

Grade: Kindergarten

Subject: Reading

Print Concepts: identifies all letters and is able to track print

1: Little to no progress toward meeting end of year grade level standards with extensive support	2: Less than expected progress toward meeting end of year grade level standards with increased support	3: Expected progress toward meeting end of year grade level standards	4: Met end of year grade level standards and may be ready to work at greater depth
A kindergarten student at this level can: • recognize and name few or no letters	A kindergarten student at this level can: • recognize and name some letters	A kindergarten student at this level can: • recognize and name most letters or increase recognition and naming of letters; • use 1 to 1 correspondence with little support.	A kindergarten student at this level can: • recognize and name all upper- and lowercase letters; • use accurate 1 to 1 correspondence when reading.

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Subject: Reading

Phonological Awareness: understands rhymes and syllables

1: Little to no progress toward meeting end of year grade level standards with extensive support	2: Less than expected progress toward meeting end of year grade level standards with increased support	3: Expected progress toward meeting end of year grade level standards	4: Met end of year grade level standards and may be ready to work at greater depth
Despite extensive support, a kindergarten student at this level is not able to: • recognize rhyming words; • count syllables in spoken words;	With support, a kindergarten student at this level can either: • recognize rhyming words; or • count syllables in spoken words;	A kindergarten student at this level can: • recognize rhyming words; • count syllables in spoken words;	A kindergarten student at this level can: • recognize and produce rhyming words; • count, blend, and segment syllables in spoken words; • blend and segment onsets and rimes of single-syllable spoken words

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Phonological Awareness: put together, take apart, and change sounds in words

1: Little to no progress toward meeting end of year grade level standards with extensive support	2: Less than expected progress toward meeting end of year grade level standards with increased support	3: Expected progress toward meeting end of year grade level standards	4: Met end of year grade level standards and may be ready to work at greater depth
Despite extensive support, a kindergarten student at this level is not able to isolate sounds in CVC words.	A kindergarten student at this level can: orally isolate two of the three sounds in CVC words (beginning, middle, and ending).	A kindergarten student at this level can: orally isolate the beginning, middle, and ending sounds in CVC words.	A kindergarten student at this level can: - orally isolate the beginning, middle, and ending sounds in CVC words; - add or change sounds in CVC words.

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Subject: Reading

Phonics: produce consonant and vowel sounds

1: Little to no progress toward meeting end of year grade level standards with extensive support	2: Less than expected progress toward meeting end of year grade level standards with increased support	3: Expected progress toward meeting end of year grade level standards	4: Met end of year grade level standards and may be ready to work at greater depth
A kindergarten student at this level can: • produce few or no letter sounds.	A kindergarten student at this level can: • produce some letter sounds.	A kindergarten student at this level can: • produce most consonant sounds; • produce most short vowel sounds.	A kindergarten student at this level can: • produce the primary or most frequent sound for each consonant; • produce the long and short sounds for the five major vowels.

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Subject: Reading

Word Recognition: read common high-frequency words by sight

1: Little to no progress toward meeting end of year grade level standards with extensive support	2: Less than expected progress toward meeting end of year grade level standards with increased support	3: Expected progress toward meeting end of year grade level standards	4: Met end of year grade level standards and may be ready to work at greater depth
A kindergarten student at this level reads few or no sight words	A kindergarten student at this level reads fewer sight words than expected	A kindergarten student at this level is increasing sight word recognition and making expected progress	A kindergarten student at this level reads at least the 60 expected sight words fluently

Kindergarten Sight Words

the	up	here	all	like	his
to	look	play	out	this	had
and	is	he	be	will	him
a	go	was	have	yes	her
I	we	that	am	went	some
you	can	she	do	are	as
it	see	on	did	into	an
in	my	they	what	want	from
said	me	at	so	saw	by
for	come	with	get	of	no

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Subject: Reading

Fluency: read appropriate texts with purpose and understanding

1: Little to no progress toward meeting end of year grade level standards with extensive support	2: Less than expected progress toward meeting end of year grade level standards with increased support	3: Expected progress toward meeting end of year grade level standards	4: Met end of year grade level standards and may be ready to work at greater depth
A kindergarten student at this level is working towards reading emergent level text.	A kindergarten student at this level reads emergent level text by: • Reading word by word.	A kindergarten student at this level can demonstrate fluency by reading emergent level text with purpose and understanding, including: • Reading word by word with some short phrases; • Noticing and using punctuation; • Reading with a steady rate without long pauses.	A kindergarten student at this level can demonstrate fluency by reading emergent level text with purpose and understanding, including: • Reading in short phrases most of the time; • Noticing and using quotation marks and reflecting dialogue; • Reflecting punctuation through appropriate pausing and intonation.

