

Park Ridge Public Schools  
Language Arts Literacy Report Card Rubrics  
Kindergarten

**Reading Readiness**

1) Demonstrates an understanding of the concepts of print \*

- Book orientation knowledge
- Understanding of principles involving the directional arrangement of print on the page
- The knowledge that print, not picture, contains the story
- Understanding of important reading terminology such as word, letter, beginning of sentence, and top of page
- Understanding of simple punctuation marks

| Trimester       | 1   | 2  | 3  | ES             |
|-----------------|---|--|--|----------------|
| 1 <sup>st</sup> | Receives fewer than 5 points on Concepts of Print Assessment  | Receives 6 to 10 points on Concepts of Print Assessment            | Receives 11 to 13 points on Concepts of Print Assessment | Not Applicable |
| 2 <sup>nd</sup> | Receives fewer than 9 points on Concepts of Print Assessment  | Receives 10 to 11 points on points on Concepts of Print Assessment | Receives 12 to 13 points on Concepts of Print Assessment | Not Applicable |
| 3 <sup>rd</sup> | Receives fewer than 11 points on Concepts of Print Assessment | Receives 12 points on Concepts of Print Assessment                 | Receives 13 points on Concepts of Print Assessment       | Not Applicable |

\* Print concept understanding determined by the *Teacher's College Concepts about Print Assessment*

2) Identifies upper- and lowercase letters

- 26 uppercase letter names
- 28 lowercase letter names (includes book font for a and g)

| Trimester       | 1                              | 2                           | 3                      | ES             |
|-----------------|--------------------------------|-----------------------------|------------------------|----------------|
| 1 <sup>st</sup> | Identifies 17 letters or below | Identifies 18-39 letters    | Identifies 40+ letters | Not Applicable |
| 2 <sup>nd</sup> | Identifies 39 letters or below | Identifies 40 to 51 letters | Identifies 52 letters  | Not Applicable |
| 3 <sup>rd</sup> | Identifies 47 letters or below | Identifies 48 to 51 letters | Identifies 52 letters  | Not Applicable |

3) Identifies letter sounds

- 21 consonant sounds
- 5 short vowel sounds
- 4 digraph sounds (/sh/, /ch/, /th/ voiced as in *that*, /th/ unvoiced as in *thumb*)

| Trimester       | 1                                 | 2                              | 3                          | ES             |
|-----------------|-----------------------------------|--------------------------------|----------------------------|----------------|
| 1 <sup>st</sup> | Produces 6 letter sounds or below | Produces 7 to 12 letter sounds | Produces 13+ letter sounds | Not Applicable |
| 2 <sup>nd</sup> | Produces 13 letter sounds or      | Produces 14 to 19 letter       | Produces 20+ letter sounds | Not Applicable |

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|                 |                                    |                                 |                           |                |
|-----------------|------------------------------------|---------------------------------|---------------------------|----------------|
|                 | below                              | sounds                          |                           |                |
| 3 <sup>rd</sup> | Produces 20 letter sounds or below | Produces 21 to 29 letter sounds | Produces 30 letter sounds | Not Applicable |

4) Recognizes and produces rhyming words

|                                     |  |   |   |  |
|-------------------------------------|--|---|---|--|
| Trimester                           | 1  | 2   | 3   | ES   |
| 2 <sup>nd</sup> and 3 <sup>rd</sup> | <u>Rarely or never:</u><br>Recognizes and produces rhyming words | <u>Inconsistently:</u><br>Recognizes and produces rhyming words | <u>Consistently:</u><br>Recognizes and produces rhyming words | <u>Consistently at an enriched level:</u><br>Recognizes and produces rhyming words |

5) Distinguishes beginning sounds in words

|                                     |   |  |  |   |
|-------------------------------------|---|--|--|---|
| Trimester                           | 1   | 2  | 3  | ES  |
| 2 <sup>nd</sup> and 3 <sup>rd</sup> | <u>Rarely or never:</u><br>Distinguishes beginning sounds | <u>Inconsistently:</u><br>Distinguishes beginning sounds | <u>Consistently:</u><br>Distinguishes beginning sounds | <u>Consistently at an enriched level:</u><br>Distinguishes beginning sounds |

