

Grading Benchmarks – KINDERGARTEN

READING LITERATURE AND INFORMATIONAL TEXT

Reads and comprehends grade-level texts

Trimester	1	2	3	4
Fall	Limited understanding of early literacy behaviors	Approaching mastery of early literacy behaviors	Student reads grade-level texts fluently with satisfactory or excellent comprehension	Student reads above grade-level texts fluently with satisfactory or excellent comprehension
Winter	Student is still developing reading skills utilizing below grade-level texts	Student is approaching fluency and satisfactory comprehension of grade-level texts	Student reads grade-level texts fluently with satisfactory or excellent comprehension	Student reads above grade-level texts fluently with satisfactory or excellent comprehension
Spring	Student is still developing reading skills utilizing below grade-level texts	Student is approaching fluency and satisfactory comprehension of grade-level texts	Student reads grade-level texts fluently with satisfactory or excellent comprehension	Student reads above grade-level texts fluently with satisfactory or excellent comprehension

Retells a story, or identifies important information from a text, with prompting and support

Trimester	1	2	3	4
All	With prompting and support, rarely or never: <ul style="list-style-type: none"> • retells familiar stories, including key details • identifies the main topic nor retells key details of a text 	With prompting and support, inconsistently <ul style="list-style-type: none"> • retells familiar stories, including key details • identifies the main topic and retells key details of a text 	With prompting and support, consistently <ul style="list-style-type: none"> • retells familiar stories, including key details • identifies the main topic and retells key details of a text 	With prompting and support, consistently <ul style="list-style-type: none"> • retells familiar stories, including key details from above grade-level text • identifies the main topic and retells key details of an above grade-level text

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FOUNDATIONAL SKILLS: PHONICS, SIGHT WORDS AND FLUENCY

Recognizes and names uppercase and lowercase letters of the alphabet

Trimester	1	2	3	4
Fall	Student recognizes 15 letters or less	Student recognizes 16-29 letters	Student recognizes 30-51 letters	Student recognizes 52 letters
Winter	Student recognizes 20 letters or less	Student recognizes 21-35 letters	Student recognizes 36-51 letters	Student recognizes 52 letters
Spring	Student recognizes 25 letters or less	Student recognizes 26-51 letters	Student recognizes 52 letters	

Identifies letter sounds

Trimester	1	2	3	4
Fall	Student produces 5 sounds or less	Student produces 6-12 sounds	Student produces 13-25 sounds	Student produces 26 sounds
Winter	Student produces 9 sounds or less	Student produces 10-19 sounds	Student produces 20-25 sounds	Student produces 26 sounds
Spring	Student produces 19 sounds or less	Student produces 20-25 sounds	Student produces 26 sounds	

Recognizes and produces rhyming words

Trimester	1	2	3	4
Fall				
Winter	Student is unable to recognize and produce rhyming words	Student can recognize and produce rhyming words some of the time	Student can recognize and produce rhyming words consistently	
Spring	Student is unable to recognize and produce rhyming words	Student can recognize and produce rhyming words some of the time	Student can recognize and produce rhyming words consistently	

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Reads high frequency words

Trimester	1	2	3	4
Fall	Student reads 0-4 words	Student reads 5-9 words	Student reads 10-36 words	Student reads 37 words
Winter	Student reads 0-13 words	Student reads 14-19 words	Student reads 20-36 words	Student reads 37 words
Spring	Student reads 0-21 words	Student reads 22-36 words	Student reads 37 words	Student reads 38 or more words

Uses multiple strategies to read words in context (pictures, context, phonics)

Trimester	1	2	3	4
All	Rarely or never uses multiple strategies to read text (pictures, context, phonics)	Inconsistently uses multiple strategies to read text (pictures, context, phonics)	Consistently uses multiple strategies to read text (pictures, context, phonics)	Consistently uses multiple strategies to read above grade-level texts (pictures, context, phonics)

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Applies phonics and word analysis skills in decoding words

Trimester	1	2	3	4
Fall	Student rarely or never demonstrates basic knowledge of one-to-one letter-sound correspondence in words by producing the initial consonant sound taught	Student inconsistently demonstrates basic knowledge of one-to-one letter-sound correspondence in words by producing the initial consonant sound taught	Student consistently demonstrates basic knowledge of one-to-one letter-sound correspondence in words by producing the initial consonant sound taught	Student consistently decodes regularly spelled one-syllable words
Winter	Student rarely or never demonstrates basic knowledge of one-to-one letter-sound correspondence in words by producing the initial and final consonant sound taught	Student inconsistently demonstrates basic knowledge of one-to-one letter-sound correspondence in words by producing the initial and final consonant sound taught	Student consistently demonstrates basic knowledge of one-to-one letter-sound correspondence in words by producing the initial and final consonant sound taught	Student consistently decodes regularly spelled one-syllable words
Spring	<p>Student rarely or never</p> <ul style="list-style-type: none"> • demonstrates basic knowledge of one-to-one letter-sound correspondence in words by producing the primary or most frequent sounds for each consonant or vowel sound taught • distinguishes between similarly spelled words by identifying the sounds of the letters that differ 	<p>Student inconsistently</p> <ul style="list-style-type: none"> • demonstrates basic knowledge of one-to-one letter-sound correspondence in words by producing the primary or most frequent sounds for each consonant or vowel sound taught • distinguishes between similarly spelled words by identifying the sounds of the letters that differ 	<p>Student consistently</p> <ul style="list-style-type: none"> • demonstrates basic knowledge of one-to-one letter-sound correspondence in words by producing the primary or most frequent sounds for each consonant or vowel sound taught • distinguishes between similarly spelled words by identifying the sounds of the letters that differ 	Student consistently decodes regularly spelled one-syllable words

