

GRADE K GRADING BENCHMARK STATEMENTS

ELA: Reading: Literature and Informational Text: Grade K: Statement #1:

With prompting and support, asks and answers questions about a text such as character(s), setting, major events and/or pieces of information.

Semester	1	2	3
1 & 2	<p>With prompting and support, student demonstrates partial success at answering teacher directed questions about a text such as character(s), setting, major events and/or pieces of information.</p> <p>Evidence may include: Reader’s Workshop Conference Notes, Read Aloud/Shared Reading Anecdotal records, Running Records</p>	<p>With prompting and support, student answers teacher directed questions about a text such as character(s), setting, major events and/or pieces of information.</p> <p>Evidence may include: Reader’s Workshop Conference Notes, Read Aloud/Shared Reading Anecdotal records, Running Records</p>	<p>With prompting and support, student asks and answers questions about a text such as character(s), setting, major events and/or pieces of information</p> <p>Evidence may include: Reader’s Workshop Conference Notes, Read Aloud/Shared Reading Anecdotal records, Running Records</p>

ELA: Reading: Literature and Informational Text: Grade K: Statement #2:

With prompting and support, retells familiar stories, including main topics and key details.

Semester	1	2	3
1 & 2	<p>With prompting and support, student is unable to retell or recall pieces of information from a text.</p> <p>Evidence may include: Use of Emergent Storybook Reading Conferring Sheet, reading conferences for retelling, Score of 1 on the Narrative Retell Rubric</p>	<p>With prompting and support, students is able to partially retell familiar stories, and may include main topics and key details.</p> <p>Evidence may include: Use of Emergent Storybook Reading Conferring Sheet, reading conferences for retelling, Score of 2 on the Narrative Retell Rubric</p>	<p>With prompting and support, student is able to retell familiar stories, including main topics and key details.</p> <p>Evidence may include: Use of Emergent Storybook Reading Conferring Sheet, reading conferences for retelling, Score of 3 on the Narrative Retell Rubric</p>

ELA: Reading: Literature and Informational Text: Grade K: Statement #3:

With prompting and support describes the relationship between illustrations and the text in which they appear.

Semester	1	2	3
1 & 2	<p>With prompting and support, the student is unable to describe the relationship between illustrations and the text in which they appear.</p> <p>Evidence may include: Reader's Workshop Conference Notes, Read Aloud/Shared Reading Anecdotal records</p>	<p>With prompting and support, the student is able to demonstrate partial success at describing the relationship between illustrations and the text in which they appear.</p> <p>Evidence may include: Reader's Workshop Conference Notes, Read Aloud/Shared Reading Anecdotal records</p>	<p>With prompting and support, the student is able to describe the relationship between illustrations and the text in which they appear.</p> <p>Evidence may include: Reader's Workshop Conference Notes, Read Aloud/Shared Reading Anecdotal records</p>

ELA: Reading: Literature and Informational Text: Grade K: Statement #4:

Actively engages in group reading activities with purpose and understanding.

Semester	1	2	3
1 & 2	<p>The student demonstrates limited success at engaging in group reading activities and may not demonstrate adequate understanding of the text or task.</p> <p>Evidence may include: Read Aloud/Shared Reading Anecdotal records (including student behaviors during Turn&Talk, Think/Pair/Share)</p>	<p>The student demonstrates partial success at engaging in group reading activities with adequate understanding.</p> <p>Evidence may include: Read Aloud/Shared Reading Anecdotal records (including student behaviors during Turn&Talk, Think/Pair/Share)</p>	<p>The student engages in group reading activities with purpose and understanding.</p> <p>Evidence may include: Read Aloud/Shared Reading Anecdotal records (including student behaviors during Turn&Talk, Think/Pair/Share)</p>

ELA: Reading: Foundational Skills: Grade K: Statement #1:

Demonstrates understanding of the organization and basic features of print.