6) Distinguishes ending sounds in words

|                                     |  |   |   |  |
|-------------------------------------|--|---|---|--|
| Trimester                           | 1  | 2   | 3   | ES   |
| 2 <sup>nd</sup> and 3 <sup>rd</sup> | <u>Rarely or never:</u><br>Distinguishes ending sounds | <u>Inconsistently:</u><br>Distinguishes ending sounds | <u>Consistently:</u><br>Distinguishes ending sounds | <u>Consistently at an enriched level:</u><br>Distinguishes ending sounds |

7) Blends and segments sounds in words

|                 |  |   |   |  |
|-----------------|--|---|---|--|
| Trimester       | 1  | 2   | 3   | ES   |
| 3 <sup>rd</sup> | <u>Rarely or never:</u><br>Blends and segments sounds in words | <u>Inconsistently:</u><br>Blends and segments sounds in words | <u>Consistently:</u><br>Blends and segments sounds in words | <u>Consistently at an enriched level:</u><br>Blends and segments sounds in words |

8) Recognizes grade-level sight words

|                 |                          |                           |                             |                        |
|-----------------|--------------------------|---------------------------|-----------------------------|------------------------|
| Trimester       | 1                        | 2                         | 3                           | ES                     |
| 2 <sup>nd</sup> | Recognizes 5 to 14 words | Recognizes 15 to 24 sight | Recognizes 25 or more sight | Recognizes sight words |

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|                 |   |   |  |  |
|-----------------|---|---|--|--|
|                 | introduced                                    | words introduced                        | words introduced                             | introduced, as well as, 25 or more sight words not introduced                        |
| 3 <sup>rd</sup> | Recognizes 29 or fewer sight words introduced | Recognizes 30-49 sight words introduced | Recognizes 50 or more sight words introduced | Recognizes sight words introduced, as well as, 50 or more sight words not introduced |

9) Uses print strategies to read unknown words within a text

| Trimester                           | 1   | 2  | 3  | ES   |
|-------------------------------------|---|--|--|--|
| 2 <sup>nd</sup> and 3 <sup>rd</sup> | <u>Rarely or never:</u> <ul style="list-style-type: none"> <li>• Reads from left to right</li> <li>• Uses picture clues</li> <li>• Identifies sight words</li> <li>• Finds patterns in books</li> <li>• Reads with reading finger</li> <li>• Gets mouth ready for the first sound in words</li> <li>• Looks closely at punctuation</li> <li>• Reads text again to sound smooth</li> </ul> | <u>Inconsistently:</u> <ul style="list-style-type: none"> <li>• Reads from left to right</li> <li>• Uses picture clues</li> <li>• Identifies sight words</li> <li>• Finds patterns in books</li> <li>• Reads with reading finger</li> <li>• Gets mouth ready for the first sound in words</li> <li>• Looks closely at punctuation</li> <li>• Reads text again to sound smooth</li> </ul> | <u>Consistently:</u> <ul style="list-style-type: none"> <li>• Reads from left to right</li> <li>• Uses picture clues</li> <li>• Identifies sight words</li> <li>• Finds patterns in books</li> <li>• Reads with reading finger</li> <li>• Gets mouth ready for the first sound in words</li> <li>• Looks closely at punctuation</li> <li>• Reads text again to sound smooth</li> </ul> | <u>Consistently at an enriched level:</u> <ul style="list-style-type: none"> <li>• Reads from left to right</li> <li>• Uses picture clues</li> <li>• Identifies sight words</li> <li>• Finds patterns in books</li> <li>• Reads with reading finger</li> <li>• Gets mouth ready for the first sound in words</li> <li>• Looks closely at punctuation</li> </ul> Reads text again to sound smooth |

10) Reads independently at grade level \*

| Trimester       | 1  | 2                              | 3                                   | ES                                      |
|-----------------|--|--------------------------------|-------------------------------------|---|
| 2 <sup>nd</sup> | Unable or rarely able to demonstrate reading behaviors | Reads independently at Level A | Reads independently at Level B or C | Reads independently at Level D or above |
| 3 <sup>rd</sup> | Reads independently at Level A                         | Reads independently at Level B | Reads independently at Level C or D | Reads independently at Level E or above |

\* Independent reading levels determined by the *Teacher's College Independent Reading Level Assessment* and the *Developmental Reading Assessment (DRA2)*

