

Kindergarten Report Card

| ELA | | Q1 | Q2 | Q3 | Q4 |
|---|--|---|----|--|----|
| Reading Foundational Skills | | | | | |
| K.RF.1f- Recognize and name all lowercase letters of the alphabet. | | | | | |
| K.RF.1f- Recognize and name all uppercase letters of the alphabet. | | | | | |
| K.RF.2c- Blend spoken phonemes to form one-syllable words. | | | | | |
| K.RF.2d- Isolate and pronounce the initial, medial vowel (long and short vowels), and final sounds (phonemes) in three-phoneme words. | | | | | |
| K.RF.3a- Demonstrate basic knowledge of one-to-one letter-sound correspondence by producing the primary or most frequent sound(s) for each consonant and the five major vowels. | | | | | |
| K.RF.3b- Decode regularly spelled closed-syllable words. | | | | | |
| K.RF.3c- Read 50 common high-frequency words by sight from a research-based word list. | | | | | |
| K.RF.4- Read emergent-reader texts with purpose and understanding. | | | | | |
| Reading Literature and Informational Text | | | | | |
| K.RL.3- With prompting and support, identify characters, settings, and major events in a story. | | | | | |
| K.RI.2- With prompting and support, identify the main topic, and retell key details of a text. | | | | | |
| Writing | | | | | |
| K.WF1b- Write lowercase manuscript letters, with reference to a model. | | | | | |
| K.WF1b- Write uppercase manuscript letters, with reference to a model. | | | | | |
| K.WF.3c- Spell VC and CVC words with short vowel sounds | | | | | |
| K.L.2a,b- Capitalize the first word in a sentence and the pronoun I. Recognize and name end punctuation | | | | | |
| K.W.4- With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. | | | | | |
| <input type="checkbox"/> Mastery Expected | | 1 MP-Minimally Proficient <i>(needs guidance and support)</i> 2 PP-Partially Proficient <i>(working toward grade level with support)</i> | | 3 P-Proficient <i>(Mastery of Standard)</i> 4 HP-Highly Proficient <i>(self-directed, advanced)</i> | |

| | | |
|---------------------------------------|--|--|
| <input type="checkbox"/> Not Assessed | | |
|---------------------------------------|--|--|

Kindergarten Report Card Rubrics

K.RF.1f- Recognize and name all **lowercase** letters of the alphabet.

****Quarterly expectations are based on letters taught in Foundations.****

| | Quarter 1 | Quarter 2 | Quarter 3 | Quarter 4 |
|-------------------------------------|---------------------------|---------------------------|---------------------------|---------------------------|
| 4 Highly Proficient | | | | |
| 3 Proficient | 13 - 26 lowercase letters | 22 - 26 lowercase letters | 26 lowercase letters | 26 lowercase letters |
| 2 Partially Proficient | 7 - 12 lowercase letters | 16 - 21 lowercase letters | 22 - 25 lowercase letters | 22 - 25 lowercase letters |
| 1 Minimally Proficient | 0 - 6 lowercase letters | 0 - 15 lowercase letters | 0 - 21 lowercase letters | 0 - 21 lowercase letters |

Assessment: Link to Kinder Letter Recognition and Sounds Assessment and Student Data Sheet (SDS)

Quarter 1 - Pre- assess students within the first few weeks of school and perform progress monitoring at the end of the quarter to help target and guide instruction. As part of the Q1 Conference, discuss each student's progress with letter recognition and sounds. Provide suggestions of what families can do at home to support these skills.

Quarters 2, 3, and 4- Continue to progress monitor students as necessary to include observations during Foundations lessons. Look for opportunities to work with small groups to provide targeted instruction.

If students are struggling to learn letters, it may be a phonemic awareness deficit. If they can't hear individual sounds in a word, it prevents students from identifying the letter that represents a phoneme (smallest unit of sound). See your site Dyslexia Training Designee (DTD) for additional support.

K.RF.1f- Recognize and name all **uppercase** letters of the alphabet.

