

**Oklahoma City Public Schools  
Kindergarten Rubric**

Quarter	C3/Common Core Standard	Student Behavior	Standard
1st Quarter	<b>Language Arts</b>		
Date taught	<b>Print Awareness</b>		
	Book orientation: right side up, front, back, left, right, top, bottom	The student holds book correctly and is able to follow print and pictures from front to back, left to right, and top to bottom	RF.K.1a
	Book parts: front cover, back, title page, title, author	The student is able to correctly identify the front cover, back of the book, the title page, and author of the book.	RI.K.5; RI.K.6
	<b>Phonemic Awareness</b>		
	Identify rhyming words	The student is able to distinguish when pairs of words rhyme or do not rhyme when listening to words being spoken. <b>Ex: Student identifies that bear and hair rhyme.</b>	RF.K.2a
	Produce rhyming words	The student can generate another rhyming word when presented with three rhyming words. Can generate real or nonsense words. <b>Ex: When given the words blue and clue, the student says shoe.</b>	RF.K.2a
	Distinguishes beginning sounds in words	The student is able to correctly recognize and name the beginning of words. <b>Ex: student identifies "b" as the beginning sound in bow, boy, and bear</b>	RF.K.2d
	Recognizes same sounds in words	The student can identify if pairs of words begin with the same sound or sorts pictures with the same beginning sound. <b>Ex: student can identify that cat and bar do not start with the same beginning sound and that pot and pencil do start with the same beginning sound.</b>	RF.K.2
	<b>Graphophonemic Awareness</b>		
	Uppercase letter recognition 11	The student is able to correctly identify 11 out of 26 uppercase letters.	RF.K.1d
	Lowercase letter recognition 11	The student is able to correctly identify 11 out of 26 lowercase letters.	RF.K.1d
	Matches uppercase letters 8	The student is able to match 8 uppercase letters.	RF.K.1d
	Letter sounds 8	The student is able to link 8 letters sounds to their most frequently corresponding letters. Ex: The short "a" sound in apple.	RF.K.3a

**CC = Common CORE**

**Oklahoma City Public Schools  
Kindergarten Rubric**

1st Quarter	Language Arts Continued		
Date taught	Fluency/Automaticity		
	"Reads" familiar text from pictures	The student is able to "read" a book based on the pictures. Student's "reading" sounds like storybook text structure.	RF.K.4
	<b>Vocabulary/Oral Language</b>		
	Uses self help language	The student is able to communicate needs and desires. <b>Ex: "I need to go the bathroom."</b>	SL.K.3
	Participates in group discussions ( <i>follows agreed upon rules for discussions (turn-taking, etc.) continues a conversation through multiple exchanges</i> )-CC	The student participates in group discussions in large and small group settings. <b>Ex: Makes predictions about a story or shares a personal experience that is connected to the discussion.</b>	SL.K.1
	Reads pictures	The student is able to "read" pictures and tell or explain what is going on in the picture.	RF.K.4
	Share information and ideas, speaks in clear complete sentences <i>that become increasingly complex</i> -CC	The student is able to speak clearly and in complete sentences and is able to share information and ideas in a variety of settings such as group discussions, conversations between children, and in conversations with the teacher and other adults	SL.K.1
	<b>Listening /Comprehension</b>		
	Hear and repeat sounds in sequence	The student is able to listen to and reproduce a series of sounds in a sequence. <b>Ex: Student claps, snaps, and verbally responds to a series of claps, snaps, and verbal sounds.</b>	RF.K.2
	Listen with interest to stories	The student actively listens when the teacher reads. <b>Eye contact, physical cues such as sitting facing the teacher and book, verbal responses to the story, and being able to respond or retell are indicators that the student is listening with interest.</b>	RL.K.10; RI.K.10
	Recite short poems, rhymes, songs	The student is able to recite poem, rhymes, and songs that are taught in class or are a part of daily routines such as songs connected with calendar and group time. <b>Ex: Days of the week song, nursery rhyme, or finger play.</b>	RF.K Foundation Skill; SL.K6

**CC = Common CORE**

**Oklahoma City Public Schools  
Kindergarten Rubric**

1st Quarter	Language Arts Continued		
Date taught	Listening/Comprehension Continued		
	Follows 1&2 step directions	The student is able to listen to and follow 1 and 2 step directions. <b>Ex: Student is told to pick up the blue crayon and draw a circle. The student performs the task.</b>	RF.K Foundation Skill, SL.K.1a, SL.K.1b
	Makes predictions	The student is able to make predictions when listening to the teacher introduce and read a story.	SL.K.2; SL.K.6
	Tell what is happening in picture	When given a picture, the student is able to tell what is happening in the picture with detail. Student goes beyond labeling items in the picture.	SL.K.6; RI.K.7
	<i>With prompting and support, ask and answer questions about key details in a text (informational and narrative texts) and to confirm understanding of a text read aloud, information presented orally, or through other media and to seek help/get information -CC</i>	The student is able to ask and answer questions, confirm their understanding of a text, and seek help. <b>EX: Student ask a question about an event in a story or answers a question about a detail in the story.</b>	RL.K.1
	<b>Writing</b>		
	Print using left to right progression moving from the top to the bottom of the page ( <b>Uses writing like behavior</b> )	The student produces letters or letter like formations, writes from left-to-right, and writes from the top of the page to the bottom.	RF.K.1
	Traces letters	The student is able to trace letters when given copied letters to trace over.	W.K Foundation Skill
	Uses random letters to convey message/story	The student writes using random letters. Letters may or may not represent conventional letters or letter sounds. Student writing of random letters is used to create stories, labels, and ways to communicate meaning.	W.K Foundation Skill
	Participates in frequent writing opportunities including modeled writing, shared writing, journal writing, and interactive writing <i>and shared research/writing projects -CC</i>	Student is observed participating in a variety of writing opportunities in large group, small group, and individual settings such as center time.	W.K.7

