Grading Benchmarks – Kindergarten

READING

1. Independent reading level.

Trimester	1	2	3	4
1st	Student is unable or rarely able to demonstrate reading behaviors.	Student has achieved reading success with emergent level text.	Student has achieved reading success at Level A or B.	Student has achieved reading success at Level C or above.
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.
3rd	Student has achieved reading success at Level A or below.	Student has achieved reading success at Level B.	Student has achieved reading success at Level C or D.	Student has achieved reading success at Level E or above.
Reading level as indicated on the Teachers College Reading Level Benchmarks for the Independent Reading Level Assessment.				

2. Uses print strategies and picture clues to read unknown words.

Trimester	1	2	3	4
1st	• Student is unable or rarely able to recognize and use beginning sounds. • Student is unable to rarely able to make sure reading makes sense. • Student is unable or rarely able to use internal parts of words with beginnings and endings. • Student is unable or rarely able to read high-frequency words. • Student is unable or rarely able to notice errors and	• Student is sometimes able to recognize and use beginning sounds. • Student sometimes checks to make sure reading makes sense. • Student sometimes uses internal parts of words with beginnings and endings. • Student sometimes reads high-frequency words automatically. • Student sometimes notices errors and cross-checks with unused sources of information.	• Student consistently identifies and decodes using beginning sounds. • Student consistently checks to make sure reading makes sense. • Student consistently uses internal parts of words with beginnings and endings. • Student sometimes reads high-frequency words automatically. • Student consistently notices errors and	• Student consistently identifies and decodes using beginning and ending sounds. • Student consistently checks to make sure reading makes sense in above-grade-level text. • Student consistently uses internal parts of words with beginnings and endings, in above grade level text. • Student consistently reads

	crosscheck with unused sources of information. • Student is unable or rarely able to distinguish between information provided by pictures and information provided by words in a text.	• Student is sometimes able to distinguish between information provided by pictures and information provided by words in a text.	crosschecks with unused sources of information. • Student consistently distinguishes between information provided by pictures and information provided by words in a text.	high-frequency words automatically, in above grade level text. • Student consistently notices errors, in above grade level text, and cross-checks with unused sources of information. • Student consistently distinguishes, in above-grade-level texts, between information provided by pictures and information provided by words.
2nd	• Student is unable or rarely able to recognize and use beginning and ending sounds. • Student is unable or rarely able to keep the accumulating story events (or content) in mind. • Student is unable or rarely able or use meaning of accumulated text to figure out unfamiliar words. • Student is unable or rarely able to stop and correct at the point of error.	• Student is sometimes able to recognize and use beginning and ending sounds. • Student sometimes keeps the accumulating story events (or content) in mind. • Student sometimes uses the meaning of accumulated text to figure out unfamiliar words. • Student sometimes stops and corrects at the point of error.	• Student consistently identifies and decodes using beginning and ending sounds. • Student consistently keeps the accumulating story events (or content) in mind. • Student consistently uses meaning of accumulated text to figure out unfamiliar words. • Student consistently stops and corrects at the point of error.	• Student consistently identifies and decodes using beginning, ending, and middle (vowel) sounds. • Student consistently keeps the accumulating story events (or content) in mind, in above-grade-level text. • Student consistently uses meaning of accumulated text to figure out unfamiliar words, in above-grade-level text. • Student consistently stops and corrects at the point of error, in above-grade-level text.

3rd	• Student is unable or rarely able to recognize and use beginning, ending, and middle (vowel) sounds. • Student is unable or rarely able to reread and self-correct at points of error. • Student is unable or rarely able to monitor for all sources of information. • Student is unable or rarely able to use an increasingly more challenging repertoire of graphophonic/visual strategies to problem solve through text. • Student is unable or rarely able to solve unknown word with relative ease.	• Student is sometimes able to recognize and use beginning, ending, and middle (vowel) sounds. • Student sometimes rereads and self-correct at points of error. • Student sometimes monitors for all sources of information. • Student sometimes uses an increasingly more challenging repertoire of graphophonic/visual strategies to problem solve through text. • Student sometimes solves unknown word with relative ease.	• Student consistently identifies and decodes using beginning, ending, and middle (vowel) sounds. • Student consistently rereads and self-correct s at points of error. • Student consistently monitors for all sources of information. • Student consistently uses an increasingly more challenging repertoire of graphophonic/visual strategies to problem solve through text. • Student consistently solves unknown word with relative ease.	• Student consistently decodes unknown and complex multi-syllable words using all phonemes (blends, digraphs, and dipthongs). • Student consistently rereads and self-corrects at points of error, in above-grade-level text. • Student consistently monitors for all sources of information, in above-grade-level text. • Student consistently uses an increasingly more challenging repertoire of graphophonic/visual strategies to problem solve through above-grade-level text. • Student consistently solves unknown words with relative ease, in above grade level text.