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Subject: Reading

Key Ideas and Details: is able to ask questions, answers questions, and retell

1: Little to no progress toward meeting end of year grade level standards with extensive support	2: Less than expected progress toward meeting end of year grade level standards with increased support	3: Expected progress toward meeting end of year grade level standards	4: Met end of year grade level standards and may be ready to work at greater depth
A kindergarten student at this level requires extensive prompting and support to ask and answer questions about key details in a text.	A kindergarten student at this level, with prompting and support, can; ask and answer questions about key details in a text.	A kindergarten student at this level, with prompting and support, can; - ask and answer questions about key details in a text; - identify characters, setting and major events in a story or describe the connection between two individuals, events, ideas, or pieces of information in a text.	A kindergarten student at this level, with prompting and support, can; - ask and answer questions about key details in a text; - retell key details of a text - identify characters, setting and major events in a story; - describe the connection between two individuals, events, ideas, or pieces of information in a text.

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Craft and Structure: discuss unknown words and text features to make meaning

1: Little to no progress toward meeting end of year grade level standards with extensive support	2: Less than expected progress toward meeting end of year grade level standards with increased support	3: Expected progress toward meeting end of year grade level standards	4: Met end of year grade level standards and may be ready to work at greater depth
A kindergarten student at this level does not participate in discussions unless provided extensive redirection.	A kindergarten student at this level, with increased prompting and support, can participate in discussions by asking and answering questions about unknown words and features of text.	A kindergarten student at this level, with little prompting and support, can participate in discussions by asking and answering questions about unknown words and features of text.	A kindergarten student at this level can independently participate in discussions by asking and answering questions about unknown words and features of text.

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Integration of Knowledge and Ideas: describe, compare, and contrast texts

1: Little to no progress toward meeting end of year grade level standards with extensive support	2: Less than expected progress toward meeting end of year grade level standards with increased support	3: Expected progress toward meeting end of year grade level standards	4: Met end of year grade level standards and may be ready to work at greater depth
A kindergarten student at this level, with prompting and support, has difficulty discussing the text.	A kindergarten student at this level, with prompting and support, is able to discuss the actions or details in text, but cannot find similarities or differences.	A kindergarten student at this level, with prompting and support, is able to identify similarities and differences in a text.	A kindergarten student at this level, with prompting and support, is consistently able to identify similarities and differences in a text and between texts.

Grade: Kindergarten

Subject: Writing, Language, Speaking and Listening

Structures Opinion Writing: compose pieces that give topic and state an opinion

1: Little to no progress toward meeting end of year grade level standards with extensive support	2: Less than expected progress toward meeting end of year grade level standards with increased support	3: Expected progress toward meeting end of year grade level standards	4: Met end of year grade level standards and may be ready to work at greater depth
A kindergarten student at this level requires extensive support to use a combination of drawing, dictating, and writing to tell about a like or dislike.	A kindergarten student at this level uses a combination of drawing, dictating, and writing to tell about a like or dislike.	A kindergarten student at this level uses a combination of drawing, dictating, and writing to compose opinion pieces that tell the reader the topic and state an opinion.	A kindergarten student at this level uses a combination of drawing, dictating, and writing to compose opinion pieces that tell the reader the topic, state an opinion, and tell more about the opinion.

Grade: Kindergarten

Subject: Writing, Language, Speaking and Listening

Structures Informative Writing: compose texts that supply information

1: Little to no progress toward meeting end of year grade level standards with extensive support	2: Less than expected progress toward meeting end of year grade level standards with increased support	3: Expected progress toward meeting end of year grade level standards	4: Met end of year grade level standards and may be ready to work at greater depth
A kindergarten student at this level requires extensive support to use a combination of drawing, dictating, and writing to tell about a topic..	A kindergarten student at this level uses a combination of drawing, dictating, and writing to tell about a topic..	A kindergarten student at this level uses a combination of drawing, dictating, and writing to compose informative texts that name what they are writing about and provide some information about the topic.	A kindergarten student at this level uses a combination of drawing, dictating, and writing to compose informative texts that name what they are writing about and provide important information about the topic.

Grade: Kindergarten

Subject: Writing, Language, Speaking and Listening

Structures Narrative Writing: narrates a single event or several linked events

1: Little to no progress toward meeting end of year grade level standards with extensive support	2: Less than expected progress toward meeting end of year grade level standards with increased support	3: Expected progress toward meeting end of year grade level standards	4: Met end of year grade level standards and may be ready to work at greater depth
A kindergarten student at this level requires extensive support uses a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events.	A kindergarten student at this level uses a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events.	A kindergarten student at this level uses a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events and tell about the events in the order they occurred.	A kindergarten student at this level uses a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order they occurred, and provide a reaction to what happened The student tells who was there, what they did, and how the characters felt.

