

## Tuscaloosa County School System K-2 Report Card Rubric

### Kindergarten

**Proficient** – Independently meets standards

**Emerging** – Requires support from the teacher and some scaffolding is necessary. (SRIP students meeting their goals.)

**\*\*Students do not have to have a SRIP to be emerging. Scaffolding may be necessary for new standards being introduced and taught**

**Intensive** – Requires support. If a student has a SRIP in an area and they are not meeting their goal, they are considered intensive.

\*\*\*This rubric does not include prompting and support standards. It only includes what students should be able to do on grade level by the end of the school year.

Content Subarea	Proficient	Emerging	Intensive	Not Taught
<b>Oral Language</b>	<p>Students can independently</p> <p>2. Actively engage in teacher-led reading experiences and collaborative discussions with peers to build background knowledge needed to be successful as they learn to read and, later, read to learn.</p> <p>3. Actively participate in teacher-led choral and shared reading experiences.</p> <p><i>Examples: reciting nursery rhymes, songs, poems, stories</i></p>	<p>With strategic support, students can</p> <p>2. Actively engage in teacher-led reading experiences and collaborative discussions with peers to build background knowledge needed to be successful as they learn to read and, later, read to learn.</p> <p>3. Actively participate in teacher-led choral and shared reading experiences.</p> <p><i>Examples: reciting nursery rhymes, songs, poems, stories</i></p>	<p>With intensive support, students can</p> <p>2. actively engage in teacher-led reading experiences and collaborative discussions with peers to build background knowledge needed to be successful as they learn to read and, later, read to learn.</p> <p>3. Actively participate in teacher-led choral and shared reading experiences.</p> <p><i>Examples: reciting nursery rhymes, songs, poems, stories</i></p>	

	<p>6. Uses spatial and temporal concepts correctly.</p> <p><i>Examples: top/bottom, up/down, under/over, above/below, left/right, upside down/inside out, beginning/middle/end, first/next/last Note: This is important as children learn to match print to speech in order to read, and speech to print in order to write.</i></p> <p>7. Restate and follow one- and two-step directions.</p>	<p>6. Uses spatial and temporal concepts correctly.</p> <p><i>Examples: top/bottom, up/down, under/over, above/below, left/right, upside down/inside out, beginning/middle/end, first/next/last Note: This is important as children learn to match print to speech in order to read, and speech to print in order to write.</i></p> <p>7. Restate and follow one- and two-step directions.</p>	<p>6. Uses spatial and temporal concepts correctly.</p> <p><i>Examples: top/bottom, up/down, under/over, above/below, left/right, upside down/inside out, beginning/middle/end, first/next/last Note: This is important as children learn to match print to speech in order to read, and speech to print in order to write.</i></p> <p>7. Restate and follow one- and two-step directions.</p>	
<b>Concepts of Print</b>	<p>8. Demonstrate understanding of the organization and basic features of printed materials.</p> <p>a. Recognize and demonstrate that print conveys meaning.</p> <p><i>Examples: Share a favorite book with peers. Share a list of birthday gifts received.</i></p> <p>c. Track print, moving left to right and top to bottom on the printed page, returning to the beginning of the next line.</p>	<p>8. Demonstrate understanding of the organization and basic features of printed materials.</p> <p>a. Recognize and demonstrate that print conveys meaning.</p> <p><i>Examples: Share a favorite book with peers. Share a list of birthday gifts received.</i></p> <p>c. Track print, moving left to right and top to bottom on the printed page, returning to the beginning of the next line.</p>	<p>8. Demonstrate understanding of the organization and basic features of printed materials.</p> <p>a. Recognize and demonstrate that print conveys meaning.</p> <p><i>Examples: Share a favorite book with peers. Share a list of birthday gifts received.</i></p> <p>c. Track print, moving left to right and top to bottom on the printed page, returning to the beginning of the next line.</p>	

