

Kindergarten Benchmarks

Reading

Literature and Informational Text

Shows comprehension through oral response.

Marking Period	1	2	3	4
Dec.	Not assessed	Not assessed	Not assessed	Not assessed
March	Student is unable to retell a story, even with prompting	Student is able to retell a story. Student is unable to recall 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 character setting and inferential understanding.
June	Student is unable to recall 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 character setting and inferential understanding.	Student is able to retell a story in sequence, using characters and setting, while making connections and predictions (displaying higher level thinking).

Actively engages in group reading activities.

Marking Period	1	2	3	4
Dec.	Not assessed	Not assessed	Not assessed	Not assessed
March	Student does not participate in class discussions or volunteer information.	Student sometimes participates in class discussions and volunteers information.	Student consistently participates in class discussions and volunteers information.	Student consistently participates in class discussions and adds new insight.
June	Student does not participate in class discussions or volunteer information.	Student sometimes participates in class discussions and volunteers information.	Student consistently participates in class discussions and volunteers information.	Student consistently participates in class discussions and adds new insight.

Foundational Skills

Can match 1:1 when reading.

Marking Period	1	2	3	4
Dec.	Student is unable to match 1:1 when reading.	Student is able to match 1:1 when reading some of the time.	Student is able to match 1:1 when reading consistently.	
March	Student is unable to match 1:1 when reading.	Student is able to match 1:1 when reading some of the time.	Student is able to match 1:1 when reading consistently.	
June	Student is unable to match 1:1 when reading.	Student is able to match 1:1 when reading some of the time.	Student is able to match 1:1 when reading consistently.	

Displays directionality when reading. (left to right, return sweep)

Marking Period	1	2	3	4
Dec.	Student does not display directionality when reading.	Student displays directionality when reading some of the time.	Student displays directionality when reading consistently.	
March	Student does not display directionality when reading.	Student displays directionality when reading some of the time.	Student displays directionality when reading consistently.	
June	Student does not display directionality when reading.	Student displays directionality when reading some of the time.	Student displays directionality when reading consistently.	

Identifies upper and lower case letters.

Marking Period	1	2	3	4
Dec.	Student recognizes 25 letters or below.	Student recognizes 25-35 letters.	Student recognizes 35-40 letters.	Student recognizes 54 letters.
March	Student recognizes 39 letters or below.	Student recognizes 40 to 53.	Student recognizes 54 letters.	
June	Student recognizes 39 letters or below.	Student recognizes 40 to 53.	Student recognizes 54 letters.	

Can say the sound of consonants.

Marking Period	1	2	3	4
Dec.	Student produces 9 sounds or below.	Student produces 10-12 sounds.	Student produces 12-16 sounds.	
March	Student produces 17 sounds or below.	Student produces 18-20 sounds.	Student produces 21 sounds.	
June	Student produces 17 sounds or below.	Student produces 18-20 sounds.	Student produces 21 sounds.	

Can name the beginning letter of a word.

Marking Period	1	2	3	4
Dec.	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.
March	Student is unable to distinguish beginning sounds or produce a word for each.	Student can distinguish some beginning sounds and produce some words.	Student consistently distinguishes all beginning sounds and can produce a word for each.	
June	Student is unable to distinguish beginning sounds or produce a word for each.	Student can distinguish some beginning sounds and produce some words.	Student consistently distinguishes all beginning sounds and can produce a word for each.	

Can name the ending letter of a word.

Marking Period	1	2	3	4
Dec.	Not assessed	Not assessed	Not assessed	Not assessed
March	Student is unable to distinguish ending sounds.	Student can distinguish some ending sounds.	Student consistently distinguishes all ending sounds.	
June	Student is unable to distinguish ending sounds.	Student can distinguish some ending sounds.	Student consistently distinguishes all ending sounds.	

Can identify vowel sounds.

Marking Period	1	2	3	4
Dec.	Not assessed	Not assessed	Not assessed	Not assessed
March	Student is unable to distinguish long and short vowel sounds.	Student can distinguish some long and short vowel sounds.	Student consistently distinguishes long and short vowel sounds.	
June	Student is unable to distinguish long and short vowel sounds.	Student can distinguish some long and short vowel sounds.	Student consistently distinguishes long and short vowel sounds.	

Recognizes and produces rhyming words.

Marking Period	1	2	3	4
Dec.	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.	Students can use word family patterns to read and write words.
March	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.	Students can use word family patterns to read and write words.
June	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.	Students can use word family patterns to read and write words.

Can break words into syllables.

Marking Period	1	2	3	4
Dec.	Student is unable to break words into 1,2 and 3 syllables.	Student can sometimes break words into 1,2 and 3 syllables.	Student can consistently break words into 1,2,and 3 syllables.	
March	Student is unable to break words into 1,2 and 3 syllables.	Student can sometimes break words into 1,2 and 3 syllables.	Student can consistently break words into 1,2,and 3 syllables.	
June	Student is unable to break words into 1,2 and 3 syllables.	Student can sometimes break words into 1,2 and 3 syllables.	Student can consistently break words into 1,2,and 3 syllables.	