**CC = Common CORE**

**Oklahoma City Public Schools  
Kindergarten Rubric**

1st Quarter	Language Arts Continued		
Date taught	Writng Continued		
	<i>With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed -CC</i>	The student is able to respond to questions and suggestions about their writing. The student is also able to add to their writing based on questions and suggestions from others. <b>Ex: After the teacher asks a student about what else happened when the butterfly visited the zoo, the student is able to add to their story.</b>	W.K.5
	Construct journal entries using illustrations and beginning writing skills	The child responds to stories, experiences, prompts, or self-chosen topics through drawing, scribbles, letter formations, letters, and/or conventional words in the form of journaling.	W.K Foundation Skill
	<i>Uses a combination of drawing, dictating, and writing to compose opinion (student states topic/title of book and their opinion), informative/explanatory texts (name what they are writing about), and narrate a single event or several loosely linked events -CC</i>	The student is able to express their opinion about a book, explain events, give information about a topic, and narrate a single event/several events through, drawing, writing, and dictation. <b>Ex: Student writes about what happened when they visited their grandparents over the weekend.</b>	W.K.3
	Print his/her first and last name	The child is able to write his/her first and last name.	W.K Foundation Skill

**CC = Common CORE**

**Oklahoma City Public Schools  
Kindergarten Rubric**

1st Quarter	Mathematical Concepts and Skills		
Date taught	Algebra		
	Sort, classify, order objects, identify & compare objects	The student is able to sort a variety of materials by their attributes such as size, color, and shape. Student is able to compare and identify objects based on their attributes such as size color, and shape.	K.MD.B.3
	Identify and copy patterns	The student is able to identify patterns such as A-B-A-B patterns and copy them. <b>Ex: The teacher provides patterns of apple-orange-apple-orange and the student is able to recognize the pattern and copy the apple-orange-apple-orange pattern.</b>	Math Foundation Skill
	Number Sense		
	One-to-one correspondence	The student is able to use one-to-one correspondence when counting. <b>Ex: points to and counts each item in a set of three shells and is able to count three shells.</b>	K.CC.B.4a
	Counts sets of objects 1-5	The student is able to count sets of objects from 1-5.	K.CC.4a
	Matches sets to numerals 1-5	The student is able to match sets to numerals from 1-5. <b>Ex: Matches a set of three red apples to the numeral 3.</b>	K.CC.4a
	Numeral Recognition		
	Identifies numerals 0-5	The student is able to look at the numerals 0-5 and correctly identify the numeral.	K.CC.4a, K.CC.5
	Numeral Writing		
	Traces numerals	The student is able to trace numerals. <b>Ex: When given a sheet of numerals, the student is able to trace the numerals.</b>	K.CC.3

**CC = Common CORE**

**Oklahoma City Public Schools  
Kindergarten Rubric**

1st Quarter	Mathematical Concepts and Skills Continued		
Date taught	Rote Counting		
	Numbers 1-25	The student is able to count from 25.	K.CC.1a
	<i>Count by tens to 30 -CC</i>	The child is able to count by tens to 30.	K.CC.1a
	Geometry & Spatial Sense		
	5 basic shapes	The student is able to identify and name the shapes circle, triangle, square, rectangle, and oval.	K.G.2a
	Uses position words	The student uses words such above, below, up, down, in, out, over, and under with accuracy.	K.G.1a
	Measurement		
	Days of the week	The student correctly names the days of the week.	K.MD Foundation Skill
	Compare and order objects (big, bigger, biggest)	The student is able to look at a set of objects and put them in order from big, bigger, biggest or small, smaller, smallest.	K.MD.2a
	Data Analysis		
	Create Concrete Graphs	The student creates concrete graphs such as bar graphs that cover a variety of topics such as favorite color, food, pet, or how we get to school (walking, car, bus).	K.MD Foundation Skill
	Describe similarities and differences between objects	The student is able to verbally describe similarities and differences between objects.	K.MD.2a

**CC = Common CORE**

**Oklahoma City Public Schools  
Kindergarten Rubric**

<b>Quarter</b>	<b>PASS Objective</b>	<b>Student Behavior</b>	
<b>2nd Quarter</b>	<b>Language Arts</b>		
<b>Date taught</b>	<b>Print Awareness</b>		
	One-to-one correspondence	The student is able to finger point to text and point to each word as it is read matching the spoken word to the printed word.	RF.K.1
	Tracks print: return sweep	The student is able to track print by following the print to the next line of the page as it is read.	RF.K.1
	Tracks print: left-to-right	Student is able to track print across the page from left to right.	RF.K.
	Understands printed materials provides information	The student is able to understand that printed materials provide information. <b>Ex: Understanding that a book tells a story, a calendar gives the date and a shopping list tells us what we need to buy at the store.</b>	RF.K.1b
	<b>Phonemic Awareness</b>		
	Identify and count syllables	The student is able to identify and count syllables in a word when spoken. <b>Ex: When the word apple is spoken, the student hears /a/ /pple/ and says or demonstrates that there is 2 syllables in the word apple.</b>	RF.K.2b
	Blending syllables	When given the syllables for a word, the student can blend the syllables to create the word. <b>Ex: When given /ba/ and /by/ the student can put them together and say the word baby.</b>	RF.K.2b
	Distinguishes onset/rime in 1 syllable words	The student is able to distinguish the first consonant of the word (onset) from the rest of the word (rime). <b>Ex: When given the word bat, the student can say the onset /b/ and the rime /at/ for the word bat.</b>	RF.K.2c