****Quarterly expectations are based on letters taught in Foundations.****

| | Quarter 1 | Quarter 2 | Quarter 3 | Quarter 4 |
|-------------------------------------|-----------|--------------------------|-------------------------|-------------------------|
| 4 Highly Proficient | | | | |
| 3 Proficient | | 15 -26 uppercase letters | 22-26 uppercase letters | 26 uppercase letters |
| 2 Partially Proficient | | 9 - 14 uppercase letters | 16-21 uppercase letters | 22-25 uppercase letters |
| 1 Minimally Proficient | | 0 - 8 uppercase letters | 0-15 uppercase letters | 0-21 uppercase letters |

Assessment: Link to Kinder Letter Recognition and Sounds Assessment and Student Data Sheet (SDS)

Quarter 1 - Pre- assess students within the first few weeks of school and perform progress monitoring at the end of the quarter to help target and guide instruction. As part of the Q1 Conference, discuss each student's progress with letter recognition and sounds. Provide suggestions of what families can do at home to support these skills. Foundations begins to teach upper case in Unit 2 - Week 13.

Quarters 2, 3, and 4- Continue to progress monitor students as necessary to include observations during Foundations lessons. Look for opportunities to work with small groups to provide targeted instruction.

If students are struggling to learn letters, it may be a phonemic awareness deficit. If they can't hear individual sounds in a word, it prevents students from identifying the letter that represents a phoneme (smallest unit of sound). See your site Dyslexia Training Designee (DTD) for additional support.

| K.RF.2c Blend spoken phonemes to form one-syllable words. | | | | |
|--|-----------|-----------|---|--|
| | Quarter 1 | Quarter 2 | Quarter 3 | Quarter 4 |
| 4 | | | Independently and consistently blends 14-15 words | Independently and consistently blends all 15 words |
| 3 | | | Independently and consistently blends 10-13 words | Independently and consistently blends 10-14 words |
| 2 | | | Ability to blend 5-9 words | Ability to blend 5-9 words |
| 1 | | | Ability to blend 0-4 words | Ability to blend 0-4 words |
| <p>Quarter 1 and 2 - HMH, Heggerty, or Tools4Learning phonological awareness activities promote foundational skills with words, syllables, onset and rime so students learn to segment and blend the smallest units of sounds - individual phonemes.</p> <p>Quarters 3 and 4- Assess students using the words/sounds on the Student Data Sheet.</p> <p>If students continue to struggle blending and/or segmenting phonemes after explicit instruction and practice, they may have a phonemic awareness deficit. See your site Dyslexia Training Designee (DTD) for additional support.</p> | | | | |

| K.RF.2d Isolate and pronounce the initial, medial vowel (long and short vowels), and final sounds (phonemes) in three-phoneme words. | | | | |
|---|-----------|-----------|---|--|
| | Quarter 1 | Quarter 2 | Quarter 3 | Quarter 4 |
| 4 | | | Independently and consistently segments 14-15 words | Independently and consistently segments all 15 words |
| 3 | | | Independently and consistently segments 10-13 words f | Independently and consistently segments 10-14 words |
| 2 | | | Ability to segment 5-9 words | Ability to segment 5-9 words |
| 1 | | | Segments 0-4 words | Segments 0-4 words |
| <p>Quarter 1 and 2 - HMH, Heggerty, and Tools4Learning phonological awareness activities promote foundational skills with words, syllables, onset and rime so students learn to segment and blend the smallest units of sounds - individual phonemes.</p> <p>Quarters 3 and 4- Assess students using the words/sounds on the Student Data Sheet.</p> <p>If students continue to struggle blending and/or segmenting phonemes after explicit instruction and practice, they may have a phonemic awareness deficit. See your site Dyslexia Training Designee (DTD) for additional support.</p> | | | | |

K.RF.3a- Demonstrate basic knowledge of one-to-one letter-sound correspondence by producing the primary or most frequent sound(s) for each consonant and the five major vowels.

| | Quarter 1 | Quarter 2 | Quarter 3 | Quarter 4 |
|----------------------------------|-----------------------|-----------------------|---|---|
| 4 Highly Proficient | | | 26 letter sounds and 5 digraphs (wh, th, sh, ch and ck) | 26 letter sounds and 5 digraphs (wh, th, sh, ch and ck) |
| 3 Proficient | 13 - 26 letter sounds | 22 - 26 letter sounds | 26 letter sounds | 26 letter sounds |
| 2 Partially Proficient | 7 - 12 letter sounds | 16 - 21 letter sounds | 22 - 25 letter sounds | 22 - 25 letter sounds |
| 1 Minimally Proficient | 0 - 6 letter sounds | 0 - 15 letter sounds | 0 - 21 letter sounds | 0 - 21 letter sounds |

Assessment: Link to Kinder Letter Recognition and Sounds Assessment and Individual Student Data Sheet (SDS)

Quarter 1 - Pre- assess students within the first few weeks of school and perform progress monitoring at the end of the quarter to help target and guide instruction. As part of the Q1 conference, discuss each student's progress with letter recognition and sounds. Provide suggestions of what families can do at home to support these skills.