Semester	1	2	3
1	<p>The student demonstrates some understanding of the organization and basic features of print.</p> <p>Evidence may include: Some of the features on COP Assessment, Reader's Workshop Conference Notes, Read Aloud/Shared Reading Anecdotal records</p>	<p>The student demonstrates an understanding of most of the organization and basic features of print.</p> <p>Evidence may include: Most of the features on COP Assessment, Reader's Workshop Conference Notes, Read Aloud/Shared Reading Anecdotal records</p>	<p>The student demonstrates understanding of the organization and basic features of print.</p> <p>Evidence may include: All of the features on COP Assessment, Reader's Workshop Conference Notes, Read Aloud/Shared Reading Anecdotal records</p>
2	<p>The student demonstrates some understanding of the organization and basic features of print.</p> <p>Evidence may include: Some of the features on COP Assessment, Reader's Workshop Conference Notes, Read Aloud/Shared Reading Anecdotal records</p>	<p>The student demonstrates an understanding of most of the organization and basic features of print.</p> <p>Evidence may include: Most of the features on COP Assessment, Reader's Workshop Conference Notes, Read Aloud/Shared Reading Anecdotal records</p>	<p>The student demonstrates understanding of the organization and basic features of print.</p> <p>Evidence may include: All of the features on COP Assessment, Reader's Workshop Conference Notes, Read Aloud/Shared Reading Anecdotal records</p>

ELA: Reading: Foundational Skills: Grade K: Statement #2:

Recognizes and names all upper- and lowercase letters of the alphabet.

Semester	1	2	3
1	<p>The student demonstrates a limited ability to recognize and name upper- and lowercase letters of the alphabet.</p> <p>Evidence may include: Score of 17 or below/54 on Letter ID Assessment</p>	<p>The student is partially able to recognize and name upper- and lowercase letters of the alphabet.</p> <p>Evidence may include: Score of 18-29/54 on Letter ID Assessment</p>	<p>The student is able to recognize and name upper- and lowercase letters of the alphabet.</p> <p>Evidence may include: Score of 30-41/54 on Letter ID Assessment</p>
2	<p>The student demonstrates a limited ability to recognize and name upper- and lowercase letters of the alphabet.</p> <p>Evidence may include: Score of 39 or below/54 on Letter ID Assessment</p>	<p>The student is partially able to recognize and name upper- and lowercase letters of the alphabet.</p> <p>Evidence may include: Score of 40-53/54 on Letter ID Assessment</p>	<p>The student is able to recognize and name upper- and lowercase letters of the alphabet.</p> <p>Evidence may include: Score of 54/54 on Letter ID Assessment</p>

ELA: Reading: Foundational Skills: Grade K: Statement #3:

Knows and applies grade-level phonics and word analysis skills in reading and writing words.

Semester	1	2	3
1	<p>The student demonstrates limited success at applying grade-level phonics and word analysis skills in decoding (reading) and/or encoding (writing) words.</p> <p>Evidence may include: Reading and Writing Workshop Conference Notes, Running Records (Level A or AA), Writing folder</p>	<p>The student demonstrates partial success at applying grade-level phonics and word analysis skills in decoding (reading) and/or encoding (writing) words.</p> <p>Evidence may include: Reading and Writing Workshop Conference Notes, Running Records (Level A or Level B), Writing folder</p>	<p>The student is able to apply grade-level phonics and word analysis skills in decoding (reading) and encoding (writing) words.</p> <p>Evidence may include: Reading and Writing Workshop Conference Notes, Running Records (Level C or higher), Writing folder</p>
2	<p>The student demonstrates limited success at applying grade-level phonics and word analysis skills in decoding (reading) and/or encoding (writing) words.</p> <p>Evidence may include: Reading and Writing Workshop Conference Notes, Running Records (Level A or AA), Writing folder</p>	<p>The student demonstrates partial success at applying grade-level phonics and word analysis skills in decoding (reading) and/or encoding (writing) words.</p> <p>Evidence may include: Reading and Writing Workshop Conference Notes, Running Records (Level A or Level B), Writing folder</p>	<p>The student is able to apply grade-level phonics and word analysis skills in decoding (reading) and encoding (writing) words.</p> <p>Evidence may include: Reading and Writing Workshop Conference Notes, Running Records (Level C or higher), Writing folder</p>

ELA: Reading: Foundational Skills: Grade K: Statement #4:

Demonstrates basic knowledge of letter-sound correspondence.

Semester	1	2	3
1	<p>The student demonstrates limited knowledge of letter-sound correspondence.</p> <p>Evidence may include: Score of 8 or below/26 on Letter/Sound ID Assessment</p>	<p>The student demonstrates partial knowledge of letter-sound correspondence.</p> <p>Evidence may include: Score of 9-14/26 on Letter/Sound ID Assessment</p>	<p>The student demonstrates knowledge of letter-sound correspondence.</p> <p>Evidence may include: Score of 15-19/26 on Letter/Sound ID Assessment</p>
2	<p>The student demonstrates limited knowledge of letter-sound correspondence.</p> <p>Evidence may include: Score of 14 or below/26 on Letter/Sound ID Assessment</p>	<p>The student demonstrates partial knowledge of letter-sound correspondence.</p> <p>Evidence may include: Score of 15-25/26 on Letter/Sound ID Assessment</p>	<p>The student demonstrates knowledge of letter-sound correspondence.</p> <p>Evidence may include: Score of 26/26 on Letter/Sound ID Assessment</p>

ELA: Reading: Foundational Skills: Grade K: Statement #5:

Reads high-frequency and sight words with automaticity.