**CC = Common CORE**

**Oklahoma City Public Schools  
Kindergarten Rubric**

2nd Quarter	Language Arts Continued		
Date taught	Phonemic Awareness Continued		
	Blending phonemes	When presented with isolated letter sounds, the child can say the letter sounds quickly to make words. <b>Ex: /p /e/ /t/=pet, /s/ /i/ /t/= sit</b>	RF.K.2
	Recognizes ending sounds in spoken words	The student is able to identify the ending sound in a word when it is spoken. <b>Ex: When given the word cat, the student is able to tell that the ending sound is /t/.</b>	RF.K.2
	Graphophonemic Awareness		
	Uppercase letter recognition 14	The student is able to correctly identify 14 out of 26 uppercase letters.	RF.K.1d
	Lowercase letter recognition 14	The student is able to correctly identify 14 out of 26 lowercase letters.	RF.K.1d
	Matches lower case letters 14	The student is able to match 14 lowercase letters.	RF.K.3a
	Letter sounds 14	The student is able to link 14 letters sounds to their most frequently corresponding letters. <b>Ex: The short “a” sound in apple.</b>	RF.K.2
	Fluency/Automaticity		
	“Reads” familiar texts emergently, not necessarily verbatim from print	The student is able to “read” a book by using picture clues and text. The reading is not conventional or verbatim. However, the student may read some of the words on the page and combine it with their “reading” from the pictures.	SL.K.4
	Vocabulary/Oral Language		
	Repeats 6-8 word sentences	When given a sentence that is 6-8 words in length, the student will be able to repeat the sentence. <b>Ex: The student is able to repeat the sentence: The dog jumped over the tall fence.</b>	L.K.1, SL.K.6, RF.K.2

**CC = Common CORE**



**Oklahoma City Public Schools  
Kindergarten Rubric**

2nd Quarter	Language Arts Continued		
Date taught	Vocabulary/Oral Language - Continued		
	Uses new vocabulary and language in own speech and writing <i>and identifies new meanings for familiar words and apply them correctly -CC</i>	The student will be able to incorporate new vocabulary that has been explicitly taught into their conversations and writing.	L.K.5
	<i>Add drawings or other visual displays to descriptions as desired to provide additional detail -CC (Adding drawings or other visual displays to writings helps children expand on their writing as they talk about what they wrote)</i>	The student is able to use drawings or visual displays such as real items to provide more detail and expand their conversation/description. <b>Ex: Student uses a picture of a tiger to discuss what they saw the tigers do at the zoo.</b>	W.K.1, W.K.2
	<i>Describe familiar people, places, things, and events (adds more detail when prompted) -CC</i>	The student is able to describe familiar people, places, and things. The student is also able to provide more detail when prompted. <b>Ex: When talking about their family, the student is able to describe who is in their family, what they like to do with their family, and what their home looks like.</b>	L.K.5, W.K.1, W.K.2, W.K.3
	<i>With prompting and support, ask and answer questions about unknown words in a text. -CC</i>	The student is able to ask and answer questions about unknown words. <b>Ex: When listening to a story, the student is able to ask what a new word means.</b>	RI.K.4
	<b>Listening/ Comprehension</b>		
	Confirm predictions	The child is able to confirm predictions after reading or listening to a story being read.	RL.K.7, RL.K.1
	<i>With guidance and support from adults, recall information from previous experiences or gather information from provided sources to answer a question -CC</i>	The student is able to recall information about a previous experience or from information from provided sources (such as a book) with support from adults. <b>Ex: The student is able to recall the life cycle of a butterfly after reading books and participating in discussions with the teacher.</b>	W.K.8

**CC = Common CORE**

**Oklahoma City Public Schools  
Kindergarten Rubric**

2nd Quarter	Language Arts Continued		
Date taught	Listening/Comprehension Continued		
	<i>With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts) or (e.g., what person, place, thing, or idea in the text an illustration depicts) -CC</i>	The student is able to describe the connection between illustrations and the story. <b>Ex: The student is able to look at the illustration in a story and talk about what part of the story is related to the illustration.</b>	RL.K.7
	<i>With prompting and support, compare and contrast the adventures and experience of characters in familiar stories -CC</i>	The student is able to make connections between characters in different stories. <b>Ex: After reading the stories: <i>Froggy Goes to School</i> and <i>Boomer Goes to School</i>, the student is able to compare the characters and what happened that was similar and different.</b>	RL.K.9
	Distinguish between fiction/nonfiction	The child is able to distinguish between fiction and nonfiction. <b>Ex: The child is able to tell whether a book is fiction or nonfiction.</b>	RL.K.5
	Retell, reenact, or dramatize a story read to the student or by the student	After reading or listening to a story, the student is able to retell the story by reenactment, dramatizing by using props such as puppets, or by drawing/writing.	SL.K.4
	<b>Writing</b>		
	Copies letters	When presented with printed letters, the child is able to copy the letters. Printed letters can include letter cards, and letters in magazines, books, or other printed media.	W.K.1a
	Uses correct beginning letter to represent a word	The child is able to write the correct beginning letter for a word. <b>Ex: When writing the word dog, the child writes the letter "d."</b>	WK.2
	Dictate a story about an exciting event or experience	The child tells a story about an event or experience that an adult writes for the child.	W.K.1, W.K.2, W.K.7
	Presents his or her own writing which may include pictures, attempts at letters, initial consonants, words, or phrases to the group, teacher and/or parent	The child share his or her writing with the group, teacher, or parent. Writing can include pictures, attempts at letters, initial consonants, words, or phrases.	W.K.2, W.K.3, W.K.4, W.K.5, W.K.7