Quarters 2, 3, and 4- Continue to progress monitor students as necessary to include observations during Foundations lessons. Look for opportunities to work with small groups to provide targeted instruction.

If students are struggling to learn letters, it may be a phonemic awareness deficit. If they can't hear individual sounds in a word, it prevents students from identifying the letter that represents a phoneme (smallest unit of sound). See your site Dyslexia Training Designee (DTD) for additional support.

| K.RF.3b- Decode regularly spelled closed-syllable words. | | | | |
|---|-----------|-----------|---|---|
| | Quarter 1 | Quarter 2 | Quarter 3 | Quarter 4 |
| 4 Highly Proficient | | | Fluently reads 12-15 words. | Fluently reads 15- 18 words. |
| 3 Proficient | | | Accurately blends and decodes or fluently reads 9-11 words. | Accurately blends and decodes or fluently reads 10-14 words |
| 2 Partially Proficient | | | Accurately blends and decodes 5-8 words. | Accurately blends and decodes 6-9 words. |
| 1 Minimally Proficient | | | Accurately blends and decodes 0-4 words | Accurately blends and decodes 0-5 words |

Assessment:

Quarter 3 - Foundations Unit 3 and 4 resources were combined to create the Q3 Decoding Assessment. The list contains CVC words, some include digraphs.

Quarter 4 - Resources from Foundations Units 4 and 5 and HMH were combined to create the Q4 Decoding Assessment. The list contains CVC words (some include digraphs) as well as CCVC and CVCC words for highly proficient students.

If students are struggling to learn letters and sounds, it may be a phonemic awareness deficit. If they can't hear individual sounds in a word, it prevents students from identifying the letter that represents a phoneme (smallest unit of sound). Contact your site Dyslexia Training Designee (DTD) for additional support.

| K.RF.3c- Read 50 common high-frequency words by sight from a research-based word list. | | | | |
|--|-----------|--|--|---|
| | Quarter 1 | Quarter 2 | Quarter 3 | Quarter 4 |
| 4 Highly Proficient | | Reads 30 or more common high frequency words by sight. | Reads 50 or more common high frequency words by sight. | Reads more than 60 high frequency words by sight. |
| 3 Proficient | | Reads 15 - 29 common high frequency words by sight. | Reads 30 - 49 common high frequency words by sight. | Reads 50 - 60 common high frequency words by sight. |
| 2 Partially Proficient | | Reads 10 - 14 common high frequency words by sight. | Reads 15 - 29 common high frequency words by sight. | Reads 30 - 49 common high frequency words by sight. |
| 1 Minimally Proficient | | Reads 0 - 9 common high frequency words by sight. | Reads 0 - 14 common high frequency words by sight. | Reads 0 - 29 common high frequency words by sight. |
| Assessment: Use district provided HFW 1-50 word list and tracker to assess students. Use bonus list word list and tracker for students who may qualify as highly proficient in the area of HFW. | | | | |

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

| | Quarter 1 | Quarter 2 | Quarter 3 | Quarter 4 |
|----------------------------------|-----------|-----------|--|---|
| 4 Highly Proficient | | | Reads Q4 and Independent DRA 4/HMH D complexity text with 90-100% accuracy and identifies at least 2 details indicating understanding. | Independent DRA 6/HMH E or higher complexity text with 90% accuracy or higher and identifies details to indicate understanding. |
| 3 Proficient | | | Reads Q3 decodable passage with 90-100% accuracy and identifies 2 or more details indicating understanding. | Reads Q4 decodable text with 94-100% accuracy and identifies at least 2 details indicating understanding. |
| 2 Partially Proficient | | | Reads Q3 decodable passage with 75-89% accuracy. | Reads Q4 passage with 75-93% accuracy. |
| 1 Minimally Proficient | | | Reads Q3 decodable passage with 74% or less accuracy. | Reads Q4 passage with 74% or less accuracy. |

Assessment: Passage sheets are located in the Assessment folder.