11) Demonstrates comprehension of a story read aloud

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| Trimester       | 1   | 2  | 3   | ES   |
|-----------------|---|--|---|--|
| 2 <sup>nd</sup> | Unable to retell a story, even with prompting         | Unable to recall events of a story in proper sequence            | Retells a story in proper sequence, using characters and setting                          | Retells a story in proper sequence, using character setting and inferential understanding  |
| 3 <sup>rd</sup> | Unable to recall events of a story in proper sequence | Retells a story in proper sequence, using characters and setting | Retells a story in proper sequence, using character setting and inferential understanding | Retells a story in sequence, using characters and setting, while making connections and predictions (displaying higher level thinking) |

12) Recognizes common types of texts

- Poems, songs, lists, letters, storybooks, concept books, nonfiction books, "just-right" books

| Trimester | 1  | 2   | 3   | ES   |
|-----------|--|---|---|--|
| ALL       | <u>Rarely or never:</u><br>Identifies types of text introduced | <u>Inconsistently:</u><br>Identifies types of text introduced | <u>Consistently:</u><br>Identifies types of text introduced | <u>Consistently at an enriched level:</u><br>Identifies types of text introduced |

**Writing**

1) Uses proper pencil grip

| Trimester       | 1  | 2  | 3  | ES             |
|-----------------|--|--|--|----------------|
| 1 <sup>st</sup> | Unable to hold writing instrument with a three-finger grip with teacher prompting  | Sometimes holds writing instrument with a three-finger grip with teacher prompting | Holds writing instrument with a three-finger grip with teacher prompting | Not Applicable |
| 2 <sup>nd</sup> | Sometimes holds writing instrument with a three-finger grip with teacher prompting | Holds writing instrument with a three-finger grip with teacher prompting           | Holds writing instrument with a three-finger grip                        | Not Applicable |
| 3 <sup>rd</sup> | Sometimes holds writing instrument with a three-finger grip with teacher prompting | Holds writing instrument with a three-finger grip with teacher prompting           | Holds writing instrument with a three-finger grip                        | Not Applicable |

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2) Forms letters correctly

| Trimester       | 1   | 2  | 3  | ES  |
|-----------------|---|--|--|---|
| 1 <sup>st</sup> | <p><u>Rarely or never:</u></p> <ul style="list-style-type: none"> <li>Forms taught uppercase letters correctly using a top to bottom and left to right writing stroke</li> <li>Writes within HWT gray boxes with teacher prompting</li> </ul> | <p><u>Inconsistently:</u></p> <ul style="list-style-type: none"> <li>Forms taught uppercase letters correctly using a top to bottom and left to right writing stroke</li> <li>Writes within HWT gray boxes with teacher prompting</li> </ul> | <p><u>Consistently:</u></p> <ul style="list-style-type: none"> <li>Forms taught uppercase letters correctly using a top to bottom and left to right writing stroke</li> <li>Writes within HWT gray boxes with teacher prompting</li> </ul>   | <p><u>Consistently at an enriched level:</u></p> <ul style="list-style-type: none"> <li>Forms taught uppercase letters correctly using a top to bottom and left to right writing stroke</li> <li>Writes within HWT gray boxes with teacher prompting</li> </ul> |
| 2 <sup>nd</sup> | <ul style="list-style-type: none"> <li>Forms taught uppercase and lowercase letters correctly using a top to bottom and left to right writing stroke.</li> <li>Writes within appropriate handwriting lines with teacher prompting</li> </ul>  | <ul style="list-style-type: none"> <li>Forms taught uppercase and lowercase letters correctly using a top to bottom and left to right writing stroke.</li> <li>Writes within appropriate handwriting lines with teacher prompting</li> </ul> | <ul style="list-style-type: none"> <li>Forms taught uppercase and lowercase letters correctly using a top to bottom and left to right writing stroke.</li> <li>Writes within appropriate handwriting lines with teacher prompting</li> </ul> | <ul style="list-style-type: none"> <li>Forms taught uppercase and lowercase letters correctly using a top to bottom and left to right writing stroke.</li> <li>Writes within appropriate handwriting lines with teacher prompting</li> </ul>                    |
| 3 <sup>rd</sup> | <ul style="list-style-type: none"> <li>Forms uppercase and lowercase letters correctly using a top to bottom and left to right writing stroke</li> <li>Writes within appropriate handwriting lines with teacher prompting</li> </ul>          | <ul style="list-style-type: none"> <li>Forms uppercase and lowercase letters correctly using a top to bottom and left to right writing stroke</li> <li>Writes within appropriate handwriting lines with teacher prompting</li> </ul>         | <ul style="list-style-type: none"> <li>Forms uppercase and lowercase letters correctly using a top to bottom and left to right writing stroke</li> <li>Writes within appropriate handwriting lines with teacher prompting</li> </ul>         | <ul style="list-style-type: none"> <li>Forms uppercase and lowercase letters correctly using a top to bottom and left to right writing stroke</li> <li>Writes within appropriate handwriting lines with teacher prompting</li> </ul>                            |