**CC = Common CORE**

**Oklahoma City Public Schools  
Kindergarten Rubric**

2nd Quarter	Mathematical Concepts and Skills		
Date taught	Algebra		
	Verbally explain and extend/create patterns	<p>The student is able to talk about patterns and can extend presented patterns or can create their own patterns.</p> <p><b>Ex: When looking at a pattern of red-blue-green (A-B-C pattern), the student can talk about the sequence of the pattern and extend it out by adding red as the next piece of the pattern, or create a new pattern of yellow, pink, purple.</b></p>	Math Foundational Skill
	<i>Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (claps), acting out situations, verbal explanations, expressions, or equations -CC</i>	<p>The student is able to visually represent addition and subtraction with a variety of objects, images, drawings, etc.</p> <p><b>Ex: The student is able to represent <math>3+4=7</math> by placing 3 cars on the table and adding 4 more cars to make a group of 7 cars.</b></p>	K.OA.1
	<b>Number Sense</b>		
	<i>Understand that the last number name said tells the number of objects counted -CC</i>	<p>The student understands that the last number said when counting is the number of items in a group.</p> <p><b>Ex: When counting "1,2,3,4 pencils" the student understands that there are 4 pencils</b></p>	K.CC.4b
	Understand that each successive number name refers to a quantity that is one larger	<p>The student understands that when counting, each following number means that there are more.</p> <p><b>Ex: When counting to 10, the student recognizes that each number in the sequence (1,2,3,4,5,6,7,8,9,10) means that the quantity/number is larger than the last number.</b></p> <p><b>Ex: The student understands that 5 is bigger than 4.</b></p>	K.CC.4c
	Compare sets and explains which has more/less or equivalent quantities	<p>The student is able to look at 2 or more sets and explain which sets have the same amount or which one has more or less.</p> <p><b>Ex: When looking at a set of 5 houses, and 3 shells, the student is able to tell that the set of 5 houses is larger than the set of 3 shells.</b></p>	K.CC.6

**CC = Common CORE**

**Oklahoma City Public Schools  
Kindergarten Rubric**

2nd Quarter	Mathematical Concepts and Skills Continued		
Date taught	Number Sense Continued		
	Counts sets of objects 1-10	The student is able to count sets of objects from 1-6.	K.CC.4a
	Matches sets to numerals 1-10	The student is able to match sets to numerals from 1-6. <b>Ex: Matches a set of five blue birds to the numeral 5.</b>	K.CC.4a
	<b>Numeral Recognition</b>		
	Identifies numerals 0-10	The student is able to look at the numerals 0-10 and correctly identify the numeral.	K.CC.4a, K.CC.5
	<b>Numeral Writing</b>		
	Copies numerals	The student is able to copy numerals from a variety of print materials such as books, posters, teacher's writing, and charts.	K.CC.3
	<b>Rote Counting</b>		
	Numbers 1-50	The student is able to count from 1-50.	K.CC.1
	<i>Count by tens to 60 -CC</i>	The student counts by tens to 60.	K.CC.1a
	<b>Geometry &amp; Spatial Sense</b>		
	Traces shapes	The student traces shapes from forms on a page or stencils.	K.G.5b
	Identify, name, and describe a variety of two-dimensional geometric shapes such as squares, triangles, circles, rectangles, (regular) hexagons, and (isosceles) trapezoids presented in a variety of ways (e.g., with different sizes or orientations)	The student is able to identify, name, and describe two-dimensional geometric shapes such as squares, triangles, circles, rectangles, (regular) hexagons, and (isosceles) trapezoids presented in a variety of ways (e.g., with different sizes or orientations)	K.G.4

**CC = Common CORE**

**Oklahoma City Public Schools  
Kindergarten Rubric**

2nd Quarter	Mathematical Concepts and Skills Continued		
Date taught	Measurement		
	Months of the year	The student is able to name the months of the year.	K.MD Foundation Skill
	Compare and order objects in graduated order (shortest to tallest)	When given objects, the student is able to put the objects in order. <b>Ex: The student is able to put straws that are cut in different lengths in order from shortest to tallest.</b>	K.MD.2
	Data Analysis		
	Constructs pictorial graphs	The student is able to create a pictorial graph. <b>Ex: The student creates a graph of the number of blue coins and white coins in a jar. The student draws a blue coin and a white coin to represent each coin in the jar.</b>	K.MD Foundation Skill

**CC = Common CORE**

**Oklahoma City Public Schools  
Kindergarten Rubric**

Quarter	PASS Objective	Student Behavior	
<b>3rd Quarter</b>	<b>Language Arts</b>		
<b>Date taught</b>	<b>Print Awareness</b>		
	Recognizes that sentences are made up of separate words	The student recognizes that words make up sentences. <b>Ex: A student demonstrates their understanding of sentences being made up of separate words by writing separate words to make up their own sentences and, by finger pointing to each word in a sentence as it is read.</b>	RF.K.1c
	<i>Understands that words are separated by spaces in print -CC</i>	The student understands the concept of word boundaries and that spaces between words separate words.	RF.K.1c
	Distinguishes letters from words	The student is able to tell between letters and words and that words are made up of letters. <b>Ex: When asked to point to a letter, the student is able to point to a letter. When asked to point to a word, the student is able to point to a word.</b>	RF.K.1b
	<b>Phonemic Awareness</b>		
	Segment phonemes in 1 syllable words	The student can segment a 1 syllable word. <b>Ex: When given the word cat, the student is able to break the word down into /c/a/t/.</b>	RF.K.2d
	<i>Isolate and pronounce initial, medial, and final sounds in three-phoneme words -CC</i>	The student is able to isolate and pronounce the first, middle, and last sounds in a word. <b>Ex: When given the word cut, the student is able to break the word down into c/u/t.</b>	RF.K.2d
	<b>Phonics and Word Recognition - CORE Knowledge</b>		
	<i>Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant -CC</i>	The student knows the sounds to many of the sounds of the consonants.	RF.K.3a
	<i>Associate the long and short sounds with common spellings (graphemes) for the five major vowels -CC</i>	The student is able to associate the long and short sounds of vowels with the letter. <b>Ex: The student knows that the letter "a" makes the short sound in apple and the long sound in air.</b>	RF.K.3b

