

# Kindergarten Benchmarks English/Language Arts

Level 5 – Student performance exceeds year-end standard

Level 4 – Student performance meets year-end standard

Level 3 – Student performance approaches year-end standard

Level 2 – Student demonstrates limited performance to year-end standard

Level 1 – Student does not yet evidence understanding or application of skills related to year-end standard

NOTE: MPI and MPII performance levels are determined based on performance expectations at the time of reporting

Student Performance Standard	Level 1 Below	Level 2 Limited	Level 3 Approaching	Level 4 Meets	Level 5 Exceeds
<i>Reading for Literature:</i> With prompting and support, students will:					
Retell familiar stories.	Identifies beginning, middle and end with guidance.	Inconsistently identifies beginning, middle and end of stories across a variety of assessments.	Frequently identifies beginning, middle and end of stories across a variety of assessments.	Independently identifies beginning, middle and end of stories across a variety of assessments.	In addition to Level 4 performance, consistently applies skill in correct sequence without prompts.
Identify characters, settings and major events in a story.	Identifies characters, settings and important story events with guidance.	Inconsistently identifies characters and settings across a variety of assessments; inconsistently identifies more than one important event in a story.	Frequently identifies characters and settings across a variety of assessments; frequently identifies at least one important event in a story.	Independently identifies characters and settings across a variety of assessments; consistently identifies more than one important event in a story.	In addition to Level 4 performance, consistently applies skill by identifying all important events.
Compare and contrast familiar stories.	Understands similarities and differences between events and characters with guidance.	Evidences minimal understanding of similarities and differences between events, characters, and characters' experiences across two stories.	Evidences some understanding of similarities and differences between events, characters, and characters' experiences across multiple stories.	Evidences understanding of several similarities and differences between events, characters, and characters' experiences across multiple stories.	In addition to Level 4 performance, applies skill by relating to appropriate personal experiences.
Engages in reading activities with purpose and understanding.	Reads narrative text below a DRA Level 3.	Reads narrative text at an emerging DRA Level 3; may not meet level criteria with all texts.	Reads narrative text at a developing DRA Level 3.	Consistently reads narrative text at a DRA Level 3 independently	Consistently reads narrative text above a DRA Level 3 independently.

<i>Reading for Information:</i> With prompting and support, students will:					
Identify the main topic and retell key details of a text.	Identifies main topic and key details with guidance.	Inconsistently identifies the main topic and key details of texts across a variety of assessments	Frequently identifies the main topic and key details of texts across a variety of assessments	Independently identifies the main topic and key details of texts across a variety of assessments.	In addition to Level 4 performance, consistently applies skill across multiple genres.
Identify the reasons an author gives to support points in a text.	Identifies words and sentences in text to support responses with guidance.	Inconsistently identifies words and sentences in text to support responses with some guidance; inconsistently uses story clues and structure to locate supporting words and sentences.	Frequently identifies words and sentences in text to support responses with minimal guidance; frequently uses story clues and structure to locate supporting words and sentences.	Independently identifies words and sentences in text to support responses; independently uses story clues and structure to locate supporting words and sentences.	In addition to Level 4 performance, consistently applies skill across texts.

<i>Foundational Skills:</i>					
Demonstrate understanding of the organization and basic features of print.	Identifies types of everyday print materials and parts of books with guidance; discriminates letters, words and sentences with guidance.	Inconsistently identifies types of everyday print materials and parts of books; inconsistently discriminates letters, words and sentences.	Recognizes print conveys meaning, identifies some types of everyday print materials, and identifies some parts of books; discriminates some letters, words and sentences.	Independently recognizes print conveys meaning, identifies types of everyday print materials, and identifies parts of books; discriminates letters, words and sentences.	In addition to Level 4 performance, consistently applies skill using a variety of strategies.
Demonstrate understanding of spoken words, syllables and sounds.	Gives consonant sounds for introduced consonants with guidance; blends, substitutes, and eliminates sounds with guidance.	Inconsistently gives consonant sounds for introduced consonants; inconsistently blends, substitutes and eliminates sounds; inconsistently identifies rhyming words.	Gives correct consonant sounds for some introduced consonants; blends, substitutes and eliminates some sounds; identifies and creates some rhyming words.	Gives correct consonant sounds for all introduced consonants; consistently blends, substitutes and eliminates sounds; identifies and creates rhyming words independently.	In addition to Level 4 performance, applies skill by understanding unconventional or "rule-breaker" letters/combinations.
Know and apply grade-level phonics and word analysis	Reads kindergarten sight words with less than 50% accuracy;	Reads kindergarten sight words with 50% - 74% accuracy;	Reads kindergarten sight words with 75% - 99% accuracy;	Reads kindergarten sight words with 100% accuracy;	In addition to Level 4 performance, recognizes words in

skills in decoding words.	uses decoding strategies with guidance.	inconsistently uses decoding strategies.	frequently uses more than one decoding strategy.	consistently uses more than one decoding strategy independently.	context by using multiple strategies.
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*Writing: Use a combination of drawing, dictating and writing to:*

