

**Kindergarten Report Card Rubric**  
**Speaking and Listening**  
**Marking Period 2**

1 Not Meeting Standard	2 Approaching Standard	3 Meeting Standard <i>(Following are end-of-year standards; see teacher for standards taught in a particular marking period.)</i>	4 Exceeding Standard
The student rarely meets the expectations for this marking period.	The student is able to sometimes meet the expectations for this marking period.	<p><b>Comprehension and collaboration:</b>  <b>Participate in a variety of discussions.</b></p> <ul style="list-style-type: none"> <li>• <b>SL.K.1</b> Participate in collaborative conversations with diverse partners about <i>kindergarten topics and texts</i> with peers and adults in small and larger groups. <ul style="list-style-type: none"> <li>○ <b>SL.K.1a</b> Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).</li> <li>○ <b>SL.K.1b</b> Continue a conversation through multiple exchanges.</li> </ul> </li> </ul> <p style="text-align: center;"><b>AND/OR</b></p> <ul style="list-style-type: none"> <li>• <b>SL.K.2</b> Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.</li> </ul> <p style="text-align: center;"><b>AND/OR</b></p> <ul style="list-style-type: none"> <li>• <b>SL.K.3</b> Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</li> </ul> <hr/> <p><b>Presentation of knowledge and ideas:</b>  <b>Share thoughts and ideas in a concise fashion.</b></p> <ul style="list-style-type: none"> <li>• <b>SL.K.4</b> Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</li> <li>• <b>SL.K.5</b> Add drawings or other visual displays to descriptions as desired to provide additional detail.</li> <li>• <b>SL.K.6</b> Speak audibly and express thoughts, feelings, and ideas clearly.</li> </ul>	The student exceeds the grade-level expectations.