

Grading Benchmarks – KINDERGARTEN

READING READINESS

1) Identifies upper- and lower-case letters.

Trimester	1	2	3	4
1st	Student recognizes 19 or below	Student recognizes 20 to 37.	Student recognizes 38 to 51.	Student recognizes 52+ letters.
2nd	Student recognizes 25 or below.	Student recognizes 26 to 39.	Student recognizes 40 to 53.	Student recognizes 54 letters.

2) Identifies letter sounds.

Trimester	1	2	3	4
1st	Student produces 6 or below.	Student produces 7 to 11 sounds.	Student produces 12 to 21 sounds.	Student produces 22+ sounds.
2nd	Student produces 9 or below.	Student produces 10 to 19 sounds.	Student produces 20 to 25 sounds.	Student produces 26 sounds.

3) Distinguishes beginning sounds in words.

Trimester	1	2	3	4
2nd	Student is unable to distinguish beginning sounds that have been presented.	Student can distinguish some beginning sounds that have been presented.	Student consistently distinguishes beginning sounds that have been presented.	Student consistently distinguishes all beginning sounds and can produce a word for each.

4) Distinguishes ending sounds in words.

Trimester	1	2	3	4
2nd	Student is not able or rarely distinguishes ending sounds that have been presented.	Student sometimes distinguishes ending sounds that have been presented.	Student usually distinguishes ending sounds that have been presented.	Student consistently distinguishes all ending sounds.

Grading Benchmarks – KINDERGARTEN

5) Recognizes and produces rhyming words.

Trimester	1	2	3	4
2nd	Student is unable to recognize and produce rhyming words.	Student sometimes recognizes and produces rhyming words.	Student consistently recognizes and produces single syllable rhyming words.	Student consistently recognizes and produces rhyming words (both single and multisyllabic words).

6) Recognizes grade-level sight words.

Trimester	1	2	3	4
2nd	Student recognizes 20 or fewer sight words.	Student recognizes 21 to 35 sight words.	Student recognizes 36 to 49 sight words.	Student recognizes 50 or more sight words.

Grade level sight words is based upon using the Dolch Pre-Primer and Primer Sight Vocabulary List.

7) Independent reading level.

Trimester	1	2	3	4
2nd	Student is unable or rarely able to demonstrate reading behaviors.	Student has achieved reading success at Level A.	Student has achieved reading success at Level B.	Student has achieved reading success at Level C or above.

Reading level as indicated on the Teacher's College Reading Level Benchmarks for the Independent Reading Level Assessment (IRLA).

8) Demonstrates comprehension of a story read aloud.

Trimester	1	2	3	4
2nd	Student is unable to retell a story, even with prompting.	Student is able to retell events of a story in proper sequence.	Student is able to retell a story in proper sequence using characters and setting.	Student is able to retell a story in proper sequence using characters and setting. Student expands on their retell by using at least one of the following: transition words, character dialogue, character feelings, connections, inferencing.

Grading Benchmarks – KINDERGARTEN

9) Uses print strategies to read unknown words.

Trimester	1	2	3	4
2nd	Student is unable to use any print strategies to read unknown words.	Student frequently uses some print strategies to read unknown words.	Student consistently uses most print strategies to read unknown words.	Student consistently employs all print strategies to read unknown words.

This benchmark should align with the IRLA benchmark.

10) Demonstrates an understanding of the concepts of print.

Trimester	1	2	3	4
1st	Student receives fewer than 4 points on Concepts of Print Assessment.	Student receives 5 to 9 points on Concepts of Print Assessment.	Student receives 10 points on Concepts of Print Assessment.	Student receives 11 or more points on Concepts of Print Assessment.
2nd	Student receives fewer than 9 points on Concepts of Print Assessment.	Student receives 10 or 11 points on Concepts of Print Assessment.	Student receives 12 points on Concepts of Print Assessment.	Student receives 13 points on Concepts of Print Assessment.