Compose opinion pieces	Creates opinion pieces with guidance.	Inconsistently uses strategies to develop ideas; creates opinion pieces that tell the reader the topic and their opinion or preference with some guidance.	Uses some strategies to develop ideas; creates opinion pieces that tell the reader the topic and their opinion or preference with minimal guidance.	Independently uses varied strategies to develop ideas; independently creates opinion pieces that tell the reader the topic and their opinion or preference.	In addition to Level 4 performance, consistently applies skill.
Compose informative and explanatory texts	Creates informative or explanatory pieces with guidance.	Inconsistently uses varied strategies to develop ideas; inconsistently creates informative or explanatory pieces that identify a topic and provides limited information about it.	Frequently uses varied strategies to develop ideas; frequently creates informative or explanatory pieces that identify a topic and provides some information about it.	Independently uses varied strategies to develop ideas; independently creates informative or explanatory pieces that identify a topic and provides detailed information about it.	In addition to Level 4 performance, consistently applies skill.
Narrate a single event or several loosely linked events	Creates narrative pieces with guidance.	Inconsistently uses varied strategies to develop ideas; inconsistently creates narrative pieces that tell events in the order in which they occurred.	Frequently uses varied strategies to develop ideas; frequently creates narrative pieces that tell events in the order in which they occurred and provides a limited reaction to what happened.	Independently uses varied strategies to develop ideas; independently creates narrative pieces that tell events in the order in which they occurred and provides an appropriate reaction to what happened.	In addition to Level 4 performance, consistently applies skill.

*Speaking & Listening:*

Participate in conversations.	Participates in conversations with guidance.	Inconsistently participates in conversations by attending to speaker/reader, taking turns, using	Sometimes participates in conversations by attending to speaker/reader, taking turns, using	Frequently participates in conversations by attending to speaker/reader, taking turns, using	In addition to Level 4 performance, shares opinions based on knowledge and experience.
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		appropriate voice level, or responding to speaker's topic.	appropriate voice level, and responding to speaker's topic.	appropriate voice level, and responding to speaker's topic.	
Request clarification.	Requires clarification with prompting.	Inconsistently asks and answers questions to seek help, get information, or clarify something that is not understood.	Sometimes asks and answers questions to seek help, get information, or clarify something that is not understood.	Frequently asks and answers questions to seek help, get information, or clarify something that is not understood.	In addition to Level 4 performance, applies skill appropriately.
Describe familiar people, places, things and events.	Shares and describes experiences with guidance.	Inconsistently shares personal experiences, inconsistently describes objects, events, and feelings with details and examples.	Sometimes shares personal experiences, sometimes describes objects, events, and feelings with details and examples.	Frequently shares personal experiences, frequently describes objects, events, and feelings with details and examples.	In addition to Level 4 performance, applies skill by making meaningful contributions to the content being taught.

<i>Language:</i>					
Use conventions of standard English grammar and usage.	Uses conventions with guidance.	Evidences use of the following conventions with some guidance: prints many uppercase and lowercase letters, uses frequently occurring nouns and verbs, forms regular plurals, understands and uses questions, uses frequently occurring prepositions, produces and expands sentences.	Evidences use of the following conventions with minimal guidance: prints many uppercase and lowercase letters, uses frequently occurring nouns and verbs, forms regular plurals, understands and uses questions, uses frequently occurring prepositions, produces and expands sentences.	Independently evidences use of the following conventions: prints many uppercase and lowercase letters, uses frequently occurring nouns and verbs, forms regular plurals, understands and uses questions, uses frequently occurring prepositions, produces and expands sentences.	In addition to Level 4 performance, applies skill consistently.
Use conventions of standard English capitalization, punctuation and spelling.	Uses conventions with guidance.	Evidences use of the following conventions with some guidance: capitalizes the first word in a sentence and the pronoun "I", recognizes and names end	Evidences use of the following conventions with minimal guidance: capitalizes the first word in a sentence and the pronoun "I", recognizes and	Independently evidences use of the following conventions: capitalizes the first word in a sentence and the pronoun "I", recognizes and names end	In addition to Level 4 performance, applies skill consistently.

		punctuation, writes a letter or letters for most consonant and short vowel sounds, spells simple words phonetically.	names end punctuation, writes a letter or letters for most consonant and short vowel sounds, spells simple words phonetically.	punctuation, writes a letter or letters for most consonant and short vowel sounds, spells simple words correctly.	
Determine and clarify the meaning of unknown and multiple-meaning words.	Confirms meanings of unknown words with guidance.	Inconsistently confirms meanings of unknown words using prior knowledge, context, photos, illustrations and diagrams.	Sometimes confirms meanings of unknown words using prior knowledge, context, photos, illustrations and diagrams.	Independently confirms meanings of unknown words using prior knowledge, context, photos, illustrations and diagrams.	In addition to Level 4 performance, applies skill by extending or generalizing everyday vocabulary.