

Grade K Scoring Rubric

ELA - Kindergarten

READING

Essential Standard: Asks and answers questions about key details in the text (L)

ESSENTIAL KNOWLEDGE OUTCOME:

Students learn to use skills and strategies needed to comprehend, analyze and evaluate literary and informational text.

ESSENTIAL STANDARD/STUDENT DEMONSTRATION:

K.RL.1 With prompting and support, ask and answer questions about key details in a text.

K.RL.10 Actively engages in group reading activities with purpose and understanding.

First Trimester: Benchmarks

Limited Progress (L)	Unable to ask and answer questions about key details in a text; no involvement in group reading activities with purpose and understanding
Consistently Making Progress (C)	Requires substantial prompting and support, to ask and answer questions about key details in a text; actively engages in group reading activities with purpose and understanding
Meeting Standard (M)	With prompting and support, asks and answers questions about key details in a text; actively engages in group reading activities with purpose and understanding
Exceeds Standard (E)	Independently, asks and answers questions about key details in a text; actively engages in group reading activities with purpose and understanding

Second Trimester: Benchmarks

Limited Progress (L)	Unable to ask and answer questions about key details in a text; no involvement in group reading activities with purpose and understanding
Consistently Making Progress (C)	Requires substantial prompting and support, to ask and answer questions about key details in a text; actively engages in group reading activities with purpose and understanding
Meeting Standard (M)	With prompting and support, asks and answers questions about key details in a text; actively engages in group reading activities with purpose and understanding
Exceeds Standard (E)	Independently, asks and answers questions about key details in a text; actively engages in group reading activities with purpose and understanding

Third Trimester: Benchmarks

Limited Progress (L)	Unable to ask and answer questions about key details in a text; no involvement in group reading activities with purpose and understanding
Consistently Making Progress (C)	Requires substantial prompting and support, asks and answers questions about key details in a text; actively engages in group reading activities with purpose and understanding
Meeting Standard (M)	With prompting and support, asks and answers questions about key details in a text; actively engages in group reading activities with purpose and understanding
Exceeds Standard (E)	Analyzes and evaluates key details in a text

READING

Essential Standard: Asks and answers questions about key details in the text (I)

ESSENTIAL KNOWLEDGE OUTCOME:

Students learn to use skills and strategies needed to comprehend, analyze and evaluate literary and informational text.

ESSENTIAL STANDARD/STUDENT DEMONSTRATION:

K.RI.1 With prompting and support, ask and answer questions about key details in a text.

K.RI.10 Actively engages in group reading activities with purpose and understanding.

First Trimester: Benchmarks

Limited Progress (L)	Unable to ask and answer questions about key details in a text; no involvement in group reading activities with purpose and understanding
Consistently Making Progress (C)	Requires substantial prompting and support, to ask and answer questions about key details in a text; actively engages in group reading activities with purpose and understanding
Meeting Standard (M)	With prompting and support, asks and answers questions about key details in a text; actively engages in group reading activities with purpose and understanding
Exceeds Standard (E)	Independently, asks and answers questions about key details in a text; actively engages in group reading activities with purpose and understanding

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Second Trimester: Benchmarks	
Limited Progress (L)	Unable to ask and answer questions about key details in a text; no involvement in group reading activities with purpose and understanding
Consistently Making Progress (C)	Requires substantial prompting and support, to ask and answer questions about key details in a text; actively engages in group reading activities with purpose and understanding
Meeting Standard (M)	With prompting and support, asks and answers questions about key details in a text; actively engages in group reading activities with purpose and understanding
Exceeds Standard (E)	Independently, asks and answers questions about key details in a text; actively engages in group reading activities with purpose and understanding

Third Trimester: Benchmarks	
Limited Progress (L)	Unable to ask and answer questions about key details in a text; no involvement in group reading activities with purpose and understanding
Consistently Making Progress (C)	Requires substantial prompting and support, asks and answers questions about key details in a text; actively engages in group reading activities with purpose and understanding
Meeting Standard (M)	With prompting and support, asks and answers questions about key details in a text; actively engages in group reading activities with purpose and understanding
Exceeds Standard (E)	Analyzes and evaluates key details in a text

READING

Essential Standard: Retells familiar stories including key details (L)

ESSENTIAL STANDARD/STUDENT DEMONSTRATION:

K.RL.2. With prompting and support, retell familiar stories including key details.

First Trimester: Benchmarks	
Limited Progress (L)	Unable to retell familiar stories including key details.
Consistently Making Progress (C)	Requires substantial prompting and support, retells familiar stories including key details.
Meeting Standard (M)	With prompting and support, consistently retells familiar stories including key details.
Exceeds Standard (E)	Independently retells familiar stories including key details.

Second Trimester: Benchmarks	
Limited Progress (L)	Unable to retell familiar stories including key details.
Consistently Making Progress (C)	Requires substantial prompting and support, retells familiar stories including key details.
Meeting Standard (M)	With prompting and support, consistently retells familiar stories including key details.
Exceeds Standard (E)	Independently retells familiar stories including key details.

Third Trimester: Benchmarks	
Limited Progress (L)	Unable to retell familiar stories including key details.
Consistently Making Progress (C)	Requires substantial prompting and support, retells familiar stories including key details.
Meeting Standard (M)	With prompting and support, consistently retells familiar stories including key details.
Exceeds Standard (E)	Independently retells familiar stories including key details.