3) Prints name correctly

| Trimester       | 1  | 2   | 3  | ES             |
|-----------------|--|---|--|----------------|
| 1 <sup>st</sup> | Rarely prints first name using capital letters within HWT gray boxes | Sometimes prints first name using capital letters within HWT gray boxes | Prints first name using capital letters within HWT gray boxes neatly | Not Applicable |
| 2 <sup>nd</sup> | Rarely prints first name within appropriate handwriting lines        | Sometimes prints first name within appropriate handwriting lines        | Prints first name within appropriate handwriting lines neatly        | Not Applicable |

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|                 |  |   |  |                |
|-----------------|--|---|--|----------------|
| 3 <sup>rd</sup> | Rarely prints first and last name within appropriate handwriting lines | Sometimes prints first and last name within appropriate handwriting lines | Prints first and last name within appropriate handwriting lines neatly | Not Applicable |
|-----------------|--|---|--|----------------|

4) Copies numbers, letters, and words

| Trimester | 1   | 2  | 3  | ES             |
|-----------|---|--|--|----------------|
| ALL       | <u>Rarely or never:</u><br>Copies numbers, letters, and words | <u>Inconsistently:</u><br>Copies numbers, letters, and words | <u>Consistently:</u><br>Copies numbers, letters, and words | Not Applicable |

5) Uses drawings, letters, and strings of letters to express ideas

| Trimester       | 1  | 2  | 3  | ES   |
|-----------------|--|--|--|--|
| 1 <sup>st</sup> | <u>Rarely or Never:</u><br>Uses a combination of drawings and writing letters to demonstrate skills taught in units of study   | <u>Inconsistently:</u><br>Uses a combination of drawings and writing letters to demonstrate skills taught in units of study  | <u>Consistently:</u><br>Uses a combination of drawings and writing letters to demonstrate skills taught in units of study  | <u>Consistently at an enriched level:</u><br>Uses a combination of drawings and writing letters to demonstrate skills taught in units of study   |
| 2 <sup>nd</sup> | Uses a combination of drawings and writing words to demonstrate skills taught in units of study  | Uses a combination of drawings and writing words to demonstrate skills taught in units of study  | Uses a combination of drawings and writing words to demonstrate skills taught in units of study  | Uses a combination of drawings and writing words to demonstrate skills taught in units of study  |
| 3 <sup>rd</sup> | <ul style="list-style-type: none"> <li>• Uses a combination of drawing and writing sentences to demonstrate skills taught in units of study</li> <li>• Uses spacing between words in a sentence</li> </ul> | <ul style="list-style-type: none"> <li>• Uses a combination of drawing and writing sentences to demonstrate skills taught in units of study</li> <li>• Uses spacing between words in a sentence</li> </ul> | <ul style="list-style-type: none"> <li>• Uses a combination of drawing and writing sentences to demonstrate skills taught in units of study</li> <li>• Uses spacing between words in a sentence</li> </ul> | <ul style="list-style-type: none"> <li>• Uses a combination of drawing and writing sentences to demonstrate skills taught in units of study</li> <li>• Uses spacing between words in a sentence</li> </ul> |

6) Develops ideas

| Trimester                           | 1  | 2   | 3   | ES  |
|-------------------------------------|--|---|---|---|
| 2 <sup>nd</sup> and 3 <sup>rd</sup> | <u>Rarely or never:</u><br>• Tells about events in the | <u>Inconsistently:</u><br>• Tells about events in the | <u>Consistently:</u><br>• Tells about events in the | <u>Consistently at an enriched level:</u> |

