

Standards Based Report Card Rubric: Kindergarten ELA

District SBG Rubric Scale

Report Card Category	Essential Standard(s)	Sample Performance Task	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Phonics						
Rhyming words	<p><u>Essential Standard:</u> K.2(A) demonstrate phonological awareness by: (i) identifying and producing rhyming words;</p> <p><u>Bundled TEKS:</u> K.8(B)</p>	<p>Rhyming words will be assessed as the students participate in shared reading with big books or poems.</p> <p><u>Identifies rhyming words:</u> Teacher says a pair of words and the student responds with “yes” if the two words rhyme or “no” if the two words do not rhyme.</p> <p><u>Produces rhyming words:</u> Teacher says a series of words that rhyme (e.g., map, sap). The student responds by giving another word that rhymes with the series.</p> <p>Shared reading recording sheet.</p>	<p>3 - Mastery Student identifies rhyming words correctly most of the time. (90-100% of the time)</p> <p><u>Note:</u> Once the skill of “identifying” has been mastered, it does not need to be reassessed in subsequent quarters..</p>	<p>3 - Mastery Student identifies rhyming words correctly most of the time. (90-100% of the time)</p>	<p>3 - Mastery Student identifies rhyming words correctly most of the time. (90-100% of the time) AND Student produces rhyming words correctly most of the time. (90-100% of the time).</p>	<p>3 - Mastery Student identifies rhyming words correctly most of the time. (90-100% of the time) AND Student produces rhyming words correctly most of the time (90-100% of the time).</p>
			<p>2 - Approaching Student identifies rhyming words correctly some of the time. (70-89% of the time)</p>	<p>2 - Approaching Student identifies rhyming words correctly some of the time. (70-89% of the time)</p>	<p>2 - Approaching Student has mastered either “identifying” or “producing” rhyming words, but not both. Mastery = correct 90-100% of the time</p>	<p>2 - Approaching Student has mastered either “identifying” or “producing” rhyming words, but not both. Mastery = correct 90-100% of the time</p>
			<p>1 - Developing Student does not identify rhyming words correctly. (Less than 70% of the time)</p>	<p>1 - Developing Student does not identify rhyming words correctly. (Less than 70% of the time)</p>	<p>1 - Developing Student has not mastered “identifying” rhyming words and has not mastered “producing” rhyming words. Mastery = correct 90-100% of the time</p>	<p>1 - Developing Student has not mastered “identifying” rhyming words and has not mastered “producing” rhyming words. Mastery = correct 90-100% of the time</p>

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Blends syllables and individual sounds to form words	<p><u>Essential Standard:</u> K.2(A) demonstrate phonological awareness by: (viii) blending spoken phonemes to form one-syllable words</p> <p><u>Bundled TEKS:</u> K.2(A)(v) K.2(A)(vii)</p>	<p>The teacher will say a word in a sound-by-sound way (like a robot) to the child. The teacher will say, /h/ /o/ /t/. The student will respond by saying the word "hot."</p> <p>Phonics Units of Study Phonological Awareness Assessment p. 91-94 (Note: Students will not be graded on acting out the word. The teacher will assess all 18 words.)</p>		3 - Mastery Student is able to blend 9 or more words correctly out of 18	3 - Mastery Student is able to blend 15 or more words correctly out of 18	3 - Mastery Student is able to blend 17 or more words correctly out of 18
				2 - Approaching Student is able to blend 5-8 words correctly out of 18	2 - Approaching Student is able to blend 8-14 words correctly out of 15	2 - Approaching Student is able to blend 10-16 words correctly out of 18
				1 - Developing Student is able to blend 0-4 words correctly out of 18	1 - Developing Student is able to blend 0-7 words correctly out of 15	1 - Developing Student is able to blend 0-9 words correctly out of 18
Segments words into syllables and individual sounds	<p><u>Essential Standard:</u> K.2(A) demonstrate phonological awareness by: (x) segmenting spoken one-syllable words into individual phonemes</p> <p><u>Bundled TEKS:</u> K.2(A) (ii) K.2(A) (iii) K.2(A) (iv) K.2(A) (vi) K.2(A) (ix) K.2(B) (iii)</p>	<p>Teacher: "I want you to sound like a robot this time. I am going to tell you a word. I want you to say the word in parts like a robot."</p> <p><u>Syllables:</u> Teacher: hamburger Student: /ham/ /bur/ /ger/ <u>Phonemes:</u> Teacher: "hot" Student: h...o...t Phonics Units of Study Phonological Awareness Assessment p. 91-94 (Note: The teacher will assess all 18 words.)</p>		3 - Mastery Student is able to segment 9 or more words correctly out of 18	3 - Mastery Student is able to segment 15 or more words correctly out of 18	3 - Mastery Student is able to segment 17 or more words correctly out of 18
				2 - Approaching Student is able to segment 5-8 words correctly out of 18	2 - Approaching Student is able to segment 9-14 words correct out of 18	2 - Approaching Student is able to segment 13-17 words correctly out of 18
				1 - Developing Student is able to segment 0-4 words correctly out of 10	1 - Developing Student is able to segment 0-8 words correctly out of 18	1 - Developing Student is able to segment 0-12 words correctly out of 18