Can identify sight words.

Marking Period	1	2	3	4
Dec.	Student can identify less than 6 kindergarten sight words.	Student can identify 6-10 kindergarten sight words.	Student can identify 11- 13 kindergarten sight words.	Student can identify more than 13 kindergarten sight words.
March	Student can identify less than 18 kindergarten sight words.	Student can identify 18-22 kindergarten sight words.	Student can identify 22-25 kindergarten sight words.	Student can identify 25 kindergarten sight words and additional sight words.
June	Student can identify less than 18 kindergarten sight words.	Student can identify 18-22 kindergarten sight words.	Student can identify 22-25 kindergarten sight words.	Student can identify 25 kindergarten sight words and additional sight words.

Uses print strategies to read unknown words.

Marking Period	1	2	3	4
Dec.	Not assessed	Not assessed	Not assessed	Not assessed
March	Student is unable to use any print strategies to read unknown words.	Student uses some print strategies frequently to read unknown words.	Student uses most print strategies consistently to read unknown words.	Student employs all print strategies consistently to read unknown words.
June	Student is unable to use any print strategies to read unknown words.	Student uses some print strategies frequently to read unknown words.	Student uses most print strategies consistently to read unknown words.	Student employs all print strategies consistently to read unknown words.

Can read text fluently on their level.

Marking Period	1	2	3	4
Dec.	Not assessed	Not assessed	Not assessed	Not assessed
March	Student is not reading texts independently.	Student can fluently read Level A texts.	Student can fluently read Level B texts.	Student can fluently read Level C or higher texts.
June	Student can fluently read Level A texts.	Student can fluently read Level B texts.	Student can fluently read Level C texts.	Student can fluently read Level D or higher texts.

Writing

Writes in genres (narrative, opinion, informational)

Marking Period	1	2	3	4
Dec.	Not assessed	Not assessed	Not assessed	Not assessed
March	Student draws pictures, dictates, and uses “writing” (beginning/ending sounds, labeling).	Student draws pictures, dictates, and uses “writing” (decodable words, high-frequency words, to express ideas in a sentence) most of the time.	Student consistently draws pictures and uses “writing” (decodable words, high-frequency words, with spacing, capitals and punctuation).	Student consistently draws pictures and uses “writing” (decodable words, high-frequency words, with spacing, capitals and punctuation), using more than one sentence to elaborate on ideas.
June	Student draws pictures, dictates, and uses “writing” (decodable words, high-frequency words, to express ideas in a sentence) most of the time.	Student consistently draws pictures and uses “writing” (decodable words, high-frequency words, with spacing, capitals and punctuation).	Student consistently draws pictures and uses “writing” (decodable words, high-frequency words, with spacing, capitals and punctuation), using more than one sentence to elaborate on ideas.	Student consistently draws pictures and “writes,” using more than three sentences to elaborate on ideas.

Can sequence story ideas

Marking Period	1	2	3	4
Dec.	Not assessed	Not assessed	Not assessed	Not assessed
March	Student's ideas are unrelated. Organization is not yet evident. Significant parts or details are not included in oral retell or sketching..	Student demonstrates some organization and order when writing a story.	Student demonstrates organization when writing a story and includes parts relevant to the story.	Student writing is organized with a beginning, middle, and end.
June	Student demonstrates some organization and order when writing a story.	Student demonstrates organization when writing a story and includes parts relevant to the story.	Student writing is organized with a beginning, middle, and end.	Student's telling, sketching, and writing are organized with a beginning, middle, and end and include 3 or more relevant details.

Speaking and Listening

Participates in class discussions.

Marking Period	1	2	3	4
Dec.	Student rarely participates in conversations with peers and adults about kindergarten topics and texts.	Student occasionally participates in conversations with peers and adults about kindergarten topics and texts.	Student consistently participates in conversations with peers and adults about kindergarten topics and texts.	Student has met grade level expectations, adds insight to conversations and asks questions for clarification.
March	Student rarely participates in conversations with peers and adults about kindergarten topics and texts.	Student occasionally participates in conversations with peers and adults about kindergarten topics and texts.	Student consistently participates in conversations with peers and adults about kindergarten topics and texts.	Student has met grade level expectations, adds insight to conversations and asks questions for clarification.
June	Student rarely participates in conversations with peers and adults about kindergarten topics and texts.	Student occasionally participates in conversations with peers and adults about kindergarten topics and texts.	Student consistently participates in conversations with peers and adults about kindergarten topics and texts.	Student has met grade level expectations, adds insight to conversations and asks questions for clarification.

Asks and answers questions for understanding.

