

Kindergarten Reading Rubric for Meets Grade Level Expectations

Standard	December	March	June
Maintains interest and stamina during reading	M: Student maintains interest and stamina for 10-15 minutes during reading workshop (can include independent reading practice and partner reading).	M: Student maintains interest and stamina for 15-20 minutes during reading workshop (can include independent reading practice and partner reading).	M: Student maintains interest and stamina for 20-30 minutes during reading workshop (can include independent reading practice and partner reading).
	P: Student maintains interest and stamina for 5-10 minutes during reading workshop (can include independent reading practice and partner reading).	P: Student maintains interest and stamina for 10-15 minutes during reading workshop (can include independent reading practice and partner reading).	P: Student maintains interest and stamina for 15-20 minutes during reading workshop (can include independent reading practice and partner reading).
Demonstrates concepts of print within a text	M: Student follows words from left to right, page to page, and correctly demonstrates 1:1 match across one line of text.	M: Student follows words from left to right, page to page, and correctly demonstrates 1:1 match across one line of text.	M: Student follows words from left to right, page to page, top to bottom and correctly demonstrates 1:1 match across multiple lines of text.
	P: Inconsistent use of directionality and 1:1 match across one line of text.	P: Inconsistent use of directionality and 1:1 match across one line of text.	P: Inconsistent use of directionality and 1:1 match across multiple lines of text.
Recognizes and produces rhyming words	M: Student recognizes and produces rhymes most of the time.	M: Student recognizes and produces rhymes most of the time.	M: Student recognizes and produces rhymes most of the time.
	P: Student recognizes and produces rhymes some of the time.	P: Student recognizes and produces rhymes some of the time.	P: Student recognizes and produces rhymes some of the time.
Recognizes and names upper and lower case letters	M: Student demonstrates knowledge of a combination of 33-35 upper and lower case letters.	M: Student demonstrates knowledge of a combination of 40-42 upper and lower case letters.	M: Student demonstrates knowledge of a combination of 48-49 upper and lower case letters.
	P: Student demonstrates knowledge of a combination of 24-32 upper and lower case letters.	P: Student demonstrates knowledge of a combination of 35-39 upper and lower case letters.	P: Student demonstrates knowledge of a combination of 45-47 upper and lower case letters.
Knows and generates letter sounds	M: Student demonstrates knowledge of 12-15 letter sounds.	M: Student demonstrates knowledge of 16-18 letter sounds.	M: Student demonstrates knowledge of 19-21 letter sounds.
	P: Student demonstrates knowledge of 10-11 letter sounds.	P: Student demonstrates knowledge of 12-15 letter sounds.	P: Student demonstrates knowledge of 16-18 letter sounds.
Reads common high frequency words	M: Student reads 6 high frequency words from the Kindergarten word work curriculum while reading texts.	M: Student reads 15 high frequency words from the Kindergarten word work curriculum while reading texts.	M: Student reads 25 high frequency words from the Kindergarten word work curriculum while reading texts.
	P: Student reads 3-5 high frequency words from the Kindergarten word work curriculum while reading texts.	P: Student reads 6-14 high frequency words from the Kindergarten word work curriculum while reading texts.	P: Student reads 15-24 high frequency words from the Kindergarten word work curriculum while reading texts.
Uses multiple strategies to problem solve new words	M: With prompting and support, student begins to use meaning, syntax or visual cues (ex. follows pattern, uses picture etc.).	M: With prompting and support, student begins to use meaning, syntax or visual cues (ex. follows pattern, uses picture etc.).	M: With prompting and support, student begins to use more than one cueing system (meaning, syntax or visual cues).
	P: With frequent prompting and support, student begins to use meaning, syntax or visual cues (ex. follows pattern, uses picture etc.).	P: With frequent prompting and support, student begins to use meaning, syntax or visual cues (ex. follows pattern, uses picture etc.).	P: With prompting and support, student uses only one cueing system (meaning, syntax or visual cues).