	<p>d. Identify the beginning and end of a sentence by locating the capital letter and end punctuation.</p> <p>e. Point to words using one-to-one correspondence, noting that words are separated by spaces.</p> <p>f. Distinguish letters from words within sentences.</p> <p>g. Compare and contrast letters based upon similarities and differences, including name, shape, sound, and approach strokes for writing.</p>	<p>d. Identify the beginning and end of a sentence by locating the capital letter and end punctuation.</p> <p>e. Point to words using one-to-one correspondence, noting that words are separated by spaces.</p> <p>f. Distinguish letters from words within sentences.</p> <p>g. Compare and contrast letters based upon similarities and differences, including name, shape, sound, and approach strokes for writing.</p>	<p>d. Identify the beginning and end of a sentence by locating the capital letter and end punctuation.</p> <p>e. Point to words using one-to-one correspondence, noting that words are separated by spaces.</p> <p>f. Distinguish letters from words within sentences.</p> <p>g. Compare and contrast letters based upon similarities and differences, including name, shape, sound, and approach strokes for writing.</p>	
<b>Phonological Awareness/Phonemic Awareness</b>	<p>9. Demonstrates early phonological awareness to basic phonemic awareness skills in spoken words.</p> <p>a. Count the number of words in a spoken sentence.</p> <p>b. Recognize alliterative spoken words.</p> <p>c. Recognize and produce pairs of rhyming words and distinguish them from non-</p>	<p>9. Demonstrates early phonological awareness to basic phonemic awareness skills in spoken words.</p> <p>a. Count the number of words in a spoken sentence.</p> <p>b. Recognize alliterative spoken words.</p> <p>c. Recognize and produce pairs of rhyming words and distinguish them from non-</p>	<p>9. Demonstrates early phonological awareness to basic phonemic awareness skills in spoken words.</p> <p>a. Count the number of words in a spoken sentence.</p> <p>b. Recognize alliterative spoken words.</p> <p>c. Recognize and produce pairs of rhyming words and distinguish them from non-</p>	

