

Kindergarten Grading Rubric

Reading - Trimester 1

4 Exceeding	3 Meeting	2 Developing	1 Area of Concern	CCSS
F&P Score				
Not assessed this trimester, unless ready				NT10,IT10, FS4,L4,5
Print Concepts : Recognizes and Names Letters *MLPP Assessment				
N/A	Recognizes 50-54 upper and lower case letters of the alphabet	Recognizes and names 40-49 lower and upper case letters of the alphabet	Recognizes 39 or fewer lower and upper case letters of the alphabet	RF.K.3
Print Concepts: Book Knowledge: Understanding of book concepts, directionality, concepts of letters, words, and punctuation				
N/A	18-22	11-17	10 and below	RF.K1
Phonological Awareness: Demonstrates understanding of spoken words, syllables, and sounds (phonemes) * Various Assessments				
N/A	Can isolate beginning sounds with 90% accuracy. Can recognize & produce rhyming words with 90% accuracy.	Can isolate beginning sounds with 80% accuracy. Can recognize & produce rhyming words with 80% accuracy.	Can isolate beginning sounds with 70% accuracy. Can recognize & produce rhyming words with 70% accuracy.	RF.K.2
Phonics and Word Recognition: Knows and applies phonics and word analysis skills in decoding words				
N/A	Produces 24-26 letter sounds	Produces 18-23 letter sounds	Produces 17 or fewer letter sounds	RF.K.2
STUDENT IS PRACTICING AND APPLYING THE FOLLOWING COMPONENTS OF READING:				
Reading Fluency				
Not assessed this trimester, unless ready.				
Comprehension *Based on a variety of sources				
With prompting and support, asks and answers questions about key details. Retells familiar stories.	Remembers what the story is about and retells some parts of the story orally with pictures and with teacher guidance	Student demonstrates incomplete or inaccurate understanding of the story	Student demonstrates no understanding of the story	RL.K.1 RL.K.2
Literary Analysis *Based on a variety of sources				
Student independently describes the relationship between illustrations and the text.	Describe the relationship between illustrations and the text with prompting and support.	With prompting and support student occasionally describes the relationship between illustrations and text.	With prompting and support student rarely describes the relationship between illustrations and text.	RI.K.7

Independent Reading				
Sustains independent reading with appropriate text	Student demonstrates ability to stay focused on independent reading habits while using pictures and story language to read books.	With prompting and support, student demonstrates ability to stay focused on independent reading habits while using pictures and story language to read books.	Even with prompting and support, student is unable to stay focused on independent reading habits while using pictures and story language to read books.	Embedded in common core

**Kindergarten Grading Rubric
Reading-Trimester 2**

4 Exceeding	3 Meeting	2 Developing	1 Area of Concern	CCSS
F&P Level				
D+ (above grade level)	C (at grade level)	B (below grade level)	A (below grade level)	RF.K.4
Print Concepts: Recognizes and Names Letters *Based on MLPP Assessment				
N/A	Recognizes 52-54 upper and lower case letters of the alphabet	Recognizes and names 49-51 lower and upper case letters of the alphabet	Recognizes 48 or fewer lower and upper case letters of the alphabet	RF.K.3
Print Concepts: Book Knowledge: Understanding of book concepts, directionality, concepts of letters, words, and punctuation				
N/A	20-22	15-19	14 or below	RF.K.1
Phonological Awareness: Demonstrates understanding of spoken words, syllables, and sounds (phonemes)				
N/A	Can isolate beginning sounds with 90% accuracy. Can recognize & produce rhyming words with 90% accuracy.	Can isolate beginning sounds with 80% accuracy. Can recognize & produce rhyming words with 80% accuracy.	Can isolate beginning sounds with 70% accuracy. Can recognize & produce rhyming words with 70% accuracy.	RF.K.2
Phonics and Word Recognition: Knows and applies phonics and word analysis skills in decoding words				
N/A	Produces 25-26 letter sounds	Produces 20-24 letter sounds	Produces 19 or fewer letter sounds	RF.K.2
Sight Words				
31+	26-30	20-25	19 or below	
STUDENT IS PRACTICING AND APPLYING THE FOLLOWING COMPONENTS OF READING:				
Reading Fluency				
Demonstrates fluent reading of above-level texts.	Orally reads independent level texts with purpose and understanding demonstrating appropriate accuracy, phrasing, expression, and self-correction.	Sometimes reads independent level texts orally with purpose and understanding. Sometimes demonstrates appropriate accuracy, phrasing, expression, and self-correction.	Rarely reads independent level texts orally with purpose and understanding. Rarely demonstrates appropriate accuracy, phrasing, expression, and self-correction.	RF.K.4
Comprehension *Based on a variety of sources				
Asks and answers questions about key details in a text. Retells stories, including key details, and demonstrates understanding of	With prompting and support, asks and answers questions about key details. Retells familiar stories in narrative text.	Remembers what the story is about and retells some parts of the story orally with pictures and with teacher guidance in narrative text.	Student demonstrates incomplete or inaccurate understanding of the story in narrative text.	RL.K.1 RL.K.2

