



## Elementary Report Card Grading Benchmarks – Kindergarten

### Language Arts - Reading

1. Reading: Reads emergent texts with purpose and understanding.

1	2	3	4
The student is unable or rarely able to read emergent texts with purpose and understanding.	The student can sometimes, but is not consistently able to, read emergent texts with purpose and understanding.	The student consistently reads emergent texts with purpose and understanding.	The student consistently reads above grade-level texts with purpose and understanding.

2. Reading: Retells familiar stories, including key details

1	2	3	4
The student is unable or rarely able to retell a story, even with prompting and support.	The student sometimes, but not consistently, retells a story in proper sequence using characters, setting, and inferential understanding, with prompting and support.	The student consistently retells a story in proper sequence using characters, setting, and inferential understanding, with prompting and support.	The student consistently retells a story in proper sequence using characters, setting, and inferential understanding, without teacher prompting.

3. Reading: Identifies characters, settings, and major events in a story

1	2	3	4
The student is unable or rarely able to identify characters, settings, and major events in a story, even with prompting and support.	The student sometimes, but not consistently, identifies characters, settings, and major events in a story, with prompting and support.	The student consistently identifies characters, settings, and major events in a story, with prompting and support.	The student consistently identifies characters, settings, and major events in a story, without teacher prompting.

4. Reading: Identifies upper and lower case letters.

1	2	3	4
The student is unable or rarely able to identify upper and lower case letters.	The student sometimes, but not consistently, identifies upper and lower case letters.	The student consistently identifies all upper and lower case letters.	Not applicable.

5. Reading: Demonstrates understanding of letter sounds.

1	2	3	4
The student is unable or rarely able to demonstrate understanding of letter sounds.	The student sometimes, but not consistently, demonstrates understanding of letter sounds.	The student consistently demonstrates understanding of letter sounds.	Not applicable.

6. Reading: Identifies beginning, ending, and vowel sounds within words.

1	2	3	4
The student is unable or rarely able to identify previously taught	The student can sometimes, but is not consistently able to, identify	The student consistently identifies previously taught beginning,	The student exceeds grade-level expectations by identifying

beginning, ending, and/or vowel sounds.	<p>previously taught beginning, ending, and/or vowel sounds.</p> <p>OR</p> <p>The student can sometimes, but is not consistently able to, produce a word using previously taught beginning, ending, and/or vowel sounds.</p>	ending, and/or vowel sounds and is able to produce words for each of the sounds.	untaught beginning, ending, and/or vowel sounds and is able to produce words for each of the sounds.
---	--	--	--

7. Reading: Demonstrates understanding of syllables within words.

1	2	3	4
The student is unable or rarely able to demonstrate understanding of syllables within words.	The student can sometimes, but is not consistently able to, demonstrate understanding of syllables within words, when prompted.	The student consistently demonstrates understanding of syllables within words, when prompted.	The student demonstrates understanding of syllables within words, without teacher prompting.

8. Reading: Recognizes and produces rhyming words.

1	2	3	4
The student is unable or rarely able to recognize and/or produce rhyming words.	The student can sometimes, but is not consistently able to, recognize and/or produce rhyming words, when prompted.	The student consistently recognizes and produces rhyming words, when prompted.	The student recognizes and produces rhyming words in authentic situations, without teacher prompting.

9. Reading: Identifies sight words.

1	2	3	4
<p>The student is unable or rarely able to identify presented sight words, even in isolation.</p>	<p>The student inconsistently identifies the number of presented sight words when reading independently.</p> <p>OR</p> <p>The student identifies the presented sight words in an isolated list, but does not consistently recognize the words when reading independently.</p>	<p>The student is able to consistently identify the number of presented sight words when reading independently.</p>	<p>The student is able to identify more than the number of presented sight words when reading independently.</p>

## **Language Arts – Writing**

10. Writing: Uses a combination of drawing, dictation, and writing to express ideas.

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
The student is unable or rarely able to use a combination of drawing, dictation, and writing to assert an opinion, provide information and details, and/or narrate events, including personal reactions.	The student can sometimes, but is not consistently able to, use a combination of drawing, dictation, and writing to assert an opinion, provide information and details, and/or narrate events, including personal reactions.	The student consistently uses a combination of drawing, dictation, and writing to assert an opinion, provide information and details, and/or narrate events, including personal reactions.	The student consistently uses a combination of drawing, dictation, and writing to assert an opinion, provide information and details, and/or narrate events, including personal reactions. The student is able to elaborate on the writing without prompting from the teacher.

11. Writing: Sequences ideas in a story.

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
The student is unable or rarely able to tell, sketch, and write whole stories with a clear beginning, middle, and end, evidencing an organized sequence of events.	The student can sometimes, but is not consistently able to tell, sketch, and write whole stories with a clear beginning, middle, and end, evidencing an organized sequence of events.	The student consistently tells, sketches, and writes whole stories with a clear beginning, middle, and end, evidencing an organized sequence of events.	The student consistently tells, sketches, and writes whole stories with a strong beginning, a detailed middle, and a clear ending; the student tells each story part by part, including transition words.

12. Writing: Spells simple words phonetically.

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
The student is unable or rarely able to spell simple words phonetically.	The student can sometimes, but is not consistently able to, spell simple words phonetically.	The student consistently meets grade-level expectations by spelling simple words	The student exceeds grade-level expectations by spelling untaught words phonetically.

		phonetically, drawing on knowledge of sound-letter relationships.	
--	--	---	--

13. Writing: Forms upper and lower case letters.

1	2	3	4
The student is unable or rarely able to correctly form upper and lower case letters.	The student can sometimes, but is not consistently able to, correctly form upper and lower case letters.	The student consistently meets grade-level expectations by correctly forming upper and lower case letters.	Not applicable.

14. Writing: Applies conventions of grammar and usage when writing or speaking.

1	2	3	4
The student is unable or rarely able to demonstrate understanding of key concepts of grammar, usage, and mechanics, when writing or speaking.	The student can sometimes, but is not consistently able to, demonstrate understanding of key concepts of grammar, usage, and mechanics when writing or speaking.	The student consistently meets grade-level expectations by demonstrating understanding of key concepts of grammar, usage, and mechanics when writing or speaking.	The student exceeds grade-level expectations when demonstrating understanding of key concepts of grammar, usage, and mechanics when writing or speaking.