Grading Benchmarks – KINDERGARTEN

WRITING

1) Uses pictures, letters, and strings of letters to express ideas.

Trimester	1	2	3	4
1st	Student does not draw pictures or dictate to express ideas.	Student draws pictures and dictates to express ideas some of the time.	Student draws pictures and dictates to express ideas most of the time.	Student consistently draws pictures and dictates to express ideas.
2nd	Student draws pictures and dictates to express ideas some of the time.	Student draws pictures and dictates to express ideas most of the time.	Student draws pictures, dictates, and uses writing (beginning/ ending sounds, labeling).	Student consistently draws pictures and uses writing (decodable words, high-frequency words, with spacing).

2) Applies conventions of grammar and usage.

Trimester	1	2	3	4
2nd	Student does not demonstrate understanding of key concepts of grammar, usage, and mechanics.	Student is beginning to demonstrate understanding of key concepts of grammar, usage, and mechanics, including: <ul style="list-style-type: none"> ● Capitalizing the first letter of his/her name. ● Capitalizing the pronoun “I.” 	Student usually demonstrates understanding of key concepts of grammar, usage, and mechanics, including: <ul style="list-style-type: none"> ● Capitalizing the first letter of his/her name. ● Capitalizing the pronoun “I.” 	Student consistently demonstrates understanding of key concepts of grammar, usage, and mechanics, including: <ul style="list-style-type: none"> ● Capitalizing the first letter of his/her name. ● Capitalizing the pronoun “I.”

3) Spells simple words phonetically using knowledge of sound-letter relationships.

Trimester	1	2	3	4
2nd	Student cannot write a letter or letters for consonant and short vowel sounds.	Student can write a letter or letters for a few consonant and short vowel sounds.	Student can write a letter or letters for most consonant and short vowel sounds.	Student spells simple words phonetically using knowledge of sound-letter relationships.

4) Organizes ideas into opinion and/or narrative writing.

Trimester	1	2	3	4
2nd	<ul style="list-style-type: none"> ● Student’s ideas are unrelated. 	<ul style="list-style-type: none"> ● Student demonstrates some organization and order when 	<ul style="list-style-type: none"> ● Student demonstrates organization when telling and 	Student’s telling, sketching, and writing are organized with a

Grading Benchmarks – KINDERGARTEN

<ul style="list-style-type: none"> • Organization is not yet evident. • Significant parts or details are not included in oral retell or sketching. • Student does not yet dictate a label for pictures or sketches. 	<p>telling or sketching a narrative or opinion piece.</p> <ul style="list-style-type: none"> • Student adds a relevant detail. • Student dictates a label that is partially related to the picture. 	<p>sketching a story and includes parts relevant to the narrative or opinion piece.</p> <ul style="list-style-type: none"> • Student dictates or uses a label when sketching. • Student includes two relevant details. • Student uses relevant labels when sketching. 	<p>beginning, middle, and end for narrative writing and include three or more relevant details for narrative and opinion writing.</p>
--	---	--	---

5) Forms letters correctly.

Trimester	1	2	3	4
1st	Student copies a few letters correctly.	Student copies most letters correctly.	Student copies all letters that have been presented correctly.	Student writes all upper- and lower-case letters correctly.
2nd	Student copies most letters that have been presented correctly.	Student copies all letters that have been presented correctly.	Student writes most letters correctly.	Student writes all upper- and lower-case letters correctly and writes his/her own name with capitals and lowercase letters.

Grading Benchmarks – KINDERGARTEN

MATHEMATICS

1) Understands and applies mathematical concepts.