central message or theme in narrative text.				
Retelling: MLPP Rubric Score 13-16	MLPP Rubric Score 12	MLPP Rubric Score 9-11	MLPP Rubric Score 0-8	
Literary Analysis				
Student independently describes the relationship between illustrations and the text.	Describe the relationship between illustrations and the text with prompting and support.	With prompting and support student occasionally describes the relationship between illustrations and text.	With prompting and support student rarely describes the relationship between illustrations and text.	RI.K.7
Independent Reading				
Sustains independent reading with appropriate text	Student demonstrates ability to stay focused on independent reading habits while using appropriate text	With prompting and support, student demonstrates ability to stay focused on independent reading habits while using appropriate text	Even with prompting and support, student is unable to stay focused on independent reading habits while using appropriate text	Embedded in common core

**Kindergarten Grading Rubric
Reading-Trimester 3**

4 Exceeding	3 Meeting	2 Developing	1 Area of Concern	CCSS
F&P Level				
F+ (above grade level)	D/E (at grade level)	C (below grade level)	B or lower (below grade level)	RF.K.4
Print Concepts: Recognizes and Names Letters *MLPP Assessment				
N/A	Recognizes all 54 upper and lower case letters of the alphabet	Recognizes and names 52-53 lower and upper case letters of the alphabet	Recognizes 51 or fewer lower and upper case letters of the alphabet	RF.K.3
Print Concepts: Book Knowledge: understanding of book concepts, directionality, concepts of letters, words, and punctuation *MLPP Assessment				
N/A	22	20-21	19 or below	RF.K.1
Phonological Awareness: Demonstrates understanding of spoken words, syllables, and sounds (phonemes) *Various Assessments				
N/A	Can isolate beginning sounds with 90% accuracy. Can recognize & produce rhyming words with 90% accuracy.	Can isolate beginning sounds with 80% accuracy. Can recognize & produce rhyming words with 80% accuracy.	Can isolate beginning sounds with 70% accuracy. Can recognize & produce rhyming words with 70% accuracy.	RF.K.2
Phonics and Word Recognition: Knows and applies phonics and word analysis skills in decoding words				
N/A	Produces 26 letter sounds	Produces 24-25 letter sounds	Produces 23 or fewer letter sounds	
Sight Words				
48+	40-47	30-39	29 or below	
STUDENT IS PRACTICING AND APPLYING THE FOLLOWING COMPONENTS OF READING:				
Reading Fluency				
Demonstrates fluent reading of above-level texts.	Orally reads independent level texts with purpose and understanding demonstrating appropriate accuracy, phrasing, expression, and self-correction.	Sometimes reads independent level texts orally with purpose and understanding. Sometimes demonstrates appropriate accuracy, phrasing, expression, and self-correction.	Rarely reads independent level texts orally with purpose and understanding. Rarely demonstrates appropriate accuracy, phrasing, expression, and self-correction.	RF.K.4

Comprehension * Based on a variety of sources				
Asks and answers questions about key details in a text, such as who, what, when, where, why and how. Retells stories, including key details, and determines central theme or topic in narrative and informational texts.	Asks and answers questions about key details in a text. Retells stories, including key details, and demonstrates understanding of central message or theme in narrative and informational texts.	With prompting and support, asks and answers questions about key details. Retells familiar stories in narrative and informational texts.	Remembers what the story is about and retells some parts of the story orally with pictures and with teacher guidance in narrative and informational texts.	RL K.1 RL K.2 RI.K.1 RI K.2
N/A	Retelling: 13-16 Use MLPP Informational and Narrative Retelling Rubrics	Retelling 11-12 Use MLPP Informational and Narrative Retelling Rubrics	Retelling 0-10 Use MLPP Informational and Narrative Retelling Rubrics	RL K.1 RL K.2 RI.K.1 RI K.2
Literary Analysis				
Student independently describes the connection between two individuals, events, ideas, or pieces of information in a text (Narrative and Informational) and identifies the reasons an author gives to support points in an informational text.	With prompting and support student describes the connection between two individuals, events, ideas, or pieces of information in a text (Narrative and Informational) and identifies the reasons an author gives to support points in an informational text.	With prompting and support student occasionally describes the connection between two individuals, events, ideas, or pieces of information in a text (Narrative and Informational) and identifies the reasons an author gives to support points in an informational text.	Even with prompting and support student is unable to describe the connections between two individuals, events, ideas, or pieces of information in a text (Narrative and Informational) and identifies the reasons an author gives to support points in an informational text.	RL.K.3 RI.K.3 RI.K.8
Independent Reading				
Sustains independent reading with appropriate text	Student demonstrates ability to stay focused on independent reading habits while using appropriate text.	With prompting and support, student demonstrates ability to stay focused on independent reading habits while using appropriate text.	Even with prompting and support, student is unable to stay focused on independent reading habits while using appropriate text.	RF.K.4