts under discussion) (SL.K.1) • Continue a conversation through multiple exchanges (SL.K.1) • Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood (SL.K.2) • Ask and answer questions in order to seek help, get information, or clarify something that is not understood (SL.K.3)
2.5	No major errors or omissions regarding 2.0 performance, partial success at score 3.0 concepts and skills.
2.0	<p><u>Approaching Standards:</u> Has not yet met standards, but is progressing toward achieving skills and learning end-of-year grade-level concepts. Some support from teachers, parents, and/or peers is needed. Growth is ongoing.</p> <ul style="list-style-type: none"> • Partial understanding of concepts and skills • Inconsistent • Approaching standard • Needs help • Making some progress • Communicates in limited fashion
1.5	Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 concept and skills.
1.0	<p><u>Well Below Standard at This Time</u> Student is making minimal or no progress toward meeting grade level expectations. The student's work is typically at the 1 level.</p> <ul style="list-style-type: none"> • Difficulty using basic knowledge and skill • Even with help, does not understand concept or skill • Regression • No minimal growth • Communicates ineffectively

NMSD Kindergarten Report Card Rubric: ELA

Standard: ELA: Speaking & Listening Describes familiar people, places, things and events orally along with the use of visuals (SL.K.4; SL.K.5)		
4.0	<u>Exceeds Standards:</u> Student exceeds expectations by independently applying and utilizing concepts and skills	<ul style="list-style-type: none"> • In-depth understanding of concepts • Applies knowledge into multiple contexts • Demonstrates model work • Articulates concept(s) effectively
3.5	In addition to 3.0 performance, partial success at score 4.0 concepts and skills.	
3.0	With prompting and support, the student is able to: <ul style="list-style-type: none"> • Describe familiar people, places, things, and events, providing additional detail when prompted (SL.K.4) • Add drawings or other visual displays to descriptions as desired to provide additional detail (SL.K.5) 	
2.5	No major errors or omissions regarding 2.0 performance, partial success at score 3.0 concepts and skills.	
2.0	<u>Approaching Standards:</u> Has not yet met standards, but is progressing toward achieving skills and learning end-of-year grade-level concepts. Some support from teachers, parents, and/or peers is needed. Growth is ongoing.	<ul style="list-style-type: none"> • Approaching standard • Needs help • Partial understanding of concepts and skills • Inconsistent • Making some progress • Communicates in limited fashion
1.5	Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 concept and skills.	
1.0	<u>Well Below Standard at This Time</u> Student is making minimal or no progress toward meeting grade level expectations. The student's work is typically at the 1 level.	
Standard: ELA: Speaking & Listening Expresses thoughts, feelings and ideas clearly (SL.K.3; SL.K.6)		
4.0	<u>Exceeds Standards:</u> Student exceeds expectations by independently applying and utilizing concepts and skills	<ul style="list-style-type: none"> • In-depth understanding of concepts • Applies knowledge into multiple contexts • Demonstrates model work • Articulates concept(s) effectively
3.5	In addition to 3.0 performance, partial success at score 4.0 concepts and skills.	
3.0	The student is able to: <ul style="list-style-type: none"> • Ask and answer questions in order to seek help, get information, or clarify something that is not understood (SL.K.3) • Speak audibly and express thoughts, feelings, and ideas clearly (SL.K.6) 	
2.5	No major errors or omissions regarding 2.0 performance, partial success at score 3.0 concepts and skills.	
2.0	<u>Approaching Standards:</u> Has not yet met standards, but is progressing toward achieving skills and learning end-of-year grade-level concepts. Some support from teachers, parents, and/or peers is needed. Growth is ongoing.	<ul style="list-style-type: none"> • Partial understanding of concepts and skills • Inconsistent • Approaching standard • Needs help • Making some progress • Communicates in limited fashion
1.5	Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 concept and skills.	
1.0	<u>Well Below Standard at This Time</u> Student is making minimal or no progress toward meeting grade level expectations. The student's work is typically at the 1 level.	