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Subject: Writing, Language, Speaking and Listening

Demonstrates command of spelling and conventions through writing

1: Little to no progress toward meeting end of year grade level standards with extensive support	2: Less than expected progress toward meeting end of year grade level standards with increased support	3: Expected progress toward meeting end of year grade level standards	4: Met end of year grade level standards and may be ready to work at greater depth
A kindergarten student at this level requires extensive support to: • Make pictures represent meaning and add letters and words to pictures.	A kindergarten student at this level will: • Make pictures represent meaning and add letters and words to pictures.	A kindergarten student at this level will: • Increase use of high-frequency words and check that these words are spelled correctly. • Spell words phonetically by writing letters for sounds	A kindergarten student at this level will: • Use high-frequency words and check that these words are spelled correctly; • Check to be sure they have capitalized the first word in a sentence and the pronoun I; • Name ending punctuation and check that they have included end punctuation; • Spell words phonetically by writing letters for sounds

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Subject: Writing, Language, Speaking and Listening

Revises, edits, and publishes writing by responding to guidance from adults to strengthen writing

1: Little to no progress toward meeting end of year grade level standards with extensive support	2: Less than expected progress toward meeting end of year grade level standards with increased support	3: Expected progress toward meeting end of year grade level standards	4: Met end of year grade level standards and may be ready to work at greater depth
A kindergarten student at this level requires extensive support to or does not participate in writing conferences with peers and adults.	A kindergarten student at this level requires support to participate in writing conferences with peers and adults.	A kindergarten student at this level participates in writing conferences with peers and adults but may not add details and strengthen writing as needed.	A kindergarten student at this level responds to questions and suggestions from peers and adults to add details and strengthen writing as needed.

Grade: Kindergarten

Subject: Writing, Language, Speaking and Listening

Clearly communicates ideas orally

1: Little to no progress toward meeting end of year grade level standards with extensive support	2: Less than expected progress toward meeting end of year grade level standards with increased support	3: Expected progress toward meeting end of year grade level standards	4: Met end of year grade level standards and may be ready to work at greater depth
A kindergarten student at this level requires extensive support to participate in collaborative conversations with peers and adults.	A kindergarten student at this level requires support to participate in collaborative conversations with peers and adults.	A kindergarten student at this level participates in collaborative conversations with peers and adults by: • Asking and answering questions when appropriate; • Speaking audibly.	A kindergarten student at this level participates in collaborative conversations with peers and adults by: • Following agreed-upon rules for discussion; • Asking and answering questions when appropriate; • Speaking audibly to clearly express thoughts, feelings, and ideas.

Grade: Kindergarten

Subject: Mathematics

Know number names and the count sequence

1: Little to no progress toward meeting end of year grade level standards with extensive support	2: Less than expected progress toward meeting end of year grade level standards with increased support	3: Expected progress toward meeting end of year grade level standards	4: Met end of year grade level standards and may be ready to work at greater depth
A kindergarten student at this level can: • identify few or no introduced numbers with extensive support	A kindergarten student at this level can: • count by ones; • identify introduced numbers and write numbers with support.	A kindergarten student at this level can: • increasingly count by ones and/or tens within 100; • identify and write introduced numbers 0 to 20.	A kindergarten student at this level can: • count to 100 by ones and tens starting with a given number; • identify and write all numbers 0 to 20 with correct formation and no reversals.

Grade: Kindergarten

Subject: Mathematics

Count to tell the number of objects

1: Little to no progress toward meeting end of year grade level standards with extensive support	2: Less than expected progress toward meeting end of year grade level standards with increased support	3: Expected progress toward meeting end of year grade level standards	4: Met end of year grade level standards and may be ready to work at greater depth
A kindergarten student at this level can: • count few or no objects with extensive support.	A kindergarten student at this level can: • count a set of objects in some arrangements with support.	A kindergarten student at this level can: • count a set of objects in some arrangements with partial one to one correspondence.	A kindergarten student at this level can: • correctly count a set of objects up to 20 in any arrangement using one to one correspondence; • demonstrate understanding that the last number counted represents the number of objects.

Grade: Kindergarten

Subject: Mathematics

Compare numbers

1: Little to no progress toward meeting end of year grade level standards with extensive support	2: Less than expected progress toward meeting end of year grade level standards with increased support	3: Expected progress toward meeting end of year grade level standards	4: Met end of year grade level standards and may be ready to work at greater depth
A kindergarten student at this level can: requires extensive support to compare objects and numbers.	A kindergarten student at this level can: • compare objects and/or numbers with support	A kindergarten student at this level can: • compare objects and most numbers.	A kindergarten student at this level can: • use equal to, greater than, and less than to compare groups of objects; • compares numbers 1-10.