READING

Essential Standard: Identifies main topic and retells key details of text (I)

ESSENTIAL STANDARD/STUDENT DEMONSTRATION:

K.RI 2: With prompting and support, identify the main topic and retell key details of a text.

K.RI 8: With prompting and support identify the reasons an author gives to support points in a text.

First Trimester: Benchmarks	
Not assessed in this trimester	

Second Trimester: Benchmarks	
Limited Progress (L)	Unable to identify the main topic and retell key details of an informational text
Consistently Making Progress (C)	Requires substantial prompting and support, identifies the main topic and retells key details of an informational text

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Meeting Standard (M)	With prompting and support, identifies the main topic and retells key details of an informational text
Exceeds Standard (E)	

Third Trimester: Benchmarks	
Limited Progress (L)	Unable to identify the main topic and retell key details of a text; identify the reasons an author gives to support points in an informational text.
Consistently Making Progress (C)	Requires substantial prompting and support, identifies the main topic and retells key details of an informational text; identifies the reasons an author gives to support points in an informational text.
Meeting Standard (M)	With prompting and support, identifies the main topic and retells key details of an informational text; identifies the reasons an author gives to support points in an informational text.
Exceeds Standard (E)	Independently identifies the main topic and retells key details of an informational text; identifies and evaluates the reasons an author gives to support points in an informational text.

READING

Essential Standard: Identifies and compares characters, settings, and events within a story and between two stories (L)

ESSENTIAL STANDARD/STUDENT DEMONSTRATION:

K.RL. 3: With prompting and support, identify characters, setting and major events in a story.

K.RL. 9: With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.

K.RI. 3: With prompting and support, describe the connection between two individuals, events, ideas or pieces of information in a text.

k.RI. 9: With prompting and support identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions or procedures).

First Trimester: Benchmarks	
Limited Progress (L)	Unable to identify and compares characters, setting and major events in a story and compares and contrast the adventures and experiences of characters in familiar stories.
Consistently Making Progress (C)	Requires substantial prompting and support, identifies and compares characters, setting and major events in a story and compares and contrasts the adventures and experiences of characters in familiar stories.

Meeting Standard (M)	With prompting and support, identifies and compares characters, setting and major events in a story and compares and contrasts the adventures and experiences of characters in familiar stories.
Exceeds Standard (E)	Independently identifies and compares characters, setting and major events in a story and compares and contrasts the adventures and experiences of characters in familiar stories.

Second Trimester: Benchmarks	
Limited Progress (L)	Unable to identify and compares characters, setting and major events in a story and compares and contrast the adventures and experiences of characters in familiar stories.
Consistently Making Progress (C)	Requires substantial prompting and support, identifies and compares characters, setting and major events in a story and compares and contrasts the adventures and experiences of characters in familiar stories.
Meeting Standard (M)	With prompting and support, identifies and compares characters, setting and major events in a story and compares and contrasts the adventures and experiences of characters in familiar stories.
Exceeds Standard (E)	Independently identifies and compares characters, setting and major events in a story and compares and contrasts the adventures and experiences of characters in familiar stories.

Third Trimester: Benchmarks	
Limited Progress (L)	Unable to identify and compares characters, setting and major events in a story and compares and contrast the adventures and experiences of characters in familiar stories.
Consistently Making Progress (C)	Requires substantial prompting and support, identifies and compares characters, setting and major events in a story and compares and contrasts the adventures and experiences of characters in familiar stories.
Meeting Standard (M)	With prompting and support, identifies and compares characters, setting and major events in a story and compares and contrasts the adventures and experiences of characters in familiar stories.
Exceeds Standard (E)	Independently identifies and compares characters, setting and major events in a story and compares and contrasts the adventures and experiences of characters in familiar stories.

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READING

Essential Standard: Recognizes and responds to common types of text (e.g., storybooks, poems) (L)

ESSENTIAL STANDARD:

K.RL. 5: Recognize common types of text and characteristics of their structure (e.g. storybooks, poems).

First Trimester: Benchmarks	
Limited Progress (L)	Unable to recognize common types of text including poetry
Consistently Making Progress (C)	With prompting and support recognizes common types of text including poetry
Meeting Standard (M)	Independently recognizes common types of text including poetry
Exceeds Standard (E)	Independently recognizes common types of text including poetry and can give an example of each

Second Trimester: Benchmarks	
Limited Progress (L)	Unable to recognize common types of text including poetry
Consistently Making Progress (C)	With prompting and support recognizes common types of text including poetry
Meeting Standard (M)	Independently recognizes common types of text including poetry
Exceeds Standard (E)	Independently recognizes common types of text including poetry and can give an example of each

Third Trimester: Benchmarks	
Limited Progress (L)	Unable to recognize common types of text including poetry identifies and responds to characteristics of poetry
Consistently Making Progress (C)	With prompting and support recognizes common types of text including poetry; identifies and responds to characteristics of poetry
Meeting Standard (M)	Independently recognizes common types of text including poetry; identifies and responds to characteristics of poetry
Exceeds Standard (E)	Analyzes and evaluates the meaning of a given poem

READING

Essential Standard: Describes the relationship between illustrations and the text (L,I)

ESSENTIAL STANDARD:

K.RL. 7 With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).
K.RI.7 With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts.)