Uses story elements in oral retelling of text	M: With prompting and support, student retells familiar stories including some key details from the beginning, middle and end.	M: With prompting and support, student retells familiar stories including some key details and story elements.	M: With prompting and support, student retells familiar stories including most key details and story elements.
	P: With prompting and support, student retells familiar stories that may include non-relevant/limited details from the beginning, middle and end.	P: With prompting and support, student retells familiar stories including some key details from the beginning, middle and end.	P: With prompting and support, student retells familiar stories including some key details and story elements.
Reads and comprehends grade level text with purpose and understanding	M: Student reads and comprehends instructionally at Level B.	M: Student reads and comprehends instructionally at Level C.	M: Student reads and comprehends instructionally at Level D.
	P: Student reads and comprehends instructionally at Level A.	P: Student reads and comprehends instructionally at Level B.	P: Student reads and comprehends instructionally at Level C.

Kindergarten Writing Rubric for Meets Grade Level Expectations

Standard	December	March	June
Generates ideas and plans for writing	M: Student uses a combination of talking, sketching or writing to plan a piece of writing.	M: Student uses a combination of talking, sketching and writing to plan a piece of writing.	M: Student uses a combination of talking, sketching and writing to plan a piece of writing.
	P: With guidance and support, student uses a combination of talking, sketching or writing to plan a piece of writing.	P: With guidance and support, student uses a combination of talking, sketching and writing to plan a piece of writing.	P: With guidance and support, student uses a combination of talking, sketching and writing to plan a piece of writing.
Applies letter/sound relationships in writing	M: Student applies knowledge of letter/sound relationship by writing letter(s) for some consonant or short vowel sounds.	M: Student applies knowledge of letter/sound relationship by writing letter(s) for some consonant or short vowel sounds and spells some simple words phonetically in writing.	M: Student applies knowledge of letter/sound relationship by writing letter(s) for most consonant or short vowel sounds and spells some simple words phonetically in writing.
	P: With guidance and support, student applies knowledge of letter/sound relationship by writing letter(s) for some consonant or short vowel sounds.	P: With guidance and support, student applies knowledge of letter/sound relationship by writing letter(s) for some consonant or short vowel sounds and spells some simple words phonetically in writing.	P: Student applies knowledge of letter/sound relationship by writing letter(s) for some consonant or short vowel sounds and spells some simple words phonetically in writing.
Maintains interest and stamina during writing	M: Student maintains interest and stamina for 10-15 minutes during writing workshop (can include independent practice and partner work).	M: Student maintains interest and stamina for about 15-20 minutes during writing workshop (can include independent practice and partner work).	M: Student maintains interest and stamina for about 20-25 minutes during writing workshop (can include independent practice and partner work).
	P: Student maintains interest and stamina for 5-10 minutes during writing workshop (can include independent practice and partner work).	P: Student maintains interest and focus for 10-15 minutes during writing workshop (can include independent practice and partner work).	P: Student maintains interest and stamina for 15-20 minutes during writing workshop (can include independent practice and partner work).
Applies editing and revision strategies to written work	M: With guidance and support, student begins to add details to pictures and written work to strengthen writing. Student is beginning to use spaces between words and is able to reread own writing some of the time.	M: With guidance and support, student begins to add details to pictures and written work to strengthen writing. Student uses spaces between words and rereads own writing most of the time and capitalizes the pronoun I.	M: With guidance and support, student adds details to pictures and written work to strengthen writing. Student uses spaces between words, rereads own writing all of the time, begins to use proper capitalization and end punctuation.
	P: With guidance and support, student begins to add details to pictures or written work to strengthen writing and is beginning to use spaces between words and reread writing some of the time.	P: With guidance and support, student begins to add details to pictures or written work to strengthen writing. Student begins to use spaces between words in writing, rereads own writing some of the time and capitalizes the pronoun I.	P: With guidance and support, student begins to add details to pictures and written work to strengthen writing. Student uses spaces between words, rereads own writing most of the time and inconsistently uses proper capitalization and punctuation.
Spells common high frequency words correctly in writing	M: Student spells 5-6 HF words correctly in writing.	M: Student spells 8-9 HF words correctly in writing.	M: Student spells 12-15 HF words correctly in writing.
	P: Student spells 2-4 HF words correctly in writing samples.	P: Student spells 5-7 HF words correctly in writing samples.	P: Student spells 8-11 HF words correctly in writing samples.
Writes for many purposes in an organized way	M: Student receives a total Scaled Score of 2.5 on the Writing Rubric.	M: Student receives a total Scaled Score of 3.0 on the Writing Rubric.	M: Student receives a total Scaled Score of 3.0 on the Writing Rubric.
	P: Student receives a total Scaled Score of 2.0 on the Writing Rubric.	P: Student receives a total Scaled Score of 2.5 on the Writing Rubric.	P: Student receives a total Scaled Score of 2.5 on the Writing Rubric.