Grade: Kindergarten **Subject:** Mathematics

Understand addition as putting together, understand subtraction as taking apart

1: Little to no progress toward meeting end of year grade level standards with extensive support	2: Less than expected progress toward meeting end of year grade level standards with increased support	3: Expected progress toward meeting end of year grade level standards	4: Met end of year grade level standards and may be ready to work at greater depth
A kindergarten student at this level requires extensive support is to use strategies to add and subtract.	A kindergarten student at this level can: • solve addition or subtraction word problems with support; • compose and decompose numbers to 10 with support.	A kindergarten student at this level can: • solve addition and subtraction word problems with minimal support; • compose and decompose numbers to 10 with minimal support; • add and subtract numbers 0-5 using strategies.	A kindergarten student at this level can: • solve addition and subtraction word problems using strategies to explain thinking; • compose and decompose numbers to 10; • fluently add and subtract numbers 0-5.

Grade: Kindergarten

Subject: Mathematics

Work with numbers 11-19 to gain foundations for place value

1: Little to no progress toward meeting end of year grade level standards with extensive support	2: Less than expected progress toward meeting end of year grade level standards with increased support	3: Expected progress toward meeting end of year grade level standards	4: Met end of year grade level standards and may be ready to work at greater depth
A kindergarten student at this level requires extensive support to compose and decompose numbers 11-19 using objects, drawings, or equations.	A kindergarten student at this level can: • compose and decompose numbers 11-19 as how many tens and how many ones using objects, drawings, or equations with support.	A kindergarten student at this level can: • compose and decompose numbers 11-19 as how many tens and how many ones using objects, drawings, or equations	A kindergarten student at this level can: • compose and decompose numbers 11-19 as how many tens and how many ones using objects, drawings, and equations.

Grade: Kindergarten

Subject: Mathematics

Describe and compare measurable attributes such as length and weight

1: Little to no progress toward meeting end of year grade level standards with extensive support	2: Less than expected progress toward meeting end of year grade level standards with increased support	3: Expected progress toward meeting end of year grade level standards	4: Met end of year grade level standards and may be ready to work at greater depth
A kindergarten student at this level requires extensive support to: • Describe measurable attributes such as length and weight.	A kindergarten student at this level requires support to: • Describe measurable attributes such as length and weight.	A kindergarten student at this level can: • Describe measurable attributes such as length and weight; • Compare the attributes of multiple objects.	A kindergarten student at this level can: • Describe measurable attributes including length and weight; • Compare the attributes of multiple objects using language such as “more of” or “less of”.

Grade: Kindergarten

Subject: Mathematics

Classify objects and count the number of objects in categories

1: Little to no progress toward meeting end of year grade level standards with extensive support	2: Less than expected progress toward meeting end of year grade level standards with increased support	3: Expected progress toward meeting end of year grade level standards	4: Met end of year grade level standards and may be ready to work at greater depth
A kindergarten student at this level requires extensive support to classify and sort objects.	A kindergarten student at this level requires support to: • Classify objects into given categories; • Count the number of objects in each category.	A kindergarten student at this level can: • Classify objects into given categories; • Count the number of objects in each category.	A kindergarten student at this level can: • Classify objects into given categories; • Count the number of objects in each category; • Sort the categories by count.

Grade: Kindergarten

Subject: Mathematics

Identify and describe shapes

1: Little to no progress toward meeting end of year grade level standards with extensive support	2: Less than expected progress toward meeting end of year grade level standards with increased support	3: Expected progress toward meeting end of year grade level standards	4: Met end of year grade level standards and may be ready to work at greater depth
A kindergarten student at this level requires extensive support to identify and describe shapes.	A kindergarten student at this level can: • identify and describe shapes with support.	A kindergarten student at this level can: • identify and describe the difference between two-dimensional and three-dimensional shapes.	A kindergarten student at this level can: • identify and describe using names of shapes; • identify and describe the difference between two-dimensional and three-dimensional shapes.

Grade: Kindergarten

Subject: Mathematics

Analyze, compare, create and compose shapes

1: Little to no progress toward meeting end of year grade level standards with extensive support	2: Less than expected progress toward meeting end of year grade level standards with increased support	3: Expected progress toward meeting end of year grade level standards	4: Met end of year grade level standards and may be ready to work at greater depth
A kindergarten student at this level requires extensive support to: • Compare two- and three-dimensional shapes, in similar sizes and orientations.	A kindergarten student at this level can: • Compare two- and three-dimensional shapes, in similar sizes and orientations.	A kindergarten student at this level can: • Analyze and compare two- and three-dimensional shapes, in similar sizes and orientations; • Model shapes in the world by building and drawing shapes.	A kindergarten student at this level can: • Analyze and compare two- and three-dimensional shapes, in different sizes and orientations; • Use informal language to describe their similarities, differences, parts, and other attributes; • Model shapes in the world by building and drawing shapes; • Compose simple shapes to form larger shapes.