Decodables: See K.RF.4 assessment packet for details. For English Learners (EL), give extra time for the student to answer questions. If the student decodes accurately but doesn't demonstrate understanding, consider allowing a 2nd read of the text in case decoding "effort" is interfering with translation tasks.

| K.RL.3- With prompting and support, identify characters, settings, and major events in a story. | | | | |
|---|-----------|-----------|--|---|
| | Quarter 1 | Quarter 2 | Quarter 3 | Quarter 4 |
| 4 Highly Proficient | | | Independently identifies characters, settings and major events in the story. | Independently identifies characters, settings, major events, and how a character responds to a major event. |
| 3 Proficient | | | With minimal prompting and support, identifies characters, setting or a major event. | With minimal prompting and support, identifies characters, settings, and major events in a story |
| 2 Partially Proficient | | | With prompting and support, identifies characters and setting of a story. | With prompting and support, identifies characters, setting or a major event. |
| 1 Minimally Proficient | | | With frequent prompting and support, identifies characters or setting of a story. | With frequent prompting and support, identifies characters and setting of a story. |
| Assessment: Class discussion about HMH informational text and HMH activities in workbooks. | | | | |

| K.RI.2- With prompting and support, identify the main topic, and retell key details of a text. | | | | |
|--|-----------|-----------|---|---|
| | Quarter 1 | Quarter 2 | Quarter 3 | Quarter 4 |
| 4 Highly Proficient | | | Independently identifies the main topic, and retells key details of a text. | Independently identifies and explains the main topic of a text and the focus of a specific paragraph. |
| 3 Proficient | | | With minimal prompting and support, identifies the main topic, and retells some key details of a text. | With minimal prompting and support, identifies the main topic, and retells key details of a text. |
| 2 Partially Proficient | | | With prompting and support, retells some key details of a text. | With prompting and support, identifies the main topic, and retells some key details of a text. |
| 1 | | | With frequent prompting and support, retells a key detail of a text. | With frequent prompting and support, retells some key details of a text. |

| | | | | |
|---|--|--|--|--|
| Minimally Proficient | | | | |
| Assessment: Class discussion about HMH informational text. | | | | |

| K.WF.1b- Write lowercase manuscript letters, with reference to a model. | | | | |
|--|--|--|--|--|
| | Quarter 1 | Quarter 2 | Quarter 3 | Quarter 4 |
| 4 Highly Proficient | 26 lowercase letters are formed correctly without a model. | 26 lowercase letters are formed correctly without a model. | 26 lowercase letters are formed correctly without a model. | 26 lowercase letters are formed correctly without a model. |
| 3 Proficient | 13 - 26 lowercase letters are recognizable and mostly formed correctly with a model. | 22 - 26 lowercase letters are recognizable and mostly formed correctly with a model. | 26 lowercase letters are recognizable and formed correctly with a model. | 26 lowercase letters are recognizable and formed correctly with a model. |
| 2 Partially Proficient | 7 - 12 lowercase letters are mostly recognizable, not all have correct formation. | 16 - 21 lowercase letters are mostly recognizable, not all have correct formation. | 22 - 25 lowercase letters are mostly recognizable, not all have correct formation. | 22 - 25 lowercase letters are mostly recognizable, not all have correct formation. |
| 1 Minimally Proficient | Lowercase letters are inconsistent or unrecognizable, unable to write letters. | Lowercase letters are inconsistent or unrecognizable, unable to write letters. | Lowercase letters are inconsistent or unrecognizable, unable to write letters. | Lowercase letters are inconsistent or unrecognizable, unable to write letters. |

| K.WF1.b- Write uppercase manuscript letters, with reference to a model. (Uppercase letters are taught after lowercase letters in Foundations.) | | | | |
|---|-----------|--|--|--|
| | Quarter 1 | Quarter 2 | Quarter 3 | Quarter 4 |
| 4 Highly Proficient | | 26 uppercase letters are formed correctly without a model. | 26 uppercase letters are formed correctly without a model. | 26 uppercase letters are formed correctly without a model. |
| 3 Proficient | | 15 -26 uppercase letters are recognizable and mostly formed correctly with a model | 22-26 uppercase letters are recognizable and mostly formed correctly with a model. | 26 uppercase letters are recognizable and formed correctly with a model. |
| 2 Partially Proficient | | 9 - 14 uppercase letters are mostly recognizable, not all have correct formation. | 16-21 uppercase letters are mostly recognizable, not all have correct formation. | 22-25 uppercase letters are mostly recognizable, not all have correct formation. |
| 1 Minimally Proficient | | Uppercase letters are inconsistent or unrecognizable, unable to write letters. | Uppercase letters are inconsistent or unrecognizable, unable to write letters. | Uppercase letters are inconsistent or unrecognizable, unable to write letters. |

K.WF.1b- Write lowercase manuscript letters, with reference to a model.