Grade One Reading Rubric for Meets Grade Level Expectations

Standard	December	March	June
Maintains interest and stamina during reading	M: Student maintains interest and stamina for 20-25 minutes during reading workshop (can include independent reading practice and partner reading).	M: Student maintains interest and stamina for 25-30 minutes during reading workshop (can include independent reading practice and partner reading).	M: Student maintains interest and stamina for 30-35 minutes during reading workshop (can include independent reading practice and partner reading).
	P: Student maintains interest and focus for 15-20 minutes during reading workshop (can include independent reading practice and partner reading).	P: Student maintains interest and stamina for 20-25 minutes during reading workshop (can include independent reading practice and partner reading).	P: Student maintains interest and stamina for 25-30 minutes during reading workshop (can include independent reading practice and partner reading).
Demonstrates fluent reading with phrasing and expression	M: Student reads in short phrases most of the time (primarily in two to three word phrases and some word-by-word reading) and has little use of expression and punctuation.	M: Student reads in longer word phrases (three or four word phrase groups) some of the time; some use of expression and heeds most punctuation.	M: Student reads in longer phrases (three or four word phrase groups) at times; uses some expression guided by author's meaning and punctuation.
	P: Student reads primarily word by word with some short phrases and little use of expression and punctuation.	P: Student reads in short phrases most of the time (primarily in two to three word phrases) and has little use of expression and punctuation.	P: Student reads in short phrases most of the time (primarily in two to three word phrases); some use of expression and heeds most punctuation.
Understands and applies knowledge of letters and sounds	M: Student demonstrates knowledge and usage of all individual letters and corresponding sounds and most consonant clusters (digraphs and blends) corresponding to the word work curriculum.	M: Student demonstrates knowledge and usage of all individual letters and corresponding sounds and most consonant clusters (digraphs and blends) corresponding to the word work curriculum.	M: Student demonstrates knowledge and usage of most consonant clusters (digraphs and blends) and most spelling patterns (ex. -ake) corresponding to the word work curriculum.
	P: Student demonstrates knowledge and usage of most individual letters and corresponding sounds and some consonant clusters (digraphs and blends) corresponding to the word work curriculum.	P: Student demonstrates knowledge and usage of most individual letters and corresponding sounds and some consonant clusters (digraphs and blends) corresponding to the word work curriculum.	P: Student demonstrates knowledge and usage of some consonant clusters (digraphs and blends) and some spelling patterns (ex. -ake) corresponding to the word work curriculum.
Reads common high frequency words	M: Student reads 20-25 high frequency words from the word work curriculum while reading texts.	M: Student reads 50 high frequency words from the word work curriculum while reading texts.	M: Student reads 100 high frequency words from the word work curriculum while reading texts.
	P: Student reads 15-19 high frequency words from the word work curriculum while reading texts.	P: Student reads 25-49 high frequency words from the word work curriculum while reading texts.	P: Student reads 75-99 high frequency words from the word work curriculum while reading texts.
Uses multiple strategies to problem solve when reading text	M: Student uses multiple strategies (meaning, syntax, and visual) consistently. Student has a self-correction ratio of 1:3 to 1:5.	M: Student uses multiple strategies (meaning, syntax, and visual) consistently. Student has a self-correction ratio of 1:2 to 1:4.	M: Student uses multiple strategies (meaning, syntax, and visual) consistently. Student has a self-correction ratio of 1:2 to 1:3.
	P: Student inconsistently uses meaning, syntax, and visual cues or employs only 1 or 2 of the 3 cueing systems. Student has a self-correction ratio of 1:6 or higher.	P: Student inconsistently uses meaning, syntax, and visual cues or employs only 1 or 2 of the 3 cueing systems. Student has a self-correction ratio of 1:5 or higher.	P: Student inconsistently uses meaning, syntax, and visual cues or employs only 1 or 2 of the 3 cueing systems. Student has a self-correction ratio of 1:3 or higher.
Reads and comprehends grade level text	M: Student reads and comprehends instructionally at Level F.	M: Student reads and comprehends instructionally at Level H.	M: Student reads and comprehends instructionally at Level J.
	P: Student reads and comprehends instructionally at Level E.	P: Student reads and comprehends instructionally at Level G.	P: Student reads and comprehends instructionally at Level I.