**CC = Common CORE**

**Oklahoma City Public Schools  
Kindergarten Rubric**

3rd Quarter	Language Arts Continued		
<b>Date taught</b>	<b>Graphophonemic Awareness</b>		
	Uppercase letter recognition 20	The student is able to correctly identify 20 out of 26 uppercase letters.	RF.K.1d
	Lowercase letter recognition 20	The student is able to correctly identify 20 out of 26 lowercase letters.	RF.K.1d
	Letter to sound linking	The student is able to link letters to their commonly occurring sounds	RF.K.3a
	<b>Fluency/Automaticity</b>		
	“Reads” texts based on a few sight words and is less dependent on picture cues	The student “reads” texts that contain sight words that the students knows and is beginning to rely less on picture cues.	R.FK.3c
	<b>Vocabulary/Oral Language</b>		
	Retells stories	The student retells stories that are read by the student or teacher. The retelling includes vocabulary and language contained in the story and the retelling contains the beginning, middle, and end.	RI.K.2, RL.K.2
	<i>Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms) -CC</i>	The student is able to demonstrate understanding of frequently occurring verbs and adjectives by using the antonyms. <b>Ex: The student correctly uses/demonstrates the words run and walk.</b>	L.K.5d
	<i>Understand and use question word (who, what, when, where, why, how) -CC</i>	The student understands and is able to ask questions using who, what, when, where, why, and how.	L.K.1d
	<i>Use the most frequently occurring prepositions (to, from, in, out, on, off, for, by, with) -CC</i>	The student uses common prepositions (to, from, in, out, on, off, for, by, with) in conversations. <b>Ex: The student is able to say and understand the meaning of "I put the toy on the table."</b>	LK.1.e
	<b>Listening/ Comprehension</b>		
	<i>With prompting and support, the student is able to describe the connection between two individuals, events, ideas, or pieces of information in a text -CC</i>	The student is able to make connections between two people, events, ideas, or pieces of information. <b>Ex: After reading books about Betsy Ross and George Washington, the student is able to talk about the connection between the two.</b>	RI.K.3

**CC = Common CORE**

**Oklahoma City Public Schools  
Kindergarten Rubric**

3rd Quarter	Language Arts Continued		
Date taught	Listening/ Comprehension Continued		
	Retells & sequences stories (beginning, middle, end)	The student can: <i>a.</i> Arrange at least 3 pictures in order that represent a story either just heard or with which he/she is familiar and use the pictures to help retell a story in sequence. <b>OR</b> <i>b.</i> Handle a familiar book and use the pictures to retell the story. The retelling must include a beginning, middle and end. <b>OR</b> <i>c.</i> Retell in sequence either a familiar story or a story just heard in which includes the beginning, middle and end.	RI.K.2, RL.K.2
	Identifies main characters	When asked, the student can identify by name the characters in a story just heard.	RL.K.3
	<i>With prompting an support, indentify the main topic and retell key details of a text -CC</i>	The student is able identify the main idea of the story and discuss details of a text.	RL.K.2
	Summarize main points and events of a story	When asked, the student can describe the events in a story just heard.	RL.K.2, RL.K.3
	<b>Writing</b>		
	Writes 30 dictated letters	The student is able to write 30 upper and lowercase letters when dictated to him/her.	L.K.1a
	Uses correct beginning and ending letters to represent a word <i>and writes a letter or letters to represent short-vowel sounds -CC</i>	When writing, the student consistently uses the beginning and ending sounds of words. <b>Ex: When writing the word bat, the student writes “bt”.</b>	L.K.2c, L.K.2d

**CC = Common CORE**



**Oklahoma City Public Schools  
Kindergarten Rubric**

3rd Quarter	Mathematical Concepts and Skills		
Date taught	Algebra		
	Sequences numerals	When given numerals, the student is able to put them in order.	K.CC.4
	Identify missing numerals	When given numerals, the student is able to identify and name the missing numerals. <b>Ex: When given the numerals, 1, 3, 5, and 6, the student is able to identify that numerals 2 and 4 are missing.</b>	K.CC.4
	<i>Solve addition and subtraction word problems, and add and subtract within 10 (e.g., by using objects or drawing to represent the problem) -CC</i>	The student is able to add and subtract using simple word problems within 10. Objects and drawings can be used. <b>Ex: The student can add <math>8+2=10</math> when listening to the word problem: Jessie has 8 apples and finds 2 more apples. How many apples does Jessie have?</b>	K.OA.2
	Number Sense		
	Counts sets of objects 1-15	The student is able to count sets of objects from 1-15.	K.CC.4a
	Matches sets to numerals 1-15	The student is able to match sets to numerals from 1-15. <b>Ex: Matches a set of seven blocks to the numeral 7.</b>	K.CC.4a
	Numeral Recognition		
	Identifies numerals 0-15	The student is able to look at the numerals 0-15 and correctly identify the numeral.	K.CC.4, K.CC.5
	Numeral Writing		
	Dictated numerals 1-20	The student is able to write the numerals 1-20 in a mixed order when dictated to him/her.	K.CC.3
	Rote Counting		
	Numbers 1-75	The student is able to count from 1-75.	K.CC.1
	<i>1 Count by tens to 80 -CC</i>	The student counts by tens to 80.	K.CC.

