Primrose School Kindergarten Language Arts Report Card Rubric for Parents

This chart indicates what a child needs to achieve in order to receive a 3 on their report card.

Listens During Discussions Listens with focused attention for a limited period of time. Communicates Spoken Ideas Presents ideas with a few details and with prompts. Identifies Letters Identifies some lowercase letters. Identifies some letter sounds Knows Letter Sounds Reads at Appropriate Level Reads Grade Level Sight Words Writes using the Elements of A Specific Genre Applies Letter Sound Knowledge When Writing Listens with focused and sustained attention for a significant period of time. Presents ideas clearly with some supportive details. Identifies some letters. Identifies some letters. Identifies most capital & lowercase letters. Identifies most capital & lowercase letters. Identifies letters. Identifies letters. Identifies letters. Identifies letters. Reads and comprehends books with simple sentence patterns. Reads some sight words. Reads some sight words. Writes using the Elements of a specified genre (narrative). Begins to approximate conventional spelling. Uses beginning, ending and some middle sounds. Uses Conventions of Writing Listens with focused and sustained attention for a significant period of time. Presents ideas clearly with some supportive details. Identifies most capital & lowercase letters. Identifies heters. Presents ideas clearly with some supportive details. Identifies letters. Identifies letters. Presents ideas clearly with some supportive details. Identifies letters. Reads and comprehends books with simple sentence patterns and vocabulary. Reads some sight words. Writes using the elements of a specified genre (opinion). Developing a repertoire of frequently used words. Successful approximation of unknown words emerging. Regularly uses spacing, and lowercase letters. Regularly uses spacing to use	Report Card Indicator	<u>November</u>	<u>March</u>	<u>June</u>
Presents ideas with a few details and with prompts. Presents ideas clearly with some supportive details.	Listens During Discussions			
Presents ideas with a few details and with prompts. Identifies Letters		limited period of time.		_= _ =
With prompts. Supportive details. Supportive details.			1	
Identifies Letters	Communicates Spoken Ideas			•
Reads at Appropriate Level Begins to read books with simple sentence patterns.				
Knows Letter Sounds Knows Letter Sounds Knows letter sounds. Knows most consonant and some vowel sounds. Reads at Appropriate Level Begins to read books with simple sentence patterns. Reads and comprehends books with simple sentence patterns and vocabulary. Reads Grade Level Sight Words Reads some sight words. Reads most sight words. Writes using the elements of a specified genre (narrative). Begins to approximate conventional spelling. Uses beginning, ending and some middle sounds. Uses Conventions of Writing Wrows letter sounds. Reads and comprehends books with simple sentence patterns and vocabulary. Prites using the elements of a specified genre (opinion). Developing a repertoire of frequently used words. Successful approximation of unknown words emerging. Uses Conventions of Writing Reads and comprehends books with simple sentence patterns and vocabulary. Reads most sight words. Developing a repertoire of frequently used words. Successful approximation of unknown words emerging. Regularly uses spacing, and	Identifies Letters			Identifies letters.
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	Uses Conventions of Writing		Uses spacing and lowercase letters	
most of the time. Towercase letters. Beginning to use			most of the time.	lowercase letters. Beginning to use
capitalization and punctuation.				

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