3.   Demonstrates appropriate reading behaviors (book handling and concepts of print).

Trimester	1	2	3	4
1st	Student receives fewer than 6 points on Concepts of Print Assessment.	Student receives 7 – 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	Student receives 10-11 points on	Student receives 12 points on Concepts of Print Assessment.	Student receives 13 points on Concepts of Print Assessment.

	points on Concepts of Print Assessment.	Concepts of Print Assessment.		
3rd	Student receives fewer than 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.	

4.   Recognizes and produces rhyming patterns.

Trimester	1	2	3	4
ALL	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.	

5.   Recognizes grade level sight words.

Trimester	1	2	3	4
1st	Student recognizes fewer than 10 sight words on the Word Identification Assessment.	Student recognizes 10-13 sight words on the Word Identification Assessment.	Student recognizes 14 sight words on the Word Identification Assessment.	Student recognizes 15 or more sight words on the Word Identification Assessment.
2nd	Student recognizes fewer than 15 sight words on the Word Identification Assessment.	Student recognizes 15-25 sight words on the Word Identification Assessment.	Student recognizes 25 sight words on the Word Identification Assessment.	Student recognizes 26 or more sight words on the Word Identification Assessment.
3rd	Student recognizes fewer than 26 sight words on the Word Identification Assessment.	Student recognizes 26-39 sight words on the Word Identification Assessment.	Student recognizes 40 sight words on the Word Identification Assessment.	Student recognizes 41 or more sight words on the Word Identification Assessment.

6.   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 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.
3rd	Student is unable to recall	Student is able to retell a story	Student is able to retell a story in proper	Student is able to retell a story in sequence, using

events of a story in proper sequence.	in proper sequence, using characters and setting.	sequence, using character, setting and inferential understanding.	characters and setting, while making connections and predictions (displaying higher level thinking).

WRITING

1. Demonstrates stamina during independent writing time.

Trimester	1	2	3	4
1st	Student is unable or rarely able to write for 10 minutes.	Student is approaching writing stamina of 10 minutes.	Student consistently writes for 10 minutes.	Student consistently writes for more than 10 minutes.
2nd	Student is unable or rarely able to write for 15 minutes.	Student is approaching writing stamina of 15 minutes.	Student consistently writes for 15 minutes	Student consistently writes for more than 15 to 20 minutes.
3rd	Student is unable or rarely able to write for 20 minutes.	Student is approaching writing stamina of 20 minutes.	Student consistently writes for 20 minutes.	Student consistently writes for more than 20 minutes.

2. Generates and develops ideas.

Trimester	1	2	3	4
1st	Student is unable to generate ideas for writing	Student drew pictures to express ideas.	Student told and showed some of what happened or what they knew about the topic.	Student told and showed what happened or what they knew about the topic.
2nd	Student drew pictures to express ideas.	Student told and showed some of what happened or what they knew about the topic.	Student told and showed what happened or what they knew about the topic.	Student drew and wrote some details about what happened or the topic.
3rd	Student told and showed some of what happened or what they knew about the topic.	Student told and showed what happened or what they knew about the topic.	Student drew and wrote some details about what happened or the topic.	Student gives additional details or facts.

3. Sequences ideas into a story.

Trimester	1	2	3	4
ALL	Student's ideas are unrelated. • There are pictures but no writing. • Student's story does not end.	• The student told a story with pictures and some "writing". • The student's story ended.	• The student told, drew, and wrote a whole story. • The student had a page for the beginning, a page for the middle, and a page for the end. • The student told, drew, and wrote information across pages.	• The student wrote about when he/she did something, about a topic, or his/her opinion and said why. • The student wrote a story/piece across three or more pages.

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

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

			Student spells simple words phonetically using knowledge of sound-letter relationships.	

