



REGIONAL SCHOOL DISTRICT 13

Kindergarten Literacy Rubric

	4 Meeting	3 Approaching	2 Developing	1 Beginning
SL.K.1 Participates in collaborative conversations	Follows agreed upon rules for discussion such as listening to others and taking turns when speaking about the topic	Follows agreed upon rules for discussion most of the time such as listening to others and taking turns when speaking about a topic - may not always listen to speaker or wait for turn to speak	With prompting follows agreed upon rules for discussion some of the time such as listening to others and taking turns when speaking about a topic - may not always listen to speaker or wait for turn to speak	With prompting and support follows the agreed upon rules for discussion some of the time such as listening to others and taking turns when speaking about a topic - may not always listen to speaker or wait for turn to speak
RF.K.1.D Identifies lower and upper case letters	Identifies all uppercase and lowercase letters accurately and fluently	Identifies most of the uppercase and lowercase letters	Identifies some of the uppercase and lowercase letters	Does not yet identify letters
RF.K.2 Demonstrates understanding of spoken words, syllables & sounds	Demonstrates the ability to identify and manipulate syllables and sounds in words accurately and fluently	Demonstrates the ability to identify syllables and sounds but is inconsistent with manipulation	Demonstrates the ability to identify syllables and sounds in words	Does not yet identify syllables or sounds correctly
RF.K.3 Knows and applies grade-level phonics	Knows consonant and vowel sounds and uses this information to segment, blend and read cvc words with and without digraphs	Knows and applies consonant and vowel sounds to segment and blend CVC words with minimal prompting. Is	Knows and applies consonant and vowel sounds. Is beginning to segment and blend CVC words with support	Does not yet apply consonant and vowel sounds

	accurately and fluently	beginning to use digraphs		
RF.K.4 Fluently reads and comprehends grade level decodable text	Reads and understands a decodable text accurately and fluently. Text includes the following skills <ul style="list-style-type: none"> • CVC words • CVC words with digraphs • Non phonetic words 	Is decoding CVC words and some non phonemic words at the sentence level. Is able to read decodable sentences with accuracy and fluency.	Is decoding CVC words accurately. Is reading at a word level using correct consonant and vowel sounds.	Is in the beginning stages of segmenting and blending sounds.
RI.K.2 With prompting and support, identifies the main topic and retells key details in a text	With prompting and support, identifies the main topic and key details in an informational text	With prompting and support, identifies the main topic and some details from an informational text	With prompting and support, identifies the main topic and one detail from an informational text	With prompting and support, identifies the topic of an informational text
RL.K.2 With prompting and support, retells familiar stories including key details	With prompting and support, retells familiar stories including key details	With prompting and support, retells familiar stories including some of the key details	With prompting and support, provides a partial retell of familiar stories including one key details	With prompting and support, can provide some details from the story
W.K.1-3 Uses a combination of drawing, dictating, and writing to compose narrative, informative and opinion pieces of writing	Student consistently plans and uses a combination of drawing, dictating, and writing to compose opinion, informative/explanatory and narrative types of writing independently	Student inconsistently plans and uses a combination of drawing, dictating, and writing to compose opinion, informative/explanatory and narrative types of writing	Student is developing towards planning and using a combination of drawing, dictating, and writing to compose opinion, informative/explanatory and narrative types of writing	Beginning to plan and use a combination of drawing, dictating, and writing to compose opinion, informative/explanatory and narrative types of writing with support
L.K.2 Demonstrates command of the conventions of standard English when writing	Independently demonstrates command of the conventions of standard English capitalization, punctuation, and spelling when writing in all four areas <ol style="list-style-type: none"> Capitalize the first word in a sentence and the pronoun I. Recognize and name 	Independently demonstrates command of the conventions of standard English capitalization, punctuation, and spelling when writing in three of the four areas <ol style="list-style-type: none"> Capitalize the first word in a sentence and the pronoun I. Recognize and name 	Independently demonstrates command of the conventions of standard English capitalization, punctuation, and spelling when writing in two of the four areas <ol style="list-style-type: none"> Capitalize the first word in a sentence and the pronoun I. Recognize and name 	With support, demonstrates the conventions of standard English capitalization, punctuation, and spelling when writing in most of the four areas <ol style="list-style-type: none"> Capitalize the first word in a sentence and the pronoun I. Recognize and name end punctuation.

	<p>end punctuation. c. Write a letter or letters for most consonant and short-vowel sounds (phonemes). d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.</p>	<p>end punctuation. c. Write a letter or letters for most consonant and short-vowel sounds (phonemes). d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.</p>	<p>end punctuation. c. Write a letter or letters for most consonant and short-vowel sounds (phonemes). d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.</p>	<p>c. Write a letter or letters for most consonant and short-vowel sounds (phonemes). d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.</p>
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