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WRITING AND LANGUAGE

Uses a combination of drawing, dictating & writing to compose opinion, informative and narrative texts

Trimester	1	2	3	4
All	<ul style="list-style-type: none"> Picture, writing, and/or dictation do not correspond with the task Rarely or never states a topic (e.g. opinion, names what he/she is writing about) followed by appropriate details 	<ul style="list-style-type: none"> Parts of the picture, writing, and/or dictation correspond with the task Inconsistently states a topic e.g. opinion, names what he/she is writing about) followed by appropriate details 	<ul style="list-style-type: none"> Picture, writing, and and/or dictation all correspond with the task Consistently states a topic (e.g. opinion, names what he/she is writing about) followed by appropriate details 	<ul style="list-style-type: none"> Picture, writing, and dictation all correspond with the task, and includes details States a topic (e.g. opinion, names what he/she is writing about) followed by appropriate details and consistently provides closure

Prints uppercase and lowercase letters

Trimester	1	2	3	4
All	Student prints no or few letters that have been presented	Student prints some letters that have been presented	Student prints most letters that have been presented	Student prints all uppercase and lowercase letters

Demonstrates the ability to use language conventions (punctuation, capitalization, spelling, etc.)

Trimester	1	2	3	4
Fall				
Winter	Student rarely or never: <ul style="list-style-type: none"> capitalizes the first word in a sentence and the pronoun <i>I</i> recognizes and names end punctuation 	Student inconsistently: <ul style="list-style-type: none"> capitalizes the first word in a sentence and the pronoun <i>I</i> recognizes and names end punctuation 	Student consistently: <ul style="list-style-type: none"> capitalizes the first word in a sentence and the pronoun <i>I</i> recognizes and names end punctuation 	Student consistently: <ul style="list-style-type: none"> Capitalizes dates and names of people Uses end punctuation for sentences Uses commas in dates and to separate single words in a series
Spring	Student rarely or never: <ul style="list-style-type: none"> capitalizes the first word in a sentence and the pronoun <i>I</i> recognizes and names end punctuation 	Student inconsistently: <ul style="list-style-type: none"> capitalizes the first word in a sentence and the pronoun <i>I</i> recognizes and names end punctuation 	Student consistently: <ul style="list-style-type: none"> capitalizes the first word in a sentence and the pronoun <i>I</i> recognizes and names end punctuation 	Student consistently: <ul style="list-style-type: none"> Capitalizes dates and names of people Uses end punctuation for sentences Uses commas in dates and to separate single words in a series

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Spells simple words phonetically

Trimester	1	2	3	4
Fall				
Winter	<p>Student rarely or never:</p> <ul style="list-style-type: none"> writes a letter or letters for most consonant and short-vowel sounds spells simple words phonetically, drawing on knowledge of sound-letter relationships 	<p>Student inconsistently:</p> <ul style="list-style-type: none"> writes a letter or letters for most consonant and short-vowel sounds spells simple words phonetically, drawing on knowledge of sound-letter relationships 	<p>Student consistently:</p> <ul style="list-style-type: none"> writes a letter or letters for most consonant and short-vowel sounds spells simple words phonetically, drawing on knowledge of sound-letter relationships 	<p>Student consistently:</p> <ul style="list-style-type: none"> uses conventional spelling for words with common spelling patterns and for frequently occurring irregular words spells untaught words phonetically, drawing on phonemic awareness and spelling conventions
Spring	<p>Student rarely or never:</p> <ul style="list-style-type: none"> writes a letter or letters for most consonant and short-vowel sounds spells simple words phonetically, drawing on knowledge of sound-letter relationships 	<p>Student inconsistently:</p> <ul style="list-style-type: none"> writes a letter or letters for most consonant and short-vowel sounds spells simple words phonetically, drawing on knowledge of sound-letter relationships 	<p>Student consistently:</p> <ul style="list-style-type: none"> writes a letter or letters for most consonant and short-vowel sounds spells simple words phonetically, drawing on knowledge of sound-letter relationships 	<p>Student consistently:</p> <ul style="list-style-type: none"> uses conventional spelling for words with common spelling patterns and for frequently occurring irregular words spells untaught words phonetically, drawing on phonemic awareness and spelling conventions

SPEAKING & LISTENING

Participates in collaborative conversations

Trimester	1	2	3	4
All	<p>Student rarely or never:</p> <ul style="list-style-type: none"> continues a conversation through multiple exchanges asks and answers questions requests clarification if something is not understood expresses thoughts, feelings and ideas clearly 	<p>Student inconsistently:</p> <ul style="list-style-type: none"> continues a conversation through multiple exchanges asks and answers questions requests clarification if something is not understood expresses thoughts, feelings and ideas clearly 	<p>Student consistently:</p> <ul style="list-style-type: none"> continues a conversation through multiple exchanges asks and answers questions requests clarification if something is not understood expresses thoughts, feelings and ideas clearly 	<p>Student consistently:</p> <ul style="list-style-type: none"> builds on others' talk in conversations by responding to the comments of others through multiple exchanges asks and answers questions in order to gather additional information expresses thoughts, feelings and ideas clearly