	<p>rhyming pairs using pictures and/or spoken words.</p> <p>d. Count, blend, and segment syllables in spoken words, including compound words.</p> <p>e. Blend and segment onsets and rimes of single-syllable spoken words.</p> <p>f. Identify the initial, final, and medial sounds of spoken words.</p> <p>g. Blend and segment phonemes in single-syllable spoken words made up of three to four phonemes.</p> <p>h. Distinguish between commonly confused cognate consonant sounds, using knowledge of voiced and unvoiced sounds and manner of articulation.</p> <p><i>Examples: /t/ and /d/, /p/ and /b/, /ch/ and /j/, /s/ and /z/, /f/ and /v/, /k/ and /g/, /sh/ and /zh/, /th/ (voiced and unvoiced)</i></p>	<p>rhyming pairs using pictures and/or spoken words.</p> <p>d. Count, blend, and segment syllables in spoken words, including compound words.</p> <p>e. Blend and segment onsets and rimes of single-syllable spoken words.</p> <p>f. Identify the initial, final, and medial sounds of spoken words.</p> <p>g. Blend and segment phonemes in single-syllable spoken words made up of three to four phonemes.</p> <p>h. Distinguish between commonly confused cognate consonant sounds, using knowledge of voiced and unvoiced sounds and manner of articulation.</p> <p><i>Examples: /t/ and /d/, /p/ and /b/, /ch/ and /j/, /s/ and /z/, /f/ and /v/, /k/ and /g/, /sh/ and /zh/, /th/ (voiced and unvoiced)</i></p>	<p>rhyming pairs using pictures and/or spoken words.</p> <p>d. Count, blend, and segment syllables in spoken words, including compound words.</p> <p>e. Blend and segment onsets and rimes of single-syllable spoken words.</p> <p>f. Identify the initial, final, and medial sounds of spoken words.</p> <p>g. Blend and segment phonemes in single-syllable spoken words made up of three to four phonemes.</p> <p>h. Distinguish between commonly confused cognate consonant sounds, using knowledge of voiced and unvoiced sounds and manner of articulation.</p> <p><i>Examples: /t/ and /d/, /p/ and /b/, /ch/ and /j/, /s/ and /z/, /f/ and /v/, /k/ and /g/, /sh/ and /zh/, /th/ (voiced and unvoiced)</i></p>	
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<p><b>Phonics</b></p> <p>.</p>	<p>10. Apply knowledge of phoneme-grapheme correspondences and word-analysis skills to decode and encode (spell) words accurately in both isolation and in decodable, grade-appropriate text.</p> <p>a. Produce the most frequent sound(s) for each consonant, including <i>x</i> and <i>q</i>, which have two phonemes (sounds).</p> <p><i>Examples: x= /ks/ and q=/kw/</i></p> <p>b. Identify the vowel in a closed syllable and produce the short vowel sound for the five major vowels when decoding closed syllables.</p> <p>c. Decode consonant-vowel-consonant (CVC) words in isolation and in decodable text.</p> <p>d. Identify the vowel in an open syllable and produce the long vowel sound for the five major vowels when decoding open syllables.</p>	<p>10. Apply knowledge of phoneme-grapheme correspondences and word-analysis skills to decode and encode (spell) words accurately in both isolation and in decodable, grade-appropriate text.</p> <p>a. Produce the most frequent sound(s) for each consonant, including <i>x</i> and <i>q</i>, which have two phonemes (sounds).</p> <p><i>Examples: x= /ks/ and q=/kw/</i></p> <p>b. Identify the vowel in a closed syllable and produce the short vowel sound for the five major vowels when decoding closed syllables.</p> <p>c. Decode consonant-vowel-consonant (CVC) words in isolation and in decodable text.</p> <p>d. Identify the vowel in an open syllable and produce the long vowel sound for the five major vowels when decoding open syllables.</p>	<p>10. Apply knowledge of phoneme-grapheme correspondences and word-analysis skills to decode and encode (spell) words accurately in both isolation and in decodable, grade-appropriate text.</p> <p>a. Produce the most frequent sound(s) for each consonant, including <i>x</i> and <i>q</i>, which have two phonemes (sounds).</p> <p><i>Examples: x= /ks/ and q=/kw/</i></p> <p>b. Identify the vowel in a closed syllable and produce the short vowel sound for the five major vowels when decoding closed syllables.</p> <p>c. Decode consonant-vowel-consonant (CVC) words in isolation and in decodable text.</p> <p>d. Identify the vowel in an open syllable and produce the long vowel sound for the five major vowels when decoding open syllables.</p>	
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	<p>h. Distinguish between similarly spelled words by identifying the phonemes and graphemes that differ.</p> <p><i>Example: mat/sat, pan/pat, tip/top</i></p> <p>i. Decode grade-appropriate high frequency words that are spelled using predictable, decodable phoneme-grapheme correspondences.</p> <p><i>Examples: am, at, get, like, make, that, this, me, she, be</i></p>	<p>h. Distinguish between similarly spelled words by identifying the phonemes and graphemes that differ.</p> <p><i>Example: mat/sat, pan/pat, tip/top</i></p> <p>i. Decode grade-appropriate high frequency words that are spelled using predictable, decodable phoneme-grapheme correspondences.</p> <p><i>Examples: am, at, get, like, make, that, this, me, she, be</i></p>	<p>h. Distinguish between similarly spelled words by identifying the phonemes and graphemes that differ.</p> <p><i>Example: mat/sat, pan/pat, tip/top</i></p> <p>i. Intensive support, decode grade-appropriate high frequency words that are spelled using predictable, decodable phoneme-grapheme correspondences.</p> <p><i>Examples: am, at, get, like, make, that, this, me, she, be</i></p>	
<b>Fluency</b>	<p>11. Recognize and name all upper and lower case letters in non-sequential order with accuracy and automaticity.</p> <p>12. Arrange and name letters of the alphabet in sequential order from <i>a</i> to <i>z</i>, with accuracy and automaticity.</p> <p><i>Example: Use the alphabet arc to arrange the letters in alphabetical order, then touch and name the letters.</i></p> <p><i>Note: This will help students with alphabetical order requirements in future grades</i></p>	<p>11. Recognize and name all upper and lower case letters in non-sequential order with accuracy and automaticity.</p> <p>12. Arrange and name letters of the alphabet in sequential order from <i>a</i> to <i>z</i>, with accuracy and automaticity.</p> <p><i>Example: Use the alphabet arc to arrange the letters in alphabetical order, then touch and name the letters.</i></p> <p><i>Note: This will help students with alphabetical order requirements in future grades</i></p>	<p>11. Recognize and name all upper and lower case letters in non-sequential order with accuracy and automaticity.</p> <p>12. Arrange and name letters of the alphabet in sequential order from <i>a</i> to <i>z</i>, with accuracy and automaticity.</p> <p><i>Example: Use the alphabet arc to arrange the letters in alphabetical order, then touch and name the letters.</i></p> <p><i>Note: This will help students with alphabetical order requirements in future grades</i></p>	