Semester	1	2	3
1	N/A	N/A	N/A
2	The student is able to read few high-frequency and sight words with automaticity. Evidence may include: Score of 16 or below/35+ on HFW Assessment	The student is able to read some high-frequency and sight words with automaticity. Evidence may include: Score of 17-24/35+ on HFW Assessment	The student reads many high-frequency and sight words with automaticity. Evidence may include: Score of 25-35/35+ on HFW Assessment

ELA: Reading: Foundational Skills: Grade K: Statement #6:

Reads grade level texts for purpose and understanding.

Semester	1	2	3
1	N/A	N/A	N/A
2	The student is not yet able to read grade level text for purpose and understanding. Evidence may include: Students are not yet reading at a level A indicated by a Running Record accuracy score below 95%	The student is able to read texts slightly below the grade level benchmark for purpose and understanding. Evidence may include: Students will independently read at a level A or level B; with a Running Record accuracy score of 95%+ and Comprehension score of 5/7	The student is able to read grade level text for purpose and understanding. Evidence may include: Students will independently read at level C or above; with a Running Record accuracy score of 95%+ and Comprehension score of 5/7

ELA: Writing: Grade K: Statement #1:

Uses a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.

Semester	1	2	3
1	N/A	N/A	N/A
2	<p>The student may use a combination of drawing and/or dictating to compose informative/explanatory texts in which they name what they are writing about but is not yet able to supply information about the topic or is not yet able to meet this indicator.</p> <p>Evidence may include: Meets few of the Kindergarten indicators on the Learning Progression for Information Writing, Writing folders</p>	<p>The student uses a combination of drawing, dictating, and/or writing to compose informative/explanatory texts in which they name what they are writing about and attempts to supply some information about the topic.</p> <p>Evidence may include: Meets some of the Kindergarten indicators on the Learning Progression for Information Writing, Writing folders</p>	<p>The student uses a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.</p> <p>Evidence may include: Meets most of the Kindergarten indicators on the Learning Progression for Information Writing, Writing folders</p>

ELA: Writing: Grade K: Statement #2:

Uses a combination of drawing, dictating, and writing to narrate a single event by telling about the events in the order in which they occurred, and provide a reaction to what happened.

Semester	1	2	3
1	<p>The student may use a combination of drawing and/or dictating to narrate an event or is not yet able to meet this indicator.</p> <p>Evidence may include: Meets few or none of the Kindergarten indicators on the Learning Progression for Narrative Writing.</p>	<p>The student uses a combination of drawing, dictating, and/or writing to narrate a single event by telling about the events in the order in which they occurred.</p> <p>Evidence may include: Meets some of the Kindergarten indicators on the Learning Progression for Narrative Writing.</p>	<p>The student uses a combination of drawing, dictating, and writing to narrate a single event by telling about the events in the order in which they occurred, and provide a reaction or what happened.</p> <p>Evidence may include: Meets most of the Kindergarten indicators on</p>
2	<p>The student may use a combination of drawing and/or dictating to narrate an event or is not yet able to meet this indicator.</p> <p>Evidence may include: Meets few or none of the Kindergarten indicators on the Learning Progression for Narrative Writing.</p>	<p>The student uses a combination of drawing, dictating, and/or writing to narrate a single event by telling about the events in the order in which they occurred.</p> <p>Evidence may include: Meets some of the Kindergarten indicators on the Learning Progression for Narrative Writing.</p>	<p>The student uses a combination of drawing, dictating, and writing to narrate a single event by telling about the events in the order in which they occurred, and provide a reaction or what happened.</p> <p>Evidence may include: Meets most of the Kindergarten indicators on the Learning Progression for Narrative Writing.</p>

Math: Grade K: Statement #1:

Counts on from a given number other than one.