**CC = Common CORE**

**Oklahoma City Public Schools  
Kindergarten Rubric**

3rd Quarter	Mathematical Concepts and Skills Continued		
Date taught	Geometry & Spatial Sense		
	Draws and composes ( <i>from sticks and balls of clay</i> ) -CC	The student draws these basic shapes with consistent accuracy: <b>circle</b> (rotary movement, approximately round, approximate closure) <b>square</b> (four- sided, approximately same length, corners not rounded or with “ears,” , lines approximately straight) <b>rectangle</b> (four sides, two sides opposite each other of same length <b>triangle</b> (three sides, corners not rounded or with ears, lines approximately straight)	K.G.5
	<i>Compose simple shapes to form larger shapes (e.g., "Can you join these two triangles with full sides touching to make a rectangle?")</i> -CC	The student is able to take two shapes to make a larger shape. <b>Ex: The student is able to take 2 triangles and create a rectangle by touching the two full sides together.</b>	K.G.6
	Equal parts	The student is able to identify objects that have been divided into two equal parts when shown bisected objects.	K.G Foundation Skill
	<b>Measurement</b>		
	Identify coins: penny, nickel, dime, quarter	When working with coins, the student uses the correct names for penny, dime, nickel, and quarter.	K.MD Foundation (Everyday Math)
	Tell time on digital and analog clocks to the hour	The child refers to the correct time to the hour on digital and analog clocks.	K.MD Foundation (Everyday Math)
	<b>Data Analysis</b>		
	Verbally explains a graph	The student: a. When working with concrete or pictorial graphs the student describes the numerical value of each set and uses the terms: more/most, less/least, same, different correctly. b. When working with concrete or pictorial graphs the student uses the data to solve simple problems <b>Ex. What would be a good title for this graph? How many children have no brothers? How many children like chocolate the best?</b>	K.MD Foundation

CC = Common CORE

**Oklahoma City Public Schools  
Kindergarten Rubric**

Quarter	PASS Objective	Student Behavior	
4 <sup>th</sup> Quarter	Language Arts		
Date taught	Print Awareness		
	<i>Recognize that spoken words are represented in written language by specific sequences of letters CC</i>	The student understands that words are made up of specific letters and that a specific set of letters can be written to represent a specific word. <b>Ex: The student understands that the word cat is made up of the letters c-a-t and that the letters c-a-t can be written down to represent the word cat.</b>	RF.K.1b
	Punctuation: . ! ? <i>recognize, use (with some consistency) and name end punctuation -CC</i>	The student can tell the purpose of period, exclamation point and question mark as well as demonstrate the use of periods, exclamation points and question marks in group read texts.	L.K.2b
	Recognize and name all upper and lower case letters of the alphabet	The student is able to recognize and name all upper and lower case letters of the alphabet in and out of order.	RF.K.1d
	Phonemic Awareness		
	Substitutes initial & final sounds	a. Given a word, the child can replace the initial consonant with a designated consonant. <b>(Ex. If you take /r/ from read and put /b/ it says? The child is able to say bed.)</b> b. Given a word the child can replace the final consonant with a designated consonant <b>(Ex: if you take /t/ from cat and put /p/ it says? The child is able to say cap.)</b>	RF.K.2e
	Phonics and Word Recognition - CORE Knowledge		
	<i>Distinguish between similarly spelled words by indentifying the sounds of the letters that differ-CC</i>	The student can identify the difference between similarly spelled words. The student is able to identify the different letters between the two words. <b>Ex: The student understands that the words bat and cat are different. The student is able to identify that the letters "b" and "c" are different in each spelling.</b>	RF.K.3d

CC = Common CORE

**Oklahoma City Public Schools  
Kindergarten Rubric**

4 <sup>th</sup> Quarter	Language Arts Continued		
Date taught	Graphophonemic Awareness		
	Uppercase letter recognition 26	The student is able to correctly identify 26 out of 26 uppercase letters.	RF.K.1d
	Lowercase letter recognition 26	The student is able to correctly identify 26 out of 26 lowercase letters.	RF.K.1d
	Letter to sound linking 23	The student is able to link 23 letters to their sounds.	RF.K.3a
	Matches words	The student is able to make spoken words to the text.	RF.K.1b
	Fluency/Automaticity		
	Recognizes common high frequency words	The student is able to name 23 of 30 high frequency words.	RF.K.3c
		Students begin to read and recognize common high frequency words.	
		(Refer to list of high frequency words based on current reading curriculum.)	
	Vocabulary/Oral Language		
	Increase personal vocabulary by listening to a variety of text and literature <i>and identify real-life connections between words and their use (e.g., note places at school that are colorful) -CC</i>	Students increase personal and conceptual vocabulary as they listen to a variety of texts and stories. Students demonstrate new vocabulary through their talk and writing. Use of new vocabulary becomes more complex with time and use.	L.K.5c
	<i>Form regular plural nouns orally by adding /s/ or /es/ -CC</i>	The student is able to form regular plural nouns orally. <b>Ex: The student is able to say the plural of bee by adding an /s/ to make bees.</b>	L.K.1c
	<i>Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings -CC</i>	The student demonstrates an understand of verbs by describing the same action in different words. <b>Ex: The student understands that walk, march, strut, and prance mean generally the same thing.</b>	L.K.5d
	<i>Use the most frequently occurring prefixes and suffixes (e.g., -ed, -s, re-, un-,pre-, -ful, -less) -CC</i>	The student is able to use the most frequently occurring prefixes and suffixes (e.g., -ed, -s, re-, un-,pre-, -ful, -less)	L.K.4b