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Identifies high frequency words	<u>Essential Standard:</u> K.2(B) demonstrate and apply phonetic knowledge by: (iv) identifying and reading at least 25 high-frequency words from a research-based list	The teacher will show the students a list of 54 words from the Phonics Units of Study. The student must be able to identify any 40 words out of 54 by the end of the year. HFW List by Session		3 - Mastery Student is able to identify 17 or more high frequency words	3 - Mastery Student is able to identify 27 or more high frequency words	3 - Mastery Student is able to identify 40- 54 high frequency words
				2 - Approaching Student is able to identify 7-16 high frequency words	2 - Approaching Student is able to identify 17-26 high frequency words	2 - Approaching Student is able to identify 27-39 high frequency words
				1 - Developing Student is able to identify 0-6 high frequency words	1 - Developing Student is able to identify 0-16 high frequency words	1 - Developing Student is able to identify 0-26 high frequency words
Identifies capital & lowercase letters	<u>Essential Standard:</u> K.2(D) demonstrate print awareness by: (v) identifying all uppercase and lowercase letters;	The teacher will place the capital & lowercase letter cards in front of the student. The teacher will say, "Can you name these letters?" The student will point to each letter and say the letter name. The teacher will follow the same procedure for the lowercase letters. Phonics Units of Study Letter Identification Assessment p. 86-87	3 - Mastery Student identifies 18 or more letters out of 54 (any capital or lowercase)	3 - Mastery Student identifies 30 or more letters out of 54 (any capital or lowercase)	3 - Mastery Student identifies 42 or more letters out of 54 (any capital or lowercase)	3 - Mastery Student identifies 50 or more letters out of 54 (any capital or lowercase)
			2 - Approaching Student identifies 12-17 letters out of 54 (any capital or lowercase)	2 - Approaching Student identifies 18-29 letters out of 54 (any capital or lowercase)	2 - Approaching Student identifies 30-41 letters out of 54 (any capital or lowercase)	2 - Approaching Student identifies 42-49 letters out of 54 (any capital or lowercase)
			1 - Developing Student identifies 0-11 letters out of 54 (any capital or lowercase)	1 - Developing Student identifies 0-17 letters out of 54 (any capital or lowercase)	1 - Developing Student identifies 0-29 letters out of 54 (any capital or lowercase)	1 - Developing Student identifies 0-41 letters out of 54 (any capital or lowercase)

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Identifies letter sounds	<u>Essential Standard:</u> K.2(B) demonstrate and apply phonetic knowledge by: (i) identifying and matching the common sounds that letters represent	The teacher will place the <u>lowercase letter cards</u> in front of the student. The teacher will say, "Can you say the sounds of each letter?" The student will point to each letter and say the letter sound. Phonics Units of Study Letter Identification Assessment p. 86-87	3 - Mastery Student identifies 9 or more letter sounds out of 26	3 - Mastery Student identifies 15 or more letter sounds out of 26	3 - Mastery Student identifies 20 or more letter sounds out of 26	3 - Mastery Student identifies 26 letter sounds out of 26
			2 - Approaching Student identifies 5-8 letter sounds out of 26	2 - Approaching Student identifies 9-14 letter sounds out of 26	2 - Approaching Student identifies 13-19 letter sounds out of 26	2 - Approaching Student identifies 15-25 letter sounds out of 26
			1 - Developing Student identifies 0-4 letter sounds out of 26	1 - Developing Student identifies 0-8 letter sounds out of 26	1 - Developing Student identifies 0-12 letter sounds out of 26	1 - Developing Student identifies 0-14 letter sounds out of 26
Reading						
Reads grade appropriate text independently	<u>Essential Standard:</u> K.4 The student reads grade-level text with fluency and comprehension. Guided reading documents F&P Reading Level Benchmarks	The student's reading level will be determined using running records.		3 - Mastery Student reads independently at a Level B or higher.	3 - Mastery Student reads independently at a Level C or higher.	3 - Mastery Student reads independently at a Level D or higher.
				2 - Approaching Student is reading at a Level A.	2 - Approaching Student reads independently at a Level B.	2 - Approaching Student reads independently at a Level C.
				1 - Developing Student is practicing pre-reading skills (below Level A).	1 - Developing Student reads independently at a Level A or below.	1 - Developing Student reads independently at a Level B or below.