First Trimester: Benchmarks	
Limited Progress (L)	Unable to describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts.) Description does not denote comprehension of the story or text.
Consistently Making Progress (C)	Requires substantial prompting and support, to describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts.) Description does not denote comprehension of the story or text.
Meeting Standard (M)	With prompting and support, describes the relationship between illustrations/photos and the text in which they appear (e.g., what moment in a story an illustration depicts.) Description denotes comprehension of the story or text.
Exceeds Standard (E)	

Second Trimester: Benchmarks	
Limited Progress (L)	Unable to describe the relationship between illustrations and text as they appear in stories and informational text (e.g., what person, place, thing, or idea in the text an illustration depicts.) Description does not denote comprehension of the story or text.
Consistently Making Progress (C)	Requires substantial prompting and support , to describe the relationship between illustrations and text as they appear in stories and informational text (e.g., what person, place, thing, or idea in the text an illustration depicts.) Description does not denote comprehension of the story or text.
Meeting Standard (M)	With prompting and support, describes the relationship between illustrations and text as they appear in stories and informational text (e.g., what person, place, thing, or idea in the text an illustration depicts.) Description denotes comprehension of the story or text.
Exceeds Standard (E)	

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Third Trimester: Benchmarks	
Limited Progress (L)	Unable to describe the relationship between illustrations and text as they appear in stories and informational text (e.g., what person, place, thing, or idea in the text an illustration depicts.) Description denotes comprehension of the story or text.
Consistently Making Progress (C)	Requires substantial prompting and support , to describe the relationship between illustrations and text as they appear in stories and informational text (e.g., what person, place, thing, or idea in the text an illustration depicts.) Description denotes comprehension of the story or text.
Meeting Standard (M)	With prompting and support, describes the relationship between illustrations and text as they appear in stories and informational text (e.g., what person, place, thing, or idea in the text an illustration depicts.) Description denotes comprehension of the story or text.
Exceeds Standard (E)	

FOUNDATIONAL SKILLS

Essential Standard: Identifies parts of a book and basic features of print

ESSENTIAL KNOWLEDGE OUTCOME:

Students learn and use skills and strategies needed to comprehend literary and informational text.

ESSENTIAL STANDARD/STUDENT DEMONSTRATION:

K.RF.1: Demonstrate understanding of the organization and basic features of print.

- Follow words from left to right, top to bottom, and page by page.
- Recognize that spoken words are represented in written language by specific sequences of letters.
- Understand that words are separated by spaces in print.

K.RI.5: Identify the front cover, back cover and title page of a book.

K.RL.6: With prompting and support explain that reading the cover or title page is how to find out who created a book; name the author and illustrator of a book and define the role of each in telling the story.

K.RI.6: Name the author and illustrator and define the role of each in presenting the ideas or information in the text.

First Trimester: Benchmarks	
Limited Progress (L)	Little or no understanding of following words from left to right, top to bottom, and page by page, understands that words are separated by spaces in print, recognize that spoken words are represented in written language by specific sequences of letters, and identify the front cover, back cover, and title page of a book. (Teacher uses informational and literature texts.)
Consistently Making Progress (C)	With prompting and support, follows words from left to right, top to bottom, and page by page, understands that words are separated by spaces in print, recognize that spoken words are represented in written language by specific sequences of letters, and identify the front cover, back cover, and title page of a book. (Teacher uses informational and literature texts.)
Meeting Standard (M)	Independently, follows words from left to right, top to bottom, and page by page, understands that words are separated by spaces in print, recognize that spoken words are represented in written language by specific sequences of letters, and identify the front cover, back cover, and title page of a book. (Teacher uses informational and literature texts.)
Exceeds Standard (E)	

Second Trimester: Benchmarks

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Limited Progress (L)	Little or no understanding of following words from left to right, top to bottom, and page by page, understands that words are separated by spaces in print, recognize that spoken words are represented in written language by specific sequences of letters, and identify the front cover, back cover, and title page of a book. (Teacher uses informational and literature texts.)
Consistently Making Progress (C)	With prompting and support, follows words from left to right, top to bottom, and page by page, understands that words are separated by spaces in print, recognize that spoken words are represented in written language by specific sequences of letters, and identify the front cover, back cover, and title page of a book. (Teacher uses informational and literature texts.)
Meeting Standard (M)	Independently, follows words from left to right, top to bottom, and page by page, understands that words are separated by spaces in print, recognize that spoken words are represented in written language by specific sequences of letters, and identify the front cover, back cover, and title page of a book. (Teacher uses informational and literature texts.)
Exceeds Standard (E)	

Third Trimester: Benchmarks	
Limited Progress (L)	Little or no understanding of following words from left to right, top to bottom, and page by page, understands that words are separated by spaces in print, recognize that spoken words are represented in written language by specific sequences of letters, and identify the front cover, back cover, and title page of a book. (Teacher uses informational and literature texts.)
Consistently Making Progress (C)	With prompting and support, follows words from left to right, top to bottom, and page by page, understands that words are separated by spaces in print, recognize that spoken words are represented in written language by specific sequences of letters, and identify the front cover, back cover, and title page of a book. (Teacher uses informational and literature texts.)
Meeting Standard (M)	Independently, follows words from left to right, top to bottom, and page by page, understands that words are separated by spaces in print, recognize that spoken words are represented in written language by specific sequences of letters, and identify the front cover, back cover, and title page of a book. (Teacher uses informational and literature texts.)
Exceeds Standard (E)	

FOUNDATIONAL SKILLS

Essential Standard: Names uppercase letters

ESSENTIAL STANDARD/STUDENT DEMONSTRATION:

K.RF.1: Demonstrate understanding of the organization and basic features of print.
d. Recognize and name all upper- and lowercase letters of the alphabet.