Semester	1	2	3
1	<p>The student is not yet able, or is showing limited success when counting on from a number less than 10 and other than one</p> <p>Evidence may include: A score of 0-1 on the Counting assessment, in addition to supplemental classroom assessments.</p>	<p>The student counts on from a number less than 10 and other than one with partial success.</p> <p>Evidence may include: A score of 2-3 on the Counting assessment, in addition to supplemental classroom assessments.</p>	<p>The student is able to count on from a number less than 10 and other than one consistently.</p> <p>Evidence may include: A score of 4 on the Counting assessment, in addition to supplemental classroom assessments.</p>
2	<p>The student is not yet able, or is showing limited success when counting on from a number greater than 10 and other than one</p> <p>Evidence may include: A score of 0-1 on the Counting assessment, in addition to supplemental classroom assessments.</p>	<p>The student counts on from a number greater than 10 and other than one with partial success.</p> <p>Evidence may include: A score of 2-3 on the Counting assessment, in addition to supplemental classroom assessments.</p>	<p>The student is able to count on from a number greater than 10 and other than one consistently.</p> <p>Evidence may include: A score of 4 on the Counting assessment, in addition to supplemental classroom assessments.</p>

Math: Grade K: Statement #2:

Counts to tell the number of objects using one-to-one correspondence.

Semester	1	2	3
1 & 2	<p>The student shows limited success with the relationship between numbers and quantities.</p> <p>Evidence may include: A score of 0 on the counting on section of the counting interview, in addition to supplemental classroom assessments.</p>	<p>The student demonstrates partial success with the relationship between numbers and quantities.</p> <p>Evidence may include: A score of 1 on the counting on section of the counting interview, in addition to supplemental classroom assessments.</p>	<p>The student demonstrates the relationship between numbers and quantities consistently.</p> <p>Evidence may include: Score of 2 on the counting on section of the counting interview, in addition to supplemental classroom assessments.</p>

Math: Grade K: Statement #3:

Counts with understanding and recognizes “how many?” in a set of objects.

Semester	1	2	3
1 & 2	<p>The student counts with limited or no success when recognizing “how many?” in a set of objects.</p> <p>Evidence may include: A score of 0-1 on the Counting assessment, in addition to supplemental classroom assessments.</p>	<p>Counts with some success when recognizing “how many?” in a set of objects.</p> <p>Evidence may include: A score of 2-3 on the Counting assessment, in addition to supplemental classroom assessments.</p>	<p>Is able to recognize “how many?” in a set of objects consistently.</p> <p>Evidence may include: A score of 4 on the Counting assessment, in addition to supplemental classroom assessments.</p>

Math: Grade K: Statement #4:

Identifies whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group.

Semester	1	2	3
1	<p>The student is not yet able, or shows limited success when identifying whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group.</p> <p>Evidence may include: Numbers to Ten Observation Rubric Formative Assessment, Comparing Sets assessment and supplemental classroom assessments.</p>	<p>The student demonstrates partial success when identifying whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group.</p> <p>Evidence may include: Numbers to Ten Observation Rubric Formative Assessment, Comparing Sets assessment and supplemental classroom assessments.</p>	<p>The student consistently identifies whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group.</p> <p>Evidence may include: Numbers to Ten Observation Rubric Formative Assessment, Comparing Sets assessment and supplemental classroom assessments.</p>
2	N/A	N/A	N/A

Math: Grade K: Statement #5:

Represents addition and subtraction up to 10 with objects or drawings.

Semester	1	2	3
1	N/A	N/A	N/A
2	<p>The student is not yet able, or shows limited success when representing addition and subtraction up to 10 with objects, fingers, drawings, verbal explanations, and/or equations.</p> <p>Evidence may include: Number Stories Observation Rubric Formative Assessment Addition & Subtraction assessment and supplemental classroom assessments.</p>	<p>The student inconsistently represents addition and subtraction up to 10 with objects, fingers, drawings, verbal explanations, and/or equations.</p> <p>Evidence may include: Number Stories Observation Rubric Formative Assessment Addition & Subtraction assessment and supplemental classroom assessments.</p>	<p>The student is able to successfully represent addition and subtraction up to 10 with objects, fingers, drawings, verbal explanations, and/or equations.</p> <p>Evidence may include: Number Stories Observation Rubric Formative Assessment Addition & Subtraction assessment and supplemental classroom assessments.</p>

Math: Grade K: Statement #6:

Works with numbers 11-19 to gain foundations for place value.