**CC = Common CORE**

**Oklahoma City Public Schools  
Kindergarten Rubric**

4 <sup>th</sup> Quarter	Language Arts Continued		
Date taught	Listening/ Comprehension		
	<i>With prompting and support, identify the reasons an author gives to support points in a text -CC</i>	The student is able to support and identify the reasons an author gives to support points in a text. <b>Ex: The student is able to discuss why the author talks about being a good friend and sharing.</b>	RI.K.8
	<i>With prompting and support, identify basic similarities and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures) -CC</i>	When reading two different books on the same topic, the student is able to discuss the similarities and differences between the texts. Ex: When reading about animals on a farm and animals that live in a pond, the student is able to talk about the similarities and differences.	RI.K.9
	Prereading skills: connecting prior knowledge to texts, making predictions about text and using picture clues	Students use a variety of prereading skills to prepare to read or listen to a story. Students use prior knowledge, predictions, and picture walks to become familiar with the text and topic.	SL.K.1
	Recognizes cause and effect	When reading a book or listening to a book being read, the student is able to understand what caused a situation or problem to happen. <b>Ex: The student is able to describe why 2 of the three little pigs were eaten by the big bad wolf. ex: They were eaten because their house fell down.</b>	RI.K.3
	Identify appropriate sources to gather information (newspaper, map, book, person)	When looking for information, the student is able to identify appropriate sources of information such as newspapers, maps, books, and people. <b>Ex: When a student wants to know more about horses, he /she may go to the library to checkout a book about horses.</b>	W.K. Foundation Skill
	Writing		
	Writes 26 letters from memory- <b>this can include a mixture of upper and lower case letters.</b>	When writing, the student is able to write 26 alphabet letters from memory.	L.K.1a
	Uses phonetic spelling and writes some high frequency words correctly	When writing, the student uses a combination of phonetic spelling and conventional spelling of sight words. <b>Ex: The child may write “mak” for make and write the word cat conventionally.</b>	L.K.2d

**CC = Common CORE**

**Oklahoma City Public Schools  
Kindergarten Rubric**

4th Quarter	Language Arts Continued		
Date taught	Writing Continued		
	<i>With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers -CC</i>	With teacher or adult support, the student is able to explore digital tools such as using a computer to type, taking pictures, using a program such as Power Point or Paint, and other digital means of publishing writing.	W.K.6
	Introduce modes and forms of writing with a consistent focus on beginning, middle, and end that describe, explain, or tell about familiar objects, people, places, events, or experiences <b>* When asked for clarification, the State Department of Education stated that the focus of this pass standard focuses on introducing students to different forms of writing (story, poem, note, list, etc.).</b>	The child learns about different forms of writing and the structure of each form. <b>Ex: Different forms of writing such as narrative text have a beginning, middle, and end.</b>	W.K. Foundation Skill
	Begin to print legibly using correct spacing between letters and words	By the end of kindergarten, children should be printing letters and words that are increasingly legible and beginning to use correct spacing between letters and words.	RF.K.1c
	Begin to recognize appropriate use of nouns, verbs, and adjectives	Through writing experiences, demonstrations by the teacher, and teacher support, children begin to recognize nouns (such as names and places), verbs, and adjectives. As a result, children begin to recognize how to use nouns, verbs, and adjectives.	L.K.1b
	Capitalize the first word of a sentence	The child recognizes that the first word of a sentence is capitalize and begins to write using capital letters at the beginning of a sentence.	L.K.2a
	Capitalize their name and the pronoun I. <b>* The wording in the PASS is that children are expected to write all proper nouns using capital letters. It is the duty of the teacher to talk about, demonstrate, and encourage children to write proper nouns using capital letters.</b>	As children write, they begin to use capital letters when writing proper nouns especially when writing names and the pronoun I.	L.K.2a
	Demonstrate, with teacher assistance, appropriate sentence structure in writing a complete sentence	When writing, the child demonstrates their understanding of sentence structure, with teacher assistance.	L.K.1f

**CC = Common CORE**

**Oklahoma City Public Schools  
Kindergarten Rubric**

4th Quarter	Mathematical Concepts and Skills		
Date taught	Algebra		
	Identify ordinal numbers (1 <sup>st</sup> – 10 <sup>th</sup> )	When referring to the placement of objects in a row, the student correctly identifies or describes the objects in terms of first through tenth placement.	K.CC Foundation Skill (Everyday Math)
	<i>Decompose numbers less than or equal to 10 into pairs in more than one way (e.g., using objects or drawings, and record each decomposition by a drawing or equation (5=2+3 and 5=4+1) -CC</i>	The student is able to break down a number into different group that equal the number in more than one way. <b>Ex: The student is able to break the number 8 into groups such as 5+3= 8, 4+4=8, or 6+2=8. The student can use drawings, and objects to demonstrate the groups.</b>	K.OA.3
	<i>For any number 1-9, find the number that makes 10 when added to the given number (e.g., by using objects or drawings, and record the answer with a drawing or equation) -CC</i>	When given a number(1-9), the student understands the number that makes 10. The student can use objects and drawings to demonstrate their understanding. <b>Ex: Given the number 6, the student understands that 4 is needed to make 10. The student can demonstrate this through drawings or using objects.</b>	K.OA.4
	<i>Fluently add and subtract within 5-CC (Add/Subtract fluently with numbers 1-5)</i>	The student is able to add and subtract within 5. Ex: The student is able to subtract 7-3+4.	K.OA.5
	<b>Number and Operations in Base Ten - Common CORE</b>		
	<i>Compose and decompose numbers from 11 to 19 into ten ones and some further ones (e.g., by using objects or drawings, and record each composition or decomposition by a drawing or equation (18=10+8) and understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones) -CC</i>	The student is able to break down numbers from 11-19 into tens and ones. <b>Ex: When given the number 17, the student is able to demonstrate that 17 is (10+7). The student can demonstrate this by using drawing and objects. The student also understands that this means one 10 and 7 ones.</b>	K.NBT.1

