

**Kindergarten**  
**BENCHMARK RUBRICS**

<b>PROFICIENCY LEVELS</b>	
4	The student has advanced understanding and <b>exceeds grade-level expectations</b> . A student receiving a “4” demonstrates academically superior skills in that specific area. The student shows initiative, challenges himself or herself, and demonstrates this advanced knowledge at school.
3	The student has proficient understanding and <b>meets grade-level expectations</b> . We want all of our students to reach a level “3.” A student receiving a “3” is right on track with our high academic expectations. A “3” is something to be celebrated.
2	The student has basic understanding and <b>partially meets grade-level expectations</b> . A “2” should indicate to parents that their child may need some extra help or extra time to practice/understand that concept or skill.
1	The student has minimal understanding and <b>does not meet grade-level expectations</b> . A student receiving a “1” has academic delays according to our district standards, and interventions may be needed to learn and stay on track with our expectations.

# English/Language Arts Standards (with prompting & support)

## Reading Standards for Informational Text and Literature

	1 (Needs improvement)	2 (Progressing)	3 (Meets)	4 (Exceeds)
Retells and sequences key details in familiar stories	Includes 1 or 2 events from the story	Includes all events but in random order	Retells beg/middle/end in correct sequence	Retells beg/middle/end with no prompting. Uses character names and important details
Answers questions about story elements	Unable to answer questions about story elements	Answers questions some of the time	Identifies character, setting, and events consistently	Identifies character, setting, events AND main idea/details consistently
Identifies role of author and illustrator	Unable to define	Some of the time	Consistently	X

### Foundational Skills

	1 (Needs improvement)	2 (Progressing)	3 (Meets)	4 (Exceeds)
Tracks print from left to right, top to bottom and page to page	Unable to	Some of the time	Consistently	X
Point to words with one to one correspondence (voice to print match)	Not at all (slides)	Some of the time	Consistently	X
Recognizes and Names Upper Case letters	Below 20	21 - 26 correct	26 correct 100%	X
Recognizes and Names Lower Case letters	Below 20	21 - 26 correct	26 correct 100%	X

Recognizes Rhyming Words	Unable to recognize	Some of the time can recognize	Consistently recognizes	X
Produces Rhyming Words	Unable to produce	Some of the time can produce	Consistently can produce	X
Produces sound for each consonant	Below 16	16 - 21 correct	21 correct 100%	X
Produces sound for each vowel	Below 3	3 or 4 correct	5 correct 100%	X
Reads Grade Level High Frequency words by Sight (without hesitation)	Below 75% of words taught	75%- 89% of words taught	90% or above of words taught	Knows more than taught

### Speaking and Listening Standards

	1 (Needs improvement)	2 (Progressing)	3 (Meets)	4 (Exceeds)
Participates in conversations about K topics and texts	Does NOT participate	Some of the time	Consistently	X
Follows Agreed Upon Rules for Discussions (listening to others, talking turns talking, etc.)	Unable	Some of the time	Consistently	X

## Language Standards (Written and Spoken Language)

	1 (Needs improvement)	2 (Progressing)	3 (Meets)	4 (Exceeds)
Prints many uppercase letters	Unable to form letters correctly touching the correct lines	Sometimes forms letters correctly touching the correct lines (may have some reversals)	Consistently forms letters correctly touching the correct lines (no reversals)	X
Prints many lowercase letters	Unable to form letters correctly touching the correct lines	Sometimes forms letters correctly touching the correct lines (may have some reversals)	Consistently forms letters correctly touching the correct lines (no reversals)	X
Uses capitalization rules correctly	Unable to use capitalization rules (Start of a sentence, pronoun I, names, etc.)	Sometimes uses capitalization rules (Start of a sentence, pronoun I, names, etc.)	Consistently uses capitalization rules (Start of a sentence, pronoun I, names, etc.)	X
Uses ending punctuation correctly	Unable to use correct punctuation at the end of a sentence and/or question	Sometimes uses correct punctuation at the end of a sentence and/or question (needs support)	Consistently uses correct punctuation at the end of a sentence and/or question (without support)	X
Spells words phonetically	Writes only the beginning sound independently <u>or</u> needs 1 to 1 help when trying to spell words	Writes the beginning, ending and some middle sounds (needs support)	Writes the beginning, ending and many correct middle sounds independently	Spells words correctly when writing independently
Uses a combination of drawing and writing to share information	Drawings and writing are limited – needs 1 to 1 help or cues	Drawings have some detail and sentences are written with support	Drawings have a lot of detail and a sentence or two is written independently	Drawings have a lot of detail plus <u>several</u> sentences are written independently

# Mathematics Standards

## Counting and Cardinality

	1 (Needs improvement)	2 (Progressing)	3 (Meets)	4 (Exceeds)
Counts to 100 by ones	Unable	Counts but NOT sequentially and/or misses <u>some</u> numbers	Consistently	Can count higher than 100
Counts to 100 by tens	Unable	Some of the time	Consistently	Can count by 10's higher than 100
Writes numbers from 0 - 20	Unable	Consistently with <u>some</u> reversals	Consistently without reversals	Writes higher than 20 without reversals

## Operations and Algebraic Thinking

	1 (Needs improvement)	2 (Progressing)	3 (Meets)	4 (Exceeds)
Represents addition within 10 using objects	Unable	Some of the time	Consistently	Adds over 10
Represents subtraction within 10 using objects	Unable	Some of the time	Consistently	Subtracts over 10
Fluently adds within 5	Unable	Some of the time	Consistently (without hesitation)	Fluently adds over 5
Fluently subtracts within 5	Unable	Some of the time	Consistently (without hesitation)	Fluently subtracts over 5 (10 - __)
Composes and decomposes numbers from 11-19 into tens and ones (12 is ten and 2 ones)	Unable	Some of the time	Consistently	X

## Measurement and Data

	1 (Needs improvement)	2 (Progressing)	3 (Meets)	4 (Exceeds)
Describes attribute of objects	Unable	Some of the time	Consistently	X
Directly compares objects to see which is heavier/lighter, taller/shorter, etc.	Unable	Some of the time	Consistently	X
Classifies (sorts) objects into categories and counts the objects in each category	Unable	Some of the time	Consistently	X

## Geometry

	1 (Needs improvement)	2 (Progressing)	3 (Meets)	4 (Exceeds)
Describes positions of shapes using terms such as above, below, in front of, behind and next to	Unable	Some of the time	Consistently	X
Identifies 2D shapes: rectangle, triangle, square, circle and hexagon	Unable	Some of the time	Consistently	X
Identifies 3D shapes: cube, cone, cylinder, sphere	Unable	Some of the time	Consistently	X