Marking Period	1	2	3	4
Dec.	Student rarely asks questions to gain information, seek help or to clarify something that is unclear.	Student occasionally asks questions to gain information, seek help or to clarify something that is unclear.	Student consistently asks questions to gain information, seek help or to clarify something that is unclear.	Student consistently confirms understanding of information by asking and answering questions about key details.
March	Student rarely asks questions to gain information, seek help or to clarify something that is unclear.	Student occasionally asks questions to gain information, seek help or to clarify something that is unclear.	Student consistently asks questions to gain information, seek help or to clarify something that is unclear.	Student consistently confirms understanding of information by asking and answering questions about key details.
June	Student rarely asks questions to gain information, seek help or to clarify something that is unclear.	Student occasionally asks questions to gain information, seek help or to clarify something that is unclear.	Student consistently asks questions to gain information, seek help or to clarify something that is unclear.	Student consistently confirms understanding of information by asking and answering questions about key details.

Expresses thoughts clearly.

Marking Period	1	2	3	4
Dec.	Student rarely expresses thoughts in complete sentences and rarely speaks clearly and audibly when sharing feelings and ideas.	Student occasionally expresses thoughts in complete sentences and rarely speaks clearly and audibly when sharing feelings and ideas.	Student consistently expresses thoughts in complete sentences and rarely speaks clearly and audibly when sharing feelings and ideas.	
March	Student rarely expresses thoughts in complete sentences and rarely speaks clearly and audibly when sharing feelings and ideas.	Student occasionally expresses thoughts in complete sentences and rarely speaks clearly and audibly when sharing feelings and ideas.	Student consistently expresses thoughts in complete sentences and rarely speaks clearly and audibly when sharing feelings and ideas.	
June	Student rarely expresses thoughts in complete sentences and rarely speaks clearly and audibly when sharing feelings and ideas.	Student occasionally expresses thoughts in complete sentences and rarely speaks clearly and audibly when sharing feelings and ideas.	Student consistently expresses thoughts in complete sentences and rarely speaks clearly and audibly when sharing feelings and ideas.	

Language

Understands grammar and usage when speaking and writing.

Marking Period	1	2	3	4
Dec.	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	Student demonstrates understanding of key concepts of grammar, usage, and mechanics	
March	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	Student demonstrates understanding of key concepts of grammar, usage, and mechanics	
June	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	Student demonstrates understanding of key concepts of grammar, usage, and mechanics	

Forms letters correctly.

Marking Period	1	2	3	4
Dec.	Student can write less than 25 letters correctly.	Student can write 25-35 letters correctly.	Student can write 35-40 letters correctly.	Student can write all upper case and lower case letters correctly.
March	Student can write less than 48 letters correctly.	Student can write 48-53 letters correctly.	Student can write all upper case and lower case letters correctly.	
June	Student can write less than 48 letters correctly.	Student can write 48-53 letters correctly.	Student writes all upper and lower case letters correctly.	

Capitalizes the first word in a sentence and "I"

Marking Period	1	2	3	4
Dec.	Not assessed	Not assessed	Not assessed	Not assessed
March	Student rarely capitalizes the first word in a sentences and I.	Student occasionally capitalizes the first word in a sentences and I.	Student consistently capitalizes the first word in a sentences and I.	
June	Student rarely capitalizes the first word in a sentences and I.	Student occasionally capitalizes the first word in a sentences and I.	Student consistently capitalizes the first word in a sentences and I.	

Can name end punctuation (. ? !)

Marking Period	1	2	3	4
Dec.	Not assessed	Not assessed	Not assessed	Not assessed
March	Student cannot name end punctuation.	Students can name 2 out of 3 end punctuation marks.	Student can name all 3 end punctuation marks.	
June	Student cannot name end punctuation.	Students can name 2 out of 3 end punctuation marks.	Student can name all 3 end punctuation marks.	

Spells words phonetically using knowledge of letter-sound relationships.

Marking Period	1	2	3	4
Dec.	Not assessed	Not assessed	Not assessed	Not assessed
March	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 can write a letter or letters for all consonant and short vowel sounds. Student spells simple words phonetically using knowledge of sound-letter relationships.	Student spells simple words and high-frequency words correctly and with fluency.
June	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 can write a letter or letters for all consonant and short vowel sounds. Student spells simple words phonetically using knowledge of sound-letter relationships.	Student spells above grade level words and high-frequency words correctly and with fluency..

Uses sight words in writing.

Marking Period	1	2	3	4
Dec.	Not assessed	Not assessed	Not assessed	Not assessed
March	Student rarely applies presented sight words when writing.	Student occasionally applies presented sight words when writing.	Student consistently applies presented sight words when writing.	
June	Student rarely applies presented sight words when writing.	Student occasionally applies presented sight words when writing.	Student consistently applies presented sight words when writing.	

Uses spaces between words.

Marking Period	1	2	3	4
Dec.	Not assessed	Not assessed	Not assessed	Not assessed
March	Student rarely applies spaces between words when writing.	Student occasionally applies spaces between words when writing.	Student consistently applies spaces between words when writing.	
June	Student rarely applies spaces between words when writing.	Student occasionally applies spaces between words when writing.	Student consistently applies spaces between words when writing.	