	<p><i>and also facilitate learning of positional words like before/after, initial/final, reversals, and letter naming in general.</i></p> <p>14. Apply previously-taught phoneme-grapheme correspondences to decodable words with accuracy and automaticity, in and out of context.</p> <p>15. Orally read and reread grade-appropriate decodable texts smoothly, accurately, and expressively, at an appropriate rate to support comprehension.</p> <p>16. Recognize and read grade-appropriate high frequency words with accuracy and automaticity.</p> <p><i>Note: As noted in the phonics standards, high-frequency words should be taught with the main emphasis of the lesson being on regular correspondences and patterns within the word. The student should be able to read the word accurately three times in a row on different days to be considered accurate enough to add it to a personal word box, word ring, or fluency folder. Avoid teaching high-frequency words as "sight words" that</i></p>	<p><i>and also facilitate learning of positional words like before/after, initial/final, reversals, and letter naming in general.</i></p> <p>14. Apply previously-taught phoneme-grapheme correspondences to decodable words with accuracy and automaticity, in and out of context.</p> <p>15. Orally read and reread grade-appropriate decodable texts smoothly, accurately, and expressively, at an appropriate rate to support comprehension.</p> <p>16. Recognize and read grade-appropriate high frequency words with accuracy and automaticity.</p> <p><i>Note: As noted in the phonics standards, high-frequency words should be taught with the main emphasis of the lesson being on regular correspondences and patterns within the word. The student should be able to read the word accurately three times in a row on different days to be considered accurate enough to add it to a personal word box, word ring, or fluency folder. Avoid teaching high-frequency words as "sight words" that</i></p>	<p><i>and also facilitate learning of positional words like before/after, initial/final, reversals, and letter naming in general.</i></p> <p>14. Sply previously-taught phoneme-grapheme correspondences to decodable words with accuracy and automaticity, in and out of context.</p> <p>15. Orally read and reread grade-appropriate decodable texts smoothly, accurately, and expressively, at an appropriate rate to support comprehension.</p> <p>16. Recognize and read grade-appropriate high frequency words with accuracy and automaticity.</p> <p><i>Note: As noted in the phonics standards, high-frequency words should be taught with the main emphasis of the lesson being on regular correspondences and patterns within the word. The student should be able to read the word accurately three times in a row on different days to be considered accurate enough to add it to a personal word box, word ring, or fluency folder. Avoid teaching high-frequency words as "sight words" that</i></p>	
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	<i>need to be memorized as a whole word, unless there are no regular correspondences in the word. "Of" is an example of a word with no regular correspondences.</i>	<i>need to be memorized as a whole word, unless there are no regular correspondences in the word. "Of" is an example of a word with no regular correspondences.</i>	<i>need to be memorized as a whole word, unless there are no regular correspondences in the word. "Of" is an example of a word with no regular correspondences.</i>	
<b>Vocabulary</b>	<p>18. Identify new meanings for familiar words and apply them accurately.</p> <p><i>Example: multiple meaning words such as duck, run, and bat</i></p> <p>19. Ask and answer questions about unfamiliar words in discussions and/or text.</p> <p>a. Describe the relationship between words, including relating them to synonyms and antonyms.</p> <p>20. Name and sort pictures of objects into categories based on common attributes while relating vocabulary to prior knowledge and building background knowledge.</p> <p><i>Examples: apples, oranges, grapes; hammer, nails, screwdriver</i></p>	<p>18. Identify new meanings for familiar words and apply them accurately.</p> <p><i>Example: multiple meaning words such as duck, run, and bat</i></p> <p>19. Ask and answer questions about unfamiliar words in discussions and/or text.</p> <p>a. Describe the relationship between words, including relating them to synonyms and antonyms.</p> <p>20. Name and sort pictures of objects into categories based on common attributes while relating vocabulary to prior knowledge and building background knowledge.</p> <p><i>Examples: apples, oranges, grapes; hammer, nails, screwdriver</i></p>	<p>18. Identify new meanings for familiar words and apply them accurately.</p> <p><i>Example: multiple meaning words such as duck, run, and bat</i></p> <p>19. Ask and answer questions about unfamiliar words in discussions and/or text.</p> <p>a. Describe the relationship between words, including relating them to synonyms and antonyms.</p> <p>20. Name and sort pictures of objects into categories based on common attributes while relating vocabulary to prior knowledge and building background knowledge.</p> <p><i>Examples: apples, oranges, grapes; hammer, nails, screwdriver</i></p>	