First Trimester: Benchmarks	
Limited Progress (L)	Independently recognizes and names fewer than 10 upper case letters.
Consistently Making Progress (C)	Independently recognizes and names 11-19 upper case letters.
Meeting Standard (M)	Independently recognizes and names 20 or more upper case letters.
Exceeds Standard (E)	

Second Trimester: Benchmarks	
Limited Progress (L)	Independently recognizes and names fewer than 15 upper case letters.
Consistently Making Progress (C)	Independently recognizes and names 20 upper case letters.
Meeting Standard (M)	Independently recognizes and names all introduced upper case letters.
Exceeds Standard (E)	

Third Trimester: Benchmarks	
Limited Progress (L)	Unable to recognize and name all upper case letters.
Consistently Making Progress (C)	Inconsistently recognizes and names all upper case letters.
Meeting Standard (M)	Independently recognizes and names all introduced upper case letters.
Exceeds Standard (E)	

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FOUNDATIONAL SKILLS

Essential Standard: Names lowercase letters

ESSENTIAL STANDARD/STUDENT DEMONSTRATION:

K.RF.1: Demonstrate understanding of the organization and basic features of print.
d. Recognize and name all upper- and lowercase letters of the alphabet.

First Trimester: Benchmarks

Limited Progress (L)	Independently recognizes and names fewer than 10 lower case letters.
Consistently Making Progress (C)	Independently recognizes and names 11-19 lower case letters.
Meeting Standard (M)	Independently recognizes and names 20 or more lower case letters.
Exceeds Standard (E)	

Second Trimester: Benchmarks

Limited Progress (L)	Independently recognizes and names fewer than 15 lower case letters.
Consistently Making Progress (C)	Independently recognizes and names 20 lower case letters.
Meeting Standard (M)	Independently recognizes and names all introduced lower case letters.
Exceeds Standard (E)	

Third Trimester: Benchmarks

Limited Progress (L)	Unable to recognize and name all lower case letters.
Consistently Making Progress (C)	Inconsistently recognizes and names all lower case letters.
Meeting Standard (M)	Independently recognizes and names all introduced lower case letters.
Exceeds Standard (E)	

FOUNDATIONAL SKILLS

Essential Standard: Recognizes and produces rhymes

ESSENTIAL STANDARD/STUDENT DEMONSTRATION:

K.RF.2: Demonstrate understanding of spoken words, syllables, and sounds
a. Recognize and produce rhyming words.

First Trimester: Benchmarks

Limited Progress (L)	Little or no understanding of rhyming words.
Consistently Making Progress (C)	With prompting and support, recognizes and produces rhyming words.
Meeting Standard (M)	Independently recognizes and produces rhyming words.
Exceeds Standard (E)	

Second Trimester: Benchmarks

Limited Progress (L)	Little or no understanding of rhyming words.
Consistently Making Progress (C)	With prompting and support, recognizes and produces rhyming words.
Meeting Standard (M)	Independently recognizes and produces rhyming words.
Exceeds Standard (E)	

Third Trimester: Benchmarks

Limited Progress (L)	Little or no understanding of rhyming words.
Consistently Making Progress (C)	With prompting and support, recognizes and produces rhyming words.
Meeting Standard (M)	Independently recognizes and produces rhyming words.
Exceeds Standard (E)	

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FOUNDATIONAL SKILLS

Essential Standard: Demonstrates understanding of spoken words, syllables, and sounds (phonemes).

ESSENTIAL STANDARD/STUDENT DEMONSTRATION:

K.RF.2: Demonstrate understanding of spoken words, syllables, and sounds

- 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/.)

***Thus, /CVC/ is a word with three phonemes regardless of the number of letters in the spelling of the word.**

First Trimester: Benchmarks

Standard not graded this trimester

Second Trimester: Benchmarks

Limited Progress (L)	Unable to count, pronounce, blend, and segment syllables in spoken words.
Consistently Making Progress (C)	With prompting and support, counts, pronounces, blends, and segments syllables in spoken words.
Meeting Standard (M)	Independently counts, pronounces, blends, and segments syllables in spoken words.
Exceeds Standard (E)	Independently counts, pronounces, blends, and segments syllables in multisyllabic spoken words.

Third Trimester: Benchmarks

Limited Progress (L)	Unable to isolate and pronounce the initial, medial vowel, and final sounds in three-phoneme (or CVC) words. Unable to add or substitute individual sounds in simple, one-syllable words to make new words, or segments onsets and rimes of single-syllable spoken words.
Consistently Making Progress (C)	With prompting and support; isolates and pronounces the initial, medial vowel, and final sounds in three-phoneme (or CVC) words, adds or substitutes individual sounds in simple, one-syllable words to make new words, or blends and segments onsets and rimes of single-syllable spoken words.
Meeting Standard (M)	Independently isolates and pronounces the initial, medial vowel, and final sounds in three-phoneme (or CVC) words, adds or substitutes individual sounds in simple, one-syllable words to make new words, or blends and segments onsets and rimes of single-syllable spoken words.
Exceeds Standard (E)	Independently counts, pronounces, blends, and segments syllables in multisyllabic spoken words.

FOUNDATIONAL SKILLS

Essential Standard: Knows and applies phonics in decoding words.