5.　Uses spaces and capitalizes first letter of sentences.

Trimester	1	2	3	4
1st	Student does not understand concept of spacing and capitalization	Student understands but does not apply spacing and capitalization	Student rarely uses spaces and capitalizes the first letter of sentences	Student occasionally uses spaces and capitalizes the first letter of sentences.
2nd	Student does not use spaces or capitalize first letter of sentences.	Student rarely uses spaces correctly in writing and rarely capitalizes first letter of sentences.	Student sometimes uses spaces correctly in writing and sometimes capitalizes first letter of sentences.	Student consistently uses spaces correctly and capitalizes first letter of sentences.
3rd	Student rarely uses spaces correctly in writing and rarely capitalizes first letter of sentences.	Student sometimes uses spaces correctly in writing and sometimes capitalizes first letter of sentences.	Student consistently uses spaces correctly and capitalizes first letter of sentences.	Student consistently uses spaces correctly and correctly capitalizes words including and in addition to first letter of sentences.

WORD STUDY

1. Explores sounds and words independently through sorting activities.

Trimester	1	2	3	4
1st	Student is unable to complete concept sorts.	Student is able to complete concept sorts with guidance.	Student is able to complete concept sorts accurately and independently.	Student is able to create an alternate sorting pattern.
2nd	Student is able to sort pictures or words by initial consonant.	Student is able to sort pictures or words into groups by initial or final consonant.	Student is able to sort pictures or words into groups by initial consonant, final consonant or short vowel sound.	Student is able to sort pictures or words into groups by initial consonant, final consonant, short

				vowel sound, or initial blends or digraphs.
3rd	Student is able to sort pictures or words into groups by initial or final consonant.	Student is able to sort pictures or words into groups by initial consonant, final consonant or short vowel sound.	Student is able to sort pictures or words into groups by initial consonant, final consonant, short vowel sound, or initial blends or digraphs.	Student is able to sort pictures or words into groups by initial consonant, final consonant, short vowel sound, initial blends or digraphs and some long vowel patterns.

2.	Identifies uppercase and lowercase letters.

Trimester	1	2	3	4
1st	Student recognizes 11 or below.	Student recognizes 12-17.	Student recognizes 18-39.	Student recognizes 40 + letters.
2nd	Student recognizes 25 or fewer letters.	Student recognizes 26-51 letters	Student recognizes 52 letters.	
3rd	Student recognizes 39 or below.	Student recognizes 40-53	Student recognizes 52 letters.	

3.	Produces sounds of letters taught.

Trimester	1	2	3	4
1st	Produces 7 or fewer letter sounds.	Produces 7-13 letter sounds.	Produces 14-18 letter sounds.	Produces 19 + letter sounds.
2nd	Produces 12 or fewer letter sounds.	Produces 13-19 letter sounds.	Produces 20-26 letter sounds.	N/A
3rd	Produces 14 or fewer letter sounds.	Produces 15-25 letter sounds.	Produces 26 letter sounds.	N/A

MATH

Recognizes Numbers 0-20

Trimester	1	2	3	4
1st	Student is unable to recognize numbers from 0-10.	Student can recognize some numbers from 0-10	Student consistently recognizes numbers from 0-10	Student consistently recognizes numbers from 0-beyond 10.

Trimester	1	2	3	4
2nd	Student is unable to recognize numbers from 0-15.	Student can recognize some numbers from 0-15	Student consistently recognizes numbers from 0-15	Student consistently recognizes numbers from 0-beyond 15.
3rd	Student is unable to recognize numbers from 0-20.	Student can recognize some numbers from 0-20	Student consistently recognizes numbers from 0-20	Student consistently recognizes numbers from 0-beyond 20.

Writes numbers 0-20

Trimester	1	2	3	4
1st	Student is unable to copy numbers from 0-10.	Student can copy some numbers from 0-10	Student consistently copies numbers from 0-10.	Student consistently writes numbers from 0-10 independently.
2nd	Student is unable to write numbers from 0-15.	Student can write some numbers from 0-15	Student consistently writes numbers from 0-15.	Student consistently writes numbers from 0-beyond 15.
3rd	Student is unable to write numbers from 0-20.	Student can write some numbers from 0-20	Student consistently writes numbers from 0-20.	Student consistently writes numbers from 0-beyond 20.