**CC = Common CORE**

**Oklahoma City Public Schools  
Kindergarten Rubric**

4th Quarter	Mathematical Concepts and Skills Continued		
Date taught	Number Sense		
	Combine and remove objects from sets and verbally describe result	The student is able to add or remove objects from a set and be able to describe the results. <b>Ex: The student combines 2 unifix cubes and 4 unifix cubes and then takes 3 unifix cubes away. The student is able to describe that there are 3 unifix cubes left.</b>	K.OA.1, K.OA.2
	Counts sets of objects 1-20	The student is able to count sets of objects from 1-20.	K.CC.4a
	Matches sets to numerals 1-20	The student is able to match sets to numerals from 1-20. <b>Ex: Matches a set of eight rubber ducks to the numeral 8.</b>	K.CC.4a
	<i>Count to answer "how many?" from 1-10 when objects are in a scattered configuration, and from 1-20 when objects are arranged in a line, rectangle array, or a circle -CC</i>	The student is able to count a scattered group of objects up to 10 and a lined up set of objects up to 20. <b>Ex: The student is able to count that there are 8 cars in a group when the cars are <u>not</u> lined up.</b>	K.CC.5
	Numeral Recognition		
	Identifies numerals 0-20	The student is able to look at the numerals 0-20 and correctly identify the numeral.	K.CC.4a, K.CC.5
	<i>Compare two numbers between 1-10 presented as written numerals -CC</i>	The student is able to compare two numbers between 1-10 as written numerals. <b>Ex: When looking at the written numerals 5 and 9, the student is able to compare the two numbers (Which number is bigger/smaller, etc.).</b>	K.CC.7
	Numeral Writing		
	1-20 from memory	The student writes number 1-20 from memory without any visual cues.	K.CC.3

**CC = Common CORE**



**Oklahoma City Public Schools  
Kindergarten Rubric**

4th Quarter	Mathematical Concepts and Skills Continued		
Date taught	Rote Counting		
	Numbers 1-100	The student is able to count from 1-100.	K.CC.1
	<i>Count by tens to 100 -CC</i>	The student is able to count by tens to 100.	K.CC.1
	<i>Count forward beginning from a given number within the known sequence (instead of having to begin at 1)-CC</i>	When given a number within known numbers, the student is able to count forward from that number. <b>Ex: The student is able to count forward from 6 (counting on).</b>	K.CC.2
Geometry & Spatial Sense			
	Recognize/create shapes with symmetry	The student: a. Places thin straight objects across (or draws lines through) objects or pictures of objects that are symmetrical in such a way as to divide them into two equal parts. b. Identifies which divided objects show a “line of symmetry.”	K.G Foundation Skill
	Identify, name, and describe a variety of three-dimensional geometric shapes such as spheres, cubes, and cylinders	The student is able to identify, name, and describe three-dimensional shapes such as spheres, cubes, and cylinders	K.G.2
	<i>Analyze and compare two- and three- dimensional shapes, in different sizes, and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/"corners") and other attributes (e.g., having sides of equal length) -CC</i>	The student is able to talk about similarities and differences and similarities in two- and three- dimensional shapes. <b>Ex: When looking at a cube and rectangle, the student is able to talk about the number of sides, corners, size, ect.</b>	K.G.4
	<i>Identify shapes as two-dimensional (lying in a plane, "flat") or three-dimensional ("solid") -CC</i>	The student can identify two-dimensional and three-dimensional shapes. <b>Ex: The student can identify a cube as 3 dimensional and a triangle as two-dimensional.</b> <b>For a definition of 2 and 3 -deminsional shapes, please refer to the website:</b> <a href="http://www.bgfl.org/bgfl/custom/resources_ftp/client_ftp/ks2/math/3d/index.htm">http://www.bgfl.org/bgfl/custom/resources_ftp/client_ftp/ks2/math/3d/index.htm</a>	K.G.3

**CC = Common CORE**

**Oklahoma City Public Schools  
Kindergarten Rubric**

4th Quarter	Mathematical Concepts and Skills Continued		
Date taught	Measurement		
	Compare and order objects by length	When given objects, the student is able to put the objects in order according to length. <b>Ex: The student is able to place toy vehicles in order from shortest to tallest.</b>	K.MD.2
	Measure using nonstandard units of measurement	The student is able to measure objects using nonstandard means of measurement. <b>Ex: The student measures the length of the table top with unifex cubes.</b>	K.MD Foundation
	Identify the appropriate instrument used to measure length (ruler), weight (scale), time (clock: digital and analog; calendar: day, month, year, season), and temperature (thermometer)	The student is able to identify the appropriate instrument to measure a variety of objects and concepts. <b>Ex: When discussing months of the year, the student decides to use a calendar to discuss and measure time in months.</b>	K.MD Foundation Skill
	Data Analysis		
	Reads a tally table	The student is able to read a tally table and discuss the data the table provides. <b>Ex: The students looks at a tally table about the number of blue, green, and red cars in the parking lot. The child is able to verbally explain that there are more blue cars because there are more tally marks for blue cars.</b>	K.MD Foundation Skill
	Uses numbers and counting as a means for solving problems and measuring quantity	The student is able to use numbers and counting to solve problems and measure quantity. <b>Ex: The student is able to count how many student need a piece of paper, and is able to count the exact pieces of paper needed and give one to each student.</b>	K.MD Foundation Skill

**CC = Common CORE**