Grade One Writing Rubric for Meets Grade Level Expectations

Standard	December	March	June
Generates ideas and plans for writing	M: With minimal guidance and support, student generates ideas and considers purpose and audience.	M: With minimal guidance and support, student generates ideas and considers purpose and audience.	M: Student generates ideas and considers purpose and audience.
	P: With frequent guidance and support, student generates ideas and considers purpose and audience.	P: With frequent guidance and support, student generates ideas and considers purpose and audience.	P: With minimal guidance and support, student generates ideas and considers purpose and audience.
Maintains interest and stamina during writing	M: Student maintains interest and stamina for 20-25 minutes during writing workshop (can include independent practice and partner work).	M: Student maintains interest and stamina for 25-30 minutes during writing workshop (can include independent practice and partner work).	M: Student maintains interest and stamina for 30-35 minutes during writing workshop (can include independent practice and partner work).
	P: Student maintains interest and stamina for 15-20 minutes during writing workshop (can include independent practice and partner work).	P: Student maintains interest and stamina for 20-25 minutes during writing workshop (can include independent practice and partner work).	P: Student maintains interest and stamina for 25-30 minutes during writing workshop (can include independent practice and partner work).
Applies revision and editing skills to written work	M: With guidance and support, student begins to add on or delete story/writing ideas to strengthen writing. Student shows evidence of rereading to edit and begins to fix spelling, spacing and mechanics (has sentences with beginning capitalization and ending punctuation).	M: With guidance and support, student adds on or deletes story/writing ideas to strengthen writing. Student shows evidence of rereading to edit and fixes some spelling, spacing and mechanics (has sentences with beginning capitalization and ending punctuation).	M: With guidance and support, student adds on or deletes story/writing ideas to strengthen writing. Student shows evidence of rereading to edit and fixes most spelling, spacing and mechanics (has sentences with beginning capitalization and ending punctuation).
	P: With frequent guidance and support, student begins to add on or delete story/writing ideas to strengthen writing. With guidance and support, student shows evidence of rereading to edit and begins to fix spelling, spacing and mechanics (has sentences with beginning capitalization and ending punctuation).	P: With frequent guidance and support, student adds on or deletes story/writing ideas to strengthen writing. Student shows evidence of rereading to edit and begins to fix spelling, spacing and mechanics (has sentences with beginning capitalization and ending punctuation).	P: With frequent guidance and support, student adds on or deletes story/writing ideas to strengthen writing. Student shows evidence of rereading to edit and fixes some spelling, spacing and mechanics (has sentences have beginning capitalization and ending punctuation).
Applies spelling patterns and spells common high frequency words correctly to written work	M: Student applies knowledge of spelling patterns when writing. Student spells 15-25 HF words correctly in writing samples.	M: Student applies knowledge of spelling patterns when writing. Student spells 25-50 HF words correctly in writing samples.	M: Student applies knowledge of spelling patterns when writing. Student spells 50+ HF words correctly in writing samples.
	P: Student inconsistently applies knowledge of spelling patterns when writing. Student spells 10-14 HF words correctly in writing samples.	P: Student inconsistently applies knowledge of spelling patterns when writing. Student spells 15-24 HF words correctly in writing samples.	P: Student inconsistently applies knowledge of spelling patterns when writing. Student spells 35-49 HF words correctly in writing samples.
Writes for many purposes in an organized way	M: Student receives a total Scaled Score of 2.5 on the Writing Rubric.	M: Student receives a total Scaled Score of 3.0 on the Writing Rubric.	M: Student receives a total Scaled Score of 3.0 on the Writing Rubric.
	P: Student receives a total Scaled Score of 2.0 on the Writing Rubric.	P: Student receives a total Scaled Score of 2.5 on the Writing Rubric.	P: Student receives a total Scaled Score of 2.5 on the Writing Rubric.

