



Kindergarten Reading

Purpose

The rubrics help teachers and students authentically monitor growth and progress toward end-of-the-year learning standards. They support district consistency across classrooms and grading practices. The rubrics provide a broad lens to the intricate and multifaceted learning that takes place throughout the school year. Additional ongoing assessments are utilized to provide detailed data regarding student progress.

Philosophy

Waukee students will become strategic learners who are actively engaged in using literacy habits to process information, construct knowledge, make judgments, and appreciate literacy within and beyond the classroom.

Kindergarten Reading

Statement	Exceeds	Secure	Developing	Beginning
Demonstrates phonemic awareness	Adds or substitutes individual sounds (phonemes) in simple, one-syllable words to make new words	Produces all letter sounds; blends and segments CVC words	Produces 18-25 sounds; blends and/or segments	Produces some sounds, but can't blend and/or segment
Reads words using phonics skills	Reads words with common consonant blends and digraphs, final -e and common vowel team conventions for representing long vowel sounds, common word endings	Reads words with short vowel sounds	Reads words with beginning and ending sounds	Reads beginning sounds
Reads identified high frequency words in connected text	Consistently reads more than 40 HFW within a text	Reads 40 HFW within a text	Reads 21-39 HFW within a text	Reads 1 to 20 HFW within a text
Recognizes the difference between fiction and non-fiction	Selects text to match purpose for reading	Determines the difference between fiction and non-fiction by identifying multiple text features	Determines the difference between fiction and non-fiction and is able to locate a text feature	Recognizes fiction and non-fiction texts
Identifies characters, settings, and major events in a story	Identifies characters, setting, and major events in a story using key details	Identifies characters, setting, and major events in a story	Identifies characters and either setting OR events in a story	Identifies characters
Makes text-to-self connections	Makes a prediction or forms a question based on a connection	Makes a connection directly related to the topic of the story	Makes a connection loosely related to the topic of the story	Makes a connection unrelated to the topic of the story

Asks and answers questions about a text	Asks and answers higher level questions not directly answered within the text	Asks and answers relevant questions about a text	Asks or answers questions about a text	Asks or answers questions about a teacher read aloud
Identifies the main idea	Identifies the main idea and key details of a text	Identifies the main idea of a text	Identifies details related to the main idea	Identifies an idea or detail that is not related to the main idea
Reads grade level text	Consistently reads at a level E or above independently	Reads level D text independently	Reads level A/B/C text independently	Demonstrates early reading behaviors

The asterisk () denotes one possible way a student could demonstrate enrichment or extension that would be designated as Exceeds Standard.*