ESSENTIAL STANDARD/STUDENT DEMONSTRATION:

K.RF.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 sound or many of the most frequent sounds for each consonant.
- b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.
- d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.

First Trimester: Benchmarks

Limited Progress (L)	Independently produces fewer than 10 introduced sounds.
Consistently Making Progress (C)	Independently produces 11-19 introduced sounds.
Meeting Standard (M)	Independently able to produce 20 or more introduced sounds.
Exceeds Standard (E)	

Second Trimester: Benchmarks

Limited Progress (L)	Independently produces fewer than 19 introduced sounds.
Consistently Making Progress (C)	Inconsistently produces all introduced sounds and distinguish between similarly spelled words.
Meeting Standard (M)	Independently able to produce all introduced sounds and distinguish between similarly spelled words.
Exceeds Standard (E)	Independently uses letter sound matches to decode multisyllabic words.

Third Trimester: Benchmarks

Limited Progress (L)	Unable to produce all introduced sounds and distinguish between similarly spelled words.
Consistently Making Progress (C)	Inconsistently, produces all introduced sounds and distinguish between similarly spelled words.
Meeting Standard (M)	Independently able to produce all introduced sounds and distinguish between similarly spelled words.
Exceeds Standard (E)	Independently uses letter sound matches to decode multisyllabic words.

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FOUNDATIONAL SKILLS

Essential Standard: Reads common high-frequency words

ESSENTIAL STANDARD/STUDENT DEMONSTRATION:

K.RF.3: Know and apply grade level phonics and word analysis skills in decoding words.
c. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).

First Trimester: Benchmarks

Limited Progress (L)	Reads less than 10 introduced common high-frequency words by sight.
Consistently Making Progress (C)	Inconsistently, reads all introduced common high-frequency words by sight.
Meeting Standard (M)	Independently reads all introduced common high-frequency words by sight.
Exceeds Standard (E)	Applies high frequency word knowledge to read more complex texts.

Second Trimester: Benchmarks

Limited Progress (L)	Reads less than 10 introduced common high-frequency words by sight.
Consistently Making Progress (C)	Inconsistently, reads all introduced common high-frequency words by sight.
Meeting Standard (M)	Independently reads all introduced common high-frequency words by sight.
Exceeds Standard (E)	Applies high frequency word knowledge to read more complex texts.

Third Trimester: Benchmarks

Limited Progress (L)	Unable to read all introduced common high-frequency words by sight.
Consistently Making Progress (C)	Inconsistently, reads all introduced common high-frequency words by sight.
Meeting Standard (M)	Independently reads all introduced common high-frequency words by sight.
Exceeds Standard (E)	Applies high frequency word knowledge to read more complex texts.

FOUNDATIONAL SKILLS

Essential Standard: Reads emergent reader texts

ESSENTIAL STANDARD/STUDENT DEMONSTRATION:

K.RF.4: Read emergent-reader texts with purpose and understanding.

First Trimester: Benchmarks

Not assessed during this trimester

Second Trimester: Benchmarks

Limited Progress (L)	Unable to read emergent-reader texts.
Consistently Making Progress (C)	Requires prompting and support to read emergent-reader texts.
Meeting Standard (M)	Independently reads emergent-reader texts with purpose and understanding.
Exceeds Standard (E)	Independently reads complex texts with purpose, understanding and fluency.

Third Trimester: Benchmarks

Limited Progress (L)	Unable to read emergent-reader texts.
Consistently Making Progress (C)	Requires prompting and support to read emergent-reader texts.
Meeting Standard (M)	Independently reads emergent-reader texts with purpose and understanding.
Exceeds Standard (E)	Independently reads complex texts with purpose, understanding and fluency.

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WRITTEN LANGUAGE

Essential Standard: Formulates an opinion about topic or book

ESSENTIAL STANDARD/STUDENT DEMONSTRATION:

W1: Use a combination of drawing, dictating, and writing to compose opinion pieces that tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is . . .).

W8: With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question

First Trimester: Benchmarks

Limited Progress (L)	Little or no understanding about expressing an opinion.
Consistently Making Progress (C)	With prompting and support, dictates an opinion or preference about a topic or book.
Meeting Standard (M)	Independently dictates an opinion or preference about a topic or book and gives a reason for their preference.
Exceeds Standard (E)	Draws or writes to state an opinion about a topic or book.

Second Trimester: Benchmarks

Limited Progress (L)	Little or no understanding about expressing an opinion.
Consistently Making Progress (C)	With prompting and support, dictates and draws a piece about an opinion or preference about a topic or book.
Meeting Standard (M)	Independently dictates and draws to compose a piece about an opinion or preference about a topic or book and provides a reason for their preference.
Exceeds Standard (E)	Writes to state an opinion about a topic or book and provides a reason for their preference.

Third Trimester: Benchmarks

Limited Progress (L)	Little or no understanding about expressing an opinion.
Consistently Making Progress (C)	With prompting and support, draws and writes to compose a piece about an opinion or preference about a topic or book.
Meeting Standard (M)	Independently draws and writes to compose a piece about an opinion or preference about a topic or book and provides a reason for their preference.
Exceeds Standard (E)	

WRITTEN LANGUAGE

Essential Standard: Write about a topic in informational/explanatory text

ESSENTIAL STANDARD/STUDENT DEMONSTRATION:

W2: Use a combination of drawing, dictating, and writing to compose informative/explanatory texts that name and supply some information about a topic.

W.6 With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.

W.7 Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).