Grade Two Reading Rubric for Meets Grade Level Expectations

Standard	December	March	June
Maintains interest and stamina during reading	M: Student maintains interest and stamina for 25-30 minutes during reading workshop (can include independent reading practice and partner reading).	M: Student maintains interest and stamina for 30-35 minutes during reading workshop (can include independent reading practice and partner reading).	M: Student maintains interest and stamina for 35-40 minutes during reading workshop (can include independent reading practice and partner reading).
	P: Student maintains interest and stamina for 20-25 minutes during reading workshop (can include independent reading practice and partner reading).	P: Student maintains interest and stamina for 25-30 minutes during reading workshop (can include independent reading practice and partner reading).	P: Student maintains interest and stamina for 30-35 minutes during reading workshop (can include independent reading practice and partner reading).
Demonstrates fluent reading with phrasing and expression	M: Student reads in longer phrases (three or four word phrase groups) at times; uses some expression guided by author's meaning and punctuation.	M: Student reads in longer phrases (three or four word phrase groups) at times; uses some expression guided by author's meaning and punctuation.	M: Student reads in longer phrases (three or four word phrase groups) most of time; uses expression guided by author's meaning and punctuation.
	P: Student reads in longer phrases at times (primarily in three or four word phrases and some word-by-word reading) and has little use of expression and punctuation.	P: Student reads in longer phrases at times (primarily in three or four word phrases and some word-by-word reading) and has little use of expression and punctuation.	P: Student reads in longer phrases (three or four word phrase groups) at times; uses some expression guided by author's meaning and punctuation.
Uses multiple strategies to problem solve when reading text	M: Student uses multiple strategies (meaning, syntax, and visual) consistently. Student has a self-correction ratio of 1:2 to 1:3.	M: Student uses multiple strategies (meaning, syntax, and visual) consistently. Student has a self-correction ratio of 1:2 to 1:3.	M: Student uses multiple strategies (meaning, syntax, and visual) consistently. Student has a self-correction ratio of 1:2 to 1:3.
	P: Student inconsistently uses meaning, syntax, and visual cues. Student has a self-correction ratio higher than 1:3.	P: Student inconsistently uses meaning, syntax, and visual cues. Student has a self-correction ratio higher than 1:3.	P: Student inconsistently uses meaning, syntax, and visual cues. Student has a self-correction ratio higher than 1:3.
Uses text structures to understand and recount texts	M: With prompting and support, student uses text structures and features to understand and recount (retells or summarizes) texts.	M: With minimal prompting and support, student uses text structures and features to understand and recount (retells or summarizes) texts.	M: Student uses text structures and features to understand and recount (retells or summarizes) texts.
	P: With prompting and support, student inconsistently uses text structures and features to understand and recount (retells or summarizes) texts.	P: With prompting and support, student uses text structures and features to understand and recount (retells or summarizes) texts.	P: With minimal prompting and support, student uses text structures and features to understand and recount (retells or summarizes) texts.
Determines the central message/lesson or main idea in a text	M: With prompting and support, student identifies the central message/lesson (fiction) or main idea (informational) with supporting details.	M: With minimal prompting and support, student identifies the central message/lesson (fiction) or main idea (informational) with supporting details.	M: Student identifies the central message/lesson (fiction) or main idea (informational) with supporting details.
	P: With prompting and support, student inconsistently identifies the central message/lesson (fiction) or main idea (informational) with supporting details.	P: With prompting and support, student identifies the central message/lesson (fiction) or main idea (informational) with supporting details.	P: With minimal prompting and support, student identifies the central message/lesson (fiction) or main idea (informational) with supporting details.
Reads and comprehends grade level text	M: Student reads and comprehends instructionally at Level K.	M: Student reads and comprehends instructionally at Level L.	M: Student reads and comprehends instructionally at Level M.
	P: Student reads and comprehends instructionally at Level J.	P: Student reads and comprehends instructionally at Level K.	P: Student reads and comprehends instructionally at Level L.