Semester	1	2	3
1	N/A	N/A	N/A
2	<p>The student is not yet able, or shows limited success when composing and decomposing numbers from 11-19 into 10 ones and some further ones by using objects or drawings.</p> <p>Evidence may include: Observation Rubric (10 and Some More), and Foundational Place Value assessment and supplemental classroom assessments.</p>	<p>The student demonstrates partial success when composing and decomposing numbers from 11-19 into 10 ones and some further ones by using objects or drawings.</p> <p>Evidence may include: Observation Rubric (10 and Some More), and Foundational Place Value assessment and supplemental classroom assessments.</p>	<p>The student is able to compose and decompose numbers from 11-19 into 10 ones and some further ones by using objects or drawings consistently.</p> <p>Evidence may include: Observation Rubric (10 and Some More), and Foundational Place Value assessment and supplemental classroom assessments.</p>

Math: Grade K: Statement #7:

Identifies, describes, and sorts shapes.

Semester	1	2	3
1	N/A	N/A	N/A
2	<p>The student is not yet able to, or shows limited success when identifying, describing, and sorting objects using the names of shapes regardless of their orientation or overall size.</p> <p>Evidence may include: Shapes and Sorting Observational Rubrics Part 1 & Part 2 and supplemental classroom assessments.</p>	<p>The student demonstrates partial success when identifying, describing, and sorting objects by using the names of shapes regardless of their orientation or overall size.</p> <p>Evidence may include: Shapes and Sorting Observational Rubrics Part 1 & Part 2 and supplemental classroom assessments.</p>	<p>The student is able to identify, describe, and sort objects by using the names of shapes regardless of their orientation or overall size.</p> <p>Evidence may include: Shapes and Sorting Observational Rubrics Part 1 & Part 2 and supplemental classroom assessments.</p>

Science: Grade K: Statement #1:

Asks questions based on observations to find out more information.

Semester	1	2	3
1 & 2	<p>The student is not yet able to actively participate in a conversation.</p> <p>Evidence may include: Observation of student participation and use of questioning.</p>	<p>The student is able to pose a question with teacher guidance or actively participate in science conversations with teacher guidance.</p> <p>Evidence may include: Observation of student participation and use of questioning.</p>	<p>The student is able to pose a question with teacher guidance and actively participate in science conversations with teacher guidance.</p> <p>Evidence may include: Observation of student participation and use of questioning.</p>

Science: Grade K: Statement #2:

Uses materials provided to design or build in order to solve to a specific problem.

Semester	1	2	3
1	N/A	N/A	N/A
2	<p>The student is not yet able to use materials appropriately.</p> <p>Evidence may include: Rubric from performance task, observation of student participation and student discussion during engineering tasks</p>	<p>The student is able to use materials without an understanding of creating something that solves a problem.</p> <p>Evidence may include: Rubric from performance task, observation of student participation and student discussion during engineering tasks</p>	<p>The student is able to use materials with understanding to create something that attempts to solve a given problem.</p> <p>Evidence may include: Rubric from performance task, observation of student participation and student discussion during engineering tasks</p>

Science: Grade K: Statement #3:

Understands that weather is the combination of sunlight, wind, snow, rain, and temperature and that people measure these conditions and record them.

Semester	1	2	3
1 & 2	<p>The student is not yet able to identify the characteristics of weather.</p> <p>Evidence may include: Rubric from performance task with observation of students' participation throughout unit.</p>	<p>The student is able to identify characteristics of weather with teacher guidance.</p> <p>Evidence may include: Rubric from performance task with observation of students' participation throughout unit.</p>	<p>The student is able to identify all characteristics of weather independently.</p> <p>Evidence may include: Rubric from performance task with observation of students' participation throughout unit.</p>

Science: Grade K: Statement #4:

Understands that all animals need food in order to live and grow while plants need water and light to live and grow.

Semester	1	2	3
1	N/A	N/A	N/A
2	The student is not yet able to identify what animals and plants need in order to survive. Evidence may include: Rubric from performance task with observation of student discussion and class animal/plant journal.	The student is able to identify things that animals and plants need in order to survive with teacher guidance. Evidence may include: Rubric from performance task with observation of student discussion and class animal/plant journal.	The student is able to identify things that animals and plants need in order to survive independently. Evidence may include: Rubric from performance task with observation of student discussion and class animal/plant journal.

Science: Grade K: Statement #5:

Understands that pushes and pulls have different strengths and directions - they can change the speed or direction of an object, and start or stop an object.

Semester	1	2	3
1	N/A	N/A	N/A
2	The student is not yet able to explain the effect of a push or pull on an object. Evidence may include: Rubric from performance task with the summative assessment- pushes and pulls sort	The student is able to explain the effect of a push or pull on an object with teacher guidance. Evidence may include: Rubric from performance task with the summative assessment- pushes and pulls sort	The student is able to explain the effect of a push or pull on an object independently. Evidence may include: Rubric from performance task with the summative assessment- pushes and pulls sort