W8: With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question

First Trimester: Benchmarks

Limited Progress (L)	Little or no understanding about supplying information about a topic.
Consistently Making Progress (C)	With prompting and support, names, dictates and draws information about a topic.
Meeting Standard (M)	Independently names, dictates and draws information about a topic.
Exceeds Standard (E)	Independently draws and writes information about a topic.

Second Trimester: Benchmarks

Limited Progress (L)	Little or no understanding about supplying information about a topic.
Consistently Making Progress (C)	With prompting and support, names, dictates and draws information about a topic.
Meeting Standard (M)	Independently names, dictates and draws information about a topic.
Exceeds Standard (E)	Independently draws and writes information about a topic.

Third Trimester: Benchmarks

Limited Progress (L)	Little or no understanding about supplying information about a topic.
Consistently Making Progress (C)	With prompting and support, names, draws and writes information about a topic.
Meeting Standard (M)	Independently names, draws and writes information about a topic.
Exceeds Standard (E)	Writes about information about a topic and supplies many supporting details from the text.

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WRITTEN LANGUAGE

Essential Standard: Sequences events

ESSENTIAL STANDARD/STUDENT DEMONSTRATION:

W3: Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events or experiences; sequence the narrative appropriately and provide a reaction to what it describes.

First Trimester: Benchmarks

Not assessed this trimester

Second Trimester: Benchmarks

Limited Progress (L)	Little or no understanding about sequencing events and providing a reaction.
Consistently Making Progress (C)	With prompting and support, dictates and draws 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.
Meeting Standard (M)	Independently dictates and draws 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.
Exceeds Standard (E)	Independently draws a detailed picture and writes 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.

Third Trimester: Benchmarks

Limited Progress (L)	Little or no understanding about sequencing events and providing a reaction.
Consistently Making Progress (C)	With prompting and support, draws and writes 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.
Meeting Standard (M)	Independently draws and writes 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.
Exceeds Standard (E)	Writes to narrate a single event or several loosely linked events of a complex story in a logical sequence and draw conclusions.

WRITTEN LANGUAGE

Essential Standard: Compose Poetry

ESSENTIAL STANDARD/STUDENT DEMONSTRATION:

W3: Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events or experiences; sequence the narrative appropriately and provide a reaction to what it describes.

a. For poems, use rhyming words to create structure.

First Trimester: Benchmarks

Not assessed during this trimester

Second Trimester: Benchmarks

Not assessed during this trimester

Third Trimester: Benchmarks

Limited Progress (L)	Little or no understanding of poetry.
Consistently Making Progress (C)	Requires substantial prompting and support dictates or writes poems with rhyme and repetition.
Meeting Standard (M)	With prompting and support dictates or writes poems with rhyme and repetition.
Exceeds Standard (E)	Independently writes poems with rhyme and repetition.

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WRITTEN LANGUAGE

Essential Standard: Revises writing

ESSENTIAL STANDARD/STUDENT DEMONSTRATION:

W5: With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.

b. Demonstrate the ability to use vocabulary appropriate for kindergarten

First Trimester: Benchmarks

Not assessed during this trimester

Second Trimester: Benchmarks

Not assessed during this trimester

Third Trimester: Benchmarks

Limited Progress (L)	Little or no understanding of editing.
Consistently Making Progress (C)	With substantial guidance and support from adults responds to questions and suggestions from peers and add details to strengthen writing as needed.
Meeting Standard (M)	With guidance and support from adults responds to questions and suggestions from peers and add details to strengthen writing as needed.
Exceeds Standard (E)	Independently responds to questions and suggestions from peers and add details to strengthen writing as needed.

WRITTEN LANGUAGE

Essential Standard: Prints upper/lowercase letters

ESSENTIAL STANDARD/STUDENT DEMONSTRATION:

2.L.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

a. Print uppercase and lowercase letters

First Trimester: Benchmarks

Not assessed during this trimester

Second Trimester: Benchmarks

Limited Progress (L)	Cannot print upper and lower case letters of the alphabet.
Consistently Making Progress (C)	Requires teacher support and /or a model to print upper and lower case letters of the alphabet.
Meeting Standard (M)	Independently prints upper and lower case letters of the alphabet.
Exceeds Standard (E)	

Third Trimester: Benchmarks

Limited Progress (L)	Cannot print upper and lower case letters of the alphabet.
Consistently Making Progress (C)	Requires teacher support and /or a model to print upper and lower case letters of the alphabet.
Meeting Standard (M)	Independently prints upper and lower case letters of the alphabet.
Exceeds Standard (E)	

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WRITTEN LANGUAGE

Essential Standard: Demonstrates conventions of standard English (e.g. spelling, punctuation, and capitalization)

ESSENTIAL STANDARD/STUDENT DEMONSTRATION:

- 2.L.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.
 - Write numbers 0 – 20

First Trimester: Benchmarks

Standard not assessed this trimester

Second Trimester: Benchmarks

Limited Progress (L)	Little or no understanding of writing a letter or letters for most consonant sounds.
Consistently Making Progress (C)	Requires support to write a letter or letters for most consonant sounds and spells simple words phonetically, drawing on knowledge of sound- letter relationships.
Meeting Standard (M)	Independently writes a letter or letters for most consonant sounds and spells simple words phonetically, drawing on knowledge of sound- letter relationships.
Exceeds Standard (E)	Independently uses capitalization, punctuation and correct/phonetic spelling when writing.