Grade Two Writing Rubric for Meets Grade Level Expectations

Standard	December	March	June
Generates ideas and plans for writing	M: With guidance and support, student generates ideas and considers purpose and audience.	M: With minimal guidance and support, student generates ideas and considers purpose and audience.	M: Student generates ideas and considers purpose and audience.
	P: With frequent guidance and support, student generates ideas and considers purpose and audience.	P: With frequent guidance and support, student generates ideas and considers purpose and audience.	P: With minimal guidance and support, student generates ideas and considers purpose and audience.
Maintains interest and stamina during writing	M: Student maintains interest and stamina for 25-30 minutes during writing workshop.	M: Student maintains interest and stamina for 30-35 minutes during writing workshop.	M: Student maintains interest and stamina for 35-40 minutes during writing workshop.
	P: Student maintains interest and stamina for 20-25 minutes during writing workshop.	P: Student maintains interest and stamina for 25-30 minutes during writing workshop.	P: Student maintains interest and stamina for 30-35 minutes during writing workshop.
Applies revision and editing strategies to written work	M: With guidance and support, student adds on or deletes story/writing ideas to strengthen writing. Student shows evidence of rereading to edit and fix some spelling and mechanics (proper capitalization and punctuation).	M: With guidance and support, student adds on or deletes story/writing ideas to strengthen writing. Student shows evidence of rereading to edit and fix most spelling and mechanics (proper capitalization and punctuation).	M: Student adds on or deletes story/writing ideas to strengthen writing. Student shows evidence of rereading to edit and fix most spelling and mechanics (proper capitalization and punctuation).
	P: With frequent guidance and support, student adds on or deletes story/writing ideas to strengthen writing. With guidance and support, student shows evidence of rereading to edit and fix some spelling and mechanics (proper capitalization and punctuation).	P: With frequent guidance and support, student adds on or deletes story/writing ideas to strengthen writing. With guidance and support, student shows evidence of rereading to edit and fix most spelling and mechanics (proper capitalization and punctuation).	P: With guidance and support, student adds on or deletes story/writing ideas to strengthen writing. Student shows evidence of rereading to edit and fix some spelling and mechanics (proper capitalization and punctuation).
Applies spelling patterns and common high frequency words to written work	M: Student applies knowledge of spelling patterns when writing; student spells most of the HF words correctly in writing.	M: Student applies knowledge of spelling patterns when writing; student spells most of the HF words correctly in writing.	M: Student applies knowledge of spelling patterns when writing; student spells most of the HF words correctly in writing.
	P: Student applies knowledge of spelling patterns when writing; student spells some of the HF words correctly in writing.	P: Student applies knowledge of spelling patterns when writing; student spells some of the HF words correctly in writing.	P: Student applies knowledge of spelling patterns when writing; student spells some of the HF words correctly in writing.
Writes for many purposes in an organized way	M: Student receives a total Scaled Score of 2.5 on the Writing Rubric.	M: Student receives a total Scaled Score of 3.0 on the Writing Rubric.	M: Student receives a total Scaled Score of 3.0 on the Writing Rubric.
	P: Student receives a total Scaled Score of 2.0 on the Writing Rubric.	P: Student receives a total Scaled Score of 2.5 on the Writing Rubric.	P: Student receives a total Scaled Score of 2.5 on the Writing Rubric.