	<p>21. Independently, use new and previously-taught vocabulary to produce and expand complete sentences in shared language activities.</p> <p>a. Independently, use previously-taught vocabulary words, including nouns, verbs, and adjectives, in speaking and writing.</p> <p>b. Independently, use new words and phrases acquired through conversations, reading and being read to, and responding to text.</p>	<p>21. With strategic support, use new and previously-taught vocabulary to produce and expand complete sentences in shared language activities.</p> <p>a. With strategic support, use previously-taught vocabulary words, including nouns, verbs, and adjectives, in speaking and writing.</p> <p>b. With strategic support, use new words and phrases acquired through conversations, reading and being read to, and responding to text.</p>	<p>21. With intensive support, use new and previously-taught vocabulary to produce and expand complete sentences in shared language activities.</p> <p>a. With strategic support, use previously-taught vocabulary words, including nouns, verbs, and adjectives, in speaking and writing.</p> <p>b. With strategic support, use new words and phrases acquired through conversations, reading and being read to, and responding to text.</p>	
<b>Comprehension</b>	<p>22. Use content knowledge built during read-alouds of informational texts by participating in content-specific discussions with peers and/or through drawing or writing.</p> <p>27. Identify and describe the main story elements in a literary text.</p>	<p>22. Use content knowledge built during read-alouds of informational texts by participating in content-specific discussions with peers and/or through drawing or writing.</p> <p>27. Identify and describe the main story elements in a literary text.</p>	<p>22. Use content knowledge built during read-alouds of informational texts by participating in content-specific discussions with peers and/or through drawing or writing.</p> <p>27. Independently identify and describe the main story elements in a literary text.</p>	