Counts to 100

Trimester	1	2	3	4
1st	Student is unable or rarely able to count to 20.	Student correctly and consistently counts to a number between 20 and 29.	Student correctly and consistently counts to a number between 30 and 49.	Student correctly and consistently counts to 50
2nd	Student counts to 29 or less.	Student correctly and consistently counts to a number between 30 and 49.	Student correctly and consistently counts to a number between 50 and 99	Student correctly and consistently counts to 100
3rd	Student counts to 49 or less.	Student correctly and consistently counts to a number between 50 and 99	Student correctly and consistently counts to 100	Student correctly counts higher than 100

Counts by 10s to 100

Trimester	1	2	3	4

1st	Student is unable to count by 10s.	Student is rarely able to count by 10s to 50	Student counts by 10 to 50.	Student counts by 10s to 100
2nd	Student is unable to count by 10s to 50.	Student counts by 10s to 50.	Student counts by 10s to 100	Student counts by 10s to beyond 100
3rd	Student is unable to count by 10s to 50.	Student counts by 10s to 50.	Student counts by 10s to 100	Student counts by 10s to beyond 100

Counts 20 objects in an organized arrangement.

Trimester	1	2	3	4
1st	Student is unable or rarely able to count sets of objects.	Student is sometimes able to count sets of up to 10 objects.	Student is consistently able to count sets of up to 10 objects.	Student is consistently able to count sets of more than 10 objects
2nd	Student is unable or rarely able to count sets of up to 10 objects.	Student is sometimes able to count sets of up to 15 objects.	Student is consistently able to count sets of up to 15 objects.	Student is consistently able to counts sets of more than 15 objects.
3rd	Student is unable or rarely able to count sets of up to 15 objects.	Student is sometimes able to count sets of up to 20 objects.	Student is consistently able to count sets of up to 20 objects.	Student is consistently able to count sets of more than 20 objects.

Compares groups of objects using matching and counting strategies.

Trimester	1	2	3	4
1st	Student is unable to rarely able to match and count sets of up to 10 objects.	Student can sometimes match and count sets of up to 10 objects.	Student can consistently match and count sets of up to 10 objects.	Students can consistently match and count sets of more than 10 objects.
2nd	Student is unable or rarely able to identify more/fewer in groups of up to 10 objects.	Student can sometimes identify more/fewer in groups of up to 10 objects.	Student can consistently identify more/fewer in groups of up to 10 objects.	Student can consistently identify more/fewer in groups of more than 10 objects.
3rd	Student is unable or rarely able to identify more/fewer in groups of up to 20 objects.	Student can sometimes identify more/fewer in groups of up to 20 objects.	Student can consistently identify more/fewer in groups of up to 20 objects.	Student can consistently identify more/fewer in groups of more than 20 objects.

Adds numbers to 5

Trimester	1	2	3	4

2nd	Student does not demonstrate an understanding of addition.	Student is unable to add numbers to 5 with the aid of manipulatives.	Student is sometimes able to add numbers to 5 with the aid of manipulatives.	Student is consistently able to add numbers to 5 with the aid of manipulatives.
3rd	Student is unable to add numbers to 5 with the aid of manipulatives.	Student is sometimes able to add numbers to 5 with the aid of manipulatives.	Student is consistently able to add numbers to 5 with the aid of manipulatives.	Student is able to add numbers to 5 fluently and independently.

Subtracts numbers to 5

Trimester	1	2	3	4
3rd	Student is unable to subtract numbers to 5 with the aid of manipulatives.	Student is sometimes able to subtract numbers to 5 with the aid of manipulatives.	Student is consistently able to subtract numbers to 5 with the aid of manipulatives.	Student is able to subtract numbers to 5 fluently and independently.

Solves word problems using manipulatives

Trimester	1	2	3	4
2nd & 3rd	Student is unable to discriminate between addition and subtraction word problems.	Student is unable to solve addition and subtraction word problems with the aid of manipulatives.	Student is able to solve addition and subtraction word problems with the aid of manipulatives.	Student is able to solve addition and subtraction word problems with the aid of manipulatives and can write a math sentence to match.