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Reads independently for increasing periods of time	<u>Essential Standard:</u> K.4 (A) The student is expected to self-select and interact independently with text for increasing periods of time.	The student consistently meets the classroom goal for a set amount of reading time and remains focused the entire time. End of year goal: At least 15 minutes Independent reading rubric Kindergarten stamina chart	3 - Mastery The student consistently demonstrates Level 3 skills on the rubric.	3 - Mastery The student consistently demonstrates Level 3 skills on the rubric.	3 - Mastery The student consistently demonstrates Level 3 skills on the rubric.	3 - Mastery The student consistently demonstrates Level 3 skills on the rubric.
			2 - Approaching The student consistently demonstrates Level 2 skills on the rubric.	2 - Approaching The student consistently demonstrates Level 2 skills on the rubric.	2 - Approaching The student consistently demonstrates Level 2 skills on the rubric.	2 - Approaching The student consistently demonstrates Level 2 skills on the rubric.
			1 - Developing The student consistently demonstrates Level 1 skills on the rubric.	1 - Developing The student consistently demonstrates Level 1 skills on the rubric.	1 - Developing The student consistently demonstrates Level 1 skills on the rubric.	1 - Developing The student consistently demonstrates Level 1 skills on the rubric.
Applies a variety of comprehension strategies when listening to or reading a book	<u>Essential Standard:</u> K.5(l) monitor comprehension and make adjustments such as re-reading, using background knowledge, checking for visual cues, and making questions when understanding breaks down with adult assistance <u>Bundled TEKS:</u> K.3(A), (B), (C) K.5(A),(B),(C),(D), (E),(F),(G),(H)	The student applies comprehension strategies during independent reading. Comprehension Strategies Checklist		3 - Mastery The student applies at least 3 strategies consistently on the checklist.	3 - Mastery The student applies at least 4 strategies consistently on the checklist.	3 - Mastery The student applies at least 5 strategies consistently on the checklist.
				2 - Approaching The student applies at least 2 strategies consistently on the checklist.	2 - Approaching The student applies at least 3 strategies consistently on the checklist.	2 - Approaching The student applies at least 4 strategies consistently on the checklist.
				1 - Developing The student applies at least 1 strategies consistently on the checklist.	1 - Developing The student applies at least 2 strategies consistently on the checklist.	1 - Developing The student applies at least 3 strategies consistently on the checklist.

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Responds to text in meaningful ways	<u>Essential Standard:</u> K.6(C) use text evidence to support an appropriate response <u>Bundled TEKS:</u> K.6(A) K.6(B) K.6(E) K.6(F)	The student responds to text using pictures or words and explains their response using text evidence. Rubric for grading student response to text	3 - Mastery The student consistently demonstrates Level 3 skills on the rubric.	3 - Mastery The student consistently demonstrates Level 3 skills on the rubric.	3 - Mastery The student consistently demonstrates Level 3 skills on the rubric.	3 - Mastery The student consistently demonstrates Level 3 skills on the rubric.
			2 - Approaching The student consistently demonstrates Level 2 skills on the rubric.	2 - Approaching The student consistently demonstrates Level 2 skills on the rubric.	2 - Approaching The student consistently demonstrates Level 2 skills on the rubric.	2 - Approaching The student consistently demonstrates Level 2 skills on the rubric.
			1 - Developing The student consistently demonstrates Level 1 skills on the rubric.	1 - Developing The student consistently demonstrates Level 1 skills on the rubric.	1 - Developing The student consistently demonstrates Level 1 skills on the rubric.	1 - Developing The student consistently demonstrates Level 1 skills on the rubric.