Trimester	1	2	3	4
1st	<p><u>Sort and Classify:</u> Student is unable or rarely able to sort and classify by attributes.</p> <p><u>Understanding Length:</u> Student is unable to compare the length of objects and the quantities of different sets.</p> <p><u>Numbers 0 – 10:</u> Student is unable or rarely able to identify sets with more/fewer and demonstrate that numbers can be represented in different ways.</p> <p><u>Comparing Numbers:</u> Student is unable or rarely able to demonstrate equivalent sets, and sets that are greater/fewer.</p>	<p><u>Sort and Classify:</u> Student can consistently sort by only one attribute and sometimes by combinations of attributes.</p> <p><u>Understanding Length:</u> Student can sometimes compare the length of objects and the quantities of different sets.</p> <p><u>Numbers 0 – 10:</u> Student can sometimes identify sets with more/fewer and demonstrate that numbers can be represented in different ways.</p> <p><u>Comparing Numbers:</u> Student can sometimes demonstrate equivalent sets, and sets that are greater/fewer.</p>	<p><u>Sort and Classify:</u> Student can consistently sort and classify by combinations of attributes.</p> <p><u>Understanding Length:</u> Student can consistently compare the length of objects and the quantities of different sets.</p> <p><u>Numbers 0 – 10:</u> Student can consistently identify sets with more/fewer and demonstrate that numbers can be represented in different ways.</p> <p><u>Comparing Numbers:</u> Student can consistently demonstrate equivalent sets, and sets that are greater/fewer.</p>	<p><u>Sort and Classify:</u></p> <ul style="list-style-type: none"> • Student can sort and classify by attributes and combinations of attributes. • Student applies concepts independently to other situations. <p><u>Understanding Length:</u> Student can consistently compare the length of objects and the quantities of different sets and can extend the comparisons to more than the two objects.</p> <p><u>Numbers 0 – 10:</u></p> <ul style="list-style-type: none"> • Student can consistently identify sets with more/fewer and demonstrate that numbers can be represented in different ways. • Student can apply concepts independently to other situations <p><u>Comparing Numbers:</u></p> <ul style="list-style-type: none"> • Student can consistently demonstrate equivalent sets, and sets that are greater/fewer. • Student extends concept by stating how many more/ fewer there are.

Grading Benchmarks – KINDERGARTEN

2nd	<p>Geometry:</p> <ul style="list-style-type: none"> ● Student is unable or rarely able to identify and describe the overall size, shape, and features of familiar 2-D shapes. ● Student is unable or rarely able to make 2-D shapes. ● Student is unable or rarely able to combine shapes to make 2-D shapes. ● Student is unable or rarely able to identify and describe the overall size, shape, and features of familiar 3-D shapes. ● Student is unable or rarely able to make 3-D shapes. ● Student is unable or rarely able to combine shapes to make 3-D shapes. <p>Comparing Numbers: Student is unable or rarely able to figure out one more or one fewer than a number.</p> <p>Measurement: Student is unable or rarely able to recognize, compare, and order objects by length and height.</p>	<p>Geometry:</p> <ul style="list-style-type: none"> ● Student sometimes identify and describe the overall size, shape, and features of familiar 2-D shapes. ● Student can sometimes make 2-D shapes. ● Student can sometimes combine shapes to make 2-D shapes. ● Student can sometimes identify and describe the overall size, shape, and features of familiar 3-D shapes. ● Student can sometimes make 3-D shapes. ● Student can sometimes combine shapes to make 3-D shapes. <p>Comparing Numbers: Student can sometimes figure out one more or one fewer than a number.</p> <p>Position and Location: Student can sometimes understand words that describe relative position.</p> <p>Measurement: Student can sometimes recognize,</p>	<p>Geometry:</p> <ul style="list-style-type: none"> ● Student can consistently identify and describe the overall size, shape, and features of familiar 2-D shapes. ● Student can consistently make 2-D shapes. ● Student can consistently combine shapes to make 2-D shapes. ● Student can consistently identify and describe the overall size, shape, and features of familiar 3-D shapes. ● Student can consistently make 3-D shapes. ● Student can consistently combine shapes to make 3-D shapes. <p>Comparing Numbers: Student can consistently figure out what is one more or one fewer than a number.</p> <p>Position and Location: Student can consistently understand words that describe relative position.</p> <p>Measurement: Student can consistently recognize,</p>	<p>Geometry:</p> <ul style="list-style-type: none"> ● Student can always and independently identify and describe the overall size, shape and features of familiar 2-D shapes in and across the curriculum. ● Student can always and independently make 2-D shapes in and across the curriculum. ● Student can always and independently combine shapes to make 2-D shapes. ● Student can always and independently identify and describe the overall size, shape, and features of familiar 3-D shapes. ● Student can always and independently make 3-D shapes. ● Student can always and independently combine shapes to make 3-D shapes. <p>Comparing Numbers: Student can always and independently figure out what is one more or one fewer than a number.</p> <p>Position and Location: Student can always and independently understand words that describe relative position.</p> <p>Measurement: Student can always and</p>
------------	--	--	---	---