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|  |   |   |   |   |
|--|---|---|---|---|
|  | <p>order which they occurred, and provides a reaction to what happened</p> <ul style="list-style-type: none"> <li>Tells the reader a topic and states an opinion about the topic</li> <li>Names a topic and provides information about the topic</li> </ul> | <p>order which they occurred, and provides a reaction to what happened</p> <ul style="list-style-type: none"> <li>Tells the reader a topic and states an opinion about the topic</li> <li>Names a topic and provides information about the topic</li> </ul> | <p>order which they occurred, and provides a reaction to what happened</p> <ul style="list-style-type: none"> <li>Tells the reader a topic and states an opinion about the topic</li> <li>Names a topic and provides information about the topic</li> </ul> | <ul style="list-style-type: none"> <li>Tells about events in the order which they occurred, and provides a reaction to what happened</li> <li>Tells the reader a topic and states an opinion about the topic</li> </ul> <p>Names a topic and provides information about the topic</p> |
|--|---|---|---|---|

7) Spells words phonetically using knowledge of sound-letter relationships

| Trimester       | 1  | 2   | 3   | ES   |
|-----------------|--|---|---|--|
| 2 <sup>nd</sup> | <p><u>Rarely or never</u></p> <ul style="list-style-type: none"> <li>Writes a letter or letters for most consonant and short-vowel sounds</li> <li>Spells simple words phonetically, drawing on knowledge of sound-letter relationships</li> </ul> | <p><u>Inconsistently</u></p> <ul style="list-style-type: none"> <li>Writes a letter or letters for most consonant and short-vowel sounds</li> <li>Spells simple words phonetically, drawing on knowledge of sound-letter relationships</li> </ul> | <p><u>Consistently</u></p> <ul style="list-style-type: none"> <li>Writes a letter or letters for most consonant and short-vowel sounds</li> <li>Spells simple words phonetically, drawing on knowledge of sound-letter relationships</li> </ul> | <p><u>Consistently at an Enriched Level</u></p> <ul style="list-style-type: none"> <li>Writes a letter or letters for most consonant and short-vowel sounds</li> <li>Spells simple words phonetically, drawing on knowledge of sound-letter relationships</li> </ul> |
| 3 <sup>rd</sup> | <ul style="list-style-type: none"> <li>Writes a letter or letters for all consonant and short-vowel sounds</li> <li>Spells simple words phonetically, drawing on knowledge of sound-letter relationships</li> </ul>                                | <ul style="list-style-type: none"> <li>Writes a letter or letters for all consonant and short-vowel sounds</li> <li>Spells simple words phonetically, drawing on knowledge of sound-letter relationships</li> </ul>                               | <ul style="list-style-type: none"> <li>Writes a letter or letters for all consonant and short-vowel sounds</li> <li>Spells simple words phonetically, drawing on knowledge of sound-letter relationships</li> </ul>                             | <ul style="list-style-type: none"> <li>Writes a letter or letters for all consonant and short-vowel sounds</li> <li>Spells simple words phonetically, drawing on knowledge of sound-letter relationships</li> </ul>  |

8) Demonstrates grade-level command of capitalization and punctuation

| Trimester       | 1  | 2  | 3  | ES             |
|-----------------|--|--|--|----------------|
| 2 <sup>nd</sup> | <p><u>Rarely or Never:</u><br/>Capitalizes the pronoun "I"</p>   | <p><u>Inconsistently:</u><br/>Capitalizes the pronoun "I"</p>  | <p><u>Consistently:</u><br/>Capitalizes the pronoun "I"</p>  | Not Applicable |
| 3 <sup>rd</sup> | <ul style="list-style-type: none"> <li>Capitalizes the pronoun "I"</li> <li>Capitalizes the first word in</li> </ul> | <ul style="list-style-type: none"> <li>Capitalizes the pronoun "I"</li> <li>Capitalizes the first word in</li> </ul> | <ul style="list-style-type: none"> <li>Capitalizes the pronoun "I"</li> <li>Capitalizes the first word in</li> </ul> | Not Applicable |

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|  |  |  |  |  |
|--|--|--|--|--|
|  | a sentence<br>• Names and uses end punctuation | a sentence<br>• Names and uses end punctuation | a sentence<br>• Names and uses end punctuation |  |
|--|--|--|--|--|