<p><b>Writing</b></p>	<p>33. Express ideas orally and connect these ideas through drawing and emergent writing.</p> <p>34. Print legibly, using proper pencil grip.</p> <p>a. Print upper- and lower-case letters using proper approach strokes, letter formation, and line placement.</p> <p>35. Apply knowledge of grade-appropriate phoneme-grapheme correspondences and spelling rules (or generalizations) to encode words accurately.</p> <p>a. Encode at the phoneme level, using the most common grapheme/spelling(s), for a spoken phoneme (sound).</p> <p><i>Examples: /b/=b, /m/=m, /k/=k, c, -ck</i></p> <p>37. Actively participate in shared and independent writing experiences, for varied purposes and audiences, across different genres.</p>	<p>33. Express ideas orally and connect these ideas through drawing and emergent writing.</p> <p>34. Print legibly, using proper pencil grip.</p> <p>a. Print upper- and lower-case letters using proper approach strokes, letter formation, and line placement.</p> <p>35. Apply knowledge of grade-appropriate phoneme-grapheme correspondences and spelling rules (or generalizations) to encode words accurately.</p> <p>a. Encode at the phoneme level, using the most common grapheme/spelling(s), for a spoken phoneme (sound).</p> <p><i>Examples: /b/=b, /m/=m, /k/=k, c, -ck</i></p> <p>37. Actively participate in shared and independent writing experiences, for varied purposes and audiences, across different genres.</p>	<p>33. Express ideas orally and connect these ideas through drawing and emergent writing.</p> <p>34. Print legibly, using proper pencil grip.</p> <p>a. Print upper- and lower-case letters using proper approach strokes, letter formation, and line placement.</p> <p>35. Apply knowledge of grade-appropriate phoneme-grapheme correspondences and spelling rules (or generalizations) to encode words accurately.</p> <p>a. Encode at the phoneme level, using the most common grapheme/spelling(s), for a spoken phoneme (sound).</p> <p><i>Examples: /b/=b, /m/=m, /k/=k, c, -ck</i></p> <p>37. Actively participate in shared and independent writing experiences, for varied purposes and audiences, across different genres.</p>	
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	<p>a. Actively participate in shared writing experiences to create messages, lists, and labels for a drawing or illustration.</p> <p>b. Actively participate in shared writing experiences to create narratives with the events in chronological order and share feelings about the story, using drawing, dictating, and/or writing.</p> <p>c. Actively participate in shared writing experiences to create opinion pieces about a topic or text, state the opinion, supply a reason for the opinion, and provide a sense of closure, using drawing, dictating, and/or writing.</p> <p>d. Actively participate in shared writing experiences to create explanatory texts or provide factual information about a topic, using drawing, dictating, and/or writing.</p>	<p>a. Actively participate in shared writing experiences to create messages, lists, and labels for a drawing or illustration.</p> <p>b. Actively participate in shared writing experiences to create narratives with the events in chronological order and share feelings about the story, using drawing, dictating, and/or writing.</p> <p>c. Actively participate in shared writing experiences to create opinion pieces about a topic or text, state the opinion, supply a reason for the opinion, and provide a sense of closure, using drawing, dictating, and/or writing.</p> <p>d. Actively participate in shared writing experiences to create explanatory texts or provide factual information about a topic, using drawing, dictating, and/or writing.</p>	<p>a. Actively participate in shared writing experiences to create messages, lists, and labels for a drawing or illustration.</p> <p>b. Actively participate in shared writing experiences to create narratives with the events in chronological order and share feelings about the story, using drawing, dictating, and/or writing.</p> <p>c. Actively participate in shared writing experiences to create opinion pieces about a topic or text, state the opinion, supply a reason for the opinion, and provide a sense of closure, using drawing, dictating, and/or writing.</p> <p>d. Actively participate in shared writing experiences to create explanatory texts or provide factual information about a topic, using drawing, dictating, and/or writing.</p>	
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	<p>38. Improve pictorial and written presentations, as needed, by planning, revising, editing, and using suggestions from peers and adults.</p> <p><i>Examples: Plan by brainstorming; revise to clarify or aid audience's comprehension; edit written presentations to ensure appropriate spacing between letters and words, correct spelling and punctuation, and legibility as a courtesy to the audience and to show pride in one's work.</i></p> <p>39. Participate in shared research and writing projects to answer a question or describe a topic.</p> <p>a. Include information recalled from personal experiences in research and writing projects.</p> <p>b. Gather information from provided sources for research and writing projects.</p>	<p>38. Improve pictorial and written presentations, as needed, by planning, revising, editing, and using suggestions from peers and adults.</p> <p><i>Examples: Plan by brainstorming; revise to clarify or aid audience's comprehension; edit written presentations to ensure appropriate spacing between letters and words, correct spelling and punctuation, and legibility as a courtesy to the audience and to show pride in one's work.</i></p> <p>39. Participate in shared research and writing projects to answer a question or describe a topic.</p> <p>a. Include information recalled from personal experiences in research and writing projects.</p> <p>b. Gather information from provided sources for research and writing projects.</p>	<p>38. Improve pictorial and written presentations, as needed, by planning, revising, editing, and using suggestions from peers and adults.</p> <p><i>Examples: Plan by brainstorming; revise to clarify or aid audience's comprehension; edit written presentations to ensure appropriate spacing between letters and words, correct spelling and punctuation, and legibility as a courtesy to the audience and to show pride in one's work.</i></p> <p>39. Participate in shared research and writing projects to answer a question or describe a topic.</p> <p>a. Include information recalled from personal experiences in research and writing projects.</p> <p>b. Gather information from provided sources for research and writing projects.</p>	
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