Grading Benchmarks – KINDERGARTEN

		compare, and order objects by length and height.	compare, and order objects by length and height.	independently recognize, compare, and order objects by length and height.
--	--	--	--	---

2) Demonstrates understanding of whole number concepts (counting, writing).

Trimester	1	2	3	4
1st	<ul style="list-style-type: none"> Student is unable or rarely able to count sets from 0 to 10. Student is unable or rarely able to identify and write numerals from 0 to 10. 	<ul style="list-style-type: none"> Student can sometimes count sets from 0 to 10. Student can sometimes identify and write numerals from 0 to 10. 	<ul style="list-style-type: none"> Student can consistently count sets from 0 to 10. Student can consistently identify and write numerals from 0 to 10. 	<ul style="list-style-type: none"> Student can consistently count sets greater than 10. Student can consistently identify and write numerals greater than 10.
2nd	<ul style="list-style-type: none"> Student is unable or rarely able to count sets through 15. Student is unable or rarely able to identify and write numerals from 0 to 15. 	<ul style="list-style-type: none"> Student can sometimes count sets through 15. Student can sometimes identify and write numerals from 0 to 15. 	<ul style="list-style-type: none"> Student can consistently count sets through 15. Student can consistently identify and write numerals from 0 to 15. 	<ul style="list-style-type: none"> Student can consistently count sets greater than 15. Student can consistently identify and write numerals greater than 15.

Trimester	1	2	3	4
ALL	Student is unable to use strategies to solve problems pertaining to trimester topics.	<ul style="list-style-type: none"> Student sometimes uses a variety of strategies to solve problems pertaining to trimester topics. Student sometimes uses appropriate math language and clearly explains reasoning when solving problems. 	<ul style="list-style-type: none"> Student consistently uses a variety of strategies to solve problems related to trimester topics (e.g. uses manipulatives, draws sketches, makes organized lists, uses mental math). Student consistently uses appropriate math language and clearly explains reasoning when solving problems. 	<ul style="list-style-type: none"> Student consistently uses a variety of strategies to solve problems related to trimester topics (e.g. uses manipulatives, draws sketches, makes organized lists, uses mental math). Student consistently uses appropriate math language and clearly explains reasoning when solving problems. Student independently applies knowledge/reasoning to new situations.

Grading Benchmarks – KINDERGARTEN

4) Understands and solves addition stories.

Trimester	1	2	3	4

5) Understands and solves subtraction stories.

Trimester	1	2	3	4

6) Forms numerals correctly.

Trimester	1	2	3	4
1st	Student is unable or rarely able to copy numerals from 0 to 10.	Student can sometimes copy numerals from 0 to 10.	Student can consistently copy numerals from 0 to 10.	Student can write numerals from 0 to 10 independently with accuracy.
2nd	Student is unable or rarely able to write numerals from 0 to 15.	Student can sometimes write numerals from 0 to 15.	Student can consistently write numerals from 0 to 15 with accuracy.	Student can write numerals up to 30 with accuracy.