Report Card Category	Essential Standard(s)	Sample Performance Task	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Understand characteristics of Narrative Text	<p><u>Essential Standard:</u> K.7(B) identify and describe the main characters</p> <p><u>Bundled TEKS:</u> K.6(D) K.7(A) K.7(C) K.7(D) K.8(A) K.8(C) K.8(F)</p>	<p>The student will be assessed during independent reading using a narrative text on their reading level.</p> <p>Retelling rubric for Narrative Text</p>		<p>3 - Mastery The student scores an overall 3 on the retelling rubric consistently.</p>	<p>3 - Mastery The student scores an overall 3 on the retelling rubric consistently.</p>	<p>3 - Mastery The student scores an overall 3 on the retelling rubric consistently.</p>
				<p>2 - Approaching The student scores an overall 2 on the retelling rubric consistently.</p>	<p>2 - Approaching The student scores an overall 2 on the retelling rubric consistently.</p>	<p>2 - Approaching The student scores an overall 2 on the retelling rubric consistently.</p>
				<p>1 - Developing The student scores an overall 1 on the retelling rubric consistently.</p>	<p>1 - Developing The student scores an overall 1 on the retelling rubric consistently.</p>	<p>1 - Developing The student scores an overall 1 on the retelling rubric consistently.</p>

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Writing						
Writes Narrative Text (Literary Text)	<u>Essential Standard:</u> K.11(A) dictate or compose literary texts, including personal narratives <u>Bundled TEKS:</u> K.2(C) (i, ii, iii) K.2(E) K.10(A) (B) (C) (E) K.10(D)(i, ii, iii, iv, v, vi, vii, viii, ix)	The student's writing will be assessed using the genre specific rubric. Narrative writing rubric - K	3 - Mastery The student scores 30-33 points or more on the writing rubric.	3 - Mastery The student scores 30-33 points or more on the writing rubric.		3 - Mastery The student scores 30-33 points or more on the writing rubric.
			2 - Approaching The student scores 22-29 points on the writing rubric.	2 - Approaching The student scores 22-29 points on the writing rubric.		2 - Approaching The student scores 22-29 points on the writing rubric.
			1 - Developing The student scores less than 22 points on the writing rubric.	1 - Developing The student scores less than 22 points on the writing rubric.		1 - Developing The student scores less than 22 points on the writing rubric.
Writes Informational Text	<u>Essential Standard:</u> K.11(B) dictate or compose informational texts <u>Bundled TEKS:</u> K.2(C) (i, ii, iii) K.2(E) K.10(A) (B) (C) (E) K.11(A) (B) K.11(D)(i, ii, iii, iv, v, vi, vii, viii, ix)	The student will write a "how to" piece. The student's writing will be assessed using the genre specific rubric. Information writing rubric - K Note: Persuasive text will be taught, but will not be graded on the report card.			3 - Mastery The student scores 30-33 points or more on the writing rubric.	
					2 - Approaching The student scores 22-29 points on the writing rubric.	
					1 - Developing The student scores less than 22 points on the writing rubric.	

Report Card Category	Essential Standard(s)	Sample Performance Task	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Develops handwriting by accurately forming the letters	<u>Essential Standard:</u> K.2(E) develop handwriting by accurately forming all uppercase and lowercase letters using appropriate directionality	Student handwriting will be assessed by reviewing daily work samples.		3 - Mastery The student forms their letters correctly most of the time. (90-100% of the time)	3 - Mastery The student forms their letters correctly most of the time. (90-100% of the time)	3 - Mastery The student forms their letters correctly most of the time. (90-100% of the time)
				2 - Approaching The student forms their letters correctly some of the time. (70-89% of the time)	2 - Approaching The student forms their letters correctly some of the time. (70-89% of the time)	2 - Approaching The student forms their letters correctly some of the time. (70-89% of the time)
				1 - Developing The student rarely forms their letters correctly. (Less than 70% of the time)	1 - Developing The student rarely forms their letters correctly. (Less than 70% of the time)	1 - Developing The student rarely forms their letters correctly. (Less than 70% of the time)
Inquiry & Research						
Follows a research plan: generates questions, gathers information, demonstrates understanding of the topic, and presents the results	<u>Essential Standard:</u> K.12(E) use an appropriate mode of delivery, whether written, oral, or multimodal, to present results <u>Bundled TEKS:</u> K.12(A) K.12(B) K.12(C) K.12(D)	The student will research a topic, then write an "All about" book to present their research. Information writing rubric				3 - Mastery The student scores 30-33 points or more on the writing rubric.
						2 - Approaching The student scores 22-29 points on the writing rubric.
						1 - Developing The student scores less than 22 points on the writing rubric.