Understand place value for numbers 11-19

Trimester	1	2	3	4
2nd	Student is unable or rarely able to identify which numeral is in the ones and tens place	Student is sometimes able to identify which numeral is in the ones and tens place	Student is consistently able to identify which numeral is in the ones and tens place	Student is able to identify numerals in the ones, tens, and hundreds place
3rd	Student is unable or rarely able to use a ten-frame to compose and decompose two digit numbers and	Student is sometimes able to use a ten-frame to compose and decompose two digit numbers and	Student is consistently able to use a ten-frame to compose and decompose two digit numbers and	Student can use a ten-frame to compose and decompose two digit numbers and can record each number as an

| | identify place value for these numbers. | identify place value for those numbers. | identify place value for those numbers. | equations (i.e. 10+8) |

Sorts mixed objects using various attributes

Trimester	1	2	3	4
1st	Student is unable or rarely able to identify measurable attributes in an object	Student is able to identify more than one measurable attribute of an object	Student is able to sort objects into groups using one named (given)measurable attribute	Student is able to sort objects into groups using one measurable attribute as determined by student
2nd	Student is able to identify more than one measurable attribute of an object	Student is able to sort objects into groups using one named (given)measurable attribute	Student is able to sort objects into groups using one measurable attribute as determined by student	Student is able to sort objects into groups using 2 measurable attributes as determined by student
3rd	Student is able to sort objects into groups using one named (given)measurable attribute	Student is able to sort objects into groups using one measurable attribute as determined by student	Student is able to sort objects into groups using 2 measurable attributes as determined by student	Student is able to sort objects into groups using 3 or more measurable attributes as determined by student

Identifies 2-dimensional shapes

Trimester	1	2	3	4
1st	Student is unable or rarely able to identify basic shapes in isolation (rectangle, square, triangle, circle, rhombus, trapezoid)	Student is able to identify some basic shapes in isolation (rectangle, square, triangle, circle, rhombus, trapezoid)	Student is consistently able to identify basic shapes in isolation (rectangle, square, triangle, circle, rhombus, trapezoid)	Student is able to describe objects in their environment by naming their shape (i.e. describing a wheel as a circle)
2nd	Student is able to identify some basic shapes in isolation (rectangle, square, triangle, circle,	Student is consistently able to identify basic shapes in isolation (rectangle, square, triangle, circle,	Student is able to describe objects in their environment by naming their shape (i.e.	Student is able to describe objects in their environment by naming their shape and position (using

	rhombus, trapezoid)	rhombus, trapezoid)	describing a wheel as a circle)	words such as above, below, etc.)
3rd	Student is able to identify some basic shapes in isolation (rectangle, square, triangle, circle, rhombus, trapezoid)	Student is consistently able to identify basic shapes in isolation (rectangle, square, triangle, circle, rhombus, trapezoid)	Student is able to describe objects in their environment by naming their shape (i.e. describing a wheel as a circle)	Student is able to describe objects in their environment by naming their shape and position (using words such as above, below, etc.)

Identifies 3-dimensional shapes

Trimester	1	2	3	4
3rd	Student is unable to differentiate between 2-dimensional and 3-dimensional shapes	Student is able to name some 3-dimensional shapes (cubes, cones, cylinders, spheres, prisms, pyramid)	Student is consistently able to name 3-dimensional shapes (cubes, cones, cylinders, spheres, prisms, pyramid)	Student is able to describe objects in their environment by naming their 3-dimensional shape (i.e. describing a pair of dice as cubes)

Science

1. Actively participates in lessons and activities

Trimester	1	2	3	4
All	Student rarely participates in lessons through discussion and activities.	Student sometimes participates in lessons through discussion and activities.	Student consistently participates in lessons through discussion and activities.	Student consistently participates in lessons through discussion and activities and adds conversation that is relevant to the topic.

2.   Demonstrates understanding of concepts and vocabulary

	1	2	3	4
All Units	Student shows limited understanding of concepts taught.	Student shows some understanding of concepts taught.	Student shows consistent understanding of concepts taught.	Student shows consistent understanding of concepts taught and adds meaningful information related to the topic.

Social Studies

1. Actively participates in lessons and activities

Trimester	1	2	3	4
All	Student rarely participates in lessons through discussion and activities.	Student sometimes participates in lessons through discussion and activities.	Student consistently participates in lessons through discussion and activities.	Student consistently participates in lessons through discussion and activities and adds conversation that is relevant to the topic.

2.   Demonstrates understanding of concepts and vocabulary

	1	2	3	4
All Units	Student shows limited understanding of concepts taught.	Student shows some understanding of concepts taught.	Student shows consistent understanding of concepts taught.	Student shows consistent understanding of concepts taught and adds meaningful information related to the topic.