Third Trimester: Benchmarks

Limited Progress (L)	Little or no understanding of capitalization, punctuation and correct/phonetic spelling when writing.
Consistently Making Progress (C)	Requires support to uses capitalization, punctuation and correct/phonetic spelling when writing.
Meeting Standard (M)	Independently uses capitalization, punctuation and correct/phonetic spelling when writing.
Exceeds Standard (E)	

SPEAKING AND LISTENING

Essential Standard: Participates in collaborative conversations with peers and adults

ESSENTIAL STANDARD/STUDENT DEMONSTRATION:

- SL.1.** Participate in collaborative conversations with diverse partners about *kindergarten topics and texts* with peers and adults in small and larger groups.
- Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
 - Continue a conversation through multiple exchanges.
- L6:** Use words and phrases acquired through conversations, activities in the kindergarten curriculum, reading and being read to, and responding to texts.

First Trimester: Benchmarks

Limited Progress (L)	Very hesitant to participate in collaborative conversations with peers and adults in small and larger groups.
Consistently Making Progress (C)	Requires teacher prompting to participate in collaborative conversations with peers and adults in small and larger groups without dominating.
Meeting Standard (M)	Participates in appropriate collaborative conversations with peers and adults in small and larger groups without dominating.
Exceeds Standard (E)	Initiates collaborative and meaningful conversations with peers and adults in small and larger groups without dominating.

Second Trimester: Benchmarks

Limited Progress (L)	Very hesitant to participate in collaborative conversations with peers and adults in small and larger groups.
Consistently Making Progress (C)	Requires teacher prompting to participate in collaborative conversations with peers and adults in small and larger groups without dominating.
Meeting Standard (M)	Participates in appropriate collaborative conversations with peers and adults in small and larger groups without dominating.
Exceeds Standard (E)	Initiates collaborative and meaningful conversations with peers and adults in small and larger groups without dominating.

Third Trimester: Benchmarks

Limited Progress (L)	Very hesitant to participate in collaborative conversations with peers and adults in small and larger groups.
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Consistently Making Progress (C)	Requires teacher prompting to participate in collaborative conversations with peers and adults in small and larger groups without dominating.
Meeting Standard (M)	Participates in collaborative conversations with peers and adults in small and larger groups without dominating.
Exceeds Standard (E)	Initiates collaborative and meaningful conversations with peers and adults in small and larger groups without dominating.

SPEAKING AND LISTENING

Essential Standard: Understands a text read aloud by asking and answering questions about key details and academic and content vocabulary

ESSENTIAL STANDARD/STUDENT DEMONSTRATION:

SL.2. 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

L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.

- a. Identify new meanings for familiar words and apply them accurately (e.g., knowing *duck* is a bird and learning the verb *to duck*).

L.5: With guidance and support from adults, explore word relationships and nuances in word meanings.

- a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
- b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
- c. Identify real-life connections between words and their use (e.g., note places at school that are *colorful*).

First Trimester: Benchmarks	
Limited Progress (L)	Little or no evidence of understanding of a text read aloud or information presented orally.
Consistently Making Progress (C)	Requires teacher prompting to confirm understanding of a text read aloud or information presented orally by answering questions about key details.
Meeting Standard (M)	Independently confirms understanding of a text read aloud or information presented orally by answering questions about key details.
Exceeds Standard (E)	

Second Trimester: Benchmarks	
Limited Progress (L)	Little or no evidence of understanding of a text read aloud or information presented orally.
Consistently Making Progress (C)	Requires teacher prompting to confirm understanding of a text read aloud or information presented orally by answering questions about key details and requesting clarification when needed. .
Meeting Standard (M)	Independently confirms understanding of a text read aloud or information presented orally by answering questions about key details and requesting clarification when needed.
Exceeds Standard (E)	

Third Trimester: Benchmarks	
Limited Progress (L)	Little or no evidence of understanding of a text read aloud or information presented orally.
Consistently Making Progress (C)	Requires teacher prompting to confirm understanding of a text read aloud or information presented orally by asking and answering questions about key details and requesting clarification when needed. .
Meeting Standard (M)	Independently confirms understanding of a text read aloud or information presented orally by asking and answering questions about key details and requesting clarification when needed.
Exceeds Standard (E)	

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ELA - Kindergarten

SPEAKING AND LISTENING

Essential Standard: Asks and answers questions in order to seek help or clarify

ESSENTIAL STANDARD/STUDENT DEMONSTRATION:

K.SL.3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood

K.RL.4: Ask and answers questions about unknown words in text.

K.RI. 4: With prompting and support ask and answer questions about unknown words in a text.

First Trimester: Benchmarks

Limited Progress (L)	Very hesitant to ask and answer questions in order to seek help, get information or clarify something that is not understood.
Consistently Making Progress (C)	Requires teacher prompting to ask and answer questions in order to seek help, get information or clarify something that is not understood.
Meeting Standard (M)	Asks and answers questions in order to seek help, get information or clarify something that is not understood.
Exceeds Standard (E)	

Second Trimester: Benchmarks

Limited Progress (L)	Very hesitant to ask and answer questions in order to seek help, get information or clarify something that is not understood.
Consistently Making Progress (C)	Requires teacher prompting to ask and answer questions in order to seek help, get information or clarify something that is not understood.
Meeting Standard (M)	Asks and answers questions in order to seek help, get information or clarify something that is not understood.
Exceeds Standard (E)	

Third Trimester: Benchmarks

Limited Progress (L)	Very hesitant to ask and answer questions in order to seek help, get information or clarify something that is not understood.
Consistently Making Progress (C)	Requires teacher prompting to ask and answer questions in order to seek help, get information or clarify something that is not understood.
Meeting Standard (M)	Asks and answers questions in order to seek help, get information or clarify something that is not understood.
Exceeds Standard (E)	

SPEAKING AND LISTENING

Essential Standard: Describes familiar people, places, things or events with detail and appropriate visual displays

ESSENTIAL STANDARD/STUDENT DEMONSTRATION:

SL.4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.