9) Uses writing tools when writing independently

| Trimester | 1  | 2   | 3   | ES   |
|-----------|--|---|---|--|
| ALL       | <u>Rarely or never:</u><br>Uses writing tools when writing independently, including word walls, space-maker, HWT pencils, and ABC tool | <u>Inconsistently:</u><br>Uses writing tools when writing independently, including word walls, space-maker, HWT pencils, and ABC tool | <u>Consistently:</u><br>Uses writing tools when writing independently, including word walls, space-maker, HWT pencils, and ABC tool | <u>Consistently at an enriched level:</u><br>Uses writing tools when writing independently, including word walls, space-maker, HWT pencils, and ABC tool |

**Speaking and Listening**

1) Listens to others and takes turns speaking

| Trimester | 1   | 2  | 3  | ES             |
|-----------|---|--|--|----------------|
| ALL       | <u>Rarely or never:</u><br>Listens to others and takes turns speaking | <u>Inconsistently:</u><br>Listens to others and takes turns speaking | <u>Consistently:</u><br>Listens to others and takes turns speaking | Not Applicable |

2) Makes relevant contributions to classroom and group discussion

| Trimester | 1   | 2  | 3  | ES  |
|-----------|---|--|--|---|
| ALL       | <u>Rarely or never:</u><br>• Participates in conversations with peers and adults about kindergarten topics and text<br>• Follows discussion rules<br>• Continues conversations through multiple exchanges | <u>Inconsistently:</u><br>• Participates in conversations with peers and adults about kindergarten topics and text<br>• Follows discussion rules<br>• Continues conversations through multiple exchanges | <u>Consistently:</u><br>• Participates in conversations with peers and adults about kindergarten topics and text<br>• Follows discussion rules<br>• Continues conversations through multiple exchanges | <u>Consistently at an enriched level:</u><br>• Participates in conversations with peers and adults about kindergarten topics and text<br>• Follows discussion rules<br>• Continues conversations through multiple exchanges |

3) Asks questions to gain information

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| Trimester | 1  | 2   | 3   | ES   |
|-----------|--|---|---|--|
| ALL       | <u>Rarely or never:</u> <ul style="list-style-type: none"> <li>Asks and answers questions in order to seek help, get information, or clarify something that is not understood</li> </ul> | <u>Inconsistently:</u> <ul style="list-style-type: none"> <li>Asks and answers questions in order to seek help, get information, or clarify something that is not understood</li> </ul> | <u>Consistently:</u> <ul style="list-style-type: none"> <li>Asks and answers questions in order to seek help, get information, or clarify something that is not understood</li> </ul> | <u>Consistently at an enriched level:</u> <ul style="list-style-type: none"> <li>Asks and answers questions in order to seek help, get information, or clarify something that is not understood</li> </ul> |

4) Expresses ideas, thoughts, and feelings clearly and effectively

| Trimester | 1  | 2   | 3   | ES   |
|-----------|--|---|---|--|
| ALL       | <u>Rarely or never:</u> <ul style="list-style-type: none"> <li>Describes familiar people, places, things, and events</li> <li>With prompting and support, provides additional details</li> <li>Adds drawings or other visual displays to descriptions</li> <li>Speaks audibly and expresses thoughts, feelings, and ideas clearly</li> </ul> | <u>Inconsistently:</u> <ul style="list-style-type: none"> <li>Describes familiar people, places, things, and events</li> <li>With prompting and support, provides additional details</li> <li>Adds drawings or other visual displays to descriptions</li> <li>Speaks audibly and expresses thoughts, feelings, and ideas clearly</li> </ul> | <u>Consistently:</u> <ul style="list-style-type: none"> <li>Describes familiar people, places, things, and events</li> <li>With prompting and support, provides additional details</li> <li>Adds drawings or other visual displays to descriptions</li> <li>Speaks audibly and expresses thoughts, feelings, and ideas clearly</li> </ul> | <u>Consistently at an enriched level:</u> <ul style="list-style-type: none"> <li>Describes familiar people, places, things, and events</li> <li>With prompting and support, provides additional details</li> <li>Adds drawings or other visual displays to descriptions</li> <li>Speaks audibly and expresses thoughts, feelings, and ideas clearly</li> </ul> |