| | Quarter 1 | Quarter 2 | Quarter 3 | Quarter 4 |
|---|-----------|-----------|-----------|-----------|
| <p>Assessment: Link to formation page with reference to a model Letter formation requires explicit instruction and careful observation.</p> <p>*As soon as Foundations letter formation instruction begins, monitor students closely and identify which students naturally start from the correct starting points and which ones do not. The students who require the most direct instruction should be closely guided and monitored during letter expectations that they will form letters correctly whenever they write. Investing time early in the year will promote letter formation fluency.</p> | | | | |

K.WF.3c- Spell VC and CVC words with short vowel sounds.

| | Quarter 1 | Quarter 2 | Quarter 3 | Quarter 4 |
|---------------------------|-----------|-----------|---|--|
| 4 Highly Proficient | | | Spells 7+ CVC words, including some with digraphs or blends | Spells 10+ CVC words with digraphs, and blends |
| 3 Proficient | | | Spells 4 - 6 CVC words | Spells 7 - 9 CVC words, including some with digraphs |
| 2 Partially Proficient | | | Spells 2 - 3 CVC words | Spells 4 - 6 CVC words |
| 1 Minimally Proficient | | | Spells 0 - 1 CVC words | Spells 0 - 3 CVC words |

Assessment: See list in Assessment Folder or on **Student Data Sheet**

Quarter 3 - Foundations Unit 3 test on page 296 and the recording form. Additional words are provided on page 297 (current unit words).

Quarter 4 - Foundations Unit 4 test on page 342 and the recording form. Foundations Unit 5 test on page 407 and the recording form. Additional words are provided on page 408-409 (current unit words).

K.L.2a - Capitalize the first word in a sentence and the pronoun I

K.L.2b - Recognize and name end punctuation

| | Quarter 1 | Quarter 2 | Quarter 3 | Quarter 4 |
|--|-----------|-----------|--|---|
| 4 Highly Proficient | | | Consistently capitalizes the first word in a sentence and the pronoun I and includes punctuation at the end of a sentence. | Consistently capitalizes the first word in a sentence and the pronoun I and includes punctuation at the end of a sentence. |
| 3 Proficient | | | Often capitalizes the first word in a sentence and the pronoun I. Often recognizes and names punctuation. | Capitalizes the first word in a sentence and the pronoun I. Recognizes and names punctuation. |
| 2 Partially Proficient | | | With help and support, often capitalizes the first word in a sentence and the pronoun I. Sometimes recognizes and names punctuation. | Often capitalizes the first word in a sentence and the pronoun I. Often recognizes and names punctuation. |
| 1 Minimally Proficient | | | Does not or rarely capitalizes the first word in a sentence and the pronoun I. Does not or rarely recognizes and names punctuation. | With help and support sometimes capitalizes the first word in a sentence and the pronoun I. Sometimes recognizes and names punctuation. |
| Assessment: Encourage, practice, and monitor throughout the year and specifically during dictations taught in Foundations Unit 5. | | | | |

K.W.4 - With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.

| | Quarter 1 | Quarter 2 | Quarter 3 | Quarter 4 |
|----------------------------------|-----------|--|--|--|
| 4 Highly Proficient | | Independently draws a recognizable picture and writes a sentence that tells about the picture. | Independently write two or more sentences on the topic of choice that is generally written correctly. | Independently writes two or more sentences on the topic of choice that is generally written correctly. |
| 3 Proficient | | With minimal guidance and support, draws a recognizable picture and uses early invented spelling to begin to form words that tell about the picture. | With minimal guidance and support, draws a recognizable picture and writes a sentence that tells about the picture. | With minimal guidance and support from adults, write two or more sentences on the topic of choice that is generally written correctly. |
| 2 Partially Proficient | | With guidance and support, draws a recognizable picture and uses letter strings that tell about the picture. | With guidance and support, draws a recognizable picture and writes some words or dictates a sentence that tells about the picture. | With guidance and support, draws a recognizable picture and writes a sentence or part of a sentence about the picture. May include a few errors. |
| 1 Minimally Proficient | | Makes scribbles or marks when attempting to draw or write. | With frequent guidance and support, attempts to draw a picture and attempts to write or dictate a sentence, but may be unrecognizable or incomplete. | With frequent guidance and support, draws a picture and attempts to write a sentence or string of letters, but both are incomplete. |

Assessment: Teachers should introduce students to all three writing genres (opinion, narrative or informative). Use HMH writing rubrics to reference progress. Use Foundations student writing journal entry or separate Foundations lined writing paper for assessment. [HMH Rubrics](#) - Must be signed into HMH to access. Writing paper is also located in the report card assessment folder on SharePoint.