SL.5. Add drawings or other visual displays to descriptions as desired to provide additional detail.

First Trimester: Benchmarks

Limited Progress (L)	Very hesitant to describe familiar people, places, things, and events.
Consistently Making Progress (C)	Limited or basic description of familiar people, places, things, and events. Adds appropriate visual displays to their description.
Meeting Standard (M)	Describes familiar people, places, things, and events and, with prompting and support, provides additional detail.
Exceeds Standard (E)	Independently describes familiar people, places, things, and events and provides elaborative detail.

Second Trimester: Benchmarks

Limited Progress (L)	Very hesitant to describe familiar people, places, things, and events.
Consistently Making Progress (C)	Limited or basic description of familiar people, places, things, and events. Adds appropriate visual displays to their description.
Meeting Standard (M)	Describes familiar people, places, things, and events and, with prompting and support, provides additional detail. Adds appropriate visual displays to their description.
Exceeds Standard (E)	Independently describes familiar people, places, things, and events and provides elaborative detail. Adds interesting visual displays to their description.

Third Trimester: Benchmarks

Limited Progress (L)	Very hesitant to describe familiar people, places, things, and events.
Consistently Making Progress (C)	Limited or basic description of familiar people, places, things, and events. Adds appropriate visual displays to their description.
Meeting Standard (M)	Describes familiar people, places, things, and events and, with prompting and support, provides additional detail. Adds appropriate visual displays to their description.
Exceeds Standard (E)	Independently describes familiar people, places, things, and events and provides elaborative detail. Adds interesting visual displays to their description.

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SPEAKING AND LISTENING

Essential Standard: Speaks audibly and expresses ideas clearly

ESSENTIAL STANDARD/STUDENT DEMONSTRATION:

SL.6. Speak audibly and express thoughts, feelings, and ideas clearly.

First Trimester: Benchmarks	
Limited Progress (L)	Unable to speak audibly and express thoughts, feelings, and ideas clearly.
Consistently Making Progress (C)	Requires teacher prompting to speak audibly and express thoughts, feelings, and ideas clearly.
Meeting Standard (M)	Speaks audibly and expresses thoughts, feelings, and ideas clearly.
Exceeds Standard (E)	

Second Trimester: Benchmarks	
Limited Progress (L)	Unable to speak audibly and express thoughts, feelings, and ideas clearly.
Consistently Making Progress (C)	Requires teacher prompting to speak audibly and express thoughts, feelings, and ideas clearly.
Meeting Standard (M)	Speaks audibly and expresses thoughts, feelings, and ideas clearly.
Exceeds Standard (E)	

Third Trimester: Benchmarks	
Limited Progress (L)	Unable to speak audibly and express thoughts, feelings, and ideas clearly.
Consistently Making Progress (C)	Requires teacher prompting to speak audibly and express thoughts, feelings, and ideas clearly.
Meeting Standard (M)	Speaks audibly and expresses thoughts, feelings, and ideas clearly.
Exceeds Standard (E)	

LANGUAGE AND VOCABULARY

Essential Standard: Demonstrates command of English grammar when speaking

ESSENTIAL STANDARD/STUDENT DEMONSTRATION:

K.L.1: Demonstrate command of the conventions of standard English grammar and usage when writing **or speaking**; retain and further develop language skills learned previously *Sentence Structure and Meaning*

a. Demonstrate the ability to produce and expand complete sentences using frequently occurring nouns, pronouns, adjectives, verbs, questions words, and prepositions; name and use in context numbers 0 -100

b. Form questions that seek additional information, rather than simple yes/no answer.

Word Usage

c. Form regular plural nouns orally by adding /s/ or /es/

First Trimester: Benchmarks	
Limited Progress (L)	Unable to speak and write with correct grammar.
Consistently Making Progress (C)	Requires prompting and support to speak and write with correct grammar (e.g., plural nouns, question words, prepositions and complete sentences).
Meeting Standard (M)	Independently speaks and writes with correct grammar (e.g., plural nouns, question words, prepositions and complete sentences).
Exceeds Standard (E)	

Second Trimester: Benchmarks	
Limited Progress (L)	Unable to speak and write with correct grammar.
Consistently Making Progress (C)	Requires prompting and support to speak and write with correct grammar (e.g., plural nouns, question words, prepositions and complete sentences).
Meeting Standard (M)	Independently speaks and writes with correct grammar (e.g., plural nouns, question words, prepositions and complete sentences).
Exceeds Standard (E)	

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Third Trimester: Benchmarks	
Limited Progress (L)	Unable to speak and write with correct grammar.
Consistently Making Progress (C)	Requires prompting and support to speak and write with correct grammar (e.g., plural nouns, question words, prepositions and complete sentences).
Meeting Standard (M)	Independently speaks and writes with correct grammar (e.g., plural nouns, question words, prepositions and complete sentences).
Exceeds Standard (E)	